

# **HUMAN RESOURCE DEVELOPMENT**

**M.A (H.R.M)**

**Semester-III, Paper-I**

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**M.A. (H.R.M): Human Resource Development**

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## **FOREWORD**

*Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A' grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.*

*The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.*

*To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.*

*It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson- writers of the Centre who have helped in these endeavors.*

**Prof. P. Raja Sekhar**  
**Vice-Chancellor**  
**Acharya Nagarjuna University**

**M.A (H.R.M) Semester-III**  
**Paper-I**  
**301HM21- HUMAN RESOURCE DEVELOPMENT**  
**SYLLABUS**

**UNIT – I -** HRD-Macro Perspective: HRD Concept, Origin and Need, HRD as a Total System; Approaches to HRD; Human Development and HRD; HRD at Macro and Micro Climate.

**UNIT –II -** HRD–Micro Perspective: Areas of HRD; HRD Interventions Performance Appraisal, Potential Appraisal, Feedback and Performance Coaching, OD or Systems Development, Rewards, Employee Welfare and Quality of Work Life and Human Resource Information; Staffing for HRD: Roles of HR Developer; Physical and Financial Resources for HRD; HR Accounting; HRD Audit, Strategic HRD

**UNIT – III-** Instructional Technology for HRD : Learning and HRD; Models and Curriculum; Principles of Learning; Group and Individual Learning; Transactional Analysis; Assessment Centre; Behaviour Modeling and Self Directed Learning; Evaluating the HRD

**UNIT – IV -** Human Resource Training and Development : Concept and Importance; Assessing Training Needs; Designing and Evaluating T&D Programmes; Role, Responsibilities and challenges to Training Managers.

**UNIT – V -** Management Development, Role Play- In basket Exercise, Simulation, Vestibule Training, Management Games, Case study, Team Development, Designing and Evaluating Training and Development

**Prescribed Books :**

1. Nadler, Leonard : Corporat Human Resource Development, Van Nostrand Reinhold, ASTD, New York .
2. Rao, T.V and Pareek, Udai: Designing and Managing Human Resource Systems, Oxford IBH Pub. Pvt.Ltd., New Delhi , 2005.
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**Journals**

1. Indian Journal of Training and Development
2. HRD News Letter (NHRD Network)
3. American Journal of Training and Development
4. Personnel Today



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## LESSON -1

### HRD AT MACRO PERSPECTIVE

#### Learning Objectives

- ✓ To discuss the Concept of HRD
- ✓ To Study the Aims and objectives of HRD
- ✓ To Understand the Need and Nature of HRD
- ✓ To Discuss the HRD as a total system

#### Structure

- 1.0 Introduction
- 1.1 Meaning
- 1.2 Evolution
- 1.3 Concept of HRD
- 1.4 Aims
- 1.5 The objectives of HRD
- 1.6 Nature of HRD
- 1.7 Need of HRD
- 1.8 HRD as a total system
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  - 1.9.1 The Individual Employee
  - 1.9.2 The Role
  - 1.9.3 The Dyad
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  - 1.9.6 The Organisation
- 1.10 HRD System and Sub-Systems
- 1.11 Summary
- 1.12 Key words
- 1.13 Self Assessment Questions
- 1.14 Suggested Readings

#### 1.0 Introduction

The effective performance of an organization depends not just on the available resources, but its quality and competence as required by the organization from time to time. The difference between two nations largely depends on the level of quality of human resources.

Similarly, the difference in the level of performance of two organizations also depends on the utilization value of human resources. Moreover, the efficiency of production process and various areas of management depend to a greater extent on the level of human resources development.

HRD assumes significance in view of the fast changing organizational environments and need of the organization to adopt new techniques in order to respond to the environmental changes.

Human Resource Development (HRD) is that part of Human Resource Management which specifically deals with the training and development of employees. It helps the employees in

developing their knowledge, skills and abilities to achieve self-fulfillment and aid in the accomplishment of organizational goals.

HRD can be defined as organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization.

HRD includes the areas of employee training, career development, performance management, coaching, mentoring, key employee identification, talent development and organization development. Developing a highly productive and superior workforce is the aim of HRD activities.

The role of human beings in an organization's success is deeply recognized. Many formal and informal methods are used for developing the employees. HRD strives for the improvement of not just the individual workers, but for the growth of the group and organization as a whole.

### **1.1 Meaning**

HRD is the process of helping people to acquire competencies. In an organizational context HRD "is a process which helps employees of an organization in a continuous and planned way

- i. Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- ii. Develop their general capabilities as individuals and discover and exploit their inner potential for their own and/or expected future roles.
- iii. Develop an organizational culture in which supervisor-subordinate relationships, team work, and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.
- iv. HRD process is facilitated by mechanisms like performance appraisal, training, organizational development (OD), feedback and counseling, career development, potential development, job rotation and rewards.
- v. Employees are continuously helped to acquire new competencies through a process of performance planning, feedback, training, periodic review of performance, assessment of the development needs, and creation of development.

#### **Definition**

HRD is defined as activities and process undertaken by an organisation to formulate the intellectual, moral, psychological, cultural, social and economic development of the individuals in an organisation, in order to help them to achieve the highest human potential as a resource for the community. It means to bring about a total all-round development of the working human, so that they can contribute their best to the organisation, community, society and the nation.

HRD does not cover only a set of mechanisms or techniques but it is a process by which employees acquire or sharpen capabilities to perform the various functions, develop their general capabilities as individuals and exploit their own inner potentials, develop team work and collaboration. HRD concept is much wider and embraces almost all areas of an organisation.

In the context of banking, HRD means not only the acquisition of knowledge and skills but also acquiring capabilities to anticipate and manage both internal and external environment and obtaining, self- confidence and motivation for public service. Further, HRD

is not a piecemeal or a one-time exercise, it is a continuous process requiring to keep pace with the changes and developments, taking place.

## 1.2 Evolution

The process of development had been different from time to time. Earlier it used to be the responsibility of the individual to develop himself on his own or under the guidance of a GURU. Training by ACHARYA had been the instrument in past which made successful kings, warriors, courtiers, engineers and architects.

Industrial revolution gave a new dimension to the concept of Human Resource Development. The skilled artisans were developed through “learning while doing” or “on the job training” methodology. The process started increasing skill and knowledge of the worker and supervisors.

In west, the concept was first evolved by Robert Owen who emphasized human needs of workers in 1803. He taught the work place cleanliness and improvement methods. Andrew Ore emphasized the need of welfare activities to improve the worker efficiency.

FW Taylor, a pioneer of scientific management, stressed the incorporation of scientific standards in management. Elton Mayo emphasized the human values. Likert also stated that better utilization of human resources is also possible by treating them as human. HRD began to focus intensive supervisory training in human relations.

Malcom Knowles and Leonar Nadler have also contributed in developing this concept. Knowles emphasized human approach oriented learning instead of content centered and experimental instead of exclusively didactic learning. Nadler’s writing made distinction between Human resources management and Human Resource Development.

Pareek and Rao stressed up the integrated approach to this process of HRD by giving due weightage to performance appraisal, training of individual and organizational development, feedback, counseling, career planning, potential development, reward etc.

## 1.3 Concept of HRD

HRD is mainly concerned with developing the skills, knowledge and competencies of people and it is people-oriented concept. When we call it a people-oriented concept, the question arises, whether people will be developed in the larger or national context or in the smaller organisational context? Is it different at the macro and micro level? HRD can be applied both for the national level and organisational level.

The concept of HRD is not yet well conceived by various authors though they have defined the term from their approach as it is of recent origin and still is in the conceptualizing stage. It is an understanding of the term i.e., new or rather was new. HRD is not Training and Development.

The concept of HRD was formally introduced by Leonard Nadler in 1969 in a conference organised by the American Society for Training and Development. Leonard Nadler defines HRD as “those learning experiences which are organized for a specific time and designed to bring about the possibility of behavioural change.”

Among the Indian authors, T. Ventateswara Rao worked extensively on HRD. He

defines HRD in the organizational context as a process by which the employees of an organisation are helped in a continuous, planned way to-

- (i) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- (ii) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organisational development purposes;
- (iii) Develop an organisational culture in which superior-subordinate relationship, team work and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.

According to Pulapa Subba Rao, HRD from the organisational point of view is a process in which the employees of an organisation are helped/motivated to acquire and develop technical, managerial and behavioural knowledge, skills and abilities and mould the values, beliefs and attitudes necessary to perform present and future roles by realising the highest human potential with a view to contribute positively to the organizational, group, individual and social goals.

Technical skills and knowledge are provided through training, managerial skills and knowledge are provided through management development and behavioral skills and knowledge are provided through organisation development.

A comparative analysis of these definitions shows that the third definition seems to be comprehensive and elaborate as it deals with the developmental aspects of all the components of human resources. Further, it deals with all types of skills, the present and future organizational needs and aspects of contribution not only to organizational but also other goals.

The analysis of the third definition further shows that there are three aspects, viz.- employees of an organization are helped/motivated; acquire, develop and mould various aspects of human resources and contribute to the organizational, group, individual and social goals. The first aspect deals with helping and motivating factors for HRD.

These factors may be called 'Enabling Factors' which include: organization structure, organizational climate, HRD climate, HRD knowledge and skills of managers, human resources planning, recruitment and selection. The second aspect deals with the techniques or methods which are the means to acquire develop and mould the various human resources.

These techniques include- Performance appraisal, Potential appraisal, Career planning and Development, Training, Management development, Organizational development, Social and Cultural programmes, and workers' participation in management and quality circles. The third category includes the outcomes' contribution of the HRD process to the goals of the organization, group, individuals and the society.

#### **1.4 Aims**

**The major aims of HRD may be stated as:**

- i. Improve performance of individual on present job
- ii. Improve competence of individual to perform future jobs
- iii. Improve group dynamism and effectiveness
- iv. Improve individual's attitude
- v. Integrate goal of individual with the goal of the organization

- vi. Optimize the available human resource in an organization
- vii. Encourage creativity
- viii. Provide opportunities and facilities to individual for full expression of their talent potential
- ix. Improve interpersonal relationship and work culture
- x. Bring industrial harmony
- xi. Increase productivity.

### **1.5 The objectives of HRD are:**

- i. To prepare the employee to meet the present and changing future job requirements.
- ii. To prevent employee obsolescence.
- iii. To develop creative abilities and talents.
- iv. To prepare employees for higher level jobs.
- v. To impart new entrants with basic HRD skills and knowledge.
- vi. To develop the potentialities of people for the next level job.
- vii. To aid total quality management.
- viii. To promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships.
- ix. To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside.
- x. To ensure smooth and efficient working of the organisation.
- xi. To provide comprehensive framework for HRD.
- xii. To enhance organisational capabilities.
- xiii. To create a climate that enables every employee to discover, develop and use his/her capabilities to a fuller extent in order to further both individual and organisational goals.

## **1.6 Nature of HRD**

### **1. Learning**

The essence of HRD is learning. The very purpose of HRD is to make the employees acquire knowledge, learn newer concepts and develop their skills. The core of HRD is to enhance the quality of workforce by creating an environment which fosters constant learning.

### **2. Career Development**

HRD helps in the career development of individuals by matching employee characteristics with job requirements. Growth of the organization is achieved through growth and development of individual employee.

### **3. Specific Duration**

Any particular HRD programme would have a specific duration. It could be for a short, medium or long duration.

### **4. Improves Performance**

The performance of employees is improved as a result of HRD. The training programmes enhance the capabilities of employees and improve their productivity.

### **5. Organizational Development**

HRD aims at not just the development of the human resources, but at the progress of the organization as a whole. Positive changes in work culture, processes and organizational structure are made.

## **6. Long-Term Benefits**

HRD is a very future oriented concept. The results of HRD can be experienced only after some time following its implementation. But it benefits the employee and the organization for a long time in the future.

## **7. Continuous Process**

HRD is a continuous process. Different HRD programmes are to be implemented in the organization according to changes in the work environment. Human behaviour needs to be monitored regularly to enable them to adjust themselves according to environment dynamics.

## **8. Employee Welfare**

The organization attempts to provide all the facilities which are vital for the physical and mental well-being of the employees to facilitate HRD. Measures like canteen facilities, crèche, medical insurance, etc. are provided as part of employee welfare.

## **9. Development of Team Spirit**

HRD creates a healthy work environment which helps to build team spirit and coordination among various groups and the department. Team spirit is necessary for fostering loyalty and belongingness among employees.

### **1.7 Need of HRD**

#### **1.To Achieve Goals**

People need competencies to perform tasks. Higher degree and quality of performance of tasks requires higher level of skills. Continuous development of competencies in people is essential for an organization to achieve its goals. Competent and motivated employees are essential for organizational survival, growth and excellence.

#### **2. To Maintain a Level of Growth**

Over a period of time, an organization may achieve a saturation point in terms of its growth. Even to maintain such a saturation level of growth employee competencies need to be sharpened or developed as organizations operate in environments that keep changing requiring the employees to acquire new competencies.

#### **3. Improve Effectiveness**

Any organization interested in improving its services and its effectiveness in cost reduction, reduction in delays, increased customer satisfaction, improved quality and promptness of services, market image needs to develop the competencies of its employees to perform the tasks needed to bring about such improvements.

#### **Prerequisites**

Reorganising the training systems, introducing appraisal system in phases on the next stages is the process of HRD introduction.

HRD is an integral part of every manager's responsibility and need not be looked upon merely as the responsibility of the personnel department. The top management, personnel department and the branch manager have their respective roles in promoting HRD

in banks.

**The role of top management in HRD is in the following areas:**

- (i) Developing corporate policy
- (ii) Developing management leadership style
- (iii) Action planning
- (iv) Appointment of competent persons for HRD functions
- (v) Examine appraisal systems
- (vi) Starting organisational development exercises
- (vii) Developing training policy
- (viii) Developing HRD climate
- (ix) Developing HRD personnel
- (x) Exercising patience with HRD

**1.8 HRD as a total system**

Increasingly, more importance is being given to “people” in organization’s. This is mainly because organizations are realizing that human assets are the most important of all assets or resources. This emphasis can also be partly attributed to the new emerging values of humanism and humanization. Moreover, with the increased emphasis on creativity, and autonomy, which people are increasingly acquiring and enjoying in the society, the expectations of people are fast changing. People cannot be taken for granted any more. In the past, people working in organizations were given attention merely in administering the necessary conditions of work. The traditional concept of personnel management was based on a very narrow view of human motivation. The basic assumption underlying that view was that human beings are primarily motivated by comforts and salary, and necessary attention may be given to rationalise these, so that people do not get dissatisfied. Most of the attention, therefore, was on administration of salary and other benefits. It is now being increasingly realized that people working in organizations are human beings. They have their own needs, motivation and expectations, and that their contribution to the organization is much more than that of any other resource being used. The concept of Human Resource assumes that human beings are a great asset to an organization. They are not merely necessary evils to be reckoned with; in fact they can contribute a great deal to the achievement of organizational goals. This positive view of people working in the organizations as an asset with unlimited potential is the core of the concept of the human resource system. Human Resource Development (HRD) is a recent new systematic approach to proactively deal with issues related to individual employees, teams and the total organization. The decade of the 1980s saw in India the culmination of HRD efforts, started in the 1970s, both in terms of innovative practices by a large number of organizations, leading to the emergence of the National HRD Network, and publications of conceptual and experience-based materials.

**1.9 Value-Anchored HRD Processes**

The main characteristics of HRD work in India, both in terms of the concepts and practices, is based on value-anchored processes and systems.

The concept of human resources in HRD is not value-free. Broadly speaking, there are three meanings attached to the concept of HRD. In the first place, persons working in organization’s are regarded as a valuable resource, implying that there is a need to invest time and effort in their development. Second, they are human resources, which means that they have their own special characteristics and, therefore, cannot be treated like material resources. The approach focuses on the need to humanize organizational life and introduce



human values in the organization. Third, human resource development does not merely focus on employees as individuals, but also on other social units and processes in the organization. These include the role or the job a person has in the organization, the dyadic unit (consisting of the person and his supervisor), the various teams in which people work, inter-team processes, and the total organization. Therefore, six distinguishable human units are included in human resources, namely, persons, jobs or roles, dyads, teams, inter-teams and the organization. The emerging developmental processes of the six “human units” are briefly discussed below.

## **1.10HRD system and Sub system**

### **1.10.1 The Individual Employee**

The individual employee is the key unit in an organization. HRD is primarily concerned with the development of persons working in the organisation, so that they may be able to have their own fulfillment and contribute to the goals of the organization. There are three important processes relevant to the development of persons or individuals in organization's.

#### **a) Self-Management**

The person working in an organization should develop competencies to manage his/her work effectively. This would involve learning to set realistic goals: the goals must be achievable yet challenging. The individual should also learn to analyse the performance process in terms of the factors responsible for the success or failure in achieving the performance results. Some of these factors are related to the employee (self), while others may be concerned with external conditions (extraneous to self). Self-management would also involve using information and competency to improve one's performance in future. An appropriate performance management system in the organisation can play a supportive a role. In fact, many organisations design their performance management system with this approach.

#### **b) Competence Building**

The main contribution of HRD to the individual development is in terms of building competencies required for better performance on the job. The individual employee comes with his/her educational background and personal strengths and weaknesses. While working in the organization, he/ she learns new skills that help him/her to work effectively to achieve organisational goals.

#### **c) Advancement**

Every employee wants to advance his/her career in the organisation. HRD should help in the process of such advancement.

Advancement of employees involves a two-pronged approach:

- (i) identifying their potential for use in higher responsibilities in the organization, and
- (ii) (ii)helping them to develop further potential to take up new challenges progressively.

### **1.10.2 The Role**

Although individual employees perform various complex roles in the organisation, it is necessary to pay attention to these roles independently. Role is neither synonymous with the job nor is it synonymous with status or position in the organisation. Role is the position a person occupies, as defined by expectations from different. Significant persons who have

direct interactive relationship with the role occupant. There are three main aspects of the development processes of roles.

a) Optimum Stress

Each role must have enough stressors which may help the role occupant to stretch himself/herself to meet the challenge. In the role where the scope is limited to routine work, the role occupants do not perceive any challenge. Such a situation is not likely to motivate the role occupants to do their best. They will feel under-worked. While every role has some routine elements, challenge can also be incorporated into every role. However, the challenge should not exceed an optimal limit, otherwise it may produce dysfunctional stress, resulting in poor performance or damage to the health of the employees in the long run. Metaphorically, building optimum stress in the role is like setting the strings of a musical instrument at a level where they are stretched enough to produce music, but not too much to break.

b) Linkages

While roles in organisations are occupied by individual employees, it is necessary to build linkages amongst the roles, as well as linkages of different roles with challenging goals. If the roles get isolated and produce a feeling in the role occupants that their work is very narrow and not of much use to wider groups, it might have damaging effects on the individuals, as well as on the organisation.

c) Autonomy

If individuals who occupy various roles feel that they have enough scope to take initiatives or solve problems or do creative work, the role occupants and the organisation benefit a great deal. HRD must attempt to develop a sense of autonomy of this kind in every role, even at the lowest level in the organization.

### 1.9.3 The Dyad

The dyadic unit, defined in terms of an employee and his supervisor, is the basic building block in an organisational structure. The stronger the dyads are, the stronger the organisation will be. The focus of development of dyads in an organization would involve developing the following three processes.

a) Trust:

Effective work cannot be done in an organization unless a trusting relationship is established between the employee and his immediate superior. Trust does not develop easily; enormous effort is required to develop such a relationship.

b) Mutuality:

Effective dyads will require free exchange of help between the employee and the supervisor. A helping relationship is not a one-way process. The supervisor should take help from his employees, as much as he would give the help needed by them. Mutually in relationships will also involve support to each other.

c) Communication:

Developing effective dyads will also involve improving communication between the members (the employee and the supervisor). Both should be able to give and take feedback. More importantly, the employee should improve his ability to receive feedback. Similarly, the supervisor should improve his competence to coach the employee.

#### 1.9.4 Teams

Effective teams are quite important for the performance and adaptive strength of the organisation. As far as team development is concerned, there are two primary areas on which HRD efforts must focus:

- a) Cohesion: The team should be cohesive. Well-knit teams produce synergy and are able to utilise individual competencies and stimulate innovations.
- b) Resource Utilisation: Effective teams maximise the use of resources available amongst members of the team. This would satisfy the members, because each member will contribute whatever resources he has, and help the team to produce effective results. Poor teams rely on and use the resource of only a few members, resulting in limited opportunities for other members.

#### 1.9.5 Inter-teams

The main emphasis of inter-teams is to develop cooperation amongst various groups in the organisation (for example, departments, divisions, functions) so that they are able to work effectively towards the common objectives. The main focus of HRD activity for such cooperation is to develop a corporate identity. When the teams are strong, but work to achieve their own narrow goals, there is a possibility of unhealthy inter-team competition, leading to a weak organisation. While teams should work on their own goals, their linkages with other teams, as well as the organisation should be achieved through various measures.

#### 1.9.6 The Organisation

As far as the organisation is concerned, the following three processes deserve attention of HRD:

- a) Growth

Every organisation looks forward to growing. The growth of an organisation would involve increase in its size, activities and operations. Even when an organization is not growing in size, it may be concerned with augmentation of service quality or maintaining a leadership position in its field of operations.

- b) Impact

Each organisation would like to have some impact on outside organisations or customers. Impact may be in terms of developing new markets, developing services or products, introducing new technology that others can follow, and so on.

- c) Self Renewal

The organisation must examine its working from time-to-time, and take steps to update its technology. It should also analyse the present and potential problems imminent in its growth, and take proactive steps to prepare itself to meet these challenges. Self-renewal competency is necessary for organisational effectiveness and survival.

#### The Individual

In other words, the scope of HRD is to develop i.e., to increase effectiveness and potential of these human units (the individual, employees, roles, teams, inter-teams, and the organisations). Relevant HRD processes, as briefly mentioned above, help in enhancing effectiveness of these human units. However, it is necessary to have a formal and systematic way of achieving this. Such formal way of developing human resources (various human

units) is the HRD system. HRD system can be broken down into sub-systems. An integrated combination of all these sub-systems is the HRD system. We describe below the main HRD Sub-systems.

Over the years several HRD practices have emerged in India. There is no unified way to classify HRD activities and efforts. A classification system is suggested here, based on both the new emerging trends in the HRD work in India, and a conceptual understanding of the main foci of HRD activities. It should be concerned with developing systems of making individuals (and the roles), and the organization (and the teams) more effective. The systems that are primarily concerned with individual employees (and their roles) relate to their appraisal, their advancement, and their training; and the systems concerned with the development of the organization (and its teams) relate to its design, management of culture, and renewal of the organization.

### **1) Performance Management System**

Performance Appraisal (PA) systems are widely used in the Indian organizations. More recently these have been renamed as Performance Management (PM) Systems. The main difference between them is their respective emphasis and spirit, PA emphasizing more the appraisal aspect, while PM's stress being on performance improvement.

In both systems performance coaching or counseling has an important place. Indian organisations have paid more attention to performance appraisal. However, in many cases in the absence of performance coaching performance appraisal or management system becomes a ritual. Larsen and Toubro, State Bank of India (SBI), and Crompton-Greaves were amongst the first companies to adopt a systematic performance coaching system (called counselling at that time).

### **2) Career System**

Career systems are concerned with the advancement of the individual employees in their careers in the organization. The first step is taken by introducing career development plans so that employees joining at an any point are helped to go through various experiences which may help them to move up in the organization. and may give them opportunities to prove themselves capable of taking up higher responsibilities. For example, ITC prepares a career development plan for each employee within the framework of the organization's business plans. The first input is a "base plan" under which each unit prepares a checklist of minimum common inputs that should be made available to each executive in the first ten years (approximately) of his growth, from induction through secondments, and specialized programmes to general development programmes and interpersonal effectiveness labs. Career planning is concerned with charting career paths for the individual employees who have spent enough time in the organization, and have proved their competence.

Succession planning is a part of this type of career planning. One of the most successful succession planning systems is in Hindustan Lever, where succession plans are prepared for all key roles several years in advance.

The third element, which has been used only in a few organisations in India, is mentoring that ensures individual attention to young potential employees (protégées) for their possible fast growth in the organization

### **3) Reinforcement System**

A very important motivating factor for people joining and continuing in an organisation is the kind of work they get, and whether they are valued in the organisation. Unless the organisation satisfies one of the basic psychological needs of being valued and appreciated, people may not like to continue there. One indicator of being valued is the recognition received by the employees for their contribution and their special strengths. Rewards perform this function. In general, individuals tend to do whatever is rewarded in a system. Rewards can reinforce (strengthen) the desired behaviours in a system. If psychophancy is rewarded, people will spend their energy in pleasing individuals in power. If performance is rewarded, people will attempt to have high performance. Rewards can reinforce the values and other norms in an organization. Reward system is a powerful tool, but is complex and needs to be used with care and adequate planning.

#### 4) Development System

One important function of the organization is to develop individuals, roles and teams. The training system is probably the oldest and most well known element of HRD, used for development, and does not require much discussion.

Although training has been used for development of employees for a long time in all organizations, it is being very inadequately treated in most organisations. Identification of training needs, preparation of a training strategy, development of training methods (pedagogy), curriculum designing (to meet specific needs), evaluation and follow-up, and post-training work need systematic attention for human resource development. Although large budgets are spent on training, training is not taken seriously. Training can be an effective instrument of change. Details of training as a part of HRD, with emphasis on strategy and systems, and with examples from some organisations in the Asian countries, can be found in Lynton and Pareek (2000).

#### 5) Culture System

Cultural System has remained the most neglected part of HRD, but has attracted some attention in the last few years. Interest in culture has been aroused by the examples of Japanese successes. Some organisations in India have adopted Japanese practices, notable among them being Maruti Udyog and Sundaram Clayton. Maruti Udyog adopted some practices because of the positive pressure of Suzuki. These practices are a 7 hours 45 minutes shift, zero-defect production, cost cutting, and discipline. This helped in the development of a new organisational culture.

Organisational culture can be defined as cumulative ways of thinking and behaving which the values, attitudes, rituals, and sanctions in an organisation shape. Operationally, development of culture would involve developing a strong corporate identity, development of important values, building healthy traditions and developing consistent management practices. Cultural systems are concerned with development of appropriate organisational culture. Creating conducive organizational climate. Improving communication and evolving effective reward systems. It is to be noted that whatever is rewarded in an organization gets reinforced. Therefore, a reward system (including incentives) both for individuals and teams deserves careful attention. Rewards can facilitate and promote good work but if not designed properly, can do a great deal of harm to the organization. Systematic attention has been given to the reward systems in the construction group of L&T, where a need-based system was evolved

Organizational climate is another concept close to culture that has received attention

in recent years. Different approaches have been adopted to create a climate conducive to work. An instrument for assessing appropriate HRD climate has been developed and used in many organisations and some instruments to measure ethos and, atmosphere are available. Development of appropriate culture has attracted a great deal of academic attention in the past few years. Some companies have paid deliberate attention to developing an appropriate culture (viz. C-Dot, Modi Xerox, Sundaram Clayton, Eicher). Some have made attempts to improve their cultures viz. Procter and Gamble, Ballarpur Industries Ltd., Indian Farmers' Fertiliser Cooperative (IFFCO). Development of culture takes a long time and involves complex processes. The following aspects deserve attention in this regard.

a) Strong Corporate Identity: The sense of identity with the organisation develops when the employees have a sense of belonging, and they feel proud to belong to the organization. Identity develops as a result of interaction of the employees with the organization. The following action ideas help in developing strong corporate identity.

i) Developing an attractive booklet, giving basic information about the company. Indo-Burma Petroleum Company (IBP Co.) and several other organisations have developed good induction material.

ii) Films on success experiences in organizations, if shown on special occasions, may help build corporate identity. "Manthan" directed by Shyam Benegal for NDDB is a good example of such a film. By inviting suggestions from the key divisions of an organization, the HRD Department can prepare a list of such video films to be developed.

iii) Company newsletters giving information about business development and significant information about the employees are being published by many organizations.

iv) Mobility of people (corporate field, division-unit, inter-division) has been used among other things for the development of organizational identity.

b) Developing Important Values: Values related to organizational culture, such as values of excellence and human consideration do not develop through mere didactic exercises like lectures, talks, or writing, but by demonstrating these values in action by the key role holders. The following practices have helped the development of relevant values.

i) Survey feedback of values, in particular, feedback on the gap between "espoused values" and "values in action" as reflected in the management practices. Seminars can be held at different levels to deal with the data generated on these gaps.

ii) Special value-orientation programmes in developing appropriate values, in which, instead of teaching what values are good, the programme helps participants to examine the relevance and functionality of certain values and openly questions and discusses the desirable value system and the one that they see in action. Such programs on value clarification help people to internalise values by stating their own values without hesitation, by examining openly and frankly the desirability of a different value system, and also by developing specific ideas of practicing such values in the workplace.

iii) Examining the various operating systems in the organisation. As for example, a content analysis of the budgetary, MIS, appraisal, promotion, career planning and rewards system can indicate what values they reinforce. The concerned groups can then examine the data for

insight and development of appropriate action plan(s).

iv) Special OD intervention in developing collaboration and concern for excellence may help in anchoring appropriate value orientation through such exercises as team building, achievement and extension motivation programmes and so on.

d) Building Healthy Traditions and Practices:

Traditions in an organisation are built on the basis of important rituals. Rituals or celebrations associated with the transition of people from one state to another are important avenues for identifying a culture. In Indian society for example, about 16 rituals are associated with transition from one phase of life to another. These rituals do contribute to the development of social, and family traditions. Attention should be given to the identification of functional rituals within the organisation. Some interesting practices have already been found useful in some companies.

i) Induction programme for new entrants help the employees to develop a sense of belonging. Detailed planning is needed to help them develop pride and joy in becoming a member of the company that will reinforce the sense of belonging and identification with the company. Sundaram Clayton's "acculturation workshops" for new entrants are very well designed and exemplary.

ii) Promotions need to be treated as an important event of transition of a person from one stage to another. Instead of only written communication of promotion, a face-to-face conversation with the concerned chief may be useful, before it is communicated in writing; the information of promotion is shared with the concerned employee along with its implications.

iii) Rituals associated with old age and retirement of people should also receive due attention from the HRD wing. The Malayala Manorama group has evolved some rituals associated with an employee's death and old age. For example, "senior members" (employees having completed certain years of service) are taken free on a Bharat darshan trip along with their spouses. ("senior couples").

iv) The exceptional behaviour of an employee in helping the organisation or in solving different problems and so on, must be recognized, rewarded and made visible. This may help to develop the tradition of indulging in such behavior more frequently. People find reasons to repeat a behaviour that is rewarded, and thereby, they are reinforced by the organization. A behavior repeated by one is internalized over a period of time, and these internalize materials in the collective sense from a sub-culture and eventually integrate with the culture in the organisation.

v) Celebrations of incidents significant to individual employees and the organisation are important. Some interesting experiences in some organisations have shown that these may help not only to develop a strong organisational identification and thereby contribute to culture, but may also make organisations more akin to the Indian culture in a broader sense.

Following are two such examples. Petrofils. A successful and fast expanding company in the joint sector has been using rituals involving the top management, the employees, and their families. For instance, record breaking performances are celebrated by rewarding everyone in the company, so as to symbolize the contribution of all the employees.

Transition from one productive year to the next is marked by a committee of employees selecting a gift for everyone. For example, in 1985, a new record for sales was set, when a profit of Rs.36 crores on an investment of Rs. 67 crores was made. That year everyone took home a mixer-grinder. A number of such rituals are being designed, and care is taken to ensure that they remain meaningful and do not degenerate into mechanistic rituals.

Another interesting ritual is the celebration of birthdays in the Board room for all employees, from the Chairman to the Khalasi (helper), to strengthen the feeling of the company being a family. Everyone is given a gift worth Rs.51 and the item for the year is selected by a group of about 40 employees. Steel Tubes of India (STI) has evolved a governance-system suited to the Indian culture, consisting of joint committees (representatives of management and workers, elected by the entire work force) and Jan Sabha (representing elected members, departmental councils, best workers awarded during the past seven years, employees with over 20 years service, senior managers, departmental heads and directors of the company).

e) Communication:

Many organisations have paid attention to communication. Over the years, some innovative and successful practices have been evolved in a number of Indian organizations. For example, in BHEL (Bhopal Unit), Management Employees Communication Meetings (MECOMs) have been effectively used. A MECOM as an open forum, in which more than 700 persons participate. It has contributed to mutual sharing of information and concerns and better understanding between management and employees. It has helped in effective implementation of decisions. Establishing this system was not easy: a great deal of OD work had to be done prior to and during the evolution of MECOM.

6) Self-renewal System

An organization should be concerned not only with its growth, but also with its health. It needs to diagnose its problems from time-to-time and take steps to develop new competencies to cope with the various problems and challenges it would be facing. This can be done through action research that is concerned with development of competencies through effective teams to diagnose the problems and initiate the process of collaborative work to deal with such problems. In OD, the focus is on developing process competency to increase organizational effectiveness. Organization Development (OD) aims at maintaining profiles of organizational health, monitoring organizational health, assisting sick departments, helping interested units and departments in self-renewal, conflict management, creation of strong teams and so on, and establishing processes that build a climate to promote enabling capabilities in the organization. Organization Development in the earlier years, mainly in the 1960s (and partly in the 1970s), was T-group-based. Most of the OD interventions in organizations started with deep process work beginning at the top level. OD has now widened considerably. It is no more confined to managers; OD has been attempted with workers also. Attention has also been given to organizational learning, to develop the competence of an organization to analyse its experience and learn from it. This has been discussed in Unit 13. The third aspect of self-renewal is research orientation in HRD, which means consciously and continually collecting data in order to understand the various issues, and designing on-going interventions based on such data. For example, data were collected and used effectively in L&T on the working of the appraisal system including counselling. Such data can help to improve implementation of the appraisal system. HRD related research is important; it helps in analysing data and information generated by the HRD sub-systems. HRD in L&T has already established the orientation and several other organisations are in the process of introducing such "Research-orientation". For example, data related to HRD are being



systematically analysed in Eicher on a regular basis. Unit 8 deals with Self-renewal System in details. OD has generally neglected blue-collar workers and worker organizations. OD should also be concerned with management of collective power. Traditionally industrial relations have been dealt in the framework of Industrial and labour laws. Unions and associations of employees use collective power to bargain with the organisations. Although this aspect is undergoing a lot of change, it is still very important, needing a different approach.

### 1.11 Summary

Human Resource Development (HRD) isn't a new thing, and indeed it's not going out of trend soon. Even though its main objective keeps shifting according to scenarios, its primary function remains the same – to make Human Resources' working life better in the organization. Making the workplace more competent, HRD pushes employees to their working limits while still keeping them efficient and happy. Thus, we need to recognize the importance of HRD.

### 1.12 Key words

**HRD-** HRD is mainly concerned with developing the skills, knowledge and competencies of people and it is people-oriented concept

**Career Development-** HRD helps in the career development of individuals by matching employee characteristics with job requirements. Growth of the organization is achieved through growth and development of individual employee.

**The Dyad-** The dyadic unit, defined in terms of an employee and his supervisor, is the basic building block in an organisational structure

**Cohesion-** The team should be cohesive. Well-knit teams produce synergy and are able to utilize individual competencies and stimulate innovations.

**Inter-teams-** The main emphasis of inter-teams is to develop cooperation amongst various groups in the organisation (for example, departments, divisions, functions) so that they are able to work effectively towards the common objectives.

**Performance Appraisal (PA)** systems are widely used in the Indian organizations. More recently these have been renamed as Performance Management (PM) Systems

### 1.13 Self Assessment Questions

1. Briefly Explain and Discuss the Concept of HRD?
2. Examine the aims and objectives of HRD?
3. Discuss the Need of HRD?
4. Define HRD Describe the Nature of HRD?
5. Discuss how the HRD as a total System?

### 1.14 Suggested Readings

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**Dr. Nagaraju Battu**

## LESSON -2

### APPROACHES OF HRD

#### Learning Objectives

- ✓ To study the HRD Approaches
- ✓ To Understand the Need Based Theories of Motivation
- ✓ To focus on Components of HRD

#### Structure

- 2.1 Introduction
- 2.2 HRD Approaches
  - 2.2.1 Supervision and Leadership
  - 2.2.2 The organization
  - 2.2.3 Coworkers and Teams
  - 2.2.4 Motivation
- 2.3 Need-Based Theories of Motivation
  - 2.3.1 Social learning theory
  - 2.3.2 Equity theory
  - 2.3.3 Reinforcement Theory
- 2.4 Summary
- 2.5 Key words
- 2.5 Self Assessment Questions
- 2.6 Suggested Readings

#### 2.1 Introduction

The overarching goal of Human Development interventions is to assist employees and organizations in attaining their goals. HRD professionals can help employees meet their personal goals by providing programs and interventions that promote individual development, for example, career development activities, mentoring, and formal training and educational opportunities. With reference to the organizational goals, the ultimate objective of most is to improve organizational performance. HRD efforts are certainly not the only contributors to organizational performance; however, they are increasingly recognized as a critical component of organizational success. Further, a major focus of most HRD interventions is an effort to change employee behavior. That is, providing the employees with the skills and behavior they need to perform successfully should lead to the greatest accomplishment of both employee and organizational goals. Thus, the field of HRD has a strong focus on employee behavior

External Influences on Employee Behavior Factors in the External Environment Influences from outside the organization, that is, the external environment, clearly influence employee behavior. Factors from the external environment include the general state of the economy the various governmental laws, regulations, and regulatory agencies; what other organizations or competitors are doing; plus the many global and technological issues. Even organizations with strong internal work environments and high levels of employee behaviors can be negatively impacted by external factors such as a downturn in the economy or a sudden technological change. External forces often lead organizations to reduce their workforce.

Downsizing refers to actions on the part of organizations to reduce the overall size of their workforce, generally to reduce costs. Factors in the Work Environment In addition to factors in the external environment, there are also factors within the organization that influence employee behavior. There are four sets operating within the work environment that affect employee behavior: They are outcomes, the supervisor, characteristics of the organization itself, and coworkers

It occur as a result of a given employee behavior. Outcomes can be personal or organizational in nature. Personal outcomes are those that have value to the individual, such as pay, recognition, and emotions. Organizational outcomes are things valued by the organizations, such as teamwork, productivity, and product quality. These outcomes are what the organization would ultimately hope to achieve by the collective efforts of all organizational members. The word value in this context should not imply those outcomes that are always positive or desirable. Behavior can also result in outcomes out of the employees fear or dislike. Embarrassment, disciplinary actions, transfers, loss of pay or privileges, and ostracism are all possible unpleasant outcomes of employee behavior.

## 2.2 HRD Approaches

### 2.2.1 Supervision and Leadership

The immediate supervisor plays an important role in the employee's work life, delegating tasks and responsibilities, setting expectations, evaluating performance, and providing (or failing to provide) feedback, rewards, and discipline. Even with the shift toward greater use of teams, including more self-directed work teams, supervisors continue to play a critical role in the success of most organizations. Although the influences supervisors have on subordinates are numerous and sometimes complex, two factors deserve comments: i.e. self-fulfilling prophecy and leadership. Research on self-fulfilling prophecy, or the Pygmalion effect, has shown how the expectations a supervisor establishes can influence a subordinate's behavior. Self-fulfilling prophecy states that expectations of performance can become reality because people strive to behave consistently with their perceptions of reality. If supervisors (or trainers) expect good performance, their behavior may aid and encourage their subordinates (or trainees) to raise their own self-expectations, increase their efforts, and ultimately perform well. The opposite would happen if supervisors or trainers expected poor performance.

From the Work Environment	
Factor	Issues
Outcomes	Types Effect on motivation
Supervision	Leadership Performance Expectations
Organization	Reward structure Organizational culture Job design
Coworkers	Norms Group dynamics Teamwork Control of outcomes

**Influences on employee behaviour**

The supervisor's approach to leadership can influence employee performance as well.

Leadership is the use of non coercive influence on the followers to direct and coordinate the activities of a group toward accomplishing a goal. There are almost as many definitions of leadership and theories as there are leadership researchers. Two examples serve to demonstrate the effect a supervisor's leadership may have on employee behavior.

First, Robert House argued in his path-goal theory that a leader's role is to identify goals and clarify the paths employees may have to take to reach these goals. Second, George Graen's Leader-Member-Exchange (or LMX) model of leadership (earlier called the vertical-dyad linkage approach) observes that supervisors tend to develop different quality relationships with different subordinates.

### 2.2.2 The organization

The organization itself can influence employee behavior through its reward system, culture, and job design. Reward structure focuses on

- The types of rewards an organization uses (monetary rewards and non monetary rewards);
- How the rewards are distributed (e.g., equally to all, relative to each individual's contribution, or on the basis of need); and
- The criteria for reward distribution (results, behavior, or nonperformance issues, such as seniority or tenure).

Further, rewards include not only tangible things, such as financial bonuses and plaques, but also intangible things, such as recognition and acceptance. Reward systems should ideally provide the outcomes desired by members of the organization. Similar to our previous discussion of "outcomes," motivation theories can serve as the foundation for organizational reward systems as well.

An organization's culture can also have a strong effect on individual behavior. Organizational culture is a set of values, beliefs, norms, and mpatterns of behavior that are shared by organization members and that guide their behavior. Individuals who understand an organization's culture are better able to accurately interpret ways in new or unfamiliar situations.

Organizations that have a strong culture try to perpetuate that culture by selecting individuals who already share the culture (as Southwest Airlines does in its efforts to recruit people who have "fun," team-oriented attitude) and by socializing new members so that they accept these norms and values.

Job design is the development and alteration of the components of a job (such as the tasks one performs, and the scope of one's responsibilities) to improve productivity and the quality of the employee's work life.

According to Hackman and Greg Oldham, when jobs contain factors that satisfy employees' personal growth needs or provide elements that generate feelings of responsibility, meaningfulness, and knowledge of results, employees will be more satisfied and more productive.

Job design has received considerable attention and research support. The implication of job design for HRD is twofold. First, the way an organization chooses to construct its job can affect an employee's behavior and attitudes. Second, to improve an employee's performance

and attitudes, the focus can be on altering the job rather than the employee.

### **2.2.3 Coworkers and Teams**

Coworkers, and especially team members, can exert a strong influence on an employee's behavior in at least three ways. First, coworkers' control some of the outcomes valued by an employee, and may use those outcomes to influence the employee's behavior. For example, if an employee behaves in a way coworkers' value, they may reward or reinforce that behavior by offering friendship and recognition.

Similarly, coworkers may choose to react to behavior they disapprove of by withholding desired outcomes or punishing the employee through insults, ostracism, or threats. This is especially true in team situations, where members hold each other accountable for behaviors and performance, and where access to rewards is based on team performance. Second, norms, or informal rules for appropriate behavior established within work groups, can serve as guidelines for appropriate behavior, if employees choose to comply. Norms send a clear message about what behavior is expected and may lead employees to behave in ways that differ from typical patterns.

Third, because HRD programs are often administered to groups of employees and employees must perform newly learned behaviors in group settings, HRD professionals need to understand the effect of group dynamics on behavior. Group dynamics influence the way an employee may behave when interacting in a group.

Dynamics such as groupthink and social loafing show that the performance of individuals within groups can differ from their behavior. Groupthink occurs when group members are primarily concerned with unanimity, making poor decisions by failing to realistically assess alternatives. Social loafing is the tendency of the group members to reduce their effort as the size of the group increases.

The implication of dynamics, such as social loafing and groupthink is that, consideration must be given to how employees will behave when they are in group settings. Care should be taken when designing and implementing HRD programs to ensure that group dynamics do not undermine the learning process.

Teamwork both amplifies the importance of coworkers' influence on individual behavior and brings other dynamics to the forefront. Two teamwork issues are trust and cohesiveness. Trust has to do with expectations that another person (or group of people) will act benevolently toward you. There is a certain vulnerability or riskiness to trust, in that the other party may not fulfill your expectations.

Yet, research has demonstrated strong links between interpersonal trust and employee performance (including citizenship behaviors), problem solving, and cooperation. Cohesiveness is the members' sense of togetherness and willingness to remain as part of the group. Given team members' level of interdependence, they must trust one another and feel a sense of cohesiveness if the team is to work together and be successful.

### **2.2.4 Motivation**

- ✓ To study the HRD Approaches

- ✓ To Understand the Need Based Theories of Motivation
- ✓ To focus on Components of HRD

Terry Mitchell synthesized many definitions of work motivation as “the psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed.” This definition makes several important points. First, work motivation pertains to the causes of voluntary behavior performed in the workplace. Even in situations where employees feel they do not have a choice, their behavior reflects their consideration of the perceived consequences of their actions. Second, motivation focuses on several processes affecting behavior:

- Energizing- The generation or mobilization of effort
- Direction- Applying effort to one behavior over another
- Persistence- Continuing to perform a behavior.

Third, motivation at work is usually seen as an individual phenomenon, because all people have unique needs, desires, attitudes, and goals. Most motivational theories recognize these differences, and often include components that describe how they affect the motivational process.

Understanding motivation is critical to HRD. The success of many HRD programs and processes depends in part on as to whether the individual is motivated to participate, learn, and use what is learned to improve performance. A person choosing to attend a training class, but failing to use the skills learned may be rooted in motivation. Programs designed with an eye on motivation can explicitly address these issues. In addition, motivation theories are useful in diagnosing the causes of performance problems and often serve as the basis for designing or choosing HRD programs to remedy those problems.

Theories of work motivation are abound. Although some theories share common processes and constructs, there is no single, inclusive, and widely accepted explanation of work motivation. In general, approaches to explaining motivation can be grouped into the three categories as displayed in Table need-based, cognitive, and non cognitive.

Approach	Theories
<b><i>Need based</i></b>	
Underlying needs, such as the needs for safety or power, drive motivation	Maslow's Need Hierarchy Theory, ERG- Alderfer's Existence, Relatedness, and Growth Theory, Herzberg's two factor theory
<b><i>Cognitive process</i></b>	
Motivation is a process controlled by conscious thoughts, beliefs, and judgements	Expectancy Theory, Goal-setting Theory, Social learning Theory, Equity Theory
<b><i>Noncognitive</i></b>	
Motivation is explained as an interaction between behaviour and external events without appealing to internal thoughts or needs	Reinforcement Theory

Approaches for explaining motivation

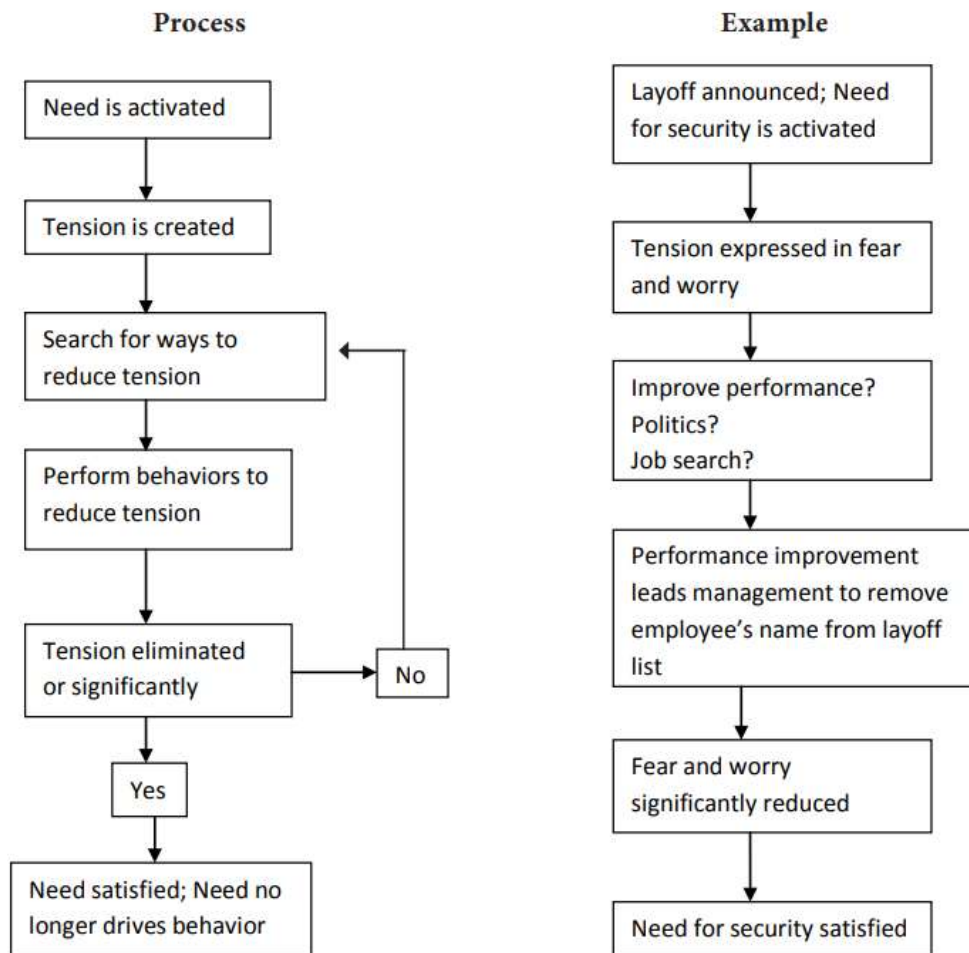
## 2.3 Need-Based Theories of Motivation

Several motivational theories are rooted in the concept of needs. Needs are deficiency states or imbalances, either physiological or psychological, that energize and direct behavior. Henry Murray proposed that humans experience a large number of needs, such as aggression, affiliation, autonomy, and achievement.

Although needs are internal states, they can be influenced by forces in the environment. Needs are said to drive behavior through the combination of need activation and need satisfaction, a process

The need becomes activated when a person lacks something necessary for maintaining his/her psychological or physiological equilibrium.

The activated need is felt as tension. The tension may be a recognizable feeling such as loneliness, or it may be more general, such as anxiety. As the tension is unpleasant, the person, the person will look for ways to reduce the tension by eliminating the deficiency that is causing it



The need activation and need satisfaction process

That person will continue to perform different behaviors until one is found effectively



reduces the tension and, thus, satisfies that need. Only activated needs can be motivational, because only an activated need produces the tension the person is motivated to eliminate. Once the need is satisfied, the tension is released and the need is no longer felt. Two widely cited need-based theories of motivation are: Maslow's need hierarchy theory and Alderfer's ERG (existence, relatedness, and growth) theory, suggest that needs are arranged in a hierarchy. They propose that needs emerge in a part pattern, in which certain groups of needs (those important to physical survival) emerge first and the moment it is satisfied other needs (psychological and social needs like affiliation and esteem) arises and affect behavior. Once the currently activated needs are satisfied, the next group of needs are felt and thus will drive behavior.

Maslow's need hierarchy lists five categories or levels: physiological, safety and security, love, status and esteem, and self-actualization. Alderfer's ERG theory reduces Maslow's hierarchy to three levels of needs: existence, relatedness, and growth. More important, ERG theory proposes that if a person becomes frustrated trying to satisfy the currently activated needs, this frustration will cause previously satisfied needs to be activated and drive behavior. Another widely discussed need-based theory is Herzberg's two factor theory. Herzberg claimed that people have two sets of basic needs, one focusing on survival and another focusing on personal growth. He argued that factors in the workplace that satisfy survival needs, or hygiene factors cannot provide job satisfaction-they only prevent dissatisfaction. Alternatively, motivating factors, which satisfy the growth needs, can create feelings of job satisfaction, but their absence will not necessarily lead to dissatisfaction. Following the two-factor theory, workers can be motivated by ensuring that hygiene factors are present, thereby preventing dissatisfaction, and then adding motivating factors to create job satisfaction. This strategy is referred to as job enrichment. Cognitive Process Theories of Motivation Only a few would deny that our conscious thoughts play a role in our behavior. A second group of motivation theories, called cognitive process theories, recognizes this and argues that "motivation is based on a person's thoughts and beliefs" (or cognitions). These theories are sometimes referred to as process theories because they attempt to explain the sequence of thoughts and decisions that energize, direct, and control behavior. Cognitive motivation theories have direct relevance to HRD.

Most HRD programs include attempts to change employee behavior by influencing their thoughts, beliefs, and attitudes. Learning, which lies at the heart of HRD, is often seen as a cognitive process. Expectancy theory: Expectancy theory, first proposed by Victor vroom, assumes that "motivation is a conscious choice process".

According to this theory, people choose to put their effort into activities that they believe they can perform and that will produce desired outcomes. Expectancy theory states that decisions about which activities to engage in are based on the combination of three sets of beliefs: expectancy, valence and instrumentality. Expectancy beliefs represent the individual's judgment about whether applying (or increasing) effort to a task will result in its successful accomplishment. People with high expectancy believe that increased effort will lead to better performance, but people with low expectancy do not believe that their efforts, will affect their performance. Other things being equal, people should engage in tasks for which they have high expectancy.

The second belief is the valence. Valence refers to the value a person places on a particular outcome. Valence judgments range from highly valued outcomes, through outcomes the person doesn't care for. Thirdly the Instrumentality is a judgment about the

connection the individual perceives between the task performance and possible outcomes. Expectancy theory states that employees will make these three sets of judgments when deciding which behaviors and tasks to engage in. Specifically, the theory predicts that employees will choose to put effort into behaviors they

- The preference for a particular outcome
- The belief that the particular act will lead to the desired out and also the belief that those acts have always led to that outcome. Viewing employee behavior from an expectancy theory perspective, supervisors and HRD professionals can design and market programs in ways to ensure that employees make the appropriate judgments and as a result will be motivated to learn, and apply what they have learned on the job. Some ways to do this include offering incentives such as holding HRD programs in attractive locations, offering paid time to attend the programs, designing a program that is interesting and enjoyable, providing proof that the program is effective and making success in the program a prerequisite for promotion and other desirable outcomes. Goal-setting theory: A second cognitive theory of motivation is goal setting theory.

Goal-setting theory states that performance goals play a key role in motivation. The theory proposes that goals can mobilize employee effort, direct their attention, increase their persistence, and affect the strategies they will use to accomplish a task. Goals influence the individual's intentions, which are defined as the "cognitive representation of goals to which the person is committed." This commitment will continue to direct employee behavior until the goal is achieved, or until a decision is made to change or reject the goal.

Goal setting is probably the best-supported theory of work motivation, and one of the best-supported theories in management. Researches show that goals that are specific, difficult, and accepted by employees will lead to higher levels of performance than easy, vague goals. This research also demonstrates that the presence of feedback enhances the effectiveness of goal setting.

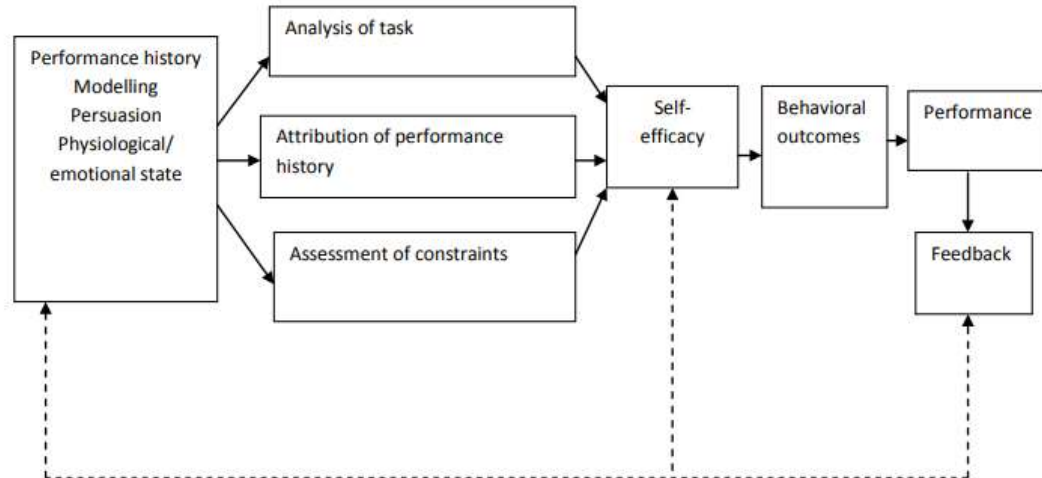
According to goal-setting theory, an employee who establishes career goals is more likely to advance in his or her career, especially if the goals are specific, challenges, and accompanied by regular feedback on progress toward the goals. Career development programs should ensure that employees set such goals and help employees and the organization establish mechanisms for regular feedback.

### **2.3.1 Social learning theory**

Albert Bandura developed a third cognitive theory of motivation, which is social learning theory. Bandura proposes that outcome and self-efficacy expectations affect individual performance. An outcome expectation (similar to instrumentality in expectancy theory) is a person's belief that performing a given behavior will lead to a given outcome.

Self-efficacy can be defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses." A shorthand way of looking at self-efficacy is that it is a person's judgment of the likelihood that he or she can successfully perform a particular task or activity. Self-efficacy beliefs are malleable and can be influenced by one's accomplishments, observations of others, verbal persuasion, and physiological states.

The major prediction of the social learning theory is that a person's self efficacy expectations will determine 1. Whether a behavior will be performed, 2. How much effort will be spent, and 3. How long the person will continue to perform the behavior. Bandura argues that people who have high self-efficacy for a particular task will focus their attention on the challenges of the situation and use greater effort in mastering them, thus increasing the chances of successful task performance



**A model of the relationship between self-efficacy and performance**

*Adopted from Werner & DeSimone (2007). Human Resource Development, 4e. Thomson South-Western.*

Conversely, people who have low self-efficacy for a particular task will focus their thoughts on obstacles and shortcomings, and as a result, reduce their chances of successful task performance. Clearly, self-efficacy has direct relevance for success in HRD.

If employees have low-efficacy expectations, it is unlikely that they will not put forth the same effort as persons with high self-efficacy. Therefore, trainers and supervisors should behave in ways that increase the trainees' judgments of their self-efficacy. Social learning theory also proposes that most behavior is learned by observing others, a process called modeling. Research suggests that through observing the behaviors and its consequences in others, individuals can learn new behaviors and make decisions about whether to perform a particular behavior themselves. Modeling has also been applied to HRD Performance history Modelling Persuasion Physiological/ emotional state Performance Feedback Attribution of performance history Behavioral outcomes Self efficacy Assessment of constraints Analysis of task with great success in a training approach known with great success in a training approach known a behavior modeling.

In behavior modeling training, the trainee is told the components of the behavior to be learned and shown a film or videotape in which an actor (the model) demonstrates how to perform the behavior. Then the trainee practices the behavior with feedback from others and finally receives social reinforcement for performing the behavior.

### 2.3.2 Equity theory

A fourth cognitive theory of motivation, called equity theory, suggests that motivation is strongly influenced by the desire to be treated fairly. As a theory of work motivation, it is based on three assumptions:

1. People develop beliefs about what is fair for them to receive in exchange for the contributions that they make to the organization.
2. People determine fairness by comparing their relevant returns and contributions to those of others.
3. People who believe they have been treated unfairly (called inequity) will experience tension, and they will be motivated to find ways to reduce it.

Equity theory predicts that employees who believe they are being treated fairly (a judgment called equity) will be motivated to continue their performance and behavior patterns. There are at least five ways in which individuals reduce their feelings inequity whenever they have such feelings

1. Cognitively distorting views of contributions or rewards
2. Influencing the perceived rival to change his or her contributions or rewards (e.g., convincing the person to be less productive)
3. Changing one's own contributions or rewards (either working harder or contributing less)
4. Comparing oneself to a different person.
5. Leaving the situation (requesting for a transfer or quitting)

### **2.3.3 Reinforcement Theory**

A Non Cognitive Theory of Motivation Reinforcement theory is rooted in behavioralism, which attempts to explain behavior without referring to unobservable internal forces such as needs or thoughts. Behaviouralists seek to explain behavior by focusing only on things that can be directly observed. In short, reinforcement theory states that behavior is a function of its consequences. This is based on the law of effect, which states that behavior that is followed by a pleasurable consequence will occur more frequently (a process called reinforcement), and behaviors that are followed by an aversive consequence will occur less frequently. According to reinforcement theory, a manager or trainer can control an employee's behavior by controlling the consequences that follow the employee's behavior.

Reinforcement theory can be applied using a set of techniques known as behavior modification. Behavior modification suggests four choices for controlling an employee's behavior:

1. Positive reinforcement refers to increasing the frequency of a behavior by following the behavior with a pleasurable consequence.
2. Negative reinforcement increases the frequency of a behavior by removing something aversive after the behavior is performed.
3. Extinction seeks to decrease the frequency of a behavior by removing the consequence that is reinforcing it.
4. Punishment seeks to decrease the frequency of a behavior by introducing an aversive consequence immediately after the behavior.

In addition to the type of consequences that follow a behavior, the way that consequences are paired with behaviors, called a schedule of reinforcement, is an important part of how behavior modification can be effectively applied.

Reinforcement theory has received strong support in a large body of research and has helped increase the understanding of work-related behavior. Reinforcement theory has also had a strong influence on HRD.

Methods of instruction, such as programmed instruction and some approaches to computer-based training, draw heavily from reinforcement theory. Trainers and managers can also motivate employees to learn and use what they have learned back on the job by using behavior modification techniques.

### Other Internal Factors that Influence Employee Behavior

Internal factors, in addition to motivation, that influence employee behavior include attitudes and knowledge, skills, and abilities (KSAs). Each of these factors is discussed as follows:

#### **Attitudes**

Attitudes add to our understanding of employee behavior by showing another way that thoughts can influence behavior. Many HRD interventions, including training evaluation, management development, and organizational development, either focus on modifying employee attitudes or use attitudes as a central component. For example, one common way HRD programs are evaluated is by means of assessing employee attitudes toward the program and its content.

An attitude “represents a person’s general feeling of favorableness or unfavorableness toward some stimulus object.” Attitudes are always held with respect to a particular object—whether the object is a person, place, event, or idea—and indicate one’s feelings or affect toward that object. Attitudes also tend to be stable over time and are difficult to change. Of particular interest to HRD is the relationship between attitudes and behavior. Although common sense tells that attitudes often cause behavior, the reality is more complex i.e. whether the attitudes directly affect our behavior, without any other intervening factors, or behavior is consistent with those attitudes. Unfortunately, this is not always the case.

Attitudes can be used to predict behavior, but the predictions are at best only moderately accurate. Researchers attempting to prove a direct relationship between attitudes and behavior have experienced considerable frustration. Research conducted over the past thirty years suggests that the relationship between attitudes and behavior is not simple or direct. One widely discussed model that explains this relationship is the behavioral intentions model. This model states that it is the combination of attitudes with perceived social pressure to behave in a given way (called subjective norms) that influences an individual’s intentions. These intentions, in turn, more directly influence behavior. When attitudes and subjective norms conflict with each other the stronger of the two plays the dominant role in determining what the individual’s intentions will be.

According to the behavioral intentions model, then, attitudes appear to affect behavior only to the extent that they influence one’s intentions. Relying solely on measuring attitudes to determine whether employees will apply what they have learned in a HRD program will likely produce only moderately accurate results. The behavioral intentions model suggests that it may be more useful to measure trainee’s intentions to use what they have learned, because intentions incorporate attitudes and more directly influence behavior. Although this is no substitute for assessing an actual change in job behavior, the behavioral intentions model implies that intentions, rather than attitudes alone, may be a better indicator of

program effectiveness.

Attitudes are an important factor in HRD programs. Ray Noe proposed that two types of attitudes, reaction to skills assessment feedback and career/job attitudes can have a direct effect on the motivation to learn.

An empirical test of the model suggested that these factors do influence motivation and learning in a training program. Knowledge, Skills, and Abilities (KSA) The final internal factor is the employee's knowledge, skills, and abilities (KSAs). It is clear that KSAs have a significant impact on employee performance. All other things being equal, if employees lack the KSAs to perform a task, they may not perform well. Almost all HRD programs focus on improving or renewing the KSAs of employees.

Despite the ubiquitous nature of KSAs, these factors can be difficult to define with precision. Definitions differ according to the person defining them. Edwin Fleishman, a leading researcher of human abilities, defines abilities as general capacities related to the performance of a set of tasks. Abilities developed over time through the interaction of heredity and experience, and are long-lasting. Skills are similar to abilities, but differ in that they combine abilities with capabilities that are developed as a result of training and experience. Skills are often categorized as psychomotor activities, whereas abilities tend to be more cognitive, and skills are typically measured in terms of the ease and precision evident in the performance of some task.

Finally, knowledge is defined as an understanding of factors or principles related to a particular subject. Researchers have developed taxonomies to describe the abilities needed to perform particular tasks.

Taxonomies help HRD professionals to select and assign employees for training, choose appropriate learning strategies for individuals with different skill levels, and specify training needs and content when designing training programs. It should be clear from the preceding discussion that motivation, attitudes, and ability are critical to explaining employee behavior and to understanding and applying for HRD. It is the combination of these influences with the external influences that affect employee behavior.

## 2.4 Summary

HRD professionals can help employees meet their personal goals by providing programs and interventions that promote individual development. Model of employee behavior includes two main categories: external forces and internal forces. External environment influences employee behavior. The immediate supervisor plays an important role in the employee's work life, delegating tasks and responsibilities, setting expectations, evaluating performance, and providing feedback, rewards, and discipline. Motivation is one of the most basic elements of human behavior. Internal factors, in addition to motivation, that influence employee behavior include attitudes and knowledge, skills, and abilities.

## 2.5 Key words

**Motivation** - Motivation is the force that leads people to act to achieve their objectives. It is the activators of human behaviors to do something. People are willing to act cause they are motivated toward their goals. The driver of their actions may be money need, success need, position need, and their best potentiality.

**Goal-setting theory-** Goal-setting theory states that performance goals play a key role in motivation. The theory proposes that goals can mobilize employee effort, direct their attention, increase their persistence

**Social learning theory-** Albert Bandura developed a third cognitive theory of motivation, which is social learning theory. Bandura proposes that outcome and self-efficacy expectations affect individual performance . An outcome expectation (similar to instrumentality in expectancy

**Equity theory-** A fourth cognitive theory of motivation, called equity theory, suggests that motivation is strongly influenced by the desire to be treated fairly

**Reinforcement Theory-** A Non Cognitive Theory of Motivation Reinforcement theory is rooted in behavioralism, which attempts to explain behavior without referring to unobservable internal forces such as needs or thoughts.

## 2.6 Self Assessment Questions

1. Briefly explain the HRD approaches
2. Discuss the Need Based Theories of Motivation
3. Explain the components of HRD

## 2.7 Suggested Readings

1. Vivien Martin (2005) Managing Projects in Human Resources, Training and Development, Kogan page Publications.
2. Michael Armstrong (2007) A Handbook of Human Resource Management Practice 10Th Edition Kogan Publications Limited
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7. David McGuire (2014) Human Resource Development Second Edition SAGE Publications Ltd, New Delhi .
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11. Robert N. Lussier (2019) Human Resource Management - 3rd edition Sage Publications, Inc.
12. Robert N. Lussier and John R. Hendon(2022) Human Resource Management: Functions, Applications, and Skill Development - 4th edition Sage Publications, Inc
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**Dr. Nagaraju Battu**

## **LESSON -3**

### **HUMAN DEVELOPMENT AND HRD**

#### **Learning Objectives**

- ✓ To Understand the Concept of HRD
- ✓ To Learn the Features of HRD
- ✓ To Discuss the Benefits of HRD
- ✓ To study the Scope and Problems of HRD
- ✓ To Outline the Phases of HRD
- ✓ To focus on the Problems of HRD

#### **Structure**

- 3.1 Introduction
- 3.2 Definitions of HRD
- 3.3 The concept of HRD
- 3.4 Difference between HRD and HRM
- 3.5 HRD Functions
- 3.6 Features of Human Resource Development
- 3.7 Benefits of Human Resource Development
- 3.8 Attributes Of An HRD Manager
- 3.9 Importance of Human Resources Development
- 3.10 Vision of Human Resource Development
- 3.11 Scope of Human Resource Development
- 3.12 Problems of HRD and Challenges for Future
- 3.13 Challenges to Organizations and to HRD Professionals
- 3.14 Phases of HRD
  - 3.14.1 Need Assessment Phase
  - 3.14.2 Design Phase
  - 3.14.3 Implementation Phase
  - 3.14.4 Evaluation Phase
  - 3.14.5 Strategic Management and HRD
- 3.15 Summary
- 3.16 Key words
- 3.17 Self Assessment Questions
- 3.18 Suggested Readings

#### **3.1 Introduction**

Human Resource Development is the part of human resource management that specifically deals with training and development of the employees in the organization. Human resource development includes training a person after he or she is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities.

Development of human resources is essential for any organisation that would like to be dynamic and growth-oriented. Unlike other resources, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can



continuously identify, bring to surface, nurture and use the capabilities of people. Human Resource Development (HRD) system aims at creating such a climate. A number of HRD techniques have been developed in recent years to perform the above task based on certain principles.

HRD concept was first introduced by Leonard Nadler in 1969 in a conference in US. "He defined HRD as those learning experience which are organized, for a specific time, and designed to bring about the possibility of behavioral change".

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

### **3.2 Definitions of HRD**

HRD (Human Resources Development) has been defined by various scholars in various ways. Some of the important definitions of HRD (Human Resources Development) are as follows:

According to Leonard Nadler, "Human resource development is a series of organized activities, conducted within a specialised time and designed to produce behavioural changes."

In the words of Prof. T.V. Rao, "HRD is a process by which the employees of an organisation are helped in a continuous and planned way to

- (i) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- (ii) develop their journal capabilities as individual and discover and exploit their own inner potential for their own and /or organisational development purposes;
- (iii) develop an organisational culture in which superior-subordinate relationship, team work and collaboration among sub-units are strong and contribute to the professional well being, motivation and pride of employees." .

According to M.M. Khan, "Human resource development is the across of increasing knowledge, capabilities and positive work attitudes of all people working at all levels in a business undertaking."

### **3.3 The concept of HRD**

Human resource development in the organisation context is a process by which the employees of

an organisation are helped, in a continuous and planned way to:

1. Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
2. Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organisational development purposes; and
3. Develop an organisational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well being, motivation and pride of employees.

This definition of HRD is limited to the organisational context. In the context of a state or nation it would differ.

HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counselling, training, and organization development interventions are used to initiate, facilitate, and promote this process in a continuous way. Because the process has no limit, the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process. Organisations can facilitate this process of development by planning for it, by allocating organisational resources for the purpose, and by exemplifying an HRD philosophy that values human beings and promotes their development.

- i. To prepare the employee to meet the present and changing future job requirements.
- ii. To prevent employee obsolescence.
- iii. To develop creative abilities and talents.
- iv. To prepare employees for higher level jobs.
- v. To impart new entrants with basic HRD skills and knowledge.
- vi. To develop the potentialities of people for the next level job.
- vii. To aid total quality management.
- viii. To promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships.
- ix. To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside.
- x. To ensure smooth and efficient working of the organisation.
- xi. To provide comprehensive framework for HRD.
- xii. To enhance organisational capabilities.
- xiii. To create a climate that enables every employee to discover, develop and use his/her capabilities to a fuller extent in order to further both individual and organisational goals.

### **3.4 Difference between HRD and HRM**

1. Both are very important concepts of management specifically related with human resources of organisation. Human resource management and human resource development can be differentiated on the following grounds:
2. The human resource management is mainly maintenance oriented whereas human resource development is development oriented.
3. Organisation structure in case of human resources management is independent whereas human resource development creates a structure, which is inter-dependent and interrelated.
4. Human resource management mainly aims to improve the efficiency of the employees

whereas aims at the development of the employees as well as organisation as a whole. Responsibility of human resource development is given to the personnel/human resource management department and specifically to personnel manager.

5. HRD is given to all managers at various levels of the organisation.
6. HRM motivates the employees by giving them monetary incentives or rewards whereas human resource development stresses on motivating people by satisfying higher-order needs.

### 3.5 HRD Functions

The core of the concept of HRS is that of development of human beings, or HRD. The concept of development should cover not only the individual but also other units in the organisation. In addition to developing the individual, attention needs to be given to the development of stronger dyads, i.e., two-person groups of the employee and his boss. Such dyads are the basic units of working in the organisation. Besides several groups like committees, task groups, etc. also require attention. Development of such groups should be from the point of view of increasing collaboration amongst people working in the organisation, thus making for an effective decision making. Finally, the entire department and the entire organisation also should be covered by development. Their development would involve developing a climate conducive for their effectiveness, developing self-renewing mechanisms in the organisations so that they are able to adjust and pro-act, and developing relevant processes which contribute to their effectiveness.

Hence, the goals of the HRD systems are to develop:

1. The capabilities of each employee as an individual.
2. The capabilities of each individual in relation to his or her present role.
3. The capabilities of each employee in relation to his or her expected future role(s).
4. The dyadic relationship between each employee and his or her supervisor.
5. The team spirit and functioning in every organisational unit (department, group, etc.).
6. Collaboration among different units of the organisation.
7. The organisation's overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individuals, dyads, teams, and the entire organisation.

### 3.6 Features of Human Resource Development

1. The essential features of human resource development can be listed as follows:
2. Human resource development is a process in which employees of the organisations are recognized as its human resource. It believes that human resource is most valuable asset of the organisation.
3. It stresses on development of human resources of the organisation. It helps the employees of the organisation to develop their general capabilities in relation to their present jobs and expected future role.
4. It emphasise on the development and best utilization of the capabilities of individuals in the interest of the employees and organisation.
5. It helps in establishing/developing better inter-personal relations. It stresses on developing relationship based on help, trust and confidence.
6. It promotes team spirit among employees.
7. It tries to develop competencies at the organisation level. It stresses on providing healthy climate for development in the organisation.
8. HRD is a system. It has several sub-systems. All these sub-systems are inter-related and interwoven. It stresses on collaboration among all the sub-systems.

9. It aims to develop an organisational culture in which there is good senior-subordinate relations, motivation, quality and sense of belonging.
10. It tries to develop competence at individual, inter-personal, group and organizational level to meet organisational goal.
11. It is an inter-disciplinary concept. It is based on the concepts, ideas and principles of sociology, psychology, economics etc.
12. It form on employee welfare and quality of work life. It tries to examine/identify employee needs and meeting them to the best possible extent.
13. It is a continuous and systematic learning process. Development is a life long process, which never ends.

### **3.7 Benefits of Human Resource Development**

Human resource development now a days is considered as the key to higher productivity, better relations and greater profitability for any organisation. Appropriate HRD provides unlimited benefits to the concerned organisation. Some of the important benefits are being given here:

1. HRD (Human Resource Development) makes people more competent. HRD develops new skill, knowledge and attitude of the people in the concern organisations.
2. With appropriate HRD programme, people become more committed to their jobs. People are assessed on the basis of their performance by having a acceptable performance appraisal system.
3. An environment of trust and respect can be created with the help of human resource development.
4. Acceptability toward change can be created with the help of HRD. Employees found themselves better equipped with problem-solving capabilities.
5. It improves the all round growth of the employees. HRD also improves team spirit in the organisation. They become more open in their behaviour. Thus, new values can be generated.
6. It also helps to create the efficiency culture In the organisation. It leads to greater organisational effectiveness. Resources are properly utilised and goals are achieved in a better way.
7. It improves the participation of worker in the organisation. This improve the role of worker and workers feel a sense of pride and achievement while performing their jobs.
8. It also helps to collect useful and objective data on employees programmes and policies which further facilitate better human resource planning.
9. Hence, it can be concluded that HRD provides a lot of benefits in every organisation. So, the importance of concept of HRD should be recognised and given a place of eminence, to face the present and future challenges in the organisation.

### **3.8 Attributes Of An HRD Manager**

According to Pareek and Rao HRD manager should possess the following attributes;  
Technical

- i. Knowledge of various types of performance appraisal system and potential employee appraisal system and ability to develop them.
- ii Knowledge of various types of tests and measurements of behavior.
- iii. Ability to design and execute training programs at various level.
- iv. Knowledge of career planning and other personnel practice.
- v. Knowledge of behavioral science.
- vi. Knowledge and skills in counseling.

- vii. Understanding of overall organizational culture.
- viii. Knowledge of techniques in behavioral research.

#### Managerial

- i. Organizing ability
- ii. System development.

#### Personality

- i. Initiative
- ii. Faith in human beings and their abilities.
- iii. Positive attitude towards others.
- iv. Imagination and creativity.
- v. Concern for excellence
- vi. Concern for people and development.
- vii. Friendly, sociable, affable.
- viii. Attitude for research and development work.
- ix. Interest in learning new things.
- x. Ability to work as a team

### **3.9 Importance of Human Resources Development**

Some of the importance of human resource development are as follows:

1. To Develop Competencies
2. To Mitigate Some of the Evil Consequences of Industrialization
3. To Bring About System-wide Changes
4. To Develop a Proper Climate in the Organization
5. To Develop Competencies

If the employees are not competent in terms of knowledge, skills and attitudes, no organization can survive. The competent employees are as much the necessity of a non-profit organization as a profit-making organisation and both types of organizations need competent employees for the success of their internal and external operations.

#### **To Mitigate Some of the Evil Consequences of Industrialization**

It is common information and fact that the factory system has dehumanized and deskilled various jobs. HRD satisfies their needs of advancement, growth, self-respect, recognition, creativity and autonomy by enriching workers' roles.

#### **To Bring About System-wide Changes**

In traditional methods, often top management personnel have the attitude that all is well with them, and it is only the lower level in the organization which needs to be trained and developed.

Such an attitude of top management makes these programs ineffective because by keeping interdependent and interacting higher levels out, these levels continue to remain plagued by forces of mistrust, jealousy and authoritarianism.

The HRD programs bring about a system-wide change and they gradually enrich the entire socio-technical system.

**To Develop a Proper Climate in the Organization**

No other traditional method can do this and the executives in most of the traditional organizations seem to hold different types of values. These values when held by themselves lead to the following consequences: Values are learned commands which once internalized, coerce human behaviour in specific directions. The executives generally remain unaware of the human problems of their subordinates.

It is because the latter suppress their emotions and disguise their feelings. In organizations, decision-making becomes less effective because there is dropping off of experimentation and risk-taking with new ideas. As a result, people become more open, independent, authentic, creative and collaborative in their behavior.

**3.10 Vision of Human Resource Development**

The HRD function must be given a place in corporate mission statement and organisational culture.

1. The HRD function is perceived as an internal consultant to management and as part of the businesses of the organisation.
2. These functions are committed to strategic planning, organisational change, and organisational goals.
3. These functions have the ability to diagnose problems and anticipate needs of human resource development.
4. The HRD function is strongly committed to facilitating fulfillment of objectives of line and staff departments.
5. The members of the HRD Staff should develop themselves as experts so that they can fulfill the vision of organisation into the reality.
6. It is expected from them that high level of HRD staff teamwork, creativity and flexibility will contribute positively to what is required in present era.

**3.11 Scope of Human Resource Development**

Human resources can be viewed as the sum of knowledge, skills, attitudes, commitment, values and the like of the people of an organization. Development is the acquisition of capabilities that are needed to do the present job or the future expected job.

Human Resource Development is a positive concept in human resources management. The purpose of Human Resource Development is to enhance an employee's capacity to successfully handle greater responsibilities, through formal or informal means.

Any effective HRD program must satisfy the needs of an organization. To this end, management must outline the needs of the organization and convert them into objectives with a view to formulate a workable program.

**Macro Level-** At the macro level HRD is concerned with the development of people for the nation's well being. It takes health, capabilities, skills, attitudes of people which are more useful to the development of the nation as a whole.

Micro Level- HRD has concern for grass root development in the organizations. Small wonder, then, that HRD was well received by companies' management as they realized its importance and foresaw its future contribution for the individual and organizational development.

Generally, Human Resource Development at micro-level talks of the organization's manpower planning, selection, training, performance appraisal, development, potential appraisal, compensation, organizational development, etc.

### **3.12 Problems of HRD and Challenges for Future**

1. Organisational environment is not generally conducive to the application of the knowledge which is gained by the trainees in the training programmes.
2. The biggest challenge is that the training needs are not properly identified.
3. The advanced countries developed a considerable number of training packages and video tapes but these are not of much use to trainees due to language and cultural differences.
4. In the HRD practices, the main stress is on lecture method whereas the use of audio visual aids, case studies, group work and project work is limited.
5. The present reality is that the training profession is not honoured and career progression is not lucrative. As a result of this, the dedicated and competent persons are reluctant to join the training/HRD department.
6. The financial and other incentives are inadequate and due to this the internal faculty members on various subjects don't get interested, within the organisation.
7. The external faculty generally lack expertness and competence and were also inadequate.
8. The internal and external trainers are inadequate and at the same time, there is inadequate number of advanced training institutions to cater to various industrial undertakings.
9. Many organisations are not very serious and conscious about HRD and do not make available adequate resources and funds for HRD activities.
10. The emphasis is more on-the-job training rather than on the development of employees. The development is necessary to assume higher responsibility or meet the challenges of change in technology/environment.
11. The rate of technology change and advancement in the world is much faster than the rate of technology transfer and understanding among the developing countries as the gap is growing and it is the biggest challenge.
12. The line supervisors and managers lack their interest in developing their subordinates. The reason is as this factor has almost no weightage for their emotions.

13. The their challenge is the manager's lack of interest in organisation's to develop expertise in the training methodology in HRD staff.
14. The educational systems on the National and regional level lags behind the requirements of the industry which is threat for the industry and the outcome is underperformance and not able to reach upto the standard.

### **3.13 Challenges to Organizations and to HRD Professionals**

1. The present five challenges currently facing the field of HRD includes:
2. Changing workforce demographics,
3. Competing in a global economy,
4. Eliminating the skills gap,
5. Meeting the need for lifelong individual learning, and
6. Facilitating organisational learning.

### **HRD Matrix**

The HRD Matrix shows the interrelationships between HRD instruments, processes, outcomes and organizational effectiveness.

HRD Instruments

HRD Processes

HRD Outcomes

Organizational Effectiveness

HRD Matrix

### **HRD Instruments**

These include performance appraisal, counselling, role analysis, potential development, training, communication policies, job rotations, rewards, job enrichment programs, etc.

These instruments may vary depending on the size of the organization, the internal environment, the support and commitment of the top management, the competitive policies, etc.

### **HRD Processes**

The HRD instruments lead to the generation of HRD of processes like role clarity, performance planning, development climate, risk taking, dynamism in employees.

Such HRD processes should result in more competent, satisfied and committed people that would make the organization grow by contributing their best to it.

### **HRD Outcomes**

HRD instruments and processes make people more committed and satisfied, where they tend to give their best to the organization enthusiastically.

### **Organizational Effectiveness**

Dimensions Such HRD outcomes influence the organizational effectiveness, which in turn, depends.

### **HRD Process**

Human Resource Development (HRD) process has the following four-phase:



Need Assessment Phase

Design Phase

Implementation Phase

Evaluation Phase

HRD Process

HRD Process

### **3.14 Phases of HRD**

#### **3.14.1 Need Assessment Phase**

1. A process by which an organization's HRD needs are identified and articulated. It identifies:
2. An organizations' goals and its effectiveness in reaching these goals.
3. Gaps between current skills and the skills needed to perform the job successfully.
4. Gaps between employees' skills and the skills required for effective current job performance.
5. The conditions under which the HRD activity will occur.

#### **3.14.2 Design Phase**

The second phase of the training in the HRD process involves designing the HRD program and intervention. In this phase the following activities are carried out:

The objective of the program should be defined

1. Develop an appropriate lesson plan for the program
2. Develop and acquire the appropriate materials for the trainers to use
3. Determine who will deliver the program
4. Select the appropriate method to conduct the program
5. Schedule the program

#### **3.14.3 Implementation Phase**

This phase is to implement effective HRD programs or interventions after the assessment and design phase, which aims that the program must be delivered and implemented by using the most appropriate methods.

Delivering any HRD program generally presents numerous challenges such as executing the program as planned, creating an environment that enhances learning, and resolving problems that may arise.

#### **3.14.4 Evaluation Phase**

This is the final phase in the training and HRD process after which the effectiveness of the HRD intervention is measured. This determines whether a program is accomplishing its objectives. It identifies the strengths and weaknesses of HRD programs and determines the cost-benefit ratio of an HRD program.

This phase also decides who should participate in future HRD programs. This phase identifies which participants are benefited the most or least from the program. This also helps in gathering data to assist in marketing future programs and establishing a database to assist management in making decisions.

### **3.14.5 Strategic Management and HRD**

Strategic management involves a set of managerial decisions and actions and these are intended to provide a competitively superior fit with the external environment. The purpose is to enhance the long-run performance of the organisation.

It involves several distinct processes, including strategy formulation, strategy implementation, and control which can be understood as follows:

At the formulation level, the top management first assess the viability of the current mission, objectives, strategies, policies, programs, technology, workforce, and other resources.

After formulation, they must monitor and assess different external environments that may pose a threat or offer potential opportunities.

### **3.15 Summary**

Finally, in light of all the assessments, the management must identify strategic factors that need to be changed or updated. The emphasis has been on more fully integrating HRM with the strategic needs of the organisation. For this, two types of fit or alignments are necessary which are explained below: Firstly, external alignment is necessary between the strategic plans of the organisation and the external environment that it faces. Secondly, internal alignment is necessary within the organisation i.e. the strategy of the organisation must be aligned with the mission, goals, beliefs, and values that characterize the organisation.

### **3.16 Key words**

**HRM-** Human Resource Management is the process of recruiting, selecting, inducting employees, providing orientation, imparting training and development, appraising the performance of employees

**HRD-** Human resource development includes training a person after he or she is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities.

**Need Assessment Phase-**A process by which an organization's HRD needs are identified and articulated. It identifies: An organizations' goals and its effectiveness in reaching these goals. Gaps between current skills and the skills needed to perform the job successfully. Gaps between employees' skills and the skills required for effective current job performance.

**Design Phase-** The second phase of the training in the HRD process involves designing the HRD program and intervention

**Implementation Phase-** This phase is to implement effective HRD programs or interventions after the assessment and design phase, which aims that the program must be delivered and implemented by using the most appropriate methods.

**Evaluation Phase-** This is the final phase in the training and HRD process after which the effectiveness of the HRD intervention is measured. This determines whether a program is accomplishing its objectives. It identifies the strengths and weaknesses of HRD programs and determines the cost-benefit ratio of an HRD program.

### **3.17 Self Assessment Questions**

1. Briefly Explain the Concept of HRD?
2. Discuss the Features and Benefits of HRD?
3. Explain the Scope and Problems of HRD
4. Outline the Phases of HRD
5. State to Focus on the problems of HRD?

### **3.18 Suggested Readings**

1. Vivien Martin (2005) Managing Projects in Human Resources, Training and Development, Kogan page Publications.
2. Michael Armstrong (2007) A Handbook of Human Resource Management Practice 10Th Edition Kogan Publications Limited
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11. Robert N. Lussier (2019) Human Resource Management - 3rd edition Sage Publications, Inc.
12. Robert N. Lussier and John R. Hendon(2022) Human Resource Management: Functions, Applications, and Skill Development - 4th edition Sage Publications, Inc
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**Dr. Nagaraju Battu**

## LESSON- 4

### HRD AT MICRO AND MACRO LEVEL

#### Learning objectives

- ✓ To Understand the HRD at Micro Level
- ✓ To Discuss the Principles of HRD System
- ✓ To Know the scope of HRD
- ✓ To Learn the Principles of HRD
- ✓ To Identify the HRD at Macro level

#### Structure

- 4.1 Introduction
- 4.2 Meaning of Human Resource Development (HRD)
- 4.3 Definitions of Human Resource Development
- 4.4 HRD at Micro Level
  - 4.4.1 Learning /Training
  - 4.4.2 Career development
  - 4.4.3 Upgrading manpower
  - 4.4.4 Organizational development
  - 4.4.5 Team Spirit
  - 4.4.6 Integrated use of sub – system
  - 4.4.7 Employee welfare
  - 4.4.8 Multidisciplinary approach
  - 4.4.9 Continuous in nature
  - 4.4.10 Potential appraisal
  - 4.4.11 Key element in coping with problems
  - 4.4.12 Long term Benefits
  - 4.4.13 Performance Improvement
- 4.5 Principles of Human Resource Development system
- 4.6 Scope of HRD
  - 4.6.1 Performance appraisal
  - 4.6.2 Potential appraisal
  - 4.6.3 Career planning and development
  - 4.6.4 Training and development
  - 4.6.5 Employee welfare
  - 4.6.6 Rewards and incentives
  - 4.6.7 Quality of work life
  - 4.6.8 Human Resource information system
- 4.7 HRD at Macro Level
  - 4.7.1 At the enterprise level
  - 4.7.2 At the individual level
  - 4.7.3 At the social level
  - 4.7.4 At the national level
- 4.8 Summary
- 4.9 Key words
- 4.10 Self Assessment Questions
- 4.11 Suggested Readings

#### 4.1 Introduction

Today, the concept of Human resource development (HRD) is considered seriously by most of the medium and large scale industrial and business organizations; to keep them self competent and forward in the competitive market. In the present context, in the wake of rapid technological changes, in the liberalized era, employees are perceived as important "Assets or resources" in the organization and there is an increasing awareness that employees too undergo value addition that, they are important in giving quality of products and better customer services. Hence, there is a paradigm shift from purely a labour point of view, to a resource point of view. The current situation has given a needed fillip for the widespread promotion of the "HRD concept". Human resource Development aims at the promotion of all well being of individuals, families and societies. It deals with creating conditions that enable people to get the best out of themselves and their lives.

#### 4.2 Meaning of Human Resource Development (HRD)

The term human resource refers to knowledge, skills, creative abilities, talents, aptitudes, values and beliefs of an organization's work force. But these resources must be properly utilized and at the same time improved according to the changes in requirements of the groups, organization, and society at large. This source should also be developed according to the needs of the industry. This is the essence of human resource development. Human Resource Development is the process of improving, moulding and changing the skills, knowledge, creative ability, aptitudes, attitudes, values, commitment etc. based on present and future job and organizational requirements.

HRD is mainly concerned with developing the skill, knowledge and competencies of people and it is people - oriented concept. When we call it as a people-oriented concept, the question of people be developed in the larger or national context or in the smaller organizational context. Is it different at the macro and micro level? HRD can be applied both for the national level and for organizational level. Human Resource development is a continuous on -going process which deals with training of personnel, self - development, performance appraisal and various personnel functions.

Human Resource development in the context of an organization refers to the improvement in the capacities and capabilities of the personnel in relation to the needs of the organization. It involves the creation of a climate in which the flower of human knowledge, skill, capabilities and creativity can bloom. HRD involves the use of process through which the personnel in an organization are prepared to give their best for corporate objectives and achieve optimum effectiveness in the job roles.

In institutional terms, HRD involves the setting up of system through which human capabilities and potential can be identified and tapped to the mutual satisfaction of the individual and the organizations. The HRD department plays an important role at the organization level. In short, HRD is concerned with development of human resource.

In the national context, HRD is a process by which the people in various groups (age groups, regional groups, socio -economic groups, community groups, etc.) are helped to acquire new competencies continuously so as to make them more and more self - reliant and simultaneously develop a sense of pride in their country.

### 4.3 Definitions of Human Resource Development

According to American society for Training and Development (ASTD), "HRD is the integrated use of: -

- a) training and development
- b) organizational development
- c) career development to improve individual, group and organizational effectiveness".

Adler defines HRD as "organized learning experiences in a definite time period to increase the possibility of improving job performance and growth."

Leonard Nadler defines HRD as "those learning experiences which are organized for a specific time, and designed to bring about the possibility of behavioural change."

HRD has also been defined as the process of accomplishing organizational objectives by acquiring, retaining, terminating, developing and properly using the human resources in an organization.

T.Venkateshwara Rao defines HRD in the organizational context as "a process by which the employees of an organization are helped in a continuous planned way to: -

- a) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- b) develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and /or organizational development purposes.

### 4.4 HRD at Micro Level

#### 4.4.1 Learning /Training

The core of HRD is learning. There are ' many other human Resource development areas in the organization, but uniqueness of HRD is its use of learning to attain individual and organizational objectives. Employees can learn a great deal through training programmes.

#### 4.4.2 Career development

HRD focuses attention on the career development of individual employees. Employees are encouraged to pursue career development through various training programmes. Such career developments will not only help the employee concerned but also the organization to become dynamic and growth oriented.

#### 4.4.3 Upgrading manpower

HRD is basically concerned with the upgrading of manpower working in an organization. This leads to improvement in the individual performance of an employee and also corresponding improvement in the organizational performance.

#### 4.4.4 Organizational Development

HRD also focuses on organizational development which is basically a long-term approach meant to elevate the organization to a higher level of functioning by improving the performance and satisfaction of its members. This area focuses attention on better communication and relations throughout the organization. The organization development experts help individuals and groups to solve any problems in respect of absenteeism, internal conflicts, low productivity or resistance to change.

**4.4.5 Team Spirit**

HRD plays an important role in developing team spirit and co - operation. It emphasizes on integration of different departments and various levels of management in a co-ordinate action.

**4.4.6 Integrated use of sub – system**

HRD system involves the integrated use of subsystem such as training and development, career development, organizational development, performance appraisal, potential appraisal etc. In other words, emphasis needs to be placed in all possible areas so that individual, group and organizational efficiency is enhanced.

**4.4.7 Employee welfare**

The organization attempts to provide possible welfare measures to the employees. These measures include recreation facilities, educational allowances, medical insurance etc.

Adequate and timely provision of welfare facilities motivate the employee in order to achieve organizational objectives.

**4.4.8 Multidisciplinary approach**

HRD is dynamic, multidiscipline and evolving field that draws upon education, management science, psychology, communication, economics, organization behaviour, philosophy and sociology etc. HRD aims to improve individual, group and organizational effectiveness in all possible areas. Therefore, it involves the uses of various disciplines of social sciences.

**4.4.9 Continuous in nature**

HRD is not a one - time affair. It is a continuous process. Organizations have to change due to the changes in the environment. Organizations will be in a position to change only when the individuals and groups in the organization recognize change and adjust their behaviour and activities as per the changing environment.

**4.4.10 Potential appraisal**

Through HRD, the potential of every employee, is assessed periodically. The superior can judge the potential of his subordinates through interviews, observations or by delegating authority, or by transfers, promotions and job rotation. A proper potential appraisal assists in development planning as well as for proper placement.

**4.4.11 Key element in coping with problems**

Economic, technological and social trends have created acute problems for business and industry. As a result, management have focused attention on HRD as a key element coping with these problems. This is because such problems can be solved with the help of creative efforts and competencies of human resources.

**4.4.12 Long term Benefits**

HRD programmes are so designed as to generate long-term benefits not only to the individual employees concerned but also to the organization as a whole.

**4.4.13 Performance Improvement**

HRD programmes aim at improving the performance of the employees. Through performance appraisal programme, the organization can find out the strengths and

weaknesses of the employees. The employees are given proper feedback of their performance. Thus, the employees would make efforts to improve their performance.

In short, HRD is concerned with employees, both as individuals and as a group in attaining goals. It is concerned with the development of human resources i.e. knowledge, capability, skill, potentialities and attaining and maintaining employee - goals including job satisfaction. HRD is a systematic and planned approach for the development of individuals in order to achieve organizational, group and individual goals.

HRD covers employees at all levels and belonging to all categories. It applies to the employees in all types of organization in the world. It helps organization attaining maximum profit and productivity and individuals achieving job satisfaction. It is concerned mostly with managing human resources at work. HRD manager secures cooperation from all employees in order to achieve predetermined goals. HRD is the central subsystem of an organization and it permeates all types of functional management viz. production management, marketing management and financial management. HRD utilizes techniques like performance appraisal, training, management development, counselling, worker's participation etc.

#### **4.5 Principles of Human Resource Development system**

- a) HRD system should help the company to increase enabling capabilities that include development of human resources in all aspects such as organizational health, improvements in problem solving capabilities, diagnostic skills and capabilities to support all the other systems in the company.
- b) It should help individuals to recognize their potential and help them to contribute their best towards the various organizational roles they are expected to perform.
- c) It should maximize individual autonomy through increased responsibility. It should facilitate decentralization through delegation and shared responsibility.
- d) It should facilitate participative decision- making
- e) It should attempt to balance the current organizational culture with changing culture.
- f) There should be balance between differentiation and integration.
- g) There should be a balance between specializations of the function with its diffusion into the others.
- h) HRD system should ensure responsibility for the function.
- i) It should build upon feedback and reinforcement mechanisms.
- j) It should maintain a balance between quantification and qualitative decisions.
- k) There should be a balance between external and internal help.
- l) It should plan the evolution of the function,
- m) There should be a continuous review and renewal of the function.



The scope of HRD is ever expanding' and evolving. Some important points with respect to scope of HRD are as follows: -

#### **4.6 Scope of HRD**

##### **4.6.1 Performance appraisal**

It is an important area of HRD. It's purpose is to study critically the performance of employee and to guide him to improve his performance. An employee is told about his strengths and weakness and assistance is given to remove weakness and make the plus point (strengths) more strong. This technique is useful for building a team of capable employees and is also used for their self -development.

##### **4.6.2 Potential appraisal**

It relates to the study of capabilities of employees. It is useful for proper placement and career development of employees. Potential appraisal is useful for developing their special qualities which can be used fruitfully along with the expansion and diversification of a activities of the company.

##### **4.6.3 Career planning and development**

Under HRD, employees should be given guidance for their self - development and career development. The opportunities likely to develop in the organization should be brought to their notice. They should be motivated for self - development, which is useful to the organization in the long run. Superiors are supposed to provide information and guidance to their juniors in this regard. Career development is an integral part of HRD.

##### **4.6.4 Training and development**

Training is integral part of HRD. This area focuses on identifying and helping to develop, through planned learning the key competencies that enables individuals to perform current or future jobs. The planned learning can take place either on-the-job training such as job rotation or off-the-job training outside and in- house training program.

##### **4.6.5 Employee welfare**

It is within the scope of HRD. Welfare activities are useful for creating efficient and satisfied labour force. Such facilities raise the morale of employee. Employee welfare includes the provision of medical and recreation facilities, subsidized canteen free transport and medical insurance. Such facilities support training and other measures introduced for HRD.

##### **4.6.6 Rewards and incentives**

HRD includes provision of rewards and incentives to employee to encourage them to learn, to grow and to develop new qualities, skills and experiences which will be useful in the near future. Reward is an appreciation of good work. It may be in the form of promotion, higher salary or higher status. Rewards and incentives motivate employee and raise their morale. HRD aims at providing conflict free operations throughout the organization. It also keeps plans ready to deal with problems like absenteeism, turnover, low productivity or industrial disputes.

##### **4.6.7 Quality of work life**

Quality of work life depends on sound relations between employer and employee. Aforeward looking policy, an employee benefit like job security, attractive pay, participative

management and monetary and non-monetary rewards will go a long way in improving the quality of work life. Improved quality of work life helps employees to strike an identity with the organization.

#### **4.6.8 Human Resource information system**

Such system acts as an information bank and facilitates human resource planning and development in a proper manner. It facilitates quick decision making in regard to HRD. Every organization has to introduce such system for ready reference to HRD matters. Updating of such information is also essential.

In short, the scope of HRD functions focuses attention on the following important aspects: -

- 1) The welfare aspect concerning with working conditions and amenities like canteens, creches housing, personal problems of workers, schools, and recreation.
- 2) The labour or personnel aspect concerned with recruitment, placement of employees, remuneration, promotion incentives, productivity etc.
- 3) The industrial relations aspect concerned with trade union negotiation, settlement of industrial disputes, joint consultation and collective bargaining.

All three aspects are concerned with human element in industry as distinct from the mechanical or technical

The functions of HRD can be broadly classified into 3 categories viz.

1) Managerial functions

(2) Operative function

(3) Advisory functions.

1) Managerial functions: - It involves (i) planning ii) organizing, iii) directing and iv) controlling.

i) Planning: -According to the ultimate goals, the HRD plans for day to day activities as well as long-term programmes. HRD involves planning of human resources, requirements, recruitment, selection, training etc. It also involves forecasting of personnel needs, changing values, attitudes and behaviour of employee and their impact on organization.

ii) Organizing: -An organization is a means to an end. It is necessary to carry out determined course of action. HRD maintains the relationship between the specialized departments and the general department and gives them advice.

iii) Directing: -To execute the plan HRD motivates commands, leads and activates people. Through proper direction, it is possible to secure willing and effective cooperation of employees. Sound industrial and human relations can be built through proper instructions.

iv) Controlling: - It means to verify the performances whether they are in accordance with the plans and directions. if in this process, any deviation is located, then correcting those errors is also done immediately. Controlling is done by auditing training programmes, analyzing labor turnover records, directing morale, surveys, conducting separate interviews etc.

2) Operative functions: - Giving job is the first function of HRM. For this, the development

has to go for job analysis, human resource planning, recruitment selection, placement, induction and internal mobility.

A) Employment - creating jobs and recruiting people to those jobs is the first function: -

a) Job analysis: This involves studying and collecting information relating to the operations and responsibilities of a specific job.

b) Human Resource Planning: - It is a process for determination and assuring that the organization will have an adequate number of qualified persons available at proper time, performing jobs which would meet the requirements of the organization and which can also give satisfaction to individuals

c) Recruitment: - it is the process of searching for prospective employees and stimulating them to apply for jobs in an organization.

d) Selection- Arranging for interviews for selecting right kind of employees.

e) Placement: - Placing the selected candidate in suitable job positions.

Training- Inducing and orienting the new candidates to the atmosphere of the organization and developing proper attitudes among them.

6) Human Resource Development: - This is the process of improving, moulding and changing the skills, knowledge, creative ability aptitude, values, attitude, commitment etc. based on present and future job and organizational requirements.

C) Deterring salaries, wages or benefits etc: - This process involves job evaluation, wage and salary survey and determining wage structure.

D) Human relations: -Practicing various human resource policies and programmes like employment development and compensation, and interaction among employees creates a sense of relationship between the individual worker and management, among workers, trade unions and management.

E) Effectiveness of Human resource management: -This can be measured by means of organizational health and human resource auditing.

3) Advisory functions: - Human resource manager has specialized education and training in managing human: relations. He is an expert in his area and so can give valuable advice on matters relating to human resources of the organization. He offers his advice to :

a) Top management in formulation and evaluation of personnel programmes, policies and procedures, achieving and maintain good human relations and high employee morale;

b) Departmental heads on matters such as manpower planning, job analysis and design, recruitment and selection placement, training, performance appraisals etc.

#### 4.7 HRD at Macro Level

Human Resource, along with financial and material resources contribute to the production of goods and services in an organization.

Physical and financial resources by themselves can not improve efficiency or contribute to an increased rate of return on investment. It is through the combined and concerted efforts of people that monetary or material resources are harnessed to achieve organizational goals. But these efforts, skills and efficiencies should be increased from time to time to increase production. This is where HRD plays a crucial role.

The significance of HRD can be seen from the following viewpoints: -

##### 4.7.1 At the enterprise level

The significance of the HRD in the organization can be seen with the help of the following components: -

- a) The success of an organization depends to a large extent upon the capability, competence, efficiency and effectiveness of its human resources.
  - b) The HRD system is an essential tool of management to develop a strong sense of capability.
  - c) HRD is helpful in fulfilling of committed goals of individuals, organization, and society. It increases the capability and efficiency of individuals which is likely to reflect itself in the long run in individual well-being.
  - d) HRD develops the capabilities and effectiveness of employee in the organization. It brings out the untapped energy, performance and creativity.
  - e) It is a scientific method for the development of personnel by creating healthy organizational climate, motivating human resources, developing teamwork and creating commitment. HRD motivates the employees in order to use their hidden talent for higher productivity.
  - f) HRD develops strong superior - subordinate relationship, creates job satisfaction, improves organizational health and the employee morale, team spirit and loyalty.
  - g) The sense of belonging or "we-feeling" in the minds of employees and awareness of large reorganizational goals.
  - h) HRD is significant factor in determining growth and prosperity of business enterprise.
  - i) Organizational effectiveness depends on HRD as it creates an atmosphere to discourage nepotism and favoritism in the organization.
- HRD is the very focus of the personnel department.
- l) It helps in proper manpower planning and training.
  - m) It promises to fulfil the career aspirations of the work force.
  - n) It meets the future requirement of the working force in the light of organizational goals.

**4.7.2 At the individual level**

Effective management of human resources can help individual as: -

- a) cooperative employees to work as team.
- b) Individuals can be given full opportunities to rise.
- c) Individuals with proper motivation can utilize their talents in the best possible manner.
- d) HRD provides dignity to each employee by recognizing his abilities.

**4.7.3 At the social level**

Society as a whole is the major beneficiary of good human resource practices.

- a) Employment opportunities multiply.
- b) Scarce talents are put to best use. Companies that pay and treat people with dignity always race ahead of others and deliver excellent results.
- c) Satisfied individual employees can also contribute to society by joining different organization.
- d) Employee's social status is increased by providing them more responsible position.
- e) Society also prepares individuals to work hard and contribute to the organization by recognizing their talents.
- f) HRD seeks proper utilization of human resource and eliminate waste.
- g) HRD provides suitable jobs to people.

**4.7.4 At the national level**

A nation becomes rich when its people are best utilized for the development of the economic enterprises. Individual's abilities, talents, skills and knowledge are put to use for increasing the nation's economic and material progress. They become the nation's natural resources

**4.8 Summary**

Human Resource Development is a systematic and planned approach for the development of individuals in order to achieve organizational, group and individual goals. It is concerned with the development of human resources i.e. knowledge, capability, skills, potentialities and attaining and maintaining employee - goals including job satisfaction. HRD is a continuous and never-ending process. It is concerned mostly with managing human resources at work. It helps organization, attaining maximum profit and productivity and individuals achieving job satisfaction. HRD plays significant role in making the human resources vital, useful and purposeful. HRD assumes significance in view of the fast changing organizational environment and need of the organization to adopt new techniques in order to respond to the environmental changes.

**4.9 Key words**

**HRM-** The term human resource refers to knowledge, skills, creative abilities, talents, aptitudes, values and beliefs of an organization's work force.

**HRD-** HRD system should help the company to increase enabling capabilities that include development of human resources in all aspects such as organizational health, improvements in problem solving capabilities, diagnostic skills and capabilities to support all the other systems in the company.

**Performance appraisal-** It is an important area of HRD. Its purpose is to study critically the performance of employee and to guide him to improve his performance.

**Potential appraisal-** Potential appraisal is useful for developing their special qualities which can be used fruitfully along with the expansion and diversification of activities of the company.

**Career planning and development-** Under HRD, employees should be given guidance for their self - development and career development. The opportunities likely to develop in the organization should be brought to their notice.

**Employee welfare-** Welfare activities are useful for creating efficient and satisfied labour force. Such facilities raise the morale of employee. Employee welfare includes the provision of medical and recreation facilities, subsidised canteen free transport and medical insurance.

#### 4.10 Self Assessment Questions

1. Briefly explain the HRD at Micro level
2. Outline the Principles of HRD system
3. Identify the Scope of HRD
4. Briefly explain the Principles of HRD
5. State the HRD at Macro level

#### 4.11 Suggested Readings

1. Vivien Martin (2005) Managing Projects in Human Resources, Training and Development, Kogan page Publications.
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**Dr. Nagaraju Battu**

## LESSON -5

### FUNCTIONAL AREAS OF HRD

#### Learning Objectives

- ✓ To study the Functional Areas of HRD
- ✓ To Under stand the steps for Designing of HRD Intervention
- ✓ To Learn the Objectives of Performance Appraisal
- ✓ To Discuss the objectives of Potential Appraisal
- ✓ To know the Performance Coaching

#### Structure

##### 5.1 Functional areas of HRD

- 5.1.1. Recruiting and staffing employees
- 5.1.2. Employee benefits
- 5.1.3. Employee compensation
- 5.1.4. Employee and labor relations
- 5.1.5. Human resources compliance
- 5.1.6. Organizational structure
- 5.1.7. Human resources information and payroll
- 5.1.8. Employee training and development

##### 5.2 Steps for Designing HRD Intervention

- 5.2.1 Identification of the Objectives
- 5.2.2 Selecting the Trainer
- 5.2.3 Train-the Trainer Program
- 5.2.4 Selecting Training Methods and Media
- 5.2.5 Preparing Training Materials
- 5.2.6 Program Announcements
- 5.2.7 Program Outlines
- 5.2.8 Training Manuals
- 5.2.9 Scheduling an HRD Program
- 5.2.10 Scheduling during work hours
- 5.2.11 Scheduling after work hours
- 5.2.12 Registration and Enrollment Issues

##### 5.3 Performance Appraisal

##### 5.4 Objectives of performance appraisal

- 5.4.1 Setting goals
- 5.4.2 Counsel and motivate employees
- 5.4.3 Plan for raises and promotions
- 5.4.4 Staff planning
- 5.4.5 Plan learning and development programs
- 5.4.5 Plan learning and development programs

##### 5.5 Potential appraisal

##### 5.6 Objectives of a Potential Review

- 5.6.1 Identify the candidate with the most potential
- 5.6.2 Identify high-potential employees
- 5.6.3 Identify training needs
- 5.6.4 Plan succession
- 5.6.5 Assist employees in the personal development process



- 5.7 Feedback
- 5.8 Performance Coaching
- 5.9 Summary
- 5.10 Key words
- 5.11 Self Assessment Questions
- 5.12 Suggested Readings

## **Introduction**

### **5.1 Functional areas of HRD**

A human resources professional must understand the functional areas of their department so they can assist employees as needed. At the same time, they must also develop plans to expand human resources practices so they can have a positive impact on the rest of the organization. Here are eight of the functional areas that a human resources team can focus on:

- ✓ Recruiting and staffing employees
- ✓ Employee benefits
- ✓ Employee compensation
- ✓ Employee and labor relations
- ✓ Human resources compliance
- ✓ Organizational structure
- ✓ Human resources information and payroll
- ✓ Employee training and development

#### **5.1.1. Recruiting and staffing employees**

Hiring employees is usually the job of the hiring manager, but the human resources department usually sorts through job applications to find suitable candidates for the hiring manager. An applicant tracking system (ATS) uses keywords to help human resources pull applications that meet the job listing's criteria. As suitable applications are identified, they're forwarded to the hiring manager for further review. Once the hiring manager has made their decision on who they want to interview, they contact human resources to set up the interview.

After a new hire is selected by the hiring manager, human resources helps determine the new employees' starting date, set up the new hire paperwork and provide other relevant materials applicable to the position they're on boarding. It is the responsibility of human resources to give new hires an orientation, show them their new workspace and explain the company's benefits and policies.

An HR representative writes job descriptions to match the qualifications for open positions. They also might need to edit a description for accuracy or to make sure that it meets legal guidelines. They can attend job fairs to meet potential candidates. They'll usually accept resumes or give out their business card and discuss what positions the company is currently hiring for.

#### **5.1.2. Employee benefits**

'Employee benefits include health insurance, retirement accounts, health care flexible spending accounts, vacation time, sick leave, family leave and any other benefits an employer offers. A good benefits package helps an employer attract and retain talent. That means human resources has to know the different types of employee benefit programs, what insurance company offers the best benefits at the right cost in addition to ensuring the plans

are compliant with federal laws. Human resources holds open enrollment educational meetings for employees regarding their benefits, along with making sure they update their plans for the next year.

#### **5.1.3. Employee compensation**

It's the duty of human resources to decide how much someone will be paid, performance bonuses, raises and if someone is salaried or hourly. To that extent, they supply the payroll department with the information it needs to pay employees the correct amount if vacation pay is due, when a sick day was taken and if a bonus has been issued.

When it comes to compensation, HR researches to find the current competitive wage for a position, if the company can afford to offer that amount and what benefits can be offered in lieu of money if the company can't meet the competitive wage. This is done as part of compiling a benefits package that's offered to a candidate all while maintaining the salary structure for employees through all levels of the organization.

#### **5.1.4. Employee and labor relations**

Human resources must adhere to procedures despite the fact if their employees are in a union or not. For union employers, human resources needs to understand collective bargaining practices while non-union employers may have contracts for employees who are considered subcontractors.

In either situation, it's within human resources' realm to draw up the contracts, negotiate details with knowledge of what the company can offer in terms of compensation and understand what the employees are seeking in terms of benefits. Human resources professionals must also be skilled in the negotiation process and play the neutral party, balancing the needs of all parties involved. Nevertheless, human resources has to stay abreast with changes in laws, employee needs and compensation despite the fact they're a union or non-union employer.

When an employee is hired, human resources explains the office code of conduct and makes sure that the employee understands boundaries as to what is acceptable workplace behavior. The human resources representative also makes sure that the employee knows the information is in their handbook and may also have the employee sign a document acknowledging that they have read and understand the consequences of breaking the code of conduct.

However, every company is different in how they handle disciplinary actions with employees. Some may have a zero-tolerance policy while others give a warning for the same type of infraction. Human resources is in charge of enforcing company policy when an employee commits an offense.

Human resources moves ahead with disciplinary action when an infraction occurs on the company's premises or when employees are engaged in inadvisable activities while representing the company. Some employee policies may clearly outline that employees are representatives of the company inside and outside of the workplace and may be subject to further consequences. For example, if an employee posts insensitive content on social media, then human resources would intervene with the employee, providing the suitable course of action that best represents the company's core values.

**5.1.5. Human resources compliance**

Federal and state laws govern how many hours employees can work, define how an employee can be terminated, anti-discrimination protections and how much unpaid time an employee can take for family leave. Thus, an employer must work within the confines of the law to respect and observe these laws at all times.

One example includes posting the applicable information in relation to workers' compensation in case an employee gets injured on the job. Other examples consist of keeping the employee handbook updated to meet federal labor guidelines as well as employee eligibility and verification (I-9) for when an employee first begins their tenure with the company. There may be other state and local regulations to follow when it comes to compensation, benefits or the building codes in which your office operates.

**5.1.6. Organizational structure**

Although this may be the responsibility of the management team, human resources assists them in formulating the business goals and the mission of an organization. They can conceptualize how an organization's chart is built and the flow in which projects run through each department. If changes are needed after further evaluation, human resources can suggest recommendations for management to enact in order to achieve goals such as decreasing employee turnover, create career paths for existing employees and promote individuals who reach the desired metrics of management.

There are many be times when human resources needs to reiterate to employees the overall purpose of the organization, and help employees perform at their best in support of the company. Furthermore, human resources must be trained to perform multiple duties that overlap with other departments to help employees improve their performance.

**5.1.7. Human resources information and payroll**

In addition to monitoring payroll activity, human resources employees are accountable for keeping track of the working environment of the company. They also must receive feedback from employees on their individual working environments to see if they can do more to service external clients. Overall, working conditions are essential in determining the reputation of the organization and if customers will buy from them. In this case, human resources professionals must take inventory as to what they need to upgrade in the building where they operate and what systems can help increase the productivity of their employees. They'll need to check in with management on the budget they'll have to make necessary changes and purpose the benefits it gives the company.

**5.1.8. Employee training and development**

In collaboration with management, human resources generates professional development programs to help employees succeed in their respective line of work. They'll monitor how many employees are in each program, their performance, their manager's feedback and the results to see if more training is required.

**5.2 Steps for Designing HRD Intervention****5.2.1 Identification of the Objectives**

An HRD professional, after completing the needs assessment, is required to define the objectives for the HRD program. The results of HRD program can be achieved through several means like lectures, coaching and mentoring.

However this is not usually specified in the objective. Objectives are rather used as a basis for deciding which method should be used for achieving a specified outcome. Objectives are therefore essential to a successful HRD program. In addition objectives also help the organization in evaluating a program's success.

Identifying the deficiencies in a training program can be achieved through needs assessment data. The objectives of any training program will be dictated by the specific deficiencies concerns and other aspects identified in the needs assessment. The success of any HRD program depends upon several parameters. Some of these include:

### **5.2.2 Selecting the Trainer**

Once an organization has made a decision to design its own training program regardless of whether the trainers are within or outside the organization, it is important to select a trainer who can effectively deliver to meet the objectives of the organization.

For an organization with a good HRD function, this decision is easy because they will be equipped with professionals, especially trained for this function. If selecting an External trainer, care should be taken to ensure that he/she has the required skills to deliver effective instruction. Organizations look at both the qualifications and experience of the trainer in selection.

References from other organizations can also be useful information for the organization in selecting the most appropriate trainer. In addition to the expertise relating to the techniques and tools of conducting training, the potential trainer needs to have adequate knowledge of the subject matter to be included in the future training activities.

Such knowledge will help the trainer to select those training methods and materials which suit a particular training course. It will be worthwhile to point out that not all training methods are applicable to all training courses.

### **5.2.3 Train-the Trainer Program**

Train-the-trainer programs are designed to introduce new and experienced trainers to fresh methods for creating and managing effective training programs that truly engage their learners. Trainers that attend train-the-trainer programs can learn how to reduce course preparation time, accelerate learning and discover new ways to demonstrate return on investment for clients.

The purpose of train the trainer program is to provide subject matter experts with the necessary instructional knowledge and skills to design and implement a training program. These programs focus on many issues which are as follows:

1. Developing trainee objectives and lesson plan
2. Selecting and preparing training materials
3. Selecting and using training aids (slides, videos, overheads)
4. Selecting and using different training methods and technique.
5. Preparing a Lesson Plan

A lesson plan structures training sessions to facilitate the instructional objectives that were developed.

Content in the lesson plan include:

1. Title of the lesson
2. Objectives
3. Timing
4. Number of Participants
5. Aids and Equipment
6. Methods used
7. Detailed plan of the content covered and activities planned for the session.

#### **5.2.4 Selecting Training Methods and Media**

The next step in the training method is to select the appropriate training method. A survey conducted stated that originations use the classroom format for all of their formal training. On the other hand the least active method of training is the lecture method. The methods such as outdoor training, role playing exercises, games, and simulations which are highly experiential demand the greatest amount of activity.

#### **5.2.5 Preparing Training Materials**

After training methods have been selected the next step is to purchase the training materials which would depend whether the program is purchased or designed by the origination.

- ✓ Conducting an HRD program involves the preparation of several materials such as the following:
- ✓ Announcements of the training program – especially if selecting employees for long-term training.
- ✓ Training materials: including outlines, handouts, PowerPoint or other presentations.
- ✓ Manuals or texts: relevant if the training is about the process of doing a specific job.
- ✓ Manuals will help in the retention and transfer of learning.

#### **5.2.6 Program Announcements**

The target audience is informed about the training program through program announcements. The announcement made should indicate the purpose of the program, when and where it will be held, and how the employee can qualify to participate in the program.

Before the process of necessary request forms the employees should be given sufficient lead time so that they can adjust their schedules. The announcements are basically mailed individually to employees or sent through supervisory channels, union stewards, company newsletters, or an organization's intranet.

#### **5.2.7 Program Outlines**

The program outlines are the documents that communicate the content, goals, and expectations for a program. Typically provided are the beginning of the program, these include such things as course objectives, topical areas to be covered, materials, a requirement of each trainee, and a tentative schedule of events. The program outline can also be used to establish behavioral expectations, including punctuality, attendance, work habits, class habits, and class participation.

### **5.2.8 Training Manuals**

The trainers mostly rely on a training manual or textbook for the basic instructional material, reading, exercises, and self-test. Some of the documents are organized into modules as it makes easy to organize the training program into sessions. Trainers who decide to use a textbook normally contact a publisher and determine whether individual modules can be purchased separately.

Training manuals can be readily produced by an organization, particularly given the availability of desktop publishing software. The production cost will include staff time of curriculum design and writing, cost of equipment, and printing.

### **5.2.9 Scheduling an HRD Program**

The importance of timing was earlier discussed in the context of deciding whether to conduct training internally or externally. The organization needs to plan the types of HRD initiatives(education, training, self-development) for the year, so that they do not conflict with organizational goals. Organizations usually do not prefer to stop all their work because there are too many programs happening at once.

Furthermore, the decision of whether to conduct the program during work hours or after work hours is important. On the one hand, the organization may not be able to afford to release employees during working hours. The employee may not be able to come in for a training program after work hours due to additional family or other responsibilities. The timing of a program should be decided on the basis of balancing these two conflict needs.

#### **5.2.10 Scheduling during work hours**

Scheduling the training program during the normal working hours avoids the conflicts such as commuting, family and other personal obligations which send the message to the employees that learning is an important part of the job. The HRD professional while scheduling the program during the normal work hours should consider factors such as the day of the week, time of the day, peak work hours, staff meetings and travel requirements.

The day of the week is not considered as most the employees often favor some days off such as Monday, Friday. Scheduling a training program on the peak work hours are the times of the day, which can cause a potential conflict.

#### **5.2.11 Scheduling after work hours**

At times the organizations schedule the training program after the work hours or in the weekend to avoid the constraints discussed earlier though this approach can also create problems. Even though the employees are aware of the schedule of the training program on a particular day in advance some familial problems arise causing a few to miss the training sessions.

Employees are not physically and mentally fit after a long day at work so they avoid the program and those who attend experience fatigue.

#### **5.2.12 Registration and Enrollment Issues**

The other problem which is faced during the training program is the enrollment and registration process. All the participants and the managers should clear and aware about the registration process and who is responsible for the logistics issues (e.g. travel arrangements, lodging, meals etc. and what if the employees need to cancel or do the rescheduling of the

training. Reg Online is such a program which provides online registration for such types of events, including the training programs.

### **5.3 Performance Appraisal**

Performance and potential reviews are often used interchangeably, but these are two completely different concepts. While performance evaluation focuses on employees' performance over a period, the potential review aims to evaluate candidates' latent skills and talents.

Both performance and potential review play an important role in career development and growth. They are used to hire skilled candidates, determine appropriate compensation, identify high-potential employees, develop L&D programs, and plan succession.

### **5.4 Objectives of performance appraisal**

#### **5.4.1 Setting goals**

Assigning employee goals and targets is a primary objective of performance evaluation. Setting up goals helps employees know and understand what is expected from them. It also allows managers to measure workers' performance levels easily.

For assigning targets, last year's performance review should be taken as a basis. Also, clearly describe the areas of improvement and the aspects to be evaluated in the following evaluation cycle. Finally, consider your employees' opinions to avoid burdening them with unachievable expectations. It is imperative to discuss the time, resources, and other help they need to accomplish set goals.

#### **5.4.2 Counsel and motivate employees**

According to research by Great Place to Work, 37% of employees said personal recognition would encourage them to work better.

Performance reviews are a perfect time to let employees know what they are doing right and the areas they need to work on. On the one hand, the discussion helps you motivate hardworking employees to aim higher and, on the other, understand why some were lacking in certain areas or underperforming.

The insights thus gained help you plan targets better and allot your resources where needed. For example, an employee might need additional aid to complete a task, which might be allotted to them for the coming performance cycle.

#### **5.4.3 Plan for raises and promotions**

Raises and promotions are often tied with the performance review. As you measure an employee's performance by reviewing their goals for the previous period, it is easier to identify team members who are high performing. It makes raises and promotions forthright.

#### **5.4.4 Staff planning**

Performance evaluation helps you recognize the well-staffed departments and the ones that require additional talent to get the job done. In addition, regular performance reviews help you pinpoint roles where employees are being stretched thin or working beyond their bandwidth, helping build a case for hiring more employees.

#### **5.4.5 Plan learning and development programs**

Another area where performance evaluation helps is ascertaining the employees that need additional training to upgrade their skills. After recognizing several workers' training needs, you can easily plan your learning and development (L&D) programs depending on the group size and budget.

Performance and potential reviews are often used interchangeably, but these are two completely different concepts. While performance evaluation focuses on employees' performance over a period, the potential review aims to evaluate candidates' latent skills and talents.

Both performance and potential review play an important role in career development and growth. They are used to hire skilled candidates, determine appropriate compensation, identify high-potential employees, develop L&D programs, and plan succession.

This blog looks at vital differences between performance and potential review and their uses.

#### **5.5 Potential appraisal**

Potential appraisal can be defined as identifying qualities and abilities in a candidate or employee that they may possess but still need to develop fully. Potential evaluation helps organizations decide if a candidate is worth hiring or not. Apart from helping in hiring, potential evaluation is often a part of a performance review. A worker's talent and skills are identified to chart a career path for them or prepare them for new responsibilities.

#### **5.6 Objectives of a potential review**

Potential appraisal is mainly done to fulfill the following objectives:

##### **5.6.1 Identify the candidate with the most potential**

Recruiters must not judge a candidate just based on their technical skills. They also need to assess a candidate's other traits, which is where potential review comes in. It helps HRs shortlist candidates who show the most potential and would be an excellent fit for the organization.

##### **5.6.2 Identify high-potential employees**

The potential review helps you identify employees with the inherent talent to take up senior roles. Such employees can be easily trained for suitable promotions.

##### **5.6.3 Identify training needs**

Performance review and potential evaluation help you plan a training program for your employees. The potential review enables you to identify areas that require training. This helps grow and develop employees' skills and makes them loyal to the organization invested in their development.

##### **5.6.4 Plan succession**

Potential evaluation helps you identify high-potential (HIPO) employees. In addition, by recognizing such employees who can fill vacant positions, the potential review makes it easier for an organization to arrange and carry out succession planning activities.



### **5.6.5 Assist employees in the personal development process**

A potential review also helps employees become aware of their areas of strength. This allows them to plan their personal development effectively by discussing training and upskilling plans with their employers.

### **5.7 Feedback**

Feedback is the primary tool used to provide employees with information and guidance. Feedback consists of two-way communication.

Employee feedback provides managers with clues regarding how they are hindering or aiding their subordinates' work performance.

Supervisory feedback should inform, enlighten, and suggest improvements to employees regarding their performance. Supervisors should describe specific results they have observed as close to the event as possible so ideas stay fresh and any needed adjustments can be made in a timely manner. Successful supervisors develop a routine that includes frequent, in-depth discussions about performance with employees. The routine should remain informal and the discussions should focus on how both the employee and supervisor view the employee's performance and development.

The following are three main points about feedback from the November 2006 HR Magazine article, *Feedback, Not Appraisal*, by Christopher D. Lee, as they relate to performance management:

**Share** - When managers share enough accurate information with employees about the quality and quantity of their work, employees are more likely to fully understand what is needed to continue good performance, correct poor performance or improve mediocre performance.

**Seek** - Supervisors who actively solicit feedback from their subordinates discover obstacles to their success and are able to remove them in a timely fashion.

**Continue** - Periodic feedback sessions give the manager and employee multiple opportunities to calibrate and recalibrate their joint efforts. Continuous feedback is required for increased productivity and successful partnerships.

### **5.8 Performance Coaching**

Coaching, in its simplest form, means to train, tutor or give instruction. It is an excellent skill that can be used to enhance growth and performance, as well as promote individual responsibility and accountability. Performance coaching is an ongoing process which helps build and maintain effective employee and supervisory relationships. Performance coaching can help identify an employee's growth, as well as help plan and develop new skills. Using their coaching skills, supervisors evaluate and address the developmental needs of their employees and help them select diverse experiences to gain necessary skills. Supervisors and employees can work collaboratively on developing plans that might include training, new assignments, job enrichment, self-study, or work details.

There are many types of coaching elements that provide a framework of the coaching process. The following are examples of elements from the Idaho Division of Human Resources that are essential when it comes to performance coaching:

**Building Trust** - Trust is key to coaching. The supervisor and employee relationship must have some level of trust for coaching to work. A mutual interest in the success of the other is critical. Trust can begin to develop through open, honest feedback and respect.

**Defining the Issues** - The supervisor/manager should seek information from the employee to better understand the issue or performance in question. The emphasis is not on proving who is right or wrong, but on gathering information in a non-judgmental manner.

**Coaching for Success** - Taking employees from compliance to commitment can be difficult. Finding or creating that factor means sometimes helping the employee get in touch with what matters to him/her - what are his/her internal goals. Sometimes this is best achieved through the use of open-ended questions leading to the employee's self discovery.

**Creating a Plan of Action** - For the purpose of buy-in and commitment, the supervisor and the employee should jointly create an action plan. The plan should include performance goals that are simple, measurable and attainable.

### 5.9 Summary

HRD refers to employee training, career development, performance development, mentoring, coaching, tuition assistance and other activities that are related to developing a workforce. HRD is considered the key to higher productivity and better productivity because it helps employees develop the knowledge, skills and attitudes an employer wants in its employees. It can also increase job satisfaction for employees and open lines of communication among team members.

### 5.10 Key words

**Employee benefits** include health insurance, retirement accounts, health care flexible spending accounts, vacation time, sick leave, family leave and any other benefits an employer offers.

**Employee compensation**- It's the duty of human resources to decide how much someone will be paid, performance bonuses, raises and if someone is salaried or hourly

**Program Outlines**- The program outlines are the documents that communicate the content, goals, and expectations for a program.

**Potential appraisal** - Potential appraisal can be defined as identifying qualities and abilities in a candidate or employee that they may possess but still need to develop fully

**Feedback**- Feedback is the primary tool used to provide employees with information and guidance. Feedback consists of two-way communication. Employee feedback provides managers with clues regarding how they are hindering or aiding their subordinates' work performance.

**Performance Coaching**- Coaching, in its simplest form, means to train, tutor or give instruction. It is an excellent skill that can be used to enhance growth and performance, as well as promote individual responsibility and accountability.

### 5.11 Self Assessment Questions

1. Briefly Discuss the Functional Areas of HRD
2. Explain the Steps for Designing of HRD Intervention
3. Define Performance Appraisal? Outline the Objectives of Performance Appraisal
4. Define Potential Appraisal? State the Objectives of Potential Appraisal
5. Describe the Performance Coaching

### **5.12 Suggested Reading**

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**Dr.V.Tulasi Das**

## LESSON -6

### ORGANISATIONAL DEVELOPMENT

#### Learning objectives

- ✓ To study the Goals of Organizational Development
- ✓ To Understand the Process of Organizational Development
- ✓ To Know the Importance of Rewards
- ✓ To Discuss the HRIS Models
- ✓ To Learn the HRIS Processes and Working Components

#### Structure

- 6.1 Introduction
- 6.2 Goals of Organizational Development
  - 6.2.1 Ongoing improvement
  - 6.2.2 Better or increased communication
  - 6.2.3 Employee development
  - 6.2.4 Product and service improvement
  - 6.2.5 Increased profit
- 6.3 The Process of Organizational Development
  - 6.3.1 Identifying an area of improvement
  - 6.3.2 Investigating the problem
  - 6.3.3 Creating an action plan
  - 6.3.4 Creating motivation and a vision
  - 6.3.5 Implementing
  - 6.3.6 Evaluating initial results
  - 6.3.7 Adapting or continuing
- 6.4 Rewards
  - 6.4.1 Importance of Rewards
- 6.5 Employee welfare
  - 6.5.1 Employee welfare agencies
- 6.6 Quality of Work life
- 6.7 HRIS
- 6.8 HRIS Models
  - 6.8.1 Input and output model
  - 6.8.2 HRIS adoption model
- 6.9 HRIS Processes and Working Components
  - 6.9.1 Management of Database
  - 6.9.2 Time and resource management
  - 6.9.3 Payroll and benefits management
- 6.10 Summary
- 6.11 Key words
- 6.12 Self Assessment Questions
- 6.13 Suggested Readings

#### 6.1 Introduction

Organizational development is a planned, systematic change in the values or operations of employees to create overall growth in a company or organization. It differs from everyday operations and workflow improvements in that it follows a specific protocol

that management communicates clearly to all employees.

Organizational change and development can be a long, sometimes overwhelming process, but companies usually begin with several goals in mind:

## **6.2 Goals of Organisational Development**

### **6.2.1 Ongoing improvement**

Changing company culture to view new strategies as a positive growth opportunity allows for ongoing improvement and encourages employees to become more open to change and new ideas. New strategies are introduced systematically through planning, implementation, evaluation, improvement, and monitoring.

### **6.2.2 Better or increased communication**

Organizational development that leads to increased feedback and interaction in the organization aligns employees with the company's vision. Employees feel that they have more ownership in the company's mission and may be more motivated as a result.

### **6.2.3 Employee development**

In today's business world, employees must constantly adapt to changing products, platforms, and environments. Employee development comprises training and work process improvements that help everyone keep up with shifting demands.

### **6.2.4 Product and service improvement**

Organizational development leads to innovation, which can help improve products and services. This innovation often comes as the result of intensive market research and analysis.

### **6.2.5 Increased profit**

Organizational development helps increase profits by optimizing communication, employee processes, and products or services. Each serves to increase a company's bottom line.

## **6.3 The Process of Organizational Development**

The organizational development process is a systematic, research-based series of steps. Common implementation steps include the following:

### **6.3.1 Identifying an area of improvement**

Organizational change begins with identifying a need that aligns with business goals. Companies often know that need right away, but they may consider a data-driven approach to identify problems through formal surveys and feedback. This approach allows for a more thorough understanding of the area for improvement. Companies should ask themselves what they want to change, and why that change is necessary.

### **6.3.2 Investigating the problem**

Once the area for improvement is identified, companies conduct an investigation to learn why the problem exists, what the barriers to improvement are, and what solutions have previously been attempted. This step can also include surveys or focus groups and individual consultations.

### **6.3.3 Creating an action plan**

The company then creates a plan with allocated resources and clearly defined employee roles. This plan will include specific support for individuals involved and identify a measurable goal. During this step, companies should think about how they'll communicate changes to staff and manage feedback.

### **6.3.4 Creating motivation and a vision**

Once the company has clearly defined and communicated a plan, its leaders must motivate their employees to share in a vision. This step involves leaders acting as enthusiastic role models while helping employees understand the plan's big-picture goals and desired impact.

### **6.3.5 Implementing**

While stability is necessary during implementation, supporting employees during the transition with mentoring, training, and coaching is equally important. When thinking about such support, management should consider what new skills employees will need and what delivery methods will be most effective. Ongoing feedback and communication can help make the change process easier.

### **6.3.6 Evaluating initial results**

Once the company has implemented a plan, its leaders may create space for shared reflection, asking themselves and their employees if the change effectively met the business goals. They'll also evaluate the change management process and consider what could be done differently. This step can't be overlooked; if the company doesn't evaluate the changes, it won't know whether interventions have been effective.

### **6.3.7 Adapting or continuing**

Depending on the evaluation of the initial results, the company may choose to adapt its plan. If the results show success, it may continue with the current plan to keep improving.

## **6.4 Rewards**

Reward is an incentive plan to reinforce the desirable behavior of workers or employers and in return for their service to the organization. Rewards can be monetary in the form of salary or non monetary in the form of awards for some special services to the company or simply giving an employee a work which he enjoys doing. The primary objective of organizations in giving rewards is to attract, maintain and retain efficient, high performing and motivated employees.

### 6.4.1 Importance of Rewards

There can be various types of rewards an organization can give its employees like money, grade, performancebased incentive or performance pay, increment, gift cards, recognition or awards, profit sharing, holiday packages, medical coverage, promotion, bonuses etc.

They are given mainly to appreciate the performance of employees and to motivate them. This is because motivated workers lead to higher productivity and the organization as a whole prospers.

On the other hand if workers are unmotivated they can lead to the failure of the organization by disrupting and de-motivating other workers as well. Rewards are considered separate from salary but they may be monetary and have a cost to company. They are generally aligned to organizational goals, when an employee helps the organization to achieve any of its organizational goals he/she is rewarded.

**Rewards can be of two types:**

#### **Intrinsic**

They are incentives which satisfy an employee internally. Only money is not enough to motivate people and it is important to make people realize their contribution to the organization matters. That motivates employees internally.

Intrinsic incentives can be giving meaningful work to employees, giving autonomy to employees, allowing employees to take responsibility in areas of their expertise and provide developmental opportunities to employees

#### **Extrinsic**

They are mostly tangible incentives like pay, advancement, recognition, time off etc. Extrinsic rewards the ones which are more sought after by employees as it can improve the motivation and job satisfaction in the short term and addresses immediate issues

### 6.5 Employee welfare

Employee welfare means “the efforts to make life worth living for workmen.” According to Todd “employee welfare means anything done for the comfort and improvement, intellectual or social, of the employees over and above the wages paid which is not a necessity of the industry.”

Employee welfare is a comprehensive term including various services, facilities and amenities provided to employees for their betterment. It generally includes those items of welfare that is provided by statutory provisions or required by the customs of the industry or the expectations of employees from the contract of service from the employers.

The basic purpose is to improve the life of the working class. The purpose of providing welfare amenities is to bring about the development of the whole personality of the worker-his social, psychological, economic, moral, cultural and intellectual development to

make him a good worker, a good citizen and a good member of the family.

Employee welfare is a dynamic concept. These facilities may be provided voluntarily by progressive and enlightened entrepreneurs from their own side out of their realization of social responsibility towards labour, or statutory provisions may compel them to make these facilities available; or these may be undertaken by the government or trade unions, if they have the necessary funds for the purpose.

Employee welfare measures are also known as fringe benefits and services. 'Labour Welfare' is a very broad term, covering social security and such other activities as medical aid, crèches, canteens, recreation, housing, adult education, arrangements for the transport of labour to and from the workplace.

### **6.5.1 Employee welfare agencies**

#### **Central Government**

The central government has made elaborate provisions for the health, safety and welfare under Factories Act 1948, and Mines Act 1952. These acts provide for canteens, crèches, rest rooms, shelters etc.

#### **State Government**

Government in different states and Union Territories provide welfare facilities to workers. State government prescribes rules for the welfare of the workers and ensures compliance with the provisions under various labor laws.

#### **Employers**

Employers in India in general looked upon welfare work as fruitless and barren though some of them indeed had done pioneering work.

#### **Trade unions**

In India, trade unions have done little for the welfare of workers. But few sound and strong

unions have been the pioneering in this respect. E.g. The Ahmedabad textiles labor association and the Mazdoor Sabha, Kanpur.

#### **Other agencies**

Some philanthropic, charitable social service organizations like: - Seva Sadan society, Y.M.C.A. etc. are contributing towards employee welfare.

## **6.6 Quality of Work life**

The success of any organization is highly dependent on how it attracts, recruits, motivates, and retains its workforce. Today's organizations need to be more flexible so that they are equipped to develop their workforce and enjoy their commitment. Therefore, organisations are required to adopt a strategy to improve the employees' quality of work life (QWL) to satisfy both the organizational objectives and employee needs.

Quality of Working Life (QWL) is a term that had been used to describe the broader



job-related experience an individual has. It has been differentiated from the broader concept of quality of life. To some degree, this may be overly simplistic, as Elizur and Shye concluded that quality of work performance is affected by quality of life as well as quality of working life. However, it will be argued here that the specific attention to work-related aspects of quality of life is valid.

Whilst quality of life has been more widely studied, quality of working life, remains relatively unexplored and unexplained. A review of the literature reveals relatively little on quality of working life. Where quality of working life has been explored, writers differ in their views on its core constituents.

It is argued that the whole is greater than the sum of the parts as regards quality of working life, and, therefore, the failure to attend to the bigger picture may lead to the failure of interventions which tackle only one aspect. A clearer understanding of the inter-relationship of the various facets of quality of working life offers the opportunity for improved analysis of cause and effect in the workplace.

This consideration of quality of working life as the greater context for various factors in the workplace, such as job satisfaction and stress, may offer opportunity for more cost-effective interventions in the workplace. The effective targeting of stress reduction, for example, may otherwise prove a hopeless task for employers pressured to take action to meet governmental requirements.

Work-life balance is balancing the priorities of career goals and family goals. Career goals include promotions, employment status, monetary earnings and the like. Family goals include spending more time with family members for spiritual activities, pleasure leisure, health, education and careers of family members. This concept reduces the gap between work and family in the process of balancing the demands of both. Certain jobs like allow work-life balance.

It embodies the following inter-re-lated sets of ideas:

(a) Ideas dealing with a body of knowledge, concepts experiences related to the nature, meaning and structure of work.

(b) Ideas dealing with the nature and process of introducing and managing organizational change; and

(c) Ideas dealing with outcomes or results the change process.

Glaser also sees QWL as a process by which all members of the organization, through appropriate channels of communication, have some say about the design of their jobs in particular and the work environment in general. Norton and others also view QWL as not only improving the jobs content, but also moving towards participant management.

The concept of QWL view work a process of interaction and joint problem solving by working people-managers, supervisors, workers.

This process is:

- i. Co-operative rather than authoritative,
- ii. Evolutionary and changing rather than static
- iii. Open rather than rigid,
- iv. Informal rather than rule-based
- v. Interpersonal rather than mechanistic,
- vi. Problem solving
- vii. Win-win rather than win-lose and
- viii. Based on mutual respect

## 6.7 HRIS

Human Resource Management Systems (HRMS, EHRMS), Human Resource Information Systems (HRIS), HR Technology or also called HR modules, shape an intersection in between human resource management (HRM) and information technology. It merges HRM as a discipline and in particular its basic HR activities and processes with the information technology field, whereas the planning and programming of data processing systems evolved into standardized routines and packages of enterprise resource planning (ERP) software. On the whole, these ERP systems have their origin on software that integrates information from different applications into one universal database. The linkage of its financial and human resource modules through one database is the most important distinction to the individually and proprietary developed predecessors, which makes this software application both rigid and flexible.

### Advantages of HRIS

- ✓ An HRIS can reduce the amount of paperwork and manual recordkeeping
- ✓ It retrieves information quickly and accurately
- ✓ It allows quick analysis of HR issues

Ajuwon (2002) argues that HR should be proactive in the process and highlights three different perspectives for action:

**The process perspective** - getting the fundamental building blocks (people processes) right and ensuring their relevance at all times. This demands close and detailed knowledge of HR processes and a commitment to improvement and efficiency. HR professionals need to understand their own objectives and the relationship with business strategy.

**The event perspective** - a focus on providing a framework for knowledge management. In other words, capturing the experience and information available in that harnesses the organisation and making it available to individuals.

The cultural perspective - acknowledging that HR has a 'pivotal role in the proactive engagement of the entire organisation in a changing climate.

## 6.8 HRIS Models

The systems and working components are critical to run the wheels of an effective and efficient approach to human resources and their advancement. Let's explore these models in the following list:

### 6.8.1 Input and output model:

This model is actually based on the basic input and output functioning of an HRIS. So to understand this model, we will follow a modular approach.

The first and foremost thing to take care of is the Input Subsystems, including Internal and Environmental Sources that provide data for the system to operate on. This data is fed into sub-processes that include Data Processing subsystems, Human resources research subsystems, and Human resources intelligent subsystems. The processed data is then fed into the HRIS Database, which is then pushed into the other module known as output subsystems, including subsystems such as the Workforce planning subsystem, Recruiting subsystem, workforce management subsystem, Compensation subsystem, and benefits subsystem. The last part of this module is the users who can use all these systems in parallel to make the most out of them.

### 6.8.2 HRIS adoption model:

With the evolving market, the number of HRIS models in the market are extremely high, and choosing the one that ensures the organization of the perfect architecture is utterly important, and hence, taking the right decision is extremely important.

There are many dimensions that an organization should consider before they make any stance on HRIS Adoption. These include:

**Human Dimension:** The level of the innovation of the employees and the senior management, along with the capabilities of the IT staff, defines this dimension. This helps in defining the scope of the implementation of the HRIS system.

**Technological Dimension:** This dimension caters to the new innovations and technologies, such as a robust IT Infrastructure, true compatibility, and complexity of domains should be minimal, to be able to pursue the adoption effectively.

**Organizational Dimension:** This dimension deals with the concept of relative advantage, Top management support, Centralization of resources, formalization, and cost management. These factors play an important role in HRIS selection and adoption.

**Environmental Dimension:** This type of dimension is fueled by competitive pressure from other organizations, Technology vendor support, Government regulations, and support from like-minded personalities.

The HRIS success model: The user expects something extraordinary from the organization regarding user response, quality of the systems processes and services.

Many factors are responsible for user satisfaction, including System Quality, Information Quality, Ease of Use, and Usefulness.

## **6.9 HRIS Processes and Working Components**

With the inflow of all the data, this has been created by the inflow of new-age technologies and rapid digitization of basic data collection techniques, along with the rapid increase in employee count in companies. Thus, the use of human resources information systems plays an important role in formalizing the data effectively and economically. This would increase the effective workflow and improve efficiency. Various components should be taken care of while adopting an HRIS model.

### **6.9.1 Management of Database**

The storage and management of all information should be done in an effective environment and should be managed with the best resources available. This should be done so that the HR team can easily store and manage the data in the system to be accessed from any part of the globe anytime. The data stored can be of various types such as payroll calculation and processing, application tracking, work schedules, and time management, employees' self-regulation and service, performance management, and database management.

### **6.9.2 Time and resource management**

Nowadays, we can't monitor the work of individual employees every day and hence the need for a self-monitoring system which can detect the pattern of work done by employees and the time needed and dedicated for a specific project. The introduction of biometrics and agile framework, the effective management of resources can be easily calculated and examined.

### **6.9.3 Payroll and benefits management**

Management and the distribution of payroll are among the most important functions of HR. The use of the HRIS helps remove the human error along with seamless benefits management of employees such as medical and retirement benefits.

**Employee Interface:** The important thing for an organization is to solve the employees' problems, and a dedicated interface for employees can sort this problem.

**Talent acquisition and retention:** The acquisition and retention of employees depend on the availability of extensive support and available features.

#### **Advantages**

Following are the advantages of the Human Resource Management Information System

- ✓ More transparency leading to a more honest and engaging employee experience.
- ✓ Data storage can be done in a secure in-house environment to avoid cyber-attacks and identity theft.
- ✓ Retrieving and analyzing data can be a lot easier using a dedicated HRIS System.
- ✓ Duplication of resources and capital can be avoided.
- ✓ This provides an improved quality assurance of reports.
- ✓ The adaptability of the organization increases manifold, because of the access to the right information, and the increased awareness of both the internal and external environment.

- ✓ On-demand availability of the data anytime and anywhere in the world.

### 1.10 Summary

HRM focuses specifically on people practices, OD takes a more holistic approach. Using tools like organizational design, individual and group interventions, work design, and more traditional people interventions, OD can operate at all levels of the organization. These levels are organizational, group, and individual. However, the focus is always on strategic themes, whereas HR is often a lot more operational.

Sometimes, OD functions are located in the HR function, but not always. Sometimes it's part of a services department, corporate strategy, or internal consulting. External strategy consultants also frequently utilize OD techniques in change management projects.

Both HRM and OD have their roots in the business strategy – the mission, values, and vision of the organization. Both outline the actions needed to implement that strategy in their respective fields. In addition, many early people analytics initiatives originate from the OD department.

### 6.11 Key words

**Reward-** Reward is an incentive plan to reinforce the desirable behavior of workers or employers and in return for their service to the organization

**Intrinsic-** They are incentives which satisfy an employee internally. Only money is not enough to motivate people and it is important to make people realize their contribution to the organization matters.

**Extrinsic -**They are mostly tangible incentives like pay, advancement, recognition, time off etc

**Employee welfare** means anything done for the comfort and improvement, intellectual or social, of the employees over and above the wages paid which is not a necessity of the industry

**Quality of Working Life (QWL)** is a term that had been used to describe the broader job-related experience an individual.

**Human Resource Information Systems (HRIS)**, HR Technology or also called HR modules, shape an intersection in between human resource management (HRM) and information technology

### 6.12 Self Assessment Questions

1. Briefly Discuss the Goals of Organisational Development
2. Describe the Process of Organizational Development
3. Outline the HRIS Models
4. Define Rewards ? Differentiate the Intrinsic and Extrinsic Rewards
5. State the HRIS Processes and Working Components

### 1.13 Suggested Readings

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## **LESSON -7**

### **STAFFING FOR HRD**

#### **Learning objectives**

- ✓ To study the Meaning and objectives of Staffing
- ✓ To Understand the Nature of Staffing
- ✓ To Discuss the Characteristics of Staffing as a Function of Management
- ✓ To Learn the Important Aspects Recruitment, Selection and Training
- ✓ To Know the Financial Resources of HRD
- ✓ To Identify the Role of HR Developer

#### **Structure**

- 7.1 Introduction
- 7.2 Staffing – Meaning and Objectives
- 7.3 Important objectives of staffing
- 7.4 Staffing – Concept
- 7.5 Nature of staffing
  - 7.5.1 People-oriented
  - 7.5.2 Development-oriented
  - 7.5.3 Pervasive function
  - 7.5.4 Continuous function
  - 7.5.5 Human objectives
  - 7.5.6 Individuals as well as group-oriented
  - 7.5.7 Developing cordial working environment
  - 7.5.8 Interdisciplinary nature
  - 7.5.9 Integral part of general management
- 7.6 Staffing – Characteristics of Staffing as a Function of Management
  - 7.6.1 Related to Human Beings
  - 7.6.3. Essential at All Managerial Levels
  - 7.6.4. Related to Social Responsibility
  - 7.6.5. Effect of Internal and External Environment
- 7.7 Important Aspects: Recruitment, Selection and Training
  - 7.7.1 Recruitment
  - 7.7.2 Selection
  - 7.7.3 Training
- 7.8 Role of HR Developer
- 7.9 Role of HR in Employee Development
- 7.10 Physical and Financial Resources of HRD
- 7.11 Financial Resources of HRD
- 7.12 Framework for Understanding Financial Aspects of HRD
- 7.13 Summary
- 7.14 Key words
- 7.15 Self Assessment Questions
- 7.16 Suggested Readings

#### **7.1 Introduction**

In a new enterprise, the staffing function follows the planning and organising function. In the case of running an enterprise, staffing is a continuous process. So, the

manager should perform this function at all times. The staffing function includes recruitment, selection, training, development, transfer, promotion and compensation of personnel. It is obvious that the management must ensure a constant availability of sufficient number of efficient executives in an enterprise for the efficient functioning of the enterprise. The selected personnel should be physically, mentally and temperamentally fit for the job.

Staffing is a basic function of management. Every manager is continuously engaged in performing the staffing function. He is actively associated with recruitment, selection, training and appraisal of his subordinates. These activities are performed by the chief executive, departmental managers and foremen in relation to their subordinates. Thus, staffing is a pervasive function of management and is performed by the managers at all levels.

It is the duty of every manager to perform the staffing activities such as selection, training, performance appraisal and counselling of employees. In many enterprises, Personnel Department is created to perform these activities. But it does not mean that the managers at different levels are relieved of the responsibility concerned assistance to the managers in performing their staffing function. Thus, every manager has to ensure the responsibility of staffing.

### **7.2 Staffing – Meaning and Objectives**

Staffing is concerned with manning various positions in the organisation. Staffing involves the determination of manpower requirements of the enterprise and providing it with adequate competent people at all its levels. Thus, manpower planning, procurement (i.e., selection and placement), training and development, appraisal and remuneration of workers are included in staffing.

The staffing function of management pertains to recruitment, selection, training, development, appraisal and remuneration of personnel. It is the duty of every manager to perform this function.

The responsibility for the efficient planning and execution of staffing function rests upon every manager at all levels. The responsibility increases as one moves up the organisational hierarchy. Many managers believe in the myth that the staffing function is the responsibility of the personnel department.

No doubt, the personnel department involves itself in staffing function. However, there cannot be a greater folly a manager can commit than throwing the entire responsibility on someone else's lap. The responsibility for staffing is more at the higher echelons of the enterprise. The policy-makers cannot shirk from this basic responsibility.

One important factor that needs special consideration is the estimation of the number of managers required in the enterprise. The number depends not only on its size but upon the complexity of the organisational structure, its plan for expansion or diversification and the turnover rate.

The degree of decentralization determines to a very large extent, the number of personnel required. If the estimation is to be accurate and if the enterprise wants to avoid any misadventure, then it must involve itself seriously in a manpower planning exercise.



Staffing function of management are as follows:

- (i) Staffing is an important function of management.
- (ii) The basic concern of staffing is management of manpower or human resources.
- (iii) Staffing helps in getting right types of persons on right jobs.
- (iv) Staffing is a pervasive function. It is performed by the managers at all levels of management.

Staffing is an integral part of the process of management. It may be defined as the process of hiring and developing the required manpower to fill the various positions in the organisation. Every organisation is very much concerned with the quality of manpower for managing the organisation effectively and efficiently.

As per views of Peter Drucker “man, of all the resources available to man can grow and develop”. It is concerned with recruitment, selection, placement, utilization and development of employees of the organisation.

### **7.3 Important objectives of staffing:**

- (i) To procure right type of personnel for right jobs.
- (ii) To train and develop human resources.
- (iii) To develop personnel policies as regards transfer, promotion, etc.
- (iv) To mould effectively the human resources and motivate them for higher performance.
- (v) To establish desirable working relationship between employers and employees and between groups of employees.
- (vi) To ensure satisfaction of the needs of the workers so that they become loyal and committed to the organisation.
- (vii) To build high morale among employees by maintaining good human relations.

Staffing – Definitions Propounded by Koontz and O'Donnell, S. Benjamin, Hainmann, Koontz and Weihrich, Dalton E. McFarland, Massie, Haynes and Others

According to Koontz and O'Donnell, “The managerial function of staffing involves managing the organisation structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into the structure.”

S. Benjamin has defined staffing as – “The process involved in identifying, assessing, placing, evaluating and directing individuals at work.”

According to Theo Hainmann, “Staffing function is concerned with the placement, growth and development of all those members of the organisation whose function is to get things done through the efforts of other individuals.”

“Staffing can be defined as filling and keeping filled positions in the organisation structure.” - Koontz and Weihrich

Staffing is the function by which managers build an organisation through the recruitment, selection, development, of individuals as capable employees. The staffing function of management consists of few interrelated activities such as planning of human resource, recruitment, selection, placement, training and development, remuneration, performance appraisal, promotion and transfers. All these activities make up the elements of the process of staffing. – Dalton E. McFarland

‘Staffing is the process by which managers select, train, promote and retire subordinates.’ [J. L. Massie]

“Staffing is a process through which an organisation ensures that it has, on a continuous basis, the proper number of employees with the appropriate skills in the right jobs at the right times to achieve the organisation’s objectives.” —Caruth, Caruth and Pane

“Staffing can be defined as the process of acquiring, deploying and retaining a workforce of sufficient quantity and quality to create positive impacts on the organisation’s effectiveness.” —Heneman, Judge and Kammeyer-Mueller

‘Staffing is the process of analyzing the jobs of an organization in terms of manpower needs, recruiting and selecting candidates to fill them.’ ‘[W. Haynes]’

Thus, staffing plays a vital role in human resource planning. It ensures best utilization of manpower in the organization. Staffing is the key to all other managerial functions. It helps to maintain a satisfactory workforce in an enterprise.

From the above definitions of staffing it is observed that the staffing function has to perform a number of sub functions and covers from managerial personnel to lower level employees. It is the process of matching the jobs with capable people and tries to maintain and develop employees through appropriate training and development programmes.

### **7.4 Staffing-Concept**

Once the organisational goals are set, the plans are prepared and organisation is appropriately structured to pave the path for achievement of the set goals. The next step is to provide appropriate personnel to fill in the various positions created by the organisational structure. The process putting people to jobs is termed as staffing. Staffing, the management function involves appointing appropriate personnel, developing them to meet organisational needs and ensuring that they are a satisfied and happy workforce.

Staffing is defined as a managerial function of filling and keeping filled the positions in the organisational structure. The personnel appointed are a combination of permanent employees, daily workers, consultants, contract employees etc.

#### **Staffing includes:**

1. Identifying the requirement of workforce and its planning.
2. Recruitment and selection of appropriate personnel for new jobs or for positions which

may arise as a result of existing employees leaving the organisation.

3. Planning adequate training for development and growth of workforce.

4. Deciding on compensation, promotion and performance appraisals for the workforce.

## **7.5 Nature of staffing**

### **7.5.1 People-oriented**

Staffing deals with efficient utilization of human resources in an organization. It pro-motes and stimulates every employee to make his full contribution for achieving desired objective of the organization.

### **7.5.2 Development-oriented**

It is concerned with developing potentialities of personnel in the organization. It develops their personality, interests, and skills. It enables employees to get maximum satisfaction from their work. It assists employees to realize their full potential. It provides opportunities to employees for their advancement through training, job education, etc.

### **7.5.3 Pervasive function**

Staffing is required in every organization. It is a major sub-system in the total manage-ment system that can be applied to both profit making and non-profit making organizations. It is required at all levels of organization for all types of employees.

### **7.5.4 Continuous function**

Staffing is a continuous and never-ending process. It requires constant alertness and awareness of human relations and their importance in every operation.

### **7.5.5 Human objectives**

It develops potentialities of employees so that they can derive maximum satisfaction from their work. It creates an atmosphere where employees willingly cooperate for the attainment of desired organizational goals.

### **7.5.6 Individuals as well as group-oriented**

Staffing is concerned with employees both as individuals and as group in attaining goals. It establishes proper organizational structure to satisfy individual needs and group efforts. It integrates individual and group goals in such a manner that the employees feel a sense of involve-ment towards the organization.

### **7.5.7 Developing cordial working environment**

It develops a cordial environment in the enterprise where each employee contributes his best for the achievement of organizational goals. It provides a very comfortable physical and psychological working environment.

### **7.5.8 Interdisciplinary nature**

Staffing has its roots in social sciences. It uses concepts drawn from various dis-ci-plines such as psychology, sociology, anthropology, and management. It has also borrowed principles from behavioural sciences. It is a science of human engineering.

### **7.5.9 Integral part of general management**

Staffing is an integral part of the general management. It is very much a part of every line manager's responsibility. Every member of the management group (from top to bottom) must be an effective personnel administrator. It renders service to other functional areas of management.

### **Science as well as art**

Staffing is a science of human engineering. It is an organized body of knowledge consisting of principles and techniques. It is also an art as it involves skills to deal with people. It is one of the creative arts as it handles employees and solves their problems systematically. It is a philosophy of management as it believes in the dignity and worth of human beings.

### **7.6 Staffing – Characteristics of Staffing as a Function of Management**

The following facts clearly bring out the characteristics of staffing as a function of management:

#### **7.6.1 Related to Human Beings**

The first important characteristic of staffing is its relationship with human beings. It means that unlike planning and organising it is not mere paper work but involves the appointment of competent persons on various posts. Planning lays down what, when, how and by whom work is to be done. Similarly, an organisational structure chart is prepared under organising.

On the contrary, under staffing, competent individuals are selected and given training keeping in view the importance of the post and not only doing paper work alone. All the activities done to accomplish this work are connected with human beings—they may be recruitment, selection, training, promotion, etc.

#### **7.6.2. Separate Managerial Function**

The second important characteristic of staffing is that it is a separate managerial function. Separate managerial function means that far from being a major part of some function, it is in itself a major function. Staffing is included in the other categories of managerial functions like planning, organising, leading, and controlling. A little earlier, some management experts considered it a part of organising. But these days, on the basis of various researches, it is accepted as an important separate managerial function.

#### **7.6.3. Essential at All Managerial Levels**

Staffing is essential at all managerial levels. The Board of Directors performs the function of staffing by appointing General Manager. The General Manager does so by appointing departmental managers, while the departmental managers perform this function by appointing their subordinates. It must be clarified here that the establishment of a separate personnel department does not free the concerned managers from this all-important function.

The aim of establishing this department is to assist the managers at every level in the performance of their function of staffing. It is important to note that the final responsibility regarding staffing lies with the managers concerned.

#### **7.6.4. Related to Social Responsibility**

Staffing deals with human beings and man is a social animal. Since it is connected

with human beings, the social responsibility of this function is born. In order to discharge this responsibility the managers should take care and be impartial while going through the allied functions of recruitment, selection, promotion, etc.

#### **7.6.5. Effect of Internal and External Environment**

The performance of staffing is affected by the internal and external environment of the enterprise. The internal environment of the enterprise includes policies connected with the employees like the promotion policy, demotion policy, transfer policy, etc. If as a matter of policy the vacant posts are to be filled up by promotion, the employees already working in the enterprise will have the opportunity to reach higher posts, and the people from outside will be appointed only on lower posts.

In this way the internal policy of the organisation does affect the function of staffing. The external environment affecting the enterprise includes government policies and educational environment. It can be the policy of the government that in a particular enterprise employees should be recruited only through employment exchange. Educational institutions can help in the development of the employees by organising special training camps. In this way, external environment also affects the function of staffing.

### **7.7 Important Aspects: Recruitment, Selection and Training**

Staffing has three aspects:

#### **7.7.1 Recruitment**

Recruitment is a positive process which aims to attract larger number of people with desirable profile to apply for positions vacant in the organisation. Higher the number of applicants, greater is the possibility of finding a suitable employee.

#### **7.7.2 Selection**

Selection is a negative process which scrutinizes the applications received and selects only those who are most suitable for the vacant position. Recruitment invites applications but selection rejects applications.

#### **7.7.3 Training**

Training is another positive process which upgrades the knowledge and skills of employees and enhances the ability to perform better.

Organizations follow the process of recruitment, selection and training to ensure that all positions in the organizational structure remain filled with qualified and talented people. However, the business environment influences the way these processes are carried out.

Following is the list of few factors which influence staffing process:

1. Supply and demand of specific skills in the labour market
2. Unemployment rate
3. Labour market conditions
4. Legal and political considerations

5. Company's image
6. Company policies
7. Human resource planning cost
8. Technological developments
9. General economic environment.

### **7.8 Role of HR Developer**

Human resource professionals play an essential role in employee development activities.

Human resource professionals play an essential role in creating a culture in organization where every employee takes trainings and employee development activities seriously.

Invite all your employees on a common platform and highlight the importance of trainings and how such initiatives would help employees grow both professionally as well as personally.

It is a common practice that Human resource professionals only interact with the functional heads, managers or team leaders expecting them to pass on the information to their team members. Please avoid such a practice.

Remember, as a human resource professional, you are the face of the organization. Your duty is not just to interact with the managers or supervisors, but with each and every individual who is on rolls of the organization. Employees would only believe you if you sit with them and discuss the challenges they face in their routine work.

Understand that no two employees can have similar needs and requirements. Ideally make a case file of each and every employee. Take the help of their superiors as well. Design relevant training programs for employees which would be of use to them and prepare them to face unforeseen situations with a smile.

Divide employees into groups (Employees with similar needs can be put in one group) according to their training needs and if need be arrange exclusive training programs for them. Do not hesitate if you have to call someone from outside for employee development activities. Trust me; your employees are your organization's real assets.

It is the responsibility of a human resource professional to motivate the employees to participate in employee development activities. Make them believe that the future of the organization lies in their shoulders only. Make them feel important. Encourage them to upgrade their existing knowledge from time to time to become indispensable resources for the organization.

### **7.9 Role of HR in Employee Development**

Employees who acquire new learnings and enhance their skills from time to time would definitely perform better than lazy ones who come just to pick their paychecks. Felicitate employees who perform well. Let others realize their mistakes of not attending

training programs, WebEx sessions and any other activities you organized for their development. Give certificates of participation to employees who attend the training programs.

Do not conduct trainings just for the sake of it. Be extremely careful about the contents of the training program. There is absolutely no use of boring speeches and meaningless presentations. Believe me, people might attend such programs once, but will never come back. They will give you thousands of excuses to avoid the same. The content has to be really meaningful and in lines with the requirement of employees.

Encourage two-way communication in employee development activities. Instruct the trainer to involve the employees well. Give them tasks and ask them to submit the reports within two days. Do give them a deadline.

Employee Development Activities do not always mean organizing training programs, seminars or conferences. Do take your employees out for picnics, get-togethers once in a while. Such initiatives strengthen the relationship between employees and their seniors.

Organize award functions where employees who perform exceptionally well through out the year are appreciated in front of the entire organization. Put their names on their notice boards, office journal and so on.

#### **7.10 Physical and Financial Resources of HRD**

This category covers information on the institution's strategy and management of human resources, rather than information relating to individual members of staff (exempt from disclosure as personal information). The information available covers Personnel policies and procedures (including terms and conditions of service and all current versions of the information specified in each category).

Staff profile  
Recruitment policies  
Employment terms  
Promotion  
Pensions  
Discipline  
Grievance  
Employee relations  
Public interest disclosure ("Whistle-blowing")  
Staff development  
Staff records  
Staff facilities

#### **7.11 Financial Resources of HRD**

Any organization that remains alive will ultimately judge each of its components from a financial return-on-investment (ROI) framework and they will do it with or without valid data (Swanson, 1989). Not only will the judgement be made; actions will be taken based on the economic assessment (real or perceived economic data). These hard decisions are not restricted to private sector business and industry. Every organization is ultimately an economic entity. Organizations do not have an inherent right to continue to exist. Two examples that quickly come to mind are the closing of my childhood church over 25 years

ago and a more recent closing of a non-profit ballet performance company.

To face this challenge, four views of HRD have been presented to the HRD profession.

They are:

- (1) a major business process, something an organization must do to succeed,
- (2) a value-added activity, something that is potentially worth doing,
- (3) an optional activity, something that is nice to do, and
- (4) a waste of business resources, something that has costs exceeding the benefits (Swanson, 1995). Responsible HRD planners should entertain the full range of these views as being a possible financial outcome of any HRD investment.

The dominant views are of HRD being an optional activity or having costs greater than its benefits. The simple idea that HRD is not a good investment is popular and entrenched by many non-HRD decision makers. At the same time HRD professionals believe that what they do is a good financial investment. This popular belief within the profession is not backed up by practice in that only three percent of HRD programs being evaluated for financial impact (Bassi, Benson, & Cheney, 1996).

### **7.12 Framework for Understanding Financial Aspects of HRD**

Top decision-makers in organizations create scenarios and strategies that provide essential and fundamental organizational direction. These decisions are ideally based on estimates of future states and what is required to attain them. While HRD theorists and leaders may think of HRD as essential, strategic, and a sound investment, it is the perspectives that top decision makers have on worker knowledge, competence, and expertise that fundamentally limits the role of HRD in an organization (Herling & Provo, 2000).

HRD leaders propose strategies, projects, and programs to top management. Unlike other managers, HRD leaders tend to resist these strategic tasks when they are tied to fundamental economic/financial issues. While much claim economic theory to be foundational to the profession (Ruona & Swanson, 1998), HRD people are not inclined toward the financial side of the organization.

### **7.13 Summary**

Economic thinking related to human capacity, human expertise, and human effort and the effects of each is disjointed. History provides a fairly consistent notion that there is much to be gained by being purposeful in managing these domains. Through out history, the ideological responses to capturing the spoils of human expertise have ranged from communes, to slavery, to meritocracies.

The importance of increasing one's expertise is confirmed in society's comparisons of educational levels and economic success. Even so, investments in the development of its personnel are still not a clear option for most firms. Organizations can access expertise in ways other than offering development programs. For example, they can hire expertise and/or establish the expectation that employees will manage the development of their own expertise. Neither of these two options requires an organization to make direct financial outlays for HRD (Becker, 1993).

### **7.14 Key words**

**Staffing** is concerned with manning various positions in the organization. Staffing involves the determination of manpower requirements of the enterprise and providing



**Recruitment** is a positive process which aims to attract larger number of people with desirable profile to apply for positions vacant in the organization

**Selection** is a negative process which scrutinizes the applications received and selects only those who are most suitable for the vacant position

**Training** – Training is another positive process which upgrades the knowledge and skills of employees and enhances the ability to perform better.

**Human resource professionals** play an essential role in creating a culture in organization where every employee takes trainings and employee development activities seriously

### 7.15 Self Assessment Questions

1. Briefly Discuss the Meaning and objectives of Staffing
2. Describe the Nature of Staffing
3. Explain the Characteristics of Staffing as a Function of Management
4. Identify the Important Aspects Recruitment, Selection and Training
5. Outline the Financial Resources of HRD

### 7.16 Suggested Readings

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## LESSON -8

### HUMAN RESOURCE ACCOUNTING

#### Learning Objectives

- ✓ To study the Development of the concept of Human Resource Accounting
- ✓ To learn the importance of Human Resource Accounting
- ✓ To Know the objectives of a HR Accounting system
- ✓ To Understand the Types of HR Audit
- ✓ To analyse The HR Audit Process: A Model

#### Structure

- 8.1 Introduction
- 8.2 Development of the concept of Human Resource Accounting:
- 8.3 Historical Score Card of Human Resource Accounting
- 8.4 Meaning and Definition of Human Resource Accounting:
- 8.5 Importance of Human Resource Accounting
- 8.6 objectives of a HR Accounting system
- 8.7 Limitations of Human Resource Accounting
- 8.8 Rationale for Conducting an HR Audit
- 8.9 Types of HR Audit
  - 8.9.1 Compliance-
  - 8.9.2 Best practices
  - 8.9.3 Strategic
  - 8.9.4 Function-specific
- 8.10 Costs of an Audit
- 8.11 The HR Audit Process: A Model
  - 8.11.1 Determine the Scope And Type of The Audit
  - 8.11.2 Develop the Audit Questionnaire
  - 8.11.3 Collect the Data
  - 8.11.4 Benchmark the Findings
  - 8.11.5 Provide Feedback About the Results
  - 8.11.6 Create Action Plans
  - 8.11.7 Foster A Climate Of Continuous Improvement
- 8.12 Summary
- 8.13 Key words
- 8.14 Self Assessment questions
- 8.15 Suggested Readings

#### 8.1 Introduction

To ensure growth and development of any organization, the efficiency of people must be augmented in the right perspective. Without human resources, the other resources cannot be operationally effective. The original health of the organization is indicated by the human behaviour variables, like group loyalty, skill, motivation and capacity for effective interaction, communication and decision making.

Men, materials, machines, money and methods are the resources required for an organization. These resources are broadly classified into two categories ,viz., animate and

inanimate (human and physical) resources. Men, otherwise known as the human resources, are considered to be animate resources. Other, namely, materials, machines, money and methods are considered to be inanimate or physical resources.

The success or otherwise of an organization depends on how best the scarce physical resources are utilized by the human resource. What is important here is that the physical resources are being activated by the human resources as the physical resources cannot act on their own. Therefore, the efficient and effective utilization of inanimate resources depends largely on the quality, caliber, skills, perception and character of the people, that is, the human resources working in it. The term

Human resource at macro level indicates the sum of all the components such as skills, creative abilities, innovative thinking, intuition, imagination, knowledge and experience possessed by all the people

An organization possessed with abundant physical resources may sometimes miserably fail unless it has right people, human resources, to manage its affairs. Thus, the importance of human resources cannot be ignored. Unfortunately, till now generally accepted system of accounting this important asset, viz., the human resources has not been evolved.

For a long period, the importance of human resource was not taken care of seriously by the top management of organizations. Therefore, at this juncture, it becomes imperative to pay due attention on the proper development of such an important resource of an organization. Let us now concentrate our discussion on the conceptual framework of the Human Resource Accounting.

## **8.2 Development of the concept of Human Resource Accounting**

Human Resource Accounting is the offshoot of various research studies conducted in the areas of accounting and finance. Human resource is an asset whose value gets appreciated over the period of time provided placed, applied and developed in the right direction. Till the recent past, organizations took few efforts to assign monetary value to human resource in its accounting practice. Behavioral scientists initiated efforts to develop appropriate methodology for finding out the value of human resource to the organization.

They were against the conventional accounting practice for its failure to value the human resource of an organization along with physical resources. The traditional concept suggested that expenditure on human resource is treated as a charge against revenue as it does not create any physical asset. At present there is a change in this concept and the expenses incurred on any asset (as human resources) should be treated as capital expenditure as it yields benefits which can be derived for a long period of time and could be measured in monetary terms.

The following are the reasons why Human Resources Accounting has been receiving so much attention in the recent years.

Firstly, there is genuine need for reliable and complete management of human resources.

Secondly, a traditional framework of accounting is in the process to include a much broader set of measurement than was possible in the past.

The people are the most important assets of an organization but the value of this asset yet to appear in financial statements. It does not get included in management information systems too. Conventional accounting of human resources took note of all expenses of Human capital formation which does not seem to be correct or meeting the actual needs.

Human Resource Accounting is the measurement of the cost and value of people to the organization. It involves measuring costs incurred by the organizations to recruit, select, hire, train and develop employees and judge their economic value to the organization.

### **8.3 Historical Score Card of Human Resource Accounting**

The concept of considering the human beings as an asset is an old one.

The importance which Emperor Akbar gave to the nine jewels (courtiers) is a strong evidence for the same. The history of our freedom movement will not be complete without mentioning the names of distinguished freedom fighters such as Shri Motilal Nehru, Mahatma Gandhi, Sardar Vallabh Bhai Patel and several others but no effort was made to assign any monetary value to such individuals in the Balance Sheet of the Nation.

Sir William Petty was the pioneer in this direction. The first attempt to value the human beings in monetary terms was made by him in 1691. Petty considered that labour was “the father of wealth” and it must be included in any estimate of national wealth without fail. Further efforts were made by William

Far in 1853, Earnest Engle in 1883. The real work started only when behavioral scientists vehemently criticized the conventional accounting practice of not valuing the human resources along with other resources. As a result, accountants and economists realized the fact that an appropriate methodology has to be developed for finding the cost and value of the people to the organization. For a long period of time, a number of experts have worked on it and produced certain models for evaluating human resources. The important among them are Shultz, Flamholtz, Lav and Schwartz, and Kennath Sinclare.

Human Resource Accounting was first started with simple measures of trying to convert output data into contributions. When an HR programme had effected a change in the output especially for organizations operating on profit basis, its value was determined by calculating the profit contribution.

Rensis Likert in the 1960s was the first to research in HR and emphasized the importance of strong pressures on the HR's qualitative variables and on its benefits in the long-run. According to Likert's model, human variables can be divided into three categories:

- (i) causal variables;
- (ii) intervening variables: and
- (iii) end-result variables.

The interaction between the causal and intervening variables affect the end-result variables by way of job satisfaction, costs, productivity and earnings.

Historically the first major systematic effort at evaluation was made by RG Barry Corporation of Columbus in 1967. Their annual report detailed the inauguration of HRA procedures developed by the company to enable them to report accurate estimates of the worth of the organization's human assets.

Accumulated costs under the categories namely recruiting and acquisition; formal training and familiarization; informal training and familiarization; experience; and development were accounted. Costs for the expected working lives of individuals (or sometimes shorter periods) were amortized, and unamortized costs (for example, when an individual left the company) were written off. That is, today, known as the Historical Cost Approach to employee valuation. Improvement over the years has helped evolve other bases of valuation, which have been providing supplemental information.

Today they fall under three major categories namely replacement cost, present value of future earnings and present value to the organization, i.e. profit contribution.

The formation of a separate Ministry for human resources development by Government of India with an initial outlay of Rs.1500 crores infused a new vigour into all human development programmes of the nation. Creating such portfolio by every company creates the necessity of accounting for the same. Human resources is one of the most valuable assets and needless to say that the human beings co-ordinate the best of machines, men and money. Computers, of course, may challenge the human resources but computer is not a brain and it simply carries out human commands. Therefore, Accounting for such human resources is very essential for the organization.

#### **8.4 Meaning and Definition of Human Resource Accounting**

The concept of human resource accounting can be better understood if one goes through some of the important definitions given by the competent authors in the accounting field.

1. The American Accounting Society Committee on Human Resource Accounting defines it as follows:

“Human Resource Accounting is the process of identifying and measuring data about human resources and communicating this information to interested parties.” In simple terms, it is an extension of the accounting principles of matching costs and revenues and of organizing data to communicate relevant information in financial terms.

2. Mr. Woodruff Jr. Vice President of R. G. Batty Corporation defines It as follows:

“Human Resource Accounting is an attempt to identify and report investments made in human resources of an organization that are presently not accounted for in conventional accounting practice. Basically it is an information system that tells the management what changes over time are occurring to the human resources of the business.”

3. M.N. Baker defines Human Resource Accounting as follows:

"Human resource accounting is the term applied by the accountancy profession to quantify the cost and value of employees to their employing organization"

4. Another management consultant Stephen Knauf has defined HRA as:

#### **8.5 Importance of Human Resource Accounting**

Human Resource Accounting provides useful information to the management, financial analysts and employees as stated below:

1. Human Resource Accounting helps the management in the Employment, locating and utilization of human resources.

2. It helps in deciding the transfers, promotion, training and retrenchment of human resources.
  3. It provides a basis for planning of physical assets vis-à-vis human resources.
  4. It assists in evaluating the expenditure incurred for imparting further education and training in employees in terms of the benefits derived by the firm.
  5. It helps to identify the causes of high labour turnover at various levels and taking preventive measures to contain it
- Objectives of Human Resources Accounting

The aim of HRA is to depict the potential of HR in monetary terms, while casting the organization's financial statements. The concept can be examined from two dimensions:

- (i) the investment in HR; and
- (ii) the value of HR. The expenditure incurred for recruiting, staffing and training and developing the HR quality is the investment in HR. The fruits of such investments are increased productivity and profit to the organization. The yield that the investment generates is considered as the basis for HR value. Putting in a capsule the main objectives of HRA are to
  - ✓ Improve management by analyzing investment in HR
  - ✓ Consider people as its asset
  - ✓ Attract and retain qualified people
  - ✓ Profile the organization in financial terms.

The main objective of human resource accounting is to facilitate the management to get information on the cost and value of human resources. Human resources accounting brings to light the quantum of human resources and indicates the right control of conservation, depletion and appreciation of it in the right perspective. It provides data to the interested persons about the cost of human resources and correspondingly comparing it with the benefit obtained out of its utilization.

The objective of HRA is not merely the recognition of the value of all resources used by the organization, but also includes the management of human resource which will enhance the quantity and quality of goods and services. The basic objective of HRA is to facilitate the efficiency of human resource. It is basically adopted to treat human resources as assets, to generate human data about human resources, to assign value to human resources and to present human assets in the balance sheet.

### **8.6 Objectives of a HR Accounting system are as follows**

1. To furnish cost value information for making proper and effective management decisions about acquiring, allocating, developing and maintaining human resources in order to achieve cost effective organizational objectives.
2. To monitor effectively the use of human resources by the management.
3. To have an analysis of the human asset i.e. , whether such assets are conserved, depleted or appreciated.
4. To aid in the development of management principles, and proper decision making for the future by classifying financial consequences, of various practices.
5. In all, it facilitates valuation of human resources, recording the valuation in the books of account and disclosure of the information in the financial statement

### 8.7 Limitations of Human Resource Accounting

Human Resource Accounting is the term used to describe the accounting methods, system and techniques, which coupled with special knowledge and ability, assist personnel management in the valuation of personnel in financial terms. It presumes that there is great difference among the personnel in their knowledge, ability and motivation in the same organization as well as from organization to organization. It means that some become liability too instead of being human assets. HRA facilitates decision making about the personnel i.e., either to keep or dispense with their services or to provide training. There are many limitations which make the management reluctant to introduce HRA.

Some of the attributes are:

- i) There is no proper clear-cut and specific procedure or guidelines for finding cost and value of human resources of an organization. The systems which are being adopted have certain drawbacks.
- ii) The period of existence of human resource is uncertain and hence valuing them under uncertainty in future seems to be unrealistic.
- iii) There is a fear that HRA may de humanize and manipulate employees.
- iv) For e.g., an employee with a comparatively low value may feel discouraged and develop a complex which itself will affect his competency to work

#### **HRA for managers & HR Professionals**

HR Professionals must perform a wide variety of functional roles. A functional role is a specific set of tasks and expected output for a particular job. We will briefly discuss the roles played by two HR Professionals: the HR Executive/ Manager and the HR Practitioners

1. The HR strategic adviser consults strategic decision makers on HRD issues that directly affect the articulation of organization strategies and performance goals. Output includes HR strategic plans and strategic planning education and training programs.
2. The HR systems designer and developer assist HR management in the design and development of HR systems that affect organization performance. Outputs include HR program designs, intervention strategies, and implementation of HR Programs.
3. The organization change agent advises management in the design and implementation of change strategies used in transforming organizations. The outputs include more efficient work teams, quality management, intervention strategies, implementation, and change reports.
4. The organization design consultant advises management on work systems design and the efficient use of human resources. Outputs include intervention strategies, alternative work designs, and implementation.
5. The learning program specialist (or instructional designer) identifies needs of the learner, develops and designs appropriate learning programs, and prepares materials and other learning aids. Outputs include program objectives, lesson plans, and intervention strategies.
6. The instructor/facilitator presents materials and leads and facilitates structured learning experiences. Outputs include the selection of appropriate instructional methods and techniques and the actual HRD program itself.

7. The individual development and career counselor assists individual employees in assessing their competencies and goals in order to develop a realistic career plan. Outputs include individual assessment sessions, workshop facilitation, and career guidance.
8. The performance consultant (or coach) advises line management on appropriate interventions designed to improve individual and group performance. Outputs include intervention strategies, coaching design, and implementation.
9. The researcher assesses HR practices and programs using appropriate statistical procedures to determine their overall effectiveness and communicates the results to the organization. Outputs include research designs, research findings, and recommendations and report

Human resource audits are a vital means of avoiding legal and regulatory liability that may arise from an organization's HR policies and practices. In addition to identifying areas of legal risk, audits are often designed to provide a company with information about the competitiveness of its HR strategies by looking at the best practices of other employers in its industry. In essence, an HR audit involves identifying issues and finding solutions to problems before they become unmanageable. It is an opportunity to assess what an organization is doing right, as well as how things might be done differently, more efficiently or at a reduced cost.

In today's competitive climate, organizations operate within the confines of a heavily regulated employee environment. This challenge includes dealing with myriad complex laws and regulations. The scope of the HR function includes establishing and administering a host of policies and practices many of which involve compliance implications—that significantly influence the productivity and profitability of the enterprise.

Given that many HR departments are both understaffed and overworked, only in retrospect do many organizations become aware of the monetary costs of ignoring HR-related legal hot buttons. Noncompliance with applicable laws and regulations involves significant financial risk. To minimize the risk, many organizations purchase employment practices liability insurance. Though this is a sound strategy, organizations can take other proactive measures. Chief among these is a voluntary HR compliance audit.

**An HR compliance audit generally consists of two main parts:**

An evaluation of the organization's operational HR policies, practices and processes with a focus on key HR department delivery areas (e.g., recruiting—both internal and external, employee retention, compensation, employee benefits, performance management, employee relations, training and development).

A review of current HR indicators (e.g., number of unfilled positions, the time it takes to fill a new position, turnover, employee satisfaction, internal grievances filed, number of legal complaints, absenteeism rates).

HR usually conducts an audit by using a questionnaire that asks for the evaluation of specific practice areas. This document helps guide the audit team in scrutinizing all critical areas of an organization's HR practices. The audit may also include interviewing or using questionnaires to solicit feedback from selected HR employees and other department managers to learn whether certain policies and procedures are understood, practiced and accepted.



### **8.8 Rationale for Conducting an HR Audit**

The changing nature of HR management demands that HR professionals participate and contribute fully to their organizations as true strategic business partners.

An audit helps an organization understand whether its HR practices help, hinder or have little impact on its business goals. The audit also helps quantify the results of the department's initiatives and provides a road map for necessary changes. Audits can also help the organization achieve and maintain world-class HR practices.

### **8.9 Types of Audits**

An HR audit can be structured to be either comprehensive or specifically focused, within the constraints of time, budgets and staff. There are several types of audits, and each is designed to accomplish different objectives.

Some of the more common types are:

#### **8.9.1 Compliance-**

Focuses on how well the organization is complying with current federal, state, and local laws and regulations.

#### **8.9.2 Best practices**

Helps the organization maintain or improve a competitive advantage by comparing its practices with those of companies identified as having exceptional HR practices.

#### **8.9.3 Strategic**

Focuses on strengths and weaknesses of systems and processes to determine whether they align with the HR department's and the organization's strategic plan.

#### **8.9.4 Function-specific**

Focuses on a specific area in the HR function (e.g., payroll, performance management, records retention).

Deciding what to audit depends largely on the perceived weaknesses in the organization's HR environment, the type of audit decided on and the available resources. Keeping a log of issues that have arisen but are not covered in the organization's procedures or policies helps identify areas of potential exposure that HR can address during the annual review process (if they do not need to be addressed immediately).

However, organizations are particularly vulnerable in certain areas. Most lawsuits can be traced to issues related to hiring, performance management, discipline or termination. Some additional risk areas that employers should carefully review in an audit include:

Almost every organization has job positions that have been misclassified as exempt from overtime eligibility. The complexity of wage and hour laws and regulations makes it easy to err in classifying a job as exempt, thereby exposing the employer to liability for past overtime.

A review of sample personnel files often reveals inadequate documentation of performance—for example, informal, vague or inconsistent disciplinary warnings. Performance evaluations may be ambiguous, inaccurate or outdated. Personal health information is often found in personnel files, despite medical privacy laws requiring such

data to be kept separate. Accurate and detailed records are essential for employers to defend any type of employee claim, particularly unemployment compensation or wrongful termination claims.

Controlling excessive absenteeism is a big concern for most employers. However, the complexity of family and medical leave laws, with sometimes conflicting state and federal protections, has made many formerly acceptable absence control policies unacceptable. Absences affect workers' compensation, family and medical leave, disability accommodations, and pregnancy laws. Organizations often have attendance policies that do not comply with relevant laws and regulations or that grant employees more protections than required.

Employers typically require nonexempt employees to punch a time clock or complete time sheets reflecting their time worked each week. The records generated by these systems typically are the employer's primary means of defense against wage and hour claims, so time-keeping policies and practices must be clearly communicated and consistently administered.

Given the resources required for a full-scale audit, most organizations will not want to go through this process more than once a year; however, mini-audits that allow for some course correction can be accomplished without too much departmental pain approximately every six months. Scheduling annual checkups to maintain the discipline of a regular review is preferable to only occasional or panic audits (e.g., those that take place only when a potential problem is brewing). Another strategy is to conduct an audit following any significant event (e.g., new plans, management changes).

A comprehensive audit is a time-consuming and intensely focused project that may require the review of numerous documents and policies, as well as soliciting feedback from HR staff, selected employees and managers from other departments. The amount of time involved and the effort required depend on the size and type of organization, the type of information the organization hopes to glean, the scope of the audit and the number of people on the audit team.

A full-scale legal compliance audit in particular covers a great deal of territory and takes longer to complete as compared with a best-practices audit, which benchmarks one specific practice against another employer's approach, or a function-specific audit, which reviews only one key area of the employer's HR practices.

### **8.10 Costs of an Audit**

The actual cost of an HR audit depends on the scope of the review, the number of people interviewed and the size of the audit team. Consequently, the expense varies greatly from one situation to another. Suffice it to say, though, that the cost of conducting any full-scale HR compliance audit will be far less than defending (let alone losing) even one lawsuit. Some insurance carriers even provide audits as a part of their compliance programs, so the audit could actually be free.

The organization's HR professionals can perform an audit in-house if they have the expertise, the time, a willingness to objectively acknowledge inadequacies in current procedures and, most importantly, the clout to make or influence the necessary organizational changes. However, if the audit is conducted with internal resources or even with an outside consultant who is not a lawyer, everything connected with the audit is subject to discovery in

litigation relating to employment practices.

If an organization has legitimate concerns about what its HR audit may reveal regarding the company's noncompliance with various employment laws and regulations, the organization should follow fairly strict audit procedures and protocols and consider hiring outside legal counsel to conduct the audit. In doing so, the employer may be able to safeguard the audit results through the application of at least one of the three legal privileges against disclosure.

### **8.11 The HR Audit Process: A Model**

The general process of conducting an audit includes seven key steps, each of which is discussed in greater detail below:

- ✓ Determine the scope and type of audit.
- ✓ Develop the audit questionnaire.
- ✓ Collect the data.
- ✓ Benchmark the findings.
- ✓ Provide feedback about the results.
- ✓ Create action plans.
- ✓ Foster a climate of continuous improvement.

#### **8.11.1 Determine the Scope and Type of the Audit**

To uncover the needed information, the audit team must determine exactly which areas to target for review. If the organization has never audited its HR function, or if significant organizational or legal changes have recently occurred, the audit team may want to conduct a comprehensive review of all HR practice areas. On the other hand, if concerns are limited to the adequacy of a specific process or policy, the audit team can focus its review on that particular area.

#### **8.11.2 Develop the Audit Questionnaire**

Whether conducting a comprehensive audit or an audit of a specific practice, the audit team should invest sufficient time in developing a comprehensive document that elicits information on all the subjects of the inquiry. HR must develop a list of specific questions to ensure that the questionnaire is complete.

#### **8.11.3 Collect the Data**

The next phase includes the actual process of reviewing specific areas to collect the data about the organization and its HR practices. Audit team members will use the audit questionnaire as a road map to review the specific areas identified within the scope of the audit.

#### **8.11.4 Benchmark the Findings**

To fully assess the audit findings, the team must compare them with HR benchmarks. This comparison will offer insight into how the audit results compare against other similarly sized firms, national standards or internal organizational data. Typical information that might be internally benchmarked includes the organization's ratio of total employees to HR professionals, ratio of dollars spent on HR function relative to total sales, general and administrative costs, and cost per new employee hired.

National standard benchmarking might include the number of days to fill a position, average cost of annual employee benefits and absenteeism rates.

### **8.11.5 Provide Feedback about the Results**

At the conclusion of the audit process, the audit team must summarize the data and provide feedback to the organization's HR professionals and senior management team in the form of findings and recommendations. Findings are typically reduced to a written report with recommendations prioritized based on the risk level assigned to each item (e.g., high, medium and low). From this final analysis, the audit team can develop a timeline for action that will help determine the order in which to address the issues raised. In addition to a formal report, the audit team should discuss the results of the audit with employees in the HR department, as well as with the senior management team, so that everyone is aware of necessary changes and that approvals can be obtained quickly.

### **8.11.6 Create Action Plans**

It is critical that the organization actually to *do* something with the information identified as a result of an audit. The organization must create action plans for implementing the changes suggested by the audit, with the findings separated by order of importance: high, medium and low. Conducting an audit and then failing to act on the results actually increases legal risk.

### **8.11.7 Foster A Climate of Continuous Improvement**

At the conclusion of the audit, HR leaders must engage in constant observation and continuous improvement of the organization's policies, procedures and practices so that the organization never ceases to keep improving. This will ensure that the company achieves and retains its competitive advantage. One way to do this is to continuously monitor HR systems to ensure that they are up-to-date and to have follow-up mechanisms built into every one of them.

One approach is to designate someone on staff (or an outside consultant) to monitor legal developments to ensure that HR policies and practices are kept current. Likewise, organizations should keep track of the audit findings and changes made, turnover, complaints filed, hotline issues, and employee survey results to identify trends in the organization's employment-related issues. Identifying problematic issues, growth areas or declining problem spots can help in the decision of where to allocate time, money and preventive training resources in the future.

## **8.12 Summary**

It is easy to define human resource accounting. Human Resource Accounting tracks and manages employees' costs and values, including performance, compensation, benefits, and training. HR professionals use various tools to track and analyses data, such as employee surveys, performance reviews, and compensation and benefits reports. In addition to tracking employee performance, HR professionals also need to track the performance of the organization as a whole. For example, HR professionals need to track the success of recruitment and retention efforts as well as the success of initiatives that improve employee morale and satisfaction. Human Resource Accounting is necessary for any organization that wants to know how well its employees are performing and how to improve more. In addition to tracking employee performance, HR professionals also need to track the success of recruitment and retention efforts as well as the success of initiatives that improve employee morale and satisfaction.

**8.13 Key words****HR Audit**

The actual cost of an HR audit depends on the scope of the review, the number of people interviewed and the size of the audit team. Consequently, the expense varies greatly from one situation to another

**HR Accounting**

Human Resource Accounting was first started with simple measures of trying to convert output data into contributions. When an HR programme had effected a change in the output especially for organizations operating on profit basis, its value was determined by calculating the profit contribution.

**8.14 Self Assessment Questions**

1. Briefly discuss the Development of the concept of Human Resource Accounting
2. Explain the Importance of Human Resource Accounting
3. Discuss the objectives of a HR Accounting system
4. Explain Understand the Types of HR Audit
5. Analyse the HR Audit Process

**8.15 Suggested Readings**

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## **LESSON - 9**

# **INSTRUCTIONAL TECHNOLOGY FOR HRD**

### **Learning Objectives**

- ✓ To learn the instructional technology
- ✓ To know the HRD technologies
- ✓ To observe the role of technology in HRD
- ✓ To identify the HRD practices

### **Structure**

- 9.1 Introduction
- 9.2 Instructional Technologies in HRD
- 9.3 Implementing Instructional Technologies
- 9.4 Evaluating Instructional Technologies in HRD
- 9.5 Role of Technology in HRD
- 9.6 HRD Practices Information Technology Industry in India
- 9.7 Summary
- 9.8 Keywords
- 9.9 Self - Assessment Questions
- 9.10 Suggested Readings

### **9.1 Introduction**

The term Instructional Technology refers to multiple opportunities for cooperative learning. Instructional Technology is mainly the practice of using technology for educational reasons. While Information Technology is a broad-based term familiar to the business community, Instructional Technology is a little more uncertain.

It applies intellectual techniques, established disciplines, and other values. The primary purpose is to create engaging and effective learning experiences for the needy ones. Due to advancements and innovations in technologies, it is now much easier to share information than before. The teachers and the students can easily discuss ideas or ask questions whenever they want.

The main types of Instructional Technology are software tools, software types, integrated learning systems, equipment use, multimedia integration, audio and video conferencing, distance education, and classroom configurations.

Instructional Technology includes everything from online whiteboards to online courses and virtual reality (VR) classrooms. As compared to other old traditional methods, the said type of technology provides excellent help in gathering and providing feedback for any matter. Thus, IT is a great help to the entire education process and other sectors/industries.

It also offers better potential for meeting the diversified learners' needs on a day to day basis. It promotes the application procedures in the design and delivery of the instruction.

Just-in-time teaching used in government or corporates, educational videos, and so on, can also be termed as this type of technology. The teachers will be able to note how far the students have reached in a particular lesson during the class. Thus, instructional technology

provides advanced learning styles for learners.

Technology, globalization, and the changing demographics have created new workplaces that are dynamic in nature requiring effective and strategic human resource development (HRD) for organizations to stay competitive. Human resource development is conducted in a wide range of organizations for a variety reasons and in turn focuses on an array of content. Within human resource development, Swanson and Holton (2001) state the “two core threads of HRD are (1) individual and organizational learning and (2) individual and organizational performance”.

The definitions of HRD key components demonstrate the multi-disciplinary nature of the field and include behavioral change, adult learning (formal and informal), performance (human, organizational, individuals level, work process), performance improvement, organizational and personal goals, development (career and organizational), training and development, learning, learning climate, and learning organizations. Key definitions have a variety of underlying theories including psychological, systems, economic, philosophical, human performance, organizational performance, and performance system.

### **9.2 Instructional Technologies in HRD**

As demonstrated, the field of HRD has many different perspectives and backgrounds. Within this variety of perspectives, instructional technologies can be used in a number of manners. To explore instructional technologies in the HRD context each of the five phases (analyze, propose, create, implement, and assess) will be examined. While the HRD model presents a phase called analyze, within the area of multimedia instructional design Dick and Cary (1990) separate the analysis phase into two sections of needs assessment and front-end analysis. Within this type of model, the needs assessment phase examines the current business situation and the desired situation business situation. The front-end analysis examines how to eliminate the gap between the desired workplace performance and the actual workplace performance.

While the front-end analysis suggested by Lee and Owens (2000) relates directly to the multimedia instructional design process, others overlap with the more traditional analysis phase in HRD. For example, the audience analysis examining the target population, task analysis determining the requirements for the job, and situation analysis are all similar to steps in the HRD analysis phase. According to Lee and Owens (2000) for multimedia instructional design nine-front end analysis should be conducted examining the audience, technology, situation, task, critical incident, objective, media, extant data, and cost. The areas that impact instructional technologies are determining the technology available, technology considerations, and constraints for delivering training with technology. Additionally, the situation analysis determines environmental factors that can impact while delivering a solution; the media analysis determines which medium is best for delivering the solution; the extant data analysis which determines the materials currently available; and the audience analysis which determines the readiness of the target population. When using an instructional technology, the analysis phase needs to collect data on the relevant technology issues.

### **9.3 Implementing Instructional Technologies**

In HRD, implementing instructional technologies can occur in a variety of manners. While the majority of the material discusses training, the implementation can be done in both formal and informal methods. While many of the instructional technologies could be used in both, the following provides examples of implementing instructional technologies in formal and informal situations to improve both learning and performance.

## **1. Formal Training**

While all levels of education have been impacted by instructional technology, technology has specifically impacted how vocational, postsecondary, and higher education develops the workforce. While human resource development encompasses many areas including performance improvement, organizational analysis, employee relationship management, evaluation, leadership, and organizational change management; a large role of human resource development is viewed in terms of training and employee development. Within HRD, training and development has had the greatest impact from instructional technologies. According to Marsick and Watkins “Formal learning is typically institutionally sponsored, classroom-based, and highly structured” (p. 25). Formal learning can be mediated by technology and is becoming an ever increasingly used technique in the workplace (Benson, Johnson, and Kuchinke, 2002). This section will highlight web-based instructional technologies such as learning management software, synchronous learning tools, and asynchronous instructional technologies for formal training and employee development.

## **2. Asynchronous Instructional Technologies:**

Asynchronous is defined as an event that is not coordinated in time. Asynchronous instructional technologies are then defined as instructional technologies that do not work require real-time interactions. The technology allows the participants to be at different locations and be online at different times. Examples of asynchronous technologies include announcements, email, blogs, discussion boards, and pre-recorded lectures.

### **Informal Training**

Informal training is defined in contrast to formal learning. “Informal learning is usually intentional but not highly structured...When people learn incidentally, their learning may be taken for granted, tacit, or unconscious.”

Many of the technologies that have been described above for formal training can also be used in informal training settings. Having a course designed and available without an instructor present provides a setting that supports self-directed learning. Learning management software can be used to design this type of course and make it available to employees. Instant messenger can be used to help individuals in work teams learn in informal settings. This technology can be used to see answers to questions on an ‘as needed’ basis. An example of informal training using a Blog can be seen at the University of South Carolina. The Technology Support and Training Management Department implements a blog with their current students to share information on classes and special announcements. This type of forum can also be used in a formal business setting. Some executives are using blogs to share information with employees. While this might not be recognized a formal instructional technology, it can be viewed as the modern day water cooler for sharing information.

## **9.4 Evaluating Instructional Technologies in HRD**

Evaluation is important in all aspect of HRD, however it is extremely important when using new instructional technologies for training. Providing evidence of what is working is essential to ensure that money is not being spent unwisely in training. An effective and scientifically sound form of evaluation that could take place is the design of an experiment. Since this section does not have sufficient length to discuss all of the different formats for experimental design, a text such as *Experimental and Quasi Experimental Designs for Generalized Causal Inference* by Shadish, Cook, and Campbell (2002) is recommended as a reference tool. This section proposes an approach to evaluation of training based on Swanson’s (1995) Results Assessment System. This approach includes three domains of



assessment: performance results, learning results, and perception results. Additionally it incorporates an experimental design.

$R_1$	$O_1$	$X$	$O_3$
$R_2$	$O_2$		$O_4$
$R_3$		$X$	$O_5$
$R_4$			$O_6$

R = random assignment to group      O = Measure      X = Training (Treatment)

$R_1$  = pre-test experimental group (received training)  $R_2$  = pre-test control group (no training)

$R_3$  = no pre-test experimental group (received training)  $R_4$  = no-pretest control group (no training)

----- = random assignment of group to treatment

$O_1$  &  $O_2$  = Pre-tests       $O_3, O_4, O_5$  &  $O_6$  = Post-tests

### 9.5 Role of Technology in HRD

Technology also ensures improved accuracy. Further, the use of technology in certain areas can also help save significant costs. For instance, transitioning to digital communication from paper-based communication and engaging machines in tasks that might take a lot more time to complete can help save costs.

With the advancements in technology, businesses expect more from HR professionals. Aside from managing HR processes, they now need to track activities and productivity to improve the processes. Applications like association management software greatly help HR professionals with their work.

The software centralizes all the work in a department, saving both time and money. This software lets you accomplish tasks on a single platform. When you organize work electronically, you can allocate tasks to employees without hassle. This makes management more efficient and cost-effective.

HR technology provides tools that managers need to make better decisions. Here are other ways that technology transforms the field of human resource management.

HR managers use technology to make their jobs easier and make better judgments. There's an application for that these days. This is especially true when it comes to managing employees in a company.

Aside from employee management, automation tools help in reducing paper use and organizing data entry. Employees, for example, do not need to fill out paper forms that must then be entered by HR staff. All of this can be done through a centralized system like membership management software.

## **1. Employee Management**

Employee management deals with helping employees in achieving their full potential. Additionally, it also helps the company achieve its objectives. It's a comprehensive process that encompasses all aspects of human resources. This includes recruitment, payroll management, and talent management.

An automated employee management system improves all these processes. It allows companies to have a more standardized, systematic, and formal evaluation process.

More specifically, it provides:

Greater employee-manager accessibility;

Improved training programs; and

### **a. Performance reviews.**

For example, membership management software helps simplify administrative tasks. This includes handling dues payments and accounts receivable. Such tasks can be completed within minutes with the right tools. By using such software, a company can meet its goals without sacrificing employee satisfaction.

HR technologies that boost management and improve efficiency, such as taking the hassle out of payroll using a gross-up calculator, result in the overall success of the company. Regardless of their size or industry, organizations are striving to improve organizational performance.

Managers should make sure that all departments are improving their procedures and controls. They should also have their operations focused on enhancing the company's competitiveness. All of these can happen with tools like association management software.

## **2. Employee Engagement**

Employee engagement applications are increasingly being used in performance management. These platforms and apps employ a range of strategies to keep employees engaged in their work.

Association management software includes features that increase employee engagement. Applications with posting and commenting features allow businesses to share information. On top of that, it also allows employees to express their thoughts about it. Additionally, gamification strategies also help engage employees by making apps enjoyable.

## **3. Performance Management**

Employers have also started to automate processes for monitoring employees' job performance. Most performance management modules usually have interactive features. This allows for employee feedback in a process known as continuous performance management. Such performance management can significantly improve employee retention and productivity.

Businesses can start with technology-assisted appraisals. These appraisals keep track of important information about employees. You can easily and quickly monitor their strengths and weaknesses. Additionally, it also stores employees' areas for improvement.

Individual performance management and skills data are used in workforce analytics. Based on the appraisal results, applications use this data to create tailored learning programs for employees. These assist employees in planning their career paths and developing their skill set effectively.

#### **4. Training and Development**

A lot of training nowadays is done digitally and tailored to individual needs. It enables HR teams to keep track of progress and evaluate the effectiveness of established objectives. HR departments use online training sessions and webinars for employee development. They're also great for teams that are spread out across the country.

#### **5. Recruitment**

One of the most important functions of HR professionals is to hire people. Different technological solutions help them in maintaining a seamless recruitment procedure. Today, the majority of job positions are advertised online. Additionally, applications are processed through a single platform.

This makes reviewing application forms easier and faster. Recruiters use resume screening applications to remove submissions that aren't a good fit for the job.

#### **6. Employee Scheduling and Tracking**

Simple things like overlapping leave requests can wreak havoc on a company's efficiency. The right HR software ensures that professionals can monitor employee availability. It also helps manage schedules properly. This enables the company to operate at maximum productivity throughout the year.

#### **7. Documentation**

The HR department is tasked to ensure that employees have timely access to important information. This increases transparency within the company and fosters a culture of trust. Both of these are essential for employee productivity.

Additionally, HR technology makes use of a cloud-based system to store important employee data. This ensures that the data is available all throughout the day. Additionally, it makes sure that it is safeguarded even in the case of a physical disaster.

Since all of the data is stored on cloud-based servers, paperwork is kept to a minimum. With a few clicks, you can access documents, handbooks, and training manuals.

HR technology can be used to disseminate information in a timely and useful manner. Some examples include Talent Management Software and AI-powered chatbots.

#### **8. Integrated Management System**

HR is now needed to collaborate with other departments inside the organization. They've traditionally shared responsibilities with payroll. Today, they are required to share information and resources with other departments. These include the legal department, executives, and team leaders.

The best management systems make sharing easier. They ensure that all departments have the information they require to complete their tasks. This type of technological integration is

important. It helps firms develop a corporate community, track employee behavior, and boost engagement and productivity.

### **9.6 HRD Practices Information Technology Industry in India**

In highly skilled intensive and knowledge intensive industries like information technology industry, human resource plays a vital role. This industry is highly competitive, dynamic and technical industry, whose growth and development depends upon its human resource much more strongly than other resources. This industry needs highly skilled, talented and well-learned human resource. The quality of products and services both depend upon the quality of human resource, which needs continuous and multiple-skill training. Thus, to attain such human resource, there must be emphasis on developing and nurturing a strategy-based on human resource development practices in the information technology organizations. Human resource development comprises of many components like – selection procedures, training policy, performance and promotion policy, transfer policy, wages, compensation, social-security policy, worker's welfare policy, recreational policy, employee employee/employer/management relations, trade union, health policy, etc. All these components help to develop highly skilled, efficient, effective and dynamic human resource in these organizations. For the success of information technology organizations, it is necessary that right person must be placed at right job and his potential must be enhanced through multiple and continuous training. Thus, this sector must give more emphasis on the development of human resources by prevailing upon different aspects of human resource development practices in their organizations. All the components of human resource development practices must be integrated with the human resource policy of the organization.

#### **a. Instructional Technology and Learning**

Instructional technology is the theory and practice of using technology for education. Encompassing the design, development, use, management, and evaluation of technology in education, instructional technology can take many forms. Anything from electronic whiteboards to online courses or even virtual reality classrooms can be considered instructional technology.

While the applications and benefits of instructional technology vary widely, all instructional technology shares one main purpose: to create engaging and effective learning experiences. And many applications of instructional technology have proved effective at achieving this goal. Experts widely agree that instructional technology provides many benefits to the education process, including better access to information, more opportunities for collaboration, and better capabilities for meeting diverse learners' needs.

Learning technologies are a whole new world of digital learning and emotional engagement. Whatever the company, from private to public, non-profit to corporate, SMEs to mega conglomerates, the majority of organizations rely on their employees for growth, new ideas, and success. Employees need to be engaged, learning and growing their own skills to feel happy in their place of work. It's no secret that upskilling is one of the major trends that's the backbone of successful leaders, ideas, and companies. Forget MOOCs (Multi Open Online Courses) and snazzy presentations, technology is serving up a world of new opportunities. Think serious learning games, Learning Management Systems, and Virtual Reality learning experiences. Here are 9 ways that technology is changing Learning and Development in the workplace.

### **1. Technology Enables and Encourages Personalized Learning**

No matter how many employees you have in the same role, or with the same requirements in their role, each individual will have a different set of strengths and learning style. There is little point in treating Jess and Janice the same when one learns by doing and the other learns by reading, rewriting, and applying the same knowledge. Now multiply this personalization need by however many employees you have and here lies one the largest problems with Learning and Development (L&D) strategies: they tend to treat everyone the same.

Technology offers a viable solution. Learning Management Systems record individual performance and can be connected to a host of tools and resources, allowing individuals to learn at their own pace and in their own style. Authoring tools create learning environments, such as gamified content or serious learning games, which are excellent for personalized learning experiences. Learning games are designed and developed to cover any topic required. They tend to be easy to use for both the employer creating the game content and measuring learning outcomes and the employee accessing the program.

### **2. Technology Supports Increased Learning Through Flexible Learning**

Technology is wonderfully flexible. Assume that your goal is to train 600 staff on the latest HR policy surrounding working from home rules and requirements. Forget in-person meetings or staff announcements, which are no longer possible under current COVID restrictions. What about a virtual broadcast? The majority of viewers won't be engaged, won't have their cameras switched on, and won't be learning or retaining information. Cue the many questions that bosses have to deal with and the time wasted on finding the right member of HR to answer those.

How about a game? A learning environment whereby anyone of those 600 staff can log on within a set time frame, say, in the next working week, to complete their tasks. The game can be programmed to be as long as necessary; some employees will take longer than others, but on average, let's assume that within 60 minutes, an employee can play a serious learning game in which they learn the company's new working from home policy. All the information is in the game. If learners get something wrong, they simply try that level in the game again. Streamlining learning for 600 members of staff through a learning game allows the HR team to ensure all information has been covered and understood. It also allows the HR team to quickly adjust their game if they spot that a lot of people encounter difficulty in a section.

Technology streamlines processes, cuts out the noise, and provides information in digestible chunks in formats that employees can actually remember and use. The time and money saved by using technology can free up resources for the HR team. They can now focus on tasks that require human thought-solutions, like how to individually support those whose health is affected by COVID and how to best assist individuals who have to return to the workplace to continue their jobs.

### **3. Technology Makes Learning Fun**

Before you cringe or dismiss this as utter pseudo-nonsense, this aspect of technology is crucial to learning. If you can't spark a genuine interest, capture and keep your audience engaged, or trigger some degree of curiosity, your training will not be effective. Using learning technologies can help you check all those boxes. Learning technologies promote interaction and responses from learners. Learner's engagement levels tend to go up, whether using an interactive whiteboard, gamified learning content or playing a serious learning

game. Research in 2014 concluded [1] that adding fun and enjoyment to learning boosted motivation and concentration. To secure a strong office culture and smarter, more engaged employees, consider adding fun learning tech to your workplace.

#### **4. Learning Technologies Allow Peer and Social Learning**

Remember the research from 2014 we just talked about? [1] That same research demonstrated that fun and enjoyment in training created a "socially connected learning environment," which was fundamental to reaching learning goals. Much of Gen-Z and millennials' learning now comes from User-Generated Content. That's right, TikTok is teaching and people are watching, listening, and learning by the millions, every minute. Much of TikTok's addictiveness is in how the information is presented; small nuggets of knowledge relayed and explained with visuals, closed captions, song, dance, and music backgrounds.

When was the last time the head of Learning and Development at your company broke into a jig during a training session? Never? Before you send them off for jive lessons, think of the essence of TikTok's success: it's a community of users creating content, sharing knowledge, and supporting each other. Isn't that what a workplace should look like? And yet, companies are known for organizational silos that can bring entire departments to a standstill. Use technology to streamline data storage, create safe environments for sharing information and upskilling employees, and encourage social connection and collaboration in the workplace.

#### **5. Learning Technologies Invite AI And Adaptive Learning Into The Workplace**

Artificial Intelligence (AI) in the workplace can seem daunting. It's presumably expensive and difficult to work with. But before we even start arguing our point, what exactly is AI? According to the UK Government [2], Artificial Intelligence is "the analysis of data to model some aspect of the world. Inferences from these models are then used to predict and anticipate possible future events."

In actual fact, AI can offer fantastic solutions for Learning and Development problems facing large corporations today. For example, let's imagine that a large firm with over 2,000 customer support staff requires training to upskill them on customer management in light of changes to GDPR regulations. Instead of mass emailing, workshops, webinars, and word documents filled with tasks, AI-backed Learning Management Systems can assist with delivering and measuring learning outcomes. Combine this with embedded content-rich game-based learning programs and you've just enabled the creation of unique learning paths for each individual, without any additional work required.

Continuing with our example, because of the AI-backed technology, the Learning and Development team can work with as many departments as necessary, from customer service to human resources, in order to see how each of the 2,000 staff is doing with their training. AI identifies the skill level of each individual by recording the data and creating easy-to-consume data models. This is where adaptive learning comes into play. AI allows for learning to be continually adapted to each individual and their needs. Let's say a solid 50% of the 2,000 staff speed through the training, with minimal repeats and excellent results. Great. Training has been delivered and the required learning outcomes have been met for those individuals.

The remaining 1,000 staff can be supported in ways appropriate to their needs. Employees who struggle with organization, focus, or other barriers to learning can remain on the

program and engaged in the content because the learning technology can adapt to deliver additional support as required. Better still, the technology can assist L&D teams to identify these barriers and provide appropriate support both on the program and on future projects. Learning technologies that are grounded in AI and adaptive learning are extremely effective for reaching learning goals in the workplace.

## **6. Learning Tech Gives Employees Instant Feedback**

In today's world, we increasingly expect everything to be instant. From instant coffee to instant messaging, we're trained less and less in delayed gratification and can easily feel demotivated and disinterested in a task if we can't get some form of gratification straight away. Learning technology can help. Forget annual one-to-ones, learning technology allows for smart applications, like productivity and time management software, or gamified learning content and serious learning games to give feedback as soon as the learner clicks "done." Employees like to see pie charts that show them they're achieving, scorecards that show them they're improving, and leaderboards that show them they're winning.

It's not just employees that want feedback; employers want to see L&D strategies delivering and teams improving too. The technology delivering the program, be it a standalone tool or a Learning Management System, often can collate and present data seamlessly, providing actionable feedback for L&D teams.

## **7. Learning Technologies Are Mobile**

By next year, it's predicted that 3.8 billion people will be using smartphones [3]. Mobile learning, or mLearning, is becoming increasingly prominent. Mobile phone uses range from social media like Twitter, YouTube, TikTok, and Instagram to learning platforms and workspaces. Many websites now have responsive designs, making them easily accessible on mobile devices. Many learning environments also allow for offline access or downloadable content so that learners can learn on-the-go. None of this would be possible without technology, and understanding the power of mLearning could have positive impacts on your Learning and Development outcomes.

## **8. Cloud-Based Learning Enables Access To Learning Anywhere In The World**

Businesses are becoming progressively more reliant on "the cloud" for storage and communication. The cloud, which basically refers to servers, located in data centers around the world, and accessible over the internet, offers an excellent learning solution. Learning technologies are steering businesses away from restrictive, linear, and passive styles of training. Instead, training can be personalized, inclusive, and made accessible from anywhere in the world, thanks to the cloud.

## **9. Learning Technologies Can Be Time Efficient Solutions in Busy Work Schedules**

It can take a lot of convincing for a time-pressured team to take on Learning and Development as a priority. It is a priority, and many employees see professional development as a vital aspect of their jobs. Data presented in 2019 by LinkedIn [4] showed that "94% of employees say they would stay at a company longer if it invested in their Learning and Development." So, if employees say they want to learn but they're actively avoiding it when it is presented to them, this may mean one of a few things: the training is dull, is considered ineffective, or employees feel they have no time for it.

Learning technologies can solve all these problems. For the super busy, technologies offer flexible, cloud-based, personalized solutions that fit into schedules in the most effective

way. Whether it be an intensive session of gameplay or a quick interactive quiz, learning technologies capture and hold attention, delivering results in the time frame available for learning. For companies whose employees are avoiding training because it's so dull, this is a sign that the material probably isn't being learned anyway, it's just being ignored, or worse, memorized and quickly forgotten.

Learning technologies can completely reverse that by teaching complex and challenging (or just plain tedious, yet vital) information in exciting, context-relevant ways. Finally, if employees know they're going to do badly in a training session, either because they aren't confident group speakers, have never had brilliant fact recall or done exceptionally well on the topic, learning technologies can help. A Virtual Learning Environment can provide a space where shyness, embarrassment, and fear of failure are diminished and instead the opportunity of trying again where mistakes are made or working constructively and collaboratively on the same program is available.

### 9.7 Summary

In conclusion, HRD initiatives are implementing instructional technology widely. While there is a great deal of literature on the use of instructional technology in human resource development, there is not as much research on the effectiveness of the instructional technology. More research is needed to evaluate the impact of instructional technology and specifically how the instructional technology impacts the strategic goals of organizations. Metrics are needed to assess the impact of instructional technology. Since instructional technology in HRD is used in such a wide variety of settings, providing scientific methods to view effectiveness would be useful. Additional research on informal learning would strengthen the case for its use in HRD.

Further development is needed in research and theoretical foundations in the area of HRD instructional technology use. Since instructional technologies are changing the role of the HRD professional, it would be useful to examine the traditional frameworks to see the impact of instructional technology. For example, does the traditional androgogy model fit with the use of instructional technology in HRD. Instructional technology will continue to be used in developing human resources in the workplace. A better understanding of how instructional technology and human resource development work together will improve the development of human expertise.

### 9.8 Keywords

**Asynchronous Learning Tools** – Learning tools to support the education of students at different times and different locations (e.g. discussion boards, e-mail, and message posting).

**Blog** –an individuals web page, that is kept in reverse chronological format similar to a diary. An online diary. The term blog was coined by John Barger in 1997 and stands for we(b) log.

**Human Resource Development** – Use of career development, organizational development, and training and development to improve individual, group, and organizational performance.

**Informal education** – Learning occurs outside of a structured learning experience.

**Instructional Technology** – “the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources”



**9.9 Self Assessment Questions**

1. Define instructional technology and tells the importance it?
2. Discuss the instructional technology in HRD?
3. Explain HRD practices information technology industry in India?
4. What are the steps implementing instructional technologies?

**9.10 Suggested Readings**

1. Instructional Technology Tools: A Professional Development, by L Robert Furman Edd, 13 March 2012, iUniverse Publishers, ISBN-13 : 1469789309-978 .
2. Human Resource Development And Business , by H L Kaila ,Publisher Wiley India, ISBN 9789389872835.
3. Human Resource Management, by VSP Rao, Published by Taxmann Publications Pvt. Ltd, ISBN-13978-9390128396, Year 18 August 2020.
4. Human Resource Management - Text and Cases, 9th Edition, Year 27 August 2021, by K Aswathappa and Sadhna Dash, Publisher McGraw Hill, ISBN-13 978-9354600210.

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## **LESSON - 10**

### **LEARNING AND HRD AND MODELS AND CURRICULUM**

#### **Learning Objectives**

- ✓ To learn about HRD model
- ✓ To know the learning and development
- ✓ To identify the models of HRD
- ✓ To study the curriculum of HRD

#### **Structure**

- 10.1 Introduction
- 10.2 Learning and Development
- 10.3 Learning and Development in HRD
- 10.4 Creating an HR Learning and Development Strategy
- 10.5 Learning and Development strategies
- 10.6 The Benefits of Learning and Development
- 10.7 Methods of Training
- 10.8 Learning Design
- 10.9 Methods of learning
- 10.10 HRD Models and Perspectives
- 10.11 Theories of Learning
- 10.12 Conclusion
- 10.13 Keywords
- 10.14 Self - Assessment Questions
- 10.15 Suggested Readings

#### **10.1 Introduction**

Learning and development (L&D) can be a great tool for bridging skills gaps, improving workplace culture, and increasing employee engagement and retention rates. What's more, investing in L&D is being increasingly seen as one of the most reliable ways for businesses to increase their ROI and overall profitability. So much so that, according to Deloitte, the development of new skills has become a top human capital trend.

In this article, we'll walk you through the basics of L&D. We'll look at what it is and what your role is as an HR professional. We will also share some examples and best practices to help you create an HR learning and development strategy that sets your teams up for success.

#### **10.2 Learning and Development**

Learning and development is ultimately about creating a culture in your organisation where employees are able to learn and develop new skills. It involves analysing the needs of your company to identify learning opportunities, and designing and implementing development programs to drive continuous growth. Learning approaches often used by companies include face-to-face training, collaborative learning, and online development.

L&D usually forms a part of a company's talent management strategy, the aim of which is to attract, acquire, nurture and retain quality employees. Companies that take the time to analyse training needs and implement strategies to address those needs are better equipped to drive employee engagement and continuous professional development. They are also more likely to achieve increased business performance and grow as a company.

Learning and development, also known as L&D, is a continuous process of

encouraging the professional development of your employees. It involves analyzing skills gaps in your business and designing training programs that empower employees with specific knowledge and skills that drive increased performance. You can do this by offering training courses, online learning, mentorships, and development activities. You can also achieve success by developing the behavior of individuals, sharing knowledge and insights, and cultivating attitudes that help employees perform better.

L&D tends to focus on upskilling or reskilling employees so that they can take on new roles in the organization or better perform their duties. Training can also teach employees new leadership skills that prepare them for potential promotions within the company. This helps organizations acquire, nurture, maximize, and retain talent. It also increases employee satisfaction, enhances the employee experience, and decreases turnover.

### **10.3 Learning and Development in HRD**

Learning and Development is one of the main responsibilities of any organization's HRD department. Implementing L&D initiatives that take into account development at all levels of the company is usually the responsibility of the HR manager. However, in larger organizations, the development plan for employees may be managed by a designated L&D position or department. Some companies even choose to involve the COO or Operations Manager.

However you choose to coordinate learning and development in your company, HRD and L&D need to work in parallel. This is because there is a degree of overlap in both areas. For example, both deal with people management, performance management, succession planning, and change management.

The biggest difference between HRD and L&D is that HR professionals deal with a range of responsibilities, including processing payroll, recruitment, and managing employee relations. In contrast, the learning and development department is solely focused on one specific role: the professional growth and skill development of employees. This includes identifying training gaps and developing employee training programs that are aligned with the overall business strategy established by HR.

### **10.4 Creating an HR Learning and Development Strategy**

There is no "one size fits all" strategy when it comes to learning and development. What works well for one company, may not be as effective for another. The strategy you implement will depend on the training requirements of your industry and the roles within your company. It will also depend on the size of your business.

For example, in larger companies, L&D is usually highly structured and training is often provided in more formal settings. In contrast, smaller companies with limited budgets are less likely to have a dedicated L&D department. This means that training is often informal and unstructured.

However, regardless of your industry and company size, there are a number of best practices you should take into account when you design and implement your L&D strategy. Let's take a look at the most important points to keep in mind.

#### **1. Analyze Your Training Needs**

The first, and arguably most important, step of any employee learning and

development initiative is analyzing your training needs. The aim is to identify which skills sets are lacking in your organization and what knowledge will help your employees perform their duties. You need to consider where you are now, and where you want to be as an organization. This will help you develop new business capabilities that help you grow as an organization. L&D programs need to be relevant, useful and beneficial for both you and your employees.

## **2. Design Your Learning & Development Material and Methods**

The next stage in promoting learning and development in HRM is deciding how you will provide training. What teaching methods and learning activities will you use? Which materials and resources will you need? Will you use an external training provider or conduct all L&D in-house? And will your courses be trainer-centered or trainee-centered? Effective training usually includes a mix of learning methods.

## **3. Embrace Mobile Learning**

If you are using an online learning platform, consider offering courses through mobile learning. Mobile access gives employees the opportunity to access learning material at any time, anywhere, strengthening the impact of L&D.

## **4. Use Technology to Personalize the Learning Experience**

You can also use technology to personalize the learning experience. For example, you can create automated, intuitive, and interactive learning workflows that adapt to employee behavior. You can also conduct regular online surveys to get a clearer understanding of individual needs. You can then use this information to tailor each employee development training opportunity.

## **5. Measure the Impact of L&D on Business Performance**

You also need to make sure the L&D programs you are offering are having a positive impact on business performance. After all, this is your ultimate goal with learning and development. Create KPIs to measure business excellence and monitor how closely aligned your L&D initiatives are with your business priorities. Is training having an impact on behavior and individual performance? What about employee engagement?

## **6. Monitor and Evaluate Learning and Development**

You need to make sure you regularly monitor and evaluate your employee training and development program. How effective is your training over time? Are individuals meeting their learning objectives? Are they putting their new skills into practice?

A very useful model for evaluating learning effectiveness is Bloom's taxonomy. You can use this educational model to classify your employee training objectives and analyze and bridge the gap between learning and application.

## **7. Make Learning and Development an Ongoing Process**

Finally, you need to make sure you view L&D as a continuous development approach by integrating learning with everyday workflows. Instead of forcing employees to complete training in their own time, encourage them to make it a part of their daily work activities. This will increase participation rates and motivate employees to continue on their path of continuous learning and development.

### 10.5 Learning and Development strategies

In most companies, Learning and Development strategies are managed by Human Resources. The HR department evaluates employee skills, identifies training needs, designs learning and development training plans and monitors individual progress against defined KPIs.

As an HR manager, the first step is to design and implement an effective strategy that takes into account all stages of the learning and development cycle:

1. **Talent gap analysis:** evaluate the skills of employees and identify training needs. Focus on skills and knowledge that are relevant to each position in order to create new business capabilities. Perform assessments and gather employee feedback to identify areas for improvement and potential development opportunities in line with business objectives.
2. **Design L&D strategy:** translate your identified training needs into measurable learning objectives (e.g. junior accountant Brian needs to obtain the ICAEW Chartered Accountant qualification by September 2022). This will help you define training content and areas.
3. **Define training content and methods:** decide how training will be imparted (hands-on training, online or offline learning and development courses, executive coaching, etc.). This will depend on training needs. If you are going to outsource training then decide which external partner you will work with consultants, coaching organisations, etc. If you are managing training internally, design training materials, teaching methods and learning activities. This might include seminars, presentations, case studies, role-playing activities, and on-the-job training.
4. **Execution:** implement your L&D strategy. Consider using digital tools to create flexible and innovative learning programmes.
5. **Monitor and review:** monitor how effectively learning has been transferred to employees. Evaluate if training KPIs have been met. Assess the impact on performance. Bloom's taxonomy is a great model for evaluating learning effectiveness. Use the results to modify your next learning cycle.

### 10.6 The Benefits of Learning and Development

**Performance:** the more skills and experience an employee has, the better they will perform. Improved business performance is usually the top objective of every learning and development strategy.

**Talent acquisition:** having an effective L&D strategy in place makes you more attractive to potential hires. It also increases retention rates and decreases turnover.

**Skill development:** your company is as good as your employees. The more skills they have, the more you will have to offer as a business.

**Engagement:** studies have shown that companies with a strong culture of continuous development are more likely to have engaged employees. This is especially true for younger generations who place more value on learning in the workplace.

**Reputation and brand:** a company that invests in the development of its employees is more likely to have a solid reputation and brand. Corporate giants such as Google and Amazon are very vocal about their "learning-focused" approach. This helps them stand out as an "employer of choice" and attracts quality talent to the workforce.

Growth: the process of identifying training gaps in your company will help you address any weak areas in your company. This will improve overall performance and help you grow as a company.

### 10.7 Methods of Training

There are various ways in which HR or people teams can approach training in the workplace. And its of the utmost importance that the employees and trainees obtain as much information as possible. Therefore, in order to help employees retain what they are being taught, employers must provide rich and engaging learning opportunities for their staff.

Here gathered a selection of the most effective employee training methods in the workplace:

**Onboarding** – First up, this method of learning is for new employees, enabling them to get a better understanding of the company.

**Coaching** – This method is used to comprehensively train new employees on the duties of their role through a 1-1 approach and can be conducted by a manager or team member.

**Hands-on training** – This is an engaging learning approach, employees are able to retain more information through “learning by doing”.

**Lectures/Conferences** – The lecture-based methodology is one of the simplest and oldest training techniques. It is used to share knowledge and provide an introduction to a specific topic to a wider audience of employees.

**Group discussion and activities** – This is a collaborative workplace training method, allowing multiple employees to discuss certain topics and train simultaneously.

**Role-play** – This is an active learning technique, where employees act out scenarios under the guidance of a trainer or facilitator.

**Online training & eLearning** – This method of training is completed through online videos, tests, and courses. This is one of the easiest types of training in the workplace, as it requires minimal effort from the employer.

These are a handful of the common methods of workplace learning and of course, there are many more training methods out there. But the most important thing is that HR teams choose the right workplace training method to engage their team.

### 10.8 Learning Design

Concept	Description
Learning	The acquisition of knowledge, skills, or attitudes through experience, study, or teaching. Training, development, and education all involve learning.
Training	Training is aimed at teaching immediately applicable knowledge, skills, and attitudes to be used in a specific job. Training may focus on delivering better performance in the current role or to overcome future changes.
Development	Development is aimed at the long term. It revolves around the broadening or deepening of knowledge. This has to fit within one’s personal



## VALUE CHAIN OF LEARNING



In other words, learning is a means to an end – it has a goal. Example goals could be the development of digital capabilities in an analog firm that needs to transform, building analytical capabilities to create more business value through analytics, or simply making sure that everyone gets their mandatory certification in time so they can continue to do their work. Identifying the learning goal requires you to analyze where the organization wants to go and what skills are missing to get there. This happens in three parts.

**Organizational analysis.** In this phase, the short and long-term goals of the organization are important to look at a function or task level. What are the competencies and skills required to be successful in one's job? The goal here is to identify the most important knowledge, skills, and attitudes for employees to be successful in their jobs, and to identify which of these are the easiest to learn.

**Personal analysis.** In this analysis, job performance is evaluated. Current competencies and knowledge, performance, and skill levels are identified. The key source for this analysis is oftentimes the employee's performance evaluation. The outcome of the analysis serves as input for the definition of the training needs.

analyzed. The goal is to define the training needs that will help the company realize its business goals. These goals need to align with the organizational climate in order to be effective in the long term. For example, an assertiveness training in a very hierarchical organization with a culture in which personal initiative is not appreciated may not be effective – it may even be counter-productive.

**Function, task, or competency analysis.** Besides the identified organizational need, it is Using these three analyses, training goals can be specified. However, it is important to ensure there is sponsorship and support within the organization for the initiative.

Sometimes, gaining support is easy, especially if there is an urgent organizational need for learning and development. This makes building support easy. Other times you will have to put a lot more effort into specifying the case for learning in order to free up budget and ensure that employees get time off for learning.

### 2. Specification of learning objectives

The training needs need to be translated into learning objectives. These objectives serve as the starting point for the design of the training's content and method.

The ability to realize specific objectives. For example, "as an HR business partner, I need to be able to identify a manager's strategic people needs".



The conditions required for effective behavior. For example, “during the 30-minute check-in with managers, I need to be able to identify their strategic people needs and be able to summarize these to them to check if I identified these needs correctly”.

A specific and measurable training goal. For example, “after every check-in with a manager I have a double-checked the top 3 of this manager’s strategic priorities”.

This way training goals become highly specific and measurable. This helps to create an effective learning and development intervention aimed at improving these skills.

A learning intervention can have multiple learning objectives. Another example objective for this training could be that the HR business partner is able to relate each of the manager’s strategic objectives to HR policies that can assist the manager. Because these objectives are closely related, they can be part of a single training that will make the business partner a lot more successful in their role.

### **3. Design of the training material and method**

In this phase, the teaching material and learning method are determined. This is where the choices about the training material, teaching method, and learning activities are made. This is often done together with an external trainer or training provider, and ideally also with involvement from the trainee.

In addition to learning methods, techniques, pacing, setting, and many more factors are determined.

Training can be trainer-centered or trainee-centered. Trainer-centered methods include seminars, presentations, lectures, keynotes, and lessons. Trainee-centered methods are more interactive and include case studies, role-playing, self-directed lessons, on-the-job training, simulation, games, and so on. Effective training usually includes a mix of methods.

### **4. Monitoring and evaluation**

The last phase of the learning process is monitoring and evaluation. In this phase, the learning objectives are evaluated and learning effectiveness is assessed. A very useful model for evaluating learning effectiveness is Bloom’s taxonomy, which we will explain later in this article.

In addition, student evaluations are collected and reviewed and improvements are made for future learning interventions.

When the training is seen as effective, it should result in a change in behavior. This means that the starting situation and knowledge in the organization will be changed for the next learning design.

### **10.9 Methods of learning**

Lectures and seminars. This is a more formal setting often used in universities with a lecturer and students. The setting inhibits interaction.

Discussion groups. Highly interactive setting aimed at sharing viewpoints.

Debate. Highly interactive setting aimed at convincing others of one’s viewpoints.

Case study and projects. These actively involve the participant and activate them to come up

with solutions and answers.

**Experiential activities.** These involve active participation and are often used in team building Role Play. A role is acted out or performed, for example as a technique to train customer interaction.

**Simulation/Games.** An increasingly popular and highly interactive way of experimental learning. With the rise of virtual and augmented reality, this can be made very realistic.

**Job shadowing.** Working with another employee who has a different experience to learn from them. This is a good way to learn and exchange ideas.

**Outdoor management development (OMD).** A form of experiential activities. A 2001 study by Hamilton & Cooper showed that this could be effective. I couldn't resist including this quote from their paper: "50 percent of the participants were experiencing high levels of pressure and reported low levels of mental wellbeing pre and post attendance. It was concluded that a greater impact could be achieved if the participants were not over-pressured and/or not experiencing low levels of mental wellbeing." Those poor managers... **Coaching.** Coaching focuses on hands-on skill development. The coach is often allocated and is the driving force. The coachee follows and learns.

**Mentoring.** Mentoring is more strategic. The mentor is chosen by the mentee and the process is also driven by the mentee. Mentoring goes beyond skills.

These are some of the most common methods of learning in an organization. There are, however, many others. If you feel like we forgot an important one, feel free to mention them in the comments and we'll add them.

### **10.10 HRD Models and Perspectives**

Human Resources Development Models (HRDs) are a vital part of any organization's strategy, providing the foundation to effectively manage and coordinate all business activities related to people. If you're an HR professional, you must understand the eight models discussed in this article.

Additionally, it can also help them create a work environment where employees feel empowered and engaged in the business. As such, understanding these different models is essential for organizations striving for long-term success.

The Universalistic Model

The Contingency Model

The Configurational Model

The Resource-Based View of the Firm

Dynamic Capabilities Approach to HRM

High Performance Human Resource Practices (HPPHRP) Model

Political Perspective of HRM

Strategic Choice Perspective of Human Resources Management

Let's make a deep dive into details of these eight HR Models

#### **The Universalistic Model:**

It proposes that human resource practices should be universally applicable across all organizations and should lead to improved organizational performance. This model suggests that all HRM activities, such as employee selection, training, and reward systems, should be

based on measurable metrics and goals, in order to ensure the highest level of effectiveness and efficiency within the organization. Additionally, these practices should be adapted to the specific needs of each organization, as the external environment and individual organizational characteristics can have a significant impact on the potential success or failure of the HRD initiatives being implemented. Furthermore, this model also emphasizes the importance of recognizing individual differences among employees, as such differences can also factor into the effectiveness of HRD practices, and subsequently, the overall level of performance.

**The Contingency Model:**

This model suggests that the effectiveness of any organization's HRD practices should be tailored to the particular needs of the organization. It emphasizes the importance of matching HRD activities with organizational objectives and suggests that organizations should adjust their HRD policies and practices to suit the organization's needs in order to gain maximum effectiveness. It also involves an understanding of the external environment (economic, legal, competitive) and how it affects the organization's ability to obtain resources and make decisions. The model further suggests that HRD should be integrated with the organization's strategy and that HRD policies and practices should be adjusted by changes in the organization's environment.

**The Configurational Model:**

This model proposes that the HRD system of an organization is determined by the configuration of its particular components and the way in which they interact with each other. It suggests that a firm's HRD activities should be designed to achieve a specific configuration that is most suitable for the particular organization and its environment. The configuration may be based on the organization's size and culture, its industry sector, the type of employment and labor relations, the technology used, and the nature of its human resources. The model also suggests that organizations should assess the outcomes of their HRD system to ensure that it is meeting the organization's objectives.

**The Resource-Based View of the Firm:**

This model suggests that organizations should invest in their human resources in order to gain a competitive advantage over their competitors. It emphasizes the importance of building an HRD system that is based on unique knowledge, skills, abilities, and other competencies that are directly linked to the organization's strategic objectives. In addition, the model suggests that organizations should strive to develop a culture of openness and collaboration amongst employees in order to maximize the development of their individual and collective capabilities. By doing so, the organization can then create value by leveraging these resources in order to achieve a sustainable competitive advantage. The Resource-Based View of the Firm provides a framework for developing an HRD strategy.

**The Dynamic Capabilities Approach to Human Resources Development:**

This model suggests that organizations should focus on creating an environment in which their employees are continually evolving and learning new skills, competencies, and knowledge in order to stay ahead of the competition. It emphasizes the importance of providing employees with the necessary resources to become more competent and productive. Furthermore, it suggests that organizations should be agile and flexible enough to quickly adapt to changes in the external environment. This model also encourages organizations to focus on developing the capabilities of employees through training and development activities. Moreover, it suggests that organizations should promote a culture of learning and innovation, where employees are encouraged to be continuously improving their

capabilities and competencies. Finally, this model stresses the importance of providing employees with the necessary support.

**The High Performance Human Resource Practices (HPHRP) Model** suggests that organizations should create an environment where employees are empowered, motivated, and engaged in their work. This model emphasizes the importance of HRM practices such as employee development, performance management, recognition and rewards, and employee feedback. It also encourages organizations to focus on creating a culture of innovation and collaboration so that employees feel engaged and involved in their work. Additionally, the model highlights the importance of creating a work environment that is conducive to employees' well-being, such as providing flexible working hours and a healthy work-life balance. By focusing on these areas, organizations can create an environment that is conducive to high performance and growth.

#### **Political Perspective of HRD:**

This model emphasizes the importance of understanding the power dynamics between different stakeholders in the organization. It suggests that organizations should take a proactive approach in managing the political environment within the organization in order to create a sense of balance, harmony and collaboration. To do this, HRD needs to analyze the political environment within the organization and identify potential areas of conflict that could arise. In addition, HRM needs to be proactive in creating strategies to resolve potential conflicts before they become unmanageable. This could involve creating policies and procedures that ensure fair and equitable treatment of employees, addressing potential power imbalances, and creating an organizational culture that values collaboration and mutual respect.

**The Strategic Choice Perspective of Human Resources Management (SCPHRM)** is an approach that suggests organizations should take a proactive, strategic stance when designing their HRD practices. This model emphasizes the need to align HRD policies, systems and processes with the organization's mission, goals and objectives so that HRD activities can contribute to overall value creation. By considering the current business environment, the organization's objectives and the resources available, an organization can create an HRD system that effectively supports its objectives and allows them to remain competitive in its industry. This approach also takes into account the effects of external factors, such as labor laws, economic conditions, and technological developments, on the organization's strategic HRD plans.

### **10.11 Theories of Learning**

If you've ever wondered why some people succeed at learning new skills and knowledge while others fail to grasp basic concepts, you may want to find out more about learning theory. Theories of learning and human resource development can help guide employees in their career development. By giving your staff access to a broad spectrum of courses, workshops and self-paced alternatives, you can enable their development and improve productivity for your business at the same time.

#### **1. Behaviorism**

An instructor using behaviorism as the basis for her strategy assumes that positive and negative reinforcement impact learning. She praises employees when they behave the way she wants and punishes them when they do not. Changes in behavior indicate success. You might use this strategy to get employees to adopt new policies and procedures. For example,

you lecture participants and then you test them on retention of the material. You reward those who pass the exam and demand that those who fail retake your course.

## **2. Cognitivism**

Using the cognitivism learning theory, educators focus on improving mental processes rather than physical actions. These instructors believe that their role is to help people expand their knowledge. Small business owners can use this strategy to encourage employees to improve their strategic thinking practices, memory and problem-solving skills. By conducting contests, games and activities that challenge employees' memory, attention span, speed, flexibility and ingenuity, you can promote well being and workplace productivity.

## **3. Constructivism**

The constructivism learning theory states that employees actively participate in their own learning and development. Small business owners need to recognize that their employees bring the past work experience, cultural background and personality to their current roles. When people take responsibility for their own career development, their morale typically improves and their job satisfaction increases.

## **4. Connectivism**

In the digital age, learning occurs in multiple environments. Free online courses enable anyone to take advantage of global opportunities to develop new skills, knowledge and techniques. This learning theory recognizes that learning is a process of connecting diverse opinions, information and resources. Successful entrepreneurs know that the ability to make connections equals long-term profitability. People want to make the critical decisions about what they get to learn about. This alters their future. Social networking technology expands your ability to make connections with other people throughout the world to learn about stimulating topics. This means that even a small business has the opportunity to create, preserve and utilize information in new ways. Well-connected leaders foster a positive information flow that contributes to the personal and professional development of their subordinates.

## **10.12 Conclusion**

The importance of human resource development strategies for employees has already been recognized in the university context and universities are already in progress of developing adequate measures. Many universities have even established special HRD departments and their activities range from mentoring new employees to developing leadership skills of managers. Despite the increasing efforts of university management to implement HRD strategies in their institutions, university staff does not willingly accept their interventions. The reason for this, it is believed, is the fact that HRD activities are closely linked to the organization's own goals, whereas academic staff is lacking a strong attachment to the organization, respectively university, they work for. But HEIs could make a virtue out of necessity. They could expand their HRD strategy and offer courses that are less tied to the organizational objectives but rather directed towards VET in general. That way they would not only increase the attractiveness of HRD among their employees but would also appeal to another target group, the students. So far, there are no efforts to integrate students in the universities HRD plans. HEIs can take up the blue ocean market by establishing high-qualified vocational education programs and courses for students including also adult learners. With the introduction of vocational training programs, HEIs would signalize that they actually meet the needs of economy and society. Certainly, for faculties and

administrators, who are already for a long time adapted to the academic curriculum, it would be a challenging venture to establish VET courses in cooperation with the fast-moving industry. In this respect, HEIs need to prepare well-designed HRD activities for their faculties and staff in order to cope with the challenging task of creating vocational education programs with companies. Also, they need to strengthen the role and the ability of the HRD department. It would be a very promising innovation for HEIs to connect both sides of their human capital - HRD for employees and HRD for students – in their HRD strategies. By offering a specially designed VET program for both employees and students HEIs could “catch two birds with a stone”.

### **10.13 Keywords**

1. HRD model: needs analysis, design and implementation of training initiative, evaluation of the training initiative.
2. HRD Model Curriculum - is a key activity that systematically leads to the growth and development of people in organisations, and makes organisations more effective.
3. Learning and HRD - is to provide employees with the skills and knowledge they need to grow in their roles while helping grow the company, as well.
4. Learning - Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.

### **10.14 Self - Assessment Questions**

1. Define learning and development, Explain about it?
2. Discuss the different models in HRD?
3. Explain about the HRD model curriculum?
4. What are the theories of learning in HRD?

### **10.15 Further Readings**

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3. Future of Human Resource Management, by Raman Preet, Wiley publishers, ISBN-13 - 978-8126578061, Year 2019.
4. Training For Development, by Hrd Centre and R K Sahu, Publisher Excel Books, ISBN-13 .2015 January 1 Year ,8174464477-978 :

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## **LESSON -11**

### **LEARNING GROUP AND INDIVIDUAL**

#### **Learning Objectives**

- ✓ To study about the learning
- ✓ To know the individual learning
- ✓ To learn the group learning
- ✓ To recognize the transactional analysis

#### **Structure**

- 11.1 Introduction to Learning
- 11.2 Principles of Learning
- 11.3 Kinds of Learning Methods
- 11.4 Preconditions for learning
- 11.5 Distributed learning
- 11.6 Individual Learning
- 11.7 Organizational Learning
- 11.8 How and When Organizations Learn
- 11.9 Group Learning
- 11.10 Ways Group Learning Promotes Employee Development
- 11.11 Transactional Analysis
- 11.12 Summary
- 11.13 Keywords
- 11.14 Self - Assessment Questions
- 11.15 Suggested Readings

#### **11.1 Introduction to Learning**

The word learning is used routinely in discussions about teaching in higher education, so it's important to clarify what we are referring to when we talk about learning. Educational researchers agree that learning is much deeper than memorization and information recall. Deep and long-lasting learning involves understanding, relating ideas and making connections between prior and new knowledge, independent and critical thinking and ability to transfer knowledge to new and different contexts.

Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences.

While there are disciplinary differences in what students learn, it is important to keep in mind that learning content or information constitutes only one part of learning in university courses. Regardless of the field of study, students need to have significant opportunities to develop and practice intellectual skills/thinking processes (e.g. problem-solving, scientific inquiry), motor skills and attitudes/values that are important to their fields of study. In addition, students need opportunities to develop interpersonal and social skills (often referred to as soft skills) that are important for professional and personal success. Examples of these skills include teamwork, effective communication, conflict resolution and creative thinking. As teaching assistants and instructors, we need to keep in mind that there is much more to learning than content and that we should pay attention not only to the content but also to thinking processes and other types of learning.

## **11.2 Principles of Learning**

Learning principles are the proving guidelines in the learning process. The application of these principles assists managers, training instructors and individuals working in the organization to gain knowledge of how to learn and get its benefits to influence behavior. The major principles of learning are as follows:

### **1. Principles of Reinforcement:**

Reinforcement is the attempt to develop or strengthen desirable behavior by either bestowing positive consequences or withholding negative consequences. Positive reinforcement results from the application of a positive consequence following a desirable behavior. Bonuses paid at the end of successful business years are an example of positive reinforcement. Negative reinforcement results from withholding a threatened negative consequence when a desirable behavior occurs. For example, if the boss imposes a penalty on an employee for coming late is an example of negative reinforcement.

### **2. Principles of Punishment:**

Punishment is yet another way of changing human behavior. It is inverse of the reward. The purpose of punishment is to eliminate or weaken an undesirable behavior. It is done in two ways. One way to punish a person is through the application of a negative consequence following an undesirable behavior. For example, a football player who is excessively offensive to the referee in the football ground (undesirable behavior) may be rejected from the game (negative consequence). The second way to be used to punish the person is through the withholding of a positive consequence following in undesirable behavior. For example, a sales representative who makes few visits to companies and in turn, make sales below quota (undesirable behavior) is given less commission (positive consequence).

### **3. Principles of motivation:**

Whether it is learning in the classroom or workplace, if people themselves are not sufficiently motivated to learn for goal achievement and development, there will be no productivity, career development and other forms of development. However, one can not be forced to learn. Learning needs motivation on the part of the learner in order to exert a high level of effort.

### **4. Principles of practice:**

The most useful way to learn is implicit learning i.e. the experiential way we acquires information about relationships in the environment without any conscious attempt to do so. Implicit learning occurs when we directly interact with the environmental forces, competitors, customers, supervisors and so on. One popular form of practice learning is action learning.

### **5. Principles of feedback:**

There is a set of feedback rules to enhance learning. Examples are, be specific, non judgmental, express your own feelings etc and so forth. With the application of these sets of effective feedback, one can learn in the organization too.

### **6. Principle of Generalization:**

The principle states that the learned behavior should be generalized i.e. to respond of two different stimuli in a uniform manner. Learners must transfer what they have learned to actual working environment if not such learning would be useless for the individual as well

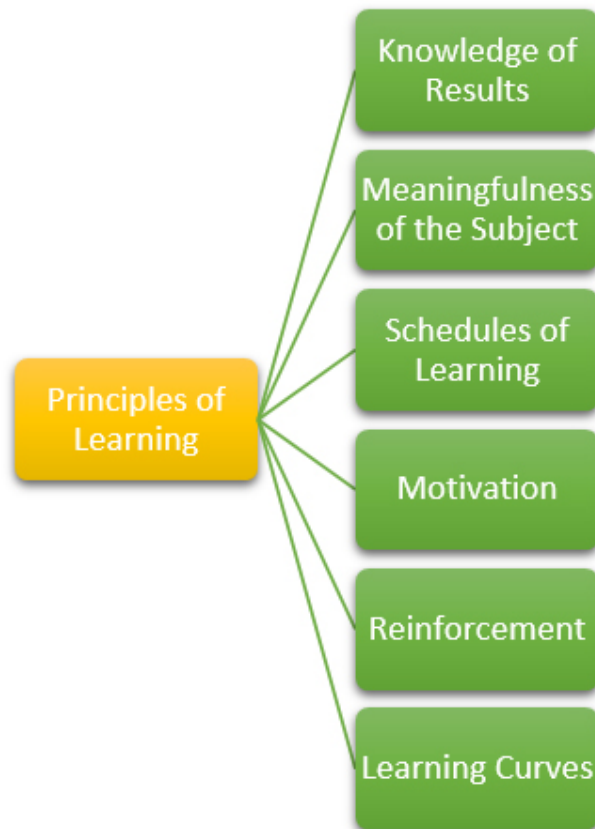


as for the organization. For example: the skill learned by an employee in training workshop has to be generalized at actual work floor.

### 7. Principle of Learning Practice:

The principle states that learning beings rapidly then plateaus. It states that at the beginning phase of learning, the learning is at faster rate, then as the time increases, the rate of learning will decline until a plateau is reached.

Learning principles are the guidelines that help a manager to gain maximum efficiency in a learning situation. These guidelines are to be applied in content of the task and the level of the person. These principles are:



## 11.3 Kids of Learning Methods

### 1. Knowledge of Results

The knowledge regarding one's own performances is an essential condition for learning. This feedback of performance enables the learner to know where he stands and to initiate corrective action if any deviation from the expected goals has taken place. In practice a trainee without information will usually try to generation his own knowledge of results that is select a goal he thinks is, correct and adjust his performance accordingly.

### 2. Meaningfulness of the Subject

A definite relationship has been established between learning and meaningfulness of the subject learnt. More meaningful the material, better would be the learning. Acquisition of nonsense syllabus proceeds more slowly than that of prose or poetry. On a broader scale, a programme of learning where each task makes meaning, trainers do have a certain techniques that are meaningfulness for trainees.

### 3. Schedules of Learning

Schedules of Learning seem to be true both for simple laboratory task and for highly complex tasks. Actually, schedules of learning can be manipulated in following three different ways as:

- ✓ Duration of practice session,
- ✓ Duration of rest session, and
- ✓ Positioning of rest session

### 4. Motivation

Motivation is something that moves a person to action, and continues him in the course of action initiated. Motivation is related in several ways to learning. The extent to which valued rewards follow high performance, for example, will affect an employees' willingness to work hard in the future, and the cause and effect linkage needs to be clear. That is, employees should recognize that certain behaviors (such as hard work) cause certain outcomes (desired rewards). Similarly, if rewards do not follow performance, the employees may be less inclined to work had in future.

### 5. Reinforcement

Reinforcement is the fundamental condition of learning. Without it, no measurable modification of behavior takes place. The term reinforcement is very closely related to the psychological process of motivation. It may be defined as anything that increases the strength of response. Reinforcement strategies can be employed by managers to influence the behavior of employees viz,

- ✓ Positive reinforcement
- ✓ Negative reinforcement
- ✓ Extinction, and
- ✓ Punishment

### 6. Learning Curve

Learning is a continuous process. The principle of learning curve involves the time factor and the repeated efforts in order to gradually increase the strength of the response. This especially true when the behaviors to be learnt are comparatively complex such as skills that are learnt and improved by practice. For example, a person who wants to learn typing would execute awkward strokes in the beginning, but under guided supervision, time and conscious repeated efforts, the skill is improved and as the person gains confidence, the rate of typing speed increases until a maximum rate possible for him is reached. The limiting factor may depend upon motivation, co-ordination or other physical constraints. This means that as the practice time increases, the degree of skill also increases. However, the rate of increase in the degree of skill is higher in the beginning but decreases with time until it reaches zero and the person has obtained the maximum skill.

### 11.4 Preconditions for learning

Two preconditions for learning will increase the success of those who are to participate in such programs: employee readiness and motivation. The condition known as employee readiness refers to both maturational and experiential factors in the employee's background. Prospective employees should be screened to determine that they have the background knowledge or the skills necessary for learning what will be presented to them. Recognition of individual differences in readiness is as important in HRD as it is in any other learning situation. It is often desirable to group individuals according to their capacity to learn, as determined by scores from tests, or to provide a different or extended type of

instruction for those who need it. The other precondition for learning is that the employee be properly motivated. That is, for optimum learning the employee must recognise the need for acquiring new information or for having new skills; and a desire to learn as learning progresses must be maintained. While people at work are motivated by certain common needs, they differ from one another in the relative importance of these needs at any given time. For example, new recruits often have an intense desire for advancement, and have established specific goals for career progression. Objectives that are clearly defined will produce increased motivation in the learning process when instructional objectives are related to individual needs.

### **1. Some prerequisites for learning**

After employees have been placed in the learning situation, their readiness and motivation should be assessed further. In addition, facilitators should understand the basic learning issues discussed below:

### **2. Meaningful materials**

In accordance with adult learning theories, the material to be learned should be organised in as meaningful a manner as possible. It should be arranged so that each successive experience builds upon preceding ones so that the employee is able to integrate the experiences into a useable pattern of knowledge and skills. The material should have face validity.

### **3. Reinforcement**

Anything which strengthens the employee's response is called reinforcement. It may be in the form of approval from the instructor or facilitator or the feeling of accomplishment that follows the performance; or it may simply be confirmation by a software program that the employee's response was correct. It is generally most effective if it occurs immediately after a task has been performed. Behaviour modification, or a technique that operates on the principle that behaviour that is rewarded positively (reinforced) will be exhibited more frequently in the future, whereas behaviour that is penalised or unrewarded will decrease in frequency, is often used for such purposes.

### **4. Transfer of knowledge**

Unless what is learned in the development activity is applicable to what is required on the job, the effort will have been of little value. The ultimate effectiveness of learning, therefore, is to be found in the answer to the question: 'To what extent does what is learned transfer to the job?' Helpful approaches include ensuring that conditions in the development program conform as closely as possible to those on the job, and coaching employees on the principles for applying to the job the behaviors which they have learned. Furthermore, once formal instruction has been completed, the supervisor must ensure that the work environment supports, reinforces and rewards the employee for applying the new skills or knowledge.

### **5. Knowledge of progress**

As an employee's development progresses, motivation may be maintained and even increased by providing knowledge of progress. Progress, as determined by tests and other records, may be plotted on a chart, commonly referred to as a learning curve. In many learning situations, there are times when progress does not occur. Such periods of no return show up on the curve as a fairly straight horizontal line, which is called a plateau. A plateau may be the result of ineffective methods of work or of reduced motivation. Proper analysis by instructors and employees may reveal the cause of a plateau and may be overcome by such

means as suggestions for new work procedures, or aid in establishing new incentives. Plateaux are to be expected and do not necessarily indicate failure of the program.

### **11.5 Distributed learning**

Another factor that determines the effectiveness of learning is the amount of time given to practice in one session. Should training or development be undertaken in five two-hour periods or in 10 one-hour periods? It has been found in most cases that spacing out the activities will result in more rapid learning and more permanent retention. This is the principle of distributed learning. Since the most efficient distribution will vary according to the type and complexity of the task to be learned, it is desirable to make reference to the rapidly growing body of research in this area when an answer is required for a specific learning situation.

#### **1. Whole vs part learning**

Most jobs and tasks can be broken down into parts that lend themselves to further analysis. The analysis of the most effective manner for completing each part then provides a basis for giving specific instruction. Airline flight attendant jobs, for example, involve a combination of mechanistic (specific tasks that follow a prescribed routine), and organic (tasks that involve decision-making and individualised responses) duties, which are best learnt separately, and then combined to form the whole job responsibility. Thus, the prescribed takeoff and landing announcements, and formal safety procedures, are supplemented with separate learning activities about how to deal with difficult passengers or how to cope with food supply problems. In evaluating whole versus part learning, it is necessary to consider the nature of the task to be learned. If the task can be broken down successfully for part learning, it should probably be taught as a unit.

#### **2. Practice and repetition**

It is those things we do daily that become a part of our repertoire of skills. Employees need frequent opportunities to practise their job tasks in the manner in which they will ultimately be expected to perform them. The individual who is being taught to operate a machine should have an opportunity to practise on it. Similarly, the supervisor who is being taught how to train should have supervised practice in training.

#### **3. Multiple sense learning**

It has long been acknowledged that the use of multiple senses increases learning. Smith and Delahaye state that about 80 per cent of what a person perceives is obtained visually, 11 per cent by hearing and 9 per cent by the other senses combined. It follows that in order to maximize learning, multiple senses of the employees, particularly sight and hearing, should be engaged. Visual aids are therefore emphasized as being important to the learning and development activities.

### **11.6 Individual Learning**

Knowledge based organizations are the way forward, Knowledge is a vital resource created, developed and maintained by the people, once again this is an evident that people are the most valuable asset of an organization. Organizations are unique creations, with unique qualities, one of which is that they can be breeding grounds for knowledge generation and learning. However it is not an easy task to create an environment where knowledge is generated, developed and kept for individuals when they need it.

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### **11.7 Organizational Learning**

Individual learning and organizational learning are part of a cycle. What people learn has an impact on the organization. When employees learn and develop, organization itself also learns and develops. In a sense, organizations learn through their employees. Employees are taking an active role in identifying their own development needs in which they seeks information and knowledge.

For prosperity of both the Business and Individual organizations need to show signs of commitment to learning. Managers should be encouraged to be open and honest in their approach to employee feedback. They should be willing to accept failure or errors and reflect on and give constructive feedback to employees. Positive feedback is known to increase motivation because it increases individual self-esteem. Self-esteem is affected by recognition and feedback from managers. Employee Involvement could result in healthy solution to common business problems, it would not only help in finding effective problems but would also result in achieving employee satisfaction at workplace, although these are very difficult tasks to achieve as managers are under constant pressure to make quick and effective decisions and do not have time for reflection, discussion and feedback.

Employee Involvement could result in healthy solution to common business problems, it would not only help in finding effective problems but would also result in achieving employee satisfaction at workplace, although these are very difficult tasks to achieve as managers are under constant pressure to make quick and effective decisions and do not have time for reflection, discussion and feedback. Businesses need to learn to stay competitive and adopt the changes that are vital in the business environment. Learning and development are important factors in organizational success. Characteristics of organizational learning are often evident in organizational culture. An organization can be regarded as a learning organization if it:

- Provides on-going learning opportunities and effective feedback to its employees
- Provides learning opportunities for not just a group or the elite but all employees
- Has a structure that enables employees to take time off from their everyday responsibilities and use the learning opportunities
- Has a culture that encourages employees to be inquisitive, innovative and willing to learn
- Has managers that are aware of the importance of learning and development
- Allows learning and development to be embedded in organization's strategy and the responsibility to plan, develop and deliver this strategy is given to HR

### **11.8 How and When Organizations Learn**

The Question is off critical importance, we all know the learning is important but the million dollar questions HOW and WHEN does the organizations learn.

It is suggested that an organization learns if its departments have gained information and makes this information available for all the employees to be used on behalf of the

organization. However, there is more to organizational learning than gaining and making information available for others. It also involves reflection and change. Reflection on What was learnt, How it was learnt, How it implemented, what could be done differently next time, all these questions form the part of reflection.

Organizations learn when the outcomes of past experiences change the way organizations perform and decisions for future actions are based on the reflection of the outcomes of past experiences. This process can be achieved at all levels of the organization. HR managers need to provide opportunities for employees to improve their knowledge, skills and expertise, but at the same time they have to find ways to retain employees and their knowledge. Working for life is no longer the norm and employees are likely to move around from organization to organization during their careers. Thus, HRM practices and the HR strategies have to be designed and delivered to keep employees and their knowledge in the organization.

It is important for the organization that with employees leaving the business the knowledge that they have in which the organization has invested heavily shall not go away, if this happens organization might fail to survive, as people provide an important competitive edge to the business with their knowledge and skills.

Individual knowledge should be widely available to others in organizational learning. HR managers need to communicate the importance of knowledge sharing across all levels of the organization. Without these efforts knowledge will remain as individual's property and will not be collectively available. Thus if an individual leaves, his/her knowledge will also leave the organization. Individual knowledge can be kept in various ways; probably the most effective way is training.

### **11.9 Group Learning**

A collection of persons who are emotionally, intellectually, and aesthetically engaged in solving problems, creating products, and making meaning—an assemblage in which each person learns autonomously and through the ways of learning of others.

By group, we refer both to the learning of individuals that is fostered by being in a group and to a more distributed kind of learning that does not reside inside the head of any one individual. Rather than focusing only on what the individual knows, the goal is to build a collective body of knowledge; learning groups strive to create publicly shared understandings. By learning, we refer to the learning processes and outcomes involved in solving problems and creating products that are considered meaningful in a culture (Gardner, 1983). Rather than focusing on discrete bits of information that can be produced via simple-answer questions, this type of learning is situated in real-world problem solving and engages students cognitively, emotionally, and aesthetically

1. The members of learning groups include adults as well as children.
2. Documenting children's learning processes helps to make learning visible and shapes the learning that takes place.
3. Members of learning groups are engaged in the emotional and aesthetic as well as the intellectual dimensions of learning
4. The focus of learning in learning groups extends beyond the learning of individuals to create a collective body of knowledge.

### 11.10 Ways Group Learning Promotes Employee Development

Now that you know what Group Learning is and the examples of how it works well, here are the 14 ways Group Learning promotes employee development.

**1. Refine understanding through discussion and explanation:** Group learning helps employees better understand conceptual problems, especially when using the think-pair-share example. It promotes cooperation and productivity. Open-mindedness and knowledge sharing will rapidly improve their understanding of one another and what's being learned.

**2. Give and receive feedback on performance:** Employees get to give and receive feedback and constructive criticism on one another's performance. They also get to belong to a unified community where they have support. Sharing information also becomes less stressful since it's no longer a one-person job. Jodi Petersen from Mentor Strat a mentoring consulting and training firm share that, in a mentoring program, having communities for mentors to coach one another is crucial:

**3. Challenging assumptions:** Group Learning ensures each employee's freedom to challenge the status quo positively and constructively, as well as mutual drilling—employees ask each other questions and test the depth of one another's understanding.

**4. Develop stronger communication skills:** Studies have shown that participants have enhanced communication skills after any Group Learning exercise.

**5. Tackle more complex problems than they could on their own:** The TPS technique enhances problem-solving skills. It also enhances understanding even when the students in a discussion group get answers wrong. Learning with peers is the most effective way to understand complex concepts and help employees feel more motivated to solve problems.

**6. Delegate roles and responsibilities:** Employees often get overwhelmed at work with assignments and projects, but one way to get the job done quicker is to break down tasks into bits and steps and then share with colleagues who can help.

**7. Share diverse perspectives:** Group learning is an excellent way to spur employees to learn and grow in their careers. It helps employees share diverse perspectives and gain new knowledge. More so, they become more aware of their own biases and their colleagues'. As they get to work together, their interactions will open them up to diverse initiatives beneficial to your organization.

**8. Pool knowledge and skills:** World Economic Forum reported that 50% of current employees will need to be reskilled by 2025. This means that if employees aren't properly trained, their skills will soon become obsolete. Group Learning in the workplace creates a pool of knowledge and skills to keep your employees on top of their game.

**9. Hold one another (and be held) accountable:** Accountability improves performance at work. All employees learn the importance of working together to achieve a common goal. Together, they also overcome their limitations so that they don't hinder productivity by setting expectations too high.

**10. Receive social support and encouragement to take risks:** To some, being different is a big risk. Group Learning boosts employees' self-confidence and helps them see possibilities,

and as a result, they become more confident in taking risks that lead to growth.

**11. Develop new approaches to resolving differences:** Today's workplace has people from different generations. Some are Millennials, while others are Gen-Zers or baby boomers. This diversity of generations might cause disagreements. Group Learning bridges the gap between them and gives them the opportunity to learn together and understand one another more.

**12. Establish a shared identity with other group members:** Group Learning helps employees establish a shared identity with other group members. Employees with shared identities work together towards common goals, which positively impacts the company's culture.

**13. Find effective peers to emulate:** Your employees need to see that you care about them. You should motivate them to hone their skills so they can learn new things. Many companies have lost touch with developing talents and abilities for future challenges (only 40% do). However, 53% of employees believe that their manager supports their career. Managers cannot do it alone; employees need mentors and colleagues who can help them.

**14. Develop their voice and perspectives in relation to peers:** Different people have different perspectives. In Group Learning, you listen to other people, compare their ideas with yours, add new information to what you already know about a subject, and form your own opinion about your peers and others. The goal here isn't just changing your point of view in relation to that of your peers; it's also about sharpening your voice and understanding of the subject.

### 11.11 Transactional Analysis

The Transactional Analysis refers to the psychoanalytic process wherein the interpersonal behaviors are studied. In other words, a social psychological model that talks about the personal growth and personal change, i.e., identifying the ego states of each individual to understand their behaviors and altering them to solve the emotional problems. This model was originally developed by Dr Eric Berne, who during his observation found that his patients behaved in a way as if several different people were inside them. This forced him to study the personality and dynamics of self and its relationship with others which helped in determining the kinds of behaviors that an individual shows in different real time situations.

Now, this study has become a well-established approach and is being widely used in several fields such as psychotherapy, counseling, education, organizational development, etc. The transactional analysis gives birth to several models that help in explaining the relationship formed between the individuals as a result of their interactions. It mainly involves:

1. Johari Window (Analysis of Awareness)
2. Ego States or PAC Model (Structural Analysis)
3. Life Positions
4. Life Script
5. Analysis of Transactions

#### 1. Johari Window (Analysis of Awareness)

The Johari Window is the psychological model developed by Joseph Luft and Harrington Ingham, that talks about the relationship and mutual understanding between the group



members. In other words, a psychological tool that helps an individual to understand his relationship with himself and with other group members is called as a Johari Window.

The objective behind the creation of a Johari window is to enable an individual to develop trust with others by disclosing information about himself and also to know what others feels about himself through feedback.

The Johari Window model is made up of four quadrants that explain the overall relationship of an individual with himself and with other group members. These are as follows:

**A. Open Self:** This quadrant shows the behavior, motives, attitudes, knowledge skills of an individual that he is aware of and is willing to share it with others. The open self is characterized as a state wherein the individual is open and straight forward to himself and others about what he is doing, how is he doing and what are his intentions.

**B. Blind Self:** The blind self shows the state of an individual known to others but not known to him. It usually happens, when an individual or a subject copies the behavior of some significant personalities unconsciously since his childhood.

**C. Hidden Self:** This quadrant of the Johari window shows the state of an individual known to him but not known to the others. This is generally seen in the individuals who are introvert and do not like to share their private lives with anyone. The individual keeps his feelings, ideas or thoughts to himself and do not disclose it in front of the others.

**D. Unknown Self:** The unknown self is the mysterious state of an individual neither known to him, nor others know about it. Often the feelings, thoughts or ideas go so deep down the individual that it becomes difficult for the individual as well for the other people to understand it.

The ultimate need is to enlarge the open self quadrant with the intent to establish a fruitful relationship with the self as well with others such that the work can be performed efficiently when working as a team.

## 2. Ego States

The Ego States are an important aspect of transactional analysis that talks about how a person feels, behave or think at any point of time.

According to Dr Eric Berne, people usually interact with each other in terms of three psychological and behavioral patterns classified as parent ego, adult ego and child ego, often called as a PAC Model. This classification is not made on the basis of the age group of an individual rather these are related to the ways in which an individual behaves. Thus, it is observed that a person of any age group may possess varying degrees of these ego states. Let's understand each of these three ego states in detail:

**A. Parent Ego:** The parent ego, refers to the behavior and attitude of an emotionally significant individual who acted with quite a maturity when he was a child. He possesses the parental traits of being overprotective, dogmatic, distant, indispensable and upright and behaves very judiciously at any time.

There are two types of a parent ego: critical and nurturing. The critical parent ego is one

when an individual shows the critical and evaluative behavior while interacting with the others. Whereas the nurturing parent ego is one, when individual shows the kind and nurturing behavior, not only towards children but towards all with whom he interacts.

**B. Adult Ego:** The adult ego shows the logical thinking and reasoning ability of an individual. The person behaving or interacting with adult ego seeks all the information properly, validate it using his reasoning skills and then provide it to the other people. The person possessing the adult ego can be judged through his discussions and the way he thinks about a situation before arriving at the conclusion.

As the individual grows, he updates his parent data to identify what is valid or not valid, similarly the child data is also updated to determine which feeling should be expressed and which should be left unspoken. In this way, the adult ego helps an individual to control his emotional expressions appropriately.

**C. Child Ego:** The child ego, refers to the state of an individual when he behaves illogically and takes quick actions to satisfy the immediate needs without thinking much about its consequences. The creativity, depression, conformity, dependence, hate, fear, etc. are some of the main characteristics of this ego state. The child ego represents the childhood state when an individual has not become social and is in its initial stage of development.

The child ego can be natural, adaptive and rebellious. The natural child is sensuous, impulsive, affectionate and does things that come naturally. Whereas the adaptive child is one, who is trained and instructed by parents to behave in a manner taught by them. The rebellious child is one who is not allowed to open up and experiences anger, fear and frustration.

### 3. Life Positions

The Life Positions refers to the specific behavior towards others that an individual learns on the basis of certain assumptions made very early in the life.

**A. I am O.K., You are O.K.:** This life position shows that an individual has several O.K. experiences with others. This means, an individual encountered no severe problems or issues with others in his childhood and had a normal relationship with them. People with such life positions about themselves and others around him can solve any problem very easily and realizes the significance of others being in his life. This position is based on the adult ego.

**B. I am O.K., You are not O.K.:** This life position is created when an individual was too much ignored when he was a child. Here, an individual believes that he is right, and all the others around him are wrong. These are the individual who possesses the rebellion child ego and put blame on others for anything that goes wrong with them.

**C. I am not O.K., you are O.K.:** This life position gets created when an individual feels that others do things better than him. He feels inferior to others and believes that others can do many things which he cannot do by himself. These kinds of people always complain about one thing or the other and remain highly dissatisfied with their lives.

**D. I am not O.K., you are not O.K.:** This kind of life position is created by those who lacks interest in living. They feel life is not worth living and are the ones who have been neglected by their parents in their childhood and were brought up by the servants. Such kind of people

commits suicide or homicide to end their lives.

Thus, the life positions talk about the individual developing his identity, sense of worth and perception about others during his childhood and believing it to be true until and unless some major experience changes it.

#### 4. Life Script

The Life Script refers to the meaning that one attributes to the events that happened to him at the early stage of life. Psychologists believe that an individual's life script gets created in his childhood when he learns things unconsciously from the transactions between father, mother and the child.

Whenever an individual face any situation, he acts with reference to the script created as a result of the past experiences and the way he views his life positions, i.e. I am O.K you are O.K, I am not O.K. you are O.K., I am O.K. you are not O.K., I'm not O.K. you are not O.K.

An individual can determine his life script by understanding how his thoughts, behavior, ideas, etc. get influenced due to his past experiences. Every individual has a life script. A script is a complete plan of living that offers two structures: a structure that defines a winner or looser and the structure of authoritative warning or order, prescriptions and consent.

The life scripts can be changed with the time since these are not inborn but rather learned. The life script resembles the drama or a movie script that includes the characters, dialogues, actions, plays, etc. and move towards the climax and ultimately reach the end with the closure of curtains.

#### 5. Analysis of Transactions

The interactions between people give rise to the Social Transactions, i.e. how people respond and interact with each other depends on their ego states. The transactions routed through ego states of persons can be classified as complementary, crossed and ulterior.

**Complementary Transactions:** A transaction is said to be complementary when the person sending the message gets the predicted response from the other person. Thus, the stimulus and response patterns from one ego state to another are parallel. These are:

**A. Adult-Adult Transaction:** The manager acts with the adult ego state, who tries to clarify and inform employees about the issues and has a concern for the human needs and facts and figures. I am O.K. you are O.K. is his life position. This is an ideal transaction.

**B. Adult-Parent Transaction:** Here, the manager tries to implement the information being processed by him, but rather the employees with the parent ego stick to the clichés and the rules of the past. The employee tries to control the manager with his parent ego but is temporary.

**C. Adult-Child Transaction:** Here the employee possesses the child ego state, and this can be effective only if the manager knows about it and let his employees to be in this state to be creative.

**D. Parent-Parent Transaction:** Here the manager is in the parent ego, and his life position is

I am O.K. you are not O.K. Reprimand, reward, criticism, rules, praise, etc. will be the sources used by him. This transaction is effective only if the employee supports him and join forces with him.

**E. Parent-Adult Transaction:** Here, both manager and employee might be frustrated. The manager may feel devastated if the employee does not perform as directed while, the employee may feel irritated because the manager is not acting with the adult ego.

**F. Parent-Child Transaction:** This is the ideal situation if the manager acts with adult ego while the employee is in child ego. The employee may find this transaction advantageous as it eliminates the responsibility and pressure on them.

**G. Child-Parent Transaction:** The manager in the child ego might not contribute efficiently towards the effectiveness of management. Although the child ego is characterized by creativity, it does not suffice the role of a manager. Here, the employee controls the manager.

**H. Child-Adult Transaction:** There is a lack of rationality when a manager acts with a child ego. Here, the employee in the adult ego gets discouraged as he wants to make logical and realistic decisions, but the manager may land up to the unrealistic decisions made on the basis of whims, fancies and emotions.

**I. Child-Child Transaction:** The manager acting with child-child ego is inefficient to lead his employees successfully and hence turn out to be the liability to the firm.

**Non-Complementary Transactions:** A transaction is said to be non-complimentary or crossed when the person sending the message does not get the predicted response, or the stimulus and response lines are not parallel.

In the above transaction, The manager is trying to interact on an adult-to-adult basis, but the employee responds on the child-to-parent basis, this would block the communication, and no further transaction could be done.

**Ulterior Transaction:** This is the most complex transaction because the communication has the double meaning. Such as, on the surface level the communication may have a clear adult message, but it may carry some hidden message on the psychological level and gets misinterpreted.

### 11.12 Summary

A Summary of Learning is intended to provide a general overview of themes, concepts and topics covered over the term. Although each grade has the same curriculum, teachers may teach different concepts, themes etc. using a variety of approaches and at different times of the year.

**Transactional Analysis (TA)** is a psychoanalytic theory and method of therapy wherein social interactions (or “transactions”) are analyzed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behavior.

### 11.13 Keywords

**1. Learning** - Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”

**2. Individual Learning** - Individual learning is a process involving a change in agent's

behavior or knowledge.

**3. Group Learning** - Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems

**4. Transactional Analysis** - Transactional Analysis (TA) is a psychoanalytic theory and method of therapy wherein social interactions (or “transactions”) are analyzed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behavior.

#### **11.14 Self - Assessment Questions**

1. Define learning? Write about different learning methods?
2. Discuss the principles of learning?
3. Explain the different ways of group learning promotes?
4. Talk about the transactional analysis system?

#### **11.15 Suggested Readings**

1. Organisational behaviour in the public sector : Acritical Introduction, by John Fenwick, Emerald Publishing Limited, ISBN: 978- 1- 80071- 421--2, Year 2022.
2. Organisational behaviour Engaging People and Organisations, by Ricky W. Griffin, Jean M Philips, Stanley. M. Gully, Andrew Creed, Lynn Gribble and Molra Watson, URLSPublishers, ISBN : 9781305501393, Year 2021.
3. Organizational Behavior, By J Stewart Black, David S Bright, Donald G Gardner, 12 Media Publisher , ISBN:9781680922905, Year 5 June 2019.
4. Organizational Behaviour, Eighteen Edition By Pearson By Stephen P. Robbins, Tim Judge, Neharika Vohra, Publisher:Pearson, ISBN:9789353067038, 9353067030, Year 1 November 2018.

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## **LESSON - 12**

### **BEHAVIOUR MODELING AND SELF DIRECTED LEARNING; EVALUATING THE HRD.**

#### **Learning Objectives**

- ✓ To learn the Assessment
- ✓ To study the behaviour model
- ✓ To read the self directing learning
- ✓ To understand the evaluating the HRD

#### **Structure**

- 12.1 Introduction to Assessment Centre
- 12.2 Usage of Assessment Centers
- 12.3 Methods of assessment centers for the following purposes
- 12.4 Benefits of Assessment Centers
- 12.5 Self - Directed Learning
- 12.6 Characteristics of SDL
- 12.7 What are the Advantages of Implementing SDL in the Workplace
- 12.8 Create a Culture of SDL in an Organization
- 12.9 Process of Self - Directed Learning
- 12.10 Behaviour Modeling
- 12.11 Evaluating the HRD
- 12.12 Summary
- 12.13 Keywords
- 12.14 Self - Assessment Questions
- 12.15 Suggested Readings

#### **12.1 Introduction to Assessment Centre**

An assessment center has often been defined as a variety of testing techniques designed to allow candidates to demonstrate, under standardized conditions, the skills and abilities that are most essential for success in a given job.

The hiring process can be tiring, and sometimes it gets really difficult to select the right person for the job. To ease this process a little bit, the process of assessment centre is in place. Keep up with this blog to understand more about assessment centres.

An assessment centre is a selection process where individuals are assessed using a wide range of selection practices and exercises. Assessment centre, sometimes referred to as assessment day, is an HR function used to evaluate employees for hiring purposes.

Assessment centres are most commonly used for senior management positions. Although, with the increase in the number of job applicants for a single role, assessment centres have become a more common method of selection. Employers use assessment centres as a method of evaluating candidates for a particular job role.

The assessment centre tests the candidate's suitability for the job by providing them with a combination of tasks and activities. These tasks are mostly related to the job role that the candidate is applying for. The duration, format of assessment centres may vary according to the job role. It might last a whole day or maybe two days with an overnight stay.

### 12.2 Usage of Assessment Centres

The HR department uses assessment centres to evaluate job applicants. It includes conducting several activities and tasks to find out the competency of applicants. All of this helps in selecting the right candidate for the job.

Following are the Use of Assessment Centre:

- Selection
- Career path
- Identify the potential
- Identification of talent
- Training and development needs
- Succession planning
- Development of candidate

#### 1. Selection

- assessment centre method helps in getting the right people for the right job at the right time.

#### 2. Career path

- It helps in deciding the candidate to decide his / her career path or career development. It is because the candidate has got knowledge about the competencies required for a particular job.

#### 3. Identify the potential

- It helps the candidate to know his / her potential and strong areas. This helps him/her in performance appraisal.

#### 4. Identification of talent

- Assessment centre method clearly indicates the talents available within the organization, which helps in identifying potential people for a particular position.

#### 5. Training and development needs

- Assessment centres also facilitate training and development need identification for a candidate.

#### 6. Succession planning

- Succession planning as said above assessment centre method clearly indicates the skill sets or competencies of an individual, it helps in succession planning. This decision of succession planning based on assessment centre results helps in reducing errors or helps in the accuracy of taking the right decision.

#### 7. Development of candidate

- Skill enhancement through simulations

### 12.3 Methods of assessment centres for the following purposes:

Succession Planning- Assessment centres act as a great way for succession planning. Succession planning done through assessment centres minimizes the scope for any mistakes and helps in finding the right candidate.

1. **Identification of Potential-** Assessment centres bring out the talent available in the company and helps in the identification of people for a job position.
2. **Selection-** Assessment centres are majorly used for selection purposes. It helps in the identification of people with adequate skills. It helps in getting the right person for the right job.
3. **Candidate Development-** Assessment centres help in the development of candidates to a large extent. The tasks and activities at assessment centres help in the skill development of the candidates.
4. **Training Needs-** Assessment centres helps in the identification of areas where the candidate can develop further. It helps in assessing the training and development needs of the candidate.

Methods of assessment centres are as follows:

#### 1. Role Play

It's a method where the candidate is given a work situation and has to deal with it. The employer evaluates the candidate based on their competency and their ability to cope up with the situation. This method is effective for certain evaluation skills such as communication, assertiveness, etc.

#### 2. In Basket Exercise

It is a method of assessment centre where an applicant is evaluated based on their ability to perform the job-related tasks. Under this method, the applicants are supposed to perform some job-related tasks in a given time.

E.g., While hiring a copywriter, the candidate gets a task to write a sales copy on a particular product within the given time.

#### 3. Competency-Based Interview

It is a method where the interviewer asks the interviewee a predetermined set of questions. Each set of questions focuses on a particular skill. As a result, these interviews are more systematic and provide some meaningful insights about the other person.

#### 4. Case Study

In this method, candidates are given a case study along with some documents to analyze it. The candidates are supposed to go through the case study and form conclusions. After forming conclusions, they are supposed to give a brief report. The candidates are evaluated based on their problem-solving skills and their presentation skills.

#### 5. Group Discussion

Under this method, a group of candidates gets the opportunity to discuss a topic in detail. Group discussion aims at evaluating the following skills of candidates.

- Communication skills
- Leadership skills
- Confidence
- Industry awareness



- Logical arguments

#### **12.4 Benefits of Assessment Centres**

- It helps in selecting the right person for the job, and the selection procedure is fair.
- Allows the candidates to showcase their wide range of skills that they couldn't show otherwise.
- Provides the candidate with a better understanding of their job role.
- It helps in screening multiple candidates at the same time.
- Allows the interviewer to assess existing performance and predict future performance at the same time.
- It helps in differentiating candidates who seem similar on paper.

#### **1. How to Prepare for an Assessment Centre**

- Read about the organization and its goals.
- Learn about the skills that the employer is looking for. Go through the job description or any other job material to get an idea of what the employer is looking for.
- Be aware of industry-relevant topics.
- Practice your communication skills with someone else beforehand.
- Be confident and learn all about the job role that you're applying for.

#### **2. During the Assessment Center**

- Each of the stations is timed and candidates are given the same amount of time to complete the exercise.
- A group of subject matter experts will assess each exercise.
- You will perform the assessment exercises in rotation. Once you've finished one exercise, a Personnel representative will direct you to your next exercise.
- Assessment exercises target dimensions that are important to success in the position being tested. The candidate's behavior elicited by the assessment exercises is observed by assessors who have been trained to interpret these behaviors in terms of the job dimensions.

#### **3. After the Assessment Center**

- After you leave the assessment exercise station, the assessor begins the assessment process. The rater will assess your performance on each of the critical dimensions being rated.
- When all the candidates have completed all the exercises, the assessors meet to pool the information they have accumulated. This usually takes the form of discussing one candidate at a time.
- Human Resources will notify you of your examination results within ten working days.
- Passing the performance examination does not mean you will be offered a position. It determines your placement on the eligible list. Depending on your placement on the eligible list, your name may be sent to the department(s) with vacancy and be considered/interviewed for the position.

### 12.5 Self - Directed Learning

Self-directed learning shifts the responsibility away from the organization and to the individual. The employee takes the reins, selecting their own training content according to their individual learning interests and needs. With a personal stake in their learning, employees are more invested.

Self-directed learning (SDL) is on the minds of many L&D professionals right now. Training managers, HR professionals, and instructional designers want to promote this strategy at the workplace because it facilitates the creation of a robust and sustainable learning culture in the organization.

In this post, learn about the features and benefits of SDL and how you can implement this learning model at the workplace to turn reluctant and dispassionate learners into dedicated and inspired ones.

### 12.6 Characteristics of SDL

Self-directed learning is a revolutionary shift away from the traditional classroom-based way of learning. This is evident from its characteristic features:

**1. Flexibility:** It is the most distinctive feature of SDL. Learners have the flexibility and freedom to design and structure their learning. The steady development of information and communication technologies enhances this flexibility.

**2. Learner Responsibility and Ownership:** SDL hinges on learners assuming responsibility for their own learning. Adult learners view learning as a tool that will help them solve their real-life problems so that they can fulfill their personal and professional duties and obligations. They are intrinsically motivated to learn, and they take ownership of their learning endeavors.

**3. Learner Empowerment:** SDL empowers learners to take charge of their learning journey and steer it along whatever track they want. The training is developed keeping in mind the learning style of adult learners. So experiential learning and training that can be readily transitioned from the desk to the job are the critical features of SDL. The availability of the right tools and technology, easy access to content, and an organizational learning culture that encourages and facilitates SDL are integral for empowering learners to make their own decisions regarding their learning paths.

### 12.7 What are the Advantages of Implementing SDL in the Workplace

There are several benefits of implementing SDL, and many of these advantages translate to an improved bottom line for your company.

**1. Improved Scheduling:** According to the cognitive flexibility theory, learning is more effective if complex information is explained through multiple perspectives, analogies, and examples. Adults claim that they learn more effectively when they analyze and internalize knowledge on their own by switching between viewpoints, referring to case studies, and looking up other resources within the virtual space. SDL gives adult learners the flexibility to schedule and learn whenever and however it is convenient for them to do so.

**2. Greater Synchronicity with Adult Learning Styles:** SDL aligns perfectly with the natural learning style of adult learners who don't want to be spoon-fed by teachers. This synchronicity removes resistance and motivates adult learners to seek out learning.

**3. Greater Relevance to Learner Needs:** SDL facilitates learning at one's own pace, according to one's needs, and per one's unique learning preferences. This makes SDL more relevant to learner needs. The relevance also increases because employees are motivated to learn from their own experiences while applying their newly-acquired knowledge to the job at hand.

**4. Greater Facilitation of Knowledge Updates:** When learners are motivated to learn and have the tools and resources easily available to them to chart their own learning path, they can be on top of the latest information. Employees who keep up with the developments in their industries are assets to an organization.

**5. Improved Learning of Specialized Skills:** Adult learners want to learn and master specialized skills to keep up with the competition at the workplace. Being able to choose how they want to go about it is a huge motivation. Also being able to schedule their learning according to their convenience without waiting around for training managers to organize classroom sessions gives learners the opportunity to practice and master their skills.

**6. Greater Facilitation of Subject Mastery:** When learners can learn the way they do best—by pacing the lessons according to their needs and moving between resources to analyze and synthesize information to build their own body of understanding—there is greater mastery of a subject.

### **12.8 Create a Culture of SDL in an Organization**

To survive in the marketplace, you need employees who are motivated to learn and evolve continuously. You need employees who are masters in their fields and keep on top of the trends and thoughts in their industries. Creating a culture of SDL achieves these purposes. Here are some tips on how we can promote a culture of SDL in an organization:

1. Encourage employees to embark on the path of SDL by informing them about its benefits and educating them on how they can take charge of their own learning journeys.
2. Elicit the support of the top brass. Create a supportive work environment where learners feel encouraged to pursue their learning journeys. The top brass should not only believe in the competence and ability of the employees to manage their learning but also exhibit their confidence by creating opportunities for employees to pursue their learning goals.
3. Show support for the SDL culture by allowing for experimentation, tolerating errors, and giving time off from work to pursue unplanned learning activities.
4. Allow Self-Paced Learning. Allow learners to choose training times, schedule learning activities, and select topics.
5. Facilitate SDL by investing in the appropriate technologies. Broadcast webinars, roll out eLearning modules, and create linked resource databases to let learners easily access learning.
6. Build a robust and sophisticated learning infrastructure by tapping into the latest offerings in mobile, social, and cloud technologies. Powerful learning platforms let you host various types of learning content, update information easily, and let learners manage their endeavors more efficiently.
7. Train employees to use the digital tools and technologies that facilitate SDL.
8. Obtain feedback from employees on how you can improve their SDL experience.
9. Create platforms where employees can connect with each other and share resources and their learning experiences.
10. Create a resource library: Curate multiple resources from different places and make them easy to access when needed by your employees.

Creating a culture of SDL in your organization not only helps your employees improve their skills and productivity but also optimizes your L&D investment. In a business environment where not knowing is akin to falling behind the competition, you can no longer ignore the power of SDL in the workplace.

### **12.9 Process of Self - Directed Learning**

Learning independently can be challenging, even for the brightest and most motivated students. As a means of better understanding the processes involved in this mode of study, this Teaching Tip outlines key components of four key stages to independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

#### **1. Assess readiness to learn**

Students need various skills and attitudes towards learning for successful independent study. This step involves students conducting a self-evaluation of their current situation, study habits, family situation, and support network both at school and at home and also involves evaluating past experiences with independent learning. For a detailed Learning Skills Assessment Tool, read our Readiness to Learn Teaching Tip. Signs of readiness for self-directed learning include being autonomous, organised, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

#### **2. Set learning goals**

Communication of learning goals between a student and the advising instructor is critical. We've developed a set of questions for students to consider as they map out their learning goals: our Unit Planning Decision Guide). Also critical in developing a clear understanding of learning goals between students and instructors are learning contracts. Learning contracts generally include:

- Goals for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities
- Details about resource materials for each goal
- Details about grading procedures
- Feedback and evaluation as each goal is completed
- Meeting plan with the advising instructor
- Agreement of unit policies, such as a policy on late assignments

Once created, contracts should be assessed by the advising faculty member and questions about feasibility should be raised (e.g., What could go wrong? Is there too much or too little work? Is the timeline and evaluation reasonable?).

#### **3. Engage in the learning process**

- ✓ Students need to understand themselves as learners in order to understand their needs as self-directed learning students — referring students to our resource on learning preferences may be helpful. Students should also consider answering the following questions:
- ✓ What are my needs re: instructional methods?
- ✓ Who was my favourite teacher? Why?

- ✓ What did they do that was different from other teachers? Students should reflect on these questions throughout their program and substitute “teacher” with “advising instructor”

Employees also need to understand their approach to studying:

- A deep approach to studying involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for yourself, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.
- A surface approach involves reproduction: coping with unit requirements, learning only what is required to complete a unit in good standing, and tending to regurgitate examples and explanations used in readings.
- A strategic approach involves organization: achieving the highest possible grades, learning what is required in their works.

Earlier academic work may have encouraged a surface or strategic approach to studying. These approaches will not be sufficient (or even appropriate) for successful independent study. Independent study requires a deep approach to studying, in which students must understand ideas and be able to apply knowledge to new situations.

#### **4. Evaluate learning**

For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals and progress in a unit of study. To support this self-evaluation process, they should:

- Regularly consult with the advising instructor,
- Seek feedback, and
- Engage in reflection of their achievements, which involves asking:
  - How do I know I’ve learned?
  - Am I flexible in adapting and applying knowledge?
  - Do I have confidence in explaining material?
  - When do I know I’ve learned enough?
  - When is it time for self-reflection and when is it time for consultation with the advising faculty member?

#### **12.10 Behaviour Modeling**

Behavioral modeling is an approach used by companies to better understand and predict consumer actions. Behavioral modeling uses available consumer and business spending data to estimate future behavior in specific circumstances.

Behavior Modeling, a component of Social Learning Theory, is the act of guiding the employees how to do something by showing them the standard modeled behavior. This process is of the premise that people tend to inevitably learn things they see in a hands-on way.

##### **A. Behavior Modeling involves:**

1. Showing candidates the correct way of doing something
2. Letting them practice

### 3. Giving them the feedback

#### **B. Behavior Modeling Process**

The process of Behavior Modeling has the following steps

1. Modeling - Candidates watch live or videos examples that shows the correct behavior in a problem situation.
2. Role Playing - Candidates rehearse and practice on some of the problem situation in a simulated environment.
3. Feedback - The supervisor provides constructive feedback to all the candidates.
4. Execution - Candidates are encouraged to apply their newly acquired skills when they are back on their jobs.

#### **C. Behavior Modeling Example**

Financial Institutions often use behavior modeling to find out the percentage or the number of users who are likely to avail their services. For example, a credit card company may examine the type of places where a credit card is normally used at and the amount of purchases to find out future behavior. Behavior modeling can also be used by retailers to estimate customer purchases. For example, a retailer may examine the types of products that a customer purchases, both in-store and online, and the find out the likelihood that the customer will purchase a new product based on his previous records.

#### **D. Advantages of Behavior Modeling**

1. Cost of behavior modeling is low as compared to other training methods.
2. It focuses on real behavior rather than theories.
3. Positive behavior modeling can have positive impact on the workplace and improve individual success and reach organizational desired results.
4. It helps employees to engage in positive manner in any problem situation.

#### **E. Disadvantages of Behavior Modeling**

1. Although behavior modeling has been applied in many organizations successfully, there are still weaknesses as it lacks adequate theory.
  2. Lack of incorrect behavior examples which often lead to imperfect understanding.
- Hence, this concludes the definition of Behavior Modeling along with its overview.

### **12.11 Evaluating the HRD.**

According to Werner and De Simone HRD evaluation involves, therefore, the systemic collection of information necessary to make effective learning decisions related to the selection, adoption, value, and modification of various instructional activities.

HRD evaluation is defined as – “The methodical collection of vivid and judgmental information necessary to make effective training decisions related to the selection, implementation, value, and modification of various developmental, activities.”

#### **A. The important points highlighted in this definition are:**

1. Evaluation involves the methodical collection of information according to a predetermined plan to ensure that the information is appropriate and useful.
2. While conducting an HRD evaluation, both descriptive and judgmental information should be collected.
3. Evaluation is conducted to help managers, employees and HRD professionals make informed decisions about particular programs and methods.

**B. Evaluation of HRD Program can serve a number of purposes within the organization.**

1. Establish whether a program is accomplishing its objectives as proposed.
2. Identify the strengths and weaknesses of HRD programs.
3. Conclude the cost-benefit ratio of an HRD program.
4. Decide the number and nature of participants who benefited the most or least from the program.
5. Emphasize major points to be made to the participants.
6. Gather data to assist in designing future programs.
7. Determine the appropriateness of the program.
8. Better and more informed decision making in future relating to design of HRD programs.

There are other reasons for conducting HRD evaluation as well. Evaluation can build credibility with top managers and others in the organization. If HRD staff cannot substantiate its contribution to the organization, its funding and program may be revised during the budgeting process. Thus, evaluation is a critical step in the HRD process. It is the only way one can know whether an HRD program has fulfilled its objectives.

HRD evaluation outlines the criteria for and focuses on the evaluation effort.

**C. The steps in the process of evaluation are:****1. Data Collection for HRD Evaluation:**

The first step of an evaluation effort requires the collection of data to providing the decision makers with facts and judgments upon which they can base their decisions is vital. Three important aspects of providing information for HRD Evaluation include data collection methods, types of data, and the use of report.

**2. Research Design:**

Research design is significant to HRD evaluation as it specifies the expected results of the evaluation, the methods of data collection, and the method of data analysis.

**3. Ethical Issues Concerning Evaluation:**

Many of the decisions supervisors and HRD professionals make when conducting HRD evaluations have ethical dimensions. Actions such as – assigning participants to training and Control groups, reporting results, and the actual conduct of the evaluation study itself all raise ethical questions like that of confidentiality and biasness. Some evaluation research project involves asking participants questions about their or others' job performance.

The results of these inquiries may be embarrassing or lead to adverse treatment by others if they are made public. Also supervisors dislike being rated by their subordinates on performance aspects and rater's bias can creep in. Halo effect, recency effect are other potential biases that can creep in.

Evaluation studies should be monitored by a review board to ensure that participants are aware that they are participating in a study and know its purpose, what they will be expected to do, and the potential risks and benefits of participating. In some cases, an investigator may feel that the study will yield better results if employees don't realize they are in an evaluation study, or if they are given some false or misleading information during the study.

HRD professionals and their managers may feel pressurized to make sure that the results of their evaluation reveal that the program was effective. This may be one reason why meticulous evaluation of HRD programs is not done more often. The HRD people are the ones who design and develop, implement, and evaluate the program, if the evaluation shows the program was ineffective the HRD department may lose financial support and have their activities curtailed.

Although the possibility exists for “deception” in the form of doctoring results, reporting partial results, or setting up biased studies, it is unclear how often this occurs in HRD evaluation. But it is imperative on the part of Management to be cautious while evaluating the HRD Programs.

One of the most tenuous and unsatisfactory aspects of training programs is the evaluation of their effectiveness. Evaluation is any attempt to obtain feedback on the effects of a training program and to assess the value of the training in the light of information thus collected. Evaluation leads to decision making and control which means deciding whether or not the training was worth the effort and what improvements are required to make it even more effective.

**D. According to Hamblin, there are five levels at which evaluation can take place:**

1. Reactions of trainees to the training experience itself.
2. Learning evaluation requires the measurement of what trainees have learned as a result of their training.
3. Job behavior evaluation is concerned with measuring the extent to which trainees have applied their learning on the job.
4. Organizational unit evaluation endeavors to measure the effect of changes in the job behavior of trainees on the functioning of the part of the organization in which they are employed.
5. Ultimate value evaluation aims to measure how the organization as a whole has benefited from the training in terms of greater profitability, survival or growth.

**12.12 Summary**

Behavior modeling, also often called Behavior Modeling Training (BMT), has become one of the most widely used and well researched psychologically based training interventions. Behavior modeling is widely used for interpersonal skills training and is a common component of many management training programs. The approach is based on Bandura's social learning theory. Social learning theory emphasizes four component processes: (1) attention, including modeled events and observer characteristics, (2) retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), (3) reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (4) motivation, including external, vicarious and self-reinforcement. Vicarious reinforcement occurs when a trainee sees a model being reinforced for using certain behaviors. Behavior modeling typically involved five steps: modeling, retention, rehearsal, feedback, and transfer of training.

**12.13 Keywords**

1. Assessment center definition - An assessment center is a method that many organizations use to identify management potential and determine candidate's suitability for higher functional positions.
2. Behaviour Modeling - This process is of the premise that people tend to inevitably learn



things they see in a hands-on way.

3. Self-directed learners - Self-directed learners are typically motivated, tend to be persistent, are independent, are usually self-disciplined, set their goals.

4. Evaluating the HRD- The systematic collection of descriptive and judgmental information necessary to.

#### **12.14 Self - Assessment Questions**

1. Discuss about the behaviour modeling?
2. Talk about the assessment centre? And its assessments and usages?
3. Explain the self directing learning methods advantages and disadvantages?
4. Elucidate the evaluation methods of HRD?

#### **12.15 Suggested Readings**

1. Fundamentals of Human Resource Management ,8th Edition by Raymond A. Noe, Barry Gerhart and Patrick M. Wright, McGraw Hill publishers, ISBN-13 978-9354600340, Year 1 October 2021.
2. Human Resource Development And Business Growth by H L Kaila , Wiley India, Wiley India publishers, ISBN 9789389872835. Year June 2020.
3. Human Resources Development, by Hardcover, Dr. Sudan Rakesh Kumar, Publisher: New Century Publications, ISBN: 9788177084634, 9788177084634, Year 2020.
4. Tina Lewis Rowe , A Preparation Guide for the Assessment Center Method, Charles C Thomas Publisher, p. 24, ISBN 9780398087524, Year 2013.

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## **LESSON -13**

### **HUMAN RESOURCE TRAINING AND DEVELOPMENT**

#### **Learning Objectives**

- ✓ To Understand the Importance of Training and Development
- ✓ To Know the Effective Training strategy
- ✓ To learn the Types of Training available
- ✓ To Study the Employee Development programme
- ✓ To Learn how to develop Effective Training Strategy
- ✓ To specify Preparation For Designing Your Training Plan

#### **Structure**

- 13.1 Introduction
- 13.2 Nature Of HRD
- 13.3 Definition: Training and Development
- 13.4 Importance of Training and Development:
- 13.5 Reasons to go for Training and Development:
- 13.6 Best Practices of Training and Development
  - 13.6.1 Training programs should be strategy-driven
  - 13.6.2 Set criteria to define success
  - 13.6.3 Training programs should be supported by key strategies
  - 13.6.4. Training should be driven through many channels
  - 13.6.5. Learning by doing and establishing shared accountability
- 13.7 Developing An Effective Training Strategy
  - 13.7.1 Analyze your needs
  - 13.7.2 Identify skill gaps
  - 13.7.3 Plan and deliver the training
- 13.8 Types of training available
  - 13.8.1 Internal resources
  - 13.8.2 External resources
  - 13.8.3 Delivery options
  - 13.8.4 Your budget
  - 13.8.5 Don't forget to secure management and staff commitment
  - 13.8.6 Analyze training efforts and their impact
  - 13.8.7 Think long-term
- 13.9 Employee Development Programme
  - 13.9.1 Ignite managers' passion to coach their employees
  - 13.9.2 Deal with the short-shelf life of learning and development needs
  - 13.9.3 Teach employees to own their career development
  - 13.9.4. Provide flexible learning options
  - 13.9.5. Serve the learning needs of more virtual teams
  - 13.9.6. Build trust in organizational leadership
  - 13.9.7. Match different learning options to different learning styles
- 13.10 How to Develop an Effective Training Strategy
  - 13.10.1 Meet with your company leaders and determine your organization's business strategy
  - 13.10.2. Identify training needs by comparing company goals and human resource needs
  - 13.10.3 Develop your training plan to narrow performance gaps.
  - 13.10.4 Obtain management support and agreement before you implement your plan
  - 13.10.5 Schedule and implement your plan

13.11 Preparation For Designing Your Training Plan

13.12 Design Your Learning Objectives

13.13 Understand the Alignment, Dimensions and Terms in Learning Objectives

13.14 Summary

13.15 Key words

13.16 Self Assessment Questions

13.17 Suggested Readings

### **13.1 Introduction**

The active resource of an organization is human resource. Other resources remain inactive unless there are competent people to utilize the available resources for the production of goods and services. Human brain has a limitless energy to think and act in a productive way. Hence, competent and qualified human resource is a key factor of organizational success. In this regard, the emergence of human resource development (HRD) plays a vital role in enhancing the entrepreneurial skill of people.

Human Resource Development (HRD) is a process of developing skills, competencies, knowledge and attitudes of people in an organization. The people become human resource only when they are competent to perform organizational activities. Therefore, HRD ensures that the organization has such competent human resource to achieve its desired goals and objectives. HRD imparts the required knowledge and skill in them through effective arrangement of training and development programs.

HRD is an integral part of Human Resource Management (HRM) which is more concerned with training and development, career planning and development and the organization development. The organization has to understand the dynamics of HR and attempt to cope with changing situation in order to deploy its HR effectively and efficiently. And HRD helps to reach this target.

Hence, HRD is a conscious and proactive approach applied by employers which seeks to capacitate employees through training and development to give their maximum to the organization and to fully use their potential to develop themselves.

### **13.2 Nature Of HRD**

1. HRD is a continuous process
2. HRD concerned with behavioral knowledge.
3. HRD is a well integrated system
4. HRD provides better quality of life.
5. HRD focuses on all round development of human resource

### **13.3 Definition: Training and Development**

Training and Development is a subsystem of an organization which emphasize on the improvement of the performance of individuals and groups. training is an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of the employees. Training is about knowing where you are in the present and after some time where will you reach with your abilities. By training, people can learn new information, new methodology and refresh their existing knowledge and skills. Due to this there is much improvement and adds up the effectiveness at work. The motive behind giving the training is to create an impact that lasts beyond the end time of the training itself and employee gets updated with the new phenomenon. Training can

be offered as skill development for individuals and groups.

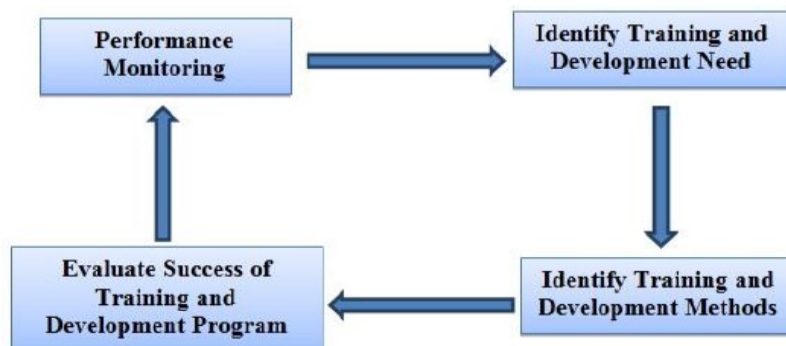
<i><b>TRAINING</b></i>	<i><b>DEVELOPMENT</b></i>
Training is meant for operatives	Development is meant for executives
It is reactive process	It is pro- active process
AIM: To develop additional skills	AIM: To develop the total personality
It is short term process	It is continuous process
OBJECTIVE: To meet the present need of an employee	OBJECTIVE: To meet the future need of an employee
Initiative is taken by the management	Initiative is taken by an individual.

### 13.4 Importance of Training and Development:

- i. Optimum utilization of Human resources
- ii. Development of skills
- iii. To increase the productivity
- iv. To provide the zeal of team spirit
- v. For improvement of organization culture
- vi. To improve quality, safety
- vii. To increase profitability
- viii. Improve the morale and corporate image

### 13.5 Reasons to go for Training and Development:

When management thinks that there is a need to improve the performances of employees  
 To set up the benchmark of improvement so far in the performance improvement effort  
 To train about the specific job responsibility  
 To test the new methodology for increasing the productivity



### 13.6 Best Practices of Training and Development

#### 13.6.1 Training programs should be strategy-driven

Trainers should be well aware that all training and development programs need to be in line with the organization's overall strategic goals. They should closely interact with the clients to ensure that the designed and implemented programs help to achieve business

success by overcoming an area of improvement. The trainers should align the learning objectives and business objectives to make the training more relevant.

#### **13.6.2 Set criteria to define success**

The success of training programs should be measured against different criteria. Training programs should result in a return on investment, either in the long term or the short term. Professional trainers should clearly outline how the training initiatives help an organization fully achieve its goals. The timeframes should be identified at the beginning, and a re-evaluation of the programs should be conducted on a regular basis.

#### **13.6.3 Training programs should be supported by key strategies, systems, structures, policies and practices**

When designing a training program, the trainers should ensure that learning is aligned with and directly supported by organizational structures, lines of authority, decision-making, values and other business practices. This would help to establish boundaries and reinforce the desired results.

#### **13.6.4. Training should be driven through many channels**

Some of the best trainers in the industry help the organizations to explore and utilize different platforms to reinforce learning outcomes and ensure that people get the right skills at the right time, in the right way and at the right cost. They closely liaison with the companies to tap methods, such as classroom lecture and role-plays, on-the-job application, e-learning, and use of other technology and support tools to match learning styles of each employee. Each approach offers multiple benefits and should be looked into for delivery of effective training programs.

#### **13.6.5. Learning by doing and establishing shared accountability**

Some of the best programs enable the employees to maximize their potential through self-directed training and development. By identifying their own needs, creating individual learning plans and seeking learning opportunities, employees are encouraged to take responsibility for learning and apply the learned concepts at work. By experimenting and learning by doing, an employee may find himself to be more effective at work and contribute to organizational success. Many trainers recognize that learning is built around action rather than theory. Training best practices can vary depending upon the specific situation, culture and maturity of each organization. However, the best trainers ensure that they are well aware of the training needs before implementing any initiative. The industry is built around the belief that the process of doing, reflecting and learning is a continuous one.

Everyone who follows this blog knows that I tend to take a softer approach to training that at times may not seem as traditional or as typical of the training principles you are taught in school. I also don't tend to weigh my page down with off-the-shelf products, although guest writers are more than welcome to do so as long as they write generically about all such products. This blog is not to promote, but to share training ideas and best practices. Putting people first is a part of any training for me, but there is a business side to it as well that we cannot ignore. Our clients are profit-oriented unless they are non-profit, but they too are still looking at a bottom line. Training and development in any organization requires a training strategy to achieve success, and a method to make it happen (or implementation).

A Training and Development Strategy is a mechanism that establishes what competencies an organization requires in the future and a means to achieve it.

Having it in writing somehow makes it an indelible ink for the corporate culture letter and a motif for the corporate culture in general.

Still another good reason is that a plan is always good. It may be a trite saying but it says it best: anything worth achieving, is worth planning for!

To know how your product or service will be used and how it will affect others before you develop it—that's planning for the future.

Studies have shown that with a training strategy your productivity improves when just about any corporate spending had a plan.

Many points can be put forward in favor of why you need a training strategy as long as it is related to that plan—even morale.

### **13.7 Developing An Effective Training Strategy**

It's tempting to put off staff training indefinitely, waiting until there is more time or more money. But for you to succeed, your employees' skill sets must be complete and up-to-date. Employee development is one of the most important investments you can make in your business. When you do take on a training effort, you'll want to be sure you're spending your money wisely. It's therefore best to create an overall training strategy to steer your plans for staff development. Here are some guidelines to help make your training efforts successful:

#### **13.7.1 Analyze your needs**

Take the time to carefully analyze your needs when designing your training plan. This will help you choose the right type of training for your requirements.

#### **13.7.2 Identify skill gaps**

By looking at a written job description (make sure you have one!) and comparing the skills the position requires with your employees' current abilities. Understanding where there may be gaps will help you identify the types of training you need. Prioritize Assign the training you'd like to provide into categories. Is it mandatory, or nice-to-have? If it's absolutely required, a training effort becomes imperative. If it reflects an ideal situation that isn't immediately feasible, you'll know to plan for it in the longer term.

#### **13.7.3 Plan and deliver the training**

Once you have assessed and prioritized the need for training, the next step is to secure what type of training you will use and how you will offer it. There are several factors to consider:

### **13.8 Types of training available**

#### **13.8.1 Internal resources**

Seasoned employees may be perfect to take on coaching or mentoring roles. Inexpensive to provide, these are among the most effective types of training

#### **13.8.2 External resources**

Formal seminars, conferences, private trainers and videos are all good methods for learning. These tools are more expensive, but are professionally developed and often yield good results

### **13.8.3 Delivery options**

One-on-one vs. group sessions, e-learning vs. in-person instruction, on-site or off-site? These questions will be answered by a blend of factors: what's available, what best suits your needs, and what you can afford.

### **13.8.4 Your budget**

It's important to balance your need to save with the long-term benefit of developing staff. Try to determine the best type of training available for the amount you have to spend. For more information, read go2HR's article on [Budgeting for Training](#).

### **13.8.5 Don't forget to secure management and staff commitment**

Before you can execute a training program, you need to have agreement from the senior person in your company that training is a priority. This person will need to support the plan fully and agree to milestones, costs, dates and deliverables. Employee commitment is also required. Talk to your staff about the goals for the training and why it's important to the business that they undertake the learning effort. Most often, employees will respond favorably to your investment in their development. Today's employees look beyond their pay cheques; they value and embrace opportunities to learn new skills.

### **13.8.6 Analyze training efforts and their impact**

Training can be costly, so you will want to assess its impact. However, sometimes its effect cannot be translated simply into bottom line dollars and cents. Ideally, you might track variables before and after training to verify improvements after development efforts. If the training was on customer service, the end result may be fewer customer complaints and/or an increase in sales. Training on a new computer system may net fewer errors or quicker processing. You may need to review why you sought training to begin with and whether your concerns have been remedied.

### **13.8.7 Think long-term**

Changes may not occur overnight, so it's important to be patient. Training is a long-term investment, and often the benefits are not immediately obvious. However, your efforts in developing your people will help you in many ways. Staff will be more knowledgeable, they'll be more likely to stick around, and your commitment to training will help you earn a reputation as an employer of choice.

## **13.9 Employee Development Programs**

Seven challenges companies must meet to create development programs that really work:

### **13.9.1 Ignite managers' passion to coach their employees**

Historically, managers passed on knowledge, skills, and insights through coaching and mentoring. But in our more global, complex, and competitive world, the role of the manager has eroded. Managers are now overburdened with responsibilities. They can barely handle what they're directly measured on, let alone offer coaching and mentoring. Organizations need to support and incentivize managers to perform this work.

### **13.9.2 Deal with the short-shelf life of learning and development needs**

It used to be that what you learned was valuable for years, but now, knowledge and skills can become obsolete within months. This makes the need to learn rapidly and regularly more important than ever. This requires organizations to rethink how learning and development happens from a once-in-a-while activity, to a more continuous, ongoing

campaign. As Annette Thompson, Senior Vice President & Chief Learning Officer at Farmers Insurance pointed out in an interview, avoiding information overload is vital, so organizations must strike a balance between giving the right information versus giving too much.

### **13.9.3 Teach employees to own their career development**

Highly-structured, one-size-fits-all learning programs don't work anymore. Individuals must own, self-direct, and control their learning futures. Yet they can't do it alone, nor do you want them to. The development and growth of your talent is vital to your ongoing success, ability to innovate, and overall productivity.

### **13.9.4. Provide flexible learning options**

Telling employees they need to engage in more learning and development activities with their already heavy workload often leaves them feeling overwhelmed and consumed by the question, —When and how will I find the time? Companies must respond by adopting on-demand and mobile solutions that make learning opportunities more readily accessible for your people.

### **13.9.5. Serve the learning needs of more virtual teams**

While most organizations have more people working remotely and virtually, it does require more thought and creativity in how to train this segment of your workforce. This includes formal types of learning through courses, but also the informal mentoring and coaching channels. Just because employees are out of sight doesn't mean they get to be out-of-mind when it comes to learning and development.

### **13.9.6. Build trust in organizational leadership**

People crave transparency, openness, and honesty from their leaders. Unfortunately, business leaders continue to face issues of trust. According to a survey by the American Psychological Association, one in four workers say they don't trust their employer, and only about half believe their employer is open and upfront with them. If leaders disengage or refuse to share their own ongoing learning journeys, how can they expect their people to enthusiastically pursue theirs? It's the old adage of —lead by example. If managers want employees to engage in learning and development, then they need to show that they are actively pursuing their own personal learning journeys as well.

### **13.9.7. Match different learning options to different learning styles**

With five generations actively in the workforce, organizations must restructure the way employees learn and the tools and activities they use to correctly match the different styles, preferences, and expectations of employees. For example, Millennials came of age using cell phones, computers, and video game consoles, so they expect to use these technologies to support their learning activities. As leaders, we know the value our learning and development programs bring to our organizations. But we also want to ensure we're receiving a high return on investment. By clearly understanding the trends emerging in our learning and development programs, we'll better position our companies to select the right targeted solutions to drive results, increase employee engagement, and increase innovation and productivity.

## **13.10 How to Develop an Effective Training Strategy**

An effective training strategy is vital for the success of your company; it can serve as a means to develop your people and can also become an effective recruiting and retention



tool. Developing a strategy for training gives your company a competitive advantage and helps propel you into the future. The plan needs to be comprehensive, and every employee needs to understand it so that everyone gets the appropriate training at the right time.

### **Training Strategy**

**13.10.1 Meet with your company leaders and determine your organization's business strategy** and mission statement. Discuss the goals and objectives of your company, including its human resource needs. Meet with your human resource leaders and discuss their employee development needs. Review previous training files and documentation. Discuss overall training needs with operational and human resource managers.

### **13.10.2. Identify training needs by comparing company goals and human resource needs**

Discover gaps between company goals and employee development needs. Create training objectives to meet performance gaps. Formulate specific learning strategies to overcome performance gaps. Distinguish between training needs and other performance issues.

### **13.10.3 Develop your training plan to narrow performance gaps. Establish learning objectives for each training program**

Identify programs that employees need to attend. Ensure that training is included in all employee evaluations. Establish a learning management system, or LMS, that allows for registration, administration and tracking for all employee training programs.

### **13.10.4 Obtain management support and agreement before you implement your plan**

Review your plan with your leaders and obtain buy-in for its execution. Answer all questions and resolve any remaining issues with your training strategy. Prepare all materials and finalize your plan.

### **13.10.5 Schedule and implement your plan**

Identify resources for your training. Select and train instructors, and reserve training facilities. Distribute the training schedule, and review it with all managers and leaders. Assign students to programs using your learning management system. Implement your training strategy, and monitor progress at least monthly.

## **13.11 Preparation For Designing Your Training Plan**

The purpose of the design phase is to identify the learning objectives that together will achieve the overall goals identified during the needs assessment phase of systematic training design. You will also identify the learning activities (or methods) you'll need to conduct to achieve your learning objectives and overall training goals.

From first reviewing the information about formal and systematic training, especially the ADDIE model, at Formal Training Processes -- Instructional Systems Design (ISD) and ADDIE.

Then scan the contents of the first phase of the ADDIE model systematic planning of training, Training Needs Assessment and Analysis: Identifying Training Goals. (This design phase is the second phase of the ADDIE model.)

Also, note that there is a document, Complete Guidelines to Design Your Training Plan, that condenses the guidelines from the various topics about training plans to guide you to develop a training plan. That document also provides a Framework to Design Your Training Plan that you can use to document the various aspects of your plan.

### 13.12 Design Your Learning Objectives

Learning objectives specify the new knowledge, skills and abilities that a learner should accomplish from undertaking a learning experience, such as a course, webinar, self-study or group activity. Achievement of all of the learning objectives should result in accomplishing all of the overall training goals of the training and development experience(s).

### 13.13 Understand the Alignment, Dimensions and Terms in Learning Objectives

The following table depicts how learning objectives are associated with the training goals (identified during the needs assessment phase), learning methods/activities, evidence of learning and evaluation activities.

Training goal	Learning objectives	Learning methods / activities	Documentation / evidence of learning	Evaluation
Overall results or capabilities you hope to attain by implementing your training plan,	What you will be able to do as a result of the learning activities in this plan, e.g., 1. exhibit required skills in problem solving and decision making 2. exhibit required skills in delegation	What you will do in order to achieve the learning objectives, e.g., 1. complete a course in basic supervision 2. address a major problem that includes making major decisions 3. delegate to a certain employee for one month etc.	Evidence produced during your learning activities -- these are results that someone can see, hear, feel, read, smell, e.g., 1. course grade 2. your written evaluation of your problem solving and decision making approaches etc.	Assessment and judgment on quality of evidence in order to conclude whether you achieved the learning objectives or not

### 13.14 Summary

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.

### 13.15 Key words

**Training and Development** is a subsystem of an organization which emphasize on the improvement of the performance of individuals and groups. Training is an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining

more knowledge to enhance the performance of the employees.

**Human Resource Development (HRD)** is a process of developing skills, competencies, knowledge and attitudes of people in an organization.

**A training plan** is an organized description of the actions and resources employees use to do their jobs efficiently.

**A training strategy** is built to achieve an educational goal in an organization. For example, teaching employees new skills or updating them based on new protocols in the company.

### 13.16 Self Assessment Questions

1. Discuss the Importance of Training and Development?
2. Explain the Effective training strategy
3. Describe the employee Development programme?
4. Briefly Describe how to develop the Effective Training Strategy

### 13.17 Suggested Readings

1. Rao, T.V and Pareek, Udai: Designing and Managing Human Resource Systems, Oxford IBH Pub. Pvt.Ltd., New Delhi , 2005.
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6. William W. Werther, Jr and Keith Davis, *Human Resources and Personnel Management*, Fourth Edition, McGraw-Hill, New York, 1993.
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## LESSON -14

### ASSESSING TRAINING NEEDS

#### Learning Objectives

- ✓ To examine the Types of Need analysis
- ✓ To Explore the Basic Needs of assessment techniques
- ✓ To Identify the McGhee and Thayer's Three-Level Analysis
- ✓ To Know the Importance Of Training Transfer

#### Structure

- 14.1 Introduction
- 14.2 Types of Needs Analyses
  - 14.2.1 Organizational Analysis
  - 14.2.2 Person Analysis
  - 14.2.3 Performance Analysis
  - 14.2.4 Training Suitability Analysis
  - 14.2.5 Cost-Benefit Analysis
  - 14.2.6 Knowledge, Skills, and Abilities
- 14.3 Several basic Needs Assessment techniques include
  - 14.3.1 Conducting an Organizational Analyses
  - 14.3.2 Conducting a Work / Task Analysis
  - 14.3.3 Cognitive Task Analysis
  - 14.3.4 Critical Incident Analysis
- 14.4 Training Needs Analysis (TNA)
- 14.5 McGhee and Thayer's Three-Level Analysis
  - 14.5.1 Three Types of Training Needs Assessments
  - 14.5.2 Annual Training Plan
  - 14.5.3 Curriculum Plan
- 14.6 Training Needs Analysis: The Essential Process For Effective, Targeted Training
  - 14.6.1 Develop a workforce profile
  - 14.6.2 Verify compliance requirements
  - 14.6.3 Source, analyze, and map existing training materials
- 14.7 Importance of Training Transfer
  - 14.7.1 Positive Transfer
  - 14.7.2 Negative Transfer
  - 14.7.3 Zero Transfer
- 14.8 Summary
- 14.9 Key words
- 14.10 Self Assessment questions
- 14.11 Suggested Readings

#### 14.1 Introduction

Technology is changing at a very fast pace and so are the training and development needs of employees. It helps in grooming employees for the next level. It helps the manager to identify key development areas of his/her employees. With proper training and development, the productivity increases manifold.

Various companies have in-house experts who can train employees on various aspects of the business. Normally, a calendar is worked out in advance in which various sessions are listed out and which employees can pick their business requirement to enhance personal development needs.

At times companies also send employees for various training programs outside the organization to train in technical know-how or a course which would be relevant to their job profile. TNA is usually part of the appraisal process and at the end of the year an employee has to complete all the training and development needs identified by the manager.

Training and development, which was at some point in time was not given much weightage, is now a crucial part for any company to meet its broad goals and objectives. There are many aspects when managers are identifying training needs of their team members.

Firstly, the managers need to identify what skill set is required to complete the job or the process. Second, is to assess existing skill levels of the team members, and lastly, determine the training gap.

Training gap is defined as the difference between the skills required to complete the job and existing skill set of any particular team member.

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance. The difference between actual the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design. A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.

### **14.2 Types of Needs Analyses**

Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

#### **14.2.1 Organizational Analysis**

An analysis of the business needs or other reasons the training is desired. An analysis of the organization strategies, goals, and objectives. What is the organization overall trying to accomplish? The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

#### **14.2.2 Person Analysis**

Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training? and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

#### **14.2.3 Performance Analysis**

Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a Performance Gap?

Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

#### **14.2.4 Training Suitability Analysis**

Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

#### **14.2.5 Cost-Benefit Analysis**

Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

#### **14.2.6 Knowledge, Skills, and Abilities**

Today's workplace often requires employees to be independent thinkers responsible for making good decisions based on limited information. This kind of work may require training if the employee does not have these skills. Below is a list of various competencies that employees may be required to possess in order to perform their jobs well.

Adaptability

Analytical Skills

Action Orientation

Business Knowledge/Acumen

Coaching/Employee Development

Communication

Customer Focus

Decision Making

Management

Global Perspective

Innovation

Interpersonal Skills

Leadership  
Establishing Objectives  
Risk Management  
Persuasion and Influence  
Planning  
Problem Solving  
Project Management  
Results Orientation  
Self-Management  
Teamwork  
Technology

Are any of these KSA's required before the employee is hired? Are the required KSA's included in any job postings or advertisements? Do they need to be?

#### **14.3 Several basic Needs Assessment techniques include:**

Direct observation  
Questionnaires  
Consultation with persons in key positions, and/or with specific knowledge  
Review of relevant literature  
Interviews  
Focus groups  
Assessments/surveys  
Records & report studies  
Work samples

##### **14.3.1 Conducting an Organizational Analyses**

Determine what resources are available for training. What are the mission and goals of the organization in regards to employee development? What support will senior management and managers give toward training? Is the organization supportive and on-board with this process? Are there adequate resources (financial and personnel)?

##### **14.3.2 Conducting a Work / Task Analysis**

Interview subject matter experts and high performing employees. Interview the supervisors and managers in charge. Review job descriptions and occupational information. Develop an understanding of what employees need to know in order to perform their jobs. Important questions to ask when conducting a Task Analysis:

1. What tasks are performed?
2. How frequently are they performed?
3. How important is each task?
4. What knowledge is needed to perform the task?
5. How difficult is each task?
6. What kinds of training are available?

##### **14.3.3 Cognitive Task Analysis**

Show where the decision points are located and what information is needed to make decisions and actions are taken based on that information. This model should be a schematic or graphic representation of the task. This model is developed by observing and interviewing the employees. The objective is to develop a model that can be used to

guide the development of training programs and curriculum. Since the training is based on specific job tasks, employees may feel more comfortable taking the effort to participate in training. Gather information about how the task is performed so that this can be used to form a model of the task. Review job titles and descriptions to get an idea of the tasks performed. Observe the employee performing the job. Review existing training related to the job. Make sure you observe both experts and novices for comparison.

#### **14.3.4 Critical Incident Analysis**

This technique is used to identify which employees need the training. Review performance appraisals. Interview managers and supervisors. Look for performance measures such as benchmarks and goals. Sources of performance data:

1. Performance Appraisals
2. Quotas met (un-met)
3. Performance Measures
4. Turnover
5. Shrinkage
6. Leakage
7. Spoilage
8. Losses
9. Accidents
10. Safety Incidents
11. Grievances
12. Absenteeism
13. Units per Day
14. Units per Week
15. Returns
16. Customer Complaints

Are there differences between high and low performing employees on specific competencies? Would providing training on those competencies improve employee job performance?

#### **14.3.5 Checklist for Training Needs Analysis**

It is helpful to have an organized method for choosing the right assessment for your needs. A checklist can help you in this process. Your checklist should summarize the kinds of information discussed above. For example, is the assessment valid for your intended purpose? Is it reliable and fair? Is it cost-effective? Is the instrument likely to be viewed as fair and valid by the participants? Also consider the ease or difficulty of administration, scoring, and interpretation given available resources.

#### **14.4 Training Needs Analysis (TNA)**

The training effort in many organizations is often wasted as a result of poor (or non-existent) needs assessment. Surveys of Australian businesses reveal around 40% of organizations have no formal training schemes and around 32% have no formal instruction to develop skills. These statistics reveal a lack of recognition of the role human resource development (HRD) plays in the success of an organization, or the lack of wanting to invest in training.



### The TNA Process

1. A Training Needs Analysis (TNA) is a process by which an organization's HRD needs are identified and articulated. The process can identify:
2. An organization's goals and its effectiveness in reaching these goals
3. Discrepancies or gaps between an employee's skills and the skills required for effective current job performance
4. Discrepancies or gaps between an employee's skills and the skills needed to perform the job successfully in the future
5. The conditions under which the HRD activity will occur.
6. Ultimately, the TNA will identify needs which require addressing in some way. It not only provides clear direction for identifying training needs, but also helps to evaluate how effective previous training programmes' have been. The two outcomes are a training need and a non-training need. A Training Need reveals a performance gap, and the gap can be filled with training. It exists when the employee does not know how to do the job – it is a lack of knowledge, skills, and attitudes. A Non-Training Need reveals a gap, however this gap cannot be filled (or fixed) with training. It might encompass workflow, recruitment, or job design. Employees know how to do the job, but something else affects their performance.

### 14.5 McGhee and Thayer's Three-Level Analysis

While several different approaches can be used to identify the training needs of an organization, McGhee and Thayer's Three-Level Analysis is the most commonly used.



The model provides a systematic means of conducting a TNA at three levels: organizational, operational (or task), and individual (or person). The levels of analysis are a hierarchy which descends from the organizational level to the personal level. At the same time as you descend the hierarchy, you also move to a more micro focus in the organization.

### 14.5.1 Three Types of Training Needs Assessments

Three different types of training needs assessments. What follows is a brief description of each of the three. **Performance Gap Analysis** The first type of training needs assessment is the performance gap analysis. You'll perform this assessment when there is a difference between the way employees are currently performing an aspect of their job (actual performance) and the way management wants them to do it (desired performance). Your goal is to figure out what training you need to design to close the gap between the two. To do so, you'll need to define both actual and desired performance in as much detail as possible as well as find out what is causing the gap. A lack of knowledge and skill is certainly one possibility. But, you should also investigate other possible causes such as a lack of proper tools or materials, time, or authority. In the latter case, training alone won't close the gap and may even be a waste of resources.

You'll need to perform a variation on the performance gap analysis when something new is rolled out that requires employees to be trained. That something new could be a new product, competitor, market, process, system, role, set of responsibilities, or law. In this situation, you'll only need to define the difference between how employees perform their work today (actual performance) and how they will perform it in the future as a result of the new thing (desired performance). You don't have to investigate other possible causes of the gap in performance since the new thing is clearly the culprit.

### 14.5.2 Annual Training Plan

A second type of needs assessment is the assessment you'll perform to create an annual training plan. Your goal is to identify both performance problems as well as anything new slated for the coming year. You can think of this type of needs assessment as the performance gap analysis on steroids. You'll ask the same questions, but it will be a much bigger effort because it is focused on more than one problem and more than one new situation.

### 14.5.3 Curriculum Plan

A third and final type of needs assessment is an assessment to create a curriculum for a single position. I've most often performed this type of assessment when a company is hiring a lot of people into a particular role. The focus of this assessment is very different than either of the previous two. In this case, you'll need to identify the specific areas of responsibilities and tasks for the job.

## 14.6 Training Needs Analysis: The Essential Process For Effective, Targeted Training

The result of a Training Needs Analysis is a plan to ensure your training becomes a targeted, effective activity. You will find out exactly what your employees need to know to achieve your organizational goals, where your current content is missing the mark, and how you can deliver consistent training to keep the skill base of your employees afloat.

Let's look at a Training Needs Analysis in a nutshell. Here are 4 key steps in the TNA methodology **Pulse Learning** uses to help organizations develop watertight training systems.

### 14.6.1 Develop a workforce profile

The initial step involves developing an accurate workforce profile to determine the skills and knowledge required for specific roles and responsibilities. Vital information to capture includes the demographics of your audience, such as education, experience, and literacy level. This information can be collated in a database or spreadsheet that allows filtering to extract meaningful statistics, for example, viewing the number of people in a certain role across all business units.

#### **14.6.2 Verify compliance requirements**

To conduct business safely and ethically, most organizations have compliance regulations they must meet, such as legislative requirements, licenses, and codes of conduct. At this stage, your matrix of organizational compliance requirements can be mapped to your workforce profiles to determine the training that needs to be conducted to ensure your employees and business is covered.

#### **14.6.3 Source, analyze, and map existing training materials**

Now that the educational needs of your employees have been identified, it's time to look at the state of your current training. This is often where most of the time is spent during a Training Needs Analysis. Your current training will be sourced, analyzed, and mapped against your compliance matrix and workforce profile to determine where the gaps lie and any associated impacts. This review is conducted with the question, —What works and what doesn't?|| in mind in terms of educationally sound, engaging, and consistent content. During this step, a close review of courses is undertaken so a summary of materials can be produced that includes content overview, learning outcomes, and usage statistics. If required, your training can also be mapped to national competencies or qualifications so your employees can receive accreditation on completion. Learning Management System data can be a useful resource throughout this step.

#### **Make recommendations**

Generally, the key deliverable of a Training Needs Analysis is a detailed report providing recommendations and advice for developing the most effective training products to meet your needs. This could include purchasing suitable off-the-shelf products, giving your current training a makeover or investing in custom course design. Redundant courses can be removed, content updated or added to —almost there|| courses, and content condensed or consolidated to produce a streamlined training experience.

The report should include suggestions for developing best-practice training solutions, a review of what's happening nationally, or even globally, to train workforces in your industry and advice for building a cohesive, functional training catalog

#### **14.7 Importance Of Training Transfer**

There is only one reason for you to send people to training – because there is an identified gap. Your staff are employed to fulfill a role. In order to meet the requirements of this role not only do they require the appropriate resources; they also must possess the relevant knowledge, skills, and attitude. If there is a gap in what they know or are able to do in relation to their job role (or even how they do it), then and

only then is there a need for training. Training by its definition will impart new knowledge, teach a new skill or demonstrate the appropriate attitude for the workplace. Training transfer is the realization of the investment – how training has affected the attendees: it will either be positive, negative or zero.

#### **14.7.1 Positive Transfer**

This is achieved when the attendees to training return to the workplace and perform better than they would have without the training. They can now solve problems they couldn't before, or they are more productive, more efficient, more engaged, more motivated. Results are noticeable, measurable and desired. The training has added value to the business as a result.

#### **14.7.2 Negative Transfer**

This occurs training has a detrimental effect and results in training participants performing worse than they would have had they not gone to training at all.

#### **14.7.3 Zero Transfer**

This occurs when the acquisition of a new skill or new knowledge has absolutely no effect in the workplace. The productivity or performance of the staff who attended training is neither enhanced nor hindered. If the trainer was fun and interesting but resulted in a zero transfer, the company has just invested in a good entertainment session for its staff! Where does Training Fit in an Organization or Business? So before training is decided upon as a course of action, before we can even begin to discuss return on investment, training needs to be clearly situated within an organization – it is important to identify the role training plays in the workplace. It needs to be an integrated part of the whole work environment, from induction to up skilling, from performance review to moving an organization into a new phase of existence.

The context of training, therefore, must clearly be established throughout the various levels of an organization or business, and its role supported by other factors in the workplace. These factors include not only the design and delivery of training, but also the role supervisors and managers have in relation to learning and development, the culture of the workplace, the performance review systems that are in place, all the way up to the vision of the organization –training must align itself to the values and direction of the company.

### **14.8 Summary**

Development of human resources is essential for any organisation that would like to be dynamic and growth-oriented. Unlike other resources, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nurture and use the capabilities of people. Human Resource Development (HRD) system aims at creating such a climate. A number of HRD techniques have been developed in recent years to perform the above task based on certain principles.

### **14.9 Key words**

#### **Organizational Analysis**

An analysis of the business needs or other reasons the training is desired. An analysis of the organization strategies, goals, and objectives

**Person Analysis**

Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject

**Critical Incident Analysis**

This technique is used to identify which employees need the training. Review performance appraisals. Interview managers and supervisors

**Performance Analysis**

Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance

**14.10 Self Assessment Questions**

1. Discuss the Types of Need Analysis
2. Explain the Basic Needs of Assessment Techniques
3. Examine the McGhee and Thayer Three level Analysis
4. Identify the Importance of Training Transfer.

**14.11 Suggested Readings**

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## LESSON -15

# DESIGN, IMPLEMENTATION AND EVALUATION OF TRAINING & DEVELOPMENT PROGRAMMES

### Learning objectives

- ✓ To discuss the Training Needs
- ✓ To Explain why Training Need arises
- ✓ To Study when and whom to train
- ✓ To Identify the steps of Training Need analysis

### Structure

- 15.1 Introduction
- 15.2 What is Training and Training Needs
- 15.3 Why Training Needs Arise
- 15.4 When do Training Needs Arise?
- 15.5 When to Train?
- 15.6 Whom to train?
- 15.7 Step 1 Determination of Training Needs
- 15.8 Step 2. Setting Up Of Training And Development Objectives
- 15.9 Step 3. Selection And Designing Of Training & Development Programme
  - 15.9.1 Level of participants
  - 15.9.2 Training period
  - 15.9.3 Content of the programme:
  - 15.9.4 Effective training methodology:
  - 15.9.5 Principles of training
  - 15.9.6 Evaluation system
  - 15.9.7 Budget provision:
- 15.10 Step 4. Selection And Developing Training Methods And Techniques
- 15.11 Step 5: Implementation Of Training And Development Programmes
- 15.12 Step 6: Evaluation Of Training & Development Programmes
  - 15.12.1 Context Evaluation
  - 15.12.2 Input Evaluation
  - 15.12.3 Process Evaluation
  - 15.12.4 Product Evaluation
  - 15.12.5 Impact Evaluation
- 15.13 Step7: Feedback Leading To Further Identification Of Training Needs
- 15.14 Summary
- 15.15 Key words
- 15.16 Self Assessment questions
- 15.17 Suggested Readings

### 15.1 Introduction

A training design is a blueprint for a training event or experience. It is detailed plan for trainers that what they will do. Why it is to be done, and the best way to reach training's objectives. Training is the most important component of Human Resources Development (HRD) philosophy of modern organizations, which rely on training design and implementation. It helps them to find solutions to their day today problems by identifying their problems and guiding them in the right direction. It functions as a process from identification of the needs to evaluation and feedback. Training as a constructive design

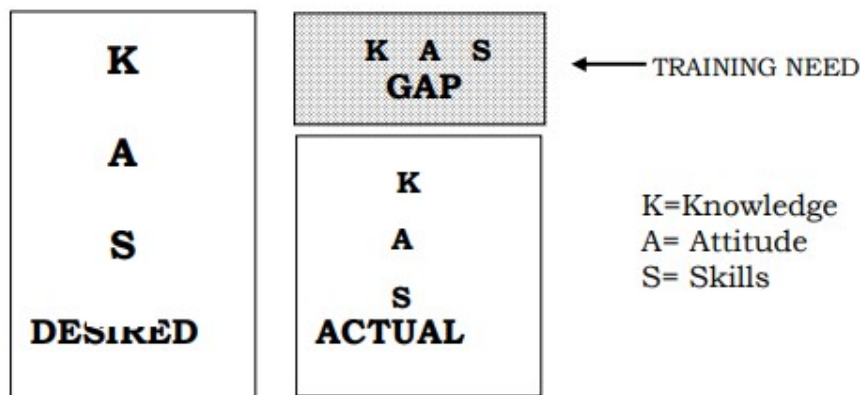
mobilizes all available resources in organizations and moves them towards attainment of human goals. A good training programme has seven steps, which in a sequence form a constructive training design and implementation process. The seven steps are:

1. Identification of training need and analysis.
2. Setting up of training and development objectives.
3. Selection and designing of programmes.
4. Selection and developing training methods and techniques.
5. Implementation of training and development programmes.
6. Evaluation of training and development programmes.
7. Feed back leading to further identification of training needs.

These steps provide a holistic approach to training. They are interlined with one another, providing a wider scope for the improvement of the training process. Each step is analyzed to evaluate how it can be improved for the total effectiveness of the programme. Identification of training needs of individuals and groups is the first and most important step in the training process for achieving the goals of individuals, groups and organizations. It helps to bring to the surface the prevalent attitude of individuals and the climate of organizations.

### 15.2 What is Training and Training Needs?

For any assessment of training needs, it is mandatory to know what we actually mean by training and training needs. Training is any structured activity that is the result of a consciously assessed learning need designed to improve an individual or organization's performance. "Training can be defined as the process of bringing the manpower of an organization to the desired level of performance, behaviour and attitude from the existing level of performance, behaviour and attitude." Thus, the definition itself says that the gap between the actual and desired performance, behaviour and attitude leads to birth of training needs for employees at workplace. And training is imparted to fulfill only this gap, the urgency depending upon the nature, size and seriousness of the gap.



Hence, arousal of training needs is a "condition of requirement" of moving to desired level of performance, behaviour and attitude from existing level of performance, behaviour and attitude. This condition of requirement is specific to all organizations, whether social or economic, government or non-government, profit or non-profit organizations.

### 15.3 Why Training Needs Arise?

The gap between actual and expected performance, behaviour and attitude leads to

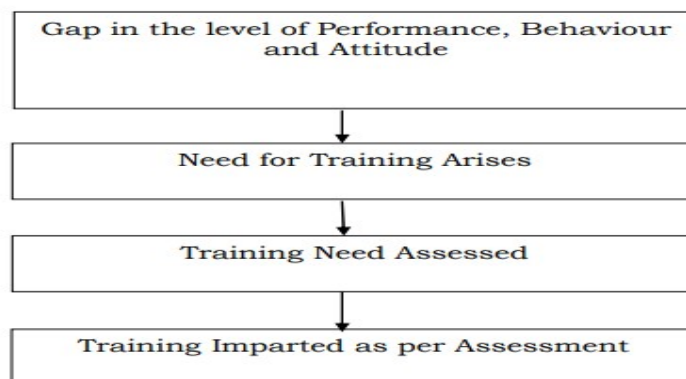


emergence of training needs. But the main purpose of training is to attain that level of performance, behaviour and attitude in employees, which leads to fulfillment of the objectives of any organization. Thus, training needs arise when there is a condition of requirement to move to a particular level of performance, behaviour and attitude.

#### 15.4 When do Training Needs Arise?

- i) When existing level of performance, behaviour and attitude of employees is not contributing to the success of the organization.
- ii) When the level of motivation and morale is low among the employees in the organization.
- iii) When there is a special need due to some technological innovation in the organization like introduction of ISO Quality systems.
- iv) When Employees themselves convey to the organization through management about the key areas in which they are not much competent.
- v) When there is a need for updating the knowledge of employees as per the industry scenario. This is especially the case in relation to market scenario and legislations.
- vi) When the organization takes special interest in some employee, thereby intending his development, for promotion or succession purposes.
- vii) When business plan or business strategy demands new orientation in knowledge, skills, attitude or behavioral orientation
- viii) When there is a change in policies, systems, priorities, procedures, management expectations and focus in the organization.
- ix) When external changes have impact in the organization.

#### 15.5 When to Train?



#### 15.6 Whom to train?

Training is imparted to employees for whom the training needs have been recognized. Training needs can arise for employees at all levels



### **Exhibit-2.4 The Pyramid of Training Needs**

#### **15.7 Step 1 Determination of Training Needs**

The determination of training needs and organization of training programmes would vary from organization to organization. On one hand we may have a progressive company with highly organized central personnel and training departments, and a plan for integrated manpower development. At the other extreme we may have a company where the personnel and training responsibilities are not very clear.

In the first type of company, the determination of training needs is something, which is constantly being carried out. On the other hand, in the second type of company, training is less likely to be planned for the company as a whole. As there are still many directors who do not accept the need for training. You are really lucky if you find yourself working with a company where the training function is firmly established. Even if the approach of each company differs, there are number of common basic steps: — Take an inventory of existing manpower both qualitatively and quantitatively. — Make forecasts of future requirements by considering normal wastage through resignations, retirements, transfers etc. — Look for sources of talent both within and outside the organization. — Prepare strategy for development for existing as well as future manpower

#### **15.8 Step 2. Setting Up Of Training And Development Objectives**

A **training and** development programme must clearly lay down its objectives. Objectives spell out the real mission of an organization. These also help individuals to be aware of their own objectives in relation to the organizational objectives. O. Jeff Harris, Jr. observes: “Training of any kind should have as its objective the redirection or improvement of behaviour so that the performance of the trainee becomes more useful and productive for himself and for the organization of which he is a part. Training normally concentrates on the improvement of either operative skills (the basic skills related to the successful completion of a task), interpersonal skill (how to relate satisfactorily to others), decision making skills (how to arrive at the most satisfactory causes of action), or a combination of these.” Training normally intended to fulfill the following objectives.

- i) Helps trainees in acquiring knowledge of the subject matter. Helps to bring about a change in the attitude and behavior of trainees.

- ii) Helps in developing knowledge about self to an extent that enables trainees to develop their potential. Helps in interaction among trainees themselves, who learn from each other experience.
- iii) Aims at enhancing the capacity of trainees so as to enable them to increase their problem solving capability.
- iv) Aims at helping the process of learning and developing.
- v) Aims at bridging the gap between expected level of performance and the actual level of performance.
- vi) Aim at providing a scientific base for acquisition of knowledge and skills. Objectives spell out the real mission of an organization.

These also help individuals to be aware of their own objectives in relation to the organizational objectives. Objectives have to be expressed in behavioral terms. They have to be expressed in terms of measurable quality, which can be seen in action. A behavioral objective defines the standards of acceptable performance.

Trainers have to give specific objectives, stated in terms of what employee will be able to do when they leave the training program and return to their job. Behavioral objectives, when they are properly written, are powerful tools for the trainer to use in bringing about management's commitments to training programmes. Properly designed and accepted objectives form a road map for designing training programmes. It is relatively easy to write good training objectives if the trainers follow a few simple steps. The trainer keeps in mind that descriptions relate to what participants will be able to do at the end of a training programme, conditions under which they have to perform and criteria for success.

### **15.9 Step 3. Selection And Designing of Training & Development Programme**

Preparative efforts for analyzing the needs and deriving objectives from the need analysis have to be integrated with the resources and rich experiences available in an organization while designing a training and development programme. Training will be more effective and successful if the following basic factors are considered while designing the programme

#### **Basic Factors in Designing a Training and Development Programme**

Each programme has its own special demands of needs to be fulfilled often we become the victims of generalization and retard the effective process of learning. The feasibility of transforming objectives into outcomes depends mainly on the following basic factors:

##### **15.9.1 Level of participants**

The level of participants assessed through some pretests. An area of consideration affecting the choice of a training programme is trainee characteristics, specifying the number of employees who need training, their ability levels, and individual differences in training needs. If an organization's objective is to implement major changes, everyone in it should be involved.

##### **15.9.2 Training period**

The duration of training varies with the skill to be acquired, the complexity of the subject, a trainee's aptitude and ability to understand, and the training media used. Generally,

a training period should not be unduly long; if it is, trainees may feel bored, uninterested

### **15.9.3 Content of the programme:**

There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned. The four content areas are, information, acquisition of skills, attitudinal change, decision-making and problem solving skills. In practice, training programmes often incorporate more than one type of training content.

### **15.9.4 Effective training methodology:**

The appropriate training methodology is decided on various factors like the nature of the topic, time, receptivity level of participants and availability of faculty resources. We are all living in the days of specialization. An integrated programme has to be prepared with the cooperation of all the specialists.

Responsibility for training: Training is the responsibility of four main groups:

- a) The top management, which frames the training policy;
- b) The personnel department, which plans, establishes and evaluates instructional programmes.
- c) Supervisors, who implement and apply developmental procedure;
- d) Trained employees, who provide feedback, revision and suggestion for corporate educational endeavors.

### **15.9.5 Principles of training**

There are three basic principles, which should be kept in mind for effective training:

1. Training is most effective when the learning experience occurs under conditions identical with those the trainee will encounter on the job.
2. Training is most effective when some individual in the organization is held responsible for the progress of the learner.
3. Training is most effective if the learner is given helpful, friendly and personal instruction.

### **15.9.6 Evaluation system**

Designing an evaluation system well in advance perhaps helps trainers to consolidate their efforts in the right direction for its effectiveness

### **15.9.7 Budget provision:**

Budget provisions play a very important role in designing training programmes. The programmes, faculty resources, methodology etc. are all decided according to funds available in the budget. Budget size is likely to increase as a function of the number of trainees, organizational level of trainees and extensiveness of training needs.

### **15.10 Step 4. Selection And Developing Training Methods and Techniques**

The forms and types of employee training methods are inter-related. It is difficult, if not impossible; to say which of the methods or combination of methods is more useful method than the other. Training methods and techniques are supportive to learning and

should be carefully selected and used in appropriate context so that they are helpful in the learning process. It is trainer's job to make all possible efforts to make learning more effective and interesting. It is necessary to use training aids and equipment to enhance the intensity and pace of learning. Broadly speaking, training methods can be divided into two parts:

### **15.11 Step 5: Implementation of Training and Development Programmes**

Once the training programme has been designed, it needs to be implemented. Implementation is beset with certain problems. Firstly, most managers are action-oriented and frequently say no to training efforts. Secondly, there is problem of locating suitable trainers within an organization. Any training programme implementation involves action on the following lines:

1. Deciding the location and organizing training and other facilities.
2. Scheduling the training programme.
3. Conducting the programme
4. Monitoring the progress of trainees. The disappointments which arise from training programmes usually originate from
  - (i) the members being wrongly selected;
  - (ii) the members being badly prepared and motivated;
  - (iii) the course being bad in content or method;
  - (iv) the course objectives being inappropriate; and
  - (v) the course not being related to organizational realities.

Training is done according to the programme designed within a stipulated period. In the process of training, participants have to be motivated to develop a keen interest for learning. The trainer's responsibility lies in leading participants towards a goal designed at different stages with the full cooperation of the participants. Training has to be oriented to the level of participants age, qualification, knowledge and experience. Charles E. Watson suggests four levels of learning to cause a voluntary and rational behavioural change. They are:

- Reaching the knowing-about level.
- Reaching the understanding level.
- Reaching the acceptance level.
- Reaching the ability-to-apply level.

These four levels of learning should not necessarily be constructed as four successive levels. As a practical matter, however, learning typically does proceed in successive stage, beginning with knowing about and ending with ability to apply. In the general, people usually need to know about something before they can begin to accept it, and to accept something before they are willing to apply it.

#### **Reaching the knowing-about level**

In a training situation, awareness creates a thirst for knowing certain concepts and prompts the learner to acquire as much knowledge that is needed for performing a task. Effective training brings people to the knowing about level with an attitude of knowing more about the concept so that they can apply it successfully and achieve the results they desire. Training methods such as case studies, role-playing, management games, in-basket exercise and simulations can cause the knowing-about level to occur. These methods can both introduce trainees to new concept and demonstration their usefulness to new concepts and the degree to which trainees understand, accept and possess the ability to apply them.

**Reaching the understanding level**

The understanding level is reached when the following two conditions exist. Firstly, trainees know why there is a cause-effect relationship between correct or appropriate application of a concept or principle given in a situation and the probable outcome, and they also know how this 'cause and effect' relationship operates

Secondly, trainees know the theory underlying a concept or principle sufficiently well to be able to modify or adapt it, thus making it appropriate for most given situations.

People understand new ideas only from their own frame of reference.

People understand things more fully and deeply when they discover them for themselves than they just hear about them.

People remember things they discover for themselves for a longer period, compared to those things, which they have merely been told about. To reach a level of deep understanding, learning should be trainee-centered, not instructor-centered. The instructor establishes learning conditions and trainees are responsible for teaching themselves through a process of self-discovery.

**Reaching the Acceptance Level**

Knowing about and understanding a concept does not guarantee that it will be accepted. Acceptance is reached when people's values, attitudes and beliefs are not so strongly contrary to a concept or principle.

**Reaching the ability-to-apply level**

Ability-to-apply level requires that trainees have knowledge, self-confidence and willingness to try. Participants returning to jobs from training programmes face several formidable challenges. They need encouragement from their superiors and subordinates to try out the new concepts and principles they learnt in the training programme.

**15.12 Step 6: Evaluation Of Training & Development Programmes**

Evaluation of training and development programmes should be a continuous process for improving what we teach and how we teach. Evaluation helps to design and organize successful training programmes, based on the feedback received from participants. Gail Trapnell has suggested five dimensions to the evaluation of training. They are: Context evaluation Input evaluation Process evaluation Product evaluation Impact evaluation

**15.12.1 Context Evaluation**

Context evaluation attempts to assess the environment prevalent among managers, supervisors and workers. It aims to know their attitudes towards training programmes, which have been organized. It also focuses on the appropriateness of training objectives when new programmes are organized and when new group of participants are exposed to training.

**15.12.2 Input Evaluation**

Input evaluation assesses the appropriateness and adequacy of all resources that go into a training programme. It focuses on the elements of design, performance, objectives, instructional method and other physical resources. The physical and human resources identified must be capable of reaching the standard already visualized and set.

**15.12.3 Process Evaluation**

Process evaluation deals with implementation of a programme design. It calls for how trainers utilize the physical and human resources for realizing behavioural objectives. It indicates the level at which the programme is being conducted during normal and existing situations. The success and failure of a programme is decided by the efforts taken during process evaluation.

**15.12.4 Product Evaluation**

Product evaluation assesses the competence of participants. It also evaluates how they are performing in their on-the-job situation. Results to pre-tests and post-tests can be compared to determine trainees' gain in knowledge, skills and attitudes in their job situation. Superiors are also involved to assess participants.

**15.12.5 Impact Evaluation**

It assesses the cumulative difference that training efforts have made in an organization's productivity, efficiency and profitability. It can be measured from the resulting changes brought about in downtime, accidents, absenteeism, customer complaints etc.

Positive improvements made in these factors enhance the role of training and development. Implication of Evaluation: if a satisfactory method of evaluating training performance can be found, everyone can reap the benefits.

- i) Firstly, the organization is better equipped to meet its obligations and the management's decision to invest money in this activity is vindicated, encouraging it to continue to provide resources.
- ii) Secondly, the employee is more fulfilled and is stimulated to put more effort into work.
- iii) Third, the boss of the employee has everything to gain from having an effective work unit and is likely to be willing to release employees for training in future.
- iv) Finally, the training staff enjoys job satisfaction of a high order when they see that their efforts are producing the desired result. They can grow from strength to strength in applying the experience and knowledge they have obtained from successful activities. There is no doubt that evaluation of training is a profitable investment from everyone's point of view.

**15.13 Step7: Feedback Leading to Further Identification Of Training Needs**

From the evaluation of training programmes a feedback report is prepared and communicated to participants, faculty members, trainers/coordinators and sponsors, so that they may benefit from the results of the evaluation. Each one is looking for different kind of information and interpretation from the evaluation.

While some will be looking for the content, some others for process analysis. With the help of feedback participants come to know their level of achievements through the training programme. Immediate feedback given to participants based on the evaluation of training programmes which help them to know the performance they will be able to achieve and the kinds of efforts needed to improve their effectiveness.

**15.14 Summary**

Trainers are very anxious to know whether their efforts have yielded the desired

results. A detailed analysis of the feedback would help them to modify their approaches. It would enable them to design future training programmes taking into consideration all the successes and failures of the programme. Sponsors or managers, who have nominated the participants, are very curious to know how well they have performed during the training programme.

The feedback report received from trainers will help them to look for specific changes in the behavior of the participants. To be precise, it helps them to sharpen their point of view to look for anticipated changes in their day-to-day situations. Training plays a very vital role in Human Resources Development (HRD). Based on the feedback, training systems are revitalized and HRD efforts are improved. It is very clear that training, in the process of developing people, improves related sub-systems for overall effectiveness of an organization. Training helps to improve performance appraisal system, potential appraisal system, career planning system etc.

It is challenge to modern managers to conversant with the training design and process of operating them for getting results. Training can create credibility in an organization by its continued commitment and devotion to the organization. Thus Designing and implementation of training & development programme involves identifying relevant competencies, clustering and sequencing them, defining specific learning objective, determining resources, choosing learning methods and providers, deciding how to monitor and evaluate, and setting up an administration. In brief, a common training & development program has seven steps, which, in a sequence form a blueprint for a good training design and implementation process in public and private sector organizations.

### 15.15 Key words

**Training-**“Training of any kind should have as its objective the redirection or improvement of behaviour so that the performance of the trainee becomes more useful and productive for himself and for the organization of which he is a part

**Evaluation system** Designing an evaluation system well in advance perhaps helps trainers to consolidate their efforts in the right direction for its effectiveness

**Budget provision:** Budget provisions play a very important role in designing training programmes. The programmes, faculty resources, methodology etc. are all decided according to funds available in the budget. Budget size is likely to increase as a function of the number of trainees, organizational level of trainees and extensiveness of training needs.

**Context evaluation** attempts to assess the environment prevalent among managers, supervisors and workers

**Input Evaluation-** Input evaluation assesses the appropriateness and adequacy of all resources that go into a training programme

**Process Evaluation-** Process evaluation deals with implementation of a programme design. It calls for how trainers utilize the physical and human resources for realizing behavioural objectives

**Product Evaluation-** Product evaluation assesses the competence of participants. It also evaluates now they are performing in there on-the- job situation



**Impact Evaluation-** It assesses the cumulative difference that training efforts have made in an organization's productivity, efficiency and profitability

**15.16 Self Assessment questions**

1. Briefly Explain the Why do we need training
2. Discuss the Training Need Analysis
3. Explain when and whom to train
4. Critically explain the steps of training Need Analysis

**15.17 Suggested Readings**

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## LESSON-16

# ROLE, RESPONSIBILITIES AND CHALLENGES OF TRAINING MANAGERS

### Learning Objectives

- ✓ To understand the Need and Philosophy of Training
- ✓ To study the Training Objectives
- ✓ To Know the Outcome of the training
- ✓ To Discuss the National training Policy
- ✓ To Identify the challenges of the Training Manager

### Structure

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### 16.1 Introduction

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," counseled Charlene Marmer Solomon in *Workforce*. "Employees today must have access to continual training

### 16.2 Philosophy of Training

According to S Chandra, management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore training is regarded as investment and not a cost. Even long term intangible gains such as attitude change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organizational endeavor.

Management proclaims Training & Development direction as permanent part & parcel of operational process and not some experiment in isolation. Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

### 16.3 Need for Training

As Price has observed, a training need exists when there is a gap between the present performance of an employee or group of employees, and the desired performance. Growing business performance is a journey, not an end. The success of business operations depends upon the ups and downs of the employee performances. Hence, the HR managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today, and to train them for meeting tomorrow's goals. Training programmes were developed many years ago, but now-a-days, it has become a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees.

The vital objective of training is to build-up right ability and capability in the labor force so that they can perform to meet the needs, wants and expected returns of the employers.

- i. The need for Training may generally arise for the following-
- ii. To improve the efficiency of employees
- iii. To reduce wastage of time and money,
- iv. To have quality output,
- v. To bring down supervision,
- vi. To have preventive maintenance,

- vii. To achieve optimum performance,
- viii. To boost morale of employees,
- ix. To prepare workforce for future challenging work,
- x. To reduce absenteeism,
- xi. To bring down the grievances,
- xii. To build career by personal growth,

#### **16.4 Training Objectives**

According to Saiyadain, the objectives of training differ according to the employees belonging to different level of organizations. The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment. However individual's growth should not be taken as an end. From this point of view of an organization, individual's growth is a means to organizational effectiveness. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives –

They help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

#### **Organizational Objectives**

They assist the organization with its primary objective by bringing individual effectiveness.

#### **Functional Objectives**

They maintain the department's contribution at a level suitable to the organization's needs.

#### **Societal Objectives**

They ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Following can be briefly summarized as training objectives.

- i. To create constant awareness in the minds of all sections of employees of the mission of the industry, its objective and goals.
- ii. To encourage self-development to achieve organization goals with a sense of belonging and commitment to organization and thereby ensuring development of a proper work ethos in the Industry and fostering of team spirit.
- iii. To identify the training needs of the entire personnel in industry in keeping with the corporate plans and in consultation with the user departments.
- iv. To impart knowledge and skills necessary for performing the job efficiently and effectively and to keep the employees to acquire necessary conceptual, technical, human and managerial skills in the areas of decision-making and problem-solving.
- v. To make available in adequate number sufficiently trained manpower to meet the
- vi. diverse needs of a rapidly growing industry.
- vii. To organize special training programmes to improve employment opportunities as well as career prospects of persons belonging to SC/ST, minorities, handicapped, ex servicemen, etc.

To organize training activities as aids to:

Career Planning and growth Succession planning.

- i. To educate and equip the employees to respond to the expectations of customers, and to accept responsibilities to attain a sense of achievement.
- ii. To achieve effectiveness of training through tapping the in-house training facilities as well as sources available externally in a balanced manner so as to develop internal
- iii. faculty support at all levels and disciplines.
- iv. To promote research and development activities and to establish linkages with the operational front.

### 16.5 Role of Trainees

The trainee is a major stakeholder in a training programme. The whole training programme is developed for the trainees only. Each candidate plays an important role in the transfer of training because one participant's attitude regarding the training influence the other participants and also each participant can assist by advancing the learning process to realize the training objectives. Participant's willingness to invest in the programme is directly proportional to the benefits of the learning that the trainee could expect. Each participant forms their own perception towards training. Some perceptions remain the same during the programme, while some fade depending upon the assessment of a programme by the participant. Some personal factors that affect the trainee's learning are:

- i. Family Situation
- ii. Personal Problems
- iii. Relation between the training programme and personal objective
- iv. Level of self esteem
- v. Benefits expected from training
- vi. Comfort level with the trainer
- vii. Learning style of trainee
- viii. KSA of trainee
- ix. Previous training experiences
- x. Desire for professional growth and development

Some environmental factors that affect the trainee's learning are:

- i. Relationship with colleagues and subordinates
- ii. Training team
- iii. Trainer team
- iv. Training objective
- v. Content of training
- vi. Training design i.e. methods, techniques, and strategies
- vii. Environment in the programme
- viii. Composition of training group
- ix. Infrastructure i.e. eating facilities, tea/coffee breaks etc.

No matter how good the training programme is, in the end it is the participant only who decides whether to change his behavior or not. Trainees do not change their behavior merely because someone tells them to do. They change when they feel there is a need of it. They do it with their own learning style. The trainer and the organization can only try to remove the mental blocks of the trainee, rest depends on trainee itself

## **16.6 Impact of Training**

### **16.6.1 Execution Of Training**

To put training programme into effect according to definite plan or procedure is called training implementation. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training programme. Even the best training programme will fail due to one wrong action.

Training implementation can be segregated into:

Practical administrative arrangements

Carrying out of the training

### **16.6.2 Implementing Training**

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success.

### **16.6.3 The Role of Trainer**

When it comes to training, Trainers play a critical role before and after an employee is nominated for a course. The company's return on its training investment is the involvement a trainer in reviewing coursework.

1. A trainer has to be aware of his team's skills. He has to know each individual's strengths and weaknesses as well as those of the team as a whole. He has to cross reference those skills with the needs of the organization and have a clear road map of what projects are in the pipeline for his team. By doing this, he can quickly decide what courses are valuable and which are unnecessary for his team to pursue.

2. A trainer should do some investigation into what training opportunities are available in the industry. He can enquire into human resources of reputable firms. With this list, he can make educated decisions when an employee asks for training.

3. He should suggest training to employees. Many times, a trainer waits until employees approach him before agreeing to training. Instead, a trainer should be proactive and study the business needs and employees skills to decide who needs to train in what areas. That way, when bad time comes for a project, he'll have the team better learned to face the technology.

4. A trainer should develop training benchmarks. When an employee wants to take several courses toward certification or a degree, a trainer should have points where he checks in on the person's progress. He should communicate those points clearly to the employee as well as the expectations of training. For instance, has the employee shown how the training benefitted the company? Has the employee received good remarks from the instructor? Or has the employee outlined a career path with the company? These are all tangible questions to ask during the checking of progress.

5. After an employee finishes training, the trainer should have a debriefing. Was the training on-track for the project? Will the employee need more training? Was the instructor good? Was the coursework appropriate for the situation? Should other team members take the course? How will the employee be using what has been learned to improve the network? Will

employee be able to teach other members of the team what they learned? The trainer can get these answers through a report from the employee or a face-to-face meeting. He then should communicate the results to his upper management so that the training budget is kept intact or improved in the next fiscal

year. He should also report back to human resources if the employee liked or disliked the training. This is valuable information for the whole company

### **16.7 Outcome of Training**

There are good reasons to mandate training and development in an organization, and there are bad reasons for authorization training. There are also good reasons for not training, in some circumstances, and bad reasons to refuse. Knowing what training can and cannot accomplish enables you to make the right decisions at the right time, ensuring that your limited training budget can be used effectively.

Training can accomplish many things. It can help people learn the new skills that are required to meet new expectations, both formal and informal. For example, a support staff person may have been recruited originally for his/her ability to type, to answer the phone etc. But now, with increased workloads, we want that person to be able to do much more...perhaps to solve client problems, to use desktop publishing processes, to handle more of the day-to-day issues, so we can use our time more effectively. Training can help people accept the challenge of their evolving jobs.

#### **16.7.1 Training as a Tool**

The best way of thinking about training is to think of it as a management tool, much like a carpenter's tool. Just like a carpenter picks the hammer and not a screwdriver to hammer a nail, the manager should be choosing training because it is the right tool for the job.

Also, to continue the analogy, if the supporting structure (the wood) is rotted, only the foolish carpenter would attempt to hammer the nail into the wood, and expect it to help. It is the same with the manager. If a manager expects things to improve as a result of training, he or she needs to ensure that the supports are there for the use of the tool, and that there are no other non-training related problems.

#### **16.7.2 Future of Training**

The use of new technologies for training delivery will increase:

- i. Demand for training for virtual work arrangements will rise.
- ii. Emphasis on capture and storage and use of intellectual capital will increase.
- iii. Companies will rely on learning management systems and integration with business processes.
- iv. Technologies allow trainers to build into training many of the desirable features of a learning environment.
- v. Technology will allow training to be delivered to contingent, decentralized employees in a timely, effective manner.
- vi. Virtual work arrangements.
- vii. Work that is conducted in a remote location.
- viii. Employee has limited contact with peers.
- ix. Employee able to communicate electronically.

### **16.8 National Training Policy**

In the light of the development in the area of training, A National Training Policy has been developed in 1996 by Government of India. The Policy was necessitated because of the lag between expectation from the society and orientation of civil service system. The change has occurred from civil service regulatory oriented to development oriented task and responsibilities in addition to regulatory functions it has traditionally performed. Apart from being an important component of HRD, training is most cost effective method of improving effectiveness of personnel in an organization. The NTP covers employees directly working under both Central and State Government.

The NTP Outlines a common thrust of training objectives that covers all the organization, service and functional groups. The NTP is firmly a declaration of training and spells out the objectives, strategy, contents and modality to be followed in the field of training. The NTP's emphasis on the position of training manager in each government department for training of the employees is expression of the practical situation of the recognition of the training needs to meet the specific goals and objectives of T&D in each department or organization. According to Saxena & Kakkar, the salient features of NTPs are

#### **16.8.1 Training for all**

Training would be imparted to all range of civil services starting from lowest and cutting edge to highest in policy making.

#### **16.8.2. Integrated Approach**

If training is to improve organizational effectiveness, it is necessary that institutional departments are set up within each organization for overseeing the training function as an integral part of the personnel management system. For this purpose, each department can have an officer designated as training manager, whose job it will be to ensure an integrated approach to training. Training manager will be actively involved in various activities leading to organizing of training programmes such as analysis of training requirements, the design of training programme, the selection of training institution and evaluation of training.

#### **16.8.3. Once a trainer, always a trainer**

The expertise of such person should be available even after he leaves the training institutions and goes back to his line department. He can be used as resource person in a network of training institutions

#### **16.8.4. National Training Council**

A National Training Council headed by the minister in charge of personnel, public grievance is set up for advising the government on training policy as well as issues concerning implementation.

#### **16.8.5. Coordination Committee of Directions**

A high powered committee headed by secretary (Personnel) will assist the national training council. The committee will generally oversee operation of training policies.

#### **16.8.6. Earmarking of Budget**

Each department attached office as well as other organizations, funded by public exchequer, to set apart minimum suitable percentage of budgetary provision for training purpose.



**16.8.7. Human Resource Development**

Members of the civil services shall be encouraged to undertake research and consultancy activities by availing study leave.

**16.9 Challenges of Training Manager****16.9.1. Dealing With Change**

Organizational change is common and more challenging than ever. Navigating through changes related to mergers, acquisitions, technology, budgets, and staffing is the top challenge cited by L& D professionals.

Inject their training with the right purpose, tone, and message

Analyze the needs of the audience from a number of different perspectives

Effectively prioritize their initiatives to alleviate some of the stress and challenges change may bring

**16.9.2. Developing Leaders**

Many work environments face leadership-development challenges. It is crucial for organizations to develop leaders at every level from team leads on the front lines all the way up to the ceo-to support their success and ensure that the business will be successful in the short and long term.

Businesses that invest in leadership development are 2.4 times more likely to meet their performance goals. L&D professionals can proactively support this by:

Understanding the competencies that the business wants and needs in its leaders so that the organization is set up to meet its strategic and people-planning goals

Understanding what leaders want to learn about and providing them with opportunities to develop those competencies. This allows L&D professionals to customize leaders' development journeys

Finding commonalities between what the business needs and the interests and personal goals of team members so that training can be both strategically motivated and personally inspiring

Collaborating with business leaders to create a learning roadmap that entails specific milestones along with short- and long-term goals

**16.9.3. Engaging Learners**

L&D professionals must communicate the value of learning and development. Too often, other urgent tasks seem to take priority while learning and development falls by the wayside. It's a challenge to get learners to attend, actively participate, and follow through on their development assignments, and without clear prioritization or accountability measures in place, this is likely to continue.

1. Making training job-relevant in a way that helps team members improve their day-to-day performance

2. Understanding the broader professional goals of individual employees and providing training and development opportunities that support those endeavors
3. Understanding the differences and similarities in learning styles and needs across generations of the workforce
4. Providing individualized development plans
5. Establishing learning pathways that naturally bridge from role to role in terms of complexity and level of responsibility
6. Establishing L&D as a company priority by incentivizing completion of learning modules (e.g., pay raise, additional to days, etc.)

#### **16.9.4. Delivering Consistent Training**

When a company is global or geographically dispersed, it increases the difficulty of providing consistent training. The most common challenges of training and development include geographic limitations, increased costs, language barriers, translation issues, and virtual training needs.

- i. Committing to communicating across different forms of media (e.g., phone calls, video conferencing, email, instant messaging)
- ii. Providing training opportunities that are driven by and built for the needs of the audience
- iii. Providing real-time feedback to accelerate training and performance
- iv. Building relationships with team members to promote camaraderie, authentic relationships, and open disclosure about the training they need
- v. Scheduling time on a consistent basis to meet with and talk to the team about individual, team, and organizational goals

#### **16.9.5. Tracking Skills Application**

Demonstrating a training program's "stickiness" or sustainability is challenging at best. L&d professionals must find an effective way to ensure skills are learned and applied in the real work environment—and that they are implemented over the long term..

#### **16.9.6. Instilling Conflict Management Skills**

Successfully handling conflict can be difficult, even for seasoned professionals, but conflict management is a critical skill that simply cannot be overlooked. 85% of team members experience conflict in the workplace. If left unresolved, conflict can increase turnover, decrease employee morale, and impact the longevity and well-being of a business.

1. Define the conflict: explore the situation and source of conflict.
2. Watch for underlying issues: call out underlying issues and help team members discuss the issues while keeping their emotions in check.
3. Identify needs: individuals share their needs and are open to finding solutions.
4. Brainstorm possible solutions and goals: team members identify solutions and goals they are willing to work on together to alleviate the conflict.
5. Agree on a solution and implement it: individuals share their commitment to a solution and map out the next steps.

#### **16.9.7. Demonstrating Value to Leadership**

Keeping employee training and development a top priority in an organization is challenging. It is often left to a few stakeholders and key leaders to determine how much learning is to be conducted, who gets the learning, and how much funding is granted for development purposes. Because of this, it is the responsibility of the training-function leader and team to have a long-term direction that will lead the training function into the

future. This strategy should outline why the training function exists, who it serves, the value proposition it offers, and how it will create value over the next 2–4 years.

#### **16.9.8. Quantifying Training Effectiveness**

Many L&D professionals must demonstrate how training programs are making a quantifiable impact for the organization. By conducting quantitative assessments and linking metrics and measures to learning initiatives, l&d leaders can demonstrate a return on investment. For some organizations that have not established this practice, it can be quite challenging to begin measuring the return on investment in an effective way.

Examples Of Hard Measures:

- Engagement Scores
- Team-Member Satisfaction Scores
- Reduction In Turnover
- Job-Satisfaction Scores

Examples of Soft Measures:

- Attracting Good Talent To The Organization
- Reduced Conflict
- Frustration That Has Been Taken Out Of A Process, Making The Business A More Enjoyable Place To Work

#### **16.9.9. Demonstrating Value to Leadership**

Ensuring that learning is effective, retained, and used can be one of the most difficult responsibilities of an l&d professional. There are often many topics that need to be covered in a limited amount of time. Likewise, there are numerous topics that may require extra creativity or unique delivery methods so that skill development can occur.

Ask the right questions and identify the desired outcomes. These should be prepared in advance to help l&d professionals stay on track and inject training sessions with the right focus.

Provide trainees with the opportunity to ask questions and discuss ideas as a group as well as give team members the space to reflect, assess, and explore. This is crucial for filling any learning gaps.

Be sure to include real-world, industry-relevant scenarios in your training and/or ask attendees to come prepared with some examples. This will help ground the training in their reality instead of it being too theoretical.

Consider alternative learning modalities such as micro-learning, lunch-and-learns, blended training, self-directed e-learning (with post-session development assignments for reinforcement), and others.

#### **16.9.10. Adapting Training to a Varied Audience**

As an L& D professional, you must anticipate that your training will be delivered to a diverse, multigenerational workforce. As such, it is essential that you take the needs, learning styles, experiences, worldviews, and preferences of your audience into consideration when designing training modules and development assignments.

Have a good understanding of the broader goals of the training session and what the organization wants to get out of it.

Run focus groups and/or schedule 1:1 discussions with a cross-section of the population to be trained to get a better sense of what they feel they need and how to provide it.

Create learning objectives that align with the needs of the organization and the individuals in the room.

Use adult-learning theory and multiple learning modalities to appeal to a wider audience. Take advantage of the diverse experiences and alternative perspectives in the training session. Encourage healthy debate and sharing of ideas.

Remind people to disagree with one another respectfully, when necessary, to encourage understanding and openness to new ideas

### **16.10 Summary**

People want value for money that they spend and want great service. If they do not get it, they will not give second chance as they have wide scope. A highquality service depends upon how human resource is trained and developed to handle the competition in the emerging market. It is, therefore imperative to have different methods of training in corporate sectors. This helps employee socialize into their profession via formal and informal process that shapes how they see themselves and how their employers, peers and customers see them. The various corporate sectors in India could shed light on the training & Development atmosphere prevalent in their areas. Training is essential because technology is developing continuously and at a fast rate. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition. The importance of training as means of improving productivity is readily recognized. Skills required for one job can be transferred to another job; it can be modified and supplemented. Training plays large part in determining the effectiveness and efficiency of the establishment.

The role of training is going to be very different from what it was in the past. Intellectual capital is becoming main generator of wealth both for individuals and for the organization, as the economy is shifting towards knowledge economy. Training has become a major tool to retain employees. Well designed training programme with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place. Companies are now aligning business goals with training costs. But what is more important is, is the development of the skills of middle management. The objective of the organizational policies process and programmes for the delivery of training is to achieve its HRD strategies by ensuring the availability of skilled and competent employees to meet its present and future requirements. Training & Development is essential to remover performance deficiencies. There are two ways in which T & D influences performance. First, they improve the skills of the people for specific job requirement and secondly they add to the job satisfaction. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition. Therefore it is more imperative for the organizations which are adopting proactive HRM approach, to display a culture of right attitude and behavior in order to achieving desired goal. Training policies are becoming more sophisticated and comprehensive containing all the ingredients that go in making the organizations world class.

The present chapter has given the detailed view of complete aspects of training and development, the scene in India and sector-wise training and development efforts. Here, it is

but imperative that the evaluation and effectiveness of training activities takes place since huge amount is invested in these areas. Therefore, the next chapter throws light on evaluation and effectiveness of training activities.

### 16.11 Key words

**Training** - The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment.

**Role of Trainees-** The trainee is a major stakeholder in a training programme. The whole training programme is developed for the trainees only

**Execution of Training-** To put training programme into effect according to definite plan or procedure is called training implementation

**Implementing Training-** Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done

**The Role of Trainer-** When it comes to training, Trainers play a critical role before and after an employee is nominated for a course.

### 16.12 Self Assessment Questions

1. Briefly Explain the Need and Philosophy of Training
2. Discuss the Training objectives
3. Explain the National Training Policy
4. Evaluate the challenges of Training Manager

### 16.13 Suggested Reading

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## LESSON-17

### MANAGEMENT DEVELOPMENT

#### Learning Objectives

- ✓ To study the Management Development policy
- ✓ To Understand the Management Development strategy
- ✓ To discuss the Priorities and Approaches to Management Development
- ✓ To focus on the role of management
- ✓ To learn the Formal approaches to management development

#### Structure

- 17.1 Introduction
- 17.2 Management Development policy
- 17.3 Management Development strategy
- 17.4 Priorities for Management Development
- 17.5 Approaches to Management Development
- 17.6 How managers learn and develop
- 17.7 Formal approaches to management development
  - 17.7.1 Coaching and mentoring.
- 17.8 Informal approaches to management development
  - 17.8.1 Experiential and reflective learning
  - 17.8.2 Development centres
  - 17.8.3 The integrated approach to management development
  - 17.8.4 The reality of Management
  - 17.8.5 Relevance
  - 17.8.6 Self-development
  - 17.8.7 Experiential learning
  - 17.8.8 Formal training
  - 17.8.9 Responsibility for management development
  - 17.8.10 The role of the organization and individuals
- 17.9 The role of management
  - 17.9.1 Learning and Development
- 17.10 Management development policy
- 17.11 Management development strategy
- 17.12 Formal approaches to management development
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- 17.14 Summary
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#### 17.1 Introduction

Management development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future. It has been described by Mumford and Gold (2004) as ‘an attempt to improve managerial effectiveness through a learning process’. Management development activities are associated with talent management.

A systematic approach to management development is necessary because the increasingly onerous demands made on line managers mean that they require a wider range of developed skills than ever before.

The abilities managers need, Tamkin et al (2003)

1. To empower and develop people – understand and practise the process of delivering through the capability of others.
2. To manage people and performance – managers increasingly need to maintain morale whilst also maximizing performance.
3. To work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions.
4. To develop relationships and a focus on the customer, building partnerships with both internal and external customers.
5. To balance technical and generic skills – the technical aspects of management and the management of human relationships.

### **17.2 Management Development policy**

A management development policy provides guidelines on the approach an organization adopts to the development of its managers. It is operationalized by a management development strategy. state that management development policy consists of three variables:

- 1) the existence of written management development policy statements,
- 2) the degree of organizational priority given to management development, and
- 3) who takes responsibility for driving management development in the organization (the individual or the organization).

This is how a large engineering company expressed its management development policy.

1. The main long-term object of management development is to find ways in which the company can produce, mainly from within, a supply of managers better equipped for their jobs at all levels.
2. The principal method by which managers can be equipped is by ensuring that they gain the right variety of experience, in good time, in the course of their career. This experience can be supplemented – but never replaced – by courses carefully timed and designed to meet particular needs.
3. The foundation of management development must be a policy of management succession, ie a system which ensures that men and women of promise, from the shop floor upwards, are given the sequence of experience which will equip them for whatever level of responsibility they have the ability to reach.

### **17.3 Management Development strategy**

A management development strategy will be concerned with the programmes the organization proposes to implement to develop its managers. It will be business-led even though it may focus on the development of individual performance and potential. The business has to decide what sort of managers it needs to achieve its strategic goals and the business must decide how it can best obtain and develop these managers. Even when the emphasis is on self-development, as it should be, the business must still indicate the directions in which self-development should go, possibly in the broadest of terms, but explicitly nonetheless.

The strategy will be based on an analysis of the future needs for managers that is conducted by means of human resource planning and talent management. Forecasts can be made of the numbers and types of managers required to meet business needs and to cater for management succession. It is also necessary to assess the skills and competencies managers will need to meet future demands and challenges arising from competitive pressures, new product-market strategies and the introduction of new technology. This can be done through performance management processes that identify development needs and potential, and lead to the agreement of personal development plans.

#### **17.4 Priorities for Management Development**

Hirsh et al (2000) suggest a number of priorities for management development.

These are:

1. combining a strong corporate architecture for management development with a capability for 'just in time' training and local delivery to meet specific business needs;
2. providing better information and advice for individual managers on how to think about their future direction in career terms and their learning needs;
3. mainstreaming the skills required to manage self-development and to support the development of others; these skills include those of 'manager as coach' but also go wider and include informal career mentoring;
4. finding ways of delivering more stretching and stimulating management development to the whole population of managers, not just those in very senior posts or identified as 'high potential'.

#### **17.5 Approaches to Management Development**

The approach adopted by the organization is to provide support through a range of related activities such as performance management, development centres, personal development planning, coaching and mentoring. A rigid, organization-wide programme is not essential, although management development interventions such as those described in this chapter need to be made.

The extent to which management development activities are programmed depends on the organization: its technology, its environment and the type of managers it employs. A traditional bureaucratic/mechanistic type of organization may be inclined to adopt a more programmed approach, complete with a wide range of courses, inventories, replacement charts, career plans and results-oriented review systems. An innovative and organic type of organization may dispense with some or all of these mechanisms. Its approach would be to provide its managers with the opportunities, challenge and guidance they require, seizing the chance to give people extra responsibilities, and ensuring that they receive the coaching and encouragement they need. There may be no replacement charts, inventories or formal appraisal schemes, but people know how they stand, where they can go and how to get there.

The approach to management development should be based on an understanding of how managers learn and develop, and of the use of formal and informal methods of development and development centers.

#### **17.6 How managers learn and develop**

It has often been said that managers learn to manage by managing – in other words,



‘experience is the best teacher’. This is largely true, but some people learn much better than others. After all, a manager with 10 years’ experience may have had no more than one year’s experience repeated 10 times.

Differences in the ability to learn arise because some managers are naturally more capable or more highly motivated than others, while some will have had the benefit of the guidance and help of an effective boss who is fully aware of his or her responsibilities for developing managers. The saying quoted above could be expanded to read: ‘Managers learn to manage by managing under the guidance of a good manager.’ The operative word in this statement is good.

Some managers are better at developing people than others, and one of the aims of management development is to get all managers to recognize that developing their staff is an important part of their job. For senior managers to say that people do not learn because they are not that way inclined, and to leave it at that, is to neglect one of their key responsibilities – to improve the performance of the organization by doing whatever is practical to improve the effectiveness and potential of its managers.

However, to argue that managers learn best ‘on the job’ should not lead to the conclusion that managers should be left entirely to their own devices or that management development should be a haphazard process. The organization should try to evolve a philosophy of management development that ensures that deliberate interventions are made to improve managerial learning. Revans (1989) wanted to take management development back into the reality of management and out of the classroom, but even he believed that deliberate attempts to foster the learning process through ‘action learning’ (see Appendix D) are necessary.

### **17.7 Formal approaches to management development**

1. Management development should be based on the identification of development needs through performance management or a development centre making use of the following formal approaches.
2. Formal approaches to management development

#### **17.7.1 Coaching and mentoring.**

1. The use of performance management processes to provide feedback and satisfy development needs.
2. Planned experience, which includes job rotation, job enlargement, taking part in project teams or task groups, ‘action learning’, and secondment outside the organization.

### **17.8 Informal approaches to management development**

Informal approaches to management development make use of the learning experiences that managers come across during the course of their everyday work. Managers are learning every time they are confronted with an unusual problem, an unfamiliar task or a move to a different job. They then have to evolve new ways of dealing with the situation. They will learn if they analyse what they did to determine how and why it contributed to its success or failure. This retrospective or reflective learning will be effective if managers can apply the lessons successfully in the future.

### **17.8.1 Experiential and reflective learning**

It is potentially the most powerful form of learning. It comes naturally to some managers. They seem to absorb, unconsciously and by some process of osmosis, the lessons from their experience, although in fact they have probably developed a capacity for almost instantaneous analysis that they store in their mental databank and which they can retrieve whenever necessary.

Ordinary mortals, however, either find it difficult to do this sort of analysis or do not recognize the need. This is where informal or at least semi-formal approaches can be used to encourage and help managers to learn more effectively.

1. Formal training by means of internal or external courses.
2. Structured self-development following a self-directed learning programme set out in a personal development plan and agreed as a learning contract with the manager or a management development adviser.
3. Competency frameworks can be used as a means of identifying and expressing development needs and pointing the way to self-managed learning programmes or the provision of learning opportunities by the organization.

### **17.8.2 Development centres**

Development centres consist of a concentrated (usually one or two days) programme of exercises, tests and interviews designed to identify managers' development needs and to provide counselling on their careers. They offer participants the opportunity to examine and understand the competencies they require now and in the future. Because 'behaviour predicts behaviour', centres offer opportunities for competencies to be observed in practice. Simulations of various kinds are therefore important features – these are a combination of case studies and role playing designed to obtain the maximum amount of realism. Participants are put into the position of practicing behaviour in conditions very similar to those they will meet in the course of their everyday work. An important part of the centre's activities will be feedback reviews, counselling and coaching sessions conducted by the directing staff.

Development centres use similar techniques to assessment centres, but in the latter the organization 'owns' the results for selection or promotion purposes, while in the former the results are owned by the individual as the basis for self-managed learning.

### **17.8.3 The integrated approach to management development**

An integrated approach to management development will make judicious use of both informal and formal methods and, possibly, in larger organizations, development centres. The five governing principles are set out below:

### **17.8.4 The reality of management**

The approach to management development should avoid making simplistic assumptions about what managers need to know or do, based on the classical analysis of management as the analyses the factors that contributed to effective or less effective performance – this can be provided through performance management.

1. Getting managers to produce their own personal development plans – self directed learning programmes.

2. Encouraging managers to discuss their own problems and opportunities with their manager, colleagues or mentors to establish for themselves what they need to learn or be able to do.
3. It is the processes of planning, organizing, directing and controlling. In reality managerial work is relatively disorganized and fragmented, and this is why many practicing managers reject the facile solutions suggested by some formal management training programmes.
4. As Kanter (1989) has said: 'Managerial work is undergoing such enormous and rapid change that many managers are reinventing their profession as they go.'

### **17.8.5 Relevance**

It is too easy to assume that all managers have to know all about such techniques as balance sheet analysis, discounted cash flow, economic value-added, etc. These can be useful but they may not be what managers really want. Management development processes must be related to the needs of particular managers in specific jobs. Those needs should include not only what

managers should know now but also what they should know and be able to do in the future, if they have the potential. Thus, management development may include 'broadening programmes' aimed at giving managers an understanding of the wider, strategic issues that will be relevant at higher levels in the organization.

### **17.8.6 Self-development**

Managers should be encouraged to develop themselves (self-directed development) and helped to do so. Performance management and mentoring can provide this guidance. Programmes can be set out in personal development plans.

### **17.8.7 Experiential learning**

If learning can be described as the modification of behaviour through experience then the principal method by which managers can be equipped is by providing them with the right variety of experience, in good time, in the course of their careers, and by helping them to learn from that

experience. Action learning, as described in Appendix D, is a good method of doing this.

### **17.8.8 Formal training**

Courses can supplement but never replace experience and they must be carefully timed and selected or designed to meet particular needs.

### **17.8.9 Responsibility for management development**

The traditional view is that the organization need not concern itself with management development. The natural process of selection and the pressure of competition will ensure the survival of the fittest. Managers, in fact, are born not made. Cream rises to the top (but then so does scum). Management development is not a separate activity to be handed over to a specialist and forgotten or ignored. The success of a management development programme depends on the degree to which all levels of management are committed to it. The development of subordinates must be recognized as a natural and essential part of any manager's job, but the lead must come from the top.

Management development was seen in its infancy as a mechanical process using management inventories, multi coloured replacement charts, 'Cooks tours' for newly recruited graduates, detailed job rotation programmes, elaborate points schemes to appraise

personal characteristics, and lots of formal courses operating on the 'sheep-dip' principle (ie everyone undergoes them).

#### **17.8.10 The role of the organization and individuals**

The true role of the organization in management development lies somewhere between these two extremes. On the one hand, it is not enough, in conditions of rapid growth (when they exist) and change, to leave everything to chance – to trial and error. On the other hand, elaborate management development programmes cannot successfully be imposed on the organization. As Peter Drucker wisely said many years ago (1955): 'Development is always self-development. Nothing could be more absurd than for the enterprise to assume responsibility for the development of a man. The responsibility rests with the individual, his abilities, his efforts.'

Every manager in a business has the opportunity to encourage individual self-development or to stifle it, to direct it or to misdirect it. He should be specifically assigned the responsibility for helping all men working with him to focus, direct and apply their self development efforts productively. And every company can provide systematic development challenges to its managers.

The ability to manage is essentially something that individuals mainly develop for themselves while carrying out their normal duties. But they will do this much better if they are given encouragement, guidance and opportunities by their company and managers. In McGregor's (1960) phrase: managers are grown – they are neither born nor made. The role of the company is to provide conditions favorable to faster growth, and these conditions are very much part of the environment and organization climate of the company and the management style of the chief executive. The latter has the ultimate responsibility for management development.

McGregor (1960) on the individual's responsibility for management development

The job environment of the individual is the most important variable affecting his development. Unless that environment is conducive to his growth, none of the other things we do to him or for him will be effective. This is why the 'agricultural' approach to management development is preferable to the 'manufacturing' approach. The latter leads, among other things, to the unrealistic expectation that we can create and develop managers in the classroom.

It is remarkable that today some people are still reciting these well-established principles as if they had just discovered them.

#### **17.9 The role of management**

Management development is not a separate activity to be handed over to a specialist and forgotten or ignored. Its success depends upon the degree to which it is recognized as an important aspect of the business strategy – a key process aimed at delivering results. Top management must therefore be committed to it. Senior managers should recognize that an important aspect of their jobs is to play an active part in developing their managers, although those managers should take the main responsibility for their own development with help and support as required.

The role of HR and learning and development specialists However, HR and learning and development specialists still have an important role to play.

1. It interpret the needs of the business and advise on how management development strategies can Mplay their part in meeting these needs;
2. It act as advocates of the significance of management development as a business-led activity and make proposals on formal and informal approaches to management development;
3. It develop in conjunction with line management competency frameworks that can provide a basis for management development;

#### **17.9.1 Learning and Development**

1. encourage managers to carry out their developmental activities and provide guidaneas required;
2. provide help and encouragement to managers in preparing and pursuing their self directed learning activities;
3. act as coaches or mentors to individual managers or groups of managers;
4. plan and conduct formal learning events.

#### **Criteria for Management development**

1. The effectiveness and value of any approach to management development include the extent to which it:
2. It links to organizational goals and context – and so has relevance for the organization as well as for individuals;
3. It builds on and develops the qualities, skills and attitudes of participants;
4. It is supported by appropriate HR policies to do with recruitment and selection, reward, talent management and succession planning;
5. It has the full commitment of those responsible for the operation of the process;
6. It is motivating to those encouraged to participate in it.

#### **17.10 Management development policy**

A management development policy provides guidelines on the approach an organization adopts to the development of its managers. It is operationalized by a management development strategy.

#### **17.11 Management development strategy**

A management development strategy will be concerned with the programmes the organization proposes to implement to develop its managers.

How managers learn and develop Managers learn to manage by managing under the guidance of a good manager.

#### **17.12 Formal approaches to management development**

1. Coaching and mentoring.
2. Performance management.
3. Planned experience.
4. Formal training.
5. Structured self-development.
6. Informal approaches to management development
7. Informal approaches to management development make use of the learning experiences that managers come across during the course of their everyday work.

### 17.13 Development centers

Development centres consist of a concentrated (usually one or two days) programme of exercises, tests and interviews designed to identify managers' development needs and to provide counselling on their careers.

An integrated approach to management development

1. An integrated approach to management development will make judicious use of both informal and formal methods and, possibly, in larger organizations, development centres.
2. Responsibility for management development
3. Individual managers are largely responsible
4. for their own development but need guidance, support and encouragement from
5. their own managers and the HR function.

### 17.14 Summary

Management development can help organizations build more confident and effective managers. A management development program allows a manager to develop their skills and learn how to recognize behaviors and accomplishments in the workplace. Once you understand the core principles of management development, you can implement a customized plan that works for a specific company's needs.

### 17.15 Key words

**Experiential learning-** If learning can be described as the modification of behaviour through experience then the principal method by which managers can be equipped is by providing them with the right variety of experience, in good time, in the course of their careers, and by helping them to learn from that experience

**Self-Development-** Managers should be encouraged to develop themselves (self-directed development) and helped to do so. Performance management and mentoring can provide this guidance. Programmes can be set out in personal development plans.

**Development centers** - Development centres consist of a concentrated (usually one or two days) programme of exercises, tests and interviews designed to identify managers' development needs and to provide counselling on their careers

### 17.16 Self Assessment questions

1. Briefly explain the Management Development Policy?
2. Explain the Management Development Strategy
3. Describe the Priorities and Approaches to Management Development
4. State the Role of Management
5. Outline the formal approaches of Management Development

### 17.17 Suggested Readings

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**Dr. V. Naga Nirmala**

## LESSON -18

### NEED AND CONCEPT OF TRAINING

#### Learning Objectives

- ✓ To study the Nature of Training and Development
- ✓ To Understand the Importance of Training and Development
- ✓ To Know the Need of Training and Development
- ✓ To Learn the Process of Training and Development
- ✓ To Outline the Assessment of training and development needs
- ✓ To know the Designing training and development programmes.

#### Structure

- 18.1 Introduction
- 18.2 Meaning and Nature of Training And Development
- 18.3 Concept of Training and Development
- 18.4 Importance of Training and Development
- 18.5 Need for Training and Development
- 18.6 Process Of Training And Development
- 18.7 Assessment of Training and Development Needs
  - 18.7.1 Performance deficiency
  - 18.7.2 Individual or group interviews
  - 18.7.3 Assessment centres
  - 18.7.4 Trainings for new employees
  - 18.7.5 Individual analysis
- 18.8 Designing training and development programmes.
  - 18.8.1 The participants of the programme
  - 18.8.2 Learning principles to be employed
  - 18.8.3 Implementation of the training and development programmes
  - 18.8.4 Evaluation of the training and development programmes
  - 18.8.5 Validity of the training and development programme
- 18.9 Summary
- 18.10 Key words
- 18.11 Self Assessment Questions
- 18.12 Suggested Readings

#### 18.1 Introduction

Human resource and manpower is thought of as the total knowledge, skills, creative abilities, talents and aptitudes of an organisation's workforce, as well as the values, attitudes and benefits of an individual involved. An organization's performance and productivity are directly related to the quality and quantity of its human resources.

To maintain the quality of human resource i.e. to perform its activities well, every organization needs to have well trained and experienced people. As the employment in the fast growing present society becomes more complex the importance of training and development also increases. In this unit we will be dealing with training and development which are to enhance the skills and knowledge of the human resources in an organisation. In fact training and development will cover a large number of areas in terms of definitions, need for training and development and functions of such training and development. It also deals



with types of training and techniques of training.

## **18.2 Meaning and Nature of Training And Development**

In the present sub section of the unit, we will discuss about the concepts of training and development and will also focus on the importance and need for training and development.

### **18.3 Concept of Training and Development**

Training is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is a short-term process. After an employee is selected, placed and introduced in an organization he must be provided with training facilities so that he can perform his job efficiently and effectively.

Development is a long-term educational process utilizing an organized and systematic procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. It covers not only those activities which improve job performance but also those activities which improve the personality of an employee.

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviours to enhance the performance of employees.

1. Training knows how to reach what you want in life. It knows how to get where you want to go. Training is having the knowledge to do what you are dream of doing.
2. It is a vision which one wants to achieve.
3. Training is about knowing where you stand at present and where you will be after some point of time.
4. Training is about the acquisition of knowledge, skills and abilities through professional development.
5. Training is a process of learning a sequence of programmed behaviour. It is the short term process which refers to instructions in technical and mechanical operations.

Development is a related process which covers not only those activities which improve job performance but also those which bring about personality development, progress and actualization of their potential capacities. It is a long term educational process through which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Training and development aids in organizational development, that is, organisation gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies. Training and development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display. Training and development demonstrates a commitment to keeping employees on the cutting edge of knowledge and practice.

Understanding the phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, that is, global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organisation and employees. Employee training and development and the learning

organization increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing. Thus, the continuous employee training and development has a significant role in the development of individual and organizational performance. The strategic procedure of employee training and development needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organisation with uniqueness and differentiates it from the others.

Education is no longer the duty and privilege of those in higher positions and skilled labour, but it is becoming the duty and need of everyone. The larger the organisations, the more funds they spend on education and provide their employees with greater and diverse possibilities of education and development. Understanding the tremendous significance of education for the modern organization and confident that it represents a good and remunerative investment, present day organisations set aside more and more resources for this activity. Most of the organisations invest 3 to 5% of their revenue into adult education. It is estimated that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education. Thus, it is necessary to accept the model of permanent, continuous learning. That truth has been known for more than two centuries. Denis Diderot, a French philosopher and literate of the Age of Enlightenment, wrote the following:

‘Education shouldn’t be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge’.

The only way for present day organisations to survive is the imperative to innovate or perish. Since this depends on the knowledge the organisation possesses, this imperative could be read as: learn faster than competition. The logical sequence is: knowledge creation – innovation – competitive advantage. If knowledge is good, is it not true that the more knowledge we have, the better we are? Many organisations which consider knowledge as a good thing are trapped into the pitfall of gathering as much knowledge as possible.

Knowledge that is not necessary is exactly what it is: unnecessary. And the efforts to obtain it are wasted efforts. The only important knowledge is the knowledge with strategic importance to the company, knowledge that helps to increase the value of the company, knowledge with significance to the strategy of the company.

It is not about knowledge for the sake of knowledge, but rather knowledge according to the needs, applicable knowledge, knowledge to create innovation and competitive advantage.

Obtaining knowledge, learning, education, all could have a real effect on the quality of labour only if they are harmonized with the needs of a particular organisation, its goals and the goals of its employees. The further choice of educational contents and educational methods, and the efficiency of educational effectiveness control depend on clearly defined educational goals and needs, answers to the questions of which knowledge is necessary to realise the strategy and the survival of the organisation in general, which employees need to possess this knowledge and will this knowledge solve certain problems.

Employee training and development does not imply only obtaining new knowledge,

abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making. To precisely define expectations and attract skilled workforce, more and more employment advertisements offer a certain number of annual hours or days for education. The most wanted resources are the people with particular knowledge, skills and abilities. Managers must learn to manage them, and the organisations to employ and retain them. Knowledge based organisations must preserve their competitive advantage by retaining skilled workforce, workers of knowledge, strengthening their motivation and improving the reward and compensation systems according to the workers' performances.

Within the context of learning organisation, it is not sufficient for the worker only to add value to the organisation based on his knowledge, but he also has to receive knowledge. He gives as much knowledge as he receives. For the present day employees the wage by itself is not a sufficient incentive, but they also need investment into themselves in a sense of investing in their knowledge. Employees no longer do not work for money alone, nor can they be influenced by traditional attractive financial packages.

#### **18.4 Importance of Training and Development**

**1) It optimizes human resource utilization:** Training and development helps in optimizing the utilization of human resource that further helps the employee to achieve the organisational goals as well as their individual goals. It also helps to provide an opportunity and broad structure for the development of human resources technical and behavioural skills in inorganization. It also helps employees attain their personal growth. It also helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

**2) Productivity:** Training and development helps in increasing the productivity of the employees that helps the organisation further to achieve its long-term goal.

**3) Team spirit:** Training and development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps inculcating the zeal to learn within the employees.

**4) Organisation culture:** Training and development helps to develop and improve the organisational health culture and effectiveness. It helps increasing the learning culture within the organisation.

**5) Organisation climate:** Training and development helps building the positive perception and feeling about the organisation. The employees get these feelings from leaders, subordinates, and peers.

**6) Quality:** Training and development helps in improving upon the quality of work and work-life.

**7) Healthy work environment:** Training and development helps increasing the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organisational goal.

**8) Health and safety:** Training and development helps in improving the health and safety of

the organisation thus preventing obsolescence.

**9) Morale:** Training and development helps in improving the morale of the work force.

**10) Image:** Training and development helps in creating a better corporate image.

**11) Profitability:** Training and development leads to improved profitability and more positive attitudes towards profit orientation.

### 18.5 Need for Training and Development

The need for training and development is because of the following reasons:

1) An increased use of new technology: in the present modern organisations advanced technology has come into use such as computers and equipment which need technological knowledge. To be familiar with this kind of advanced technology employees need to be trained.

**1) To give refresher training for old employees:** Employees are given refresher course which consists of issues of current scenario. By updating old employees about latest technology or present situations helps the organization's a great deal.

**2) To make the employees work in an effective way:** An employee can work effectively if his/her skills are matching with the requirements of the organizations. When a gap is found between employee skills and organisational needs training can help to remove it.

**3) Organisational viability and transformation process:** The capability of the organization is influenced by the external pressures and the external environment is continuously changing. Therefore the organisation should train its employees to adapt to the changing external environment.

**4) To increase productivity and quality:** The productivity and quality of the organisation is increased when employees are up to date and skillful.

**5) To improve health and safety:** Most of the accidents in an organisation occur because of the deficient skills of the employee. When proper training is given to the employee to handle the equipment and machine in organisation accidents are reduced.

### 18.6 Process of Training and Development

As the concept of training is clear, let us look at the process of training and development. The main components of the process of training and development include the following:

1. Assessment of training and development needs
2. Designing training and development programmes
3. Implementation of the training and development programmes.
4. Evaluation of the training and development programmes

We have discussed these in the following sub-sections:

### 18.7 Assessment of Training and Development Needs

The success of training depends on the systematic needs assessment programme. Needs assessment finds out which employee needs to be trained and for what purpose they are trained. Therefore assessment phase sets the objectives for the purpose of training and the

competencies required in trainees after completion of the training program.

The basis for needs assessment and source for gathering information and depend mainly on purpose of training. And the need for training and development can be identified based on the following:

#### **18.7.1 Performance deficiency**

When the purpose of training is to develop employees' performance in their present job, then the trainer looks at the present performance and identifies the performance deficiency or the areas where there can be a development. Sources of information here are supervisors, client's complaints, performance appraisal data objective measures of output or quality and special tests given to find out the present knowledge and skill of the employee.

#### **18.7.2 Individual or group interviews**

These interviews are used to understand performance discrepancies and perceived training needs. They are helpful for anticipating future training needs, for prioritizing training demands, or for ambiguous situations. The sources to gather information here includes supervisors, the trainees themselves and clients.

#### **18.7.3 Assessment centres**

This method is used when training is planned for current employees who are going for a promotion or transfer. The trainer will measure the demands of the future job and also assess if the ability of the employees to meet those demands. This is done by tests or supervisory ratings of relevant abilities.

#### **18.7.4 Trainings for new employees**

For new entrées training is designed based on analysis of job content and assumed characteristics of employees. The sources of collecting information here is scores on a job knowledge selection test given to applicants for the job. The success of training depends on the systematic needs assessment programme. Needs assessment finds out which employee needs to be trained and for what purpose they are trained. Therefore assessment phase sets the objectives for the purpose of training and the competencies required in trainees after completion of the training program.

#### **18.7.5 Individual analysis**

The individual analysis attempts to determine which employees should receive training and what their current levels of skills and knowledge are. This can be done on an individual basis or on the entire work group with a specific job title. The trainer should keep in mind that that training should not be too simple or too complex.

Attention must be focused on the prerequisites of basic skills as well as on existing job related skills and knowledge. Further, if individual analysis indicates a wide range of trainee skills and knowledge, the trainer can group employees into remedial groups and advanced groups and choose a training method that allows for self paced training or individualized instruction. This kind of variance should be recognized and planned before the training begins so that all trainees can have an appropriate and satisfying learning experience.

#### **18.8 Designing training and development programmes.**

Once the need for training and development is assessed, it is time to design the training and development programmes. In this context, the following needs to be decided

**18.8.1 The participants of the programme**

The participants of the training programme can be identified based on recommendations by various departments in the organisation or by immediate supervisors of the employees, by self nomination or they can also be determined by the

Human Resource Management (HRM) department of the organisation

- **Who will carry out or implement the programme:** The trainers who will be involved in providing the training programme, also need to be identified. These could be the experts from within or outside the organisation, members of HRM department immediate supervisors, other employees in the organisation and so on.

The methods and techniques that will be used: This is again an important component of process of designing training and development and will mainly depend on the objectives of the training.

The level of training to be decided: The level of the training also needs to be determined. Training programs can be at three different levels

- 1) The first level is the lowest level and includes proving fundamental knowledge or skills.
- 2) The next level mainly focuses on acquisition of ability to perform certain work related activities and development of skills.
- 3) The last level can be termed as highest level, which focuses on increasing operational proficiency

**18.8.2 Learning principles to be employed**

The training and development programmes need to focus in learning principles like motivation of the employees, recognition of individual differences. opportunities to practice, reinforcement, feedback, goals, schedules of learning, meaning of material and transfer of learning

Where the training programme will be conducted also needs to be determined. The training programme can be on the job, at the workplace but in training room or off the site in some institution, university or organisation.

**18.8.3 Implementation of the training and development programmes**

Once the training programme is designed, it needs to be implemented. In this regard there could be a number of issues that may arise. It could be difficult to organize the training programmes during work hours as significant amount of work hours could be lost that can affect the production and performance of the organisation. Employees may also show resistance towards training and development programmes or they may have negative attitude towards the training and development programmes. Finding suitable trainers could also become an issue. These aspects need to be dealt with effectively to ensure smooth implementation if a training programme. While implementing the training and development programme, it is important to focus on the location and other facilities required for successful conduction of the programme. The schedule of the training programme needs to be adequately prepared. The action conduction the programme needs to be monitored and supervised besides, the focus also needs to be on the trainees and their participation int he programme.

#### 18.8.4 Evaluation of the training and development programmes

The basis of evaluation and the mode of collection of information necessary for evaluation should be determined at the planning stage. The process Of training evaluation has been defined as “any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information.

There are four reasons to evaluate training

1. To make decisions about the future use of a training program or technique (for example,: continue, modify, eliminate)
2. To make decisions about individual trainees(e.g.: certify as competent ,provide additional training)
3. To contribute to a scientific understanding of the training process, and
4. To further political or public relations purposes (e.g.: to increase the credibility and visibility of the training function by documenting success)

The above reasons may be summarized as decision making, feedback and marketing, the need for evaluation is also important to know the efficiency or cost effectiveness of the training method.

The training and development programmes can be evaluated based on the following:

#### 18.8.5 Validity of the training and development programme

This denotes whether the trainees learn during the programme or not. Thus, denoting, whether the objectives of the training and development programmes were achieved or not.

**Transfer validity** Whether there was transfer of what was learned during the training to on the job. Thus, the focus is on whether the performance of the employee has improved or not.

**Intra- organisational validity** This is denoted by comparing the performance of new group of employees who received the training with that of the original training group.

**Inter-organizational validity:** Whether a training and development programme that was validated in one organisation can be implemented successfully in another organisation or not.

There are four main levels of evaluation, that we need to focus on.

**1) Reaction:** Denoting the reaction of the trainee towards the programme, whether proactive or negative and so on. Reaction can be measured with the help of questionnaires.

**2) Learning:** Whether learning has taken place and there is increase the knowledge and skills level of the trainee. Learning can be measured with the help of performance tests, written tests and so on.

**3) Behaviour:** This denotes whether modification in behaviour has taken place or not. Whether the knowledge and skills learned during the training and development programmes are used and implemented by the trainee on the job or not. this can be measured with the help of performance appraisal.

**4) Results:** Where there is an overall improvement in performance. The focus here is on the outcome of the programme and its implications on the organisation or the unit. This can be measured by focusing the productivity, quality, accidents, turnover, morale and so on.

### 18.6 Summary

To carry out evaluation of training and development programmes, various techniques can also be used like using a questionnaire to collect feedback from the trainees, employee experimental group and control group, where the experimental group will receive the training and control group will not and then the two groups can be compared, longitudinal and time series analysis can also be carried out where the measurements related to performance are taken from the trainees before, during and after the training and development to programme.

### 18.7 Key words

**Training** is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is a short-term process

**Development** is a related process which covers not only those activities which improve job performance but also those which bring about personality development, progress and actualization of their potential capacities.

**Employee training and development** does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making

**Assessment Programme**-The success of training depends on the systematic needs assessment programme. Needs assessment finds out which employee needs to be trained and for what purpose they are trained

**Performance deficiency**- When the purpose of training is to develop employees' performance in their present job, then the trainer looks at the present performance and identifies the performance deficiency or the areas where there can be a development

**Assessment centres**- This method is used when training is planned for current employees who are going for a promotion or transfer. The trainer will measure the demands of the future job and also assess if the ability of the employees to meet those demands

### 18.8 Self Assessment Questions

1. Briefly Discuss the Nature of Training and Development
2. Explain the Importance of Training and Development
3. Elucidate the Need and Process of Training and Development
4. Outline the Assessment and Designing the Training Development programmes

### 18.9 Suggested Readings

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## LESSON -19

### METHODS OF TRAINING AND DEVELOPMENT

#### Learning Objectives

- ✓ To study the Cognitive Methods
- ✓ To Understand the Behavioral Methods of Training
- ✓ To Know the On the Job Training
- ✓ To Understand the Off the Job training
- ✓ To Outline the Training and Development Techniques

#### Structure

- 19.1 Introduction
- 19.2 Cognitive Methods
  - 19.2.1 Lectures
  - 19.2.2 Demonstration
  - 19.2.3 Discussions
  - 19.2.4 Computer Based Training (CBT)
  - 19.2.5 Intelligent Tutorial System
  - 19.2.6 Programmed Instruction (PI)
  - 19.2.7 Virtual Reality
- 19.3 Behavioural Methods
  - 19.3.1 Games and Simulations
  - 19.3.2 Behaviour modeling
  - 19.3.3 Business games
  - 19.3.4 Case Studies
  - 19.3.5 In Basket Technique
  - 19.3.6 Role Plays
- 19.7 On-the-job training
  - 19.7.1 Job Rotation
  - 19.7.2 Coaching
  - 19.7.3 Job Instruction Technique (JIT)
  - 19.7.4 Team assignments
- 19.8 Off-the-Job Training
  - 19.8.1 Vestibule training
  - 19.8.2 The case method
  - 19.8.3 The incident method
  - 19.8.4 Role playing
  - 19.8.5 Experiential exercises
  - 19.8.6 Conference or discussions
  - 19.8.7 Programmed Instruction
  - 19.8.8 Computer Based Training
- 19.9 Training and Development Techniques
  - 19.9.1 Content techniques
  - 19.9.2 Process techniques
  - 19.9.3 Mixed techniques
- 19.10 Summary
- 19.11 Key words
- 19.12 Self Assessment Questions

### 19.13 Suggested Readings

#### 19.1 Introduction

There are various methods of training, which can be divided into cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training.

#### 19.2 Cognitive Methods

Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning.

The various methods that come under cognitive approach are:

##### 19.2.1 Lectures

A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method. It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not. In this context, we can also discuss about straight lecture. Straight lecture method consists of presenting information, which the trainee attempts to absorb.

In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the trainer and the trainees. A lecture may also take the form of printed text, such as books, notes, etc. The difference between the straight lecture and the printed material is the trainer's intonation, control of speed, body language, and visual image of the trainer. The trainer in case of straight lecture can decide to vary from the training script, based on the signals from the trainees, whereas same material in print is restricted to what is printed. A good lecture consists of introduction of the topic, purpose of the lecture, and priorities and preferences of the order in which the topic will be covered.

##### 19.2.2 Demonstration

This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration method should be accompanied by the discussion or lecture method. To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organises those modules and prepares an explanation for why that part is required. While performing the demonstration, trainer:

- i. Demonstrates the task by describing how to do, while doing
- ii. Helps the focusing their attention on critical aspects of the task
- iii. Tells the trainees what you will be doing so they understand what you will be showing them
- iv. Explains why it should be carried out in that way

- v. The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved, the more learning will occur.

The financial costs that occur in the demonstration method are as follows:

- i. Cost of training facility for the program
- ii. Cost of materials that facilitate training
- iii. Food, travel, lodging for the trainees and the trainers
- iv. Compensation of time spent in training to trainers and trainees
- v. Cost related to creating content, material
- vi. Cost related to the organisation of the training.

After completing the demonstration the trainer provide feedback, both positive and or negative, give the trainee the opportunity to do the task and describe what he is doing.

### **19.2.3 Discussions**

This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees. The interaction and the communication between these two make it much more effective and powerful than the lecture method. If the Discussion method is used with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning.

The Discussion method consists a two-way flow of communication i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer. Understanding is conveyed in the form of verbal and non-verbal feedback that enables the trainer to determine whether the material is understood. If yes, then definitely it would help out the trainees to implement it at their workplaces and if not, the trainer may need to spend more time on that particular area by presenting the information again in a different manner.

Questioning can be done by both ways i.e. the trainees and the trainer. When the trainees ask questions, they explain their thinking about the content of the lecture. A trainer who asks questions stimulates thinking about the content of the lecture. Asking and responding questions are beneficial to trainees because it enhances understanding and keep the trainees focused on the content. Besides that, discussions, and interactions allow the trainee to be actively engaged in the material of the trainer. This activity helps in improving recall.

### **19.2.4 Computer Based Training (CBT)**

With the worldwide expansion of companies and changing technologies, the demands for knowledge and skilled employees have increased more than ever, which in turn, is putting pressure on HR department to provide training at lower costs. Many organizations are now implementing CBT as an alternative to classroom-based training to accomplish those goals.

Some of the benefits of computer-based training are:

- a. Provides instructional consistency
- b. Reduces trainee learning time
- c. Increases access to training

- d. Affords privacy of learning
- e. Allows learning at individual pace
- f. Allows the trainee to master the learning
- g. Reduces the cost of training

### 19.2.5 Intelligent Tutorial System

This Intelligent Tutorial system uses artificial intelligence to assist in training or tutoring the participants. This system learns through trainee responses.

Features of Intelligent Tutorial Systems (ITS)

- a. It selects the appropriate level of instructions for the participants
- b. It guides the trainees
- c. It is a text-based system
- d. It also evaluates the training program
- e. It also improves the methodology for teaching the trainee based on the information
- f. It is an interactive system
- g. It determines the trainee's level of understanding

Intelligent Tutorial System (ITS) comprises of five components:

- i) A domain expert also called the expert knowledge base
- ii) A trainee model – stores the information on how the trainee is performing during the training program
- iii) A scenario generator
- iv) A training session manager – interprets trainees responses and responds either with tutoring, more content or information
- v) A user interface – allows the trainee to communicate with the Intelligent tutorial System

### 19.2.6 Programmed Instruction (PI)

Programmed instruction is a computer-based training that comprises of graphics, multimedia, text that is connected to one another and is stored in memory. Programmed instruction is the procedure of guiding the participants strategically through the information in a way that facilitates the most effective and efficient learning. It provides the participant with content, information, asks questions, and based on the answer goes to the next level of information i.e. if the trainee gives the correct answer; one branch moves the trainee forward to the new information. And if the trainee gives the wrong answer, then different branch is activated, taking the trainee back to the review relevant information in more elaborate manner.

This method allows the trainees to go through the content according to the individual speed, and capability. Those trainees, who respond better, move through the content rapidly.

Programmed Instruction also comes in

- a. Printed form i.e. books
- b. Tape
- c. Interactive Video
- d. Other formats

In programmed instruction, trainees receive information in substantial amount and then tested on their retention of information. If the trainees are not able to retain the information, they are referred back to the original information. If the trainees retain the information, they

are referred to the next log of information. Some of the features of programmed instructions are:

- a. It provides immediate feedback to trainee response
- b. It frequently reviews the content
- c. It programs small learning steps that results in fewer response errors
- d. It allows trainees to move through the content at their own speed, or capability
- e. It requires frequent active responses by the trainees

### **19.2.7 Virtual Reality**

Virtual Reality is a training method that puts the participant in 3-D environment. The three-dimensional environment stimulates situations and events that are experienced in the job. The participant interacts with 3-D images to accomplish the training objectives. This type of environment is created to give trainee the impression of physical involvement in an environment. To experience virtual reality, the trainee wears devices, like headset, gloves, treadmills, etc.

Virtual Reality provides trainees with an understanding of the consequences of their actions in the work environment by interpreting and responding to the trainees' actions through its accessories:

- a. Headset: provides audio and visual information
- b. Gloves: provides tactile information
- c. Treadmills: is used for creating the sense of movement
- d. Sensory devices: transmits how the trainees are responding in the virtual workplace to the computer
- e. This allows the virtual reality (VR) system to respond by changing the environment appropriately.

Some of the features of Virtual Reality System are:

- a. It is poorly understood – requires technical understanding
- b. It is expensive
- c. It is time consuming
- d. It is flexible in nature
- e. It does not incur traveling, lodging, or food cost
- f. It requires excellent infrastructure

## **19.3 Behavioral Methods**

Behavioural methods are more of giving practical training to the trainees. The various methods under behavioural methods allow the trainee to behaviour in a real fashion. These methods are best used for skill development. The various methods that come under behavioural methods are:

### **19.3.1 Games and Simulations**

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job. A training game is defined as spirited activity or exercise in which trainees compete with each other according to

the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are challenge, rules and interactivity.

These three components are quite essential when it comes to learning. Some of the examples of this technique include business games, role plays, in basket technique, equipment stimulators and case studies. Trainees can therefore experience these events, processes, games in a controlled setting where they can develop knowledge, skills, and attitudes or can find out concepts that will improve their performance.

### **19.3.2 Behaviour modeling**

Behaviour Modelling uses the innate inclination for people to observe others to discover how to do something new. It is more often used in combination with some other techniques. In this method, some kind of process or behaviour is videotaped and then is watched by the trainees. Games and simulation section is also included because once the trainees see the videotape, they practice the behavior through role plays or other kind of simulation techniques. The trainee first observes the behaviour modelled in the video and then reproduces the behaviour on the job. The skills that are required to build up are defined. A brief overview of the theory is then provided to the trainers.

Then, trainees are given instructions that what specific learning points or critical behaviour they have to watch. Then the expert is used to model the suitable behaviors. Then, the trainees are encouraged to practice the suitable behaviour in a role play or through any other method of simulation. Trainees are then provided with some opportunities to give reinforcement for appropriate imitation of the model's behaviour. In the end, trainer ensures that trainees appropriately reinforces the behavior on the work place Behaviour modelling focuses on developing behavioural and interpersonal skills. This type of method can be used for training in

- i. Sales training
- ii. Interviewee training
- iii. Interviewer training
- iv. Safety training
- v. Interpersonal skills training

### **19.3.3 Business games**

With the increase in globalization and changing technologies, many organization's are now moving from board games to computer based simulations, using interactive multimedia (IM) and virtual reality (VR).

Business games are the type of simulators that try to present the way an industry, company, organisation, consultancy, or subunit of a company functions. Basically, they are based on the set of rules, procedures, plans, relationships, principles derived from the research. In the business games, trainees are given some information that describes a

particular situation and are then asked to make decisions that will best suit in the favor of the company. And then the system provides the feedback about the impact of their decisions.

Again, on the basis of the feedback they are asked to make the decisions again. This process continues until some meaningful results do not come out or some predefined state of the organisation exists or a specified number of trials are completed.

As an example, if the focus is on organization's financial state, the game may end when the organization reach at desirable or defined profitability level.

Some of the benefits of the business games are:

1. It develops leadership skills
2. It improves application of total quality principles
3. It develops skills in using quality tools
4. It strengthen management skills
5. It demonstrates principles and concepts
6. It explores and solves complex problem
7. Leadership skills
8. Management skills
9. Quality tools
10. Principles and concepts
11. Total quality principles
12. Solves complex problems

Many games and simulations examine the total organization but only some focus on the functional responsibilities of specific positions in an organization. Business games simulate whole organization and provide much better perspective than any other training methods. They allow trainees to see how their decisions and actions impact on the related areas.

#### **19.3.4 Case Studies**

Case studies try to simulate decision making situation that trainees may find at their work place. It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get trainees to apply known concepts and ideologies and ascertain new ones. The case study method emphasize on approach to see a particular problem rather than a solution. Their solutions are not as important as the understanding of advantages and disadvantages. The trainee is given with some written material, and the some complex situations of a real or imaginary organisation. A case study may range from 50 to 200 pages depending upon the problem of the organisation. Case Study method focuses on:

- i. Building decision making skills
- ii. Assessing and developing Knowledge, Skills and Attitudes (KSAs)
- iii. Developing communication and interpersonal skills
- iv. Developing management skills
- v. Developing procedural and strategic knowledge

#### **19.3.5 In Basket Technique**

It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manger, engineer, reporting officer, or administrator. In this technique, trainee is given some information about the role to be played such as, description, responsibilities, general context about the role. The trainee is



then given the log of materials that make up the in-basket and asked to respond to materials within a particular time period. After all the trainees complete in-basket, a discussion with the trainer takes place. In this discussion the trainee describes the justification for the decisions. The trainer then provides feedback, reinforcing decisions made suitably or encouraging the trainee to increase alternatives for those made unsuitably. A variation on the technique is to run multiple, simultaneous in baskets in which each trainee receives a different but organized set of information. It is important that trainees must communicate with each other to accumulate the entire information required to make a suitable decision. This technique focuses on: trainees to see how their decisions and actions impact on the related areas.

Benefits of this In Basket Technique

- a. Decision making skills
- b. Knowledge, skills and Attitudes
- c. Communication and interpersonal
- d. Strategic knowledge
- e. Procedural knowledge

### 19.3.6 Role Plays

Role play is a simulation in which each participant is given a role to play. Trainees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, etc. Then, a general description of the situation, and the problem that each one of them faces, is given. For instance, situation could be strike in factory, managing conflict, two parties in conflict, scheduling vacation days, etc. Once the participants read their role descriptions, they act out their roles by interacting with one another. Role Plays helps in

- i. Developing interpersonal skills and communication skills
- ii. Conflict resolution
- iii. Group decision making
- iv. Developing insight into one's own behaviour and its impact on others
- v. Developing interpersonal skills
- vi. Conflict resolution
- vii. Developing insights
- viii. Group decision making

There are various types of role plays, such as:

**a) Multiple role play:** In this type of role play, all trainees are in groups, with each group acting out the role play simultaneously. After the role play, each group analyses the interactions and identifies the learning points.

**b) Single role play:** One group of participants plays the role for the rest, providing demonstrations of situation. Other participants observe the role play, analyse their interactions with one another and learn from the play.

**c) Role rotation:** It starts as a single role play. After the interaction of participants, the trainer will stop the role play and discuss what happened so far. Then the participants are asked to exchange characters. This method allows a variety of ways to approach the roles.

**d) Spontaneous role play:** In this kind of role play, one of the trainees plays herself while the other trainees play people with whom the first participant interacted before. Besides the

methods of training and development programme, we also need to focus on whether the programme is carried out on the job or off the job.

### **On-The-Job and Off-The-Job Training**

Another simple classification of training method is into two categories:

On-the-job training methods

Off-the-job training methods

#### **19.7 On-the-job training**

These methods are more popular and most commonly used method used both in basic skills training and in management training and development. Under this method, the individual is placed on a regular job and taught the skills necessary for that job. The trainee learns under the

supervision and guidance of a qualified worker or instructor. The development of a employees abilities can take place on the job. The benefit of on the job training is that the employee learns as he/ she is working on the job, thus the work hours are not lost and the employee learns form his immediate superiors or colleagues in a natural work setup. As such on the job training does not involve much of a preparation and it is also cost effective. Though, the disadvantage can be that there could be error and even accidents (especially if machinery is involved) and this needs to be taken care of.

On-the-job training can be systematically organized by Preparing the learner for the training, by explaining him/ her the relevance of the training, putting him/ her at ease, cultivating interest and so on.

Presenting the operation, that is, by explaining quality and quantity improvements, explaining each step to the employees, encouraging him/ her to work at slow pace, focusing on difficult parts of the work activity and so on.

Trying out can also be encouraged by helping the employee carry out the job at a slow pace, leading to gradual increase in his/ her skills and speed, providing feedback and so on.

Following up with the employees after he/ she seems to have gained the skills to carry out the job, gradually decreasing supervision but providing help in case of any difficulty, provide positive feedback and reinforcement when job is well done.

##### **19.7.1 Job Rotation**

In this type of training the trainees will shift from one job to another. It enables the employees to gain knowledge and experience from the trainers of the different job assignments. This method is common for training managers for general management positions. It facilitates the trainee to understand the problems of employees on the other jobs.

##### **19.7.2 Coaching**

The trainee employee will undergo training under a particular coach or supervisor. This coach provides feedback for the trainees on their performance and also gives suggestion for improvement. A major disadvantage of this method is the trainee may not have the freedom or opportunity to express his own ideas.

##### **19.7.3 Job Instruction Technique (JIT)**

This is also known as step by step training. Here the trainer explains the trainee the

way of doing the jobs and provides feedback to improve the performance of the trainee.

#### **19.7.4 Team assignments**

In this method a group of trainees are given and asked to solve an actual organisational problem. The problem is solved jointly by the team of trainees. This method helps to develop team work.

Other techniques of on the job training include orientation, internship, apprenticeship, mentoring, and so on.

#### **19.8 Off-the-Job Training**

In this method trainee is separated from the job and is made to learn the information that is related to the job. Here the trainees are not disturbed by the job requirements as in on the job training methods.

Therefore they can concentrate on the learning and get trained before starting the job. The development of a employee's abilities can take place off the job or away from the actual work place of the employee. Off the job training is effective when it may not be possible to provide on the job training to the employees as the machinery and raw material involve is costly and there cannot be any wastage and also the possibilities of any error or accidents need to be nullified. When the training is held away from the workplace, the employee is in better position to focus and can also receive exposure to theoretical information and innovative ideas. Though, when training programme is carried out off the job, extensive preparations need to be carried out that involves investment of various resources including financial investment. There is also loss of work hours during the period that the employees are participating in the training. Though is effectively and systematically planned, the benefits of an off the job training are long term.

The following methods are part of off-the-job training:

##### **19.8.1 Vestibule training**

In this method the real work setting is simulated. The files and equipment used in actual work situation are also used here. Later the skills learned in the simulated setup are used in actual job.

##### **19.8.2 The case method**

Here the job situation is presented on the paper, and the group of trainees identifies the problems and offer solutions. Here trainees learn from each other and receive feedback on one another's performances.

##### **19.8.3 The incident method**

This is similar to the case method. In this method trainees only get know the outline of a particular incident. The trainees have an interaction with the trainer and seek information on the incident by asking questions. After seeking adequate information trainees attempt to solve the problem. Later at the end of the session the trainer gives all the information and trainees compare their solution based on the complete information.

##### **19.8.4 Role playing**

This method is the human interaction that involves realistic behaviour in imaginary situations. The members play a role of certain characters such as manager, supervisor,

workers etc. this method is mostly used for developing inter-personal interactions and relations.

### **19.8.5 Experiential exercises**

This technique incorporates elements of both case study and role playing. Trainees examine their responses first as individuals, then with the members of their own groups or teams, and finally with larger group and with the trainer.

### **19.8.6 Conference or discussions**

This involves a group of people who give ideas, examine and share information which help the trainee to improve his job performance.

### **19.8.7 Programmed Instruction**

This is a popular method of recent times. In this the subject matter which has to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks.

The other techniques of off the job development are sensitivity training, straight lectures/lectures and so on.

### **19.8.8 Computer Based Training**

In the present advanced technological society the medium of training is shifting from classroom training towards learner centered, technology mediated training that is Computer Based Training. Computer Based Training is presentation of text, graphics, video, audio via computer for the purpose of building job relevant knowledge and skill. Common forms of CBT includes multimedia learning environments, intranet and web- based instruction, e-learning, virtual reality training etc.

This method consists of two features:

1) Customization: in which programs can be adapted based on characteristics of the learners, and 2) learner control: in which learners may modify the learning environment to suit their own purposes.

Therefore, CBT represents adaptive learning, its flexibility, and its potential cost savings is making this method of training more popular.

## **19.9 Training and Development Techniques**

Training and development techniques fall into three categories

### **19.9.1 Content techniques**

To provide knowledge or information at cognitive level i.e. information processing techniques

### **19.9.2 Process techniques**

To change attitudes, develop self-awareness and improve interpersonal skills. These are based on theoretical models of learning and behaviour change. e.g.; roles play behavioural modification and transactional analysis.

### 19.9.3 Mixed techniques

To provide both information-transmitting function and an attitude change function, for example, conference, discussion, simulation and on the job training

### 19.10 Summary

To discussed about the meaning and nature of training and development. Training is the act of increasing the knowledge and skills of an employee for performing the job assigned to him. It is a short-term process. After an employee is selected, placed and introduced in an organization he must be provided with training facilities so that he can perform his job efficiently and effectively. Development is a long-term educational process utilizing an organized and systematic procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. It covers not only those activities which improve job performance but also those activities which improves the personality of an employee. Importance and need for training and development were also covered. The unit further covered the main components of the process if training and development including assessment of training and development needs, designing training and development programmes, implementation of the Human Resource Practices training and development programmes and evaluation of the training and development programmes. Cognitive and behavioural methods of training and development were also covered. The unit lastly focused on on-the-job and off-the-job training, computer-based training and training and techniques

### 19.11 Key words

**Lecture-** A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic.

**Demonstration-** This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job

**Discussions-** This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the trainer and the trainees

**Computer Based Training (CBT)-** With the worldwide expansion of companies and changing technologies, the demands for knowledge and skilled employees have increased more than ever, which in turn, is putting pressure on HR department to provide training at lower costs.

**Programmed instruction -** Programmed instruction is a Computer based training that comprises of graphics, multimedia, text that is connected to one another and is stored in memory.

**Virtual Reality** is a training method that puts the participant in 3-D environment. The three-dimensional environment stimulates situations and events that are experienced in the job.

**Behaviour Modelling** uses the innate inclination for people to observe others to discover how to do something new are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool.

**19.12 Self Assessment Questions**

1. Explain the Cognitive Methods of Training
2. Briefly Discuss the Behavioral Methods of Training
3. Examine the on the Job Training and Off the job Training Methods
4. Specify the Training and Development techniques

**19.13 Suggested Readings**

1. Vivien Martin (2005) Managing Projects in Human Resources, Training and Development, Kogan page Publications.
2. Michael Armstrong (2007) A Handbook of Human Resource Management Practice 10<sup>th</sup> Edition Kogan Publications Limited
3. Jed Lindholm, Karen K. Yarrish, and Aileen G. Zaballero (2012) The Encyclopedia Of Human Resource Management John Wiley & Sons, Inc
4. Jean Phillips (2012) Strategic Staffing – 2<sup>nd</sup> edition Prentice Hall, Inc.
5. Werner, S., Schuler, R.S. and Jackson, S.E. (2012) Human resource management. 11<sup>th</sup> ed. ; International edition, South-Western Cengage Learning.
6. David McGuire (2014) Human Resource Development Second Edition SAGE Publications Ltd, New Delhi .
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9. Armstrong, M. (2015) Armstrong's handbook of performance management: an evidence-based guide to delivering high performance. 5<sup>th</sup> edition. London: Kogan Page.
10. Robert N. Lussier (2019) Human Resource Management – 3<sup>rd</sup> edition Sage Publications, Inc.
11. Robert N. Lussier and John R. Hendon (2022) Human Resource Management: Functions, Applications, and Skill Development – 4<sup>th</sup> edition Sage Publications, Inc

**Dr.V.Naga Nirmala**

## LESSON -20

# DESIGNING AND EVALUATING OF TRAINING AND DEVELOPMENT

### Learning Objectives

- ✓ To study the Design and Implementation of Training Programmes
- ✓ To Know the training Needs
- ✓ To Understand the Responsibility of Training
- ✓ To Learn the Basic factors in Designing the training and Development Programmes
- ✓ To Outline the Methods and Techniques of Training Programmes

### Structure

- 20.1 Introduction
- 20.2 Design, Implementation and Evaluation of Training & Development Programmes
- 20.3 Step 1. Identification Of Training Need And Analysis
  - 20.3.1 Why Training Needs Arise?
  - 20.3.2 When do Training Needs Arise?
  - 20.3.3 Whom to train?
  - 20.3.4 Determination of Training Needs
- 20.4 Step 2. Setting Up Of Training And Development Objectives
- 20.5 Step 3. Selection And Designing Of Training & Development Programme
  - 20.5.1 Basic Factors in Designing a Training and Development Programme:
    - 20.5.1.1 Level of participants
    - 20.5.1.2 Training period
    - 20.5.1.3 Content of the programme
    - 20.5.1.4 Effective training methodology
    - 20.5.1.5 Responsibility for training
    - 20.5.1.6 Principles of training
    - 20.5.1.7 Budget provisions
- 20.6 Step 4. Selection And Developing Training
  - 20.6.1 Methods And Techniques
  - 20.6.2 Implementation of Training and Development Programmes
- 20.7 Step6: Evaluation Of Training & Development Programmes
  - 20.7.1 Context Evaluation
  - 20.7.2 Input Evaluation
  - 20.7.3 Process Evaluation
  - 20.7.4 Product Evaluation
- 20.8 Step7: Feedback Leading To Further Identification Of Training Needs
- 20.9 Summary
- 20.10 Key words
- 20.11 SelfAssessment questions
- 20.12 Suggested Readings

### 20.1 Introduction

Designing training programmes is one of the most pervasive, yet the most misunderstood activity to be found in the field of human resource development. As human resource development is concerned with learning particularly in work settings, the task of

design is crucial. There are a few significant parameters, which are to be taken into account while designing any training programme. We will briefly look into these parameters, which enrich and facilitate a training designing in terms of its efficacy in operation. Designing of training & development programme is not one time affair like constructing a house. Based on the feedback from the participants and the feedback from their superiors in terms of their performance in the organization and the course directors and the faculty discover lapses or shortcomings in the programme they have designed and operated. One may have to think of improving the selection of modules, the structure of the course or the sequence of topics and the exercise and methods that may be employed in order to improve the delivery to that programme. Therefore, there is to be a constant concerted effort in designing a training programme. It is not to be casual; the attempt is to bettering as you move on from making the training programme as an effective tool to increase knowledge, skills & desirable attitudes on the part of the employee towards making things better. In preparing the training design, you need to keep those factors in view that have the potential of influencing the implementation of the programme. This makes the programme functional and practical, perhaps the difference between a successful or a disappointing experience. All the factors described in the following paragraphs may not be applicable to a particular programme. The relevance and relative importance of these factors for a particular programme depends on its genesis, nature, objectives, and duration. It is important that at the time of preparing the plan for the programme, you need to envisage the scenario even beyond the implementation stage. You should contemplate the transfer of training to the organization work. The objective of the planning exercise is to ensure optimum results from your efforts and those of the participants. Planning a programme is about considering various options and coming up with the best course of action under the given circumstances. It is anticipating likely impediments or problems in the delivery of the programme, developing appropriate responses and preparing to confront them. If this is taken care of, you can be reasonably sure of delivering a good programme.

## **20.2 Design, Implementation and Evaluation of Training & Development Programmes**

A training design is a blueprint for a training event or experience. It is detailed plan for trainers that what they will do. Why it is to be done, and the best way to reach training's objectives. Training is the most important component of Human Resources Development (HRD) philosophy of modern organizations, which rely on training design and implementation. It helps them to find solutions to their day today problems by identifying their problems and guiding them in the right direction. It functions as a process from identification of the needs to evaluation and feedback. Training as a constructive design mobilizes all available resources in organizations and moves them towards attainment of human goals. A good training programme has seven steps, which in a sequence form a constructive training design and implementation process.

The seven steps are:

1. Identification of training need and analysis.
  2. Setting up of training and development objectives.
  3. Selection and designing of programmes.
  4. Selection and developing training methods and techniques.
  5. Implementation of training and development programmes.
  6. Evaluation of training and development programmes.
  7. Feed back leading to further identification of training needs.
- These steps provide a holistic approach to training. They are interlined with one another, providing a wider scope for the improvement of the training process.



Each step is analyzed to evaluate how it can be improved for the total effectiveness of the programme.

### **20.3 Step 1. Identification Of Training Need And Analysis**

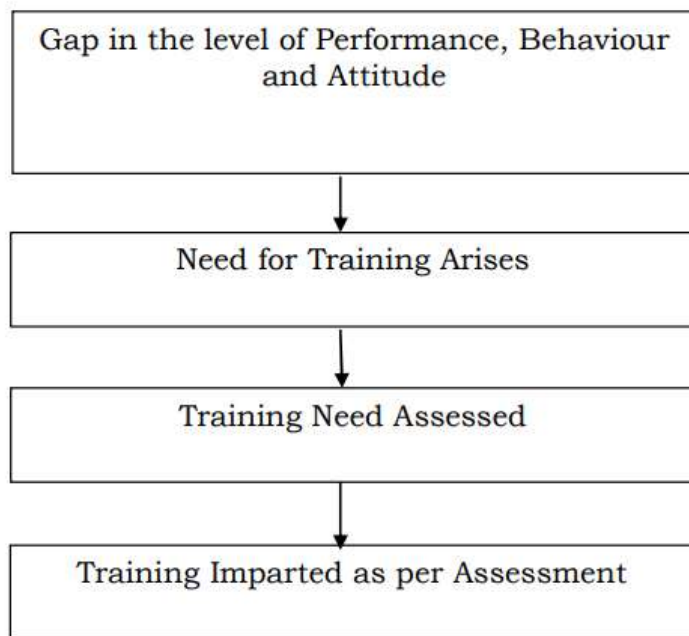
Identification of training needs of individuals and groups is the first and most important step in the training process for achieving the goals of individuals, groups and organizations. It helps to bring to the surface the prevalent attitude of individuals and the climate of organizations. What is Training and Training Needs? For any assessment of training needs, it is mandatory to know what we actually mean by training and training needs. Training is any structured activity that is the result of a consciously assessed learning need designed to improve an individual or organization's performance. "Training can be defined as the process of bringing the manpower of an organization to the desired level of performance, behaviour and attitude from the existing level of performance, behaviour and attitude." Thus, the definition itself says that the gap between the actual and desired performance, behaviour and attitude leads to birth of training needs for employees at workplace. And training is imparted to fulfill only this gap, the urgency depending upon the nature, size and seriousness of the gap.

#### **20.3.1 Why Training Needs Arise?**

As already discussed, the gap between actual and expected performance, behaviour and attitude leads to emergence of training needs. But the main purpose of training is to attain that level of performance, behaviour and attitude in employees, which leads to fulfillment of the objectives of any organization. Thus, training needs arise when there is a condition of requirement to move to a particular level of performance, behaviour and attitude.

#### **20.3.2 When do Training Needs Arise?**

- i. When existing level of performance, behaviour and attitude of employees is not contributing to the success of the organization.
- ii. When the level of motivation and morale is low among the employees in the organization.
- iii. When there is a special need due to some technological innovation in the organization like introduction of ISO Quality systems.
- iv. When Employees themselves convey to the organization through management about the key areas in which they are not much competent.
- v. When there is a need for updating the knowledge of employees as per the industry scenario. This is especially the case in relation to market scenario and legislations.
- vi. When the organization takes special interest in some employee, thereby intending his development, for promotion or succession purposes.
- vii. When business plan or business strategy demands new orientation in knowledge, skills, attitude or behavioral orientation.
- viii. When there is a change in policies, systems, priorities, procedures, management expectations and focus in the organization. — When external changes have impact in the organization When to Train?



### 20.3.3 Whom to train?

Training is imparted to employees for whom the training needs have been recognized. Training needs can arise for employees at all levels



### 20.3.4 Determination of Training Needs

The determination of training needs and organization of training programmes would vary from organization to organization. On one hand we may have a progressive company with highly organized central personnel and training departments, and a plan for integrated manpower development. At the other extreme we may have a company where the personnel and training responsibilities are not very clear.

Top/ Strategic Level Management Level Supervisory Level Operational Level the first type of company, the determination of training needs is something, which is constantly being carried out. On the other hand, in the second type of company, training is less likely to be planned for the company as a whole. As there are still many directors who do not accept

the need for training. You are really lucky if you find yourself working with a company where the training function is firmly established.

Even if the approach of each company differs, there are number of common basic steps:

- i. Take an inventory of existing manpower both qualitatively and quantitatively.
- ii. Make forecasts of future requirements by considering normal wastage through resignations, retirements, transfers etc.
- iii. Look for sources of talent both within and outside the organization.
- iv. Prepare strategy for development for existing as well as future manpower.

#### **20.4 Step 2. Setting Up of Training and Development Objectives.**

A training and development programme must clearly lay down its objectives. Objectives spell out the real mission of an organization. These also help individuals to be aware of their own objectives in relation to the organizational objectives.

O. Jeff Harris, Jr. observes: "Training of any kind should have as its objective the redirection or improvement of behaviour so that the performance of the trainee becomes more useful and productive for himself and for the organization of which he is a part. Training normally concentrates on the improvement of either operative skills (the basic skills related to the successful completion of a task), interpersonal skill (how to relate satisfactorily to others), decision making skills (how to arrive at the most satisfactory causes of action), or a combination of these." Training normally intended to fulfill the following objectives.

- a. Helps trainees in acquiring knowledge of the subject matter.
- b. Helps to bring about a change in the attitude and behavior of trainees.
- c. Helps in developing knowledge about self to an extent that enables trainees to develop their potential.
- d. Helps in interaction among trainees themselves, who learn from each other experience.
- e. Aims at enhancing the capacity of trainees so as to enable them to increase their problem solving capability.
- f. Aims at helping the process of learning and developing.
- g. Aims at bridging the gap between expected level of performance and the actual level of performance.
- h. Aim at providing a scientific base for acquisition of knowledge and skills.

Objective spell out the real mission of an organization These also help individuals to be aware of their own objectives in relation to the organizational objectives. Objectives have to be expressed in behavioral terms. They have to be expressed in terms of measurable quality, which can be seen in action. A behavioral objective defines the standards of acceptable performance.

Trainer have to give specific objectives, stated in terms of what employee will be able to do when they leave the training program and return to their job. Behavioral objective, when they are properly written, are powerful tool for the trainer to use in bringing about management's commitments to training programmes.

Properly designed and accepted objective form a road map for designing training programmes. It is relatively easy to write a good training objectives if the trainers follow a few simple steps. The trainer keeps in mind that description relate to what participants will be

able to do at end of a training programmes, conditions under which they have to perform and criteria for success.

### **20.5 Step 3. Selection And Designing Of Training & Development Programme**

Preparative efforts for analyzing the needs and deriving objectives from the need analysis have to be integrated with the resources and rich experiences available in an organization while designing a training and development programme. Training will be more effective and successful if the following basic factors are considered while designing the programme.

#### **20.5.1 Basic Factors in Designing a Training and Development Programme:**

Each programme has its own special demands of needs to be fulfilled often we become the victims of generalization and retard the effective process of learning.

The feasibility of transforming objectives into outcomes depends mainly on the following basic factors:

##### **20.5.1.1 Level of participants**

The level of participants assessed through some pretests. An area of consideration affecting the choice of a training programme is trainee characteristics, specifying the number of employees who need training, their ability levels, and individual differences in training needs. If an organization's objective is to implement major changes, everyone in it should be involved.

##### **20.5.1.2 Training period**

The duration of training varies with the skill to be acquired, the complexity of the subject, a trainee's aptitude and ability to understand, and the training media used. Generally, a training period should not be unduly long; if it is, trainees may feel bored, uninterested.

##### **20.5.1.3 Content of the programme**

There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned. The four content areas are, information, acquisition of skills, attitudinal change, decision-making and problem solving skills. In practice, training programmes often incorporate more than one type of training content.

##### **20.5.1.4 Effective training methodology**

The appropriate training methodology is decided on various factors like the nature of the topic, time, receptivity level of participants and availability of faculty resources. We are all living in the days of specialization. An integrated programme has to be prepared with the cooperation of all the specialists.

##### **20.5.1.5 Responsibility for training**

Training is the responsibility of four main groups:

- a) The top management, which frames the training policy;
- b) The personnel department, which plans, establishes and evaluates instructional programmes.
- c) Supervisors, who implement and apply developmental procedure;
- d) Trained employees, who provide feedback, revision and suggestion for corporate educational endeavors.

#### **20.5.1.6 Principles of training**

There are three basic principles, which should be kept in mind for effective training:

1. Training is most effective when the learning experience occurs under conditions identical with those the trainee will encounter on the job.
  2. Training is most effective when some individual in the organization is held responsible for the progress of the learner.
  3. Training is most effective if the learner is given helpful, friendly and personal instruction.
- vii) Evaluation system:

Designing an evaluation system well in advance perhaps helps trainers to consolidate their efforts in the right direction for its effectiveness.

#### **20.5.1.7 Budget provisions**

Budget provisions play a very important role in designing training programmes. The programmes, faculty resources, methodology etc. are all decided according to funds available in the budget. Budget size is likely to increase as a function of the number of trainees, organizational level of trainees and extensiveness of training needs.

### **20.6 Step 4. Selection and Developing Training**

#### **20.6.1 Methods and Techniques**

The forms and types of employee training methods are inter-related. It is difficult, if not impossible; to say which of the methods or combination of methods is more useful method than the other. Training methods and techniques are supportive to learning and should be carefully selected and used in appropriate context so that they are helpful in the learning process. It is trainer's job to make all possible efforts to make learning more effective and interesting. It is necessary to use training aids and equipment to enhance the intensity and pace of learning.

#### **20.6.2 Implementation of Training and Development Programmes**

Once the training programme has been designed, it needs to be implemented. Implementation is beset with certain problems. Firstly, most managers are action-oriented and frequently say no to training efforts. Secondly, there is problem of locating suitable trainers within an organization. Any training programme implementation involves action on the following lines:

1. Deciding the location and organizing training and other facilities.
2. Scheduling the training programme.
3. Conducting the programme
4. Monitoring the progress of trainees.

The disappointments which arise from training programmes usually originate from

- (i) the members being wrongly selected;
- (ii) the members being badly prepared and motivated;
- (iii) the course being bad in content or method;
- (iv) the course objectives being inappropriate; and
- (v) the course not being related to organizational realities.

Training is done according to the programme designed within a stipulated period. In the process of training, participants have to be motivated to develop a keen interest for learning.

The trainer's responsibility lies in leading participants towards a goal designed at different stages with the full cooperation of the participants.

Training has to be oriented to the level of participants age, qualification, knowledge and experience. Charles E. Watson suggests four levels of learning to cause a voluntary and rational behavioural change. They are:

- a. Reaching the knowing-about level.
- b. Reaching the understanding level.
- c. Reaching the acceptance level.
- d. Reaching the ability-to-apply level.

These four levels of learning should not necessarily be constructed as four successive levels. As a practical matter, however, learning typically does proceed in successive stage, beginning with knowing about and ending with ability to apply. In the general, people usually need to know about something before they can begin to accept it, and to accept something before they are willing to apply it.

### **Reaching the knowing-about level**

In a training situation, awareness creates a thirst for knowing certain concepts and prompts the learner to acquire as much knowledge that is needed for performing a task. Effective training brings people to the knowing about level with an attitude of knowing more about the concept so that they can apply it successfully and achieve the results they desire.

Training methods such as case studies, role-playing, management games, in-basket exercise and simulations can cause the knowing-about level to occur. These methods can both introduce trainees to new concept and demonstration their usefulness to new concepts and the degree to which trainees understand, accept and possess the ability to apply them.

### **Reaching the understanding level**

The understanding level is reached when the following two conditions exist. Firstly, trainees know why there is a cause-effect relationship between correct or appropriate application of a concept or principle given in a situation and the probable outcome, and they also know how this cause and effect relationship operates.

Secondly, trainees know the theory underlying a concept or principle sufficiently well to be able to modify or adapt it, thus making it appropriate for most given situations.

People understand new ideas only from their own frame of reference.

People understand things more fully and deeply when they discover them for themselves than they just hear about them.

People remember things they discover for themselves for a longer period, compared to those things, which they have merely been told about.

To reach a level of deep understanding, learning should be trainee-centered, not instructor-centered. The instructor establishes learning conditions and trainees are responsible for teaching themselves through a process of self-discovery.

### **Reaching the Acceptance Level**

Knowing about and understanding a concept does not guarantee that it will be

accepted. Acceptance is reached when people's values, attitudes and beliefs are not so strongly contrary to a concept or principle.

Reaching the ability-to-apply level Ability-to-apply level requires that trainees have knowledge, self-confidence and willingness to try. Participants returning to jobs from training programmes

face several formidable challenges. They need encouragement from their superiors and subordinates to try out the new concepts and principles they learnt in the training programme.

### **20.7 Step6: Evaluation Of Training & Development Programmes**

Evaluation of training and development programmes should be a continuous process for improving what we teach and how we teach. Evaluation helps to design and organize successful training programmes, based on the feedback received from participants.

Gail Trapnell has suggested five dimensions to the evaluation of training. They are:

- a. Context evaluation
- b. Input evaluation
- c. Process evaluation
- d. Product evaluation
- e. Impact evaluation

#### **20.7.1 Context Evaluation**

Context evaluation attempts to assess the environment prevalent among managers, supervisors and workers. It aims to know their attitudes towards training programmes, which have been organized. It also focuses on the appropriateness of training objectives when new programmes are organized and when new group of participants are exposed to training.

#### **20.7.2 Input Evaluation**

Input evaluation assesses the appropriateness and adequacy of all resources that go into a training programme. It focuses on the elements of design, performance, objectives, instructional method and other physical resources. The physical and human resources identified must be capable of reaching the standard already visualized and set.

#### **20.7.3 Process Evaluation**

Process evaluation deals with implementation of a programme design. It calls for how trainers utilize the physical and human resources for realizing behavioural objectives. It indicates the level at which the programme is being conducted during normal and existing situations. The success and failure of a programme is decided by the efforts taken during process evaluation.

#### **20.7.4 Product Evaluation**

Product evaluation assesses the competence of participants. It also evaluates how they are performing in their on-the-job situation. Results to pre-tests and post-tests can be compared to determine trainees' gain in knowledge, skills and attitudes in their job situation. Superiors are also involved to assess participants.

#### **20.7.5 Impact Evaluation**

It assesses the cumulative difference that training efforts have made in an organization's productivity, efficiency and profitability. It can be measured from the resulting changes brought about in downtime, accidents, absenteeism, customer complaints etc.

Positive improvements made in these factors enhance the role of training and development. Implication of Evaluation: if a satisfactory method of evaluating training performance can be found, everyone can reap the benefits.

Firstly, the organization is better equipped to meet its obligations and the management's decision to invest money in this activity is vindicated, encouraging it to continue to provide resources.

Secondly, the employee is more fulfilled and is stimulated to put more effort into work.

Third, the boss of the employee has everything to gain from having an effective work unit and is likely to be willing to release employees for training in future.

Finally, the training staff enjoys job satisfaction of a high order when they see that their efforts are producing the desired result. They can grow from strength to strength in applying the experience and knowledge they have obtained from successful activities. There is no doubt that evaluation of training is a profitable investment from everyone's point of view.

### **20.8 Step7: Feedback Leading To Further Identification of Training Needs**

From the evaluation of training programmes a feedback report is prepared and communicated to participants, faculty members, trainers/coordinators and sponsors, so that they may benefit from the results of the evaluation.

Each one is looking for different kind of information and interpretation from the evaluation. While some will be looking for the content, some others for process analysis. With the help of feedback participants come to know their level of achievements through the training programme. Immediate feedback given to participants based on the evaluation of training programmes which help them to know the performance they will be able to achieve and the kinds of efforts needed to improve their effectiveness. Trainers are very anxious to know whether their efforts have yielded the desired results. A detailed analysis of the feedback would help them to modify their approaches. It would enable them to design future training programmes taking into consideration all the successes and failures of the programme. Sponsors or managers, who have nominated the participants, are very curious to know how well they have performed during the training programme. The feedback report received from trainers will help them to look for specific changes in the behavior of the participants. To be precise, it helps them to sharpen their point of view to look for anticipated changes in their day-to-day situations.

Training plays a very vital role in Human Resources Development (HRD). Based on the feedback, training systems are revitalized and HRD efforts are improved. It is very clear that training, in the process of developing people, improves related sub-systems for overall effectiveness of an organization. Training helps to improve performance appraisal system, potential appraisal system, career planning system etc.

### **20.9 Summary**

It is challenge to modern managers to conversant with the training design and process of operating them for getting results. Training can create credibility in an organization by its continued commitment and devotion to the organization. Thus Designing and implementation of training & development programme involves identifying relevant competencies, clustering



and sequencing them, defining specific learning objective, determining resources, choosing learning methods and providers, deciding how to monitor and evaluate, and setting up an administration.

In brief, a common training & development program has seven steps, which, in a sequence form a blueprint for a good training design and implementation process in public and private sector organizations.

#### **20.10 Key words**

**Content of the programme-** There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned

**Context Evaluation** - Context evaluation attempts to assess the environment prevalent among managers, supervisors and workers.

**Input Evaluation-** Input evaluation assesses the appropriateness and adequacy of all resources that go into a training programme

**Process Evaluation** - Process evaluation deals with implementation of a programme design. It calls for how trainers utilize the physical and human resources for realizing behavioural objectives.

**Product Evaluation-** Product evaluation assesses the competence of participants. It also evaluates how they are performing in their on-the- job situation.

**Impact Evaluation-** It assesses the cumulative difference that training efforts have made in an organization's productivity, efficiency and profitability. It can be measured from the resulting changes brought about in downtime, accidents, absenteeism, customer complaints etc

**Training period-** The duration of training varies with the skill to be acquired, the complexity of the subject, a trainee's aptitude and ability to understand, and the training media use.

**Content of the programme-** There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned

#### **20.11 Self Assessment questions**

1. Briefly Discuss the Design and Implementation of the training Programmes
2. Outline the Responsibility of Training Programmes
3. State Basic Factors in Designing the training and Development Programmes
4. Explain the Methods and Techniques of Training Programmes

#### **20.12 Suggested Readings**

1. Vivien Martin (2005) Managing Projects in Human Resources, Training and Development, Kogan page Publications.
2. Michael Armstrong (2007) A Handbook of Human Resource Management Practice 10th Edition Kogan Publications Limited
3. Jed Lindholm, Karen K. Yarrish, and Aileen G. Zaballero (2012) The Encyclopedia Of Human Resource Management John Wiley & Sons, Inc
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International edition, South-Western Cengage Learning.

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10.Armstrong, M. (2015) Armstrong's handbook of performance management: an evidence-based guide to delivering high performance. 5th edition. London: Kogan Page.

**Dr.V.Naga Nirmala**

**MODEL QUESTION PAPER**  
**MA(HRM) DEGREE EXAMINATION**  
**Second Year, Semester- III**  
**Paper-1**  
**HUMAN RESOURCE DEVELOPMENT**

**Time : Three Hours**

**Maximum: 70 marks**

**SECTION A- (5x4= 20 marks)**  
**Answer any FIVE of the following**

- 1(a) HRD
- (b) Quality of work life
- (c) HR Information
- (d) Staffing
- (e) Transactional Analysis
- (f) Self Directed Learning
- (g) Team Development
- (h) Role Play
- (i) Feed back
- (j) Management Development

**SECTION B- (2 x 10=20 marks)**  
**Answer any TWO of the following**

- 2) Discuss the Approaches of HRD?
- 3) Describe the Role of HR Developer?
- 4) Explain the Principles of Learning?
- 5) Outline the Challenges of Training Managers ?

**SECTION B- (2 x 15=30 marks)**  
**Answer any TWO of the following**

- 6) Explain the Origin and Need of HRD?
- 7) Describe the Importance in Assessing Training Needs?
- 8) Discuss the Management Development Programmes in the organisation?
- 9) State the HR Accounting and HR Audit?