

LECTURE 6

HUMAN RESOURCE DEVELOPMENT

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LEARNING OUTCOMES

On successful completion of this lesson, the learner will be able to:

- LO1:** Define and describe HRD, SHRD and related concepts.
- LO2:** Understand the aims, principles, perspectives and the nature of HRD in the 21st century.
- LO3:** Discuss the components of HRD in detail.
- LO4:** Discuss the systems approach to HRD by explaining ADDIE model.
- LO5:** Discuss the models for evaluating HRD effectiveness.
- LO6:** Discuss macroeconomic context of HRD.

OVERVIEW



Including but not limited to

HUMAN RESOURCE DEVELOPMENT (HRD)

- The provision of learning and development opportunities in order to improve individual, team and organizational performance.
- People learn from both formal and informal ways.
- HRD policies are closely associated with investing in people and developing the organization's human capital.

STRATEGIC HRD (SHRD)

- HRD is seen as a broad and long-term view in order to grow and sustain through the development of human capital.
- HRD policies and practices are a major source of competitive advantage.
- SHRD involves introducing, modifying, directing and guiding processes to equip all individuals and teams with the skills, knowledge and competences they require to undertake current and future tasks required by the organization.

AIMS OF STRATEGIC HRD

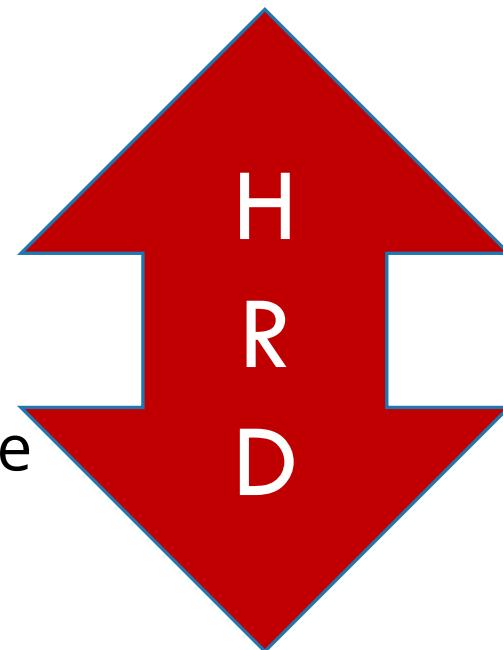
The fundamental aim of strategic HRD is to ensure that the right quality people are available to meet present and future needs of the organization.

- To develop intellectual capital.
- To promote organizational, team and individual learning.
- To create a learning culture.
- To motivate employees to learn and develop.
- To manage knowledge systematically.
- To create policies, procedures and systems to train and improve employees for better performance.

PRINCIPLES OF STRATEGIC HRD

HRD has a coherent and comprehensive framework for developing people.

- Leadership principle
- Alignment principle
- Diversity principle
- Shared responsibility principle
- Equity principle



HRD PERSPECTIVES

Different groups within an organization have different perspectives on the role and priorities of HRD.

- Top managers
- Operational managers
- Individual employees/teams



HRD IN THE 21st CENTURY

- HRD has become a strategic function that focuses to maximize:
 - **Knowledge, skills and attributes (KSAs)**
 - **The way in which employees understand their own job roles**
 - **Skill utilization**
 - **Self efficacy**
- “Training” is being replaced with the term “Learning”.
- “Trainers” is being replaced with the term “Facilitators”.

MACROECONOMIC CONTEXT OF HRD

- All organizations are affected by the context in which they operate.
- Macroeconomic factors that affect HRD:
 - Labour market
 - Employability skills
 - National education & training systems
 - Economic status
 - Government policies

(Including but not limited to)

HRD IS A SHARED RESPONSIBILITY

- HRD is a responsibility of multiple parties.
 - Role of national education system
 - Role of employers
 - Role of employees

K-SAM MODEL (SLQF 2015)

- National education aims to impart **Knowledge – Skills, Attitudes & Mindset** that support professional employment requirements.

Categories of Learning Outcomes	Core Area
1. Subject / Theoretical Knowledge	Knowledge
2. Practical Knowledge and Application	Skills
3. Communication	
4. Teamwork and Leadership	
5. Creativity and Problem Solving	
6. Managerial and Entrepreneurship	
7. Information Usage and Management	
8. Networking and Social Skills	
9. Adaptability and Flexibility	
10. Attitudes, Values and Professionalism	Attitudes, Values, Professionalism and Vision for life
11. Vision for Life	
12. Updating Self / Lifelong Learning	Mind-set and Paradigm

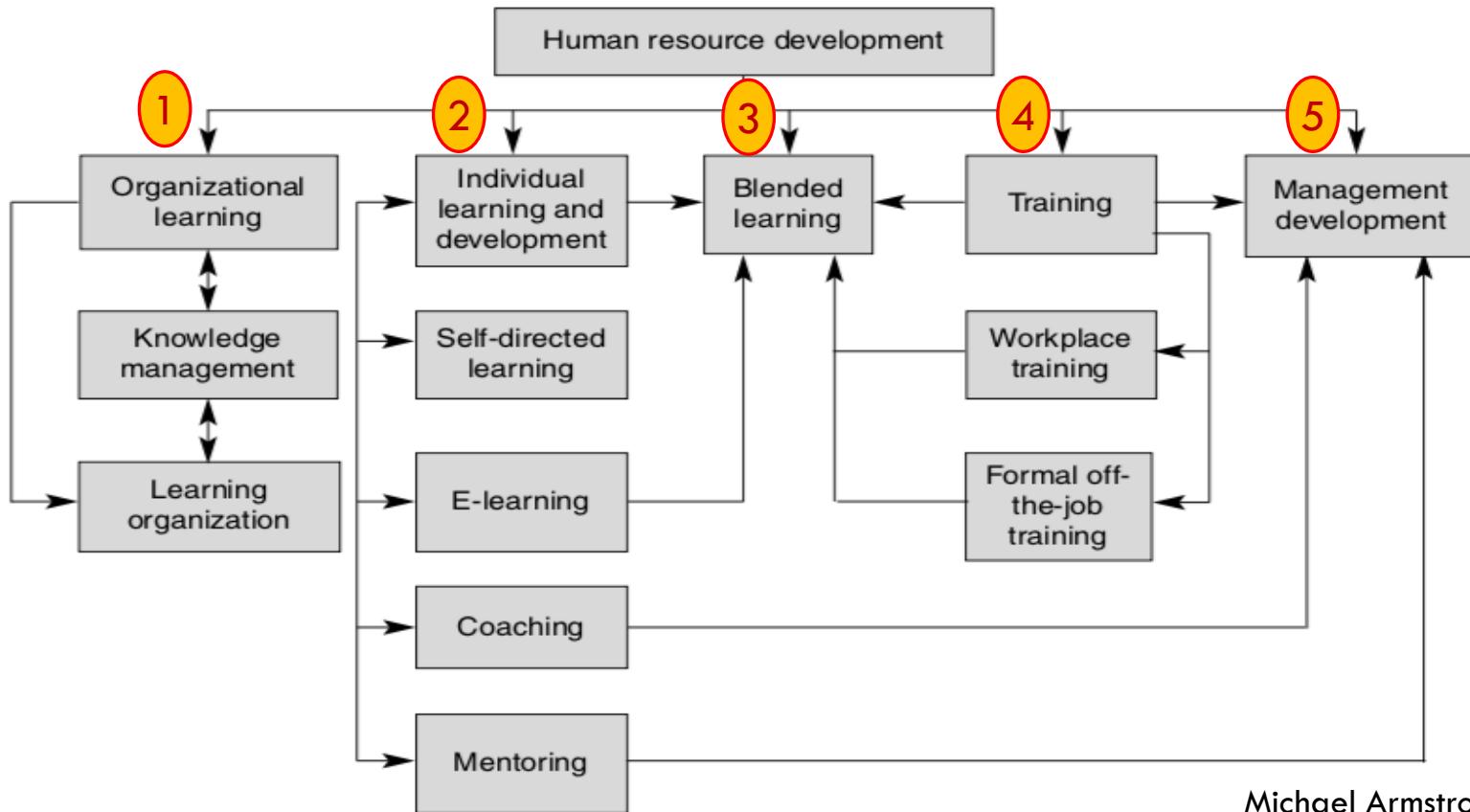
EMPLOYABILITY SKILLS (SLQF, 2015)

- National education aims to impart a set of skills through student – centered teaching and learning methods.

. Communication	Student presentations, role play, debates, dramas
. Teamwork and Leadership	Group projects, industrial training, small group learning; e.g. problem-based learning, games
. Creativity and Problem Solving	Assignments, projects, small group learning activities; e.g. problem-based learning
. Managerial and Entrepreneurship	Group projects, industrial training, small group learning; e.g. problem-based learning, games, simulated training, industrial (workplace-based) training
. Information Usage and Management	Assignments, presentations, projects, case studies
. Networking and Social Skills	Student presentations, role-play, debates, dramas

COMPONENTS OF HRD

Modern HRD includes many different ways of learning.



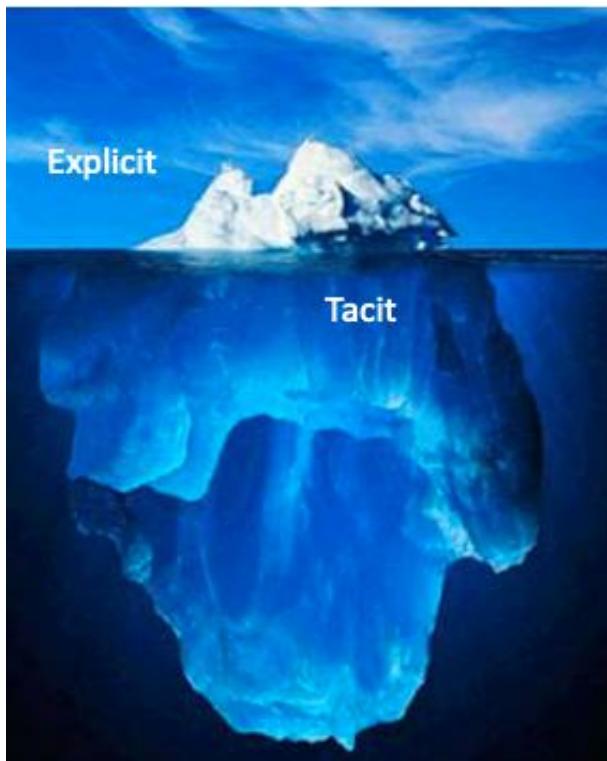
Michael Armstrong (2006)

1. ORGANIZATIONAL LEARNING

- It refers broadly to “an organization’s acquisition of understanding, know-how, techniques and practices of any kind and by any means” (Argyris and Schon, 1996).
- OL focuses on learning based on experience and knowledge employees gather from day to day activities (by detection and correction).
- OL is more likely an reactive approach.
- OL is a continuous process which creates organizational knowledge required for sustainable competitive advantage.

TYPES OF KNOWLEDGE

- Proper management structures should be in place to manage different types of knowledge towards tangible business benefits.



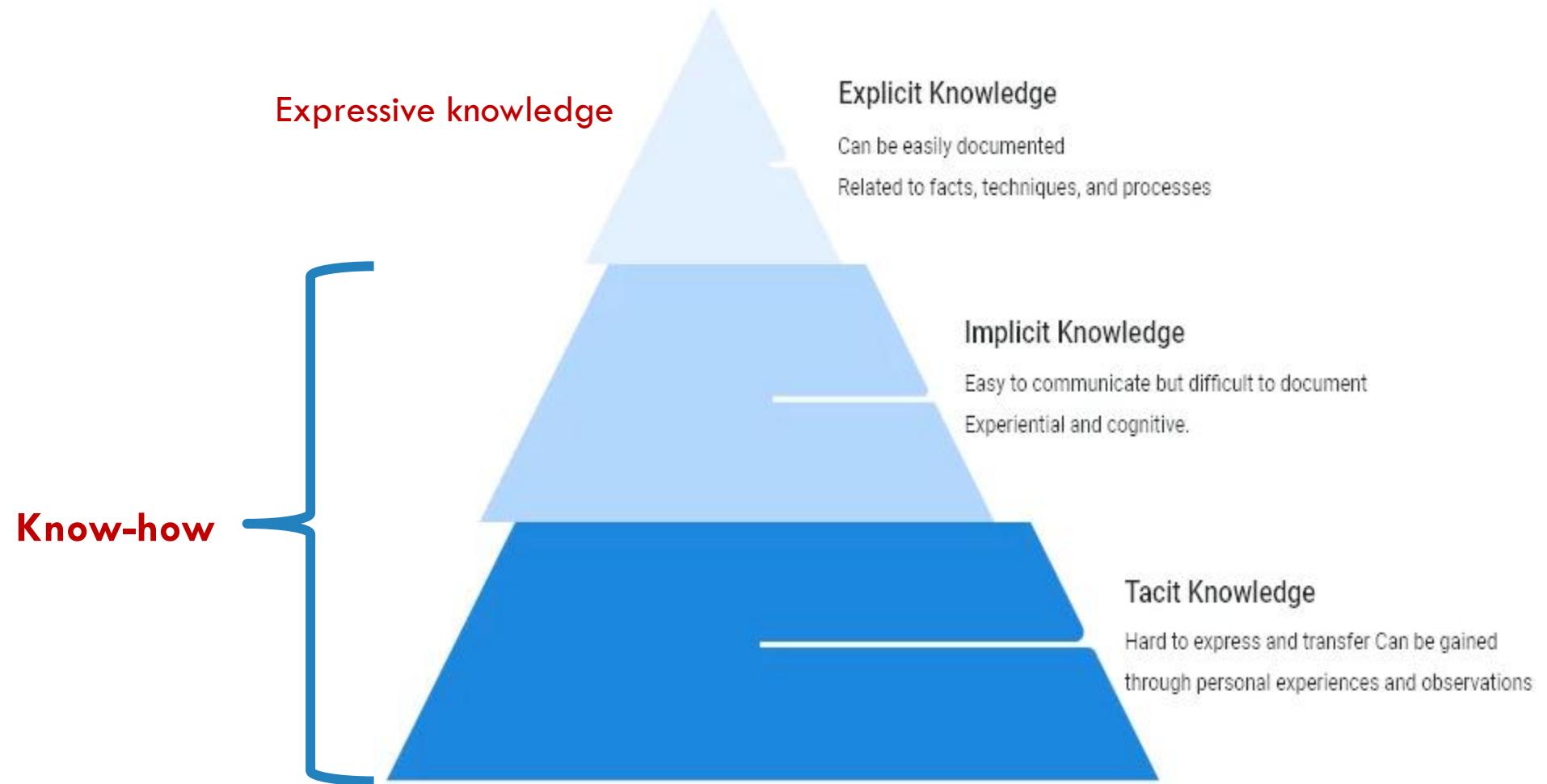
Explicit Knowledge

- | | | |
|--------------|------------|--------------|
| ✓ Procedures | ✓ Manuals | ✓ Notes |
| ✓ Memos | ✓ Guides | ✓ Checklists |
| ✓ Documents | ✓ Articles | ✓ Records |

Tacit Knowledge

- | | | |
|--------------|----------------|-------------|
| ✓ Experience | ✓ Insights | ✓ Expertise |
| ✓ Ideas | ✓ Skills | ✓ Feedbacks |
| ✓ Intuition | ✓ Background | ✓ Influence |
| ✓ Comments | ✓ Observations | ✓ Attitude |

ORGANIZATIONAL KNOW-HOW?



2. INDIVIDUAL LEARNING & DEVELOPMENT

Individual learning & development is complex and can be achieved in many different ways:

- Self-directed learning
- E-learning
- Coaching
- Mentoring



3. BLENDED LEARNING

- 'An approach to training design that involves the use of a combination of delivery methods and in some cases learning methodology' *Sloman (2003)*.
- The combination of different modes of delivery that take into account the learner's environment, motivation and learning styles with different theoretical approaches' *Schramm (2001)*.
- Blended learning aims to make the different parts of the learning mix complementary and mutually supportive in meeting learning needs.

4. TRAINING

- Training is the use of systematic and planned instruction activities to promote learning.
- There are diverse training techniques: instruction, lecture, discussion, case study, role playing, simulation, group exercises etc.
- **Competency-based training** is a rigorous system of learning and it differs from traditional training.
 - No set curricular
 - Learning methods are very flexible
 - Programs can be on/off the job or both
 - Assessments are tangible
 - No degrees of competency
 - Learning is self-paced

5. MANAGEMENT DEVELOPMENT

- Management development is concerned with improving managers' performance in their present roles and preparing them for greater responsibilities in the future.
- On-the-job training & development
(Practical/Behavioral)
- Off-the-job training & development (Cognitive)

Emotional intelligence is key to management development

EMOTIONAL INTELLIGENCE

- Also known as Emotional Quotient (EQ) and is more than Intelligence Quotient (IQ).
- IQ is used to determine academic abilities.
- EQ is used to identify leaders, good team players, and people who best work by themselves.
- Key elements of EQ:
 - Self awareness
 - Self management
 - Social awareness
 - Relationship management

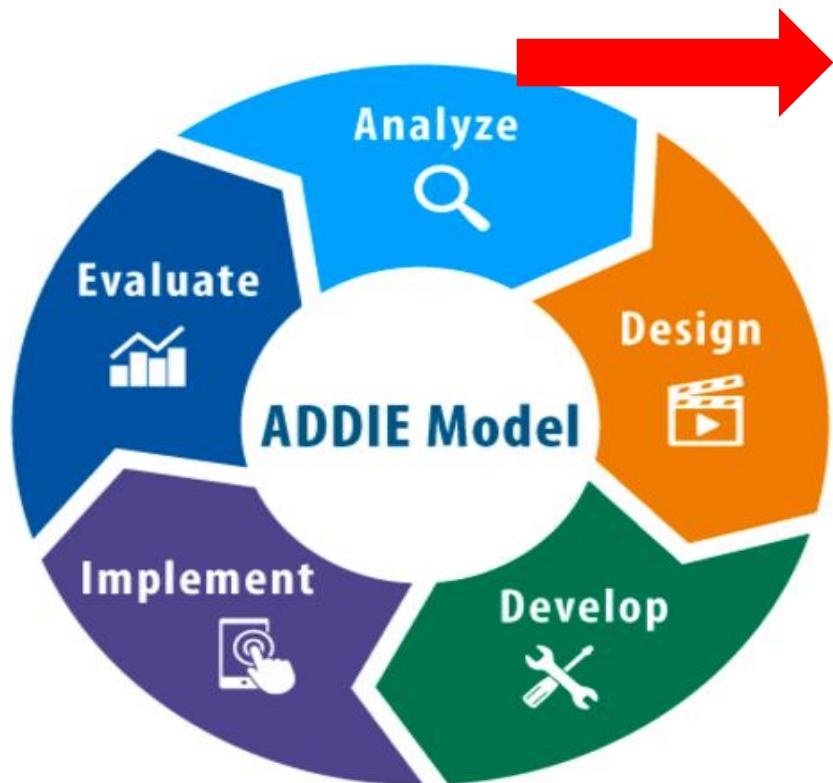
SYSTEMS APPROACH TO HRD

HRD Processes

1. Analysis of HRD needs
2. Design of HRD interventions
3. Develop of HRD interventions
4. Implementation of HRD interventions
5. Evaluation of HRD interventions



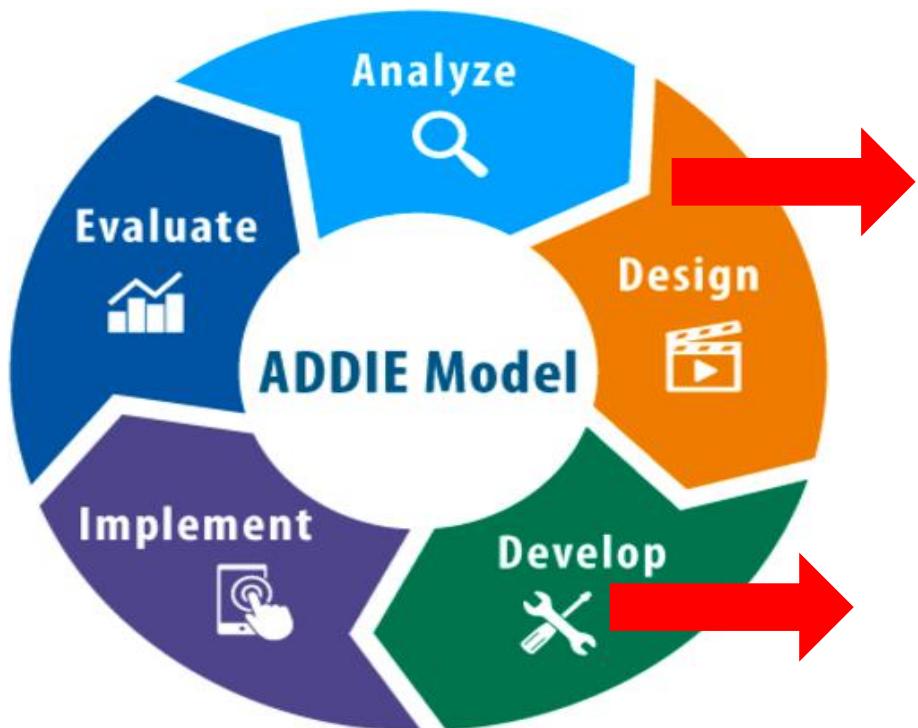
1. ANALYSIS OF HRD NEEDS



Analyze

- Performance opportunity or problem
- Task, Organization and Person context/needs
- HRD priorities
- Specific training & objectives
- Evaluation criteria

2. DESIGN & DEVELOPMENT OF HRD INTERVENTIONS



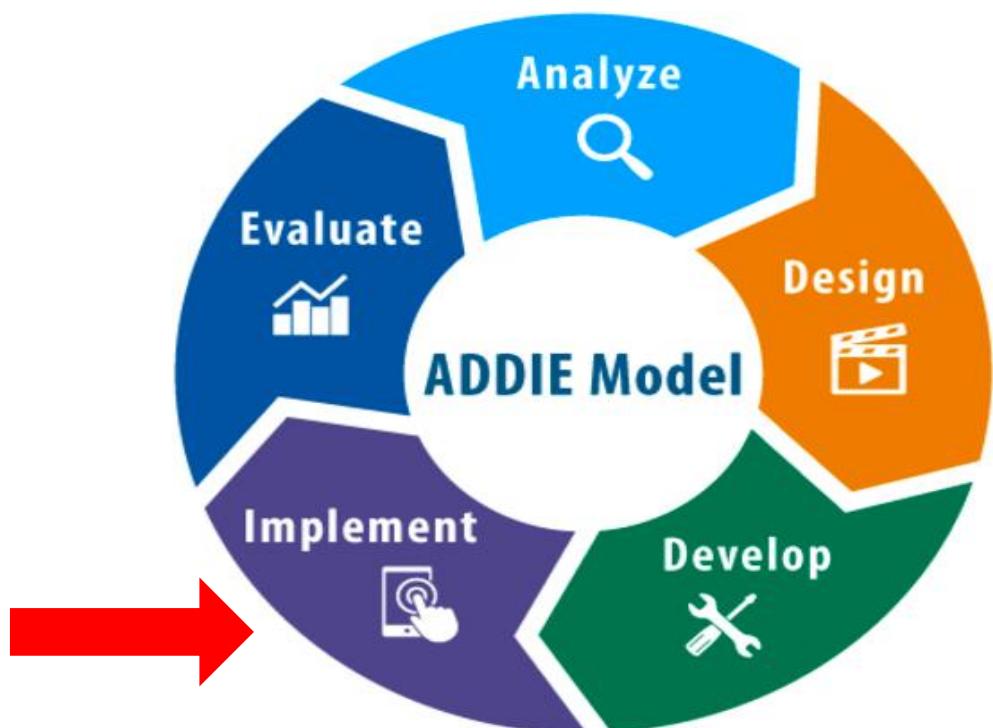
Design & Develop

- Objective & strategies
- Content
- Learning methodologies
- Resources
- Schedule

3. IMPLEMENTATION OF HRD INITIATIVES

Deliver & Monitor

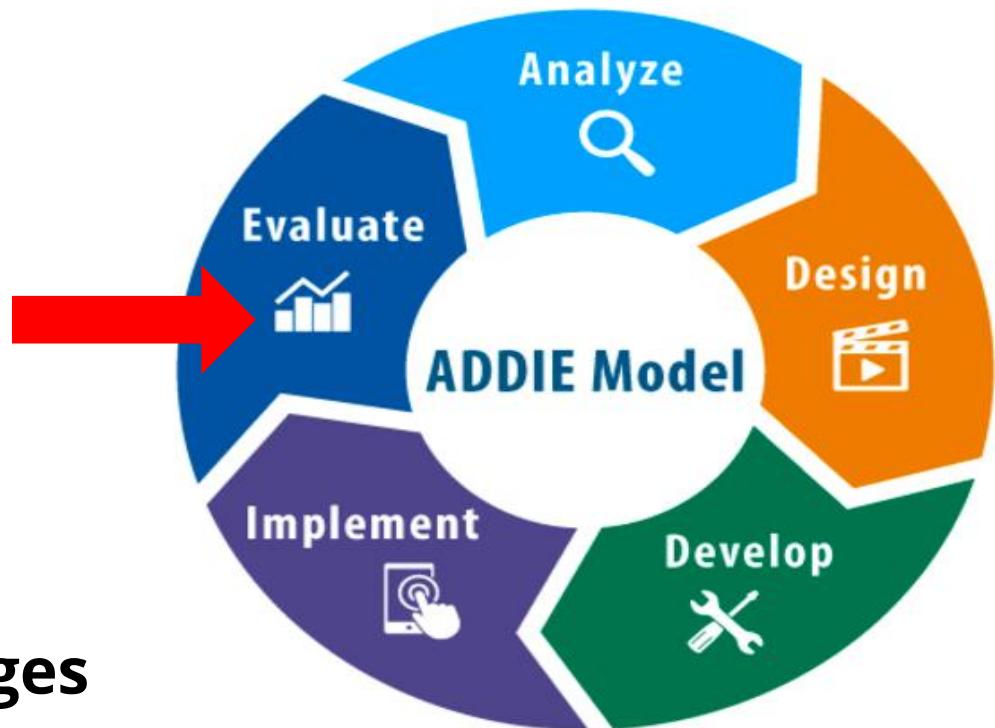
The programs as they were designed and developed.



4. EVALUATION OF HRD INITIATIVES

Assess

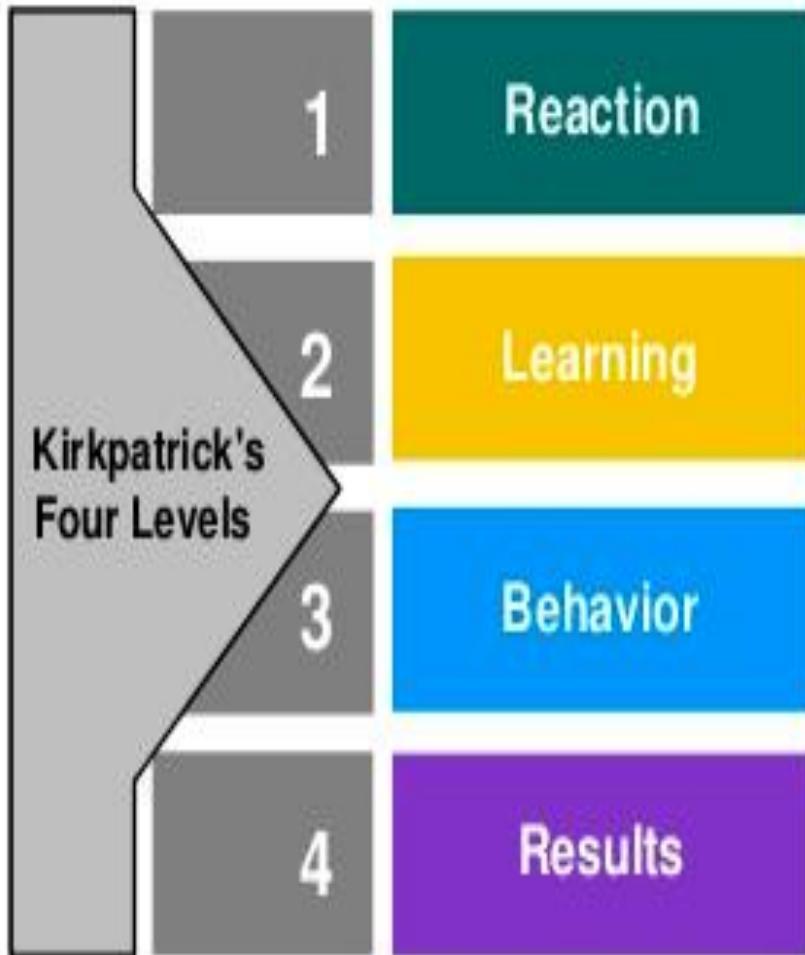
- Cost
- Time
- Effectiveness
- Necessary changes



ASSESSING HRD EFFECTIVENESS

- There are various models to assess the effectiveness of training.
 - Kirkpatrick's four-level training evaluation model
 - The Phillips ROI model
 - Kaufman's five levels of evaluation
 - The CIRCO model
 - Anderson's model of learning evaluation

KIRKPATRICK MODEL OF LEARNING EVALUATION



**Did the learners enjoy the training?
(overall satisfaction & engagement)**
surveys, interviews, focus groups

Did knowledge transfer occur? (new knowledge, skills & attitudes)
tests, interviews, presentations, observations, discussions

Did the learners' behavior change as a result of training? (handling critical tasks at work)
observations, work review, KPIs

Did the training have a measurable impact on performance? (achieving desired results)
business & HRD metrics²⁹

SUMMARY

- HRD has been a greater strategic significance for contemporary organizations.
- The norm 'Grow our own skilled workforce' has raised the strategic significance of HRD.
- A well designed HRD system helps to improve employee performance at work that in turn enhances overall firm performance.
- Top managers' support throughout the HRD system is imperative for offering effective services for the workforce.
- Both HR professionals and top managers should be long-sighted to admit that HRD initiatives are expensive. Yet, without HRD it is even more expensive.
- HRD is an indispensable sub system of HRM. Without growing the KSAOs of people, there is no way to bring growth to the organization.

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In addition to the above sources, some of the illustrations of this lesson have been taken from the Internet only for the teaching-learning purpose with an immense gratitude.