Assignment 6

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**Module Six questions**

1. **Discuss the internal and external factors that will necessitate human resource development**

Training and development are key factors in ensuring the effectiveness of an organization’s workforce. They are concerned with ensuring that employees have the necessary knowledge, skills and attitudes to undertake the jobs that they currently hold, and that there is a pool of such attributes in the workforce which will enable the organization (or, by extension, the whole economy) to meet its future needs.

All organizations are faced with rapid and on-going change. This comes from both internal and external forces:

The internal forces that will necessitate human resource development are;

* New products and services
* New ways of doing things
* New people and equipment in carrying out processes
* Financial pressures, such as budgetary constraints

While on the other hand the external forces include;

* Political changes, including legislation
* Changes brought about by the economic cycle
* Social and demographic changes creating new demands on the organization, especially as customers become better informed and more demanding and
* Changes in the external technological environment.

1. **Is education, training and development a responsibility of the Human Resource personnel?**

It is true that training and development have to be someone’s responsibility – and it appears natural and logical that it should be the responsibility of the human resource department, as training and development forms part of human resource strategy and the human resource plan.

However, laying the responsibility for training and development at human resources’ door should not be an excuse to ignore the whole organisation’s responsibility to ensure that training and development is carried out.

Top management has a responsibility to ensure that it allocates sufficient money to support and finance development activity and that it forms part of the overall corporate strategy. Line managers have a responsibility to ensure that they encourage their staff to develop themselves and that time is allocated for training and development activities. Employees have a responsibility to ensure that they develop their knowledge, skills and experience and that training and development activities are mentioned in their formal appraisals. Finally, the human resources department is responsible for ensuring that all training and development activities in the organisation are identified, planned for, implemented and evaluated in a cost effective way, with the organisation’s needs in mind and in line with the organisation’s objectives and strategy.

**3. Explain how you will identify the training and development needs of staff in your organization?**

It is important to note that misdirected training can not only waste time and resources, but also detract the credibility of the training and development function. There is therefore a need for effective identification of training needs for the following reasons:

* Training can be expensive, and a faulty analysis of what is required can result in a significant waste of the organization’s resources;
* An accurate training analysis enables limited training budgets to be directed towards activities which will achieve optimum benefits for the organization;
* Accurate information about training needs is essential to the specification of learning objectives and the design of appropriate training programmes;
* An organization’s training plan should be based upon the assessment of training needs and their prioritization.

Therefore training programmes should be implemented under a human resource plan which has identified needs, both present and future, on the demand side and matched them to resources on the supply side. The result of the match is identification of the training gap, which has to be bridged through a mixture of training existing staff and the recruitment of new staff with the necessary skills. The training gap is the difference between what is actually happening, and what should be happening. This is illustrated in the figure below.

**Human Resource Development Plan**

Present & future need

Present resources

Human Resource Plan

Human resource stocktake

Identification of Training gap

Business Plan

Training plan aimed at bridging gap

The figure above shows two approaches towards the identification of training needs which are basically the individual need and corporate need.

(a) Individual needs

Within any group of employees doing the same work, there will be differences in individual needs for training, influenced by differences in aptitude or previous experience. These differences need to be identified if resources are not to be wasted on a “scatter gun” approach to training programmes based solely on generalizations about the whole workforce or particular occupational groups. The main methods of assessing these needs on an employee-by-employee basis are:

1. The performance appraisal process – with each employee’s individual on-going training and development requirements being identified and discussed at the annual appraisal interview;
2. In the absence of a formal appraisal process, by examining an employee’s individual output and quality records; by questionnaires, usually with a checklist of training topics, which ask employees individually whether they feel their work would benefit from further training. Supervisors are also usually asked to complete a similar questionnaire for each member of their work group.

In both the initial analyses and in subsequent training plans, it is helpful to distinguish between immediate training needs within the employee’s current job and longer-term development needs. Employees’ suggestions about their own training often focus on the latter, citing courses and wider experience which might assist them in gaining a promotion or general professional qualifications. Supervisors’ views about their staff usually concentrate on training to improve current job performance. An effective training analysis takes both types of need into account and produces a training plan which strikes an acceptable balance.

(b) Corporate needs

With corporate needs, we are concerned with training and development designed to meet organizational objectives – at section, departmental and whole organization levels. The focus is on groups of staff and their common needs as defined by management. There are three particular aspects to this:

1. A concern to improve performance, whether derived from problems of effectiveness or not, which may require a corporate response – for example, time management or team building;
2. A concern with consolidating or introducing new core values – such as quality management or customer service orientation;
3. A concern to ensure the effective introduction of new products/services and/or working practices – such as the introduction of a new line in a shop, a new financial management system or the use of new equipment.

Another way of viewing the corporate/individual distinction is to consider it as the separation of job-centered or occupational needs as opposed to employee-centered needs. The corporate approach focuses purely on the needs of the job irrespective of the individual filling it. The individual is, therefore, viewed collectively with others doing the same job. For example, it may be determined that time management should be an obligatory programme for all staff in the finance department, regardless of their age, experience and actual performance (and whether or not they had attended a similar programme with a previous employer). Some participants might, therefore, consider it money unwisely spent, but the needs of the department as a whole are considered to outweigh that.

Recognition of the corporate dimension to training and development in this way locates it as an integral part of management at all levels in the organization. It is a process which is central to the achievement of organizational goals and cannot, therefore, be sidelined as the concern of the personnel department or its training section. Both the identification of individual needs and the consideration and identification of corporate needs are the responsibility of those with the responsibility for the performance of employees – as individuals and collectively.

1. **How will you foster development of skills amongst employees?**

Skills Development is the ability to do something at a high level of performance. It is invariably used to describe specialist movements or techniques – for example, dancing, operating machinery, or horse riding. However, it is not confined to practical activities such as these. It can also mean mental reasoning skills, skills with the senses, or interpersonal skills such as social interaction, working in groups, presenting information, asking questions, etc.

Skills are initially learned by following a set of instructions. These instructions may be written down or spoken, or they may be learned themselves by watching others perform the same activity (as a demonstration, deliberately or otherwise). Going back to young children, they acquire skills constantly by watching, mostly, their parents – sometimes deliberately as in the case of learning to tie shoelaces, or sometimes just from general observation, as in learning to use a knife and fork.

However, there are two important elements which lead to the improvement in performance necessary to develop a skill.

* Practice where we need to try and re-try in order to become proficient at most skills. It can take a lot of

practice over a long time to master some skills. Some we may never learn completely, no matter how hard we try (such as playing the piano), so whilst we may be able to do it to some level of performance, we might not claim it as one of our skills. It is also invariably the case that, if we don’t do something – practice the skill – for a while, our technical proficiency decreases.

* Feedback to know whether we’re getting things right. We need to check our performance. Sometimes

this is quite obvious – if the thing you are trying to do doesn’t work, or is not working in the way in which it should, and then there is negative feedback. You have to try again. Sometimes, though, we need help from others to tell or show us where we are going wrong. Without this, we can incorporate mistakes into our performance, which can then be very difficult to unlearn. Note that feedback does not have to be, and indeed should not solely be, negative. Positive feedback helps us to know when we are getting things right, even if we haven’t totally mastered the whole skill at the time.

* Motivation to Learn. Apart from the question “how do we learn?” we also need to ask “why do people learn?”

If you ask yourself why you are studying this course, I expect you may use terms such as “want”, “wish” or “need”. In other words, you see it as a means to an end. We each want things which provide us with satisfaction or pleasure, and we turn away from things which are offensive and cause us displeasure or pain. We can see then that motivation is a key factor in the learning process.

What this means for a teacher is that it is necessary to provide conditions that will lead people to want to direct their efforts towards the objectives which have been set. For a learner it means looking for a good reason to learn. Motivation to learn can take two forms.

Intrinsic – where the motivation does not depend on a reward outside the activity, but just the successful completion of the activity itself. Examples of intrinsic motivation include:

The satisfaction of our curiosity over something that is unclear or unfinished, such as the completion of a crossword puzzle. The achievement of competence – in general we become good at those things which interest us, for example we set ourselves targets to achieve, such as a “personal best” time for a race or other sporting event. A means of knowing how well we are doing – watch the players around a pinball machine.

Extrinsic – where a reward is supplied from outside the activity. Examples of extrinsic rewards include, Praise or criticism. This is financial rewards at work – although this type of reward is not easy to assess, many surveys on why people stay with a particular organization and work hard while they are there have found the pay factor is commonly placed 6th or 7th, after such rewards as security, interesting work, welfare and co-workers.

* Individual and Group Learning. In developing individuals, the teaching role is rather that of coach or counsellor. One-to-one training is usually carried out on-the-job by someone who is expert at a task instructing someone else who is trying to learn it – often referred to as “sitting next to Nellie”.

In order to carry this out successfully we need to consider what this involves. Coaching is essentially the process of setting tasks, monitoring performance, reviewing and learning from performance. Setting tasks involves having a learning target, or objective, which is appropriate to the learner’s current ability and needs. Monitoring progress entails having regular meetings to discuss progress being made towards achieving the target. Reviewing and learning from performance includes reviewing when tasks have been completed and carrying out a post-mortem to decide:

(i) Why things went well

(ii) How it might be possible to improve on this in the future

(iii) How anything that did not go well might be avoided in the future

* In group learning, the process is generally controlled by a professional teacher or trainer. It invariably takes place “off the job”. Methods which encourage learning in the group situation include:

Discussions – it is vital that people should learn to express themselves orally in a controlled manner within a working group. In a discussion group the experience of members is regarded as important. The group functions to encourage members in speaking, listening and clarifying thinking. The role of the group leader is to inspire, guide, involve and summarise.

Syndicate work – for this the group is divided into small sub-groups, each of which is given a definite task or topic to explore and to report back on later to the whole group. This can involve reading, discussing, interviewing, role-playing and the provision of a written report. An extension of this method is project work, where a project is undertaken by the group, with each member performing some specific task(s), their respective findings being coordinated before the completed project is presented.

* Case history methods – a situation or incident is described up to the point where a key person or persons is about to take some action. At this point the group is asked to decide what they would do in this situation.
* Role-playing – group members are given particular roles to play and are then required to act out their parts, behaving in the way they think these characters would. Following this, points arising are discussed. This type of activity is particularly useful in the field of human relations training.
* Tutorials – where small groups are allowed a good interchange of questions and answers in an informal setting.

We have mentioned that we all need to know how well we are performing, and this is especially true in any learning situation. Indeed, one of the potential disadvantages of group learning can be the lack of feedback to individuals in the group. It is essential that all learners know a channel of communication is available should they require help or advice.

Feedback on progress is itself a powerful motivator to continuing learning. When you submit a report, for example, you expect to get a quick and useful response, giving you an assessment of your efforts and encouragement.

Extrinsic feedback is information that the teacher gives to the learner about the effectiveness of their performance. If, for example, you were teaching someone oral presentation skills, it might be necessary to tell them to speak more slowly, or to restrict the movement of their hands, in order to be more effective.

Intrinsic feedback, on the other hand, is that which the learner obtains through their own actions, as for instance if you carry out a cross-total check on a table of figures and find that it is correct. Here you do not need someone else to tell you it is right.

In skills learning, as we move, say, from the stage where a typist knows the positions of the keys and which fingers to use on which parts of the keyboard, to where they reduce their errors to less than 1% and begin to increase their typing speed rapidly, they need to rely less on extrinsic feedback and more on intrinsic and at this point the skill learning becomes self-evaluative.

**5. Discuss the training methods common in developing countries.**

For any given training in developing countries, it’s important to take cultural and geographic factors into account as you design and deliver the program to ensure it meets the diverse needs of each. For example when the Bank of New York Mellon (BNY Mellon) launched its risk and compliance training, it couldn’t assume all 50,000 employees in 35 countries understood the concept in the same way. The bank, therefore, took cultural and geographic factors into account when designing and delivering training to ensure it met the diverse needs of each employee group.

For example Patricia Aquaro, dean of the School of Risk & Compliance for the bank’s BK University (BKU), says the key to global training is to develop global content that can be adjusted locally. In order to tailor the global program to suit the nuances of more specific audiences, they created smaller, specialized modules to complement the broad training. They relied on their managers and compliance leaders in each region to tailor the messages to their own geographies and lines of business. This blend of corporate direction and local interpretation helps teams across regions and business lines to understand how the principles apply to them.

It is also important to conduct training in the local language to helps ensure that key concepts are conveyed accurately. For example when international training is in English, consider also providing written materials in the local language especially if you’re unsure of learners’ English skills.

Make sure to align the training to the local culture so it reflects employees’ realities. For example, in Indonesia and other Islamic countries, that means ensuring conservative business attire that keeps learners focused on the message rather than distracted by images they consider inappropriate.

Almost all developing societies are relationship driven, whereas the U.S. tends to use systems or processes that are equally accessible to all. In the developing world, training often is considered a perquisite and is used as a reward. Consequently, the people who need the training most may be excluded. Alternatively managers’ desire to spread training “perks” among their employees actually dilutes the effects of progressive training. Whereas by rotating people through classes that are designed to build upon previous knowledge, managers may believe they are acting fairly and improving personnel relations, Western trainers often assume this is an ethical failure, disorganization, poor time management, or disregard for policies and processes.

In Developing Countries, technological access varies geographically. Employees may not have access to computers or inexpensive long-distance phone calls from home for virtual training. Therefore when conducting training we need to be aware that many nations have leapfrogged directly to high-tech solutions.

The skills needed to succeed in emerging economies aren’t notably different from those expected by multinational corporations, but the context may differ when looking at key social, political, historical, and economic contextual factors that may have had an impact on participants’ starting point for skill development. For example the Iraq trade embargo (1990-2003) and subsequent wars limited Iraqis’ access to technology and to business concepts developed during that time.

In developing regions, it is recommended that training employees regarding the organization’s expectations around project ownership, accountability, personal initiative, time management, and performance measurement is a key factor. Cultures that value hierarchy, personal restraint, and indirect communication tend to create environments in which questions are perceived negatively. Therefore, “trainees may be uncomfortable showing they don’t understand something. For example cultures in countries such as Iraq and Afghanistan that have strong oral traditions respond well to stories. “Training that includes personal stories and emotions and that goes beyond facts or theories is usually highly impactful for those environments.

Actual lesson content may need to change, too. Education systems in hierarchical cultures often rely on rote memorization rather than developing critical thinking. Therefore, the ability to draw conclusions from data is often isn’t honed. The result is that engagement cannot be measured by learners’ willingness to debate issues or respond to facilitators’ questions. Such behaviors are considered inappropriate. Instead, confirm understanding through comprehension checks, frequent reviews, and hands-on application of key concepts.

Setting training times and locations goes beyond considering time zones. Also consider the availability of safe and public transportation. For example some countries have special transportation to ensure women’s safety and training schedules should consider such factors, as well as the effect of inadequate infrastructure that makes travel times unpredictable. Cultural restrictions in much of the Islamic world often limit the ability of women to travel alone or with men who are not members of their family. Therefore, managers in those cultures should ensure that female trainees have a female travel companion so they may participate in training.

In conclusion Human Resource Development (HRD) is one of the major issues being faced by developing countries in general. HRD needs financial resources and technical capability which is almost nil in the development countries due to their economic backwardness. On the other hand, HRD play vital role in the economic development and prosperity of the nation because they HR is the hand, mind and eyes of the modern industrial societies. Therefore Developing Countries must devise long term human resource development strategy to have far-reaching impact on the sustained development

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