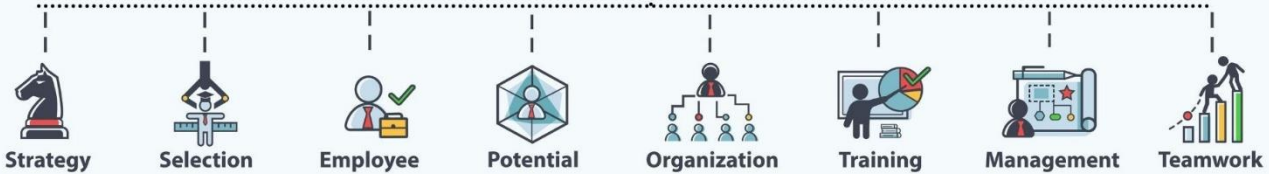


**Course Title:**



# HUMAN RESOURCE DEVELOPMENT



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## Q. No. 1: Describe the strategies of Human Resource Development. (10)

### STRATEGIC HRD

We have analysed the nature of HRD and now we will proceed to consider how it is integrated into the organization. The word *strategy* originates from the Greek word *strategia* meaning ‘generalship’ and is related to the science and art of warfare. Organizational competition does not fully equate to warfare but when one comes across books with titles such as *The Management Secrets of Genghis Khan*, it would appear that some people take the subject very seriously indeed.

Strategy, according to Johnson and Scholes (1993), is concerned with a number of dimensions:

- the range of an organization’s activities;
- the matching of the organization’s activities to the environment;
- the matching of the organization’s activities to available resources.

Johnson and Scholes (1993:10) state that:

Strategy is the direction and scope of an organisation over the long term: ideally, which matches its resources to the changing environment, and in particular its markets, customers or clients so as to meet stakeholder expectations.

A number of strategic pressures have contributed to the increasing importance and strategic role of HRD (McLagan and Suhadolnik, 1989; Garavan *et al*, 1995) and these include:

- accelerated rate of change;
- focus on quality;
- globalization of business;
- increased flexibility and responsiveness of organizations;
- increased pressure to demonstrate the contribution of human resources;
- new competitive structures;
- new technology.

With all these pressures it is apparent that HRD contributes in a variety of ways and at all organizational levels to provide support. This critical role of HRD is described by Torraco and Swanson (1995:11) who state that:

Yet, today’s business environment requires that HRD not only supports the business strategies or organisations, but that it assumes a pivotal role in the shaping of business strategy. ... As a primary means of sustaining an organisation’s competitive edge, HRD serves a strategic role by assuring the competence of employees to meet the organisation’s present performance demands. Along with meeting present organisational needs, HRD also serves a vital role in shaping strategy and enabling organisations to take full advantage of emergent business strategies.

Similarly, Beer and Spector (1989; in Garavan *et al*, 1995:6) also maintain that:

Strategic HRD can be viewed as a proactive, system-wide intervention, with it linked to strategic planning and cultural change. This contrasts with the traditional view of training and development as consisting of reactive, piecemeal interventions in response to specific problems. HRD can only be strategic if it is incorporated into the overall corporate

business strategy. It is in this way that the HRD function attains the status it needs to survive and to have a long term impact on overall business performance and respond to significant competitive and technological pressures.

In the present environment, sources of competitive advantage are quickly overcome by competitors and, thus, the only source of competitive advantage is the ability of an organization to learn more quickly than others. This learning does not occur in an abstract form within the organization but in the minds of individuals and groups. For this reason Drucker (1993) talks about the post-capitalist society and emphasizes the fact that value now resides inside the heads of the employees and much less within the capital assets of the organization.

Building on this understanding of value residing with the employees has been a recognition that, unlike capital assets which can be used up and also depreciate over time, the value of individuals can actually increase. For this reason and from a strategic perspective there is increased emphasis on the investment in human assets through training and development. Strategic HRD enables:

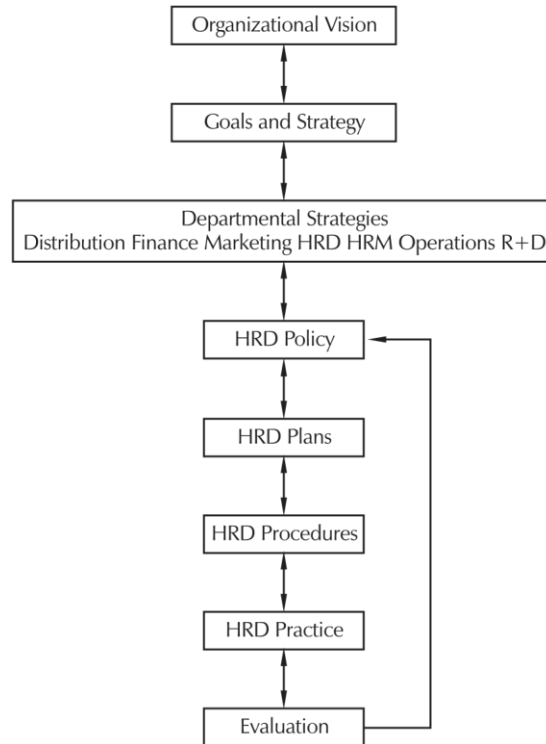
- the organization to respond to challenges and opportunities through the identification and delivery of HRD interventions;
- individuals, supervisors, line managers and top managers to be informed of their roles and participate in HRD delivery;
- management to have operational guidelines which explain the reasons for investment in HRD;
- information to be disseminated which explains the training, education, development and learning opportunities available for employees;
- a policy statement to explicitly describe the relationship between the objectives of the organization and the HRD function;
- a positive public relations awareness for new and potential employees to know that skills deficiencies will be provided for;
- the continuous assessment of learning and development opportunities for its employees and thereby enabling them to advance their careers and support organizational growth;
- clearly specified objectives and targets that enable the HRD function to be evaluated against strategic requirements;
- policies which relate the HRD function to the other operating functions;
- training, education, development and learning opportunities to have a coordinated role within a systematic process.

## **THE PROBLEM WITH STRATEGY**

Models of strategic HRD presuppose, to a large extent, a rational and linear model of strategy formulation and implementation whereby there is a sequence of stages involving objective setting, the analysis of environmental trends and resource capabilities, evaluation of options and ending with careful planning of the strategy's implementation (see Figure 2.3). In such cases the model described in Storey (1991) would apply.

Armstrong and Long (1994) identify a number of problems associated with integrating HRM strategies which stem from the imperfections of the reality of strategic management:

- the diversity of strategic approaches particularly in diversified corporations;
- the complexity of the strategy formulation process which inhibits the flow into functional strategy;
- the evolutionary nature of business strategy which does not fit with the concept of planning and therefore makes it difficult to 'pin down' relevant HRM issues; and
- the absence of articulated business strategies which hinders clarification of strategic issues.



**Figure 2.3** Strategy and HRD

Johnson and Scholes (1999) point out that while many organizations do have formal planning systems, this is not universally the case; similarly, strategies are adopted by organizations without coming through these formal systems. They suggest that strategies typically develop by organizations adapting or building on existing strategies, ie they are incremental. They distinguish between such incremental strategy and the need which occasionally arises for transformational strategic change where it is important for there to be a clear and compelling vision or strategic intent. Even where strategies are well planned, they are not always realized; alternatively, strategies may be imposed on an organization through, for example, legislation.

Strategic decisions are characterized by the political hurly-burly of organizational life with a high incidence of bargaining, a trading off of costs and benefits of one interest group against another, all within a notable lack of clarity in terms of environmental influences and objectives. (Johnson, 1987:21)

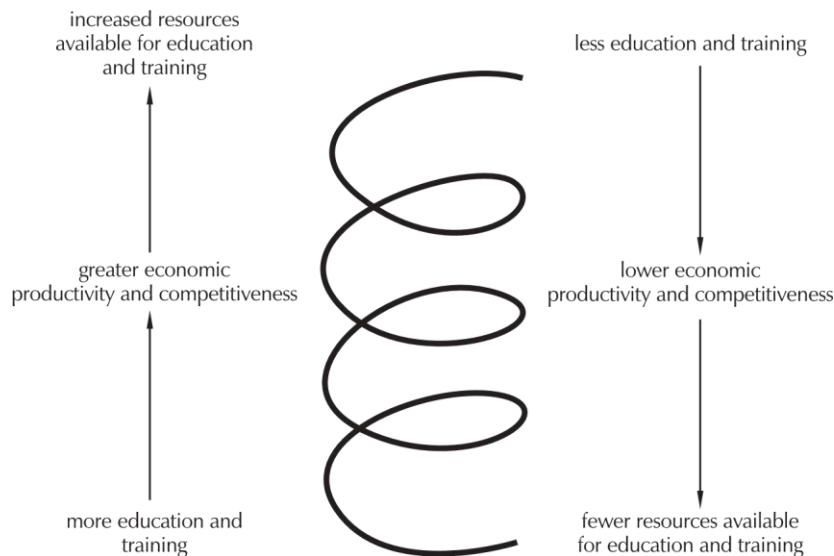
## **STRATEGY AND HRD – AN HISTORICAL CONTEXT**

It is interesting to look at the development of approaches to strategy in a historical context and to align them to thinking about issues of training and development. The model in Table 2.1 attempts to identify key environmental changes, how strategy and orientation have developed correspondingly and how approaches to training and development have rather lagged behind.

This analysis suggests that considerable advancement has occurred in thinking about organizational strategy, with a move away from rational, linear approaches to strategy and planning, and embracing more opportunistic styles. Models of training and development, however, are still often based upon the ‘training cycle’, and even where ‘business objectives’ is the starting point, this may be insufficient as the primary tool for developing a strategic approach to HRD in the current environment. This might account for some of the difficulties experienced by organizations attempting to follow an Investors in People type model which demands as the starting point clearly articulated business plans from which HRD priorities will naturally flow.

### **National strategies**

The desire to encourage policies which promote economic growth is central to the work of the Organization for Economic Cooperation and Development and for this reason a



**Figure** The education, training and development economic spiral

Convention was signed in 1960 by Austria, Belgium, Canada, Denmark, France, Germany, Greece, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the UK and the USA. A number of other countries have since joined the OECD. Its main purpose is enshrined within Article 1, which states:

- to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while maintaining financial stability, and thus contribute to the development of the world economy;
- to contribute to sound economic expansion in Member as well as non-Member countries in the process of economic development; and
- to contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations. (CERI, 1996: introduction)

There has been a growing recognition that allowing the market forces of companies, public organizations and individuals to determine their own level of skills is an inefficient mechanism for encouraging the development of the overall national economy. For this reason, an increased level of involvement by governmental agencies has been directed at the coordination of strategies and the improvement of standards.

**Q. No. 2: Describe the role of Human Resource compass for betterment of organization development. (10)**

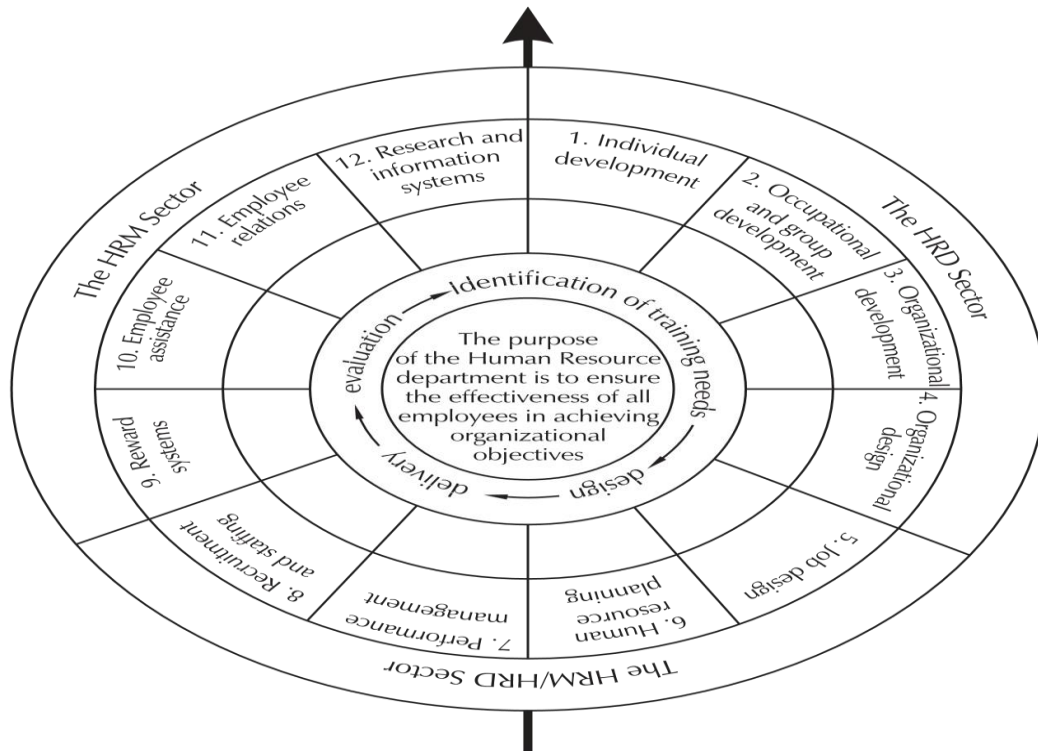
**THE HUMAN RESOURCES COMPASS**

The field of Human Resources covers a broad spectrum of human activity, as is apparent in the attempts to define the subject. The Human Resource wheel (McLagan and Suhadolnik, 1989) and the wheel of HRM (Harrison, 1997) provide clearer perspectives of the area. Building on these works the Human Resources compass has been developed because the analogy of a compass indicates an overview of the territory and also gives direction to the various elements in the subject and their interrelationship. It is divided into three main sectors: HRD, HRM and HRD, and HRM; see Figure.

**The HRD sector**

There are three main areas with which human resource development is involved, namely, individual, occupational, and organizational development. These identify the three major

**“MID TERM”  
Human Resource Development**



**Figure** The human resource compass

areas in which training and development requirements occur within an organization. Boydell (1971), in his work on the identification of training needs, maintained that these were the broad categories in which training and development interventions would occur:

1. **Individual development.** This area can be exceptionally broad and addresses such areas as skill development, interpersonal skills, career development, etc.
2. **Occupational and group development.** Training and development needs frequently occur for groups of workers such as the need to integrate cross-functional workers through a teambuilding programme, or for informing and training employees about new products and services. It also applies to specific occupational groups eg, programmes for childcare workers in new procedures or to implement new legislation.
3. **Organizational development (OD).** This category encompasses the whole organization and may involve the introduction of a new culture or ways of operating. Robbins (1993:685) describes OD as, 'A collection of planned change interventions, built on humanistic-democratic values, that seek to improve organizational effectiveness and employee well-being.' Two examples of OD in operation are the introduction of a customer care programme across the organization; and the introduction of total quality management, which requires all individuals and groups to become involved.

**The HRM and HRD sector**

The following four areas incorporate elements of both HRD and HRM which tend to have significant degrees of overlap:

1. **Organizational design.** The primary purpose of this area is to integrate the human operations, organizational structure and systems for the delivery of products and services in an effective and

economic manner. The planning of the organizational structure is a complex process although many organizations evolve according to their purpose. Mintzberg (1983) identified five areas of personnel:

- a. **The operating core.** These are the employees who undertake the delivery of products or services.
- b. **The strategic apex.** This consists of the high-level managers who have organizational responsibility.
- c. **The middle line.** These are middle managers who link the strategic apex and the operating core.
- d. **The technostructure.** This grouping consists of the analysts who provide specialist advice and standardization.
- e. **The support staff.** These people provide indirect support for other elements of the organization.

Each of the five groups of personnel above may require specific forms of training and development. The key role of the HRD specialist is not to design the structure of the organization but to provide advice into the suitability of placing people in certain types of technical systems, and the extent to which people can be trained and developed to operate within that organizational design.

2. **Job design.** Each job should have a clear role within the overall organizational structure. If organizational design is concerned with the macro-factors of integrating different roles and work tasks, job design is the process of identifying the range and scope of a particular job and the degree of output from that job.
3. **Human resource planning.** The purpose of this area is to assess the human resource requirements of the organization. More specifically it concerns the numbers of employees required and the strategies for achieving appropriate staffing levels.
4. **Performance management.** Assessment of personnel performance feeds into career development, compensation and promotion, movement within the organization, and sometimes even termination of employment. Importantly it links the performance of the individual with the objectives of the organization. Assessment of individual performance through mechanisms such as the appraisal system are normally linked to training and development plans which enable people to improve performance and also develop abilities in new areas.
5. **Recruitment and staffing.** The inflow and outflow of people within an organization is a dynamic process and needs to match the requirements of the organization within its operating environment. Training and development support this process by ensuring that staff involved with recruitment and selection have the necessary skills to enable them to successfully recruit and deploy people throughout the organization.

## The HRM sector

This final segment of the Human Resource compass is predominantly concerned with the traditional areas of HRM. Yet even here there is potential for HRD to contribute and receive information and direction. The two areas of HRM and HRD are not mutually exclusive and form a close symbiosis to support organizational objectives.

1. **Reward systems.** The value of a person to an organization will to some extent influence the reward they receive. This can be 'both financial and non-financial rewards and embraces the philosophies, strategies, policies, plans and processes used by organizations to develop and maintain reward systems'

(Armstrong, 1996:3). HRD policies can operate concurrently with reward systems through improving productivity as a result of training programmes. Moreover, while there are a number of reservations about the practice, some organizations reward employees with training programmes for successful work performance.

2. **Employee assistance.** With some organizations concern for the employee's well-being can result in additional support services such as counselling services designed to alleviate personal problems which can interfere with work performance. At the other end of the scale it can simply involve support services who arrange shopping, or purchase sandwiches to enable core staff to continue working during lunchtime.
3. **Employee relations.** The main factors involved with this area are the interests of the employers and employees; the agreements and regulations by which they operate; the conflict-resolving methods which are utilized; and the external factors which influence the interaction between the buyers and sellers of the labour transaction (Farnham, 1997). While this is predominantly a specialist subject of HRM it does require elements of training and development and many employee relations courses, whether for union or employer representatives, including negotiation exercises.
4. **Research and information systems.** Management information systems are an essential tool for the efficient running of an organization. Not only is general information about an employee held but many organizations incorporate information about the training attended and other development activities with which a person may have been involved.

## HRD ROLES

Chalofsky (1992) suggested that the core of the HRD profession should reflect what was essentially HRD in order to separate it from other professions. He said that this core should contain the philosophy, mission, theories, concepts, roles and competences. We have considered the philosophy, mission, theories, and concepts, and will now address HRD roles and subsequently HRD competences.

Arising from the research conducted on behalf of the American Society for Training and Development, McLagan and Suhadolnik (1989:20) identified 11 roles that indicate many of the dimensions carried out by HRD professionals. These are:

1. Researcher
2. Marketer
3. Organizational Change Agent
4. Needs Analyst
5. Programmed Designer
6. HRD Materials Developer
7. Instructor/Facilitator
8. Individual Career Development Advisor
9. Administrator
10. Evaluator
11. HRD Manager.

**Q. No. 3: Describe the skills requires for individual and organizational like Business, Interpersonal and Intellectual. (10)**

**the skills requires for individual and organizational like Business, Interpersonal and Intellectual**

1. build an educational system that would provide new knowledge and skills regarding systems and processes as well as technical skills;
2. *develop new competences and skills* – training has already been mentioned but the momentum has to be borne on a tide of new styles and approaches. This can involve leadership and teamworking training as well as individual counselling and encouragement;
3. *training* – the obvious aspect of training is the acquisition of new technical skills, but a wider view needs to be taken to ensure that training underpins all aspects of change and targets the appropriate individuals and groups, including middle and senior management;
4. Peters and Waterman (1982) suggest a seven-S framework: Strategy; Structure; Systems; Staff; Style; Shared values; and Skills
5. a shift from micro-managing ‘technicalities’ to ‘human’ and ‘conceptual thinking’ skills;
6. Responsiveness Feeding knowledge back into the organization Consultancy skills
7. Resourcing is about providing the skills base needed in the organisation. Human resource development (HRD) is about enhancing and widening these skills by training, by helping people to grow within the organisation, and by enabling them to make better use of their skills and abilities. (Armstrong, 1992:152)
8. **Individual development.** This area can be exceptionally broad and addresses such areas as skill development, interpersonal skills, career development, etc.
9. team learning, developing group skills like cooperation, communication and so forth
10. *Internalization:* explicit knowledge made tacit. People learn by practising skills, automatizing procedures, acquainting themselves with tasks by doing them
11. in providing appropriate support and training to assist managers in developing facilitation, coaching and feedback skills and to help individuals in developing appraisee skills.
12. Armstrong observes that these trends recognize the need for individuals to develop their future employability and ensure that the workforce has the necessary skills to keep the business competitive as well as helping companies retain valuable staff.
13. Definition of key competencies – personal attributes, knowledge, experience, skills and values – to meet the organization’s long-term needs.
- 14.

The increased use of international comparisons has made benchmarking of specific skills useful indicators of numeracy. The International Association for the Evaluation of Educational Achievement has carried out a

number of international comparisons of the achievement levels of school children. The first, which was carried out in 1963–4, assessed the mathematical abilities of children in 12 countries (Husen, 1967).

‘Basic skills’ are very necessary because:

Literacy is a key foundation skill on which the development of other adult competences crucially depends. A well-educated and literate workforce yields national comparative advantage and harnesses forces to counteract polarization and social exclusion. Today, adults need a high level of literacy to function well: society has become more complex and low-skill jobs are disappearing. Therefore, inadequate levels of literacy and numeracy among a broad section of the population potentially threaten the strength of economies and the social cohesion of nations. Yet policy makers in most countries have hitherto lacked any empirical knowledge about the distribution of generic skills such as literacy in the population. (CERI, 1996:31)

It was noted that continuous training and development of the workforce and the upgrading of their skills will benefit those with literacy and numeracy skills and as a result the gap between them and those without such skills will increase.

### **Intellectual Ability to OB**

Organizational behavior is traditionally considered as the study of human behavior in the work place. Employee performance is enhanced when an employee and position are well matched—what we call a **high ability–job fit**. If we focus only on the employee’s abilities or the ability requirements of the job, we ignore the fact that employee performance depends on the interaction of the two. What predictions can we make when the fit is poor? If employees lack the required abilities, they are likely to fail. If you’re hired as a word processor and you can’t meet the job’s basic keyboard typing requirements, your performance is going to be poor in spite of your positive attitude or your high level of motivation. When an employee has abilities that far exceed the requirements of the job, our predictions would be very different. The employee’s performance may be adequate, but it may be accompanied by organizational inefficiencies and possible declines in employee satisfaction because the employee is frustrated by the limitations of the job. Additionally, given that pay tends to reflect the highest skill level that employees possess, if an employee’s abilities far exceed those necessary to do the job, management will be paying more than it needs to pay. In a nutshell, an employee’s job specifications should be in line with his intellectual abilities. That way, he’ll be able to execute his duties excellently and effortlessly, as well as obtaining maximum job satisfaction.

### **Interpersonal skills at work**

You may not like to think about it in these terms, but you almost certainly spend more time with your colleagues than your partner.

At work, you are required to communicate with and interact with a wide range of people, from suppliers and customers through to your immediate colleagues, colleagues further afield, your team and your manager. Your ability to do so effectively can make the difference between a successful working life, and one spent wondering what went wrong.

There are, of course, some jobs in which interpersonal skills are particularly important.

- **Customer-facing roles**, such as sales and customer relations management, are likely to specify good interpersonal skills as a prerequisite. However, there are a number of other less obvious jobs and careers where interpersonal skills are also vitally important. These include:
- **Healthcare provision**, including doctors, nurses and other healthcare professionals. Being able to listen to, and talk to, patients and their families is an essential skill, as is being able to give bad news in a sensitive way. We almost take these skills for granted in healthcare professionals—but we also know how devastating the situation can be when these professionals have poor skills and fail to communicate effectively.
- **Financial advice and brokerage**. Financial advisers and brokers need to be able to listen carefully to their customers, and understand both what they are saying, and what they are not articulating. This

enables them to provide recommendations that match their clients’ needs. Poor interpersonal skills mean that they will find it harder to build good customer relationships, and to understand customer needs.

- **Computer programming and development.** This area is often thought of as the ultimate territory for ‘geeks’, with the assumption that interpersonal skills are not essential. However, technical developers increasingly need good interpersonal skills to understand their customers, and to be able to ‘translate’ between the technical and the practical.

**The skills matrix**

A useful instrument that incorporates much of this information locally is a skills or training matrix. This gives the department a snapshot of the current skills status within the department and, by its very nature, shows where training needs exist. An example of a very simple matrix, showing broad competence areas, is given in Table.

For instance, knowing that a skilled operative, Dal Patel, retires in six months’ time, the manager is presently training up a number of operatives in the skills that will be lost. The

**Table 7.2** Skills matrix, Product A cell

	Assembly	Drilling	Bending	Fork Lift	Spray	Test	Ship
John Briggs	C	C	C	C	C	C	C
Dal Patel	C	C	C	C	C		C
Jean Phipps	C	C	C	C		C	
Jan Libich	C	C			T	C	
Tony Blitz	C	C	C			T	T
Nadya Smith	C	T					
Ellie Johns		C			C		T

C – Competent; T – Undergoing training

matrix can be enhanced to give more qualitative information on the level of competences using a categorization such as:

1. Can do job only by reference to job instructions or supervisor.
2. Can do job without reference to instructions/supervisor, but not always to agreed output and quality.
3. Can do job to prescribed output and quality levels.
4. Can do all the above and can train others.

The skills matrix provides an invaluable instant picture of where skills are distributed in a department and provides an excellent visual management tool. The matrices can also be integrated centrally to provide a skills inventory