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## UNIT 1: INTRODUCTION TO HRD

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### STRUCTURE

#### 1.1 Evolution of HRD

1.1.1 Contributions of Management theory for growth of HRD

1.1.2 Major changes in concept of HRD over the years

1.1.3 Factors affecting growth of HRD

#### 1.2 Position of HRD in HRM

#### 1.3 Concept & Definition of HRD

#### 1.4 Importance of HRD

#### 1.5 Scope of HRD

#### 1.6 Objectives of HRD

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### LEARNING OBJECTIVES

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At the end of the unit you will be able to

- To know the growth & evolution of HRD
- To understand the concept, importance & scope of HRD
- To understand the position of HRD in HRM
- To know the objectives of HRD

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### 1.1 EVOLUTION OF HRD

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“Apprenticeship training programs” in 18th century put the first foundation of HRD. At that time small shops were operated by skilled artisans for production of household goods. With passage of time the demand for such goods pressurized the owners of these shops to employ additional workers and engaged them as trainees or apprentices with little or no wage, who worked with their masters to learn the craft for several years till they became proficient. These apprentices with skills were called “yeomen” and later on they formed guilds called yeomanries.

The reasons for formations was to counter balance the power of owner of craft shops who also formed “craft guilds” to regulate product quality, wages, working hours and procedure for apprenticeship training.

With this background, a new concept of “vocational educational program” was initiated by “Dewitt Clinton”, who first time formed a private vocational school to provide

training to unskilled young people to resolve social problem like addressing unemployment or to rehabilitate young unskilled people having criminal records, in New York city. Later on vocational education was formalized for different trades in US to meet the skill gap in technical field, with enactment of Smith-Hughes Act in 1917.

### **1.1.1 Contributions of Management theory for growth of HRD**

HRD origin can be traced back to the development of different management thought particularly F.W. Taylor scientific management theory where emphasis on training was first highlighted. Industrial revolution and advent of factory system led to mass production through use of different machinery and introduction of mechanical processes have first time put the foundation of HRD by emphasizing of training of workers along with other basic processes of HRM like recruitment & selection. Later on with introduction of Assembly line by Henry Ford in 1913 the need of semi-skilled workers were felt and hence the importance of training was felt. This was further reinforced to meet the war related military equipments during World War I. First time Job Instruction Training (JIT), a four step instructional method was introduced.

During 1920s, the impact of human factor at work place was recognized due to human relation movement and due to influence of findings of Hawthorne experiment in Western Electric Company in Chicago. Further research conducted during 1924 to 1932 highlighted importance of social factors, groups and supervision on productivity. This can be one of the foundation of the growth of HRD which can also be attributed to behavioural science movement. With outbreak of World War II the importance of training was further accelerated and the concept training within the industry got its recognition. During the same time training as a profession got its recognition with establishment of American Society of Training Directors (ASTD). During 1960s and 70s the trainers realized that training has limited application and role of the trainers have to be extended beyond classroom and the focus should not be on individual only, rather work group and their competencies and organisations and their capabilities were also felt. Leonard Nadler, first time recognized this need and introduced a new term HRD in 1969 in a Conference organized by the American Society for Training and Development. Later on the HRD grew due to contribution from several researchers in different context. At present the HRD has evolved from an operational focus on training

to more strategic focus i.e. development of intellectual capital viz. individual and collective knowledge.

### **1.1.2 Major changes in concept of HRD over the years**

The evolution of the concept of HRD in the previous sections highlighted that it has evolved from operational focus to strategic focus. The journey of HRD over the years have made some major changes noted by Mankin (2009) as stated below

#### **Shift from training to learning**

HRD is more focusing on learning whether it is individual or work place learning, is an ongoing activity where individual share the responsibility with organisation, with more empowered self-managed teams who take responsibility of their own learning and emphasis on holistic development rather than having focus only on job. The major shift is to encompass life long, continuous learning and learning from different sources like customers, suppliers, peers, subordinate, etc.

From formal interventions to informal interventions.

Since the shift has made from training to learning, the traditional formal interventions are combined with informal learning where people learn from mistakes, from others, from customer's feedback, suggestions, discussions etc.

#### **Emphasis on building both human and social capital**

Informal groups, social networks and other community of practices help to share knowledge and make learning move pervasive and this help in developing social capital leading to collaboration and innovation. Therefore, traditional focus on only developing human capital (accumulating knowledge, skills, abilities, and values) can have limited application unless and otherwise it is combined with building social capital. Human capital help to manage complex organisations in dynamic environment.

#### **From psychological to Sociological perspectives on learning**

Earlier focus was on individual as a learner and thus emphasis was on charging individuals knowledge and behavior as a result of learning. Therefore cognitive and behavioral learning theories which takes psychological perspective of learning focused on individual's acquisition of knowledge and/ or individuals charge in work environment and relevance of context and work place where individuals and teams work, real learning happens through interaction, either formal or informal and

collaboration. Therefore, the HRD interventions and activities also started focusing on sociological perspective of learning where people learn in workplace through sharing of knowledge, collaborate within and across the team, either through formal or informal interventions.

#### From Instructional expert role to business partner role

Earlier the focus of HRD practitioners was that of a trainer who used to act as an instructional expert who develop and deliver the context based on training need identification done by line managers during appraisal followed by nominating employees for training.

However, with more strategic focus of HRD, the shift of the role of HRD manager has begun to become business partner, where not only individual needs are addressed the term and organizational needs are also addressed which has started integrating with business need. Therefore, add practitioners and line managers are actively participating in all the steps of HRD process and playing a vital role of not only as coach/mentor/facilitator but also as change agent, business expert knowledge manager and internal consultant with this the shift in HRD is becoming more strategic where emphasis on strategic alignment is done. Today HRD has taken a central place in business where HRD strategy is integrated with business strategy and HRD managers are playing vital role in strategy development and implementation i.e. identifying those competencies through which business growth, expansion and diversification can be alone and developing such competencies or improving such competencies that can help to implement the business strategies end.

#### From centralized training activities to move flexible approaches to training

Earlier training functions in large organisations were centralized through corporate training center or corporate universities where all the training or activities were centralized. However, HRD becoming more pervasive where training and x development no more role activities. Team and organizational development requires involvement of line managers and external consultants, internal consultants. Therefore, the shift has occurred from centralized training departments to decentralized activities where both line managers an HRD practitioners carry out things or it is out sourced to external consultants.

### **1.1.3 Factors affecting growth of HRD**

Several factors have affected the evolution and growth of HRD over the years. These factors have increased the importance of HRD and it will continue in future. Factors like globalization, social changes, technological changes, competition, economic constraints, changing nature of the organization and work have shaped the HRD system. Keeping these factors in view importance of HRD can e further expanded as stated below.

#### **Rebuilding the Skill base**

Technological changes is rapidly transforming work, organization and society in general. Advent of social media and introduction of the concept of analytics and rapid growth in IT has tremendous impact on workforce in terms of their skill requirement. Therefore, HRD play a vital role in reskilling, Upskilling and deskilling. HRD practitioner has two make the individual aware on skill obsolescing which is happening rapidly and therefore counsel the employee to take ownership of their learning and HRD managers becomes facilitator for creating those learning experience so that skill gap is addressed properly.

#### **Addressing issue of technological unemployment.**

Organization facing stiff competition to reduce costs to remain competitive, lending to replacement of humans by technology. Therefore HRD has to play vital role in creating new jobs profile and preparing employee to become fit for that profile through transformation of L&D activities.

#### **Building capacity to use learning technology**

Learning technologies like learning app, eLearning, mobile learning and microlearning each gradually replacing classroom learning and instructor led learning to self-paced and technology enabled learning. Therefore, importance of HRD is increasing to make the function technology enabled and to make continuous research on creating a blended mode of learning that can increase the employee engagement and can reduce the cost of learning and at the same to have more value addition in learning.

#### **Preparing workforce for global assignments and responding to globalization**

Globalization has enabled disaggregation of work, more emphasis on quality, alternative generation of sustainable resources, global sourcing, virtual collaboration

etc. HRD play a vital role in preparing workforce and develop managerial competitiveness for cross border assignments develop more virtual HRD activities Viz virtual communities of practice, virtual team and capitalize. Besides, responding to globalization require continuous research for developing best HRD practices and interpretations. The focus on United Nations sustainability goals (2030) also have elaborated role of HRD in addressing sustainability from micro and macro perspectives to respond to globalization challenges.

### **Building inclusive workplace and managing diversity**

Workforce demographics are changing where more woman employee physically challenged and LGBT employees are inducted and further due to globalization, cross cultural workforce are becoming the feature of multinational or global organizations. Further, diversity is also becoming a strategic options to have fresh blood, creative thinking and innovation in workplace. HRD play an important role in making inclusive workplace though addressing career and workplace issues, more HRD research to address gender difference and address issue related to minority group. These can be addressed by having appropriate HRD intervention like diversity educationalist training gender sensitization empowering minority group etc.

### **Developing and sustaining strategic partnership**

The advent of strategic HRD concept has necessitated the need for collaboration between HRD practitioner and business managers. Therefore, HRD interventions are to be planned to develop business competences of HRD managers and competences of business managers to design and implement HRD interventions that support business strategy. Therefore, competency development of HRD and business managers highlight the importance of HRD from strategic perspectives.

### **Changing workforce**

Workforce diversity, increase of knowledge workers, changes in values of work and changes in the nature of contract between organization and employee are increasing importance of HRD. Workforce representing multicultural, multi operational with gender diversity increasing, requires different perspective while communicating, managing and developing these workforce. Further, increasing knowledge workers require more HRD orientation where new areas like creativity and innovation,

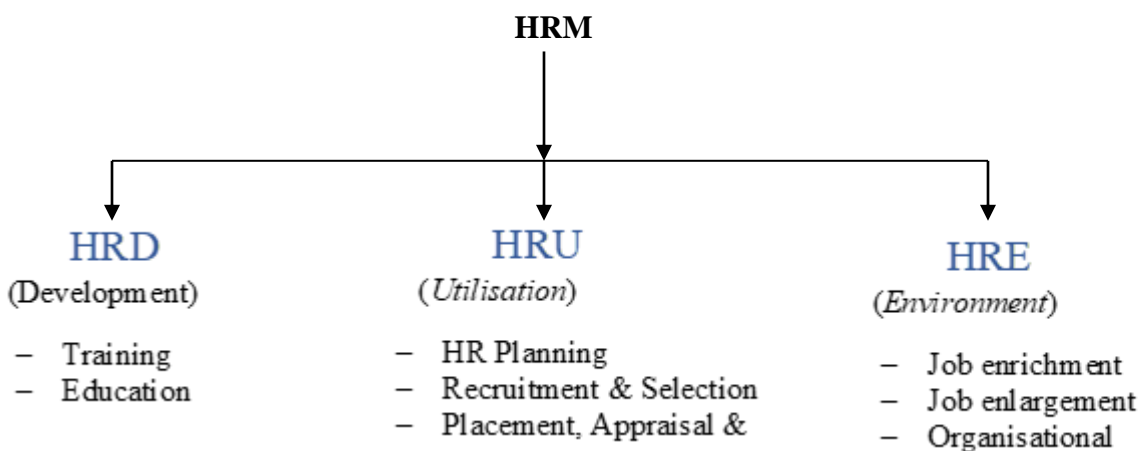
knowledge management, developing HR flexibility, HR empowerment and commitment are pressurizing organization to embrace HRD as a more critical and strategic functions. Value shift among workforce is creating a new challenge where workers are becoming more tech savvy. They want meaningful work and involvement, want more job related information, participation in decision making. Therefore, importance of HRD is also increasing to develop interventions to increase engagement, motivation and satisfaction of workforce. Changing nature of contract is also creating urge to have more merit oriented approach replacing loyalty. Developing a sense of ownership by changing reward mechanism while creating high performing workforce has again highlighted the importance of HRD because competency development and continuous learning are becoming more important

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## 1.2 POSITION OF HRD IN HRM

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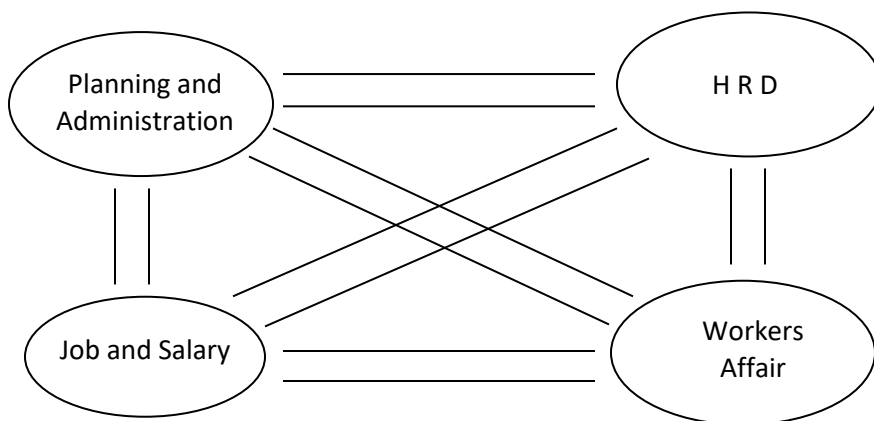
As suggested by Nadler HRD is part of HRM function where the core focus is to train, educate and develop HRD is a distinct element in HRM which can be visualized from the following figure.



**[Figure: 1 Major Areas of Human Resource Management]**

**(Source: Adapted from, L. Nadler, Corporate Human Resource Development, ASTD, pp-2)**

According to Pareek the HRM system consists of four interrelated subsystem as shown below



**(Figure 2: Human Resource System)**

(Source: Adapted from Udai Pareek and T.V. Rao, *Designing and Managing Human Resource System*, Oxford IBH, 2nd edition, pp 16)

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### **1.3 CONCEPT & DEFINITION OF HRD**

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Human Resource Development is a continuous process where the conditions are created for development and at the same time in a given condition developmental goals are achieved.. So, HRD is a means and an end itself. The need for HRD is realized for all levels i.e; individual level, organizational level and national level. At the individual level, HRD includes developing capabilities to sustain by enhancing competencies, coping capability and nurturing values. At the organizational level, HRD ensures organisational growth & development through emphasising on developing enduring capability. At the national level, HRD ensures health, fertility, literacy and better living standards. In this section the concept of HRD is more elaborated in organisational context.

Harbison and Myers (1964) defined “HRD as the process of increasing the knowledge, the skills, and the capacities of all the people, in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the

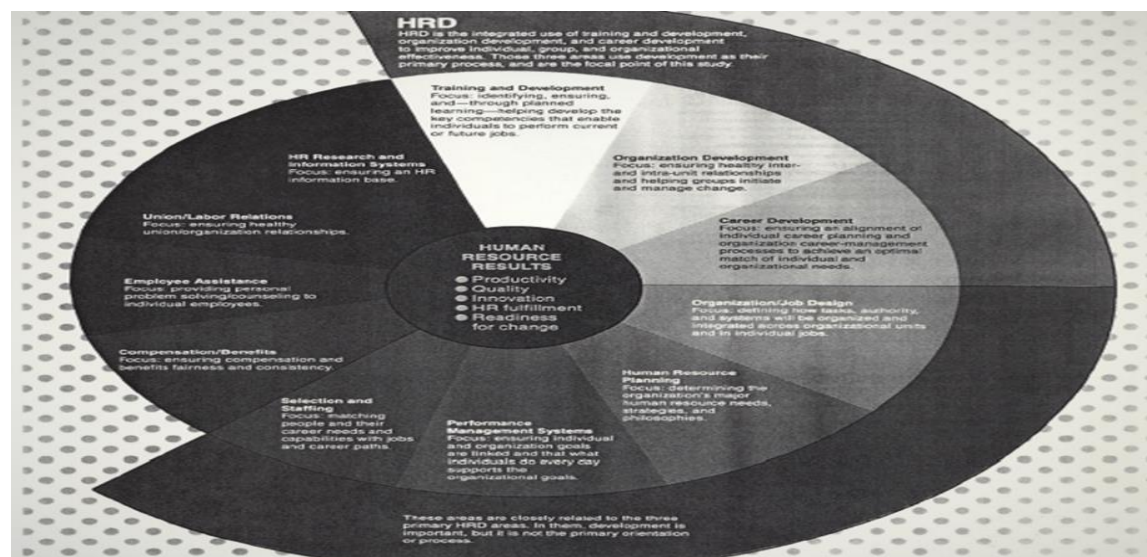


social and cultural points of view, the development of human resources helps to people lead fuller and richer lives, less bound to tradition”.

American Society for Training and Development (ASTD) during its deliberations in different conferences introduced the concept of HRD replacing with Training & Development. Leonard Nadler (1970), first time defined HRD as “a series of organized activities conducted within a specified time and designated to produce behavioural change”

HRD is the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness(Mc Lagan,1989,p52).HR wheel developed by him not only identifies the exclusive HRD area which are primary functions of HRD but also areas of HRM where HRD can also contribute

Gilley and Egglan (1989) conceptualised HRD as an “organized learning activity within the organization used to improve performance and personal growth for the purpose of improving the job, the individual, and the organization”. , the individual, and the organization”.



Source: McLagan, P. (1989) Models for HRD Practice, Training & Development Journal, September, p53

McLagan (1989) defined HRD as a ,Garavan (1991) conceptualised HRD from strategic perspective and defined it as strategic management of training, development, and of management or professional education interventions, so as to achieve the objectives of the organization while at the same time ensuring the full utilization of the knowledge in detail and skills of individual employees.

Swanson (1995) defined HRD as “a process of developing and unleashing human expertise through organization development and personal training and development for the purpose of improving performance”.

McLean and McLean (2001) described HRD in a global perspective: Human resource development is any process or activity that, either initially or over the long term, has the potential to develop work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or, ultimately, the whole of humanity.

Jacobs (2011) proposed that HRD should be understood by the interaction among three major concepts: (1) the HRD process; (2) the various HRD programs; and (3) organizations as systems. The interplay among the major concepts suggests that the HRD process is used to develop HRD programs. In this sense, HRD programs become the outcome of the HRD process. Further, the context of all HRD activities is organizations, but only if organizations themselves are viewed as a system.

Rummler and Brache (2012) identified three levels of organizations: organization level, process level, and job level, and then crossed the levels with the organizational functions of goals, design, and management. Consistent with the three major concepts, HRD can be defined as the process of improving organizational performance and enhancing individual capacities through the accomplishments that result from employee development, organization development, and career development programs.

(Harbison & Myers, 1964

According to Pareek & Rao“HRD is a process through which the people of the organisation are helped in a continuous and planned way to

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

Wavy et al. (2017) while synthesizing the definition of HRD rebuild that HRD definitions can be categorized into three categories.

First category emphasises on functions and components of HRD and business on learning and performance or change outcomes at individual and organizational level. However, they emphasized that since HRD functions and practices are evolving, an emerging definition of HRD having consensus may not exist. Many of the definitions speak on various components of HRD, which have long existence and individual identity before inception of HRD, e.g Organisational Development, Career Development & Training & Development. Definitions of HRD that restrict to components can only be organizational centric, and thus restrict the scope of HRD while defining it e.g HRD in context of globalization or HRD in social context.

Second category of HRD definitions are value based which is reflected in the definition suggested by Harbinson (1964). Many of the definitions we are developed in a particular context like western context and therefore may restrict its applicability to a particular context.

Third category of definitions combined both value based and function based where HRD functions are intended to improve learning and performance while having more value orientation and thus cultural aspect are also addressed in these definitions.

Mclean & Mclean (2001) who have defined a HRD as a process or activity that oriented to develop adult learning, expertise particularly and satisfaction for benefit of individual, team, organization, community, nation or they ultimately humanity is the

example of third category which has increased the scope of HRD function to more wider areas.

Lee (2007) pointed out that defining HRD is a cumbersome exercise because the term ‘development’ can be conceptualized in a different way as the organization is moving through different stage of its lifecycle, degree of maturation, while managing the strongly marketing policies.

Therefore, while defining HRD one must use different criteria that should clearly establish HRD as unique discipline and field of practice and must include all functional aspects having scope to include more keeping on unforeseen changes. Further, while defining HRD one should accommodate the concept adds multi-dimensional and multi-level activity. Therefore, Wang et al. (2017) defined HRD as “mechanism in shaping individual and group values and beliefs and skilling throw learning related activities to support the desired performance of host system”.

As started earlier in the definition of HRD one can conclude that HRD operates within a more complex and dynamic organizational and social system where HRD itself is an integrated system. Since HRD is embedded by a bigger system, the activities which are incongruent with the goal, mission and values either the society, nation or organization will lose its identity. Therefore, while analyzing the definitions in nature of HRD can be as follows:

- Shaping or reshaping individual beliefs, values and behavior as per the systems requirement (organizational, societal, national or global)
- Develop individual competency in order to increase the capacity and capability to manage current and future role requirements
- Improve or enhance organizational, team and individual performance.
- Assess HRD needs and design and deliver HRD interventions.
- Evaluate the impact of HRD program / interventions on organizational effectiveness
- To develop linkage of HRD function with other HRM functions
- To develop strategic linkage between HRD and business strategy
- To develop and sustain organizational culture

- To develop manage organizational change and develop interventions for managing such change
- To develop HRD culture and climate
- To improve organizational effectiveness

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## 1.4 IMPORTANCE OF HRD

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Importance of HRD can be highlighted from individual, organisational and societal perspectives. From individual perspective HRD play a vital role in increasing employability of the individual employee, managing obsolescence and upgrading skills. Rising competition is pressurising organisation to remain competitive by reducing cost or adopting better technology or improving quality or introducing new product/service. These pressures are reducing job security, creating job obsolescence, need for reskilling or upskilling and hence the importance of HRD. At organisational level the importance of HRD arises due to influence of globalisation, changes in nature of work and processes. Globalisation has increased the importance of HRD for creating cross culturally competent employee. Changes in nature of work and processes have increased the importance of HRD for preparing the work force to respond these changes. Importance of HRD is also felt due to aspiration of the organisation to grow, expand & diversify and therefore preparing work force and developing & sustaining appropriate culture. At societal level, the importance of HRD is increasing to respond to the stakeholder's requirements, making organisation to meet the sustainability challenges and responding to the community needs by linking CSR & HRD. Growing importance of HR planning & career planning is also increasing the importance of HRD, because it ensures smooth internal mobility of manpower by having planned development, meeting the career aspirations of multi-generational workforce and overcoming leadership challenges within the organisation. Structural shift is creating new forms of organisations and therefore HR flexibility, HR empowerment and Team development is making HRD an imperative. Besides, rapid organisational changes which are more revolutionary and uncertain require employees to develop agility and organisations to develop resilience and therefore HRD can play a vital role in managing the change where the HRD manager play the role of a consultant or change agent. Organisational restructuring is leading to more mergers & acquisitions (M&A), scope

for outsourcing and need for business process reengineering. This has redefined the role of HRD managers in making cultural integration successful in event of M&A, preparing HRD function to prepare for more transformational activities as transactional activities are outsourced and train the employees to become more efficient in managing the process using new tools & techniques.

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## 1.5 SCOPE OF HRD

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As stated earlier the scope of HRD can be extended to all the HRM areas as development is a major dimension of HRM

- Each person perform has to perform various tasks under a job successfully and execute the role assigned to him/her effectively. Analysing the job and role gives input for developing the role for the person or developing the person for the role through various interventions under different subsystem of HRD.
- Better role analysis and accurate competency mapping help to create better person-environment fit where the person fits to the job, team and the organisation.
- Internal labour market development through creating a talent pool through developmental activities can manage manpower supply in a better way
- Socialization (induction and orientation) process can be made more effective planning HRD interventions for successful onboarding which can improve productivity & employee retention.
- Managing the performance of the employees by establishing developmental oriented system where performance agreement is done, personal development plan is prepared and performance standards are spelt out. HRD play a vital role in performance problem solving, coaching, counselling & providing performance feed back by preparing the appraiser and appraisee.
- Developing careers for people and developing people for career are two important aspects which is addressed by HRD intervention in career planning and career management

- Ensuring employee motivation by designing a total reward system based on theories of motivation and implementing the same to increase employee satisfaction, retention and commitment
- Managing employee relations by improving on union-management collaboration, workers education and development, workers involvement and participation. In HRD the emphasis is on proactive approach to manage workers affairs by giving importance to employee voice & communication.
- Auditing the contribution of HRD to the function of HRM and in general its contribution for intellectual capital development.
- Implementing total quality concept, addressing issues on reengineering and organizational structuring through proper HRD interventions.
- Addressing the challenges of HRM like globalisation, technological changes, cultural changes etc on preparedness of human resources.
- Addressing organizational strategic challenges like expansion, diversification, and competition by emphasizing on organizational learning and other strategic HRD interventions.

The scope of HRD is also wider because of its multi-level perspective. At individual level the focus is on developing the resources of individuals i.e. KSAOs so that the individual develop capacity and capability to perform at higher or at different level. Here the focus is on developing the performance and exploring the potential for individual or organizational development. At individual level the HRD intend to develop ability & motivation to perform and also to develop opportunities to perform. Similarly at organizational level the HRD is intended to achieve organizational goals and objectives by focusing on those activities that improve ability to respond to changes in the environment. Here the focus is on organizational learning than individual learning and similarly the interventions are more focused on organizational development. At societal level the focus is to meet the stakeholder's requirement while linking it to CSR and sustainability aspects.

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## 1.6 OBJECTIVES OF HRD

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In general the objective of HRD is to make the organisation performing. Therefore the specific objectives are to develop competency at individual, team and organisational level and to develop organisational culture where employees and team s contribute their best. Further, the objective of HRD to make the organisation performing is to develop opportunity to contribute through intellectual capital development and enhancing scope for creativity, experimentation & innovation. Besides, objectives of HRD is to meet the strategic requirements of the organisation and to address the societal and sustainable issues. Objectives can also be defined in terms individual, organisational and social perspectives. Objectives can also be analysed from performance dimension or learning dimensions or both. The details are explained below.

### **Developing Competency**

- Competency at individual level aim at developing knowledge, skills, abilities and other personal attributes for current and future job
- Competency to become effective team workers and to build effective team
- Core competency at organisational level through emphasising on collective learning
- Competency in general to face challenges and to manage change.

### **Developing Motivation**

- Exploring the needs and aspiration and develop appropriate motivational climate to address these needs
- Developing HRD policies and interventions to meet the individual needs
- Developing appropriate supervisory style that ensures employee motivation

### **Developing Organisational Climate & Culture**

- Assessing current organizational climate
- Developing appropriate interventions to improve organizational climate
- Develop appropriate HRD culture and sustain the same



### **Meeting strategic requirements of the organization**

- Intellectual capital development through human and social capita development
- Managing organizational learning and creating learning organization
- Creating a high performing culture
- Leadership development to implement strategy
- Capability development through Knowledge Management

### **Managing HRD process**

- HRD need assessment
- HRD intervention design and delivery
- HRD evaluation

### **Building Sustainable Organisation**

- Addressing future skill gap
- Addressing environmental issues through green HRD

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## UNIT 2: HRD AS A TOTAL SYSTEM

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### STRUCTURE

- 2.1 System approach to HRD
- 2.2 Matrix View of HRD System
- 2.3 Appraisal System
  - 2.3.1 Performance appraisal
  - 2.3.2 Potential Appraisal
  - 2.3.3 Team Appraisal
  - 2.3.4 Performance Counseling / Coaching
- 2.4 Career System
  - 2.4.1 Career Planning and Development
  - 2.4.2 Job Rotation
  - 2.4.3 Mentoring
- 2.5 Training system
  - 2.5.1 Building Training Mechanism
  - 2.5.2 Task Analysis
- 2.6 Work system
  - 2.6.1 Role Efficacy
  - 2.6.2 Job Enrichment
  - 2.6.3 Autonomous Work groups/ Self-managed teams
  - 2.6.4 Quality of Work life
  - 2.6.5 Productivity
- 2.7 Culture System
  - 2.7.1 Communication
  - 2.7.2 Developing Organisation Culture
  - 2.7.3 Reward
- 2.8 Self-Renewal System
  - 2.8.1 Stress Management
  - 2.8.2 Organisation Development
  - 2.8.3 Human Resource information and planning system
  - 2.8.4 Organisational Learning
  - 2.8.5 HRD Reaserch

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### LEARNING OBJECTIVES

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At the end of the unit you will be able to

- To understand the system approach to HRD
- To explore various subsystem under HRD
- To know the HRD mechanism under various subsystem of HRD

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## 2.1 SYSTEM APPROACH TO HRD

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Any system comprises inputs, process and output along with feed-back and feed-forward. Anything which is used as a resource constitute inputs which may be human resources, materials & facilities, financial resources, expertise etc.. Processes are conversion system where inputs are combined/configured to achieve desired goal. IT may be human process or technical process or both. Outputs are results which are result of process. These three elements are embedded by feedback loop where information from output are returned to input, where input remain unchanged. Whereas feed forward loop give information to input with an intention to change the input. Feedback ensures things are done as per the plan where feedforward ensures things are changed as per the changes in the environment. The system concept also applies to HRD, where three concepts are discussed, first HRD as a process, second HRD as a system and third management of such system. Therefore, HRD system is a part of an organizational system where various subsystems are interrelated and interdependent and at the same time has an independent existence. System design perspective seeks to design and manage the system under bigger complex system like technological system, social system organizational system etc.

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## 2.2 MATRIX VIEW OF HRD SYSTEM

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As discussed earlier the human resource development not only covers individual but also other units like dyads, collectives and the organization. Approach to development is a massive effort and HRD department plays a major role in designing and monitoring. However, other parts like the person or groups for whom the development is meant also forms the agents of development. HRD Matrix can be viewed in terms of developmental dimensions of each focus/units and responsibility of the agents in the developing dimension as stated earlier in Unit 1.

Each of the developmental dimensions described above can also be categorized into six subsystems. Each subsystem catering to the 6 focus/units are shown in the figure. Under each subsystem, there are various mechanism, instruments of methods are there to develop the three Cs i.e. competency, commitment and culture of the individual, dyads-teams and the entire organization.

	<b>Appraisal</b>	<b>Career System</b>	<b>Training System</b>	<b>Work System</b>	<b>Culture System</b>	<b>Self-renewal system</b>
Person	<ul style="list-style-type: none"> <li>•Performance Analysis</li> <li>•Potential Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>•Career Development</li> <li>•Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>•Identifying needs</li> </ul>	<ul style="list-style-type: none"> <li>•Role efficacy</li> </ul>	<ul style="list-style-type: none"> <li>•Rewards</li> <li>•Accusative</li> </ul>	<ul style="list-style-type: none"> <li>•Involvement</li> </ul>
Role	<ul style="list-style-type: none"> <li>•Development of KPAs</li> <li>•Development Cas</li> </ul>	<ul style="list-style-type: none"> <li>•Job Rotation</li> </ul>	<ul style="list-style-type: none"> <li>•Task Analysis</li> </ul>	<ul style="list-style-type: none"> <li>•Job Enrichment</li> </ul>		<ul style="list-style-type: none"> <li>•Stress Management</li> </ul>
Dyad	<ul style="list-style-type: none"> <li>•Performance review and coaching</li> <li>•Feedback on HRD</li> </ul>	<ul style="list-style-type: none"> <li>•Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>•Training in performance</li> </ul>		<ul style="list-style-type: none"> <li>•Communication</li> </ul>	
Team	<ul style="list-style-type: none"> <li>•Appraise team</li> <li>•Counsel team</li> </ul>		<ul style="list-style-type: none"> <li>•Identification of training need</li> <li>• Development curricular</li> </ul>	<ul style="list-style-type: none"> <li>•Autonomous work groups</li> </ul>		<ul style="list-style-type: none"> <li>• Team building</li> </ul>
Inter-team	<ul style="list-style-type: none"> <li>•Common procedure for appraisal</li> <li>•Parity in appraisal</li> </ul>			<ul style="list-style-type: none"> <li>•Productivity</li> <li>•Quality of work</li> </ul>	<ul style="list-style-type: none"> <li>•Communication</li> </ul>	<ul style="list-style-type: none"> <li>•Collaboration</li> </ul>
Organization	<ul style="list-style-type: none"> <li>•Linkage of Appraisal with goals and values</li> </ul>			<ul style="list-style-type: none"> <li>•Quality of work life</li> </ul>	<ul style="list-style-type: none"> <li>•Climate</li> <li>•Rituals</li> <li>•Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>•HRD Research</li> <li>•Organisational learning</li> </ul>

(Figure 3: Matrix of HRD System)

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## 2.3 APPRAISAL SYSTEM

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The fundamental of any HRD subsystem lies with the performance of the individuals groups and the methods need to develop to manage it. Appraisal system aims at managing the performance of individuals and teams through appraisal of performance, potential counseling and coaching. Formal appraisal and absence of performance counseling and inadequate attention to potential appraisal sometimes restrict the objective of appraisal system. So the following methods are used by the organizations under the appraisal system.

### 2.3.1 Performance appraisal

In HRD oriented performance appraisal every supervisor has the responsibility to ensure the development of his or her subordinates in relation to the capabilities required to perform their jobs effectively. Generally, the supervisor by adopting each of the following steps ensures individuals' development and utilization of the same.

- Identification of Key Performance Areas
- Identification of behavioural dimensions that is critical for managerial effectiveness.
- Periodic review of performance.
- Analysis of performance by identifying facilitating and inhibiting factors in performance.
- Formal performance review and discussions.
- Identification of development needs and action plan to improve the employee for future performance.

In India and some other countries three paired dimensions are commonly found:

- Open system vs. closed system.
- Feedback vs. motivational
- Comparability vs. job relatedness.

In order to use performance appraisal as an effective instrument of HRD it is necessary to separate the control objectives and developmental objectives. The objectives of appraisal are to be changed to include more developmental dimensions like role clarity, strengthening superior-subordinate relationship, self-renewal, empowerment, creating new work culture etc. Many organizations, in order to give more HRD orientation to the

appraisal are replacing performance appraisal by performance management system which is more strategic in nature. Performance management system consists of:

- Performance planning
- Performance development
- Performance analysis
- Performance review
- Performance appraisal
- Performance rewards and recognition.

Performance management system is definitely an improvement over performance appraisal system since it is more developmental in nature. It focuses on improving job performance through continuous and ongoing feedback and guidance from reporting officer. It addresses the growth and career development of employees through identification of strengths and weaknesses of employees and thus better utilization and development of the talents. Performance management system also serves the purpose of developing better superior-subordinate relationship based on trust and mutuality. The most important aspect of performance management is that it is an integrated system where both vertical and horizontal integration is well addressed. Vertical integration is achieved by aligning individual and team objectives with business strategy. Whereas horizontal integration is achieved by aligning performance management strategies with other HRD strategy specifically focusing on competency, reward, performance-based culture, team working, career growth and development. Thus, performance management has tremendous impact on organizational effectiveness as it addresses the competency and capability of the people of the organization.

### **2. 3. 2 Potential Appraisal**

Today organizations grow continuously due to expansion in scale, technological changes, diversification of operation and entry in new market. Such dynamic and growing organization needs continuous review of existing structure and system and thus creates new roles and responsibilities. Capabilities to perform new roles and responsibilities must continually be developed among employees. Thus identification of potential of employees is necessary to ensure the availability of people to do different jobs and simultaneously motivating the employees. Hence the potential appraisal as a

subsystem of HRD helps to identify the potential of employee to occupy higher positions in the organizational hierarchy and undertake higher responsibilities. Like an iceberg, out of the total potential of an individual the visible part above the water is evaluated volume of performance. Whereas submerged part can be provoked through right kind of potential appraisal system. Performance often is evaluated on past records reflecting existing roles and responsibilities. As a large part of attributes of an individual is hidden and not rightly visible the organization has to explore such potential with right means. People can be classified under a 2x2 matrix for exploration of potential which is shown below.

Star people are not only actual performer but also possess high potential to handle complex assignment and higher position in the organization. Workhorses are often unwilling to accept higher responsibility due to lack of confidence or not provided with opportunity to take new assignments. Problem children are people who have proved their credential in short-run but currently are unwilling to perform. Such people are full of potential with them. Deadwoods are people with low potential and low performance. Such people need to be treated in a very sensitive way as they affect the performance of the organization in long-run. So a suitable potential appraisal system need to be developed consisting of

- Role descriptions (clarity of roles and functions associated with the job and involves extensive job description)
- Qualities required to perform the roles (technical, managerial and behavioural)
- Indicator of qualities (. rating by others through simulation, psychological test, performance appraisal records).
- Organising the system (policies on promotion, weightage to be associated and mechanism for assessing )
- Feedback on potential appraisal for career development

Individual must be provided with opportunity to understand their strengths and weakness and result of his assessment. Potential appraisal provides data to strengthen the procurement system of the organisation. Potential appraisal system is also linked with:

- Feedback and Counseling,
- Training,
- Job rotation,
- Data storage and
- HR planning.

However, systematic potential appraisal may be a time-consuming activity. But the returns can be higher in stable environment. With growth opportunities all around, there has been high mobility among executives. Due to this mobility, most organizations are not willing to invest their time and effort in identifying and developing the potential of managers. The organizations appraise the potential of the employees along with performance appraisals. Potential appraisal to be effective should be linked with feedback and counseling, training-job rotation, data storage and manpower planning. Potential appraisal in last decade has taken several forms viz., Assessment Centres or Development Centres. Besides, **Fast Tracking** of junior employees has been used.

### 2.3.3 Team Appraisal

Increasing productivity, improving quality of product and services requires strong teamwork. However, team recognition is an important aspect which is often neglected. HRD oriented appraisal system not only gives importance to individual appraisal but also gives importance to team appraisal. It is necessary to include items in individual appraisal like how much team spirit an employee has shown as a member of team and what efforts he has made to develop teams of his own employees. Individual performance and team performance should be clearly segregated in terms of reward. Team feedback and counseling must be in terms of process mechanisms operating in the group like decision-making styles, collaborative orientation in the group with other group, delegation, supervisory style etc. Feedback can be through organization leader or external agent.

#### Need for Team Appraisal

- At higher level performance indicator, most of the time is team based.
- at higher level the performance indicators are qualitative and cannot be reached to number



- Synergy is higher
- Measures at team are more objective.
- Team performance is always closer to organization performance rather than individual performance to organization performance.

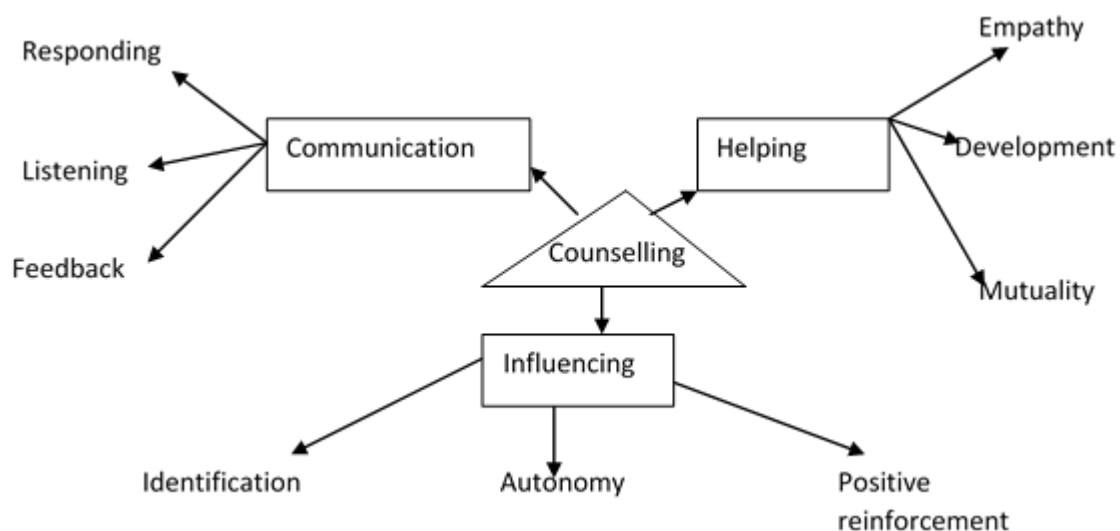
Appraisal or managing performance of team is based on following principles.

- a) Team behaviours are different from individual behaviours. All individuals though contribute to the team, it is the collective performance that matters. Such collective performance is the outcome of team processes and the environment they work in.
- b) The behaviour that makes a team successful vary in terms of nature of the team.
- c) Team behaviours can be changed using a team performance management process. This involves establishing behavioural goals, measuring current behaviours to identify the gaps between desired and current behaviour profile and then planning and monitoring changes in order to close the gap.

Team performance can be measured at individual and team level. At individual level the measurement focuses on how well people work in teams like employee participation in team work, initiative taken by employees, interpersonal relationship etc. At individual level the measurement may also relates to individual contribution to team results like reducing error rates, number of suggestion provided etc.

#### **2.3.4 Performance Counseling / Coaching:**

Performance counseling can be defined as the help provided by a manager to his subordinates in analyzing their performance and other job behaviours in order to increase their job effectiveness. As an instrument or subsystem of HRD it helps the employee to realize his/her potential, strengthens and weakness, insight into job related behaviour to increase interpersonal effectiveness and to reduce job related tensions and conflict. Counselling is a dyadic process involving communication, influencing and helping as shown in the following figure.



[Figure: 5 Processes of Counseling]

(Source: Adapted from Udai Pareek and T.V. Rao, *Designing and Managing Human Resource System*, Oxford IBH, 2nd edition, pp 179)

Communication between counselor and counselee involves.

- Receiving message (listening)
- Giving messages (responding)
- Asking apathetic, transfer, clarify and open question.
- Giving feedback (to improve behaviour rather than creating defensive behaviour)

Paying attention to various messages including hidden feelings and concern for the counselee is an important part of effective counseling. Responding involves exploring, supporting and being emphatic and the counselee. The purpose of feedback is to reduce the blind are of persons.

- Influencing is the second stage of counseling which involves
- autonomy (without restricting the freedom of the counselee)
- positive reinforcement

- identification (developing psycho-social maturity)

Lastly the counseling involves helping by having

- Concern and empathy
- Mutually of relationship
- Identifying developmental needs.

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## **2.4 CAREER SYSTEM**

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Attracting and retaining the right kind of people helps the organization to sustain in long-run. A systematic career system is concerned with developing careers in an organization and helping people to manage their careers. Today the career system aims at paying increasing attention to young and potential employees for their possible fast growth in an organization. Career System constitutes instruments/methods like Career Planning and Development, Job Rotation and Mentoring.

### **2.4.1. Career Planning and Development**

The HRD philosophy is that people perform better when they feel trusted and see meaning in what they are doing. In the HRD system, corporate growth plans are not kept secret. Long-range plans for the organization are made known to the employees. Employees are helped to facilitate change. Most people want to know the possibilities for their own growth and career opportunities. As better career opportunities helps the employee to know about the possibilities of growth and advancement and thus act as a motivating factor. Thus in a HRD subsystem the objective of career planning and developing is to find out specific career plans of new recruits, the people who have spent a considerable time in an organization but lacks growth opportunities, the people who have reached such a position where they may not be able to advance. Accurate information on careers and career counseling helps the career planning and development as a successful. HRD sub-system.

While career development means the development of general technical and managerial career in the organization, career planning implies planning with the help of the reporting officer, of specific career paths of the employee in the foreseeable future.

Career development programs are designed for three group of employees in a organization.

Career development for the first group of employees i.e. the new recruits includes following phases.

- Learning specific technical and job specific skills.
- Learning other related technical roles and skills
- Getting acquainted with other departments, functions etc.

Career development for second group of employees i.e. who have spent considerable time and have shown potential, career plans need to be worked but such plans can be in terms of future position he or she likely to succeed. For employees not doing well should be groomed to enhance their potential, or to be encouraged to be creative in the existing position through counseling or helping them to seek more meaningful and satisfying place elsewhere.

Career planning procedures are always based on the needs of the organization. But organizational needs cannot be fulfilled unless and until individual needs are given importance. The HRD manager must recognize the individuals' unique needs, wants and abilities. People feel motivated when organization responds to their aspirations and needs. Besides, right opportunities, encouragement and guidance help the individual to grow, change and seek new directions. Career planning uses all the information generated by the performance and potential assessments, self-assessment and succession plans. Various career planning techniques usually followed by the organization are personal development planning, training and management development programmes, mentoring and career counseling. Personal development planning process helps to identify the actions people propose to undertake. Such process involves discussion between the manager and individuals regarding the aspiration of the later along with necessary guidance to fulfill the same. In many organizations full-fledged development centers act as a vehicle for career counseling.

Issues of Concern in career planning & development:

- Handling frustration due to stagnation.

- Career planning are difficult in today's environment where the changing dynamics makes uncertain career planning. Therefore instead of building careers people are helped to build competencies at generic as well functional level.
- Flattering of organization structure has reduced the opportunity of vertical growth and thus individuals are not-given conventional promotion rather stress is on → assuming more responsibility and linking it to financial rewards.

#### **2.4.2 Job Rotation:**

It refers to systematically moving employees from one job to another, for making the employees a versatile worker, exposure to new challenges and opportunity to develop themselves for a higher assignment. This mechanism helps to provide a better career opportunity for the employees. Job rotation can aim at giving opportunities to an individual both to test out his potential and to develop his potential. Job rotation reduces monotony and broadens the skill base of the employees. The relevance of job rotation is extremely high in today's competitive environment as it makes the employee multi-skilled and thus reduces additional employee numbers. Besides, it also reduces the idle time of the employees when work otherwise is not available to him. Job rotation helps the employee to cover more activities since each job includes different tasks. Job rotation increases the range of jobs and perception of variety in the job content. According to recent studies, it is found that increase in task varieties enhance job satisfaction, reduces overload, decrease the number of errors due to fatigue improve production and efficiency. However, job rotation involves several monotonous jobs. Job rotation can be inefficient and frustrating method of acquiring additional knowledge and skills unless it is carefully planned and controlled. Therefore it should be combined with other alternative strategies like job enlargement, job enrichment. Job enlargement increases job range and job enrichment increases the job depth. Job rotation can be 'planned sequence of experience' where employees know what to learn from each job.

#### **2.4.3 Mentoring:**

Young persons develop themselves by associating with persons whom they admire and by building a trusting relationship with their supervisors, who nurture, support and guide their subordinates. When a young person joins an organization, he/she needs some senior person whom he/she admires, whom he/she confides and get

advice and support. The person need not be his supervisor. Such a relationship is called mentoring and the basic purpose of mentoring is to provide moral support and guidance for their development. It involves –

- Establishing a relationship of trust
- Modeling behavioural norms for the young person.
- Listening to the personal and job concerns of the young person.
- Helping him to search alternative solutions for the problems.
- Sharing own relevant experiences.
- Responding to his emotional needs, without making him dependent on the mentor.
- Develop long-lasting personal and informal relationship.

Mentors are selected on basis of their interest, availability and mentoring competence (image of competence, empathy and ability to provide emotional support) One mentor may have not more than five protégés.

The process of mentoring involves following steps:

- Confirm PDP (Personality Development Plan)
- Encourage self-management of learning.
- Provide support during PDP implementation
- Assist in the evaluation of success.

Thus mentoring is a process of forming and maintaining intensive and lasting relationships between a mentor and mentee. Mentor, thus is a person who provide career and psychological support. Career support includes sponsorship exposure-and-visibility, coaching and challenging assignments. Where as psychological support includes role modeling, acceptance-and-confirmation, counseling and friendship. In recent days the concept of mentoring is not confined to a single person. Changing nature of technology, organization structures and market dynamics requires people to seek career information from multiple sources. Mentoring thus has now become a process where protégées seek developmental guidance from a network of people referred as developers. Diversity and strength of a person’s network of relationship is instrumental in obtaining the type of career assistance needed to manage the career of an employee.

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## 2.5 TRAINING SYSTEM

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Availability of required competencies for present as well as future need of the organization can be assured through a proper training system which has two parts: Task Analysis and Building Training Mechanism.

### 2.5.1 Building Training Mechanism

Training is the fundamental tool for developing human resources that has to be developed by the organization the organization must create conditions in which people acquire new knowledge and skills and develop healthy patterns of behaviour and styles. One of the main mechanisms of achieving this environment is training. Training as a sub-system of HRD ensures employees development through better career plans, identification of potentiality of employees and enhancing competency. Training would act as a successful HRD instrument only when it is utilized in actual job environment and through proper identification of training need and proper evaluation of training.

Unless attention is paid on pre-training factors like motivation of the participants to learning and expectation from the training along with proper identification of training need, rational of training (why, what and how) training cannot achieve its objective. Similarly post-training work is also equally important like use of training in actual work situation, support and cost associated with and follow-up by training deterrent and linkage between training and line department. Besides process of training in form of learning climate, training methods and trainer team effectiveness plays an important role to give the real benefits of training. How the training programmes / events are managed is also important. This aspect deals with satisfaction or dissatisfaction level of learner and training facilities available etc. The success of the training programmes depends on the involvement and interaction between three actors in the system viz. participants, trainer and sponsors (usually the organization). At individual level the factors that hinder the learning process are inability to change one-self, lack of slack time, inability to manage external resistance to change (usually from union members or existing working condition) and non-recognition of performance leading to demotivation. HRD manager and line manager thus play an important role in removing such factors. Similarly at organizational level the training programme becomes

ineffective because of existing work-culture. Work culture can be changed when the total group learns new values, norms and work practices. Lack of resources and lack of job related knowledge among the existing employees can hinder the process of learning. Therefore the training system must act in an integrated manner with other system of HRD. Creating an opportunity to implement learned thing, preparing a critical mass for change, empowering people and creating organizational system for implementing learned things can effectively meet the objectives of training. A successful organization like General Electric has already created the concept of learning organization where even the CEO of the organization attends at least one or two training session in a year. Organisational effectiveness to a large extent is also due to contribution made by trained employee irrespective of its size and type.

### **2.5.2 Task Analysis:**

Task analysis is a process of identifying the tasks of a particular job in a particular organizational context by analyzing activities, establishing performance criteria determining required competencies and analyzing any discrepancies uncovered by this process. Task analysis helps in better work planning and appraisal as well as development of employees. Task analysis involves following steps.

- Contextual Analysis (Mission, orientation and goals of the organization helps to clarify general orientation of the job).
- Activity Analysis (Observable, descriptive and objective in nature, the behaviour undertaken to complete a task).
- Task Delineation (Grouping activities to task and naming these tasks)
- Competency Analysis (Knowledge, skills abilities, orientation and experience necessary for a job).
- Performance Analysis (Evaluate the impact of job i.e. how effectively it is done)
- Discrepancy Analysis (Deviation as a result of previous step).

The last step of Task Analysis helps in identifying training needs and designing training strategy. It specifically identifies the areas of difficulty along with appropriate training techniques and learning aids. Such analysis as described above helps in identifying variety of tasks associated with a job, the creative significance of the task for successful performance of each job, level of skill or knowledge required to perform



each task, instructional techniques required to learn the task, relevance of practice and experience for effective execution of the task.

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## 2.6 WORK SYSTEM

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Employees can effectively contribute to the goals if their needs and goals are properly synchronized and they are helped to understand the goals of the organization and provided with necessary help by the organization to plan, review and improve their work. Following mechanism can be utilized to develop a proper work system.

### 2.6.1 Role Efficacy:

The performance of a person's role working in an organization depends on his own potential effectiveness, potential effectiveness of the role and the organization's climate. A person's own potential effectiveness depend on the knowledge, competency and skills required for the role However, the potential effectiveness of an individual occupying the role is known as role efficacy. Role efficacy has several aspects which can be classified into three groups or dimensions like –

- Role making
- Role centering
- Role linking

More these aspects are there in one's job higher is the efficacy of the role.

**Role making** says how far there are self-role integration, pro-activity, creativity and amount of confrontation is a given role. Every person has strengths, experience, technical training, special skills etc. When his role provides him with greater opportunity for using such special strengths, his role efficacy is likely to be higher. This is called self-role integration. Reactive behaviour (responding to the expectations of others) helps a person to be effective to some extent, but pro-activity (taking the initiative rather than only responding to others expectations) contributes much more to efficacy/Again it is only initiative that is important for efficacy. An opportunity to be creative and the new and unconventional way of solving problems is equally important routinely in task decline role efficacy. Besides, creativity of people in an organization avoid problems or shift them on to others then their role efficacy will be low. The tendency to confront problems and find relevant solutions contributes to efficacy.

**Role centering** is that aspect of efficacy increases when it is central to the organization, more influence it can exert on other and opportunity to grow and develop. The last aspects of efficacy Is role linking better linking is possible only when there is high inter-role linkage, that is joint effort to understand problems, find solutions etc. and interdependence of every role. Besides, when a particular role a person performing is getting help from other at the time of need, role efficacy will be high. Lastly when a person performing a role have high opportunity to contribute to a larger group, his efficacy is likely to be high.

**Role linking** is making the role to be inter-linked with other role, the role occupant find that others are willing to give help to execute the role and the role occupant perceived that their contributions are significant or linked with organizational goal.

Researches highlighted that persons with high role efficacy seems to experience less role stress anxiety and work related problems. It also acts as meditating variable for enhancing organizational climate. High efficacy in the role enhances motivation of role occupant.

### **2.6.2 Job Enrichment**

The process of enrichment is the process of providing valuable things to a person. Herzberg suggested that a job should be taken up for detailed analysis to find out the level of motivators present in it, and then steps can be taken to enrich the job. Job-enrichment helps in increasing employee competence and the ability of the employee to share higher responsibility. It provides skill varieties, task identity, autonomy and feedback. Job enrichment seeks to add depth to a job by giving workers more control, responsibility and discretion over how their job is performed. Job enrichment always focus on higher order needs where as job enlargement adds additional tasks to the workers job for greater variety. Job enrichment fulfills the growth and self-actualisation needs of the individuals. It also induces job satisfaction. From organization point of view job enrichment creates intrinsically motivated employees, ensures high level of employee performance, and reduces absenteeism and turnover. On an overall basis job enrichment programme ensures fullest utilization of human resources and creation of more effective organizations. In an HRD system job enrichment occurs when achievement is encouraged, opportunity for growth is there,

responsibility is entrusted and feedback and recognition is given. However, while building the motivational factors, HRD department must ensure that maintenance factors remain constant or proportionately increased along with the motivators.

### **2.6.3 Autonomous Work groups/ Self-managed teams:**

Autonomous work teams relate to job enrichment at the group level. The work performed by the team is consolidated through vertical integration. This option for job redesign provides the team with a goal to be accomplished and permits it to determine its work assignments, rest pauses and inspection procedure. These teams are also allowed to select their own members who evaluate each other. The group

- a: influence the formulation of its goals (what the group shall produce)
- b: govern its own relationship for super ordinate system (where, when and how to work)
- c: group makes decision regarding the method of doing work
- d: group makes own distribution of work
- e: group decide own members
- f: groups decide on leadership
- g: group also decide how to perform the work.

Self- management teams usually learn a wide range of relevant skills-multiskills. As a result this team can flexibly float from one area to other area or one task to other task. Empowering and training to plan, direct, monitor and control their own activities distinguishes these teams from others. From HRD managers' point of view such teams creates flexible staff, efficient operations and lowers absenteeism and turnover rates. Organisations adopting this type of teams gain in terms of employee commitment and employee job satisfaction. Self management teams operating above the shop floor levels are cross-functional in nature. That is specialists from different areas are the members of such teams. Employees of such workgroup act as their own supervisors. Thus, organization embracing self managed teams must be prepared to make revolutionary changes in management philosophy, structure, staffing, training and reward practice. Self management teams can take many forms like taskforces, project teams, quality circles and new venture teams.

#### **2.6.4 Quality of Work life**

Quality-of-work-life programmes generally focus on the environment within the organization and include: basic physical concerns and psychological and motivational factors. HRD systems focus on employee welfare and quality of work life by continually examining employee needs and meeting them to the extent feasible by the organization job enrichment programme, educational subsidies, recreational activities, health and medical benefits etc. are some of the benefits that help the organization in long run. Now a days open communications, equitable reward systems, concern for employee job security and satisfying careers, caring supervisors and participation in decision making are some of the ways through which quality of worklife can be improved. Employers are redesigning jobs for and organizations for better quality of life due to to reasons. First classical job designing gave inadequate attention to the human needs. Second, the needs and aspiration of workers are changing In addition to improving the work system, quality of life programme emphasized development of employee skills, reduction of occupational stress and development of cooperative labour-management relations. quality of worklife programme s provides an opportunity to create working conditions that are excellent for people and contribute to the economic health of the organizations. Quality of worklife provides a humanized work environment that serve to fulfill higher order needs of the individual's aswell as increase their quality of basic needs. It not only helps the employee to acquire new skills but also provides opportunity to use the skills. Besides, it encourages people to work in positive conditions and should not degrade their humanness. It also provides an opportunity to an employee for their social advancement.

#### **2.6.5 Productivity:**

Concepts like reengineering, total quality management can be utilized to enhance efficiency and productivity. Successful organizations create a surplus through productive operations. Productivity is the outcome-input ratio within a time period with due consideration for quality. Productivity can be partial productivity or total factor productivity. Productivity can arise from the greater effort of the worker or as a result of factors beyond the control of the worker, such as improved technology, sophisticated machines and equipments and better management etc. There are many ways through

which productivity can be improved. Techniques like inventory planning and control, just-in-time inventory, outsourcing, using techniques of operation research, value engineering, quality circles, total quality management, lean manufacturing, work simplification etc. are usually used for productivity improvement. Out of the above techniques work simplification and quality circles are people oriented techniques. Work simplification involves participation of workers in simplifying their work. Where as, quality circle is a group of people from the same organizational area who meet regularly to solve problems they experience in their work. One of the popular approaches to manage productivity and quality is through total quality management which is a long term commitment to continuously improve the quality through out the organization with active participation of all members at various levels to meet and exceed customer expectation.

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## **2.7 CULTURE SYSTEM**

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A proper culture system ensures a high level of motivation by giving importance to norms, values and climate set-up which can be done through various methods like:

### **2.7.1 Communication:**

Communication has been extensively used by different organizations as a successful HRD mechanism. Communication ensures flow of goal-oriented information and messages amongst different individuals and groups through various media. The main purpose of communication is to maximize exchange of information amongst individuals and groups in all directions to help them perform their role effectively. Communication serves the following objectives.

- Information sharing
- Feedback and control
- Influencing
- Problem solving and decision making
- Facilitating change and organizational development.

Communication can take four directions viz. downward communication used for diffusion of routine information, procedural information, and socialization, sharing job related information, giving feed and developing employee. Upward communication used for management control, feed back from lower to higher level and problem solving

Horizontal communication used for collaboration, co-ordination etc. External Communication for influencing, image building and creativity building.

Communication as a tool has been successfully utilized by many organization through innovative practices like MECOM by BHEL, open-house by TISCO and open-forum by NALCO.

### **2.7.2 Developing Organisation Culture:**

Operationally, developing of culture would involve:

- Developing a strong corporate identity
- Development of important values
- Building healthy traditions
- Developing consistent management practices.

Corporate identity helps to build a strong sense of belongingness and is developed through interaction of employees. Mechanism to develop the corporate identity can be through developing good induction material, films and video clipping on successful experience, company new letters and mobility of people.

Developing important values create transparency and openness and this can be done through making a survey on gap between espoused values and value in action, clarification of values through open discussion, and examining the data on various system and special OD intervention to internalize values.

Traditions in an organization are built on the basis of important rituals (celebrations) associated with the transition of people from one state to another are important in building a culture. It can be through a careful induction programme, recognizing promotion through a careful induction programme, recognizing promotion through verbal communication rewarding exceptional behaviour celebrating special individual and organizational days etc. helps to establish a strong culture in the organization.

### **2.7.3 Reward:**

To retain people who are doing good work but have to wait for time and opportunity to be, organization should have a system of rewarding good performance. Rewarding employee performance is an important part of HRD. Appropriate rewards not only recognize and motivate employee but also communicate the organization

values to the employees. In HRD system innovations and use of capabilities are rewarded in order to encourage the acquisition and application of positive attitude and skills. Typical rewards include certificates of appreciation, newsletter announcements, increase in salary bonus, special privileges etc.

However, there is a need to develop a link between performance appraisal and the reward system. Second, the reward must have some values to the employees. Rewards therefore, should not be restricted to financial rewards. A proper balance between both should be there.

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## **2.8 SELF-RENEWAL SYSTEM**

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This system ensures dynamism and competency of the organization through continuous diagnosis into organization processes in which people work. The methods used for developing a self-renewing system are:

### **2.8.1 Stress Management:**

Stress is an essential component of modern life and very much associated with job and organization, social sphere of life and due to intra psychic reason. Stress influencing in a particular sphere affects other sphere also. Distinction has been made between productive or functional stress and dysfunctional stress. The former has been called eu stress and latter distress. Similarly, stress can be classified as hyper stress (over activity, pressure, beating deadlines etc.) and hypo stress (lack of challenges and pressure etc.). There face-making an attempt to understand, explore and control various types of stresses (called stress and it) can help in increasing efficiency and efficiency and effectiveness.

Basic purpose of stress management is to convert the dysfunctional stress into functional ones so that high rate of quality and performance is maintained. There are very different coping mechanism to deal with the stress. It can be “approach” strategies where the person confront the problem of stress as a challenge and to increase capability of dealing with it This strategy is a mental prepared as well as physical preparedness to deal with the stress. Avoidance strategy on the other hand is an escapist attitude by denying the reality of stress (use of alcohol, drugs, escapist behaviour etc.

Social and emotional support available to a person helps a person to effectively cope with stress. Close interpersonal relationship, collaborative mechanism etc. help in preparing the person to develop productive way of dealing with stress.

### **2.8.2 Organisation Development:**

OD as an instrument of HRD is a planned effort through which the organization develop diagnostic skills, coping capabilities and a culture of mutuality. It helps in developing interpersonal effectiveness by fostering OCTAPACE values, creating cohesive work team and inculcating collaborative attitude and better goal setting. Different OD interventions: Person focused, task focused, group focused and process focused helps in building. Self-renewing activity.

Structural interventions are change efforts aimed at improving organization effectiveness through changes in the task, structural and technological subsystems. These may take the Forms of 9) experimenting new organization and evaluating their effectiveness in terms of specific goals, b) devising new ways to bring technical resources to bear on problems.

E.g. Job enrichment, MBC, socio-technical system, physical setting

#### **Process intervention**

Primary emphasis is on to improve communications leadership and member rate in groups, problems solving, decision making, developing group rooms, groups grown etc. inter-group corporation.

E.g. Grid Co, Role analysis techniques, QC, QWL, self-managed team, Survey feedback etc.

#### **Individual focused:**

Life and career planning group, Education and planning Role → work redesign, Behaviour models focused.

To retain people who are doing good work but have to wait for the time and opportunity to be promoted, organization should have a system of rewarding good performance.



### 2.8.3 Human Resource information and planning system

Appropriate information systems enhances the feasibility of other HR subsystem. Proper planning and implementation of information system helps the organization to have a better development of human resource optimal planning of manpower act as a catalyst to have better functioning of other subsystems of HRD. Through effective planning one can have better HRD. The manpower planning as a subsystem of HRD contributes or strengthen other subsystem in the way like proper redeployment through retaining, appropriate rationalization, providing input to other subsystem, having more role clarity and better utilization of manpower.

### 2.8.4 Organisational Learning

Organisational learning as the process by which an organisation acquires, retains and uses inputs for development and the process results in an enhanced capacity for continued self-learning and self-renewal.

#### Stage 1

**Learning Process** → Inflow of new ideas → try out in small scale →

**Cost** and benefit

#### Stage 2

Acceptance as a regular feature

→ Put together one experience

→ Top management support

#### Stage 3

Continued use → criterion → cheques

Organisation climate

Encouraging new ideas → support, freeing from responsibility, commitment etc.

→ Critical and supportive

### 2.8.5 HRD Research

Research deals with development of and investigating effectiveness of subsystems. The purpose of research is to facilitate the development of people and of



various systems and subsystems that help to increase the organizational effectiveness. Improvement of the systems needs in understanding the human resources on the dynamics of their interaction. Similarly improvement in HRD practices needs to a systematic change in the organizational system. Thus research helps in evolving new systems, reviewing existing system and policy formulation.

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## UNIT 3: ACTIVITY AREAS OF HRD

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### STRUCTURE

#### 3.1 Focus of HRD

#### 3.2 Activity Areas of HRD

3.2.1 Training

3.2.2 Education

3.2.3 Development

#### 3.3 Functions of HRD

#### 3.4 Emerging Functions of HRD

#### 3.5 HRD Programs

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### LEARNING OBJECTIVES

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The objectives of the unit is to

- Understand the focus of HRD
- Explore the activity areas of HRD
- Understand relevancy of training as an activity area
- Understand relevancy of training as an activity area
- Understand relevancy of education as an activity area

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### 3.1 FOCUS OF THE HRD

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Pareek developed a HRD matrix where he proposed HRD activities focusing on individuals, dyads, team, and inter team, organisation and inter-organisation level. Each of the foci is managed by different agents of HRD viz individual himself or herself, the boss or supervisor, the HRD department and organisation different subs systems of HRD like performance management, training, career development, organizational development, work subsystems, reward subsystems etc. Concentrate on even of the face with the responsibilities lying with the agents.

e.g. in performance management system. Individuals have responsibility for self-appraisal and participation in performance agreements-4 counseling process, where as the supervisor is responsible for managing performance through. Coaching, counseling and performance problem solving. Similarly organisation formulate appropriate policy

for performance management and the HRD department implement and ingrate with other HRD systems like reward, career management, and training.

The HRD focus not only on individual but also on jobs/roles along with other units like dyads, groups and organisation, which are discussed below:

**Individual:** Here the focus is on making employees aware about their strengths & weaknesses, help them to set realistic goal and manage their performance and help them to realise their potential and manage their career for meeting their own aspiration.

**Job or Role:** Development of the job in which the person can give his best and developing the role which the person is occupying are two important aspects of development. Job design, analysis, job redesign are some of the aspects where the task analysis is done to find out the optimum requirement of the job(task identity, skill variety, task significance, autonomy & feedback) and the kind of competency required by the person who holds that job. Whereas role is developed to understand the expectation of different people from the person delivering the role, its linkage with other role, managing role conflict & stress etc.

**Dyads:** These are pairs and in HRD it is basically relationship between an employee and his supervisors. Therefore development of dyads is the focus of HRD where trust, mutuality and communications are improved. Since these dyads are building blocks in an organization, the HRD interventions aims at improving the relationship between dyads which in turn affect employee performance & satisfaction.

**Collectives (Teams):** Teams are the strength of an organisation and with declining in hierarchical pyramid structure and prevalence of team structure help for better utilization of resources, build cohesion and improve productivity, better decision making and problem solving. Therefore, HRD focuses on team development, managing & rewarding teams through different HRD interventions.

**Inter-team:** Inter-team development help to develop the collaborating capability within the organization while working with other teams. In team based organisations there should be team alignment & goal interdependence to achieve broader organizational outcome like quality or innovation. Therefore, HRD interventions focus on developing team to achieve the broader organizational goals.

**Organisation:** Organisational development involve improving self-renewal activities that help to manage growth, transformation and turnaround.

Each of the unit described above is the collective responsibility of the person (self), immediate boss, personnel/HRD department and the organization called agents of HRD. The developmental dimension of each focus/units can be identified in different human resource functions which are given below.

<b>HR Functions</b>	<b>Developmental Dimensions</b>
Analysing the Role	→ Task Analysis, KPAs and Job Evaluation.
Matching the Role and the person Potential	→ Recruitment, Selection, Placement, Appraisal, Career Planning.
Developing the person in the role	→ Performance Appraisal, Feedback and Counseling Mentoring, Career development, Training.
Developing the role for the person	→ Job Rotation, Job enrichment, Job design and Role effectiveness and efficacy.
Developing Equitability	→ Management of salary, incentives and Rewards.
Developing Self-renewing capability	→ OD, HRM research, culture and climate.
Coping with collective power	→ Worker's Education, Participation, Information sharing etc.

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### **3.2 ACTIVITY AREAS OF HRD**

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As started earlier, HRD always focuses on those learning experiences which can be helpful to improve completely of the individuals in present or future job. HRD is not confined to individual development, it also focuses on organizational development. Therefore Nadler (1980) classified these learning experiences into training that focuses on present job and therefore short-term in its orientation, education that focuses on future job and hence have relevance in near future and development that focuses on

organization and therefore long-term in its orientation. As we move from training to education and development the risk involved. While investing financial resources become high. This is true when environment is dynamic and changes expected in future is uncertain. Nadler (1980) classified the HRD activities keeping in view its relevance in present or future contest into training education and development follow sections elaborate in detail these activities.

### 3.2.1 Training

The success of any organization depends on quality of human resources and their performance in actual job. Training ensures that people have right kind of competency to perform at a certain level. Therefore training is the process through which the employee acquires relevant knowledge, skill and improves abilities to perform the job successfully or to sharpen their existing capabilities to perform on a higher level. Training also help in bringing attitudinal changes or nurture certain behavioral attributes that affect job performance. Training has lower risk in term of expenditure incurred on it due to its immediate applicability. Training is a major activity of HRD because it eradicates deficiency in existing performance, it also help the organization to prepare the employees or processes are introduced.

#### *Case-in-point*

*Digitization, AI and globalization are affecting companies across the globe and thus creating disruption. Matured economies like US always able to manage disruption due to heavy investment in innovation and human capital. On an average US companies spend 8-10 percent of their total spending on employees on training whereas India only spends 1-2 per cent on the same. As IMF has projected that India is going to become the 3<sup>rd</sup> largest economy by 2030 with having aspiration to have more companies under Global fortune 500 only when significant investment will be done in skilling for building organisational capability*

*Recently a survey made by Randstad RiseSmart reported that by end of 2020 India has led in skilling programme and respondents across function have felt that upskilling and reskilling add value to the organisation.*

Source: <https://www.livemint.com/news/india/77-of-indian-companies-offer-training-to-all-employees-highest-in-the-world-11615968126817.html>  
<https://www.entrepreneur.com/article/277483>

The need for training also arises when policy changes are done e.g. new performance appraisal system is introduced or new initiative introduced by management like increasing diversity in organization which may necessitate training to manage diversity or make move inclusive work place etc.

### **3.2.2 Education**

Like training education is also job related but the focus is move on future job and hence prepare individuals for specific or group of jobs for which some job description exist that may occur in near future. Educational programmer is given to employee to prepare for promotion and therefore it is a short-term investment. If education is done on continuous basis like continuous education.

Program (CEP) for several years so that people remain employable for future jobs which may not be available right now or to redeploy them in new job as the existing job may become redundant.

Rapid changes in job, need for availability of appropriate human resources in labor market, effective workforce planning, preparing replacements and better career planning for employee requires education. Most of the time the HR managers have to respond to environmental changes like technology where jobs are re-defined or redesigned and even new jobs are created. Further, internal changes like expansion, growth, diversification or even acquisition of other companies require rigorous work force planning to make external supply as more viable options for internal mobility. Education helps for better workforce planning by identifying the organizational needs in context of environmental changes in terms of forecasting future human resource requirement and preparing such resources. Sometimes finding replacement for the vacancy which may occur in future require preparing a large pool of potential employees on a continuous basis through educational programs.

### ***Case-in-Point***

*Tata Motors as a part of Capability & Leadership Development initiative introduced different leadership development program which are long term educational initiatives like senior leaders' development programme spanning 15 months, six months 2<sup>nd</sup> tier leadership program and a 4-month 3<sup>rd</sup> tier emerging leadership programs. Besides, it has separate digital academy, sales academy, project management academy to prepare employees for future jobs.*

Source: <https://www.tatamotors.com>

Education also helps the individual employees to respond to the needs and aspirations of individual's employees and linking it to organizational goals and strategy. Educational programs help employee to manage different stages of their career and to have multiple career paths to grow within the organization e.g. and engineer may take up an executive MBA program and can have lateral movement on the career i.e. from technical to managerial career and hence can climb the career ladder faster. Many organization also have educational program to manage mid-life carrier crises or to identify latent talent of the employee and nurture the same or to inculcate multi-disciplinary approach. Where the employee may specialize in other domain and can have alternative career and more satisfaction.

### **3.2.3 Development**

Every organization has to develop self-renewing capability where they respond to environmental changes by prepare themselves to remain competitive and sustainable.

Therefore, developmental programs are focused more on organisation and hence employees are prepared to respond to changes occurring in the environment. Developmental programs neither focus on current job nor on future jobs, rather they sensitive employees on new movements which may likely to occur. Development occur in two directions, first the focus is on organisation where new ways of doing things becoming sensitive and preparing to respond to changes occurring. Second, the focus is on individual where individuals are encouraged to acquire. Continues learning path to make themselves ready to respond charges.



Many organisations get attached with the rapidly of change and sometimes cannot prepare their work force to respond to unforeseen changes. Therefore, developmental program creates ability to understand sensitize and accommodate. Charges that are occurring in and around us e.g. marketing manager may be allowed on a development assignment to study some virgin market and their potential or a HR Manager may be allowed by moving to new locations custom practice etc.

Developmental assignments sensitize employees trends, movements etc. For example rapid technological developments are evading into functional areas and crisis like pandemic is also creating a new trend like hybrid work place. Therefore, developmental programs help paint likely scenario and prepare to respond to those scenario.

*Case – in – point*

*L&T the most diversified company has adopted to pursue its growth by strengthening its high growth business like IT, technology services, defence, smart world and water management. The company believes in reallocation of resources including talent and lead through technology-driven leadership. Therefore, the company promotes a culture of continuous learning and development for ensuring superior capabilities across the level along with leadership development initiatives for various levels*

*Source:*<https://www.larsentoubro.com/corporate/careers/learning-development/>

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### 3.3 HRD FUNCTION

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HRD function in an organisation can be part of the personal or HR department or sometimes can have independent status in an organisation. In large organisations it always enjoy independent status led by senior manager with dedicated staff for HRD activities. In medium organisations, it is part of the HRD department and a full-time managers is responsible for HRD activities. In small organisation it is sometimes by the owner manager himself or integrated with other functional area are managed by general manager.

In very large organisations having multi-divisional structures or multifunction structures have independent. HRD function either having separate status or integrated with HR function for each division/location.

However, irrespective of the size of the organisation the activities of HRD focuses on creating conducive learning and development climate. The activities of HRD revolve around. Those tasks that help in enhancing completely, motivation and commitment of people. Besides, scope of HRD activities in changing scenario have expanded to have multiple perspective e.g. structure perspective, society perspective and environmental perspective.

HRD interventions focuses not only on individual development but also focuses on dyads, teams and organisation and sometimes beyond organisation.

As stated earlier the basic activity of HRD is to create “learning environment”. As started by Rao (1990) learning environment implies an environment where people feel like putting effort for their work, enjoy their work and derive. Satisfaction while contributing to organizational objectives. The culture of the organisation is supportive for learning to work place. In this type of culture, openness is there and people trust each other, believe in experimentation and risk taking for innovation.

Therefore one of the major activity of HRD is to maintain the motivation level of people by designing and managing HRD system in such a way that people find a link between effort-performance-reward. Besides, HRD activity also link to building and sustaining organizational. Culture where people development is the main focus along with organizational development. Stockholder orientation adopted by the organisations have also shifted the activity areas of HRD into much broader aspects on one hand. HRD tries to create a strategic linkage of HRD function with business by building strategic partners and on the other it is also focusing on other areas like environmental focused HRD activities which is under Green HRM and community focuses HRD activities under societal HRM where linkage between HRD and sustainability and linkage between CSR and sustainability is established.

Another activity area of HRD is also emerging i.e. internal HRD in context of globalization. Globalisation is all about free mobility of finance, product or service information or people across the border. This lead to geographical dispersion of business operation in form of transactional or multinational corporations or global corporation. This has translational implications for HRD like development of global lenders, adaptable and flexible organisation structures, managing diverse workforce,

focus on innovation. X knowledge management and updating core competencies and skills (Markin, 2009). Some important activities of HRD are developing managers who are ethically and socially responsible, developing managers to work in multi-faceted environment, development of global team, training local managers, Development of cultural sensitivity, developing global alliance for competency development, developing employee competencies to manage innovations, knowledge creation, sharing transfer.

Organisational development is a process that helps to develop self – renewed capability through planned interventions using behavioural science technique. Career development activities are those functions that help individual to manage his or career in development stages of career. This has two aspects Career planning & Career management. Career planning involves activities performed by individuals to plan his career based on his skills or abilities with help his supervisors or HRD manager or professional counselors.

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### **3.4 EMERGING FUNCTIONS OF HRD**

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HRD activities are becoming more strategic to meet the business requirement. Therefore, HRD function is also to make external and, internal alignment. Planning and implementing HRD interventions in light of external changes in environment and developing interventions that reinforces existing values, work practices and culture make the HRD function. Strategic when HRD function becomes strategic the goal is to develop human and social capital through direct or indirect interventions. HRD practitioners in partnership with line managers develop range of intervention that not only helps the organisation and its members to meet the current, their ability to be agile, the focus of HRD is to develop a learning organisation communities – of – practice and social network where knowledge starting, sharing, problem solving activities are facilitated by HRD managers. The HRD managers play a vital role in building trust within the organisation where developing awareness of learning of opportunities and development of empowered internal learning where people feel like participate in knowledge management and organisation learning willingness. HR wheel developed by McLagan suggested that HRD functions are categorized into training development, organizational development and career development.. As stated earlier training activities are short term in nature and concentrate on improving knowledge and skills to

do a particular task or a given job where as development is long-term where focus is on preparing employee to build their general capacity to perform better in current or prepare them for future responsibilities. Employee orientation training, technical training, skill based training etc. come under training activities planned management development come under developmental activities.

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### 3.5 HRD Programs

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Robinson and Robinson (2008) highlighted that HRD programs are either “activity-based or results-driven”. Activity based program is based on principle that conducting different training programs from time to time and therefore perceived as a means to achieve the end. Whereas result-based programs are those interventions that help that help the organization to perform at higher level, stay competitive and develop capabilities to respond to the changes. Training programs conducted in isolation without linking to the strategic goals of the organization. Many HRD programs are not linked to the strategic business goals of the organization and the purpose is not clearly mentioned resulting in value erosion. Therefore strategically geared training functions create organizational preparedness. Gilley and Gilley (2003) suggested a strategically integrated HRD programs which can be classified as six separate phases, four activity based and two result based aiming not only for developing people but also improving performance.

#### Activity-Based HRD Phases

- In first stage organization is not having any HRD focus and therefore no HRD programs are there
- In second stage an exclusive person take up traditional training & development activities
- In third stage outside vendors are selected and out of different offerings of these vendors few are selected and delivered to organisations by these vendors
- In fourth phase the vendor create customized training programs to meet the organizational requirements.

#### Results-Driven HRD Phases

- In fifth stage the managers assume HRD responsibilities and deliver them as per operational requirements.



- In sixth stage each and every one i.e all the agents of HRD take the responsibilities of HRD and HRD interventions are designed strategically to increase organizational effectiveness.

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## UNIT 4: ROLES AND COMPETENCIES OF HRD PROFESSIONAL

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### STRUCTURE

- 4.1 Concept of HRD competencies
- 4.2 Key Organisational Challenges & its implication for Competency development
- 4.3 Types of HRD Competencies
- 4.4 Role of HRD managers
- 4.5 Strategic HRD Roles
- 4.6 Roles of Award Winning HRD Managers:

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### LEARNING OBJECTIVES

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At the end of the unit you will be able to

- To know the organizational challenges and its implication for HRD competencies
- To understand different types of HRD competencies
- To understand the role of HRD managers
- To know the role of award winning HRD managers

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### 4.1 CONCEPT OF HRD COMPETENCIES

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Competency can be defined as a set of attributes that can be observed and measured through roles executed and behaviour exhibited by an individual. The competency can be classified into four components viz. knowledge, skills, abilities and other personal attributes popularly known as KSAOs.

Knowledge is fact, information and concepts which can be theoretical or practical acquired through education or experience. In organisation formal knowledge management is used as a system through which knowledge is acquired from various sources, shared as and when required, stored and retrieved for future use. For HRD manager it can be technical knowledge e.g how to use technology for designing a better HRD system or professional knowledge on theory and practice like all functional areas of HRD subsystems and their application. Formal educational programs, continuing education programme, seminars, workshop, conferences on HRD & allied field help to

gain knowledge in the field of HRD. Professional society like NHRD, ISTD etc are also source of such knowledge.

Skill is ability of a person to carry out the work by applying the knowledge on that activity/trade and exhibited through action and measured through standards fixed for it. Skills can be upgraded and changes with passage of time. If not upgraded lead to obsolescence. Skills can be acquired through training. For HRD managers the skills can be classified into hard and soft skills. Hard skills are functional and technical where as soft skills are inter personal or behavioural. Emerging HRD skills like business skills, IT skills etc. are also gaining importance.

Ability is the proficiency in utilising the acquired skills, power or potential to perform. Under this component the focus is on talent and strength of an individual to excel and to utilise the potential to optimum level for exemplary performance. Abilities can be acquired and developed through different developmental programs

Individual attributes are personal qualities, characteristics and values reflected in personality and attitudes and are acquired and developed through life experiences. These are subjective and individual differ among themselves on these individual attributes and reflected in their individual and organisational performance. This component help in creating unique and distinct competency. HRD competency under this head can be reflected in different personality traits, leadership style and interpersonal style.

Competencies are reflection of organisational mission, strategy and strategic goals. Competencies focuses on the way results are achieved and reflect organisational culture and values

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## **4.2 KEY ORGANISATIONAL CHALLENGES & ITS IMPLICATION FOR COMPETENCY DEVELOPMENT**

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While addressing these basic competencies one has to take into account the business challenges being faced by different organisations. Dave Ulrich (1997) identified key challenges highlighted by Rao (1999) have implications for HRD practitioner while developing these competencies.

Challenge 1: Globalisation

Challenge 2: Building value chain for global competitiveness

Challenge 3: Ensuring profitability through growth and cost production

Challenge 4: Capability Focus

Challenge 5: Responding to Change

Challenge 6: Responding to technology

Challenge 7: Retaining measuring capital

Challenges 8: Managing turn around

**Globalisation:** The free mobility of resources access to wider market and creating globally acceptable product possess challenges to create organisational resilience and agile workforce this pose a serious challenge for HRD managers to make appropriate learning interventions to respond to globalisation in a cross-cultural context.

**Building valuation for global competitiveness:** Responsive organisations are those who respond to customer and market faster. Analysing value chain gives scope to analyse the activities that add value or incur cost. Further, leading industry in terms of price and value industry require task analysis and process analysis to become more innovative, better and faster decision making and becoming market leader. Therefore, it has implication developing those competencies at individual, team and organisational level to compete in global market.

**Ensuring profitability through growth and cost reduction:** Leveraging growth through focusing on core competencies, leveraging organisational knowledge management system for creating product or market to foster growth and managing mergers & acquisitions and joint ventures to sustain growth require competencies in developing appropriate organisational culture, ensuring commitment and involvement of people at all levels. Besides, capabilities to to develop people at shop floor level can ensure profitability and stay competitive

**Capability focus:** The DNA of competitiveness is development of organizational capabilities. Capabilities can be threshold, unique or strategic. The way different resources, both tangible and intangible can be configured determine the capabilities. This has implications for HRD functions creating new threshold to stay competitive or discovering



unique capabilities for differentiation or strategic capabilities for innovation are to be discovered, nurtured and sustained

**Responding to change:** Disruption, volatility in market, future uncertainty and shorter product life cycle and complexity of factors in business are pressurizing organisations to redefine their business model, restructure and re-engineer the organisation processes. The need for transformation is felt, managing transition and developing change agents are also being felt. This has implications for developing competencies to respond to changes.

**Responding to technology:** technological changes are affecting work processes and business model. Deskilling, reskilling, upskilling and right skilling are the need of the day. Therefore, skilling and addressing skill gap is essential. HRD practitioner and line managers must develop competencies to address this skill gap.

**Attracting, Measuring and Retaining Intellectual Capital:** Intellectual capital are those human social and structural capital that is becoming the base of competition. Competencies need to be developed to attract, retain and measure intellectual capital.

**Managing turnaround** organisation are facing crisis and to manage such crises turnaround strategies are adopted using different techniques and interventions. Competencies need to be developed to manage such turn around.

Meeting the challenges require developing professionals where the following areas need to be addressed. Meeting these challenges require developing professionalism where following areas need to be addressed.

- Knowledge, standards and outcome associated with HRD occupations
- Essential competencies are to be defined and developed
- Roles are to be defined and clarified and persons are to be developed for such roles
- Ethical values to be nurtured.

As stated earlier HRD activities are not therapeutic to improve organizational health but also to increase the competitiveness of individual employee. Therefore, HRD competencies need to be developed by mastering both theory and practice. HRD competencies are not just mere compliance but also commitment to attract, nurture and measure intellectual capital. HRD practitioner must learn new tools & techniques and

master business acumen to become strategic business partner. The evolving nature of HRD need to be addressed by developing critical competencies to address these issues. In subsequent section different competencies identified by different researchers and practitioner are explained.

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### 4.3 Types of HRD Competencies

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Mc lean (1989) identified four competencies for human resource development practitioner which are described below.

**1. Technical competencies:** These competencies are knowledge and skills and require understanding of adult-learning process and also to identify individual differences in learning. Under these competencies the HRD practitioner should learn how to identify competency requirements of various jobs. These competencies also require knowledge and skills for using different technologies, knowledge and subject matter of HRD.

**2. Business competencies:** Under these competencies thorough knowledge of business, ability to make cost-benefit analysis of different HRD interventions, knowledge about industry and ability to analyse impact of environment on strategy formulation and implementation.

**3. Interpersonal competencies:** Under these competencies skills like coaching& feedback, negotiation, presentation and other interpersonal communication and relationship building skills are considered.

**4. Intellectual competencies:** These competencies are ability to gather information, recognise, explore and use different ideas news ideas and practices creatively while envisioning future HRD strategy and practices.

HRD competencies are not restricted to HRD practitioners, it is also extended to other stakeholders like line managers and employee. In a Broadway the competencies can be categorised as strategic, technical, commercial, leadership & critical competencies as suggested by Mankin (2009).

**5. Strategic competencies:** These competencies from HRD practitioner point of view are abilities to think strategically as business partner, skilled in developing different HRD interventions that add value, develop HRD policies and be able to build relationship with external and internal stakeholders. Whereas line managers' strategic HRD competencies are those competencies that make them to think from strategic HRD

perspective while implementing business strategy. All these managers have to think globally and act locally. In case of employee the HRD competencies are those competencies which help them to discharge their role in such a way that help them to achieve the strategic goals and objectives.

**6. Technical competencies:** As far the HRD practitioners are concerned these competencies are knowledge about HRD policies and practices while assessing HRD needs, designing and delivering HRD interventions and evaluating the same. HRD managers should also possess knowledge in designing organisational learning and knowledge management system. Different HR metrics and ability to analyse HR data. Whereas the technical competencies of line managers relate to those competencies that help them assist HRD practitioner to make right HRD strategic choices and able to assist HRD managers in assessing HRD needs of their department and individuals and design appropriate interventions. Line manager's competencies under this head also include skills needed for coaching, counselling and facilitating. In case of individual employee the competencies are knowledge about the organizational & HRD strategy, ability to assess own HRD needs and translate it to action with help of HRD manager and the supervisor. They must develop competencies to know how to learn and how to learn differently.

**7. Leadership competencies:** Leadership competencies are those competencies that help to lead the HRD function as HRD practitioner or leading peers and subordinates as line managers or so exemplary self-leadership within the team or across the team. Besides, these competencies also relate to demonstrating ethically & socially responsible leadership and leading the learning and development activities.

**Commercial competencies:** These competencies for HRD practitioner are ability to make business case for organisational investment in HRD, ability to sell the HRD programs to others and run HRD function as a business. In case of line managers these competencies are understanding the market trends and ability to reflect the commercial implications of HRD interventions. In case of individual employee it is the ability to understand the performance implications of all learning programs.

**8. Critical competencies:** As HRD practitioner, these competencies help them understand and reflect on various interventions, able to justify able to justify HRD

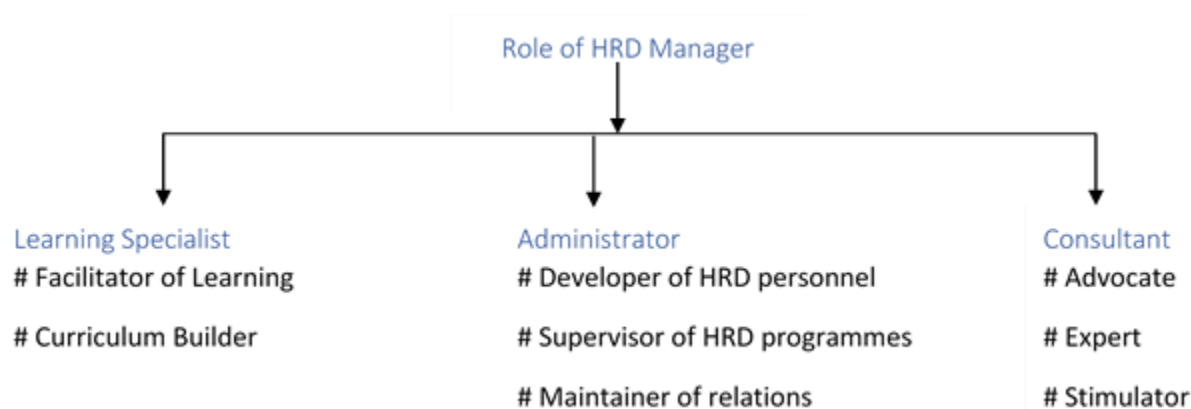
programs/interventions from performance, learning or humanistic perspective. In case of line managers the competencies under this head is the ability to evaluate own actions and behaviours for organisational and individual development. Whereas the individual employees competencies under this head is ability to consciously evaluate one's own performance for self and organisational growth and for own career development and organisational development.

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#### 4.4 ROLE OF HRD MANAGERS

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“Role is a series expectation from others as well as from self”. The concept of role is two sided. It comprise of individuals exhibiting the behaviour and those individuals to whom the behaviour is being exhibited. The following model appropriately describes the role of HRD Manager.



**Facilitator of Learning:** Here the role of HRD manager is who direct the learning situation through a variety of techniques, methods and strategies. The most important role of HRD manager is that of a trainer / resource person which can make the other roles more effective.

**Curriculum Builder:** Curriculum is the sum total of learning and curriculum builder need not be a subject matter specialist. Curriculum builder keeps in mind who will be the instructor and hence content and sequence is modified accordingly.

**Instructional Strategies Developer:** When the curriculum has been built there is the need for some specialized instructional strategies to enable it to function. This includes writing cases, developing role-plays and making video tapes etc.

**Developer of HRD personnel:**

Developer of HRD personnel means creating instructor/supervisor who may not only belong to HRD department. They are the full-time HRD people, temporary people (belonging to different functional areas) or part-time (outside specialist).

**Supervisor of HRD programs:** This is called the day-to-day management of HRD programmes and includes functions like record keeping, selection of learners, obtaining feedback on performance, identification and utilization of instructors, liaison with curriculum builders etc.

**Maintainer of Relations:** There are two communities, one the internal community with whom the HRD personnel should maintain contact (supervisors, managers, office personnel etc.) and other the external community with whom the HRD personnel should liaison to build the image of the organization (press releases, talks on seminars, conferences, paper publication). The main objective of the role is to inform others about HRD with organization operations and policies.

**Arranger of facilities and finance:** Here the role emphasise not only on arranging resources but stresses on the ability to make a cost benefit analysis, budgeting and proper utilization of finances and control over expenditure.

**Advocate:** He advocates on behalf of the employee regarding the problems faced by them and offering a solution to the problem. Again advise management on how to implement a decision in an organization and sometimes advocate for developmental strategies implementation in the organisation.

**Expert:** HRD people on basis of their research, evidence and experience gives alternatives for implementing various interventions.

**Stimulator:** Here the role of HRD people is to explore the situation or problem without knowing a fixed solution or answer.

**Change Agent:** Any changes introduced in an organization can be implemented in a better way when initiated by the HRD people.

According to Mc Lagan, HRD professionals perform at least 9 distinct roles like:

- The HR strategic advisor consoles strategic decisions makers on HRD issues that directly affect the articulation of organizational strategies.

- The HR system designer & developer assists HR management in the design & development of the HR system that affect organization performance.
- The organization change agent advises management in the design and implementation of change strategies used in transforming organizations.
- The organization design consultant advises management on work system design & the efficient use of human resources. It includes intervention strategies, alternative work designs & implementation.
- The instructional designer (learning specialist) identifies needs of the learner, develops & designs appropriate learning programmes & prepares materials & other learning aids.
- The instructor/facilitator leads and facilitates structured learning experiences, produces materials.
- The individual development/career counselor assists individual employees in assessing their competencies & in order to develop a realistic career plan.
- The performance consultant or coach advises like management or appropriate interventions designed to improve individual and group performance.
- The researcher assesses HRD practices and programmes using approaches statistical procedure to determine their overall effectiveness & communicates the results to the organization.

Mc clean (1989) has described various roles of HRD in terms of key HRD outputs.

**Administrator:** In such role, the HRD manager coordinates and provides support services for different HRD programs. The key output by executing such role is facility and equipment selection, providing logistics support, arrangement of on-site T&D, programs scheduling and keeping records of the programs.

**Evaluator:** This role helps to identify the impact of different HRD intervention on organisational and individual effectiveness and therefore, key outputs under this role is evaluation of HRD plans, design instrument etc.

**HRD manager:** Such role supports and lead HRD function and closely works with the total organisation and therefore key outputs are strategy formulation, preparing

structural setup, developing long range plan, development of HRD policies, preparation of budgets, financial management and resource acquisition and location.

**HRD material developer:** Under this role the activities include preparation of audio-video print based, or other electronically mediated instruction material.

**Individual career development advisor:** This role helps individual assessing their own competencies, provide career guidance, career counselling and develop individual career plan and different career development interventions

**Instructor or facilitator:** Under this role the manager directs structured learning experiences, develop and test different delivery methods, provide feedback to learners etc.

**Marketer:** Market the HRD program and services to different users to increase positive image of the same.

**Need analysis:** Develop strategies for analysing individual or team or organisational performance deficiencies and determine cause of such deficiencies.

**Program designer:** Prepare objectives, define content and sequence the activities of different HRD interventions.

**Organisational change agent:** Influences and supports changes within the organisation through planning and implementing different interventions

**Researcher:** Under this role different concepts theories and models are developed or tested to find its impact on organisational performance.

Patricia McLagan's role and competency study models for HRD practice described in 1989 a broadened scope of various roles in the competency models. The definition of HRD expanded beyond training and organization development. The move was toward HRD responsiveness and relevance. Arriving at the final countdown to the 21st century HRD remains an important force for the future. In her article on HRD competencies and future trends in HRD Pat McLagan (1996) identified nine important roles for HRD practitioners to perform. As HRD practitioners create rather than just respond, they will seek leverage and ways to help managers, teams, and individuals take charge of their own human resource practices. According to McLagan "HRD may be the only function in a clear position to represent human ethics and morality". It is in the following roles

that the present HRD professionals are challenged to create new ways to address the human resource issues:

1. HR strategic advisor
2. HR system designer and developer
3. Organization change consultant
4. Organization design consultant
5. Learning program specialist
6. Instructor/facilitator
7. Individual development and career consultant
8. Performance consultant
9. Researcher

### **Role of HRD managers under various structural arrangements**

- When HRD is a part up centralised HRM functions, HRD play a role of an administrator and broker. As administrator, the role of manager is to administer different HRD programs either internally or externally supplied by vendors and the HRD the programs are only limited to training. The HRD managers have more operational focus.
- Centralised and separate HRD function when there, the role of HRD managers is limited to instruction strategy designer and provider of administrative setup.
- Outsourced and operationally integrated HRD function lead to vendor driven and customised HRD programs and therefore HRD role is confined to as HRD consultant and functional expert.
- Decentralized HRD function where HRD is integrated with operational department e.g. provision of HRD function in different subsidiaries of a large multinational companies. In such case the role of HRD is that of performance engineer and strategic partner.
- Strategically integrated an outsourced function where the role of HRD practitioner is that of consultant and strategic partner. The HRD interventions are led by external consultant integrated into all aspects of operation/business.
- Virtual organisations where the role of HRD practitioner is that of design and implementing e-learning and that of internal HRD consultant



In addition to all these roles in modern days of information technology, HRD manager acts as a multimedia master by providing & designing conducting online learning courses for employee in Information Technology farms.

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#### **4.5 STRATEGIC HRD ROLES**

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Swanson (1995) has identified the strategic role of HRD due to importance of human resources for shaping and implementing business strategy. Human factor is playing a vital role in sustaining competitive advantage of the firm. In this light the following roles of HRD can be assumed.

##### **Developing strategic capability of HRD function**

Simply performance-oriented is not sufficient demonstrating strategy capability adds value to the business planning. Strategy capability development is based on premise that it is the human resources that help to pursue the business goal successfully by developing HR flexibility and shaping and re-creating other resources. Therefore, the development of strategic capability of HRD practitioner require giving education on strategic planning and system thinking concept for setting strategic goal and directing along with the business managers- participating in business planning process for developing appropriate business strategy rather than responding to business strategy.

##### **Building High performing organisations**

HRD programs, even if well designed and well received by participants, if not having performance orientation and not serving strategic needs of the organization, will not be useful. Therefore, the role of HRD manager is to continuously identify new performance requirements of individual, group and organizational level and identify distinct competency require to achieve such performance standards through different HRD programs. HRD managers make performance analysis of individuals, team, organization or processes involved to know the performance gap, using multiple determinants. Further, future performance and competency requirement are identified which can strengthen the core competencies and the strength of the organization. Such performance orientation can add strategic value and enhance competitiveness of the organization.

### **Responding to Emergent Strategy**

The strategies already formulated sometimes cannot be implemented because of emergence situation. Therefore, HRD role is to capture the evolving business opportunities and prepare the human resources to respond to those changes while meeting the current operational requirements to implement the deliberate and planned strategy. Hence the role of HRD here to make more HR flexibility and dynamic capability to respond to the emergent nature of strategy.

### **Shaping Role of HRD**

Capturing opportunities in the market and capitalizing existing human resources for innovation or differentiation or building new processes or technology can be the role of HRD that shapes business strategy.

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## **4.6 ROLES OF AWARD WINNING HRD MANAGERS**

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Business challenges like globalization, creating customer-responsive organization, emphasis on both cost and profit, need for capable persons, necessity to adapt to the changes, fast changing technology, need for knowledge bank and creating transforming organization have enhanced the role dynamism of HRD professionals and it is required for them to master the HR theory and tools to build capabilities (Speed, implementation, innovation and integration) and create values in the organization better HR governance and develop competent HR people. Looking at the career history of successful Indian HRD managers it is revealed that they have emphasized on following points for the successfulness and business growth. Analysing the competency profile of the roles of award winning HRD managers Rao (1999) identified the following.

### **They are role makers rather than role taker.**

These managers never operated under the boundaries defined by the top management, rather they have operated beyond boundaries where they have guided the top management and have been known as action-oriented people who have influenced people inside and outside the organisation to learn and change

### **They have integrated HR policies and practices with the company business**

These people always have strong business acumen and been able to create strong alignment between business strategy and HR strategy



### **They are learning individuals and use various sources of learning**

These people are continuous learner and use various sources like interaction with all levels of employees like shop floor workers to CEOs. They always seek knowledge and disseminate knowledge through participation in seminars and conferences. They enjoy interacting with people and learn from their own experience.

### **Thorough knowledge on HR function**

These people never confined themselves only to HRD function rather they manage the entire function and therefore have ability to integrate all functions of HRM along with HRD.

### **They have behavioural science orientation**

They are known for their strong value orientation and knowledge on behaviour science and its application.