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Human Resource Development

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VIRTUAL UNIVERSITY OF PAKISTAN

HRM727

Human Resource Development

STUDY HANDOUT

Human Resource Development builds the capabilities people need to perform and grow: training needs assessment, program design and delivery, evaluation, career development, coaching and mentoring, organization development and talent management. This handout covers each with key terms, examples and exam pointers.

Compiled as a structured study resource for VU students.
Covers the key topics, definitions, concepts and exam pointers of the course.

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Unit 1: Introduction to Human Resource Development

Learning Objectives

- Define HRD and explain its goals
- Distinguish HRD from HRM
- Describe the HRD process model
- Explain the roles of HRD professionals

Human Resource Development (HRD) is the organized set of learning experiences - training, development, career management and organization development - designed to improve individual, team and organizational performance. While HRM manages the employment relationship (hiring, pay, compliance), HRD develops capability.

HRD has three domains: training and development (T&D;) - improving current and future job performance; career development - aligning individual aspirations with organizational needs; organization development (OD) - improving the organization as a system. Together they build human capital - the knowledge and skills that create competitive advantage.

The HRD process model: (1) needs assessment - what learning is needed; (2) design - objectives, content, methods; (3) implementation/delivery; (4) evaluation - did it work? The process is cyclical: evaluation feeds the next assessment.

HRD professionals play multiple roles: learning strategist, instructional designer, coach, change agent, evaluator. Modern HRD is increasingly strategic - tied to business goals, not just course delivery - and increasingly digital (e-learning, microlearning, learning analytics).

Key Terms

HRD	Organized learning experiences improving individual, team and organizational performance.
Human capital	The stock of knowledge, skills and abilities creating competitive advantage.
Training vs development	Current-job skills vs future-role growth.
OD	Organization development; improving organizational effectiveness systemically.

Example - domains: A bank runs teller skills workshops (T&D;), a career-pathing portal (career development), and a culture-change program after a merger (OD) - all HRD.

Example - strategic: A telecom shifting to digital services makes 'data literacy for all managers' an HRD priority tied directly to strategy.

Summary

✓ HRD develops capability through T&D;, career development and OD.

✓ HRM manages employment; HRD builds human capital.

✓ Process: assess -> design -> deliver -> evaluate (cyclical).

✓ Modern HRD is strategic and digital.

Exam Pointers

★ Define HRD and distinguish it from HRM.

★ Describe the three HRD domains with examples.

★ Outline the HRD process model.

Unit 2: Strategic HRD and Learning Organization

Learning Objectives

- Explain strategic HRD and its alignment with business strategy
- Describe the learning organization (Senge's five disciplines)
- Explain knowledge management's link to HRD
- Discuss measuring HRD's strategic value

Strategic HRD aligns learning investments with business strategy: if the strategy is innovation, HRD builds creativity and R&D; skills; if cost leadership, it builds efficiency and lean skills. Alignment is tested by asking: does each major program serve a strategic goal? Unaligned training is cost, not investment.

A learning organization (Senge) continuously expands its capacity to create its future, through five disciplines: systems thinking (seeing wholes, not just parts), personal mastery, mental models (surfacing assumptions), shared vision, and team learning (dialogue). HRD builds these disciplines through action learning, after-action reviews and knowledge sharing.

Knowledge management captures and shares what the organization knows: explicit knowledge (documents, databases) vs tacit knowledge (experience, know-how in people's heads). HRD converts tacit to explicit through mentoring, communities of practice, lessons-learned systems and storytelling - because knowledge walking out the door at 5pm is the real risk.

Strategic value is shown through learning analytics: linking training data to performance metrics (sales, quality, retention), computing ROI, and reporting a human capital scorecard. What gets measured gets funded.

Key Terms

Strategic HRD	Learning investments deliberately aligned with business strategy.
Learning organization	Continuously expanding capacity to create its future (Senge).

Tacit / explicit knowledge	Experience-based know-how vs documented knowledge.
Human capital scorecard	Metrics linking people investments to business outcomes.

Example - alignment: An airline's strategy is safety leadership: HRD's flagship programs are crew resource management and safety culture - every training hour serves the strategy.

Example - tacit capture: A retiring master technician mentors two juniors for six months while documenting troubleshooting heuristics - tacit knowledge made explicit.

Summary

✓ Strategic HRD: every program must serve a business goal.

✓ Learning organization: Senge's five disciplines; HRD builds them.

✓ Convert tacit knowledge to explicit; measure value with learning analytics.

Exam Pointers

★ What makes HRD 'strategic'? Give an example.

★ Describe Senge's five disciplines of the learning organization.

★ Distinguish tacit from explicit knowledge; how does HRD capture tacit knowledge?

Unit 3: Training Needs Assessment (TNA)

Learning Objectives

- Explain why TNA precedes all training design
- Conduct organizational, task and individual analysis
- Use data-collection methods: surveys, interviews, observation, tests
- Write a TNA report with prioritized needs

Training needs assessment identifies the gap between current and required performance and determines whether training is the right solution. Skipping TNA produces elegant training for the wrong problem - the most expensive HRD mistake. A 'need' exists only if people lack the knowledge/skill (not motivation or resources) to perform.

Three levels: organizational analysis - where in the organization is training needed? (strategy, resources, support climate); task analysis - what must people do? (job duties, KSAs required, often via job descriptions and expert panels); individual analysis - who needs it? (performance appraisals, skill tests, 360 feedback identifying gaps per person).

Methods: questionnaires (broad, cheap), interviews (deep, costly), observation (actual behavior, time-consuming), focus groups, performance data and tests, customer complaints. Triangulate - no single method tells the full story.

Output: a prioritized TNA report - gaps ranked by strategic importance and urgency, with recommended (not yet designed) interventions, target populations, and success criteria. Non-training needs (broken incentives, bad tools) are referred elsewhere - a mature HRD function says 'no' to training when training isn't the cure.

Key Terms

TNA	Identifying performance gaps and whether training can close them.
Organizational / task / individual analysis	Where needed / what KSAs / who needs it.
KSA	Knowledge, skills, abilities required for a job.
Triangulation	Using multiple data methods to validate needs.

Example: Call-center complaints rise. TNA finds: agents lack product knowledge (task gap -> training), but also the CRM crashes daily (not a training problem -> fix IT). Two different solutions from one assessment.

Example - individual: Appraisals show 12 of 40 salespeople can't demo the new product -> targeted coaching for the 12, not a workshop for all 40.

Summary

✓ TNA first: find the gap, check training is the cure.

✓ Three levels: organizational, task, individual.

✓ Triangulate methods; prioritize needs in a TNA report.

✓ Refer non-training problems elsewhere.

Exam Pointers

★ Why must TNA precede training design?

★ Explain the three levels of needs analysis with methods for each.

★ When should HRD refuse a training request? Give an example.

Unit 4: Designing Training Programs

Learning Objectives

- Write SMART learning objectives
- Apply the ADDIE model of instructional design
- Match content and methods to objectives and learners
- Sequence content: simple-to-complex, known-to-unknown

Design starts with learning objectives - what learners will be able to do after training. Good objectives are SMART and behavioral: 'By end of day 2, tellers will process a

foreign-currency deposit accurately in under 4 minutes' beats 'understand deposits'. Objectives drive content, methods and evaluation.

The ADDIE model structures design: Analyze (needs, learners, constraints), Design (objectives, content outline, methods, assessment plan), Develop (materials, slides, exercises), Implement (deliver, including train-the-trainer), Evaluate (reaction through results). ADDIE is systematic; agile variants iterate faster.

Matching methods to objectives: knowledge -> presentations, readings, e-modules; skills -> practice, simulations, role-plays; attitudes -> discussion, mentoring, experiential activities. Adult learning (andragogy) principles: adults need to know why, bring experience to build on, learn by doing, and want immediate application - design accordingly.

Sequencing: simple to complex, known to unknown, whole-part-whole. Build in practice and feedback - the two most powerful design elements - plus job aids for transfer. A design document (objectives, modules, timings, methods, materials, evaluation) keeps development on track.

Key Terms

SMART objectives	Specific, measurable, achievable, relevant, time-bound learning outcomes.
ADDIE	Analyze, Design, Develop, Implement, Evaluate - instructional design model.
Andragogy	Adult learning principles: relevance, experience, doing, application.
Job aid	Checklist/reference used on the job; supports transfer.

Example - objective: Weak: 'Learn customer service.' SMART: 'After the workshop, agents will resolve billing complaints following the 5-step protocol with 90%+ quality scores.'

Example - sequencing: Safety training: why it matters (motivation) -> hazard types (knowledge) -> demo of lockout (skill) -> supervised practice -> assessment.

Summary

- ✓ Start with SMART behavioral objectives; they drive everything.
- ✓ ADDIE: analyze, design, develop, implement, evaluate.
- ✓ Match methods to objectives; respect adult-learning principles.
- ✓ Sequence simply; maximize practice + feedback.

Exam Pointers

- ★ Rewrite a weak training objective as SMART.
- ★ Describe the ADDIE phases with deliverables.
- ★ How do adult-learning principles shape training design?

Unit 5: Training Delivery Methods

Learning Objectives

- Compare on-the-job methods: coaching, job rotation, apprenticeship
- Compare off-the-job methods: lecture, case study, role-play, simulation
- Explain e-learning, microlearning and blended learning
- Select methods by objective, audience and constraints

On-the-job training (OJT): learning while doing the real job - coaching (supervisor guidance), job rotation (moving through roles for breadth), apprenticeship (long structured pairing with a master), job instruction training (show-tell-do-check steps). Advantages: immediate relevance, low cost; risks: bad habits copied, production disruption.

Off-the-job methods: lectures (efficient for knowledge, passive); case studies (analyze real situations - great for judgment); role-plays (practice interpersonal skills safely); simulations and business games (flight simulators to management games - realistic, expensive); behavior modeling (watch, practice, feedback). Active methods beat passive for skills and attitudes.

Technology methods: e-learning (self-paced modules - scalable, needs self-discipline); microlearning (3-5 minute bursts - just-in-time); virtual classrooms/webinars; mobile learning; VR/AR for immersive practice. Blended learning combines digital with face-to-face - usually the best of both.

Selection criteria: match to objectives (skills need practice, not lectures), learner profile (digital comfort, literacy), numbers and geography (e-learning scales), cost and time. The best program uses multiple methods - variety sustains attention and reaches different learners.

Key Terms

OJT	On-the-job training: coaching, rotation, apprenticeship.
Role-play / simulation	Practicing interpersonal/technical skills in safe, realistic settings.
Blended learning	Mix of digital self-paced and face-to-face learning.
Microlearning	Bite-sized (3-5 min) just-in-time learning units.

Example - matching: Teaching negotiation: lecture on tactics (knowledge) + role-plays with feedback (skill) + e-module refresher later (retention) - blended by design.

Example - OJT: New machine operators learn via job instruction: trainer demonstrates, explains, learner tries, trainer checks - structured OJT, not 'watch and copy'.

Summary

✓ OJT: relevant and cheap; off-the-job: safe practice of skills.

✓ Active methods (role-play, simulation) beat lectures for skills.

✓ E-learning scales; blended usually wins; microlearning for just-in-time.

✓ Match methods to objectives and learners; use variety.

Exam Pointers

★ Compare on-the-job and off-the-job training with two methods each.

★ When is simulation the right choice despite its cost?

★ Design a blended program for new-hire sales training.

Unit 6: Evaluating Training: Kirkpatrick and ROI

Learning Objectives

- Explain why evaluation matters and its barriers
- Apply Kirkpatrick's four levels
- Compute training ROI (Phillips)
- Design an evaluation plan

Evaluation answers: did training work, and was it worth it? Yet most organizations stop at smile-sheets. Barriers: no baseline data, hard-to-measure outcomes, cost, and fear of bad news. The fix: plan evaluation during design, not after delivery.

Kirkpatrick's four levels: (1) Reaction - did learners like it? (smile-sheets; necessary but insufficient); (2) Learning - did knowledge/skills improve? (pre/post tests, demonstrations); (3) Behavior - are they using it on the job? (observation, 360 feedback, 3-6 months later - the transfer test); (4) Results - did business metrics move? (sales, quality, accidents, retention). Each level is harder but more valuable.

Phillips' ROI adds level 5: convert results to money, subtract costs, ROI = (benefits - costs)/costs x 100%. Isolate training's effect (control groups, trend analysis, expert estimates) - otherwise ROI claims are fiction. Even rough ROI beats none for budget discussions.

Evaluation plan: for each objective, define level, method, timing, and owner. Example: safety training - reaction (end of day), learning (quiz), behavior (supervisor audits at 3 months), results (incident rate vs baseline at 12 months). Report simply; act on findings.

Key Terms

Kirkpatrick levels	Reaction, learning, behavior, results.
Transfer of training	Applying learned skills on the job (level 3).
ROI (Phillips)	(Monetary benefits - costs)/costs; level 5.
Isolation	Separating training's effect from other factors for credible ROI.

Example - four levels: Machine-safety program: reaction 4.6/5; learning: test scores 55%->92%; behavior: 80% observed using lockout at 3 months; results: recordable incidents down 40% year-on-year.

Example - ROI: Sales training cost Rs 2M; attributed margin gain Rs 8M -> ROI = (8-2)/2 = 300%.

Summary

✓ Evaluate because: improve programs, justify budgets, ensure transfer.

✓ Kirkpatrick: reaction -> learning -> behavior -> results; Phillips adds ROI.

✓ Isolate training's contribution; plan evaluation at design time.

Exam Pointers

★ Describe Kirkpatrick's four levels with one method each.

★ Compute ROI from given benefits and costs; discuss isolation.

★ Why do most evaluations stop at level 1, and how would you fix it?

Unit 7: Career Development

Learning Objectives

- Explain career development as shared responsibility
- Describe career stages and their HRD implications
- Design career paths, ladders and lattices
- Explain career counseling and plateauing

Career development is the ongoing process of managing one's work life - a shared responsibility: individuals own their aspirations and effort; organizations provide opportunities, information and support. Neglect it and talent leaves; over-promise and trust breaks.

Career stages: exploration (learning the ropes - needs mentoring, varied assignments); establishment (proving oneself - needs challenge, feedback); maintenance (sustaining contribution - needs renewal, mentoring others); disengagement (winding down - needs knowledge transfer, dignified exit). HRD offerings should match the stage.

Career paths map possible moves: traditional ladders (vertical), lattices (vertical + lateral moves - more realistic in flat organizations), and dual tracks (technical vs managerial - so experts needn't become managers to progress). Publish them: invisible paths help nobody.

Career counseling (one-to-one guidance), development centers, and individual development plans (IDPs) operationalize it. Watch for career plateaus (no further advancement likely) - counter with lateral enrichment, special projects, or honest conversations. Plateaued but engaged employees outperform resentful ones.

Key Terms

Career development	Ongoing management of work life; shared individual-organization responsibility.
Career lattice	Vertical + lateral moves; suited to flat organizations.
Dual career track	Parallel technical and managerial progression paths.
Career plateau	Point where further advancement is unlikely; needs enrichment strategies.
IDP	Individual development plan; personal learning roadmap.

Example - lattice: A bank's career lattice shows tellers moving to customer-service officer, then sideways to branch operations or upward to assistant manager - visible options retain staff.

Example - plateau: A 20-year technician with no promotion slot leads the apprenticeship program and a quality project - enriched, recognized, retained.

Summary

✓ Career development is shared: individual effort + organizational opportunity.

✓ Match HRD to career stage; publish ladders/lattices/dual tracks.

✓ Counsel, plan (IDPs), and manage plateaus with enrichment.

Exam Pointers

★ Describe the four career stages and appropriate HRD support for each.

★ Compare career ladders, lattices and dual tracks.

★ How should organizations handle career plateaus?

Unit 8: Coaching, Mentoring and Counseling

Learning Objectives

- Distinguish coaching, mentoring and counseling
- Apply the GROW coaching model
- Describe effective mentoring relationships
- Explain when to refer to professional counseling

Three helping relationships, often confused: coaching - short-term, performance-focused, manager or professional coach helping someone improve specific skills (the coach asks, the coachee finds answers); mentoring - longer-term, development-focused, experienced guide sharing wisdom and networks; counseling - addressing personal/emotional issues affecting work (stress, conflict) - distinct skill, with referral boundaries.

Coaching process (GROW): Goal (what do you want?), Reality (where are you now?), Options (what could you do?), Will (what will you do, by when?). Effective coaches listen

more than talk, ask powerful questions, give behavioral feedback (specific, timely, actionable), and hold accountability without judgment.

Mentoring works through phases: initiation, cultivation (challenging assignments, exposure, sponsorship, friendship), separation, redefinition. Good programs: match thoughtfully, set expectations, train mentors (mentoring is a skill), and review progress. Reverse mentoring (juniors mentor seniors on technology) is increasingly common.

Boundaries: managers coach performance; they don't therapize. When issues are personal, persistent, or beyond competence (mental health, addiction, trauma), refer to EAP/professional counselors. Confidentiality rules must be clear from the start.

Key Terms

Coaching	Short-term performance improvement through questioning and feedback (GROW).
Mentoring	Long-term developmental guidance by an experienced person.
Counseling (EAP)	Professional help for personal issues; referral boundary for managers.
GROW	Goal, Reality, Options, Will - coaching conversation framework.

Example - GROW: Goal: 'run effective team meetings'; Reality: 'they drift, two people dominate'; Options: 'agenda, timekeeper, round-robin'; Will: 'I'll try timed agendas in Friday's meeting and review with you Monday.'

Example - mentoring: A new branch manager paired with a veteran: monthly meetings, shadowing, introductions to key clients - cultivation over a year.

Summary

✓ Coaching = performance now (GROW); mentoring = development over time; counseling = personal issues (refer out).

✓ Coach by asking; mentor by sharing; know your boundaries.

Exam Pointers

★ Distinguish coaching, mentoring and counseling with examples.

★ Conduct a GROW coaching conversation for a given scenario.

★ When must a manager refer an employee to professional counseling?

Unit 9: Organization Development (OD)

Learning Objectives

- Define OD and its values
- Describe the OD process: entry, diagnosis, intervention, evaluation
- Classify OD interventions: human process, techno-structural, strategic

- Explain change management and resistance

Organization development is planned, organization-wide change to improve effectiveness, grounded in behavioral science and humanistic values (participation, openness, development). OD treats the organization as a system - changing one part ripples everywhere.

OD process: (1) entry/contracting - clarify the problem and the consultant's role; (2) diagnosis - gather data (surveys, interviews) on what's really wrong; (3) feedback - share findings with the client system; (4) intervention; (5) evaluation/institutionalization. Diagnosis before prescription - the golden rule.

Interventions: human process (team building, conflict resolution, survey feedback); techno-structural (job redesign, restructuring, quality circles, TQM); strategic (culture change, mergers integration, large-group methods like future search). Match the intervention to the diagnosis - team building won't fix a broken structure.

Change and resistance: people resist loss (status, competence, relationships), not change itself. Kotter's 8 steps (urgency, coalition, vision, communication, empowerment, quick wins, consolidation, anchoring) and Lewin's unfreeze-change-refreeze guide implementation. Communicate relentlessly, involve people early, and celebrate quick wins.

Key Terms

OD	Planned systemic change to improve organizational effectiveness.
Diagnosis	Data-based understanding of the real problem before intervening.
Survey feedback	Classic OD: survey the organization, feed back results, plan action.
Kotter's 8 steps	Urgency to anchoring: a roadmap for leading change.
Resistance	Usually resistance to loss, not to change itself.

Example - diagnosis: Falling quality blamed on workers; diagnosis reveals conflicting targets (speed vs quality) and broken gauges - intervention: redesign targets and measurement, not worker training.

Example - quick win: In a culture-change program, fixing the expense-claim process in 30 days proves change is real and builds momentum.

Summary

✓ OD = planned systemic change with humanistic values.

✓ Process: entry -> diagnosis -> feedback -> intervention -> evaluation.

✓ Match interventions (human process, techno-structural, strategic) to diagnosis.

✓ Manage resistance via Kotter/Lewin: urgency, involvement, quick wins.

Exam Pointers

- ★ Define OD and describe its process steps.
- ★ Classify OD interventions with one example each.
- ★ Why do people resist change, and how should managers respond?

Unit 10: Talent Management and Succession Planning

Learning Objectives

- Define talent management and its business case
- Use the 9-box grid for talent assessment
- Design a succession planning process
- Discuss retention strategies for key talent

Talent management is the integrated system for attracting, developing, engaging and retaining the people most critical to strategy - key positions and high potentials (HiPos). Business case: leadership gaps stall strategy; external hiring is expensive and risky; engaged talent drives performance.

The 9-box grid maps performance (current results) against potential (future capability): stars (high/high - stretch and retain), rough diamonds (high potential, low performance - coach), workhorses (high performance, lower potential - value and reward), and so on. Calibrate in talent-review meetings to fight rater bias. Every box gets a differentiated action - not just the stars.

Succession planning ensures leadership continuity: (1) identify key positions; (2) define success profiles; (3) assess candidates (9-box, assessments); (4) create development plans (stretch assignments - the best developer); (5) review annually. Cover emergency (who acts tomorrow?) as well as long-term succession.

Retention: people stay for growth, meaningful work, fair pay, good bosses and flexibility - in that rough order for most talent. Stay interviews (ask what keeps them) beat exit interviews (asking what lost them). Differentiate: invest disproportionately in those hardest to replace and most critical to strategy.

Key Terms

Talent management	Integrated attraction, development, engagement, retention of critical people.
9-box grid	Performance x potential matrix guiding differentiated talent actions.
HiPo	High-potential employee; future leadership pipeline.

Succession planning	Ensuring ready successors for key positions.
Stay interview	Proactive conversation about what keeps an employee.

Example - 9-box: A 'rough diamond' engineer (brilliant, abrasive): action = executive coaching + a collaborative stretch project, reviewed in 6 months - not termination, not promotion yet.

Example - succession: For the CFO role: two internal successors identified; one gets a divisional finance rotation, the other board-exposure projects; annual review tracks readiness.

Summary

- ✓ Talent management focuses investment on key positions and HiPos.
- ✓ 9-box (performance x potential) drives differentiated actions.
- ✓ Succession: key roles -> profiles -> candidates -> development -> annual review.
- ✓ Retain with growth, meaning, fairness, bosses, flexibility; use stay interviews.

Exam Pointers

- ★ What is talent management and why does it matter strategically?
- ★ Explain the 9-box grid with actions for three boxes.
- ★ Outline a succession planning process.