

- ◆ HRM believes that an increase in the business results would lead to increase in the performance or productivity. But HRD believes that the improvement in the performance would be the result of the continuous increase in its activities.
- ◆ HRM is more result oriented, whereas HRD is more process oriented
- ◆ HRM focuses more on the improvement in performance and on improvement in the capabilities of employees productivity
- ◆ HRM aims at creating a successful business result for the organisation and HRD aims at creating learning organisation for improving organisational capabilities and thereby successful business results.

HRD Strategy

- ◆ Communication
- ◆ Accountability and ownership
- ◆ Quality
- ◆ Cost reduction
- ◆ Systematic training
- ◆ Learning

HRD Process

- ◆ Step 1: Getting the big picture
- ◆ Step 2: Developing a mission statement
- ◆ Step 3: Conducting a SWOT analysis of org
- ◆ Step 4: Conducting a detailed HR analysis
- ◆ Step 5: Determining critical people issues
- ◆ Step 6: Developing consequences and solutions
- ◆ Step 7: Implementation and evaluation of action plans

HRD Process Framework

- ◆ Assessment
 - HRD interventions identify and address some needs or gaps within
 - A need is a current deficiency or demand for org to change its operation

- ◆ HRD professionals must provide a range of learning opportunities for employees of all levels

Facilitating Organisational Learning

- ◆ One challenge for HRD professionals is to facilitate the transition of traditional training programs to emphasis on learning principles and tactics, on how learning relates to performance, and more importantly, on the relationship between learning and fundamental change.
- ◆ To do this, HRD professionals must develop a solid understanding of learning theory and be able to devise learning tools that enhance individual development.

Addressing Ethical Dilemmas

- ◆ Recent business scandals pose questions for organization, society and business education

Learning and Instruction

Definition of Learning (and its aspects)

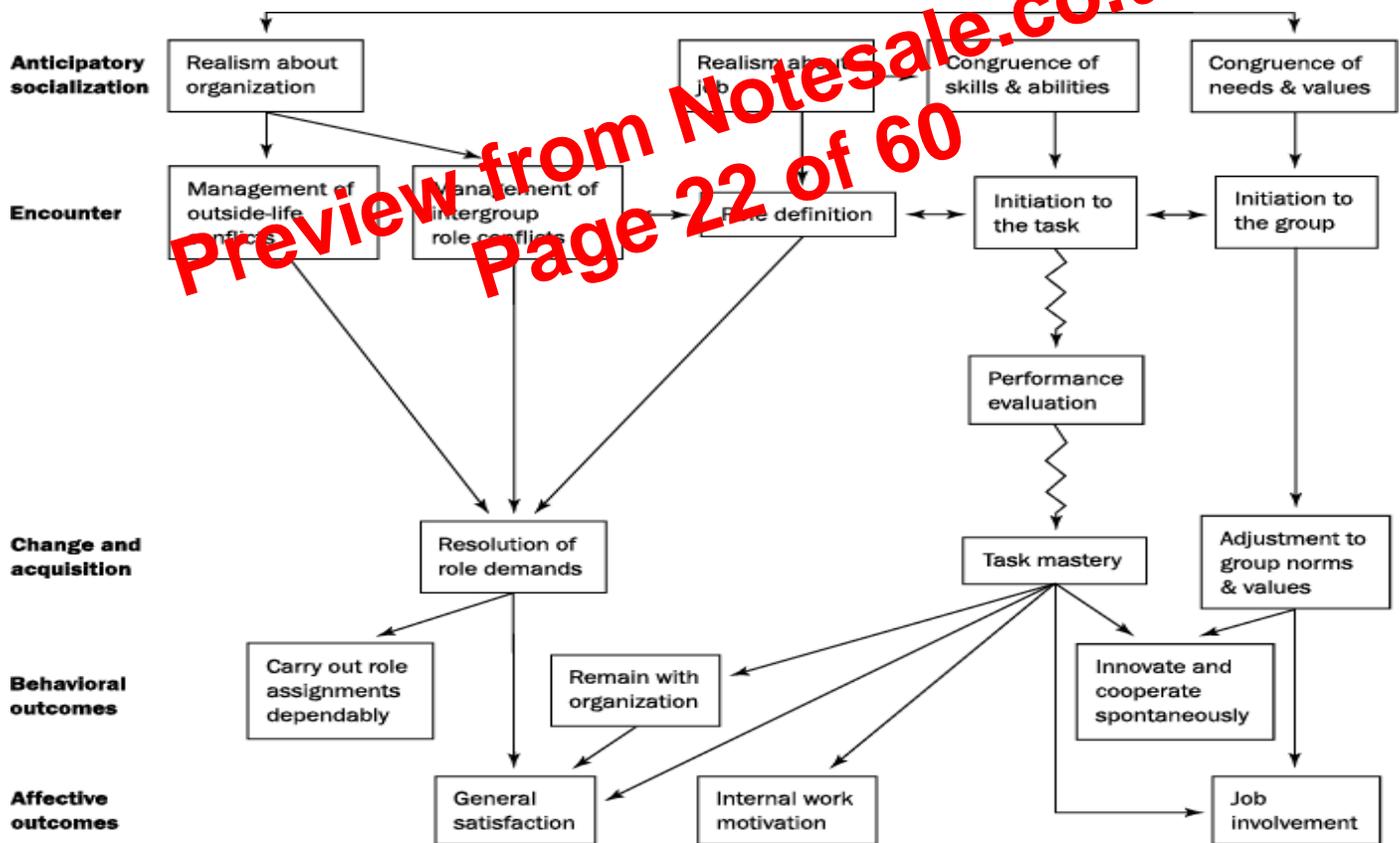
- ◆ Learning is defined as a relatively permanent change in behavior, cognition, or affect that occurs as a result of one's interaction with the environment.
- ◆ Several aspects of this definition are important.
 - First, the focus of learning is change, either by acquiring something new (skill in conducting meetings) or modifying something that already exists.
 - Second, the change must be comparatively long lasting before we can say learning has really occurred.
 - Third, the focus of learning can include behavior, cognitions, affect, or any combination of the three. Learning outcomes can be skill based (climbing a utility pole), cognitive (procedures for applying for a research grant), or effective (becoming more safety conscious).
 - Finally, learning results from an individual's interaction with the environment. Learning does not include behavior changes attributable to physical maturation or a temporary condition (such as fatigue or drugs).

- ◆ Learning about the organization
- ◆ Learning to function in the work group
- ◆ Learning to perform the job
- ◆ Personal learning

Feldman’s Stage Model of Socialization

Three stages:

- ◆ Anticipatory socialization
- ◆ Encounter
- ◆ Change and Acquisition



Anticipatory Socialization

■ Improving/maintaining worker performance

- ◆ Same techniques are used, especially coaching
- ◆ Same kinds of analysis and planning needed

Overview of Counseling Programs

◆ Problem Identification

- ◆ Screening device
- ◆ Absenteeism records
- ◆ Supervisor's observations
- ◆ Referral
- ◆ Voluntary participation

◆ Education

- ◆ Pamphlets, Videos, Lectures, Unsolicited, Television, Radio, or Other media

◆ Counseling

- ◆ Needs a *non-threatening* person with whom the worker can discuss problems and seek help. Options include: Supervisor/coach, Ombudsman, HRD Counselor, or Professional Counselor

◆ Referral

- ◆ Directing employee to *appropriate* resources for assistance

◆ Treatment

- ◆ The *actual* intervention to solve the problem

◆ Follow-up

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of pension funds, many people will be facing a career without an adequately planned retirement.

- Rather than facing retirement, the individual may have to face occupational change at an age at which his or her parents were dealing with a shift from work to non-work.
- Pressures toward early retirement by organizations trying to reduce labor costs may at the same time force some workers into retirement sooner than planned, creating an additional set of problems.

Note:

- ◆ This model is useful for identifying the normal, or typical, sequence of events and experiences that occur within one's working life.
- ◆ Some individuals, such as those who begin new occupations late in life, will deviate from the age ranges suggested in the model.
- ◆ Even though the ages will vary, many of the challenges are likely to stay the same, but the individual will perceive and respond to them in light of the other issues he or she is facing at that particular stage of life.

The Multiple Career Concept Model (The Four Career Concepts)

- ◆ Contemporary view of career development is the notion of differing career patterns, called the multiple career concept models.
- ◆ This model suggests that there are four different patterns of career experiences, called career concepts.
- ◆ These four concepts differ in terms of the "direction and frequency of movement within and across different kinds of work overtime.
- ◆ Distinctly different sets of motives underlie each of the four concepts."
- ◆ The four career concepts are:
 - Linear — A progression of movement up an organizational hierarchy to positions of greater responsibility and authority; motivated by desire for power and achievement; variable time line
 - Expert — A devotion to an occupation; focus on building knowledge and skill within a specialty; little upward movement in a traditional hierarchy, more from apprentice to master; motivated by desire for competence and stability; rooted in the medieval guild structure.

overall judgment about the assessee's promotability. When used for developmental purposes, the intensive assessment fallback is provided to the employee to increase self-awareness. The feedback from a developmental assessment center can be used by the employee to develop career goals and a plan for future development. While career development assessment centers can be expensive to use, they provide a rich source of data.

- **Succession planning** is a third way of conducting potential evaluations. This process is most often done for upper-level management positions. It requires senior managers to identify employees who should be developed to replace them. Information generated during succession planning may not be communicated to the employee. If potential evaluations are made known to the employee and his or her superiors, this information can be used to create a self-fulfilling prophecy. That is, if managers believe the employee has a high potential for advancement, they may be more likely to evaluate the person favorably and promote him or her more quickly than actual performance warrants. If succession plans are not communicated to the employee, the organization runs the risk of a mismatch between the employee's career plans and its plans for the employee.

4. Internal labor market information exchanges

- Employees engaged in career planning, need accurate environmental information in addition to an accurate self-assessment. To this end, the organization should provide employees with information about job opportunities within the organization.
- **Job posting** is one of the most common career development activities. It involves making open positions in the organization known to current employees before advertising them to outsiders. In a typical job posting program, the organization publishes the job description, job requirements, pay range, and an application procedure for vacancies, and it provides a form for employees to submit. The vacancies can be posted in a common area, such as on a bulletin board reserved for that purpose. Increasingly, such postings are done online, using the organization's website or intranet. Interested employees can then apply and be considered for the vacant positions. Job posting systems are widely used in both government and private organizations.

- However, job posting systems can also create problems if employees suspect that only low-level or undesirable positions are being posted, or if the job requirements listed are rigged to ensure that an “inside” candidate is the only one qualified for a position
- A **career path** is a sequence of jobs, usually involving related tasks and experiences that employees move through over time. For example, a career path in a city police department may include the positions of patrol officer, desk sergeant, lieutenant, captain, and chief of police. Career paths communicate to employees possibilities for job movement. Together with job descriptions and job specifications, these paths can aid the employee in developing a career strategy.
- **A skills inventory** is a database that contains information about employee skills, education performance evaluation, and career preferences. It is often part of an organization’s human resource information system (HRIS). HR professionals can use this information during the needs assessment phase to identify the capabilities of the workforce and pinpoint any skill shortages that should be addressed. Skills inventory information is usually collected from voluntary reports from employees. Potential shortcomings of voluntary self-reports include the possibility of incomplete, inaccurate, or outdated information

5. individual counseling or career discussions

- Individual career counseling involves one-to-one discussions between the employee and an organizational representative. One survey revealed that organizations primarily use HR professionals, supervisors, or line managers as career counselors.
- During this process, the counselor can suggest actions to the employee and provide support and feedback about the ideas and results of actions taken by the employee
- Counseling can be used for continuing employees as well as employees who are approaching retirement, are about to be laid off, or are terminated. Outplacement counseling focuses on assisting terminated employee in making the transition to a new organization
- Preretirement counseling and workshops involve activities that help employees prepare for the transition from work to nonwork. Retirement is often filled with

- ◆ **Authority** refers to the legal right of the **manager** to give orders and expect obedience from subordinates. On the other hand, **responsibility** is the corollary, i.e. result of the **authority**.
- ◆ While **authority** is delegated, by the superior to subordinates, **responsibility** is assumed, i.e. it is inherent in the task assigned
- ◆ On the other hand, in **accountability**, a person agrees to do, what he/she is supposed to do. The basic difference between responsibility and accountability is that the former is assumed whereas the latter is imposed.

Who benefits from delegation?

- ◆ Delegation proves itself to be superior approach since it allows management to have the time for carrying out its primary functions that is, planning, organising, directing, controlling and coordinating.
- ◆ At an organisational level, lack of delegation results in inefficiency and waste of opportunities. Inadequate direction of effort and lower levels of effectiveness leading to lower motivation and general malcontent.
- ◆ Another extremely important benefit of giving the responsibilities to the subordinates is that it leads to create a self-confidence among them. It is obvious that if a subordinate is assigned a quality and challenging work, he or she can develop a sense of satisfaction and so is motivated to fulfill the responsibilities in an appropriate manner.
- ◆ While the process of delegation within a team enables those whose role is directly connected to deal promptly with the activities and associated problems, it leads to improve the relationship between a manager and his subordinates- binding the formal organization together. This could be a great cause to enhance the status of the subordinates the powers being given

Why is Empowerment important today?

- ◆ Empowering employees is the ongoing process of providing the tools, training, resources, encouragement and motivation your workers need to perform at the optimum level.
- ◆ If your organization is looking for a way to speed processes and still produce quality materials and services, focus on employee empowerment.

that works with him. Use the skills and experience of your team to delegate tasks that when done in consecutively lead to faster and more effective project results.

- ◆ Rely on a professional mentor. This person might be in a position of authority within your same organization or just someone in business that has success and experience that you admire. Work with your mentor for advice on leadership and suggestions for how you cannot only empower yourself more, but also the staff that works with you.
- ◆ Educate yourself. You may have a lot of experience and special skills that make you effective as a manager, but there is always room for improvement. Sign up for leadership conferences and courses to learn new trends in leadership and better ways to empower yourself and your staff. Take what you learn with these educational opportunities and apply them to your organization.
- ◆ Maintain an open door policy. To be truly effective, you need to know how to listen to your staff and address their needs. Maintaining an open door policy ensures that employees will come to you with problems they can't resolve and take advantage of the experience that put you in a managerial position.

13 Characteristics of an Empowered Culture:

1. Top management is committed to supporting an employee empowered culture. This includes developing an organizational definition of empowerment that may include well defined boundaries and management training on how to coach empowered employees.
2. Employee empowerment is centered on the needs of the customer. When employees are empowered to make decisions that help the customer, they are contributing to the strategy and business objectives of the organization.
3. Management hands over a level of the decision making power to front line employees. This act of delegation may be something as simple as allowing an employee to make service recovery decisions.
4. Employees are trained to take on these new customer focused responsibilities. Training may include customer service, problem solving, negotiation and conflict resolution skills.
5. Empowered employees are given access to information and data that can be used in their decision making process. This information might include feedback from customer

- v. **Self-Managing teams: are autonomous work groups in which workers were trained to do all or most of the jobs in a unit, have no immediate supervisor, and make decisions previously made by first-line supervisors**
 - vi. **Self-Designing teams: sometimes used to describe a type of self-managed team that also designs its task or job**
- d. Customer Response Teams
- i. An incident response team or emergency response team (ERT) is a group of people who prepare for and respond to any emergency incident, such as a natural disaster or an interruption of business operations. Incident response teams are common in corporations as well as in public service organizations.
 - ii. Customers can be totally satisfied by the type of response with a positive feeling towards the respondent.
 - iii. They can be totally satisfied but without any sort of strong feeling towards the respondent.
 - iv. Slightly satisfied with the responses but with or without any feelings towards the respondent, depending on the efforts and type of responses provided by the respondent.
 - v. They can also be totally dissatisfied by the responses but no hard feelings towards the respondent as the respondent could have delivered the things correctly and efficiently.
 - vi. They can also be totally dissatisfied by the responses and with negative feelings towards the respondent as the respondent could have messed everything.