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# UNIT 15 INTERNATIONAL EXPERIENCES OF HRD

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## Objectives

After going through this unit you should be able to highlight the international trends and thinking in HRD in terms of:

- 1 HRD concerns and practices as reflected in the proceedings of American Society for Training and Development, USA;
- 1 research trends in HRD as reflected in the themes of the papers presented in one of the conferences of the Academy of HRD, International;
- 1 theoretical frameworks of HRD as they are emerging globally;
- 1 educational programs and other status of the profession in USA and UK; and
- 1 HRD trends in Asia.

## Structure

- 15.1 HRD in USA and Other Countries
- 15.2 HRD Concerns of Practitioners in the USA and Other Countries
- 15.3 International Research Concerns in HRD
- 15.4 Professional Development of HRD Professionals in the USA
- 15.5 International Theory Building In HRD
- 15.6 Replacement of HRD Managers by Chief Knowledge Managers and Chief Learning Managers: A Growing International Trend
- 15.7 HRD Trends and Challenges in Asia
- 15.8 Summary
- 15.9 Self Assessment Questions
- 15.10 Further Readings

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## 15.1 HRD IN USA AND OTHER COUNTRIES

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HRD is a rather well developed field in the USA. Beginning from early seventies for over a decade, HRD remained an enlarged concept of Training and Development. The term HRD was used in American Society of Training and Development (ASTD) conventions in early seventies but did not pick up for a long time. Today HRD is used to mean many processes starting from Individual performance improvement program to Adult Education. It is a common practice to refer to a lot of work done in education departments as HRD.

### Professional Bodies in HRD

There is only one professional body dedicated to Human Resources Development that is the Academy of Human Resources Development (AHRD). A few professionals from within ASTD formed it. It came into existence to promote research in HRD area in the year 1992. It is now a body with about eight hundred Professionals as members all over the world. It holds annual Research Conferences. The papers presented in these conferences go through rigorous selection and are expected to be of Research Quality besides theory building papers.

The AHRD has so far conducted six annual Research Conferences. In the conference held in February 2001 at Tulsa, Oklahoma. About 144 papers were presented in this conference.

The AHRD publishes four Journals:

- 1 Human Resources Development Quarterly
- 1 Human Resources Development International
- 1 Advances in Developing Human Resources

The AHRD also has published its Standards on Ethics and Integrity (see appendix 6). The AHRD has the mission to..” encourage systematic study of human resource development theories, processes, and practices; to disseminate information about HRD, to encourage the application of HRD research findings, and to provide opportunities for social interaction among individuals with scholarly and professional interests in HRD from multiple disciplines and from across the globe.” Its vision is to lead the HRD profession through research.

The American Society for Training and Development is a well-known professional body with a large membership all over the world. About 15,000 professionals attend its annual conventions on an average. Due its well-known nature and popularity no further details are provided. The ASTD also supports the AHRD activities. A sample of the themes covered in the Annual ASTD convention held at Dallas a year ago is reproduced in Appendix 7. These are indicative of the closeness of ASTD to HRD.

In addition to these bodies, the OD Institute and the OD Network are the two other bodies that have interests closer to HRD. The Society for Human Resources Management is another body that focuses on HRD. However, The Society for Human Resources Management deals with the personnel management aspects and does not devote exclusive attention to HRD.

## **HRD Defined**

A significant source of information on HRD in the USA as well as worldwide is available from the Academy of Human Resources Development, USA. For a long time Human Resources Development in the US is identified with Training and Development. It is in the American Society for Training and Development convention some time in early seventies Len Nadler of George Washington University is supposed to have formulated the concept of HRD.

Nadler (1970) defined HRD as a series of organized activities, conducted within a specified period of time, and designed to produce behavioural change. Some of the common activities he identified within HRD are training, education and development. He identified training as those activities intended to improve performance on the job, education as those activities intended to develop competencies not specific to any one job, and development is preparation to help the employee move with the organization as it develops.

In a revised definition Nadler (1984) defined it as organized learning experiences in a definite time period to increase the possibility of job performance and growth.

A recent review of the definitions of HRD by McLean and McLean (2001) provides a lot of insights into the field. The following are some of the highlights of this article:

- 1 While there have been many efforts to define HRD no consensus seem to have emerged.
- 1 The US definition of HRD seems to have influenced the definitions many other countries.

- 1 It appears that definitions of HRD may vary from one country to another , and the national differences are a crucial factor in determining the way HRD professionals work.
- 1 There appears to be differences in the perception and practice of HRD in local companies as compared Multinational companies.
- 1 In several countries HRD is not distinguished from HR but is seen systematically as a par of HR.
- 1 Professional organizations and academics seem to contribute to the definition of HRD
- 1 Human Resources Development as a Profession: A Review.

The following are samples of definitions cited in McLean and McLean (2001):

**China:** “A planned and organized education and learning process provided by organizations to improve employees’ knowledge and skills as well as change their job attitudes and behaviors. The process helps unleash the employees’ expertise for the purpose of enhancing the individual performance and achieving effective organizational functioning.” (The China Training Center for senior civil Servants). McLean observes that in China there is no difference between HR, HRD and Personnel.

**France:** HRD covers all practices that contribute to enhance the contribution of people to the organizational objectives: competence development, satisfaction to the human requirements of organization development, training, internal career paths etc. The term ‘development social’ is often used synonymous with HRD.

**Germany:** There is no field defined as HRD. Personnel specialists in Management schools do some research.

**Japan:** The concept of HRD can be identified by three terms: Noryuku kathatu (development of individual abilities); Jinzai keisei (formulation of a mastery level of human resources through the work system and training), and Jinzai ikusei (fostering of development of human resources through management of human resource process. Individual development, career development and organization development are the three major components of HRD in Japan.

**Korea:** Most Korean staff treats it as equivalent to Training and Development. OD, CD and T&D are included some times.

**United Kingdom:** HRD is relatively a new concept which has yet to become fully established and accepted, whether within professional practice or as a focus of academic inquiry. Key elements include: Activities and processes which are intended to have impact on organizational and individual learning; planned interventions in individual and organizational learning; interventions that are intended to change organizational behavior; strategic, long term, cultural and organizational changes.

**Singapore:** In Singapore major public agencies describe HRD as the activities related to knowledge and skills development through organizational and community development through education, training and re-training, in a life long learning process for improving productivity at the personal, organizational and community levels.

Most popular among the definitions of HRD in the U.S. seems to be the one by Patricia McLagan of ASTD, as “the integrated use of training and development, organization development, and career development to improve individual, group and organizational effectiveness. (Walton, 2001).

It is worth noting an observation made by Ruona (2000) “As a profession we have not done a very good job of working to identify who we are, what we stand for, and what we can do for those we serve.” (Quoted by McLean and McLean)

Lee (2001) argued that the notion and practice is dynamic, ambiguous and ill determined and hence any attempt to define HRD may do dis-service to the development of those who wish to become HRD professionals. Lee concludes in this paper on “Refusal to define HRD, “Each of us, in our professional lives, carries some responsibility as we contribute to what HRD is becoming. We need to be aware that to attempt to define HRD is to serve political or social needs of the minute- to give the appearance of being in control. Instead I suggest we seek to establish, in a moral and inclusive way, what we would like HRD to *become*, in the knowledge that it will *never be*, but that we might influence *its becoming*”.

McLean and McLean (2001) have offered the following global definition of HRD after reviewing various definitions across the world:

“ Human Resource Development is any process or activity that, either initially or over the long r-term, has the potential to develop adults’ 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 humanity”.

Strategic HRD puts...” *particular emphasis on the development of comprehensive, coordinated and dynamic approaches for major learning initiatives within and outside an organization in order to facilitate the achievement of all stake holder objectives in a competitive and turbulent environment.*

It is not helpful given this perspective to think of HRD as subset of HRM, either in the structural or functional terms. As the strategic significance of organizational and individual learning as a source of competitive and cooperative advantage gains recognition, a strategic need arises for appropriately positioned “ learning architects” with the distinctive competencies and consultancy skills to orchestrate learning initiatives on behalf of their clients. They need to be seen as partners in the formulation of strategy as well as developers of “quality” people to deliver strategy” (Walton, 2001).

A similar view is reflected in the HRD Audit approach of Rao (1999) and in a recent article suggesting if HRD Managers should be retitled as Knowledge Managers or Chief Learning Officers (Rao, 2000)

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## 15.2 HRD CONCERNS OF PRACTITIONERS IN THE USA AND OTHER COUNTRIES

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The ASTD held its annual convention in the year 2000 in Dallas, USA. It is estimated that about 17,000 delegates attended the convention. The convention lasted for seven days including two full days of pre-conference workshops. A special feature of the convention is the Expo, which had about 600 exhibitors of all forms of HRD and Management development products and services. The exhibitors were largely consultants, publishers and software specialists. Large delegations from countries like Malaysia, Korea, South Africa etc. could be seen in the conference. These groups were specially recognized at the ASTD conference. The following analysis of the deliberations are indicative of the international trends in HRD.

### **Career Development: Papers and Trends**

The papers on this theme focused on:

- 1 The best practices in Multinational Corporations;
- 1 Enhancing employee retention and career development;
- 1 Executive coaching as an alternative to training;

- 1 360 Degree feedback across cultures;
- 1 Love them or lose them- how to get good people to stay;
- 1 Succession management- growing, developing and sustaining leadership people;
- 1 Business linked individual and career development;
- 1 Grooming High potential managers to achieve competitive advantage;
- 1 Electronic career development centers and the like.

A quick look at the various papers indicates the following trends of thinking in career development related issues:

- 1 Career development is considered a service for individuals plan their careers and not for organizations to plan the careers. Organizations don't seem to plan careers.
- 1 Succession planning is an area of major concern for many firms for retention of talent as well as for manning positions
- 1 360 Degree Feedback, Executive coaching, training, leadership development interventions, grooming high potential managers for higher responsibilities, career counselling, career information etc. are treated as career development related interventions.

### **Global Issues**

The sessions on this focused on issue of corporations operating globally as well as cross-cultural issues and trends in Training from different regions of the world. The topics covered by the papers included the following:

- 1 The competencies of Global HRD leaders;
- 1 New competency model for customer service in Peking and Paris;
- 1 Developing international negotiation skills;
- 1 Training in Europe;
- 1 Training in Latin America;
- 1 Training in Asia; (Mr. S. Chandrasekhar of L&T ECC presented a paper on this)
- 1 Developing training models for international engagements from Middle East;
- 1 Identifying effective cross cultural leadership behaviour;
- 1 Developing outstanding services across global cultures;
- 1 Y2K learning stories debriefing for global learning;
- 1 Using virtual teams to develop global leaders, and
- 1 Methodologies for blending culture in mergers and acquisitions.

### **Learning Technologies**

The sessions included in this theme are:

- 1 Interactive On-line learning, Using Games and Activities;
- 1 High Impact Low Band width Multimedia your system administrator will love;
- 1 Integrating Information Technology, Critical thinking and Human Performance;
- 1 The Future of On-line learning;
- 1 Asynchronous distance learning for Corporate Education : Experiences with Lotus learning space;
- 1 Blending technology and the classroom;

- 1 Implementing Intelligent 3-D web based learning technologies;
- 1 No more slide shows make your on-line presentations more dynamic;
- 1 Emerging Copyright Trends in Multimedia: protecting Work Product and respecting rights;
- 1 All I really need to know learnt in knowledge Hubs;
- 1 Knowledge Management in Virtual space;
- 1 Building a virtual learning network- IBM virtual learning case study;
- 1 A Taxonomy of planned interactions for web based learning;
- 1 Distance Learning powerful technologies for more memorable messages;
- 1 Best practices in performance improvements using web based Enterprise Learning Management solutions;
- 1 Integrating metaphor and technology for team training and organizational effectiveness;
- 1 Skill training leverages video streaming to span the web.

These sessions are the most useful for those interested in virtual learning. They have offered a variety of the thinking going on in this field. The sessions demonstrate that we have a long way to go in using web-based training in India.

### **Managing the Training and Learning Function**

Unlike in the past there is very little happening on the new technologies of training. Probably the field is saturated. The focus seems to be understandably on virtual learning as indicated in a separate section for this. There is continued emphasis on learning environment, learning organizations etc. There were also a few papers sharing experiences of stray innovations in training technologies and management. The titles of the papers reflect the trends. It is noteworthy that in a T&D Conference there were so few papers dealing with T&D technologies. There is an understandable emphasis on the returns of investments in training and measurement of the training effectiveness. The papers dealing with these issues are separately presented below. The following is a list of most of the papers presented in this section:

- 1 Reengineering of training practices - case study of Chase Manhattan Bank;
- 1 Financial impact of education and training investments;
- 1 What is keeping your CEO up at night?
- 1 Professional Development for trainers : flexible, personal and organized;
- 1 Implementing a multimedia learning consortium;
- 1 Make the work place a learning place: The power of enterprise wide learning;
- 1 Creating a strategic training plan;
- 1 Linking Business strategy to learning technologies;
- 1 Project management Disciplines for Effective Training;
- 1 Why very little learning happens in the learning organization etc.

### **Measuring and Evaluating Training and Performance**

The following are the titles/themes covered by the papers under this section:

- 1 Overcoming the fear of ROI;
- 1 Taking Evaluation into the 21st Century;;
- 1 Linking Evaluation to organization learning systems;

- 1 Measuring your OJT: Getting your hands around hands on training;
- 1 Evaluating different media type training programs;
- 1 Measuring performance and identifying barriers to improve performance;
- 1 Diagnostic strategies for measuring learning;
- 1 How to ensure higher training output;
- 1 A recipe for measuring training impact- a dose of reality and a pinch of wisdom;
- 1 High performance management with score cards;
- 1 Training economics and alternative approach to Training ROI;
- 1 Leadership equity measuring the effectiveness of leadership development;
- 1 Integrated measurement custom tailored solutions designed to meet business objectives;

Indian corporate needs to be concerned about their returns on training. It is necessary and useful first to estimate the expenditure or investments in training and then plan measures to improve the ROI.

### **Organisation Development**

The papers presented again in this section are perhaps one of the most useful ones for performance improvements. Most of these sessions were attended by large number of delegates indicating that the OD related issue have become prime focus issues and organizations are looking for managing change and getting both short term and long term benefits from OD interventions. Most leading consultants like Ken Blanchard were seen presenting papers on the themes including leadership and change. The OD emphasis seems to be on a variety of issue like team building, top level leadership development, creating new OD roles like the Knowledge manager, Learning Facilitator etc.; cultural transformation; change management to. The titles of the papers presented include:

- 1 Creating a High-Trust culture, Change tools for Performance and Accountability;
- 1 Building a knowledge bridge- how world class teams capture and transfer learning;
- 1 A picture is worth a thousand words: Conversation kits for building Alignment and involvement in transformation;
- 1 Contributing to the future: the role of training in Mergers, Acquisitions and Down sizing;
- 1 Energizing your organization in times of extreme change;
- 1 Igniting and sustaining systemic change;
- 1 Integrated approach to leadership;
- 1 Building a passion driven organization;
- 1 Tapping your organization's hidden assets;
- 1 Chief Learning officers and Chief Knowledge officers;
- 1 Converting dysfunctional work group into high performing team;
- 1 Leadership development and at Samson Electronics;
- 1 360 Degree Feedback skills versus style;
- 1 Business Transformation by knowledge management practices;
- 1 Knowledge Management for Performance Technology and Human Resources professionals;
- 1 Real teams at the top: the real time break through in organizational performance;
- 1 Converting a dysfunctional work team into a high performing team etc.

There were a few sessions on leadership and leader behavior. The sessions that prominently figured include:

- 1 How to make your leadership development program a best practice
- 1 How to Best develop Leaders: Learn and Practice How Colgate Palmolive develops Sales executives
- 1 Leading with presence: Dynamic Communication skills for business leadership
- 1 Five-star leadership: The art of creating Leadership at Every Level
- 1 New Dimensions of Leadership by Ken Blanchard

There are however no new or earth shaking ideas from these sessions. They all dealt with very familiar themes. Perhaps this field is also saturated and we need some fresh thinking on leadership for the 21st century when the world is changing so fast.

## Work place issues

The session in this stream dealt with a number of work place issues. Some of these issues cut across all cultures. The topics covered below indicate the kind of issues dealt with. Some of these are issues for trainers and training interventions.

- 1 Training's role in creating innovative and people driven organizations
- 1 Compassionate communication: language for a win-win world
- 1 How to build and coach a successful team in a changing environment
- 1 Taking recognition to the next level in your organization.
- 1 21st Century workforce: Are you ready?
- 1 Forming mentoring relationships: trend or a tool?
- 1 Traveling trainer: How do you field work/life balance?
- 1 Using Orientation to leverage initial investments in employees
- 1 Employer of choice: the role of work place in learning
- 1 Life balance for both individual well being and organizational retention
- 1 Championing and gaining commitment to your e-learning
- 1 Outsourcing: Increasing capacity through partnerships
- 1 Business learning: Game plan for employee success through Business ;literacy
- 1 V\*commerce: Bottom line results through value based transactions
- 1 Championing and gaining your company's commitment to e-learning

## Training basics

There were a few sessions devoted to basics of training the topics covered in this stream are presented below:

- 1 Strategic needs analysis
- 1 How to teach adults in a fun and exciting way
- 1 Creative training and consulting techniques: 17 ways to create materials, programs and get results
- 1 Distance learning
- 1 Evaluation: How to get started
- 1 Ten strategies to win management support for training



- 1 The Art, Rhythm and Creativity in Business : a practical approach to bringing more creative thinking and innovation into your job
- 1 How to facilitate distance learning in 2000 and beyond?
- 1 Knowing they know: How to make sure participants apply their learning
- 1 Project management approach to course development
- 1 Laughter as brain -based teaching strategy
- 1 How training helps build your brand

### Lessons Learnt

There are many lessons that could be learnt from this conference. The lessons may be divided into the following categories:

Trends in corporate concerns reflected by the nature of papers that have implications for CEOs, line managers, consultants, and all forms of HR professionals (Training and Development Managers, HR Chiefs, HRD Managers). The major concern worldwide appears to be in the following areas:

- 1 Leadership and cultural change including how to cope up with the changing world. Organizations are trying out all kinds of interventions to cope with and manage change. Developing leadership competencies and team building strategies is the most important focal point.
- 1 Team building continues to be a major concern
- 1 Distance learning, virtual learning and work place learning are gaining focus. Cost effective methods that do not take the employee from work place are being experimented with.
- 1 Retention of intellectual capital is becoming a major concern. Employee retention continues to be an area
- 1 Promotion of learning and competence building are given extremely high importance. Creation of new roles like Chief Learning officer, Chief Knowledge officer is the new tool.
- 1 Increased emphasis performance consulting, performance management and performance coaching are seen everywhere. The literature of this is growing.
- 1 Work on improvements of training technologies, ROI on training, aligning training with business etc. continue to get attention.

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## 15.3 INTERNATIONAL RESEARCH CONCERNS IN HRD

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One of the recent conferences of the Academy of Human Resources Development at Oklahoma is indicative of the nature of concerns the HRD professionals have in the US. In this Conference a total of 144 papers were presented. The following are the most frequently mentioned themes as indicated by the key words supplied by the authors:

- 1 360 Degree Feedback
- 1 Action Learning
- 1 Adult Learning
- 1 Career Development
- 1 Change and its Management
- 1 Continuing Professional Education
- 1 Culture

- 1 Diversity
- 1 Evaluation
- 1 Global HRD
- 1 HRD Theory
- 1 Individual Differences
- 1 Informal Learning
- 1 International HRD
- 1 Knowledge Management
- 1 Leadership and Leadership Development
- 1 Learning Organisation
- 1 Management Development
- 1 Mentoring and Modeling
- 1 Needs Assessment
- 1 Organisational Commitment
- 1 Organisational Development
- 1 Organisational Learning
- 1 Performance
- 1 Performance Appraisals and Improvements
- 1 Power
- 1 Professional Development and Practice
- 1 Theory
- 1 Training Effectiveness
- 1 Transfer of Learning
- 1 Work Values
- 1 Work Place Learning

The following titles of articles published in the Human Resources development Quarterly 1999 issue 2 and 3 is indicative of the kind of research trends in the US:

- 1 Formal developmental relations: a survey of organizational practices
- 1 Implications of leader member exchange theory and research for Human Resource Development
- 1 Integrating Learning with working: A re-conception of the role of work place in learning
- 1 Formal mentoring as a strategy of Human Resource Development
- 1 Managers as Facilitators of Learning in Learning organizations
- 1 Field investigation of the relationship among adult curiosity, work place learning and job performance
- 1 Managing the HRD function and service quality: A call for a new approach
- 1 Learning and Performance; Just the end of the beginning
- 1 Developing of a generalized learning transfer system inventory
- 1 Developing from job experiences

Douglas and McCauley (1999) interviewed telephonically 300 US corporations to examine the use of formal developmental relationship as a management development strategy. Based on 82% response rate, they found that at least 52 organizations had at

least one management development initiative with peers, senior managers, or outside consultants. Specific type of initiatives discussed by them include one-to-one mentoring, apprenticeships, team coaching, peer coaching, executive coaching, action learning, and structural networks, Organizations with initiatives in place tended to report higher sales volumes.

As this study indicates a large number of articles in professional Journals are research based. Theory articles and definitional and issue based articles are also not uncommon.

The Journal “Advances in Developing Human Resources” of AHRD has published so far six issues; each of them is devoted to a special theme. The themes are also indicative of the contemporary concerns of HRD Professionals:

- 1) Performance Improvement: Theory and Practice
- 2) Action Learning: Successful strategies for Team and Organization Development
- 3) Informal Learning on the Job
- 4) Developing Human Resources for Global Economy
- 5) Strategic Perspectives on Knowledge, Competence and Expertise
- 6) Developing High Performance Leadership Competency

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## 15.4 PROFESSIONAL DEVELOPMENT OF HRD PROFESSIONALS IN THE USA

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A comprehensive account of the HRD programs can be found in the recent article by Kuchinke (2001). Some of the observations made in this article include the following:

- 1 Many universities in the U.S. have implemented academic programs for HRD to meet the increasing demand for employee skills and expertise. Today, these programs are firmly established in professional schools and are in firm demand from students of various backgrounds
- 1 The extensive list of HRD programs compiled by ASTD in 1996 lists about 250 degree and certificate programs
- 1 The survey of 122 Institutions by Kuchinke (2001) indicates that HRD is the most frequently used title (n=42), followed by Adult Education (n= 22), followed by Instructional Technology (n= 12) and Training and development (n=7)
- 1 From 42 programs reporting the enrolment data 3,903 students were registered for Masters Programs, 1422 for Ph. D. Programs in 28 Institutions, 462 for certificate programs in 13 institutions.
- 1 80% of the students enrolled in these programs are part time students

### Courses

List of Content Areas covered in the Graduate HRD programs in Kuchinke’s survey (Kuchinke, 2001)

- 1 Instructional Design
- 1 Instructional Delivery
- 1 Evaluation
- 1 Adult Learning Theories
- 1 Needs Performance Analysis
- 1 History and Philosophy of HRD

- 1 Instructional Technology
- 1 OD
- 1 HRD Consulting
- 1 Management of HRD
- 1 Organizational theory/Behaviour
- 1 Organizational Learning/Learning Organizations
- 1 Computer Applications in HRD
- 1 Teams/Group Dynamics
- 1 Change Management
- 1 Principles of Business
- 1 Diversity/Multicultural HRD
- 1 Instructional Media
- 1 Distance Learning
- 1 Career Development
- 1 Strategic HRD
- 1 Psychological Dimensions in HRD
- 1 Facilitation
- 1 Communication in HRD
- 1 Organizational Analysis
- 1 Leadership/Management Development
- 1 International HRD
- 1 Action Learning/Research
- 1 Economic Dimensions of HRD
- 1 HRD/Educational Policy Studies
- 1 Quality Management

**Masters in HRD at George Washington University an Illustration:**

George Washington University offers Masters Program in HRD for overseas students. The courses listed for this are as follows:

- 1 Human Resources Development
- 1 Group Leadership and Organizational Theory
- 1 Research Procedures for HRD
- 1 Adult Learning Program
- 1 Organizational Diagnosis for HRD
- 1 Organizational Learning
- 1 Assessment of Impact of HRD
- 1 Strategic Human Performance Processes
- 1 Current Issues in HRD

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## **15.5 INTERNATIONAL THEORY BUILDING IN HRD**

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There is a lot of effort in the US to build sound theory base for HRD. The AHRD annual conference in 2001 has devoted special pre-conference sessions to Theory Building. There is a concerted effort to promote theory-building competencies among

the academicians and researchers. There are at least eight papers presented relating to theories and theory building in HRD in this conference. (See Aliaga, 2001).

Lynham (2000) observes that theory and theory building research are starting to increase in HRD. Theory is a coherent description, explanation, and representation of observed or experienced phenomenon. Theory building is the process by which coherent descriptions, explanations, and representations of observed phenomena are generated, verified, and refined. There is a growing recognition of the importance of theory building in maturing thought and practice in HRD. The contributions theory building in HRD from outside seems to have come from Industrial Psychology, Sociology, Social Work studies, Social Psychology, and organizational studies.

“Theory building is important to the HRD profession for a number of reasons: to advance professionalism in and maturity of the field, to help dissolve tension between HRD research and practice, and to develop multiple and inclusive methods of research for theory building and practice in HRD.” (Lynham, 2000).

The five steps suggested by Lynham (2000), after examining the status of theory building in HRD, are important next steps for HRD Profession. These are:

- 1) We must recognize that sound theory and theory development are important to the maturity of thought and practice
- 2) We must commit to agree and to clarify inclusive, multiple theory building research paradigms at a philosophical rather than at methods level;
- 3) We must conduct rigorous and relevant research to develop, and make explicit and available, multiple methods and paradigms of theory building to HRD researcher and practitioner;
- 4) We must begin to support related efforts and studies in HRD
- 5) Although some of these studies may seem currently incomplete and perhaps more conceptual than operational, these pioneering steps of discovery and understanding needs to be encouraged, supported, and made explicit in the HRD body of knowledge;
- 6) We need to participate in symposia and forums to synthesize knowledge and efforts on theory building in HRD.

This discussion indicates that in the U.S.A and U.K. HRD has come to be accepted as a profession though debates about what constitutes it exactly, how is different from HRM, etc. go on. One can draw the following conclusions from this discussion and the review of literature:

- 1 There is a body of knowledge, though somewhat more appropriate for these countries. Some of it is universal and some of it may be context specific
- 1 There are well defined long term programs to provide education and training
- 1 There is a good degree of theorization and research going on a continuing basis
- 1 Professional bodies take interest in promoting research and theorization
- 1 Universities offer well tested out and reasonably well understood certification programs at various levels.
- 1 There are serious efforts being made to define a code of conduct, set standards and ethics for the profession.

### **Theoretical Frameworks of HRD**

As HRD came to prominence in the last decade, other frameworks and models came into existence. Some of these are briefly reviewed here.

**The Strategic HR Framework Approach:** This framework formulated by Ulrich and Lake (1990) aims to leverage and/or align HR practices to build critical organizational capabilities that enable an organization to achieve its goals. This framework offers specific tools and paths to identify how a firm can leverage its HR practices. Business strategy, organizational capabilities and HR practices are the three important elements in this framework. Dave Ulrich (1997) presented a framework for HR professionals in terms of four key roles: (1) management of strategic human resource, (2) management of firm infrastructure, (3) management of the employee contribution; and (4) management of transformation and change. The activities for managing strategic human resources includes: aligning HR and business strategy: “organizational diagnosis”, reengineering organization processes: “shared services”, listening and responding to employees: “providing resources to employees”, managing transformation and change: “ensuring capacity for change”.

The activities for Management of firm infrastructure includes: constant examination for improving the HR processes, HR professionals to act as administrative expert to ferret unnecessary costs, improve efficiency, and constantly find new ways to do things better, be effective as administrative experts, and they also need to undertake activities leading to continual reengineering of the work processes they administer. It requires HR professionals design and deliver efficient HR processes for staffing, training, appraising, and rewarding, promoting, and otherwise managing the flow of employees through the organization. The activities for managing employee contribution includes: listening, responding, and finding ways to provide employees with resources that meet their changing demands. The activities for Managing transformation and change includes: identifying and framing problems, building relationships of trust, solving problems, creating and fulfilling action plans.

**The Integrative Framework:** The integrative framework offered by Yeung and Berman (1997) identifies three paths through which HR practices can contribute to business performance: (1) by building organizational capabilities; (2) by improving employee satisfaction; and (3) by shaping customer and share holder satisfaction. Yeung and Berman (1997) argued for dynamic changes in HR measures to refocus the priorities and resources of the HR function. They argued that HR measures should be business driven rather than HR driven; impact driven rather than activity driven; forward looking and innovative rather than backward looking; and instead of focusing on individual HR practices should focus on the entire HR system, taking into account synergies existing among all HR practices.

**Human Capital Appraisal Approach:** This approach outlined by Friedman et al (1998) of Arthur Anderson consulting company is based on the belief that there are five stages in the management of human capital: clarification stage, assessment stage, design stage, implementation stage and monitoring stage. There are five areas of human capital management: Recruitment, retention and retirement; Rewards and performance management; career development, succession planning and training; organizational structure, and human capital enablers. A 5 X 5 matrix using these five stages and five areas could be used to evaluate and manage the human capital well. For example in the clarification stage the managers examine their human capital programs to fit into their strategy and overall culture. They may also examine each of the areas to fit into the strategy etc.

**HRD Score Card Approach:** A recent approach formulated by Rao (1999) envisages that HR interventions in order to make the right business impact should be mature in terms of the HRD Systems, Competencies, Culture (including styles) and business linkages. The maturity level and the appropriateness of each of the subsystems of HR, the appropriateness of the HR structures and the level of competencies of HR staff, line managers, top management etc.; the HRD culture (defined in terms of Openness, Collaboration, Trust, Autonomy, Proaction, Authenticity, Confrontation and

Experimentation) and the congruence of the top management and HR staff styles with HRD culture, and the extent to which all the systems and practices result in employee satisfaction and customer satisfaction etc. are assessed through a well formulated HRD audit.

**Business Driven HR- The HR Score Card Framework:** This approach is highlighted in the recent book by Beacker, Huselid and Ulrich (2001). In the foreword David Norton author of Balanced Score card makes some very interesting comments. Norton says that he has worked with about 200 companies to design Balanced score cards. These designs always start with the same question – “What is your strategy” Norton says that what struck him most is \_ while most companies have awareness of good financial strategies and operational strategies, they have extremely limited understanding of strategies for developing human capital (HRD strategies)

“There is little consensus, creativity, and no real framework for thinking about this subject. Worse, we have seen little improvement in this over the past eight years”.

- 1) The authors remark in the early part of their book if the HR Function cannot show that it adds value. It risks being outsourced. The authors argue that there is nothing wrong being outsourced as it saves costs for the firm. However it denies and opportunity for the company to utilize its human capital and runs the risk of wasting potential of a function.
- 2) The authors argue that the differences in market value of any company are largely reflections of the nature of Intellectual it has. When you take the examples of two firms one having double the market value of the other most often the explanation is to be found in the intellectual capital including the firm has created.
- 3) The authors illustrate with an example of how a CEO of a company when asked how his HR is helping him build the market capital replied: This is business and not HR”. They have innovative HR systems but they are not perceived as linked to Business. That is how in the past HR is not seen as a part of the strategy. As a result firms have lost an opportunity build intellectual capital. HR people have not helped in recognizing this, they are busy innovating
- 4) The Sears story illustrates how HR if aligned with strategy will boost the performance of a company. When Sears was incurring losses in billions in early nineties its reorganization involved making it a compelling place to shop. To make it a compelling place to shop they had to make it a compelling place to work. Through an effective implementation of the vision, effective measurement systems and monitoring they have been able to bring a big turn around in the company. They developed objective measures for each of the three compelling. For example support for ideas and innovations helped Sears establish as a compelling place to work. Similarly focusing on making Sears a fun place to shop it became a compelling place to shop. The team identified behavioral objectives and competencies needed by employees to accomplish these goals. They created a Sears University and changed their recruitment, job design, performance management etc. and aligned them with strategy.
- 5) HR’s emerging strategic potential hinges on the increasingly central role played by intangible assets and intellectual capital in today’s economy. Some of the points made by the authors in their book are summarized below:
  - 1 Intangible assets generate tangible benefits.
  - 1 Managing intangible assets requires different skill sets than managing tangible assets.
  - 1 Tangible assets are readily visible. Easily quantified, easily measurable. Part of the balance sheet, investments produce known returns, is easily duplicated, managed with scarce mentality, leveraged through control. Can be leveraged through control. Can be stored and accumulated.

- 1 Intangible assets are invisible. Difficult to quantify, not traced through accounting, assessment is based on assumptions, appreciate with purposeful use, has multiple applications without value reduction, best managed with abundance mentality, best leveraged through alignment, dynamic and short shelf life when not sued.
- 1 In the US the ratio of the market value of the firms have doubled than the book value based on intangible assets. Financial analysts have begun to therefore look for such assets.
- 1 It is here the HR function can make the lives easy by demonstrating the value of intangible assets. Measurement of intangible assets will perhaps provide and answers to linking HR with strategy
- 1 The authors list the following as some of the intangible assets listed or used by the financial analysts
  - 1 Execution of corporate strategy (Execution ability)
  - 1 Management credibility
  - 1 Quality of corporate strategy
  - 1 Innovation
  - 1 Ability to attract and retain talented people
  - 1 Market share
  - 1 Management expertise
  - 1 Alignment of compensation with share holders
  - 1 Research leadership
- 1 If the current measures cannot give the HR professionals the measurement tools they need, they have to develop their won ways of demonstrating their contributions to firm performance
- 1 The first step is to discard the accounting mentality that treats HR as a cost center and minimizing the costs as a primary indicator of success
- 1 The architecture of HR consists of (i) The Function, (ii) the system and (iii) the Employee Behaviors
- 1 The authors point out also the two separate HRMs: The Technical HRM which deals with the delivery of HR basics such as recruitment, compensation etc. and the Strategic HRM which includes the those services that support the implementation of the firm's strategy
- 1 In a study of 300 Firms Huselid and others have found that the technical proficiency was 35% higher than the strategic proficiency of HR professionals. They particularly were deficient in translating the firms strategy into operational and HR goals and subsequently implement these.
- 1 The authors of this book go on to advocate what they call as the High Performance Work System (HPWS) in the book and the entire nook of HR Score Card is based on this approach.
- 1 In HPWS each element of the HR system is designed to enhance the overall quality of the human capital throughout the organization.
- 1 HPWS does the following:
  - 1 Links selection and promotion decisions to validated competency models.
  - 1 Develops strategies that provide timely and effective support for the skills demanded by the firm's strategy implementation.
  - 1 Enacts compensation and performance management policies that attract, retain and motivate high performance employees.



In short for HR to create value, a firm needs to structure each of its HR systems in a way that relentlessly emphasizes, supports and reinforces a high performance workforce.

HR practices of high performing organizations differ substantially from those of the low performing organizations. The following are the characteristic of high performing organizations as compared to the low performing organizations:

- 1 They devote considerable more resources to recruitment and selection.
- 1 They train with much greater vigor.
- 1 They do a lot of performance management and tie compensation with it.
- 1 They use teams to a much greater extent.
- 1 They have roughly double the number of HR professionals per employee.
- 1 They are less likely to be unionized.
- 1 Not any one single subsystem explains the difference but the composite of them.

*PCMM Approach.* Curtis and team (Curtis et. al 1995) developed this approach for software organizations. The people Capability Maturity Model (P-CMM) aims at providing guidance on how to improve the ability of software organizations to attract, develop, motivate, organize and retain the talent needed to steadily improve their software development capability. The strategic objectives of PCMM are:

- 1 Improving the capability of software organizations by increasing the capability of the workforce;
- 1 Ensuring that the software development capability is an attribute of an organization rather than that of a few individuals;
- 1 Aligning the motivation of individuals with that of the organization;
- 1 Retaining human assets (i.e. people with critical knowledge and skills within the organization)

A fundamental premise of the maturity framework is that a practice cannot be improved if it cannot be repeated. In an organization's least mature state systematic and repeated performance of practices is sporadic. The P-CMM describes an evolutionary improvement path from an *ad hoc*. Inconsistently performed practices, to a continuously mature, disciplined, and continuously improving development of the knowledge, skills, and motivation of the work force.

It is intended to help the software organizations to: a) Characterize the maturity of their work force practices; b) guide a program of continuous workforce development; c) set priorities for immediate actions; d) integrate work force development with process improvement; and e) establish a culture of software engineering excellence. It is designed to guide software organizations in selecting immediate improvement actions based on the current maturity of their workforce practices. The P-CMM includes practices such as work environment, communication, staffing, managing performance, training, compensation, competency development, career development, team building, and culture development. The P-CMM is based on the assumptions that organizations establish and improve their people management practices progress through the following five stages of maturity: initial, repeatable, defined, managed, and optimizing. Each of the maturity levels comprises of several Key Process Areas (KPAs) that identify clusters of related workforce practices. When performed collectively, the practices of a key process area achieve a set of goals considered important for enhancing work force capability.

“ In maturing from the Initial to the repeatable level, the organization installs the discipline of performing basic practices for managing its work force. In maturing to the defined level, these practices are tailored to enhance the particular knowledge,

skills, and work methods that best support the organization's business. The core competencies of the organization are identified; the work force activities are aligned to the development of these competencies. In maturing to the Managed level, the organization uses data to evaluate how effective its work force practices are and to reduce variation in their execution. The organization quantitatively manages organizational growth in work force capabilities, and when appropriate, establishes competency-based teams. In maturing to the Optimizing level, the organization looks continuously for innovative ways to improve its overall talent. The organization is actively involved in applying and continuously improving methods for developing individual and organizational competence." (Curtis et. al. 1995)

All these approaches share a lot in common. All of them have the following characteristics with relatively varying degree of emphasis on them:

- 1) All of them are systems driven emphasize HRD systems or subsystems or tools
- 2) All of them attempt to link HR practices with business goals
- 3) All of them recognize the importance of HR professionals
- 4) All of them recognize the importance of HRD

The integrated systems approach of Pareek and Rao envisaged a separate HRD department for effective designing and implementation of HRD systems. It envisaged strategy as a starting point (as in Ulrich and Lake, 1990); and therefore focused on all the systems to achieve business goals and employee satisfaction. It aimed at synergy (like in the integrated approach of Yeung and Berman), proposed the phased evolution of HRD function (like PCMM approach) and included most of the elements of the Human Capital approach.

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## **15.6 REPLACEMENT OF HRD MANAGERS BY CHIEF KNOWLEDGE MANAGERS AND CHIEF LEARNING MANAGERS : A GROWING INTERNATIONAL TREND**

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The Davos World Economy Forum conducted a survey of how the US CEOs look at the future. The survey revealed that 94% of the CEOs mentioned that globalization as a priority area, 88% mentioned knowledge Management as a priority area, 79% stated that reducing costs is a priority area, 78% mentioned that creating global supply chains as a priority area and 76% mentioned cross country optimization of manufacturing as a priority.

Knowledge Management is defined by Anderson Consulting as "The systematic process of acquiring, creating, capturing, synthesizing, learning and using information, insights, and experience to enable performance. In this way, knowledge management is the engine that transforms ideas into business value.

In another definition, KM is defined as the new discipline of enabling individuals, teams and the entire organization to collectively and systematically create, share, and apply knowledge to better achieve the business objectives.

According to some authors KM is not a HR, IT or other domain but a strategic business development issue.

Organizational learning is a parallel process: a continuous and strategically used process. A learning organization is an organization that learns continuously and thus transforms itself. There are no universally accepted definitions of these terms.

According to one estimate made by Dr. Dede Bonner, President New Century management Inc, USA there are likely to be anywhere between 50 to 250 Chief

learning Officers and Chief Knowledge Officers in the world. This is growing. Some of the organizations having such titles include:

- 1 Bank Boston
- 1 Coca-Cola
- 1 Ernest & Young
- 1 Ford Motor Company
- 1 General Electric
- 1 Hewlett-Packard
- 1 Prudential Insurance Company
- 1 Sun Microsystems
- 1 Unisys
- 1 US West
- 1 Pillsbury Xerox Corporation
- 1 US CIA
- 1 British Petroleum

Other titles like Managing Partner of Knowledge Management (Anderson Consulting); Director of Knowledge Management, Knowledge Coordinator, Knowledge facilitator, Knowledge leader, KM Consultant, Senior Knowledge librarian, Learning Coordinator, Learning specialist, Organizational Architect, Director of Organizational Effectiveness. Vice President Knowledge Management is also known to exist. They draw between \$80,000 to \$ 750,000 a year in terms of salary.

Chief Knowledge Officers (CKOs) are the focal points to leverage the organizations' knowledge into tangible business results and to gain competitive market advantage.

Chief Learning Officers are the focal points to leverage an organization's learning into tangible business results to gain competitive market advantage.

These positions are new, the responsibilities are evolving gradually and duties vary among different companies.

Sample of responsibilities for CKOs and CLOs include:

- 1 Strategic planning at the highest levels of the company
- 1 Ability to integrate diverse groups and work across all functions; develop the culture; build awareness of knowledge management or organizational learning.
- 1 Design and implement a knowledge and or learning infrastructure to tie together corporate databases, employees' tacit knowledge and paper files.
- 1 Consulting activities, organizational effectiveness
- 1 Work closely with CEOs

The CLOs and CKOs perform multiple roles like that of a Consultant, Entrepreneur, Technologist, Environmentalist, and a Champion of knowledge and Learning. The roles and responsibilities are gradually evolving. It is in many cases a strategic as well as a possible informal role for the HRD professionals. This role represents a unique and historical opportunity for HRD managers to influence senior managers, impact the company's bottom line and build professional credibility.

Competencies required include:

- 1 Visionary outlook;
- 1 Strong people orientation and interpersonal skills;

- 1 Familiarity with technology and best practice studies’;
- 1 Experience or capability in strategic thinking’;
- 1 Familiarity with knowledge management tools or the newest learning methodologies;
- 1 Strong customer service orientation; and
- 1 High level of flexibility.

The conditions for the success of these roles fall into two categories: organizational values and organizational systems and structures. On the values front, supportive senior management, rapid expansion mind set, culture of high trust, belief that knowledge and learning offer competitive advantage and customer orientation. The organizational systems and structures include a good IT systems, integrated HR, IT and business units, strategic planning systems, measurement tools and standards.

It is estimated that KM is a 7.2 Billion-Dollar market in the US (Dataquest).

KM involves getting people to disseminate best practices, measuring results. 2 out of 3 are people issues and KM deals with these.

Performance Technology (PT) Knowledge management and HR professionals seem to be synergistic roles. These roles are likely to replace the traditional HRD roles. This is perhaps a growing international trend.

## Asian Trends in HRD

At the end of October, 2002 an International Conference on HRD in Asia was held in Bangalore. The conference was under joint auspices of the Academy of HRD, International, headquartered in USA, and Academy of HRD, India, headquartered in Ahmedabad. The conference theme was chosen to highlight the HRD trends and challenges in Asia. More than 140 scholarly papers from 13 countries (including India) were accepted. However, only 100 papers were included in the Conference, and were published in a volume (Pareek, Osman-Gani, Ramnarayan & Rao, 2002) These papers, mostly written by Asian scholars (but a few by scholars from non-Asian countries like UK, USA, Australia, New Zealand, and Spain working on Asia), represent trends and challenges for HRD in Asia. The present note is based on these 100 papers.

The papers presented, and published in a volume, were organized under eight themes. We first present the trends and challenges reflected in the papers under each category. Here we include all papers, including those by the Indian scholars. Then we focus only on Asian countries except India; enough has been said about India in several places. We take up the trends country-wise. For the first part we have heavily borrowed from the summary introductions to the eight sections in the book.

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## 15.7 HRD TRENDS AND CHALLENGES IN ASIA

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### HRD Mechanisms and Process

General HRD issues and trends are taken up in this section. The first paper presents some empirical findings on three dimensions of innovative HR practices (IHRP) and identifies the satisfaction dimension (compared to importance and introduction) as the most important predictor of HR developmental climate for both automobile and IT industries. It was found that IT industry was more proactive than the automobile industry in this regard, and that introduction of IHRPs was important for attaining objectives signifying the strategic role of HRD in a dynamic business environment.

Two papers focus on the introduction of IT and its strategic role for HRD and organizational competitiveness. They studied two different national environments of Malaysia and India. One empirical study examines the relationship between perceptions of HRD practices and organizational commitment; it found significant relationship among career development and affective commitment. This finding is consistent with the studies done in the West.

Findings from two different ethnographic studies conducted on organizational cultural issues have been reported. One study attempted to map the organizational cultures of three large Japanese, Indian and American organizations operating in India. Among the four measurement criteria used, socio-economic support was found to have high score in all the three organizations, followed by status enhancement, sulphitic values, and self-realization. The other study investigated one R & D organization to identify factors contributing to the organizational effectiveness. The paper has presented a process model of effectiveness by identifying three groups of factors: individual, group, and institution.

International HR issues are highlighted in two papers focusing on expatriation and impatriation in MNCs. One paper concludes that MNCs HR practices are shaped by forces for local isomorphism and internal consistency. The key challenges are the transformation of HR system to support the process of organizational learning, knowledge development and transfer. The second paper identifies several challenges to impatriation of host nationals to MNCs HQ. Effective management of impatriation requires identification of critical competencies, a mentor, and the right assignment.

Two papers focus on other HR areas of recruitment, retention, and compensation. According to study the ability of an organisation to attract and retain best talents (specially in high performing IT organisations) depends on the proactive role of HR department and training development opportunities. Another empirical study on railway workers found significant differences between liking for life and family, as well as life and work on compensation need of rail drivers, indicating that beside compensation, drivers need attitudinal training for enhancing morale and motivation for improving work performance. One paper narrates the experiences of three Indian organisations highlighting several factors that play influential roles in determining the management positionals held by women, and draws implications for HR practices. Finally, one paper presents a conceptual framework on HRD beams from a philosophical standpoint, by drawing on various religious social and spiritual contexts of human development.

### **HRD in Societies and Social Sectors**

Human Resource Development is relevant for the corporate sector and also for other social sectors, as well as for the society as a whole. This section contains papers raising HRD issues in relation to the society and social sectors.

The section opens with global perspective, followed by discussion of some issues of international HRD. One paper discusses the implications of human capital theory at three levels in the society. Another paper provide a critique of social governance in relation to social-ecological factors. While one paper focuses on public sector reforms in Srilanka, another paper applies one aspect of HRD (performance appraisal) to the elected local government..

One paper discusses HRD challenge in relation to western expatriates in India.

There are four papers on Taiwan, discussing the profile of the Taiwanese expatriates in Mainland China, partnership between academy and industry, organisational learning in a farmers organisation, and HRD in SMEs. Two papers deal with macro

HRD issues in Korea: one discussing national HRD and the other focusing on HRD strategies.

Then we move to the social sector. While one paper discusses HRD issues for the development sectors, another paper gives a new perspective to the problem of child labour. Two papers discuss HRD in the education sector; one exploring the role of HRD in improving educational leadership in Kyrgyzstan, the other discussing the need of HRD in elementary education, and the third raising the HRD issues of non-supervisory employees of the university. One paper discusses HRD issues through a case study of a human development center.

The application of HRD has also been discussed in other areas (hotels) and mental health of executives.

## **HRD and Indigenous Cultures**

Asian cultures have rich philosophical traditions, explaining various human phenomena. Individuals and groups growing up in these traditions internalise not only indigenous values but also the conceptual framework developed in the respective cultures. Understanding such cognitive, affective and value anchors will help both in understanding the dilemmas of the members of those societies and also in designing interventions for personal, interpersonal and organisational effectiveness. This section focuses on these aspects.

The first paper elaborates Chinese Tao philosophy, which emphasises holistic approach and balancing apparently opposite phenomena like challenge and support. Tao philosophy also emphasises spontaneity, optimism, detachment and caring for others. It has implications for teaching and learning. According to another paper Srilankan management undergraduates doing research face a dilemma because, growing up in that culture, they internalise polychronic concept of time (doing several things simultaneously), whereas research requires working in sequential order (monochromic time). Another paper explores the career succession orientation of Korean employees who prefer Getting High and Getting Balance. It reports variations for some demographic dimensions.

One paper elaborates an effective leadership style based on Indian philosophy (emphasising action, affection and compassion). Two papers report interventions to check value erosion and to raise the level of personal, interpersonal and organisational effectiveness through meditation. One paper discusses action implications of parenting styles and experienced gender discrimination in Indian families.

The last three papers report cultural aspects of high performing companies in Srilanka, entrepreneurial spirit in Singapore, and HRD in Bangladesh.

## **Performance Management**

The concept of performance management has gone beyond performance appraisal. The opening paper of the section presents a holistic approach of performance management. Another paper pleads for a strategy-aligned performance management system to correct strategy mis-alignment. One paper presents a critique of individual and team performance appraisal, while another paper discusses the interaction of professionalised role of HRD with organisational redesign process in response to changes in strategic initiatives. Competence is one of the important elements in performance management. One paper examines the emerging needs in competency mapping and proposes a new comprehensive (job-organisation-environment) approach in context of time, or JOE(t) approach. It brings futuristic elements in competence mapping, and illustrates its use with an example.

Then there are three papers on 360-degree appraisal feedback: experiences, predictive value, and impact on top managers of 360-degree feedback.

### **Learning Organisation and Knowledge Management**

In a highly competitive environment, the enduring source of competitive advantage is the ability of organisations to continually generate new advantages. To be skilful at generating new advantages, organisations have to learn, restructure their internal and external relationships, and apply new knowledge and insights to everyday functioning. This section includes papers that deal with different facets of this theme. It begins with two papers that deal with the issue of managerial cognition in relation to organisational strategic change and knowing-doing gap. One paper examines the role of managerial cognition and identity in organisational strategic change.

Environmental changes would be perceived and acted upon differently by different management teams, based on cognitive appraisal of capability to deal with changes and the nature of organisational identity. In other words, the view of “who we are” and “who we want to be” influences what strategic change interventions would be adopted and how they would be implemented. Managerial cognition is also the underlying concern in the next paper. It reports that top managers of firms experienced a need for transformational change to cope with far reaching environmental changes, but organisational interventions in several firms were largely oriented to continuity issues, and tended to ignore the challenge of managing innovation and transition. Thus a key HRD challenge is to develop a cadre of leaders at different levels who can bridge this knowing-doing gap.

Five papers deal with the themes of HR roles for Knowledge Management (KM) implementation, knowledge cultures, knowledge generation and sharing and KM system design. The first in this series revisits and reviews the concept of organisational knowledge, and reassesses the current practices of KM. In the next paper are outlined three possible roles for human resource management function in implementing Knowledge Management (KM) programmes. As a primary champion, HR sets the agenda, establishes KM roles and monitors the impact on people development and retention. In the role of architect, HR is actively involved in developing expectations, developing tools and enablers, measuring and showing behaviours, and actively participating as project manager. As a key contributor, HR function provides data on skills needed, designs training programmes and develops KM related activities for people development. One paper identifies five characteristics of knowledge cultures and discusses the opportunities available to HRD to play an increasingly important role within organisations by participating in the creation and maintenance of knowledge cultures. It stresses the importance of leadership based on values and facilitation of knowledge flow within an organisation. Another paper explores the issue of knowledge generation and sharing organisations. It presents a comparative analysis of knowledge sharing in R & D, manufacturing and overhauling units of a large organisation. Another paper reports a case of knowledge management system design in a small consultancy firm.

There are two papers that explore the relationship between learning culture and innovation and organisational learning and Information Technology. While one paper explores the interplay between the facts of organisational learning and information technology in the context of Indian banking organisations, another one examines the influence of organisational creativity climate and learning culture on innovations.

One paper examines the status and various initiatives related to human capital development for sustaining the growth of Indian software Industry. It concludes that for Indian IT industry to compete on cost and quality parameters, conscious efforts have to be made to upgrade the competencies in technical, managerial, leadership,

project management and domain related disciplines. This requires greater collaboration and interaction between academic institutions and industry. Another paper explores the organisational learning process and systems as perceived by people in different organisations. It reports that experimentation and competency building comprises important sub systems of organisational learning.

One paper examines the barriers to knowledge transfer, basing on the premise that effective knowledge transfer is an enacted capability contained in strategic organisational practices. The last paper in the section presents some important characteristics of innovative organisations.

## **Leadership and Change**

The papers in this section reflect the present context for organisational functioning characterised by discontinuity, uncertainty and complexity. Such an environment demands that managers invest time, attention and effort to lead change. There are five papers that deal with human resources challenges associated with downsizing, mergers and acquisitions. One paper outlines best practices in downsizing from an HR perspective. Their paper elaborates the process of downsizing in three phases viz. preparation and planning, strategies in various areas for successful implementation and monitoring and evaluation. Special emphasis on leadership, communication and support services can help practitioners enhance the effectiveness of downsizing process. The second paper reports the experiences of managers who have been involved in workforce reduction programmes. HRD managers perceive their participation in the VRS as antithetical to their role and their training. However, they tend to get attuned to think about VRS as part of their job and then approach the task with indifference, emotionally distancing from the experience. Another paper presents a case for strengthening the role of HRD in change efforts involving mergers and acquisitions (M&A). The paper addresses the issue of identifying subcultures of the acquirer and the acquired along with the expectation of change and the direction of change. The implications of the knowledge of subcultures and multiple cultures for HRD efforts have also been discussed. The next paper, discusses some of the critical integration and retention issues arising out of M&A in Indian IT organisations. It presents a strategic integrative HR model to successfully meet the challenges of M&A activity. The model seeks to develop and reinforce a culture that thrives on change. Another paper explores the perceptions of employees regarding HRD situation two years after a merger.

One paper that discusses the aspect of institutionalising organisational change, proposes that training efforts should be focused on enhancing the flow of critical change related information through the organisation in a planned way. The paper discusses four designs of such training based on change target, change purpose, training outcomes, organisational characteristics and characteristics of the intervention. Another paper explores the role and skills of internal change agents. It presents the role expectations of change agents, their individual characteristics, and the critical skills for being an effective internal change agent.

Two papers explore the notions of responsible and entrepreneurial leadership. One paper presents a theory of leadership that satisfies multiple domains of concern for responsibility and performance. The paper argues that leadership development programmes and process should be designed with the purpose of developing leadership that is required by and directly aligned to the purpose and goals of the specific performance system concerned. The next paper discusses the importance of entrepreneurial leadership for firm success in industries where it is important to develop capability to come up with inventions and successfully convert inventions into innovations. The research explores the components of the construct of



entrepreneurial leadership, and how it can be developed.

In the next two papers the authors present their research on leadership styles, and personality profiles of leaders. One of them explores the impact of benevolent, critical and developmental leadership styles on the learning climate of the organisation. Developmental style is the most desirable leadership style for creating a climate conducive to learning. The other paper explores the personality profile of Indian managers and seeks to identify the personality factors that contribute to managerial effectiveness. The next paper discusses how a leading software firm develops leadership competencies at middle management, and describes how a pool of mentors is formed. Formal processes like mirroring technique are designed where an individual's higher level of a particular competency is paired with another individual to enhance the effectiveness of mentoring function. The last paper in the section discusses international leadership development: four continent perspective.

### **Emerging Concerns and Other Issues**

This section presents findings and discussions on some of the issues and concerns, which might have significant implications for HRD profession.

This section comprises of nine papers focusing on different aspects of HRD. The first paper explores the process that underlie the human condition and that colour the HRD professional's existence and understanding. An empirical paper highlights a new agenda of patent productivity for HR professional in India. Using a case study approach, another paper studying India Post suggests that time orientation is a useful diagnostic tool for assessing HRD readiness. Another paper details the transition and growth of a trust organisation influenced by its founder's values and vision crystalizing on the role and impact of a series of planned OD/HRD interventions. Based on the insights from 20 organisations, a paper presents a framework for different levels of organisational consciousness, and mentions how contrary forces are dealt with in each of them. Another paper highlights various approaches in employemnt branding and its relevance in the age of talent hunt, and also looks into the performance technology issue, which has significant implications for HRD. One paper focuses on a very current HRD issue of concern; downsizing, and probed into the role of management and trade union in implementing voluntary retirements in a large steel plant in India. The last paper provides an assessment of various approaches to call center employment through a comparative analysis of three Australian call centers from three different sectors.

### **National Trends and Concerns**

In this part we report HRD trends and concerns as reflected in the contributions of non-Indian scholars, and those working on Asian countries other than India. First we report the general trends and concerns, and take up various countries for trends and concerns in each of these countries.

On the whole, there are concerns about the scope and nature of HRD. These include receptivity of HRD and various HRD strategies, some general conceptual discussions, and some as experienced in the countries concerned. Amongst HRD aspects there seems to be growing interest in change management, including acquisitions and mergers, leadership, knowledge management, performance management and training and mentoring. In order to root HRD practices in the local traditions (each Asian country has a unique and long cultural tradition), there is a trend to search relevant values and cultural uniqueness, and to see how the current individual and group behaviour in that country reflect the cultural uniqueness, and how the cultural uniqueness can be leveraged for effectiveness.

Let us now look at the various countries (and cultures). As mentioned earlier we summarise below the general trends and concerns, as well as the use of HRD for different types of organisations.

**Bangladesh:** Bangladesh has been very strong in NGOs, and Bangladeshi NGOs have shown new ways of making development more participative and grass-root-driven. There is a concern how to use NGOs for HRD. Another concern reflected relates to child labour. There is a dilemma in countries like Bangladesh, India, Pakistan and Sri Lanka regarding child labour. While children are contributors to meeting the existence needs of their families, they are “deprived” of their childhood, and of joy, growth and education. This is a real dilemma to manage.

**Korea:** In Korea HRD is being seriously taken both at the macro and the micro levels. There is discussion about HRD strategies at the macro (Government) level. National HRD policy is being debated and evolved. Career success-orientation is pretty high in Korea, and its implications are discussed. In Korea HRD seems to have equal concern at the micro (government) and the micro (organisations and its members) levels.

**Kyrgyzstan:** A major HRD concern in Kyrgyzstan is to develop its young generation to meet new challenges. Financial constraints call for creative approaches. The country has about 2000 schools. In order to reorient education to new needs, leadership has to be effective at all levels: policy matters, administrators, participants and the teachers. This is being attempted through participative effort, organisation development, using action research framework.

**Malaysia:** Malaysia is fast modernising society with high growth rate. While HRD is being used in the corporate sector, one concern is the receptivity of HRD amongst the administrators. With fast industrial growth (including service industry) the HRD concerns are in relation to mergers and knowledge management. With fast growing competence level of the managers, and their taking higher responsibilities, the organisational commitment of the support staff is an HRD concern. Another concern is creating conducive climate in organisations to managing emerging issues. Although the major HRD application is in the corporations including banks, there is a search for using HRD effectively both for the administrators and the support staff.

**Singapore:** Singapore is the fastest growing economy in Asia. People from different Asian countries have gone there to set up enterprises which contribute to its economy. One HRD concern is to keep up this entrepreneurial spirit, probably mainly in the context of the growing affluence in the society. Since Singapore gets people from various neighbouring Asian countries, one concern is the management of contingent employment, and the contract employees.

**Sri Lanka:** In Sri Lanka, as in India, the public sector has been pretty strong. With globalisation the society and the economy is undergoing drastic changes, Management of change, especially in the public sector, is a major concern in that country. Another concern is to raise performance level and commitment of employees of the organisations. One way to do it is to learn from high performing companies. One implement in change management is the motion of time in Sri Lankan culture. Being an agrarian society, the concept of time seems to be polychronic, rather than monochronic. Management undergraduates while learning modern management tend to do several things simultaneously, whereas the task is sequential in nature. Their socialisation in polychronic and circular motion of time makes them avoid thinking systems requiring monochronic concept of time. There are implications for designing management education in Sri Lanka to make it more culture relevant.

**Taiwan:** Taiwan is existing in a competitive environment, among various competing forces is its rival, the Mainland China. Several persons from Mainland China migrate

to Taiwan. One HRD issue is the career orientation of ex-patriots. Having a large agricultural base, another HRD concern is make agricultural enterprises learning organisations. Taiwan has also a large number of small and medium enterprises (SMEs). Development of competencies in SMEs is another HRD issue. For development of people, the role of mentoring is important. With growing participation of women in the organisation, one issue relates to gender in mentoring. Finally, with co-operatives and joint ventures increasing, one HRD concern is knowledge management in such joint ventures. HRD is being applied in Taiwan to various types of service industry; a unique case is partnership between academia and the service industry (hair dressing). This shows the serious effort in Taiwan to apply HRD at all levels.

**Thailand:** There is only one paper from Thailand on Tao Philosophy. Tao philosophy, having pervading influence on thinking and behaviour of people in various East Asian societies, needs to be properly understood and applied in management. Tao philosophy, developed by Lao Tzu about 500 BC, emphasises holistic thinking and is comprehensive, touching all aspects of life. Its significance for HRD has been discussed.

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## 15.8 SUMMARY

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The HRD trends and concerns in all the countries reflect both attempts to use indigenous cultural heritage and unique philosophical traditions, as well as utilise most modern approaches of change management and knowledge management. The concern is to develop new leadership to meet new challenges. There is a trend to extend the application of HRD from macro-level (government and policy formation) to micro-most level (say hair dressing industry). Also attempts are made to use HRD in basic sectors like education, agriculture and development of leadership. HRD has a strategic role to play in transforming Asian societies into fast growing economies of the world.

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## 15.9 SELF ASSESSMENT QUESTIONS

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- 1) Write a comprehensive note on the HRD trends in USA and other countries.
- 2) Describe the theoretical frameworks which are emerging globally.
- 3) What are the HRD trends as reflected in different conferences that are discussed in this unit?

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2 Reproduced from Udai Pareek and T. V. Rao "Designing and Managing Human Resource Systems" Revised edition,, Oxford & IBH, New Delhi, 2003