EVOLUTION OF HUMAN RESOURCE DEVELOPMENT: OPPORTUNITIES AND CHALLENGES

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Abstract: *The Human resource development process has traditionally focused on improving the skills, knowledge, and attitudes of the individuals. The Human Resource Development is a system of developing in a continuous and planned way the competencies of individual employees, dyadic groups (supervisor and subordinate), teams and the total organization to achieve the organizations goals. Although the term human resource development has been in common use since the 1980s, the concept has in vogue longer than that. During the 1960s and 1970s, the professional trainers realized that their role extended beyond the training in classrooms. A HRD professional must perform a wide variety of functional roles. A functional role is a specific set of tasks and expected outputs for a particular job, for example, classroom trainer or instructional designer. Human resource development bringing employees with a sufficient qualification to satisfy the company's requirements and works in three basic directions of the personnel development: professional skills, human skills and motivation.*

Keywords: Skills, professional, motivation, superior.

Introduction:

The Human resource development process has traditionally focused on improving the skills, knowledge, and attitudes of the individuals. Due to this, confirmation of success has primarily been made by measuring individuals' satisfaction with events and, to lesser extent, to the learning that has occurred. Although at some point HRD activities has been viewed as an optional and sometimes wasteful activity by decision makers but according to Jack Phillips and Elwood Holton (1997), majority of this business decision makers view HRD as a "value added activity; something that is potentially worth doing; and HRD as a major business process; something an organization do to succeed".

As the world's economy contentiously dominated by instability and change, while the disturbance and corporate transformations in the vast industry, the growth and productivity afforded through information technology, and the increasing turnover among successful and failed business ventures as well as the political, economic and social turmoil confounded business development planners, the HRD plays an important role to examine business opportunities, and determine the key performance requirements of new business objectives, and position highly competent people within state-of the-art work system to achieve those objectives. Phillips and Holton contend, "Strategic development and utilization of employee expertise is now imperative for organizations trying to create new opportunities for growth" (1997, p. 2) Phillips and Holton emphasized that the process of development and deployment of employee expertise are important components of HRD function. They stated that as organization conditions compel the reshaping of approach, workforce competence and flexibility at all levels of the organization, become vital to business success, in the midst of strategy formulation, planners and decision makers, HRD understanding and expertise are in a critical position to examine and determine business opportunities and performance requirements.

The HRD process then is the HRD function of training, enhancing employees' skills, deploying competent workforce towards the company's competitive advantage, and positioning of company strategy towards competitive advantage through appraising performance and aligning company

strategy towards this objective. It is also included in this process the critical examination of the business opportunities and determining key performance of new business objectives. In other words, the HRD process are also the company strategy towards its competitive advantage and this involve the training or career development, to organize skills enhancement and development training, the organizational development, to conduct research new business opportunities and orientation on performance requirements, and performance appraisers, for the evaluation of employee performance. This performance evaluation is important in creating motivation and instilling loyalty among the employee towards the company.

Review of Literature

Traditionally, economists have identified four factors of production: land, capital, organization, and labour. Despite the increasing emphasis on workers with special skills, financial capital remained the central factor in the mass-production economy (Torraco and Swanson, 1995). However, the shift from manufacturing to service and information-based economy together with the progressive technological innovations have increased
the role of labour as a factor of production. Boyne and Chen (2007) referred human resource development (HRD) to the optimum utilization of the existing human capabilities (HCs). Werner and DeSimone (2009, p.4) defined HRD as "a set of systematic and planned activities designed by an organization to provide its members the opportunities to learn necessary skills to meet current and future demands.

 In the same vein, Swanson (2008, p.764) explained HRD as "efforts in organizations typically take place under the banners of training and development, organization development, performance improvement, organizational learning, career development, management and leadership development." Swanson and Holton, (2001, 2009) and Alghurabli (2017) considered training as the organization's activity or operation aimed at developing and unleashing human expertise for improving organization, work process, group and individual performance. Yang et al. (2009) confirmed the views of Swanson and Holton (2009) and added that training reflects organization's

recognition of the value of human capital investment. In relation to this, Paprock (2006) emphasized on a country that invested in the development of its individuals, automatically laid the foundation for advancing and increasing its economic productivity and consequently, the nation's wealth. For instance, the success of Japan today is due to the development of its HR within the industrial environment. Taiwan, Malaysia, Singapore, Hong Kong and South Korea have made significant progress and are at different stages of industrialization, which was facilitated by their various HRD plans. Education and training are becoming indispensable requirement for the progress of all countries (Zolfaghari et al., 2009).

In civil service, employees appreciate the investment of their organizations in their careers development, which in turn motivates them to work hard and increase their sense of belonging in the activities and success of the organization. Similarly, this will increase their feeling of pride of being members of the organization. Kauffeld et al. (2010) and Pineda (2011) supported this view as they found employees haveshown great commitment in organizations that invest considerable sums of money in HRD and employees' knowledge, skills, abilities and attitudes, whereas the organizations that ignore training witnessed greatamount of complaints from their employees. Pineda (2011) added that only a few organizations engaged in-depth evaluation of its employees' training needs, due to the difficulty in accessing data with which to analyze, interpret and discuss the impact of the investments on employees' training and changes in their productivity levels. Most definitions include at least, the need for organizational efforts, which seek HRD outcomes that enhance the organization's effectiveness (Tseng & McLean, 2008). Hence, HRD is critical to the quality of service delivery and cost effectiveness (Timothy & Pauline, 2007) because performance improvement results from knowledge, skill real ability enhancement and job satisfaction (McCarthey & Garavan, 2006).

In relation to this, job satisfaction has been linked to organizational commitment (OC), turnover intentions and absenteeism (Artz, 2010; Nielson & Smyth, 2008). These variables are costly to organizations, as they sometimes lead to poor performances and high turnovers. In their study,

Sveinsdo´ttir et al. (2006) have found that inadequate working conditions such as low wages, working hours, lack of resources, limited career opportunities and limited educational opportunities are the important driving forces behind Nurses' occupational stress, decreases job satisfaction, increases turnover rate, and reduces nursing quality. Likewise, Hytter (2007) demonstrated that workplace factors, such as rewards, leadership style, career opportunities, training and development of skills, physical working conditions and work-life balance, have an indirect influence on retention of employees. Thus, investment in HRD by organizations is necessary for their growth and is the essential issue for organizational success and development (Hareli& Tzafrir, 2006; Hassan, Hashim, and Hj Ismail, 2006; Kim, 2004).

Objectives of the study:

1. To study the Review of Literature of Human Resource Development.

2. To understand the main features of human resource development.

3. To understand the relationship between human resource management and human resource development.

Significance of Human Resource Development

HRD involves introducing changes for the better in the work culture and work environment, all without interrupting the functioning of the organization. The following points highlight the importance of HRD:

a) Developing Competent Employees An important mechanism in HRD is the Training and Development area. Each employee is trained in his/her task. This results in greater clarity of work norms and standards, better performance and thereby a more competent work force.

b) Role Clarity Employees are aware not only of their own roles, but are also more sensitive to the roles and expectations of the other members of the team.

c) Committed Work Force Through training, development and education, people gain a heightened sense of responsibility and thus become more committed. The HRD process also encourages a more transparent system, including the dispensation of awards.

d) Development of Synergistic Effects Effective communication, participative management, and emphasis on team-work produce synergistic effects within the organization.

e) Encourages greater Trust and Respect A culture of trust and respect is built in an organization due to effective communication amongst all thereby increasing the productivity of the organization.

f) Breaks Resistance to Change HRD equips people with problem-solving capabilities. This is evident in companies practicing QCs [Quality Circles] and SGAs [Small Group Activities]. Such activities not only help the work-force to accept change, but also develop in them a spirit of being proactive.

g) Facilitate HR Planning Human resource planning is the first step of the entire process. HRD initiates and facilitates the same.

h) Additionally HRD impacts

i) Higher productivity ii) Cost effectiveness iii) Growth expansion.

Main Features of Human Resource Development

1. Training and Development HRD involves training and developing the employees and managers. It improves their qualities, qualifications and skills. It makes them more efficient in their present jobs. It also prepares them for future higher jobs.

2. Organisational Development (OD) HRD also involves Organisational Development. OD tries to maintain good relations throughout the organisation. It also solves problems of absenteeism, internal conflicts, low productivity and resistance to change.

3. Career Development HRD also involves career planning and development of employees. It helps the employees to plan and develop their careers. It informs them about future promotions and how to

get these promotions. So HRD helps the employee to grow and develop in the organisation.

 4. Performance Appraisal HRD conducts Performance Appraisal, Potential Appraisal, etc. It informs the employees about their strengths and weaknesses. It also advises them about how to increase their strengths and how to remove their weaknesses.

5. Multidisciplinary HRD is multidisciplinary. That is, it uses many different subjects. It uses education, management, psychology, communication, and economics. HRD uses all these subjects for training and developing the employees.

 6. Key Element for solving problems Now-a-days an organisation faces many different problems. These problems are caused due to the economic, technological and social changes. These problems can be solved only by knowledge, skill and creative efforts. This knowledge, skill, etc. is achieved from HRD. Therefore, HRD is a key element for solving problems in the organisation.

7. Continuous in Nature HRD is not a onetime affair. It is a continuous process. Development of human resources never stops. This is because continuous changes happen in the organisation and environment.

8. Integrated use of sub-systems HRD system involves the integrated use of sub-systems such as performance appraisal, potential appraisal, career planning, training, etc.

9. Placement HRD places the right man in the right job. Placement is based on performance appraisal, potential appraisal, training, etc. Proper placement gives satisfaction to the employee, and it increases the efficiency.

10. Promotions and Transfer HRD also gives promotions and transfers to the employees based on performance appraisals, etc.

11. Motivation by Rewards HRD also motivates the employees by giving them rewards for performing and behaving better, suggesting new ideas, etc. Financial and non-financial rewards are given.

The Evolution of Human Resource Development

Although the term human resource development has been in common use since the 1980s, the concept has in vogue longer than that. To understand its modern definition, it is helpful to briefly recount the history of this field.

Early Apprenticeship Training Programs

The origin of HRD can be traced to apprenticeship training programs in the eighteenth century. During this time, small shops operated by skilled artisan produced virtually all household goods, such as furniture, clothing, and shoes. To meet a growing demand for their products, the craft shop owners had to employ additional workers. Without vocational or technical schools the shopkeepers had to educate them and train their own workers. For little or no wages, these trainees, or apprentices, learned the craft of their master, usually working in the shop for several years until they became proficient in their trade. Not limited to the skilled trades, the apprenticeship model was also followed in the training of physicians, educators, and attorneys. Even as late as the 1920s, a person apprenticing in a law office could practice law after passing a state-supervised exam.

Apprentices who mastered all the necessary skills were considered "yeomen," and could leave their master and establish their own craft shops; however, most remained with their masters because they could not afford to buy the tools and equipments needed to start their own craft shops. To address a growing number of yeomen, master craftsmen formed a network of private "franchises so they could regulate such things as product quality, wages, hours, and apprentice testing procedures. These craft guilds grew to become powerful political and social forces within their communities, making it even more difficult for yeomen to establish independent craft shops. By forming separate guilds called "yeomanry," the yeomen counterbalanced the powerful craft guilds and created a collective voice in negotiating for higher wages and better working conditions. Yeomanries were the forerunners of modern labor unions.

Early Vocational Education Programs

In 1809, a man named DeWitt Clinton founded the first recognized privately funded vocational school, also referred to as a manual school, in New York

City. The purpose of the manual school was to provide occupational training to unskilled young people who were unemployed or had criminal records. Manual schools grew in popularity, particularly in the Midwestern states, because they were a public solution to a social problem: what to do with "misdirected" youths. Regardless of their intent, these early forms of occupational training established a prototype for vocational education.

In 1917, United states Congress passed the Smith-Hughes Act, which recognized the value of vocational education by granting funds (initially $7 million annually) targeted for state programs in agricultural trades, home economics, industry, and teacher training. Today, vocational instruction is an important part of each state's public education system. In fact, given the current concerns about a "skills gap" (especially for technical skills), vocational education has become even more relevant.

Early Factory Schools

With the advent of the Industrial Revolution during the late 1800s, machines began to replace the hand tools of the artisans. "Scientific management" principles recognized the significant role of machines in better and more efficient production systems. Specifically, semiskilled workers using machines could produce more than the skilled workers in small craft shops. This marked the beginning of factories as we know them today.

Factories made it possible to increase production by using machines and unskilled workers, but they also created a significant demand for the engineers, machinists, and skilled mechanics needed to design, build, and repair the machines. Fuelled by the rapid increase in the number of factories, the demand for skilled workers soon outstripped the supply of vocational school graduates. To meet this demand, factories created mechanical and machinist training programs, which were referred to as "factory schools?" The first documented factory school was located at Hoe and Company, a New York manufacturer of printing press in 1872. This was soon followed by Westinghouse in 1888, General Electric and Baldwin Locomotive in 1901, International Harvester in 1907, and then Ford, Western Electric, Goodyear, and National Cash Register. Factory school programs differed from early apprenticeship programs in that they tended to

be shorter in duration and had a narrow their focus on the skills needed to do a particular job.

Early Training Programs for Semiskilled and Unskilled Workers

Although both apprenticeship programs and factory schools provided training for skilled workers, very few companies during this time offered training programs for unskilled or semiskilled workers. This changed after two significant historical events. The first was the introduction of the Model T by Henry Ford in 1913. The Model T was the first car to be produced on a large scale using an assembly line, in which production required only the raining of semiskilled workers to perform several tasks.

The new assembly lines cut production costs significantly and Ford lowered its prices, making the Model T affordable to a much larger segment of the public. With the increased demand for the Model T, Ford had to design more assembly lines, and this provided more training opportunities. Most of the other automobile manufacturers who entered the market used assembly line processes, resulting in a proliferation of semiskilled training programs.

Another significant historical event was the outbreak of World War I. To meet the huge demand for military equipment, many factories that produced non - military goods also had to retool their machinery and retrain their workers, including the semi-skilled. For instance, the U.S. Shipping Board was responsible for coordinating the training of shipbuilders to build warships. To facilitate the training process, Charles Allen, director of training, instituted a four-step instructional method referred to as "show, tell, do, check" for all the training programs offered by the Shipping Board. This technique was later named as job instruction training (JIT) and is still in use for training many workers on the job.

The Human Relations Movement

One of the undesirable by-products of the factory system was the frequent abuse of unskilled workers, including children, who were often subjected to unhealthy working conditions, long hours, and low pay. The appalling conditions spurred a national anti-factory campaign. Led by Mary Parker Follett and Lillian Gilbreth, the campaign gave rise to the "human relations"

movement advocating more humane working conditions. Among other things, the human relations movement provided a more complex and realistic understanding of workers as people instead of merely "cogs" in the wheel of a machine.

The human relations movement highlighted the importance of human behaviour on the job. This was also addressed by Chester Barnard, the president of New Jersey Bell Telephone, in his influential 1938 book the functions of the Executive. Barnard described the organisation as a social structure integrating traditional management and behavioural science applications. Production required only the raining of semiskilled workers to perform several tasks.

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Emergence of Human Resource Development

During the 1960s and 1970s, the professional trainers realized that their role extended beyond the training in classrooms. The move toward employee involvement in many organisations required trainers to coach and counsel employees. Training and development (T&D) competencies therefore expanded to include interpersonal skills such as coaching, group process facilitation, and problem solving. This additional emphasis on employee development inspired the ASTD to rename itself as the American Society for Training and Development (ASTD).

The 1980s saw even greater changes affecting the T&D field. At several ASTD national conferences held in the late 1970s and early 1980s, discussions centred on this rapidly expanding profession. As a result, ASTD approved the term human resource development to encompass this growth and change. Books by individuals such as Leonard and Zeace Nadler appeared in late 1980s and early 1990s, and these helped to clarify and define the HRD field. Further, in the 1990s and up to today, efforts have been made to strengthen the strategic role of HRD, that is, how HRD links to and supports the goals and objectives of the organisation.

There was also an emphasis within ASTD (and elsewhere) on performance improvement as the particular goal of most training and HRD efforts, and on viewing organisations as high performance work systems. In 2004, ASTD had approximately 70,000 members in over 100 countries, and remained the leading professional organisation for HRD professionals. Recent emphasis on HRD (and within ASTD) will be discussed more in the following sections. First it would be helpful to

discuss the relationship between human resource management anHRD.

Opportunities and Challenges in Human Resource Development

(a) Culture or attitude: Different countries have different culture and as the world has become a global village HRD Professionals have to face the cultural challenges in different countries or with the employees belonging to the different countries.

(b) Technology or skills: The pace of technological development is very high and the new technologies are replacing the older ones quickly. Same is the case with techniques and technologies use for training. An HR professional has to upgrade his skills and knowledge to meet the requirements of the new generation.

(c) Values of behaviour: The HRD professionals have to adjust themselves to the emerging new values as principle centric leadership is becoming trend in the corporate world. Values like trust credibility timeliness and the simpler rules are becoming the corners stone of many businesses.

(d) Knowledge or information: Enhancement of knowledge is also a big challenge for HRD professional as they have to understand the different philosophies demonstrated at different places in the world. For example the philosophy related to leadership changes dramatically in organizations from different parts of the world

(e) Life style or habits: The life style of an employee is also important for HRD professionals because they have to understand the habits of the employees and then decide the training that needs to be imparted for bringing a change in the habits of the employees.

(f) Knowledge of new practices: An HRD professional has to be aware of the new practices adopted by the organization around globe. An HRD professional should know about the practices like dignity of individual, retention of employees, leadership by examples, clear conscience relationship with employees shareholder, vendors, suppliers, customers and society at large.

(g) Environment: An open environment is required for the success of an organization. The organizational environment should have meritocracy, fearless, justice, speed imagination and accountability. It is the job of the HRD professional to inspire the employee to perform better ones this environment is created in the organization.

HRD Outcomes

- People in the organisation become more competent because on the one hand they become better aware of the skills required for job performance and on the other hand there is greater clarity of norms and standards.
- People understand their roles better because through increased communication they become aware of the expectation which other members of their role set have from them.
- People become more committed to their jobs because now there is greater objectivity in the administration of rewards. They come forward with better and more creative ideas.
- People develop greater trust and respect for each other. They become more open and authentic in their behaviour. Thus new values are generated.
- There is greater collaboration and teamwork which produces synergy effects.
- The people find themselves better equipped with problem-solving capabilities. They become more prone to risk taking and proactive in their orientation. There is greater readiness on their part to accept changes.
- Lot of useful and objective data on employees are generated which facilitates better human resource planning.
- The top management becomes more sensitive to employees problems and human processes due to increased openness in communication.

Conclusion

Human resource development bringing employees with a sufficient qualification to satisfy the company's requirements and works in three basic directions of the personnel development: professional skills, human skills and motivation.

Today, more and more companies are recognizing human resource as a human capital in business. The success of any organization is determined by its people, their caliber and their attitude to succeed and outperform. Employees are the only resource, which is capable of self-propulsion and value addition. So they are very special but this fruitful only if people are developed and kept satisfied. The evolution of human resource development includes apprenticeship training programs, vocational education programs, and factory schools, training programs for semiskilled and unskilled workers, human relations movement. In most organisations, however, training or human resource development is part of a larger human resource management department.

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