
THE HANDBOOK OF HUMAN RESOURCE DEVELOPMENT

LEONARD NADLER, EDITOR

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A Wiley-Interscience Publication

JOHN WILEY & SONS

New York

Chichester

Brisbane

Toronto

Singapore

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ISBN 0-471-89234-3

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

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Preface

The field of human resource development (HRD) has been with us for a long time, but it grew and expanded under a variety of labels including: *training, training and development, industrial training, adult education, employee education*, and so forth. Although we have not yet reached total agreement on nomenclature, that is evolving.

As can be expected, the growth of the field has produced a burgeoning of publications. Some have contributed to growth and understanding, while many have served only to confuse both those in the field and the organizations they serve.

This handbook has been planned to eliminate some of the confusion and to contribute to a clarification of some of the models and concepts in HRD. One method of providing such clarity is through the use of the glossary. Each of the contributors received this glossary, reviewed it, and agreed to write their chapters using the words as defined in it. This was not easy, as HRD terminology has tended to be somewhat imprecise. The contributors have done an excellent job, and you will find that HRD terminology has the same meaning in every chapter. (Any exception is indicated in the chapter opening.) This is a unique innovation in a HRD

handbook, or in a book of HRD readings, for that matter. It will greatly facilitate reading the book and using the material.

Let me share with you the organization of this handbook, as reflected in the various sections.

Section One—The Field of Human Resource Development

Chapter 1 provides an overview of the field, including a history, and presents a model that clearly defines HRD and relates it to other areas of human resources. A distinction is also made among three different kinds of HRD experiences labeled: *training, education, and development*. This is followed by models related to the roles of HRD people.

In Chapter 2, we discuss managing the HRD function. The contributor discusses where HRD fits into the organization. The model of the subroles of the HRD Manager, presented in Chapter 1, is used as the framework for this chapter. There is new material on the HRD Manager and policy, a growing area of concern. As management is increasing the use of the strategic planning process, it is also incumbent upon the HRD Manager to explore this area and to learn how to relate HRD to strategic planning.

Although HRD is concerned with learning, it is important for HRD practitioners to understand the financial aspects of HRD, as discussed in Chapter 3. The contributor presents a model that includes both program development and program delivery and explores how they differ. Budgeting by HRD managers has generally been woefully inadequate, and many HRD programs have built in their own failure through lack of competence in the budgeting process.

It is important that there be the proper environment for learning, and this is presented in Chapter 4. The contributor of this chapter has a long and successful record in the field of HRD and the allied field of meetings. In this chapter, he presents some common elements and focuses on how the environment can contribute to learning. If your organization is planning its own learning facility, his discussion of the frequent mistakes made in such planning will prove extremely helpful. You may be faced with making decisions about using external facilities, and you will find useful information in this chapter. The contributor also provides a glimpse of future uses for technology in learning environments.

The term *consultant* is too frequently used merely to label a person coming from outside the organization. Actually, consulting is a process, and there are internal consultants as well as external consultants. The contributors to Chapter 5 have extensive experience in *consulting*—in the

true sense of the term. They differentiate between internal and external consultants and identify the behavioral roles of the consultant. They explore the skills needed by a consultant and how consulting is used in HRD. In addition to discussing current practices, they also provide information regarding how consultants can invent and innovate. They conclude the chapter by identifying what you need to do to develop yourself as a consultant.

HRD is concerned with adults and learning, and the contributor to Chapter 6 provides material on the theory and practice of adult learning. He discusses some of the various theories of adult learning and how they relate to HRD. If you have heard about *androgogy* but were never sure what it was, the contributor provides background and examples of this concept of adult learning. He concludes by suggesting that learning should be accomplished in a climate of collaboration, rather than of competition. This may sound unrealistic, but his work is being used successfully in many leading organizations in the private sector.

Learning can be either incidental or intentional. As is explained in Chapter 7, HRD practitioners are concerned with intentional learning, so it becomes necessary to discuss how learning programs are designed. Learning in HRD, in contrast to the usual forms of adult education, begins with the intent of the organization and the learner. The contributor shares two different models, the critical events model, and the instructional systems development model. By no means are these the only models, but if you understand them you will be in a better position to make decisions regarding the models you can use in designing learning programs. The contributor also focuses on the competencies required by the HRD practitioner who wants to be an instructional designer.

Too frequently, the organization views the HRD practitioner as being a stand-up instructor. Of course, the delivery of the learning program is a crucial task, particularly where it is instructor mediated rather than machine mediated. In Chapter 8, the contributor discusses the roles of the instructor as a facilitator in the learning process and the classroom techniques necessary for successful instruction. Actually, the instructor should not be a presenter but a real facilitator in the learning/teaching transaction. As the instructor has a direct relationship to the learner, the instructor must know what motivates people to learn and what factors inhibit the learning process. Learning should be evaluated to produce results without fear. The contributor also examines the emerging use of technology in the learning situation.

Facilitators of learning use a variety of different instructional strategies to make the learning as effective as possible. The term *instructional*

strategies is meant to include all the methods, techniques, and devices that are used in the learning situation. There is a lack of agreement regarding those three terms, and the impact of electronic and computer resources has made differentiating among them an exercise in futility. Therefore, the term *instructional strategies* has arisen as the encompassing designation.

For this handbook, I have chosen to divide the strategies into two chapters. This does not mean that the strategies are not used together. Indeed, a good learning situation will use a variety of the strategies discussed in both chapters.

Chapter 9 deals with nonmedia strategies. The contributor provides a long list of these strategies, and even that does not cover them all. The strategies selected for inclusion are those that are most commonly used.

There is a staggering amount of media available for HRD programs, as described in Chapter 10. It is a specialized field, and the contributor begins by examining its terminology. This is followed by a discussion of some general characteristics of audiovisual instructional materials. A distinction is made between *hardware* and *software*, as applied to instructional media, and a comparison of the different media is provided. A much needed glossary concludes the chapter.

Chapter 11 focuses on computer-based learning. This is more than just another media form. As it is the newest, it will probably be less familiar to you. In addition, it is a unique form of instructional strategy, hence a separate chapter. The contributor helps you to understand the new HRD environment and the specialized vocabulary of the world of learning with and by the computer. He differentiates very specifically among computer-based learning, computer-assisted instruction, computer-managed instruction, and computer-supported learning resources and defines the differences among hardware, software, and courseware. He then discusses the computer as an instructional strategy within organizations and explains cost benefit analysis. The future workplace and the computer are also examined. Finally, there is a much needed glossary at the end of this chapter.

You are probably familiar with the adage, "We are all concerned about evaluation but do very little about it." This need not be the case. In Chapter 12, the contributor provides material on evaluation that can be useful immediately. The focus is on quantitative evaluation, and it is unfortunate that I could not locate a single person to write on qualitative evaluation and HRD. There are people who know qualitative evaluation, but they were not prepared to apply it to HRD—at least not yet. In this

chapter, the contributor provides specific information on how to prepare for evaluation. This is necessary for if there has been no preparation of all concerned, there may be hostility and opposition to the evaluation effort. Various evaluation methods are discussed, and the chapter closes with material on that important issue of measuring the return.

In Chapter 13, still looking at the overview of the field, you can move into looking at yourself and your colleagues. This chapter deals with professional growth for those who are directly involved in providing HRD. The contributor provides an overview of this kind of professional development and then discusses some of the formal learning resources available. He emphasizes the need for self-directed learning for HRD practitioners as well as other learners.

Section Two—Program Areas of HRD

In Section 2 we look at some of the major program areas in HRD. Of course, there are many more than are listed here, but the purpose is to provide you with some information and insight into those that are most widely used. The order of presentation of these areas does not denote a hierarchy. There is no way or need to develop that mode of approach.

In Chapter 14, the contributor discusses programs related to the sales area. The chapter contains material that is relevant to sales activities regardless of the organization, the product, or the consumer. The contributor defines sales and sales management training (he does mean *training*, and not *education*) and its place in the HRD scheme. He provides insights into the evolution of sales HRD programs and the responsibilities of the sales HRD practitioner. He also discusses *education*—the preparation of people to enter the sales field. In that field, sales managers are crucial, and he discusses learning programs for sales managers. There are a variety of people involved in sales, such as distributors, dealers, and other customer contact personnel. All have HRD needs, and they are discussed in this chapter. As with many other fields, sales is changing; the contributor discusses programs to meet the future needs of sales people and sales managers.

It is generally agreed that the most active program area in HRD is the one that deals with those in executive, management, and supervisory positions. In Chapter 15, the contributor provides an overview of this program area and of the competencies required by people at management levels. He includes material on right-brain, left-brain research and how

that material relates to HRD for managers. He provides a general design for building an HRD program for those levels and for designing an organization-specific program.

The technical area is sometimes considered to be at the opposite end of the spectrum from managers and executives. That is not entirely true. Many executives and managers come out of a technical background. In Chapter 16, the contributor provides a brief history of the field, with particular reference to HRD. He describes several technical HRD programs and how they function. The relationship to higher education is explored, for there is a close tie. The chapter ends with a look at the future of technical HRD, to the extent one can foresee it at this time.

The U.S. federal government is very involved in HRD. As one of our largest employers, it is important to know what is happening. Also, as taxpayers, you should be interested in how the government spends its HRD dollars. This is akin to being a stockholder in a private company, and we should all be just as interested. In Chapter 17, the contributor examines the philosophy, policies, and organization of HRD in the federal government. He provides some demographic data on HRD people (called *Employee Development Specialists*) and how they use learning technology. The total situation is viewed from the perspective of the government (employer) as well as of the individual.

Chapter 18 is unique, as it identifies a new area of HRD activity. Our public schools have provided learning experiences for teachers, administrators, custodians, and others for many years. Until the middle 1970s, however, the HRD activity was essentially one of sending employees to universities or to others who would provide some form of academic credit or similar recognition. With the significant changes in student enrollment and a slowdown in hiring teachers and administrators, the picture has changed. One result is the emerging role of the Staff Developer (HRD person) who is employed directly by the school system. In this chapter, the contributor discusses the evolving concepts and how HRD relates to organizational patterns in school systems. Based on his own research, he shares with us the emerging role of the Staff Developer and the future of HRD in school systems.

It was difficult finding a good title for Chapter 19—*special populations*. In the past, some of the designations would have been: *minorities, disadvantaged, underemployed, ethnic groups*. While this chapter deals with all of these, the focus is on how HRD has helped and can continue to help people in the United States improve their economic and social status. The designations may change, but it appears that the problem will

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be with us for many years to come. The contributors list some of the legislation and then focus on some specific examples of how HRD is used for various special populations. Rather than a theoretical treatment, this chapter focuses on actual experiences of the public and the private sectors.

There has been very little written about organized labor and HRD. The material in Chapter 20 relates to unions in any field of activity. In this chapter, a leading practitioner in the field provides a model of HRD activities in the labor movement. He describes current activities and discusses how important organized labor will be in the future, as it takes a more active role in HRD activities of employers, particularly in relation to productivity.

People from outside the United States are amazed at the volume of volunteering we do. While we take it for granted, to them, it is staggering. Most of the large voluntary organizations have some kind of HRD staff, ranging from one person to a very large central office and field office staff. Chapter 21 provides a discussion of the general management of voluntary organizations. This will probably be new material for many readers—particularly the movement of top management in voluntary organizations toward some form of strategic management. The contributor shares with us some ideas on how voluntary organizations have built effective HRD units. Specifically, there is a presentation of some of the key functions of the HRD unit as well as critical targets and programs. The chapter concludes with a look at how voluntary organizations are changing and how the HRD effort is responding to those changes.

Section Three—International Areas of HRD

When planning this book, there was a great deal of discussion on whether or not to include this section. My involvement in international HRD since 1959 may have influenced my insistence on its conclusion.

We are a *big blue marble, one world, and spaceship earth*. At one time, perhaps, we in the United States did have the edge on HRD and could help people in other countries learn how to use it. This is no longer the situation, for there is much we can learn from each other about HRD. Also, HRD efforts in one country can have many implications for other countries.

Chapter 22 begins with a discussion of global awareness. This is

directly tied to HRD efforts, including the unique HRD program in which the unemployed learn how to be unemployed. This may be a harbinger of similar future efforts, though the term *unemployed* may be readily replaced by *underemployed*.

Chapter 23 is designed for those who are interested in working internationally. The contributor discusses culture and how it affects learning in the United States and in other countries. Specifically, he focuses on international HRD employment opportunities and the competencies needed by a successful HRD practitioner in the international field.

The next four chapters examine HRD efforts in specific parts of the world. The segments presented in this book are for convenience of organization. In practical terms, there is no way to segment the international scene without reference to other parts of the globe.

There were five contributors to Chapter 24, an attempt to get a number of different sources for HRD in Latin America. The various national efforts are examined, and their extent will probably come as a surprise to many of you. The efforts have been going on for years and are vast. Political, social, and economic factors have in some cases impeded the progress that seemed possible through the national efforts.

In Chapter 25, the HRD efforts in Africa are examined. I called upon a United Nations expert in HRD to give us some insight into this continent's very complicated HRD situation. You will learn of the role of human resources in developmental strategies in Africa and the staggering need for HRD.

Asia is equally diverse. Therefore, Chapter 26 has been divided into three parts. The first deals with Asia in general and the Asian Productivity Organization. There is also material on the various national productivity organizations that are some of the major resources in providing HRD in their countries.

The second part of this chapter deals with HRD in Japan. Obviously, Japan has such a unique culture and economy that it is not helpful to deal with it as just another Asian country. In this part of the chapter, the background of HRD in Japan, particularly since World War II, is examined. The unique Japanese employment system, as it relates to HRD, is discussed. The changes that Japanese sources for HRD in Japan are explored also.

Although smaller in size than the other areas discussed, Europe is also a diverse continent. Western Europe is discussed in Chapter 27. The contributor is from the United States, as I had great difficulty in finding a European who was willing or able to write about the whole area. This

chapter's contributor interviewed a great many Europeans from many countries and synthesized the material into a brief chapter. He begins by presenting the trends, practices, and issues. (He found a good deal of agreement on definitions of HRD, as set forth in this book.) He examines learning in the Western European context and the emphasis on support systems. He also explores the vast array of skill-building HRD provided by employers. In many Western European countries, the government supports learning programs for adults, particularly those preparing to enter the work force. Some innovative practices are described in this chapter, and the impact of the future on HRD professionals in Western Europe is also discussed.

Section Four—Human Resource Areas Related to HRD

This book is focused, of course, on Human Resource Development. As noted in Chapter 1, there are other human resource activities in organizations. They are and should be related, but they provide different services—not *learning* as in HRD. Practitioners in these related areas require different competencies than those required of the HRD practitioner.

In Chapter 28, the focus is on Human Resource Management. The term *management*, is used for a variety of human resource activities, including a major focus on what is generally thought of as personnel. The contributor discusses these aspects as well as the relationship of HRM to organizational performance.

There is no question that Organization Development (OD) and Human Resource Development are related areas. In Chapter 29, the contributors examine the roots and realities of these different but related fields. They view both areas as necessary to contemporary organizations. There has been specialization in both fields, but there is also the need for cooperation between the fields. Both must consider technology, the changing nature of the work force, and the culture of the organization. Both have a great deal to contribute to organizations and individuals. The contributors present a case for cooperation between OD and HRD.

A related field that has grown significantly in the past and is likely to grow further is presented in Chapter 30—Career Development. Because there are many different interpretations of the field, the contributors provide an overview of the career development process. They show the components of a career development system and how HRD relates to that

system. They indicate how career development can be used as a planning tool for HRD in identifying the need for individualized training, education, and development.

Section Five—The Future of HRD

As might be expected, the handbook concludes with a look at the future of HRD. There are many ways to do this, and the contributors to Chapter 31 present a unique and different approach. They first look at projections—one of the common ways to examine the future. They then stimulate our thinking by presenting paradoxes and paradigms.

Finally, a personal note. Bringing this handbook together has been a labor of love, with many of the frustrations one finds in a love affair. There have been disappointments and surprises.

It was not an easy task to obtain the contributions from the leaders in the field. They are all, obviously, very busy. Generally, they met deadlines and responded positively to the feedback on their original submissions.

Behind the scenes and only appearing as the editor of one chapter has been my wife Zeace. Those of you who know her are aware that we have worked together professionally for many years. She has an uncanny knack for simplifying and unravelling involved professional concepts and models. She has personally reviewed each chapter in detail. If you find this book readable as well as valuable, it is due in great part to her efforts.

*College Park, Maryland
March, 1984*

Leonard Nadler

Glossary

This glossary was provided to each of the contributors to this handbook. As a result, you will find that the words defined here are used the same way in each chapter. In a few instances, variations were necessary, and these have been indicated in the introduction to the specific chapter.

Adult Education—the field of adult learning that usually consists of programs conducted by schools, communities, and so forth. In a sense, Adult Education and Human Resource Development can be used interchangeably. At present, however, those working in business and industry do not see themselves as being in *Adult Education* and, therefore, prefer the term *Human Resource Development*.

Andragogy—a concept of how adults learn. (See Chapter 6 by Malcolm S. Knowles.)

Consultant—person who actually *consults*, whether internally or externally. It should not be used to designate anybody external to the organization who provides a specific *learning* program.

Development—learning that is not job-related, although it may have some impact on a present or future job.

Education—learning provided to improve performance on a future job.