 CENGAGE  
Learning™

清华管理学系列英文版教材

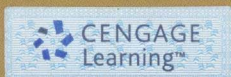
# 人力资源开发

Human Resource Development Fifth Edition

(美) 乔恩·M. 沃纳 (Jon M. Werner) 著  
兰迪·L. 德西蒙 (Randy L. DeSimone)

第5版

China Student Edition

 CENGAGE  
Learning™

清华大学出版社



清华管理学系列英文版教材

# 人力资源开发

Human Resource Development Fifth Edition

(美) 乔恩·M. 沃纳 (Jon M. Werner) 著  
兰迪·L. 德西蒙 (Randy L. DeSimone)

第5版

清华大学出版社  
北京

Jon M. Werner, Randy L. DeSimone

**Human Resource Development, 5 ed.**

ISBN: 978-1-111-39801-9

Copyright © 2009 Cengage Learning Asia Pte Ltd.

Original edition published by Cengage Learning. All Rights reserved. 本书原版由圣智学习出版公司出版。版权所有, 盗印必究。

Tsinghua University Press is authorized by Cengage Learning to publish and distribute exclusively this custom reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher. 此客户定制影印版由圣智学习出版公司授权清华大学出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及中国台湾)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

Cengage Learning Asia Pte. Ltd.

5 Shenton Way, # 01-01 UIC Building, Singapore 068808

北京市版权局著作权合同登记号 图字: 01-2010-2259

本书封面贴有 **Cengage Learning** 防伪标签, 无标签者不得销售。

版权所有, 侵权必究。侵权举报电话: 010-62782989 13701121933

#### 图书在版编目(CIP)数据

人力资源开发 = Human Resource Development: 第5版: 英文/(美)沃纳(Werner, J. M.), (美)德西蒙(DeSimone, R. L.)著.--北京: 清华大学出版社, 2010.6  
(清华管理学系列英文版教材)  
ISBN 978-7-302-22665-9

I. ①人… II. ①沃… ②德… III. ①劳动力资源-资源开发-教材-英文 IV. ①F241

中国版本图书馆CIP数据核字(2010)第083726号

责任编辑: 江 娅

责任印制: 何 芊

出版发行: 清华大学出版社

地 址: 北京清华大学学研大厦A座

<http://www.tup.com.cn>

邮 编: 100084

社 总 机: 010-62770175

邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质 量 反 馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 装 者: 北京鑫海金澳胶印有限公司

经 销: 全国新华书店

开 本: 185×230 印 张: 32

版 次: 2010年6月第1版

印 次: 2010年6月第1次印刷

印 数: 1~4000

定 价: 47.00元

产品编号: 036505-01

# 出 版 说 明

为了适应经济全球化的发展趋势，满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论的前沿动态的需要，清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书，基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材，绝大部分是该领域中较具权威性的经典之作。在选书的过程中，我们得到了很多专家、学者的支持、帮助和鼓励，在此表示谢意！

根据我国的教学实际情况，我们在影印过程中删掉了第 11 章“员工咨询与保健服务”和第 15 章“人力资源开发与多样化：多样化培训及扩展”。我们在采用原书页码的同时，还按顺序编制了新的页码，望读者予以注意。

由于原作者所处国家的政治、经济和文化背景等与我国不同，对书中所持观点，敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助，对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议；同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社

2010. 4

# 总序

世纪之交，中国与世界的发展呈现最显著的两大趋势——以网络为代表的信息技术的突飞猛进，以及经济全球化的激烈挑战。无论是无远弗界的因特网，还是日益密切的政治、经济、文化等方面的国际合作，都标示着 21 世纪的中国是一个更加开放的中国，也面临着一个更加开放的世界。

教育，特别是管理教育总是扮演着学习与合作的先行者的角色。改革开放以来，尤其是 20 世纪 90 年代之后，为了探寻中国国情与国际上一切优秀的管理教育思想、方法和手段的完美结合，为了更好地培养高层次的“面向国际市场竞争、具备国际经营头脑”的管理者，我国的教育机构与美国、欧洲、澳洲以及亚洲一些国家和地区的大量的著名管理学院和顶尖跨国企业建立了长期密切的合作关系。以清华大学经济管理学院为例，2000 年，学院顾问委员会成立，并于 10 月举行了第一次会议，2001 年 4 月又举行了第二次会议。这个顾问委员会包括了世界上最大的—些跨国公司和—些中国几家顶尖企业的最高领导人，其阵容之大、层次之高，超过了世界上任何—所商学院。在这样高层次、多样化、重实效的管理教育国际合作中，教师和学生与国外的交流机会大幅度增加，越来越深刻地融入到全球性的教育、文化和思想观念的时代变革中，我们的管理教育工作者和经济管理学习者，更加真切地体验到这个世界正发生着深刻的变化，也更主动地探寻和把握着世界经济发展和跨国企业运作的脉搏。

我国管理教育的发展，闭关锁国、闭门造车是绝对不行的，必须同国际接轨，按照国际—流的水准来要求自己。正如朱镕基同志在清华大学经济管理学院成立十周年时所发的贺信中—指出的那样：“建设有中国特色的社会主义，需要—大批掌握市场经济的—般规律，熟悉其运行规则，

而又了解中国企业实情的经济管理人才。清华大学经济管理学院就要敢于借鉴、引进世界上一切优秀的经济管理学院的教学内容、方法和手段，结合中国的国情，办成世界第一流的经管学院。”作为达到世界一流的一个重要基础，朱镕基同志多次建议清华的 MBA 教育要加强英语教学。我体会，这不仅因为英语是当今世界交往中重要的语言工具，是连接中国与世界的重要桥梁和媒介，而且更是中国经济管理人才参与国际竞争，加强国际合作，实现中国企业的国际战略的基石。推动和实行英文教学并不是目的，真正的目的在于培养学生——这些未来的企业家——能够具备同国际竞争对手、合作伙伴沟通和对抗的能力。按照这一要求，清华大学经济管理学院正在不断推动英语教学的步伐，使得英语不仅是一门需要学习的核心课程，而且渗透到各门专业课程的学习当中。

课堂讲授之外，课前课后的大量英文原版著作、案例的阅读对于提高学生的英文水平也是非常关键的。这不仅是积累相当的专业词汇的重要手段，而且是对学习者思维方式的有效训练。

我们知道，就阅读而言，学习和借鉴国外先进的管理经验和掌握经济理论动态，或是阅读翻译作品，或是阅读原著。前者属于间接阅读，后者属于直接阅读。直接阅读取决于读者的外文阅读能力，有较高外语水平的读者当然喜欢直接阅读原著，这样不仅可以避免因译者的疏忽或水平所限而造成的纰漏，同时也可以尽享原作者思想的真实表达。而对于那些有一定外语基础，但又不能完全独立阅读国外原著的读者来说，外文的阅读能力是需要加强培养和训练的，尤其是专业外语的阅读能力更是如此。如果一个人永远不接触专业外版图书，他在获得国外学术信息方面就永远会比别人差半年甚至一年的时间，他就会在无形中减弱自己的竞争能力。因此，我们认为，有一定外语基础的读者，都应该尝试一下阅读外文原版，只要努力并坚持，就一定能过了这道关，到那时就能体验到直接阅读的妙处了。

在掌握大量术语的同时，我们更看重读者在阅读英文原版著作时对于西方管理者或研究者的思维方式的学习和体会。我认为，原汁原味的世界级大师富有特色的表达方式背后，反映了思维习惯，反映了思想精髓，反映了文化特征，也反映了战略偏好。知己知彼，对于跨文化的管理思想、方法的学习，一定要熟悉这些思想、方法所孕育、成长的文化土壤，这样，有朝一日才能真正“具备国际战略头脑”。

以往，普通读者购买和阅读英文原版还有一个书价的障碍。一本外版书少则几十美元，多则上百美元，一般读者只能望书兴叹。随着全球经济合作步伐的加快，目前在出版行业有了一种新的合作出版的方式，即外文影印版，其价

格几乎与国内同类图书持平。这样一来，读者可以不必再为书价发愁。清华大学出版社这些年在这方面一直以独特的优势领先于同行。早在 1997 年，清华大学出版社敢为人先，在国内最早推出一批优秀商学英文版教材，规模宏大，在企业界和管理教育界引起不小的轰动，更使国内莘莘学子受益良多。

为了配合清华大学经济管理学院推动英文授课的急需，也为了向全国更多的 MBA 试点院校和更多的经济管理学院的教师和学生提供学习上的支持，清华大学出版社再次隆重推出与世界著名出版集团合作的英文原版影印商学教科书，也使广大工商界人士、经济管理类学生享用到最新最好质优价廉的国际教材。

祝愿我国的管理教育事业在社会各界的大力支持和关心下不断发展、日进日新；祝愿我国的经济建设在不断涌现的大批高层次的面向国际市场竞争、具备国际经营头脑的管理者的勉力经营下早日中兴。

赵纯均 教授

清华大学经济管理学院

# Preface

Employee skills and motivation are critical for organizational success. This has always been true, but the pace and volume of modern change is drawing increased attention to the ways that human resource development (HRD) activities can be used to ensure that organization members have what it takes to successfully meet their challenges. While there is solid evidence that HRD works, it is not a magic bullet. The challenges many organizations face are complex, and new dimensions, such as globalization and an increasingly diverse workforce, make it more difficult to ensure HRD efforts will succeed. Unless those responsible for training and development make informed choices about the content of a developmental experience and the methods of delivering it, the results of many HRD efforts will fail to meet expectations.

Fortunately, there is a growing base of theory, research, and practical experience to support HRD efforts. We wrote this book to help students, HRD professionals, and managers at all levels take advantage of this knowledge and experience. We firmly believe that if they do so, they will increase their effectiveness, along with that of individuals with whom they work and the organizations of which they are a part.

**Intended Audience.** We wrote *Human Resource Development* to serve primarily as a comprehensive text for undergraduate and graduate courses in business, management, public administration, educational administration, and other fields that prepare individuals to train and develop other people. As such, the book:

- Covers the entire field of HRD (as defined by two different competency studies by the American Society for Training and Development), from orientation and skills training, to career development and organizational development
- Provides a clear understanding of the concepts, processes, and practices that form the basis of successful HRD
- Shows how concepts and theories can and have been put into practice in a variety of organizations
- Focuses on the shared role of line management and human resource specialists in HRD
- Reflects the current state of the field, blending real-world practices and up-to-date research

In addition to being an appropriate text for academic courses, this book is an excellent resource for HRD professionals. It can serve as a comprehensive introduction for managers and supervisors who have had limited (or no) coursework or experience with HRD. Not only can they become better trainers and developers, they will become more informed consumers of the HRD efforts offered by their organizations.



**Pedagogical Features.** We have included a number of pedagogical aids in the text to enhance student learning and interest. These aids include:

- *Learning objectives* and *opening questions* at the beginning of each chapter
- An *opening case* in each chapter that places the contents of the chapter into a meaningful context
- *Illustrations, examples, and boxed inserts* throughout the book to help readers better assimilate the information
- A *return to the opening case* to provide closure and show how the chapter contents may be used to address the issues in the case
- A list of *key terms and concepts* at the end of each chapter
- *End-of-chapter discussion questions* to stimulate thought and provide students with an opportunity to discuss and apply the information in the chapter
- *Exercises* have been included in every chapter to provide further experience with applying materials from the text, or to see how the materials relate to a real-world setting
- A *glossary* of key terms and concepts is included at the end of the book

Numerous examples from organizations, along with perspectives offered by organization leaders and HRD professionals, are used to reinforce concepts and demonstrate the importance of effective HRD to organizational success.

**New to the Fifth Edition.** The fifth edition of this book has been updated to reflect the thinking on HRD theory and practice that has taken place since 2005. Information from more than 675 new sources has been added. Some examples of material added to the fifth edition are:

- Increased discussion of ethical dilemmas in HRD, as well as discussion of certification as a learning professional (based on the HRD roles and competencies identified in the 2004 ASTD competency study, Chapter 1)
- Updated discussion of the many influences on employee behavior to include recent research (Chapter 2)
- An increased emphasis on individual learning styles and preferences, along with a new discussion of how technology changes employee learning (Chapter 3)
- Revised discussions of needs assessment activities, especially in relation to changes caused by technological advances (Chapter 4)
- Updated information concerning the use of particular training topics and approaches used to design training and other HRD interventions (Chapter 5)
- Updated coverage of major methods of providing HRD programs, with expanded emphasis on experiential and computer-based training (Chapter 6)
- A new emphasis on a stakeholder approach to HRD evaluation, an expanded Kirkpatrick evaluation framework, while maintaining the emphasis on the use of return on investment (ROI) and utility estimates for communicating HRD effectiveness (Chapter 7)
- Condensed coverage of people processing models of socialization, with expanded discussion of ways to effectively use technology in orientation programs (Chapter 8)
- A new case added on customer service at Amazon.com, as well as extensive updating concerning the various forms of skills and technical training (Chapter 9)

- An expanded focus on both coaching and performance management, including the growing trend towards “e-coaching” (Chapter 10)
- Updated discussion of the shifts occurring in career development, including the changing employment relationship, new models of career development, team-based career development, a new case on learning portfolios, and the individual’s responsibility in career development (Chapter 12)
- Discussion of recent thinking about the nature of managerial work, strategic management development, global management development, competency-based management education, ethics instruction in management education, and new practices in leadership development, including transformational leadership and experience-based approaches (Chapter 13)
- Updated discussion of the concept of organizational development in today’s business environment (Chapter 14)

We have worked hard to maintain the elements that made the previous editions a useful and meaningful resource to students and practitioners, including clear writing, a comprehensive approach to HRD, a strong research base, and a balance between theory, research, and practice. To promote ease of reading, yet still provide easy access to the reference materials, all citations are included as endnotes at the end of the book.

We welcome questions, comments, and suggestions from users and potential adopters of this book. You can reach Jon Werner at the Department of Management, University of Wisconsin–Whitewater, Whitewater, WI 53190, by telephone at (262) 472-2007, or by e-mail at [wernerj@uww.edu](mailto:wernerj@uww.edu). You can reach Randy DeSimone at the Department of Management & Marketing, Rhode Island College, 600 Mt. Pleasant Avenue, Providence, RI 02908, by telephone at (401) 456-9533, or by e-mail at [rdesimone@ric.edu](mailto:rdesimone@ric.edu).

**Ancillaries.** A number of excellent supplements have been developed to accompany the fifth edition.

- **Instructor’s Manual with Test Bank (0-324-57928-4).** the Instructor’s Manual (IM) contains chapter outlines, sample syllabi, and follow-up materials for the opening cases and many of the exercises in the text. An updated test bank, prepared by Richard Wagner of the University of Wisconsin–Whitewater, is available in both paper and computerized forms. the test bank has been greatly expanded and now contains numerous objective questions and short-answer essay questions for each chapter
- **Instructor’s Resource CD-ROM (0-324-57930-6).** Key instructor ancillaries (Instructor’s Manual, Test Bank, ExamView, and PowerPoint® slides) are provided on CD-ROM, giving instructors the ultimate tool for customizing lectures and presentations. The PowerPoint slides are designed to be used supplementally with class lectures. Each chapter includes session objectives, key points, and selected chapter figures and tables, and presents the complete chapter as a dynamic lecture guide. The PowerPoint® slides were created by Wells Doty of Clemson University
- **Website.** A host of ancillary materials are available for students and instructors on the text website ([academic.cengage.com/management/werner](http://academic.cengage.com/management/werner)). For students, there are useful web links for each chapter, a glossary of key terms, and flash-

cards. For faculty, there are PowerPoint® slides available for each chapter, a test bank, and a Harvard Case Map. This case map provide an easy way for instructors to find relevant cases for their courses. The case map can be found by visiting the Instructor Companion Site that accompanies Human Resource Development or by visiting Harvard Business Online for Educators. ([http://harvardbusinessonline.hbsp.harvard.edu/b01/en/academic/edu\\_teachres\\_textcase.jhtml](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/academic/edu_teachres_textcase.jhtml))

**Acknowledgments.** We are impressed by and grateful to the talented and dedicated team put together by Cengage Learning. We thank Joe Sabatino for his ongoing commitment to the project, and the South-Western leadership team for their support for a fifth edition of this book. We also thank Kimberly Kanakes for her superb marketing of the text. Elizabeth Lowry deserves special thanks for her expert guidance in revising the text for the fifth edition. We are grateful to Lysa Oeters for her skill in shepherding the completed manuscript through the production process. We thank Tippy McIntosh for the new look and text design for the fifth edition and Kristen Meere for her assistance with the technology features related to the text. We also thank Patrick Franzen and his team at Pre-Press PMG for their expertise in turning drafts into page proofs and Tricia Lawrence for copyediting. Many, many thanks to all of you.

Jon Werner thanks his wife, Barbara, and his children, Hans, Noelle, and Abigail, for their love and patience during the latest revision process. This was another amazing year for all of us! To my wife: you are the best—period! To my children: as each of you develops into unique and delightful young people, I want to express again how much you mean to me. Never forget: Ich liebe Euch! I thank my mother, Dorothy, for her sacrificial love and support throughout my life. What a model you are of a successful career professional and loving mother. I thank mentors such as Ken Wexley, John Hollenbeck, and Dan Ilgen for shaping my academic career, as well as my uncle, Robert Davis, whose guidance and insights have meant so much to me. I am grateful for the encouragement I have received from my department colleagues, and the support provided by my out-going department chair, Yezdi Godiwalla, and my dean, Christine Clements. I thank Dick Wagner and Roger Yin for their valuable assistance with particular topics in the text, and Mindy Parker for her work on the project.

Randy DeSimone thanks his colleagues at Rhode Island College for their enthusiasm for this project. In particular, he thanks I. Atilla Dicle, Crist Costa, and Halil Copur, who each served as department chairperson during the development of this book, for their support, especially by way of sympathetic class scheduling and arranging release time from teaching. His department's student assistants, Jen Richard and Beth Winsor, earned thanks for their help in doing some of the clerical tasks that were a part of producing a manuscript. Randy DeSimone thanks his family and friends for their support. In particular, he thanks his mother and father, Mary and Carmen DeSimone, for their continued love and support, and for their pride in the work that he has done. Thanks especially to his mother, who not only read the book, but put it to use in her work and encouraged her colleagues to do the same. How many management authors can say that? He is also grateful for the encouragement he has received from his brothers and sisters, aunts and uncles, and his wife's mother and sister. Thanks are due to John Fiore, Marjorie Roemer, Meg Carroll, and David Blanchette for their support, friendship, and wisdom during the writing process. Above all, he thanks his wife and best friend, Taina, for her unwavering

love, wisdom, and bedrock support. Thank you, Taina.

Both Jon and Randy would like to express their enduring gratitude to David M. Harris, coauthor on earlier editions of the book. Although no longer with us, David was instrumental in creating the kind of book you see before you. Even though it was the third edition that was “In Memorium” to David, we continue to lift up his memory with thankfulness for what he did to create the first edition of the book.

The publisher and the authors wish to acknowledge the following reviewers for providing extremely valuable input and suggestions on the development of this edition:

Dow Scott, Loyola University  
Brien Smith, Ball State University  
John Knue, Baylor University  
Tracy Jennings, University of Colorado at Boulder  
Edward Ward, St. Cloud State University  
George Dreher, Indiana University

# 简 明 目 录

第5版前言

致谢

|                             |            |
|-----------------------------|------------|
| <b>第1部分 人力资源开发基础</b> .....  | <b>1</b>   |
| 第1章 人力资源开发导论 .....          | 2          |
| 第2章 影响雇员行为的因素 .....         | 33         |
| 第3章 学习与人力资源开发 .....         | 63         |
| <b>第2部分 人力资源开发框架</b> .....  | <b>103</b> |
| 第4章 人力资源开发需求分析 .....        | 104        |
| 第5章 设计有效的人力资源开发项目 .....     | 138        |
| 第6章 人力资源开发项目的实施 .....       | 163        |
| 第7章 人力资源项目评估 .....          | 196        |
| <b>第3部分 人力资源开发的应用</b> ..... | <b>247</b> |
| 第8章 员工社会化与定向 .....          | 248        |
| 第9章 技能与技术培训 .....           | 278        |
| 第10章 员工辅导与绩效管理 .....        | 312        |
| 第12章 职业生涯管理与发展 .....        | 379        |
| 第13章 管理人员开发 .....           | 426        |
| 第14章 组织发展与变革 .....          | 462        |
| 术语表 .....                   | 531        |

# Brief Contents

|               |  |            |
|---------------|--|------------|
| <b>Part 1</b> | <b>Foundations of Human Resource Development</b> | <b>1</b>   |
| Chapter 1     | Introduction to Human Resource Development       | 2          |
| Chapter 2     | Influences on Employee Behavior                  | 33         |
| Chapter 3     | Learning and HRD                                 | 63         |
| <b>Part 2</b> | <b>Framework for Human Resource Development</b>  | <b>103</b> |
| Chapter 4     | Assessing HRD Needs                              | 104        |
| Chapter 5     | Designing Effective HRD Programs                 | 138        |
| Chapter 6     | Implementing HRD Programs                        | 163        |
| Chapter 7     | Evaluating HRD Programs                          | 196        |
| <b>Part 3</b> | <b>Human Resource Development Applications</b>   | <b>247</b> |
| Chapter 8     | Employee Socialization and Orientation           | 248        |
| Chapter 9     | Skills and Technical Training                    | 278        |
| Chapter 10    | Coaching and Performance Management              | 312        |
| Chapter 12    | Career Management and Development                | 379        |
| Chapter 13    | Management Development                           | 426        |
| Chapter 14    | Organization Development and Change              | 462        |
| Glossary      |  | 531        |

# Contents

|               |  |          |
|---------------|--|----------|
| <b>Part 1</b> | <b>Foundations of Human Resource Development</b>                     | <b>1</b> |
| Chapter 1     | Introduction to Human Resource Development                           | 2        |
|               | Introduction   | 3        |
|               | The Progression Toward a Field of Human Resource Development         | 5        |
|               | <i>Early Apprenticeship Training Programs</i>                        | 5        |
|               | <i>Early Vocational Education Programs</i>                           | 5        |
|               | <i>Early Factory Schools</i>   | 6        |
|               | <i>Early Training Programs for Semiskilled and Unskilled Workers</i> | 6        |
|               | <i>The Human Relations Movement</i>                                  | 7        |
|               | <i>The Establishment of the Training Profession</i>                  | 7        |
|               | <i>Emergence of Human Resource Development</i>                       | 7        |
|               | The Relationship Between Human Resource Management and HRD/Training  | 8        |
|               | <i>Secondary HRM Functions</i>                                       | 9        |
|               | <i>Line versus Staff Authority</i>                                   | 9        |
|               | Human Resource Development Functions                                 | 10       |
|               | <i>Training and Development (T&amp;D)</i>                            | 10       |
|               | <i>Organization Development</i>                                      | 11       |
|               | <i>Career Development</i>  | 11       |
|               | <i>The “New Learning and Performance Wheel”</i>                      | 11       |
|               | <i>Strategic Management and HRD</i>                                  | 13       |
|               | <i>The Supervisor’s Role in HRD</i>                                  | 15       |
|               | <i>Organizational Structure of the HRD Function</i>                  | 15       |
|               | Roles and Competencies of an HRD Professional                        | 15       |
|               | <i>The HRD Executive/Manager</i>                                     | 18       |
|               | <i>Other HRD Roles and Outputs for HRD Professionals</i>             | 18       |
|               | <i>Certification and Education for HRD Professionals</i>             | 19       |
|               | Challenges to Organizations and to HRD Professionals                 | 21       |
|               | <i>Increasing Workforce Diversity</i>                                | 22       |
|               | <i>Competing in a Global Economy</i>                                 | 23       |
|               | <i>Eliminating the Skills Gap</i>                                    | 23       |
|               | <i>The Need for Lifelong Learning</i>                                | 23       |
|               | <i>Facilitating Organizational Learning</i>                          | 24       |
|               | <i>Addressing Ethical Dilemmas</i>                                   | 24       |
|               | A Framework for the HRD Process                                      | 26       |
|               | <i>Needs Assessment Phase</i>  | 26       |
|               | <i>Design Phase</i>  | 27       |

|                  |  |    |           |
|------------------|--|----|-----------|
|                  | <i>Implementation Phase</i>  | 28 |           |
|                  | <i>Evaluation Phase</i>  | 28 |           |
|                  | Organization of the Text   | 28 |           |
|                  | Summary  | 31 |           |
|                  | Key Terms and Concepts   | 31 |           |
|                  | Questions for Discussion   | 32 |           |
|                  | Exercise: Interview an HRD Professional  | 32 |           |
| <b>Chapter 2</b> | <b>Influences on Employee Behavior</b>   |    | <b>33</b> |
|                  | Introduction   | 34 |           |
|                  | Model of Employee Behavior   | 35 |           |
|                  | <i>Major Categories of Employee Behavior</i>                                     | 36 |           |
|                  | External Influences on Employee Behavior   | 37 |           |
|                  | <i>Factors in the External Environment</i>                                       | 37 |           |
|                  | <i>Factors in the Work Environment</i>   | 38 |           |
|                  | Motivation: A Fundamental Internal Influence on Employee Behavior                | 44 |           |
|                  | <i>Need-Based Theories of Motivation</i>   | 44 |           |
|                  | <i>Cognitive Process Theories of Motivation</i>                                  | 47 |           |
|                  | <i>Reinforcement Theory: A Noncognitive Theory of Motivation</i>                 | 53 |           |
|                  | <i>Summary of Motivation</i>   | 53 |           |
|                  | Other Internal Factors that Influence Employee Behavior                          | 55 |           |
|                  | <i>Attitudes</i>   | 55 |           |
|                  | <i>Knowledge, Skills, and Abilities (KSAs)</i>                                   | 58 |           |
|                  | Summary  | 59 |           |
|                  | Key Terms and Concepts   | 60 |           |
|                  | Questions for Discussion   | 61 |           |
|                  | Exercise: Increasing Employee Motivation   | 62 |           |
| <b>Chapter 3</b> | <b>Learning and HRD</b>  |    | <b>63</b> |
|                  | Introduction   | 64 |           |
|                  | Learning and Instruction   | 65 |           |
|                  | <i>The Search for Basic Learning Principles</i>                                  | 66 |           |
|                  | <i>Limits of Learning Principles in Improving Training Design</i>                | 67 |           |
|                  | <i>The Impact of Instructional and Cognitive Psychology on Learning Research</i> | 67 |           |
|                  | Maximizing Learning  | 68 |           |
|                  | <i>Trainee Characteristics</i>   | 69 |           |
|                  | <i>Training Design</i>   | 73 |           |
|                  | <i>Retention of What Is Learned</i>  | 76 |           |
|                  | <i>Transfer of Training</i>  | 76 |           |
|                  | Individual Differences in the Learning Process                                   | 81 |           |
|                  | <i>Rate of Progress</i>  | 81 |           |
|                  | <i>Attribute-Treatment Interaction (ATI)</i>                                     | 81 |           |
|                  | <i>Training Adult and Older Workers</i>  | 84 |           |



|   |     |
|---|-----|
| Learning Strategies and Styles                                | 89  |
| <i>Kolb's Learning Styles</i>                                 | 89  |
| <i>Learning Strategies</i>                                    | 90  |
| <i>Perceptual Preferences</i>                                 | 91  |
| Recent Developments in Instructional and Cognitive Psychology | 92  |
| <i>The ACT*/ACT-R Approach to Learning Procedural Skills</i>  | 92  |
| <i>Learning to Regulate One's Own Behavior</i>                | 93  |
| <i>Expert and Exceptional Performance</i>                     | 94  |
| <i>Gagné's Theory of Instruction</i>                          | 95  |
| Summary   | 100 |
| Key Terms and Concepts  | 101 |
| Questions for Discussion                                      | 101 |
| Exercise 1: Learning Styles                                   | 102 |
| Exercise 2: Vark Questionnaire                                | 102 |

## **Part 2      Framework for Human Resource Development      103**

### **Chapter 4    Assessing HRD Needs      104**

|   |     |
|---|-----|
| Introduction  | 105 |
| <i>Definition and Purposes of Needs Assessment</i>                  | 107 |
| <i>What Is a Training or HRD Need?</i>                              | 108 |
| <i>Levels of Needs Analysis</i>                                     | 109 |
| Strategic/Organizational Analysis                                   | 110 |
| <i>Components of a Strategic/Organizational Need Analysis</i>       | 110 |
| <i>Advantages of Conducting a Strategic/Organizational Analysis</i> | 112 |
| <i>Methods of Strategic/Organizational Analysis</i>                 | 112 |
| Task Analysis   | 116 |
| <i>An Example of a Task Analysis: Texas Instruments</i>             | 122 |
| <i>A Unique Task Analysis Approach at Boeing</i>                    | 123 |
| <i>Summary of Task Analysis</i>                                     | 123 |
| Person Analysis   | 124 |
| <i>Components of Person Analysis</i>                                | 124 |
| <i>Performance Appraisal in the Person Analysis Process</i>         | 124 |
| <i>Developmental Needs</i>  | 129 |
| <i>The Employee As a Source of Needs Assessment Information</i>     | 130 |
| <i>The "Benchmarks" Specialized Person Analysis Instrument</i>      | 130 |
| Prioritizing HRD Needs  | 131 |
| <i>Participation in the Prioritization Process</i>                  | 131 |
| <i>The HRD Advisory Committee</i>                                   | 131 |
| The HRD Process Model Debate  | 132 |