Following the introduction, this chapter presents a brief review of the literature pertaining to studies on perception and attitudes towards HRD practices conducted in different countries over the years. The review of the Literature is organized as follows.

- HRD Practices
- Organisational Development
- Employee Development
- Training Development
- Career Development

**Arif Hassan, Junaidah Hashim & Ahmad Zaki Hj Ismail (2006)** have conducted a study on Human Resource Development Practices as Determinant of HRD Climate and Quality Orientation with the aim to measure employees' perception of human resource development (HRD) practices, to explore whether ISO certification led to any improvement in HRD system, and to examine the role of HRD practices on employees' development climate and quality orientation in the organisation. He found that organisations with better learning, training and development systems, reward and recognition, and information systems promoted human resource development climate. Quality orientation was predicted by career planning, performance guidance and development, role efficacy, and reward and recognition systems.

**Guchait and Priyanko (2007)** in their study on Human resource development practices and organizational commitment and intention to leave, examined the influence of HRD practices as a critical tool to make the employees more committed to their organization which in turn would affect employee intention to stay or leave the organization. The objective of the study was four fold. First goal was to investigate if eight human resource management (HRD)
practices have a significant relationship with employees' perceived organizational support (POS) and psychological contracts (PCs). Second goal was to find out if POS and PCs had a significant relationship with employees' organizational commitment. Third goal was to investigate the significant relationship between organizational commitment (OC) and intention to leave. The final goal was to examine the mediating influence of POS and PCs on the relationship between HRD practices and OC. Data was collected through a survey of 183 employees working in a hospitality organization in India. Regression analysis revealed that POS mediated the relationship between employee perceptions of HRD practices and organizational commitment. The finding indicates that employer-provided HRD practices do not directly result in high employee commitment. HRD practices rather influence organizational commitment through perceived organizational support.

Smith and Catherine A (1995)\(^{3}\) in their research on Human resource development practices and policies as antecedents of organizational commitment a model linking Human Resource (HR) practices and organizational commitment was proposed. Specifically, HR practices from five HR functions (performance appraisal, benefits, training, career development, and incentive pay) were linked to the three components of organizational commitment (affective, continuance, and normative) outlined in the Meyer and Allen (1991) model. Two types of intervening variables were proposed: employee perceptions of the HR practices, and more general work-related perceptions such as organizational fairness and perceived support. Two studies were conducted, surveying employees from over 50 organizations. In Study one, employees from a wide variety of organizations were surveyed concerning the HR practices at their organization, their perceptions concerning those HR practices, various work attitudes representing the commitment development process, and organizational commitment. Study two was designed as a replication of Study one using a larger sample. Through correlational and multiple regression analysis, support was found for the general model. That is, HR practices appear to be related to organizational commitment via (a) employee perceptions of HR practices and (b) more general organizational perceptions. More support was found for the affective and
normative commitment aspects of the model than for continuance commitment. Overall, performance appraisal, training, and career development were more strongly related to affective and normative commitment, whereas benefits and incentive pay were more strongly related to continuance commitment. The findings have implications for the commitment literature and also for managers wishing to improve the prevailing commitment levels at their organizations. In particular, the results indicate the disparate effects on the three types of organizational commitment of practices related to five major HR functions.

Niedz and Barbara Ann (1996)⁴ have conducted a study on the relationship of nurses' perceptions of Human Resource Development practices and autonomy in practice and patients' perceptions of satisfaction with nursing care and organizational climate for service. This study developed and tested theory to better understand the marketing construct of service quality, in a hospital setting. Marketing theory proposed that positive relationships exist between patients' perceptions of service quality and the following independent variables (a) nurses' perceptions of human resource practices, (b) nurses' perceptions of autonomy in practice, (c) patient satisfaction with nursing care, and (d) patients' perceptions of organizational climate for service. The patient variables of patient satisfaction with nursing care and patients' perceptions of organizational climate for service both demonstrated considerable power in explaining variance in service quality. Therefore, it can be concluded that patients' perceptions of selected variables are important components of marketing theory that have meaningful application in acute care hospitals because of their strong bearing on service quality.

De Man and Cornelis Paul (2006)⁵ probed into the contribution of Human Resource Development to employee affective commitment. This dissertation puts question marks to the perceived worth of employee connected investments in relation to what seems to be a trend in organizational strategies: to direct significant parts of budgets to employee development and training. Next to the out-of-pocket costs, such investments necessitate management time and attention to the planning, execution and evaluation of these initiatives. Despite
different forms of financial support, such as ESF subsidies, investing in employee
development and training, is a costly affair. In an attempt to answer the questions,
in this dissertation, the mechanics of investments in employee development
(Human Resource Development) and its contribution to employee affective
commitment as a driver to organizational performance are researched. Results of
the research suggests that organizations can expect better results from their
investments if they consider the employee's learning capability as an element to
organizational goals and strategies.

Arif Hassan (2007)\(^6\) in his study on Human Resource Development
and organizational values indicated that Organizations create mission statements
and emphasize core values. Inculcating those values depends on the way
employees are treated and nurtured. Therefore, there seems to be a strong
relationship between Human Resource Development HRD practices and
organizational values. The paper aims to empirically examine this relationship. The
study measured employees' rather than management perspective. A sample of 239
employees from eight organizations responded to a questionnaire which measured
the effectiveness of employee development practices and cherished organizational
values. HRD practices like potential appraisal and promotion, learning/training,
performance guidance and development were positively related to organizational
values of collaboration, creativity, quality, delegation, and humane treatment.
However, performance appraisal system, career planning, and contextual analysis
variables were negatively associated with values such as trust and creativity.

Campos and Teodoro M (2004)\(^7\) in their analysis on Puerto Rican
Human Resource professionals' perceptions of the concept, practice, and
future of Human Resource Development (HRD) in Puerto Rico Campos,
examined the practice of HRD in Puerto Rican Organizations. Semi-structured
interviews were employed to explore the perceptions of thirty Puerto Rican
HR/HRD practitioners about the concept, practice, and future of HRD in Puerto
Rico. Based on participants' perspectives, five themes associated to the concept of
HRD emerged: (1) financial benefits from HRD investment, (2) impact of HRD on
employee satisfaction and motivation to work, (3) a strategic tool for achieving
organizational goals, (4) performance improvement, and (5) assisting and facilitating change processes. The state of HRD practice in organizations operating in Puerto Rico was characterized by a lack of systematic need analysis, increased use of evaluation methods, continuous demand for training and development, growing use of OD practices, low management support and commitment, contradictory views about the role of HRD, and a necessity for increasing the level of HRD professionalism.

Randhir K Auluck (2006) in his study on The Human Resource Development function: the ambiguity of its status within the UK public service stated that improving performance through better Employee Development practice is a recurrent theme within the UK public sector. Human Resource Development (HRD) is seen as playing a pivotal role in this process. This article will review the role, structure and status of HRD within the UK public service. It will consider the apparent paradox that exists. On the one hand, the HRD function is reported to have a vital role in the development of those working within public service organizations. On the other hand, some hold the view that the reshaping of the function is diminishing its status and influence. The article draws on the findings of the first phase of a study examining the role, structure and status of the HRD function in UK public sector organizations. Findings suggest that how the HRD function is presented and represented is problematic.

Dr Patiraj Kumari and Richa Mishra (2009) in their study on Implementing Human Resource Development as a Tool for Effective Organizational Change indicated that Employees and their organizations face ever-increasing rates of change in products and services, the knowledge and expertise required to deliver these products and services, structures, procedures, processes of work, and policies and regulations intended to ensure public safety and confidence. Continuing professional education (CPE) and human resource development (HRD) are fields of practice charged with fostering the necessary change to address these ongoing needs. Purpose - The aim of the study was to measure employees' perception of human resource development (HRD) practices in their organization, and to examine the role of HRD practices on employees'
development climate. A total of 100 employees belonging to two organizations (texturising units from Dadra Nagar Haveli) responded to a questionnaire which measured the following variables: career planning and development, training and learning, organizational development, action oriented research, HRD climate, values, reward and recognition, and communication. Analysis was done and results were interpreted regarding the HRD practices of the two organization and the comparison between the two was done as how the employees of both the organization rate them on HRD practices and HRD climate of each organization.

Sandra Watson and Gillian A Maxwell (2007)(10) conducted a research on HRD From a Functionalist Perspective: The Views of Line Managers Based on a sample of 328 line managers from the Hilton hotel group in the United Kingdom, this article considers line managers’ understanding of their HRD roles and responsibilities, the key HRD activities they engage in, and the challenges they face in relation to their HRD roles. It concludes that line managers appear to have embraced their HRD roles, with support from HRD professionals.

Sharon Mavin, Philip Wilding, Brenda Stalker and David Simmonds (2007)(11) in their study on Developing "new commons" between HRD research and practice; Case studies of UK universities reported on a Forum for HRD initiative to proactively engage with HRD practitioners to develop "new commons" in the research-practice nexus. Researchers joined a community of UK university HRD practitioners, negotiated a research project mapping the terrain of HRD practice, explored how research informed these are and identified future practice relevant HRD research. The research process is described as grounded in relationship building and collaboration. Researchers utilized qualitative research methods to develop small-scale empirical research and explore HRD practice in four case study universities and the UK Leadership Foundation for Higher Education. Findings are presented in the following themes: organizational approaches to HRD; underpinning philosophies and interventions as research informed and contracting and evaluating external providers and identifies opportunities to develop new commons between theory and practice via
collaborative partnerships between the Forum for HRD and UK University HRD practitioners. Research limitations implications- Future empirical research which is practice relevant is necessary in the area of evaluation of non- accredited HRD interventions, the challenges of developing leadership and management in UK HE and the HRD research-practice nexus.

**Eduardo Tomé (2009)**(12) in the study on the evaluation of HRD: a critical study with applications analysed critically the most important methods that are used in the evaluation of Human Resource Development (HRD) the approach is to ask two questions: What are the methods available to define the impact of HRD in the economy? How can we evaluate the evaluations that have been made? Findings - There are two main perspectives to evaluate any program, by results (counting occurrences) and by impacts (calculating the differences the investment made in the society). The first type of method does not find the impact of the program, the second type does. Research limitations/implications - The analysis is limited by existing studies on HRD. The implications are that the conditions that underline the existence of HRD programs define the type of evaluation that is used. The results of this paper put the evaluation problem in a new perspective. It explains the difference between methodologies (results and impacts) and scientific fields used (public administration, social policy, HRD, KM, IC, microeconomics, HR economics) by the type of person responsible: public administrator, private manager, HRD expert, knowledge manager, IC expert, micro economist.

**Jason B. Moats and Gary N. McLean (2009)**(13) in their research on Speaking Our Language: The Essential Role of Scholar-Practitioners in HRD indicated that a gap is perceived to exist between scholars and practitioners that is continually exacerbated by failures to develop fully opportunities for collaboration. This article explores ways that through interpretation, scholar-practitioners may be able to bridge this gap between scholars and practitioners. The authors suggest ways in which scholar-practitioners can act to (a) improve collaboration between scholars and practitioners and (b) improve the dissemination of the knowledge created by and for scholars and practitioners. The article concludes by asserting
that HRD has much to do to identify the innovative practices that truly help organizations it serves. The authors offer several areas of practice and research in which the aforementioned collaboration is needed to improve HRD as a whole. There is much to be done, but it starts with understanding each other.

Catherine M. Sleezer (2004) in their study on the Contribution of Adult Learning Theory to Human Resource Development (HRD) examined the processes by which adults acquire knowledge and skills and apply new learning in many avenues. One important venue for the application of learning is the workplace. In spite of the frequency with which human resource development (HRD) professionals say they rely on adult learning, the contributions of adult learning theory and research to HRD theory, research, and practice have never been fully explored. No comprehensive and comparative analysis and synthesis demonstrates how adult learning theory informs HRD theory, research, and practice. This issue is dedicated to filling a gap in the HRD literature by presenting the major adult learning theories and drawing implications for the field.

Fredrick Muyia Nafukho, Richard T. Roessler, and Kit Kacirek (2010) conducted an investigation into the Implications for Human Resource Development Practices (2010) This article discusses strategies that Human Resource Development (HRD) and Human Resource Management (HRM) personnel can be used to minimize the unlawful termination of employees with disabilities and thereby preserve the diversity they bring to the workforce. HRD and HRM practitioners are constantly faced with the challenges of managing diversity given the rationale that a diverse workforce is more productive and more representative of the American population (Selden & Selden, 2001). Lack of awareness of the various forms of disability and of diversity management skills key skills a good HRD practitioner ought to have often results in conflict and mistrust, all of which can lead to failure to achieve individual, process, and organizational performance goals (Kochan et al., 2002). Diversity management, therefore, must take into consideration the various forms of disability—physical (mobility impairment and chronic illness), sensory (visual and hearing impairment), cognitive (mental retardation and learning disability), and emotional
(depression and other psychological conditions)—as they interact with different (a) workplace demands and tasks; (b) attitudes and expectations of employers and coworkers; and (c) perceptions of people with disabilities themselves. To manage disability as a diversity issue, it is imperative that HRD and HRM practitioners, employees, management, and organizational leaders understand the meaning of disability as a diversity factor in the workplace and the potential impact of disability on critical HRM and HRD practices related to job retention and termination.

Mary V. Alfred and Dominique T. Chlup (2010) published an article on Race Matters in Human Resource Development. The purpose of this article is to create space for authentic dialogues about “race” in the discourse on diversity in graduate programs of human resource development (HRD). Although HRD professes an interest in diversity, it has not seriously made it a part of the curriculum, and race as a dimension of diversity has remained invisible. In approaching this exploration, we were guided by the following questions: (a) How is race conceptualized in the social science literature? (b) To what extent have HRD scholars and practitioners responded to the discourse on race, particularly in light of the increase in racioethnic minorities in education and in the workplace? (c) How can HRD educators facilitate greater attention to race in the process of teaching and learning? From our review of the literature, we found some attention to diversity in general but race remains an invisible construct despite the rapid increase in the number of racioethnic minorities to the United States and other nations. To facilitate research and teaching about race, we suggest critical race theory as a framework to guide such activities.

Siriwaiprapan and Somsri. (2000) have examined the concept, practice, and future of Human Resource Development in Thailand as perceived by Thai Human Resources practitioners. The study indicates, the contributions of HRD were enabling organizations to gain better returns on investment, to better utilize their employee potential, to enhance employees’ morale and commitment to the organization, to be more socially responsible, and to succeed in their business. The participants believe the essential objectives of
HRD are improving employees' performance, fulfilling the demands of the organizations for human resources, and facilitating organizational change. The scope of HRD practice was expected to direct towards organizational knowledge, social skills, cognitive capability, job expertise and self competence. The participants' perceptions revealed seven approaches to HRD that entailed on-the-job learning, line involvement, empowerment, life-span development, whole-person development, equal opportunity for development, and self-development. Thai HRD practice was characterized as unsystematic and disoriented due to the unconcerned attitudes of the stakeholders, the low recognition and understanding of the profession, and substandard professionalism. Correspondingly, four future directions of Thai HRD practice were identified as follows: (1) changing management attitudes, (2) improving the status of HRD profession, (3) enhancing the professional proficiency, and (4) redirecting Thai HRD practice through the following strategies: (a) a systematic, holistic HRD planning, development of Thai management and HRD practitioners to assume a more holistic view of HRD practice, (b) increased collaboration of all the parties concerned in developing others and themselves, (c) more emphasis on creating a learning environment for individual growth and organizational learning. Overall, the study's results pointed to an increasing awareness of HRD practitioners' role as strategic, business partners—as one participant put it, "to come to the forefront to work along with the management team."

Blake and Arthur (1996) in their paper they mentioned about the relationship between Human Resource Development practices (HRDPs) and total production performance cost (TPPC) The data gathered in these studies across industries as well as the steel and automobile industries was based on the responses of HR managers, and in one case, line managers. This study addressed these gaps by examining a HRDPs system and its relationship with total production performance cost of electricity in a vertically integrated electric utility experiencing deregulation. The results showed that the scales were reliable and sound validity procedures were used. Incremental variance explained in TPPC by employee motivation was.001%. Incremental variance explained in TPPC by employee skills/organizational structures was.002%. Incremental variance
explained in TPPC by the control variables of age and capacity was 19%. Age explained 12% of the variance while capacity explained 7%. Conclusions and implications This study concluded that it is unlikely that there is any incremental variance explained in total production performance cost by employee motivation and employee skills/organizational structures. However, it is likely that some incremental variance is explained in TPPC by plant age and capacity.

A Ahad, M. Osman-Gani and Akmal S. Hyder (2008)(19) conducted an empirical analysis of HRD interventions Repatriation readjustment of international managers The study indicates that with increasing interest in overseas business expansion, particularly in the Asia-Pacific region, expatriate management, including repatriation readjustments has become a critical international human resource development (HRD) issue for multinational enterprises (MNEs). This empirical study therefore aims to investigate the use of HRD interventions relating to training and development for effective readjustment of international managers on repatriation. The data were collected through a field survey conducted on repatriation experience of international managers from more than five countries, who are working in Singapore. The study provides valuable insights about repatriation training programmes, training contents, programme duration, delivery modes, and providers of effective training programmes. HRD professionals and senior executives of MNEs will benefit from the findings of this study in making decisions on effective design and implementation of training and career development programmes. The findings have significant implications for career development of managers involved in international business operations. This paper discusses readjustment problems of the repatriating managers and suggests how realistic HRD programmes, mainly based on training, can be developed and implemented for retaining international managers. These findings from the dynamic region of Asia will also help in developing appropriate career development programmes.

Robert G Hamlin. (2007)(20) published an article on An Evidence-Based Perspective on HRD The purpose of this article is to provoke thought and reflection on the recent emergence of "evidence-based" approaches to HRD
practice by discussing their relevance to organizational leaders, managers, HRD practitioners, and other HR professionals concerned with bringing about effective and beneficial organizational change and development. How such approaches might become commonplace throughout the HRD business is also discussed and illustrated.

David McGuire and Maria Cseh (2006)\(^{(21)}\) have conducted a study on the development of the field of HRD: a Delphi study. The study explored the views of leading human resource development (HRD) academics regarding five main issues: the disciplinary bases of HRD, the historical milestones in HRD, the constituent components of HRD, the leading contributions in terms of journal articles and books to the development of HRD and the future of HRD. A Delphi methodology was adopted. The views of editorial board members of the four main HRD journals (Human Resource Development Quarterly, Human Resource Development International, Advances in Developing Human Resources, Human Resource Development Review) and of the Board of Directors of the Academy of Human Resource Development were sought. Adult learning, systems theory and psychology were identified as the disciplinary bases of HRD. Works by Knowles, Nadler and McLagan were viewed as the leading contributions to the field. Adjusting to changes in work patterns and how work is organized was identified as a key trend influencing the field.

**ORGANIZATIONAL DEVELOPMENT**

Glyn Elwyn and Paul Hocking (2000)\(^{(22)}\) have conducted a research on Organisational development in general practice: lessons from practice and professional development plans (PPDPs). Practice and professional development plans are hybrids produced by the combination of ideas from management (the applied behavioural science of organisational development) and education (self-directed adult learning theories) and, in conceptual terms, address the lack of effectiveness of passive educational strategies by making interventions relevant to identified system wide needs. In the intervention, each practice participated in a series of multidisciplinary workshops (minimum 4) where the process outcome was the production of a practice development plan and a set of personal portfolios,
and the final outcome was a realised organisational change. It was apparent during the project that organisational admission to a process of developmental planning needed to be a stepwise process, where initial interest can lead to a fuller understanding, which subsequently develops into motivation and ownership, sufficient to complete the exercise. The advantages of introducing expert external facilitation were clear: evaluations of internal group processes were possible, strategic issues could be raised and explored and financial probity ensured. These areas are much more difficult to examine when only internal stakeholders are engaged in a planning process. It is not possible to introduce practice and professional development plans (organisational development and organisational learning projects) in a publicly funded health care system without first addressing existing educational and management structures. Existing systems are based on educational credits for attendance and emerging accountability frameworks (criteria checklists) for clinical governance. Moving to systems that are less summative and more formative, and based on the philosophies of continual quality improvement, require changes to be made in the relevant support systems in order achieve policy proposals.

Nicolay A. M. Worren, Keith Ruddle and Karl Moore (1999) (23) in their study on From Organizational Development to Change Management described the emergence of change management as a service offering of major consulting firms. The authors compare change management with traditional organizational development (OD) in terms of theory and analytical framework, the role of the interventionist, and intervention strategies. They argue that change management has the potential to become a discipline that can unite the different “thought worlds” operating in the field of planned organizational change.

Jordi Trullen and Jean M. Bartunek (2007) (24) in their study on What a Design Approach offers to Organization Development described characteristics of design science as a type of organization development (OD) intervention and as an approach to actionable theorizing. The authors discuss ways that design science approaches are typically but not necessarily consistent with OD’s values as well as the types of intervention motors they typically use. That is, they often reflect
humanistic values, but they need not necessarily do so. Design science typically uses action research and participation intervention motors but does not include as much self-reflection as is the case in much OD work. Design approaches focus much more on action than do most current OD interventions; thus they add an important dimension to OD practice. In addition, they suggest ways of linking this focus on action with hypothesis testing and theorizing more than do most current OD interventions. Thus, they offer the possibility of revitalizing OD.

Joan Ernst van Aken (2007) (25) published an article on Design Science and Organization Development Interventions Aligning Business and Humanistic Values. The paper discussed a design science approach to organizational development (OD) resulting in some new perspectives about how OD interventions might support more effective organizational change. These relate to the way in which the formal organization is redesigned, the way this design is translated by the members of the organization into their own roles and routines, and the way in which subsequent organizational learning produces the intended performance improvement. The background, nature, and characteristics of design science and design science research are discussed, and using a design science perspective, a process model of planned change projects is presented. Drawing on a case in planned change, it is argued that a design science perspective can provide a powerful combination of the original strengths of OD in human behavior and planned change based on humanistic values on one hand and design competencies involving both humanistic and business values on the other.

Susan A. Lynham, Thomas J. Chermack and Melissa A. Noggle (2004)(26) have conducted a study on Selecting Organization Development Theory From an HRD Perspective. This article considers the topic of OD for performance improvement and proposes that the selection of OD theory relevant to the topic can be informed from two perspectives: the theoretical foundations of HRD and multiple domains of performance improvement. When integrated, these two views inform the development of a heuristic and theory-for-practice (TFP) matrix useful to researchers and practitioners. The synthesis of this heuristic is presented, discussed, and applied to the topic of OD for performance
improvement. Implications of the TFP matrix for further research and improved practice are briefly noted.

Virpi Ruohomäki (2003)(27) has conducted a research on Simulation Gaming for Organizational Development. This article introduces development and design approaches to organizational change (DIL). Simulation games can be used for promoting organizational development. They offer an arena for organization members to analyze the present state of an organization and create new organizational solutions. The bridge between the present and future mode of working can be built on by the ideas for improvement brought forward by the participants of the simulation game. The study focuses on the WORK FLOW GAME (WFG) (DIS). It integrates the following activities: work process improvement, use of information technology, and participation and learning by the personnel of a company or public agency. WFG promotes organization innovations through interaction and cooperation of the people involved. The study showed improvements in the quality and efficiency of the work process, customer relations, and working conditions of the personnel.

Christopher G. Worley and Ann E. Feyerherm (2003)(28) have published an article on Reflections on the Future of Organization Development. This article described and interpreted the results of interviews with 21 pioneering organization development (OD) thought leaders regarding the past, present, and future of the field. Interpretations of the data reveal a pattern of responses that reflects the evolution of the field; adds to our understanding of the definition, values, skills, and trends in the field; and supports recommendations for developing future OD practitioners and reconciling the discipline's currently fragmented state.

Mark J. Martinko and Paul Fadil (1994)(29) have conducted a research on Operant Technologies: A Theoretical Foundation for Organizational Change and Development. Operant technologies have been criticized as being too micro-oriented and simplistic to apply to the complex problems and interdependent issues associated with major organizational change.
and development efforts. Describes an organization change and development effort in an international brewery that used operant principles as the theoretical foundation for guiding the intervention. Illustrates that operant principles may be particularly advantageous for organizational change efforts in that the emphasis on behaviourally-based problem definitions and measurement provides a solid foundation for problem identification, problem solving, and the development of concrete action plans.

**Julie Wolfram Cox and Stella Minahan (2006)**\(^{(30)}\) have conducted a study on *Organizational Decoration. A New Metaphor for Organization Development*. The authors called for the introduction of a new metaphor, organizational decoration, to provide a way of conceiving organizational development (OD) as an aesthetic endeavor. First, this is a response to recent calls for fresh and more interdisciplinary approaches to thinking about the practice of OD. Second, it is a provocation, for their choice of decoration is also a call for greater humility in OD’s ambitions. Rather than seek a more strategic or architectural role for OD, organizational decoration works instead at the surface and in the realm of the aesthetic. And within that realm the authors have deliberately chosen decoration over design (a term far more familiar to OD) because decoration more closely represents the ordinary and often temporary contributions that the authors advocate. Implications of moving OD down-market are discussed.

**Mick Beeby and Peter Simpson (1988)**\(^{(31)}\) – conducted a study on an organisational development. This analysis suggested that future OD practice should be grounded in processes of dialogue permeating all phases of the intervention. At the diagnostic phase, there is a need to identify more clearly the enablers and barriers to productive learning. Subsequently, during implementation, the boundaries of the intervention with particular reference to politics, authority and task should be managed more carefully and explicitly.
EMPLOYEE DEVELOPMENT

Chay Hoon Lee and Norman T. Bruvold (2003) in their study on Creating value for employees: investment in employee development Int. J. of Human Resource Management, examined the relationships among perceived investment in employees’ development (PIED), job satisfaction, organizational commitment and intent to leave. Individual-level analyses from a sample of 405 nurses from two countries indicate that PIED is positively associated with job satisfaction and affective commitment but not with continuance commitment. As expected, job satisfaction and affective commitment fully mediate the relationship between PIED and intent to leave. Structural parameters across both samples. The findings from this research have important implications for healthcare organizations. Perception of investment in development can improve nurses’ morale and dedication to the level that emotionally binds them to the organization and encourages them to stay on. This implies that healthcare organizations need to pay greater attention, both in investing and planning development activities that promote and develop organizational commitment and job satisfaction among nurses.

Elena P. Antonacopoulou (2000) has conducted a study on Employee development through self-development in three retail banks. The employee development initiatives in three retail banks are the focus of this paper. The discussion draws on recent empirical findings to examine the motives and expectations that underpin employee development initiatives, and the underlying assumptions which shape how such initiatives are implemented in practice. The perspective of the organisation in relation to employee development is further enhanced with findings from the perspective of the individual employee. These findings show the impact of employee development initiatives on individuals’ willingness to learn and take personal responsibility for their development. The analysis highlights the nature of the interaction between individual and organisational priorities within development and draws attention to some of the challenges that underpin employee development initiatives. The implications of these challenges for the way organisations design employee development initiatives in the future, and the way we think and research employee development are discussed at the end of the paper.
Tara J. Fenwick (2003)(34) in his article on Professional growth plans: Possibilities and limitations of an organization wide Employee Development strategy indicated that professional growth plans, while not a new approach to employee development, are rarely mandated as standard supervisory practice. This article offers a study of wide scale mandatory implementation of professional growth plans (PGPs) in Canadian school systems, as an approach to fostering continuous professional learning. Reported benefits include greater employee commitment to learning; increased employee focus on purposes for their own development; increased collegiality; and employees' sense of self-affirmation. Tensions over control and direction, between organizational desires to guide employee development and professionals' desires for autonomy, need to be worked through. But with sufficient employee-supervisor trust, dialogue, flexibility, and patience, the findings suggest that PGPs motivate dialogue and questioning that energizes collective learning and professional practice.

Elwood F. Holton (2006)(35) in their article on New Employee Development reconceptualized new employee development by proposing a comprehensive taxonomy of the learning tasks that a new employee must complete (and that organizations should facilitate) to achieve desired levels of performance. For more effective development the systems approach developed here integrates socialization learning with task learning in three categories of interventions. The socialization research most relevant to HRD and serving as a basis for part of the taxonomy is reviewed in depth. The taxonomy should enable HRD professionals to diagnose new employee adaptation and socialization problems, design interventions to facilitate more effective new employee development, and evaluate intervention outcomes. Implications for HRD practice and research are discussed, focusing on the design of new interventions to facilitate comprehensive development.

Brad Shuck and Karen Wollard (2010)(36) studied about the Employee Development and HRD: A Seminal Review of the Foundations This article explored the development of employee through a historical lens using an integrated literature review to define and situate the concept within the HRD field.
by systematically reviewing and organizing literature across various disciplines and fields of study. Seminal works on the topic were identified and reviewed to gain an understanding of the topic's development.

Bob Calkin (2009) has conducted a study on Personal and professional development for staff development leading to more effective employee development. The study indicates the following results:

- Matching your talents and your interests with a field of work and industrial sector that is compatible with your talents and interests. This is the first of the five steps and is incorporated as part of the seven secrets;
- Responding in real time to the challenges you face in the most effective way possible. It’s a major advantage to be able to respond in the right way as events unfold. Most people recognize what they should have done when it’s too late.
- Adopting the role of a player rather than a victim when life deals with you one of those setbacks that seem to be inevitable for us all;
- Achieving emotional mastery, so that you can use the energy of the emotions constructively, and not be overwhelmed by emotions such as fear, anger or guilt;
- Mastering crucial conversations where opinions differ, where the stakes are high and emotions run hot;
- Negotiating by using the crucial conversation skills to seek common interests that everyone can sign up, and that result in the best decision where everyone is satisfied;
- Acting with integrity by making and honoring your promises through commitment conversations;

These bullets points do nothing more than summarize what is involved. On their own these bullet points don’t convey the transformational power that knowing and using the capacities the secrets hide involve, in leading to the creation of personal and professional development plans. In order to appreciate the transformational nature of the seven secrets we ask that you visit the home page of the site, and then register to receive a copy of a short book "The Truth of the Crash and a New Career Development Plan."
TRAINING AND DEVELOPMENT

Robert T. Rosti Jr and Frank Shipper, (1998)\(^{(38)}\) in their study on the impact of training in a management development program based on 360 feedback indicated that training programs are infrequently evaluated and when they are evaluated they often rely on pre-experimental designs and feedback of the participants. This statement is also true of management development programs based on 360 feedback. In this study the effects of a training program administered with 360 feedback are evaluated using pre- and post-observations of the participants’ managerial skills in control and experimental groups. The results indicate that changes in individual skills could not be contributed to the training program, but that changes in the overall profiles of skills could. Why this could occur is discussed as well as suggestions for improving training evaluation.

A.A. Al Bahar, S.E. Peterson and W.G.K. Taylor (1996)\(^{(39)}\) in their research on Managing training and development in Bahrain: the influence of culture examined the influence of national culture on the decision-making behaviour of training managers in Bahrain. Twenty-one such managers were interviewed in order to complete two inventories: one concerned with the training culture and the other concerned with decision criteria used in selecting people for training. Characterized the organizations represented in the sample by reference to two scales of measure. The first of these, which has been termed organizational rationale, reflects the extent to which training decision making stems from organizational needs. The second measure, which has been termed social rationale, reflects the extent to which training decision making stems from the mores of an Arabic culture. The location of an organization on a two-dimensional diagram contrasting these two types of influence is reminiscent of the managerial grid of Blake and Mouton. Suggested that Arabic culture can be mediated by variables such as nationality of ownership and sector of the economy.

John P. Wilson (2006)\(^{(40)}\) in his study on Human Resource Development: learning & training for individuals & organizations indicated that Career development (CD) has long been cited as a core area associated with human resource development (HRD). Despite this explicit connection, few
publications focusing on CD are available in general HRD-related literature. This review outlines selected theories, examines selected definitions of CD, and analyzes the aims of career development in relation to HRD. The authors argue that there is much more opportunity to explore CD as a necessary component of HRD than has been undertaken to date. Furthermore, they make recommendations for multilevel integration and related theory-building approaches that may enhance the role of CD in HRD.

Daniel A. Weissbein, Jason L. Huang, J. Kevin Ford and Aaron M. Schmidt (2010) in their study on Influencing Learning States to Enhance Trainee Motivation and Improve Training Transfer examined a pre-training intervention to enhance transfer of training. The learning-state analog of locus of control was the target for intervention designed to impact motivation to learn which in turn would affect knowledge acquisition and the amount of post training practice. Results supported our research model in that the pre-training intervention impacted individuals’ internal, controllable attributions (i.e., belief that success is due to effort and strategy). These controllable attributions affected trainee’s motivation to learn. Findings also showed that motivation to learn impacted the application of learning to a negotiation transfer task through its influence on the amount of post training practice and rehearsal activities engaged in by the trainee prior to the transfer task. The pre-training intervention also had an effect on transfer above and beyond that accounted for by motivation to learn and post training practice.

Polistena-D’Agosto and Louise (2009) in their analysis on Training program effectiveness: Perceptions of public school board members in Connecticut following six conclusions were arrived at: (1) The focus of board member training in Connecticut is on procedures and process, the rules and regulations of board membership. (2) Training is limited in guiding board members on ways to work collaboratively with members who differ politically. (3) District size matters in how members perceive training. (4) Board members have limited time to devote to training. (5) Board members have limited understanding or training in educational innovations that enhance student achievement. (6)
Perceptions of training programs in all conceptual frames plus student achievement are impacted by number years of service.

**Crutchfield, Elaine Brown (1998)** in their study on how a manufacturing organization selected training as the best means to improve employee performance examined how one manufacturing organization sought to develop its human resource by providing training programs. A qualitative single case study method was used. The site selected for study demonstrated many of the practices of high performance work organizations as they are defined by the literature, including a substantial commitment to workforce training. The results appeared to indicate that there was no systematic assessment of performance needs or evaluation of performance improvement interventions (i.e., training). Training appeared to be selected as the result of an individual's request for development, or the need to provide opportunities for organization members to attend training programs to satisfy the organizational goal of 24 hours of training provided to each member annually.

**Klingel-Dowdand Susan (1997)** in their research on Trainees' perceptions of personal learning experiences and training program characteristics that helped them to learn: indicated that many U.S. corporations have begun investing in the education and training of their personnel in order to implement and maintain the changes necessary to remain competitive in a global market place. Employees have been required to learn and utilize new and/or different competencies. The findings suggested that the majority of workplace skills or competencies were learned and utilized through informal learning. Formal training was used to initiate, maintain, or validate the informal learning. Content learned during the formal training was more likely to be used if participants were given an opportunity to practice the skills or competencies during the training. Handouts or booklets were used after the training to replicate the skill or competency. The findings suggested that the theoretical description of needs assessment and of the evaluation process were not valid in the current workplace training setting. Respondents suggested improvements for both areas. This study has implications for trainers, training directors, and human resource personnel.
Further study is recommended on needs assessment, evaluation, and informal learning within the workplace.

**Thies and Peter Kenneth (1991)** conducted an investigation into the effects of interpersonal perception skills, value similarity, and human influence skills training on success in integrative problem solving. A growing body of literature suggested that an organization will be more effective if its members are able to work cooperatively and successfully manage interpersonal conflict. An important form of cooperative behavior in organizations is integrative problem solving, particularly with respect to negotiations and decision making. This thesis tested several hypotheses concerning the role of individual differences, situational characteristics, and training on a person's ability to achieve an integrative solution with another. It was hypothesized that two crucial dimensions—personal values and interpersonal perception skills—would have significant effects on this ability. In addition, it was hypothesized that a particular form of training in human influence skills would have positive effects on a person's success in integrative problem solving. Results indicate that two interpersonal perception skills—accuracy in predicting the preferences of another and perspective-taking ability—positively affect integrative solutions. Additionally, training based on Dwyer's (1988) framework of human influence increased participants' ability to achieve integrative agreements. Furthermore, perceived and not actual value similarity resulted in more integrative solutions. A conceptual model is presented which integrates these findings with past research. Results of this study are useful for practice in Organizational Development and for theory development in Organizational Behavior, Human Resource Management and Industrial Relations.

**Ihejieto-Aharanwa and Clifford O (1990)** in their research on human resource development practitioners' philosophical preferences and their relationships to training, determined the human resource development (HRD) practitioners' philosophical preferences and their relationships to training practices in organizations. The PPSI indicates one's philosophical preference to training, reflecting the person's attitude towards teaching and learning. The pictorial presentation of learning types further explicates the similarities and differences of
the heterarchy, mode, and hierarchy of learning advanced by Bateson, Bruner, and Gagne, respectively. The addition of the characteristics of the behavioristic learning to the Friedlander's summation about "value sets associated with learning," bequeaths the discussion of these established learning theories: cognitive, behavioristic, and humanistic.

Staples and Justin Gregory (2010)\textsuperscript{(47)} in their study on The relationships among employee reactions to training, commitment to organizational change, learning, and volunteering behavior explored the relationships between employee reactions to change-related training, commitment to organizational change, learning, and volunteering behavior. To accomplish this, online surveys were used to gather employee perceptions. Measures used were the Affective Commitment to Change Scale developed by Herscovitch and Meyer (2002) and Affective and Cognitive Reaction to Training Scales which were developed for this study based on Alliger, Tannenbaum, Bennett, Traver, and Shotland's (1997) previous conceptualizations. Theories related to attitude formation and change, learning, and organizational change provided a framework for this study and guided the research questions. Results showed strong correlations between training reaction sub-scales, suggesting conceptual overlap and need for revision. The results of factor analysis provided the best fit for a 2-dimensional model of training reactions. Hierarchical regression analyses showed significant relationships between training reactions, commitment to change, and volunteering behavior.

Heather C. Kissack and Jamie L. Callahan (2010)\textsuperscript{(48)} in their study on The reciprocal influence of organizational culture and training and development programs: Building the case for a culture analysis within program planning demonstrated that training designers can, and should, account for organizational culture during training needs assessments. Utilizing the approach and arguments in Giddens' structuration theory, the paper conceptually applies these tenets to training and development programs within organizations. Within a typical analysis-design-develop-implement-evaluate (ADDIE) training model, relationships between organizational culture and each
step of the training are conceptually available. Organizational culture shapes, influences, and redefines training programs which, in turn, shape, influence, and redefine organizational culture. Including a culture analysis within program planning will ultimately alleviate many of the problems that may arise during the implementation of a training and development program because of cultural resistance and/or clash of values between culture and training.

CAREER DEVELOPMENT

Kimberly S. McDonald and Linda M. Hite (2005) in their research on Reviving the Relevance of Career Development in Human Resource Development indicated that the nature of work, organizations, and careers has evolved significantly in the past decade. In the wake of these changes, career-development research and implementation have languished. This article addressed this dearth of discourse and practice from the perspective of human resource development (HRD). The authors suggested a framework for reintegrating career development into the HRD function and offer specific learning activities better suited to the needs of individuals and organizations in this turbulent environment. Recommendations for future action are provided.

Linda M. Hite and Kimberly S. McDonald (2008) in their study on A New Era for Career Development and HRD indicated that Career development (CD), long considered a primary function of HRD, has been eclipsed in recent years by changing employer—employee loyalties, increasing interest in portable careers, and the growing importance of subjective career goals. Instead of abandoning CD in the wake of such significant changes, HRD needs to review the evolving career landscape and respond to the diverse needs of individuals and systems. It is a new era for CD and HRD.

Sharon K. Gibson (2008) in his study on The Developmental Relationships of Women Leaders in Career Transition: Implications for Leader Development mentioned that developmental relationships are distinct in that they serve as a source of leader development that spans organizational boundaries. These relationships are potentially more critical for women leaders
due to their limited access to informal networks in the organizational context. This article explores the alignment between the essential attributes that emerged from women leaders' descriptions of their developmental relationships during career transition and the functions of developmental relationships identified as important for leader development. The analysis indicated that developmental relationships provide similar functions for women leaders during career transition as they do for leader development, supporting the notion that developmental relationships during career transition serve as an ongoing vehicle for leader development. However, three predominantly intra organizational leader development functions were not consistently evident in these women's descriptions. Additionally, there was increased emphasis on the support element of developmental relationships during career transition. Implications for HRD practice and research are proposed.

Kimberly S. McDonald and Linda M. Hite (2008) in their exploratory qualitative study on The Next Generation of Career Success: Implications for HRD investigated young professionals' definitions of career success and the strategies they employ to achieve that success. There were three over-arching themes that emerged from the data to reflect how young professionals perceive career success. They see it as individualistic and as a multidimensional concept that is likely to change throughout their work lives. The third theme, attaining work-life balance, is integral to their definition of career success as well as to their strategies for attaining success. Implications for human resource development are provided.

Hallie Preskill and Stewart I. Donaldson (2008) have conducted a research on Improving the Evidence Base for Career Development Programs. The lack of sound evidence for the effectiveness of career development interventions may be because of the overreliance on Kirkpatrick's ubiquitous evaluation approach or that traditional research methods such as experimental and quasi-experimental designs are not appropriate or feasible in many organizational settings. This article described the growing profession and practice of evaluation and discusses how the positive psychology movement provides new insights into how career development programs may be evaluated.
Toby Marshall Egan, Matthew G. Upton and Susan A. Lynham (2006)(54) have conducted an investigation about Career Development: Load-Bearing Wall or Window Dressing? Exploring Definitions, Theories, and Prospects for HRD-Related Theory Building Career development (CD) has long been cited as a core area associated with human resource development (HRD). Despite this explicit connection, few publications focusing on CD are available in general HRD-related literature. This review outlined selected theories, examines selected definitions of CD, and analyzes the aims of career development in relation to HRD. The authors argue that there is much more opportunity to explore CD as a necessary component of HRD than has been undertaken to date. Furthermore, they make recommendations for multilevel integration and related theory-building approaches that may enhance the role of CD in HRD.

Robinson and Sarah (2008)(55) in their study on Career planning and development needs of rural and remote nurses made a welcome contribution to this literature, as well as raising questions about how career-planning services might best be developed. The authors used self-completion questionnaires to explore nurses' use of activities comprising the framework: more immediate aspects and longer-term aspects. Longer qualified respondents were more likely to have undertaken activities relating to more immediate aspects of career planning. Employers therefore need to recognize that those in early career stages may need support in this respect. Nurses participating in university programmes and continuing education were more likely to have developed a career vision. The study reviewed here, suggests that using instruments based on Donner and Wheeler's career planning framework may be a useful means of investigating the success or otherwise of such initiatives here and elsewhere.

Dik, Bryan J, Sargent, Adam M, Steger and Michael F (2008)(56) in their article on Career development strivings: Assessing goals and motivation in career decision-making and planning, described and demonstrated a novel approach to assessing goals and motives among individuals engaged in the career decision-making and planning process. Participants generated five career development strivings, rated each striving along several dimensions (self-efficacy,
outcome expectations, sense of calling, spiritual significance, and materialism), and completed measures of conceptually related and unrelated variables. Results indicated adequate to strong internal consistency reliability for the strivings appraisal scale scores, and the pattern of correlations support the convergent and discriminate validity for scores obtained using this approach. We conclude that the career development strivings strategy has great potential as a flexible and efficient tool for use in career development research and practice.

Appa Rao, Narayana and Murty (2014) (57) in their article on A study on HRD System in Public Enterprises in India- An Analysis described on the identification of the HRD Practices, their implications, perception and attitude of the employees towards HRD practices implemented by PSU.


Subba Rao (59) conducted a study on impact of various factors on job satisfaction of different employees. Baldev R. Sharma (60) also conducted a study on “Human Resource Management in Banking Industry” where impact of managerial beliefs and work technology on organizational climate and management has been discussed. Ramesh Gelli (61), in his paper on ‘Participative Management’. Application to Banking discussed various techniques for application of participative management and quality circles. Uday Pareerk (62), in his paper on “Introducing HRD in Banks” explains the improvement of HRD climate, strategy and spirit for implementation of HRD techniques in banks. Subba Rao (63) discusses role of bank manager as counselor and his action plan in his paper on “Bank Branch Manager as a Counselor”.

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The study made by Rice in calico mills, Ahmedabad was well received by Myers, McGreger, Likert, Davis etc. All those eminent people acknowledged the positive elements in reorganization their studies provided a basis for further developments. From the late sixties the term QWL has became well known not only to Social scientists but to layman as well. The idea has acquired so many meanings that it now tends to create confusion.

In Australia, Emery and Emery, used search conference method for learning, where workshops are designed for group learning process, many companies under took experiments and achieved positive results. There are many other scientists who worked on these concepts.

Gallic found that industrial relations and individuals attitudes to work in French and British oil refiners were influenced more by management practices than by their advanced technology.

Barron and Curnow organized that mechanization cannot replace human being. Many other researchers argue that managers should use technological change to improve management control over workflow and workers.

The profile of Indian Industrial worker has substantially changed over time. From an illiterate rural, low caste individual to educated, urban and essentially belonging to upper caste person, the Indian workers have come a long way. He seems to have different hopes and aspirations and mole Committed to the factory way of life. Manga believes that blue collar worker today is a committed man who has mounded himself according to the emerging Social Structure.

According to Sen Gupta the Indian worker is deprived of such a position. His wish has to be recognized and rewarded.

According to the latest 2001 Census of India, 33.44 per cent of the total population constitutes main workers, of these, about 30 per cent works in Industrial trade, Commerce, Transportation etc. It is estimated that approximately 10 per
cent of the workforce is currently employed in the organized sector most of which is unionized and vocal. A quick look at the reorganization of unions and their membership shows that both are steadily increasing our time. At the same time, the frequency of the strikes and man-days lost is also increasing our time. According to Varma\(^{(76)}\), the number of disputes increased by 58 per cent and the number of man days lost went up 46 per cent during 1961-83.

Saklans\(^{(77)}\) has developed 13 dimensions for the assessment of the concept of QWL, viz., adequate and fair removers attain, fringe benefits and welfare measures, job security, safe and healthy physical environment workload, opportunity to use and develop human capacity, opportunity for confirmed growth, human relations and social aspect of work life, participation in decision making rewards and penalty systems, equity, justice and grievance handling, work and total life share, and image of organization in the society.

Chaudhari\(^{(78)}\) in his article has developed cycle which begins with quality work which lead to satisfied customer, which in results in happier employers and which ultimately leads to a better quality of life for all. He has concluded that, no one can do perfect work without constant learning by individuals and by the organization as well for the achievement of quality output.
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