



LEARNING MODELS FOR HUMAN RESOURCE DEVELOPMENT IN HIGHER EDUCATION INSTITUTION

^aVinaya Kmar H.M, ^aMahatab Ali, K. M. & ^bSujay Kumar, S.

^aDepartment of Agricultural Extension, UAS, GKVK, Bangalore,

^bMangalore Chemicals and Fertilizers, Chikkamagalore, Karnataka.

ABSTRACT

Education is a lifelong process. During the last five decades of development, growths of developing countries are directly related to their human resource bases. Hence, the modern concept of HRD finds its roots in the early twentieth century notion of employee welfare. Further, HRD is a process of managing and helping people to acquire competencies in an organization/institution and community members will be given a chance to improve the technical competency to manage the environment. HRD is a process of developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance. Training and development is the process of systematically developing expertise in individuals for the purpose of improving performance. The theory of transformative learning has developed over the last quarter of the 20th century into a leading theory of adult learning. Transformative learning offers a multifaceted process through which learners identify, deconstruct and give new meaning to their experiences. The current conceptualization of transformative learning refers to the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action. Further transformative learning theory incorporates a constructivist focus on individual development and rational thought and reflection, while bringing to the fore the importance of cultural context, group learning, and discourse. The process fosters the development of socially responsible, clear-thinking decision-makers who more effectively use self-understanding and critical reflection to challenge conformity, embrace change, and align their actions toward the betterment of society. Through dialogic conversation and conscious development of mutuality, participants in a structured transformative learning process supported by teach coaches who provide feedback and challenges, gain awareness of their personal beliefs, values, and feelings. However HRD programmes support personal and organizational transformations by illuminating beliefs, values and assumptions for the self and the other; broadening understanding that truth is not an absolute, but contextually influenced and personally constructed; engaging people in the communal process of dialogue; and surfacing the higher purpose against which decisions are assessed and their implications understood. The catalyst for transformative learning is the joining of self-reflection, critical thinking, praxis, empathy, dialogue and intercultural appreciation.

KEY WORDS: Human Resource Development, Transformative learning.

INTRODUCTION

Human resource development is a process of developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance. The two major components of HRD are (1) taming and development and (2) organization development. In addition, HRD has three critical application areas: human resource management, career development, and quality improvement. Organization development: Organization development is the process of systematically implementing organizational change for the purpose of improving performance. Training and development: Training and development is the process of systematically developing expertise in individuals for the purpose of improving performance. There are two levels of performance: organizational, process, and Individual. HRD values: HRD practices should be theoretically and ethically sound. HRD calls upon theories from multiple disciplines. Thus, the problem of connecting sound theory and sound practice within a

theoretically sound and ethical framework is an important part of HRD theory and practice. The historic root of the HRD profession is the training and learning component. In order to understand the contemporary role of HRD, it is important to revisit the role of learning in the profession. Learning is only one component of expertise, More than expertise, Expertise is only one component of performance. Worthy performance from the perspective of business and industry can be viewed at the organizational, process, and individual levels. HRD as a Value-Added or Optional Activity .HRD has the potential of being aligned with the strategic goals and thus adding value to the organization. Without this alignment, however, HRD is viewed as an optional activity that is totally dependent on the integrity of the internal customer it serves.

Transformative Learning Theory

The theory of transformative learning, the process of making meaning of one's experience, emerged from the work of Jack Mezirow and has been explored through

numerous research studies and critiques over the last 20 years. As this monograph demonstrates, Mezirow has been its primary spokesperson, but other models of transformative education, particularly those of Robert Boyd and Paulo Freire, have contributed to the discussion. The paper begins with an overview of transformative learning theory, including Mezirow's notion of rational transformation, Boyd's concept of individuation, and Freire's view of social transformation. The leading proponent of transformative learning is Jack Mezirow who believes the ideal conditions for free, full participation in reflective discourse, as defined by Jurgen Habermas, and is also the ideal conditions for adult learning. They imply a set of social and political goals rounded in the nature of human communication. Habermas's theory of communicative action provides the social theoretical context for the transformation theory of learning, and his writings are very helpful in understanding transformation theory. "This theory states that there are three basic kinds of learning: instrumental learning - task oriented problem solving. Communicative learning - understanding the meaning of what others communicate. Emancipator or reflective learning - uncovering and reflecting on one's own assumptions. Transformative learning (TL) involves a profound shift in ways of being and knowing oneself and the world. Different theorists look at TL through different lenses. Experienced by these learners included new and more complex ways of knowing and increased confidence, which transferred to other roles besides learner. The catalysts for transformative changes in ways of knowing were a supportive and challenging environment.

The environment was composed of learner cohorts. Collaborative activities, emotional support, and the challenge of engaging with diverse fellow learners enabled cohort members to test and adopt new ways of thinking and acting. There is an instinctive drive among all humans to make meaning of their daily lives. Because there are no enduring truths, and change is continuous, we cannot always be assured of what we know or believe. It therefore becomes imperative in adulthood that we develop a more critical worldview as we seek ways to better understand our world. This involves learning "how to negotiate and act upon our own purposes, values, feelings and meanings rather than those we have uncritically assimilated from others". Developing more reliable beliefs, exploring and validating their fidelity, and making informed decisions are fundamental to the adult learning process. It is transformative learning theory that explains this learning process of constructing and appropriating new and revised interpretations of the meaning of an experience in the world. Transformative learning occurs when individuals critically reflect upon their environment and learning. Through intense reflection, individuals transform their thinking and view of the world. Jack Mezirow introduced the topic of transformative learning in 1978. Central to the theory of transformative learning is the notion that adults make new meaning of their experiences. In the words of Mezirow that is why it is so important that adult learning emphasize contextual understanding, critical reflection on assumptions, and validating meaning by assessing reasons. The justification for much of what we know and believe, our values and our feelings, depends on the context –

biographical, historical, and cultural – in which they are embedded. We make meaning with different dimensions of awareness and understanding in adulthood we may more clearly understand our experiences when we know under what conditions an expressed idea is true or justified. As to the use of new teaching-learning technologies in development policy, we can say this much in international human resource development, distance has always been a basic problem, because cooperation is often with countries and regions or the learning measures.

At the same time, the debate surrounding distance learning didactics on the 'disappearance of distance from distance learning' has sharpened an awareness that the distance learning approach is not just a form of learning with a short transfer distance – learners frequently remain in their occupational and social settings and these are often deliberately catered also that through the increasing use of chat rooms, e-mail, etc. distance learning is also less susceptible to 'distance'. The facilities for technology based queries and contact with the 'teacher' enable a personalized learning process that go far beyond the level of communication afforded by face-to-face learning/teaching. Incidentally, in some face-to-face situations (mass lectures) the distance to the participants is greater than in distance teaching or study courses requirements. While face-to-face learning, distance learning and e-learning are forms of learning organization and distribution of contents that differ in strict categorical terms and in their specific profiles, in actual practice many mixed modes have evidently already emerged. Face-to-face learning or education designates the predominant pattern in learning cultures worldwide. People come together to learn, grouped around an older, experienced or even specialized professional who passes on his/her knowledge and competencies as a 'knowledge agent'. Today, high esteem is still attached to the function and position of these agents of knowledge in many cultures – in some cases they are elevated to an almost sacred status. This predominant form of learning culture is certainly rooted in dialogue as a specifically human form of exchanging information and knowledge. At least prior to the invention of the letterpress and the mass circulation of books, as well as the literacy of broad sections of the population, there was no genuine alternative way of passing on knowledge. The flip-side of these cultural and historical roots of face-to-face learning is its persistence as a learning model. Although various, often convenient sources of knowledge have been available for many decades already – at least in the developed countries of the world – hardly any self-directed, autodidactic learning culture has developed that could provide for a new rationale and didactically intelligent use of face-to-face forms of learning. Large parts of face to-face teaching are still used for front-of-class knowledge presentation, as if nothing had changed in the last decades or even centuries.

Dynamics of Transformative Learning

The theory of transformative learning has developed over the last quarter of the 20th century into a leading theory of adult learning. Transformative learning offers a multifaceted process through which learners identify, deconstruct and give new meaning to their experiences.

The current conceptualization of transformative learning refers to the process “by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action”. Transformative learning theory incorporates a constructivist focus on individual development and rational thought and reflection. The process fosters the development of socially responsible, clear-thinking decision-makers who more effectively use self-understanding and critical reflection to challenge assumptions, engage complex situations, question conformity, embrace change, and align their actions. Through dialogic conversation and conscious development of mutuality, participants in a structured transformative learning process supported by learning coaches who provide feedback and challenges, gain awareness of their personal beliefs, values, and feelings. The mutuality of their encounter ensures they gain an appreciation of the range of beliefs, values, and feelings of the other, as well. Transformative learning affirms the importance of reflection in the workplace although opportunities for reflection are scarce. Transformative learning provides a theory of adult learning that guides the development of leaders and associates who are willing to challenge the status and actively question what and why they are doing what they are doing. The catalysts to challenge one’s choices and enactments foster organizationally and socially responsible decision-making and culture change. Taylor offers an extensive review of the current research on transformative learning theory identifying several themes that arise naturally from the empirical perspective. As he notes, Essential to making meaning is an understanding of one’s frame of reference, the role of the disorienting dilemma, critical reflection, dialogue with others, and conditions that foster transformative learning to name a few. Review of theory, research and practice we identified six dynamics that operationalize transformative learning theory for human resource development practitioners. Transformative learning is based in the contextual understanding of the self and the other, intrapersonal and interpersonal understanding of frames of reference. Frames of reference are initially developed through socio-cultural beliefs, values and perspectives acquired in our family of origin, cultural assimilation, and stereotypic representations within our society. This final dynamic illuminated by transformative learning highlights cultural, linguistic and style differences. In the process of exploring frames of reference, people develop an understanding and appreciation of difference. Human resource development programs support personal and organizational transformations by illuminating beliefs, values and assumptions for the self and the other; broadening understanding that truth is not an absolute, but contextually influenced and personally constructed; engaging people in the communal process of dialogue; and surfacing the higher purpose against which decisions are assessed and their implications understood. The catalyst for transformative learning is the joining of self-reflection,

critical thinking, praxis, empathy, dialogue and intercultural appreciation.

Reasons on Transformative Learning

Researchers and practitioners in the field of transformative learning question whether it is possible to structure an experience that is transformative. Yet some environments, structures and processes have demonstrated they can nourish a transformative learning process. The use of dialogue, feedback, role playing and storytelling fosters relationships and dynamics that broaden perspectives and transformative experiences. Facilitators acting as learning coaches assess the participants and determine potentially transformative moments in which they guide the participants through critical reflection, causing them to surface their assumptions and evaluate their actions in light of fulfilling their intentions. What follows is a discussion of the application of transformative learning theory in three contexts: conflict management, diversity, and leadership. In each example it is evident that people learn from each other in relationships. The trainer becomes a facilitator of reasoning in a learning situation and a cultural activist fostering the social, economic, and political conditions required for fuller, freer participation in critical reflection and discourse. The transformative learning methodology includes the use of critical incidents, metaphors from literature, music and art, appreciative inquiry, dialogue, and group participation in social action. The learning process occurs through intentional effort designed to foster critically reflective thought, imaginative problem posing, and discourse that is learner centered, participatory and interactive. Instructional materials reflect real-life experiences. Learning contracts, group projects, role play, case studies, and simulations are all methods associated with transformative education. Conflict Management People seeking actions to resolve conflict choose from a variety of approaches. The word conflict as used here is defined as the experience of incompatible activities or An incompatible activity that prevents, obstructs, interferes, injures or in some ways makes less likely or less effective another activity. In any conflict there are different levels of engagement that determine what gets paid attention to and what gets resolved. In a problem-solving approach to conflict, the presenting issue is the focus.

The conflict is addressed either directly by the people involved, or indirectly by a third party intervener, such as a mediator. The problem solving approach is a single-loop learning process, amending the situation by changing behaviors or tactics being employed. The transformational approach explores deeper levels of resolution. . This is a double-loop learning process as it calls into question the conceptual frameworks involved in making choices, such as basic assumptions and underlying values and beliefs. Through critical reflection, the double-loop learning process brings into question the frames of reference that are used to shape how we see, interpret and make sense of the world around us. Role plays and shared insights create opportunities for disorienting dilemmas to occur, the cornerstone of transformative learning. Brookfield believes that there are four steps involved in transformative learning: identifying assumptions; checking

their accuracy and validity; making alternative interpretations; and taking informed actions. This too can provoke disorienting dilemma. In organizations, communities, academic institutions, families and other domains where people gather for specific purposes, many dynamics contribute to the emergence of conflicts. These include inhibitors that prevent most people from proactively seeking ways to develop better interpersonal relationships with others. One of these inhibitors in an organization, for example, is the perceived power dynamics that take place between and amongst people with different levels inside of a hierarchy.

The belief systems of how one should behave in relation to one's boss, colleague, direct report or client impact the risk the employee will be willing to take. Some of these attitudes and beliefs are culturally influenced. Methodology for Conflict Management. Participants engaged in paired dialogues telling stories about conflicts they have had or are currently having and possible transformative moments they had in relationship to these conflicts. When their listening partner commented and openly questioned them about aspects of their conflict stories, the storytelling partner gained new insights and perspectives from which to view the conflict they had been living with. This provided a transformative experience as they considered their experiences in ways they hadn't experienced before. They often learned something about themselves or the other person that was an eye opener for them. This new learning was built upon with the introduction of theory and research to offer explanations as to why this happens. A second approach focused on learning and practicing skills that enable the participants to better manage future conflicts and their interpersonal interactions. This approach honored the skill sets the participants brought with them by their confirming what is already working well for them, while allowing them to acquire new skills to enhance the tools they had in their toolkits. The value of honoring what participants know when introducing new skills echoes current discussions on adult learning processes. Skill building included enhancing awareness of what people create together in the process of communicating, dialogue skills and storytelling.

Different Types of Transformative Learning

These particular skills are the ones more likely to foster transformative learning experiences. Communication is a critical factor in both helping to create and escalate conflicts, as well as, working to resolve them. Dialogue is one type of communication that helps people really hear each other and communicate to resolve their issues. Dialogue is a dimension of communication quality that keeps communicators more focused on mutuality and relationship than on self-interest, more concerned with discovering than disclosing, more interested in access than in domination. There are four steps to fostering dialogues: invitation to participate; generative listening in paying close attention to what is said; observing the observer in paying close attention to our own thoughts; and suspending our assumptions so we clearly listen to the whole story. Dialogue is a tool or process that allows the participants to explore their differences and at the same time, their common ground. This provides the impetus for

people in conflict to move closer together and realize they are not total adversaries. "Dialogue calls attention to what communicators are making together. Transformative dialogue is described as a process that transforms a relationship to one in which common and solidifying realities are under construction. People like talking about themselves when there is an empathic listener on the receiving end. To the extent that it fails to incorporate the specificity of difficult urban and rural contexts, it may indeed be completely cut off from field realities. Unrelated to in-service training possibilities, it is not part and parcel of a global vision of teacher preparation and support. On-going education in the developing countries is a work in progress since neither the means nor the ends have been clarified in any operational way. In the absence of a clear conceptual framework for the teaching profession or any clear notion of a career, the absence of any linkage between pre- and in-service training programmes implicates the task of defining both content and delivery systems and of programming them in a manner that reaches teachers throughout their careers. Moreover, funds earmarked for in-service training are, generally speaking, inadequate. Finally, scheduling times when teachers can attend in-service training sessions and finding temporary replacements are also obstacles that have yet to be over-come in most countries. On-going in-service training must be re-examined in the context of a global vision taking into account the twin dimensions of skill-building, namely pre- and in-service training.

The interdependent functions of each must be clarified in light of the desired overall skill profile of the practicing teacher and of the expectations of the Education Ministry. In so doing, it will be seen that three broad principles come to light: the merging of teacher competencies which include both the substantive and pedagogical aspects as well as the social implications of teaching; the need to clarify teacher skill profiles in the light of curriculum demands as well as socio-economic or geographical classroom realities; and the need for flexibility in targeted teaching profiles to facilitate future re-training to prepare teachers for new, entirely different challenges. The development of the skills of executives, managers and employees as they flow from the current strategic orientation of the company is known as traditional human resource development. The skills, in terms of which executives, managers and employees are developed during a traditional human resource development process, emerge from the current strategic orientation of the company and thus the job for which executives, managers and employees are currently responsible. Human resource development is a maintenance subsystem, intended to improve organizational efficiency by increasing reutilization and predictability of human behavior. It facilitates socialization of newcomers into the corporate culture, work group, and job. In a sense traditional human resource development is a rite of passage furnishing newcomers with ideas, techniques, and approaches worked out in the past. A training process which enables traditional human resource development is largely also applicable to the known and knowable domains of the strategic environments of companies since these domains are characterized by existing knowledge and predictable

events. Traditional human resource development is regarded as reactive to the strategic orientation of the company. Examples of methods that are, according to Rothwell and Kazanas used to make traditional human resource development of executives, managers and employees possible are:

Organization development: This method of human resource development focuses on changing the culture of a company by means of planned learning interventions.

On-employee development: This method of human resource development focuses on addressing the training needs of external role players involved with the company or the value chain of the company.

Employee development: This method of human resource development focuses on developing executives, managers and employees of the company in order to be able to adjust to changes taking place externally. Differing from employee education and training in key respects, employee development is not always directly tied to observable, behavioral change. It cultivates individuals so that their organization and work group collectively possess the knowledge and skills necessary to meet present, and prepare for future responsibilities.

Employee education, this method of human resource development focuses on equipping individual executives, managers and employees with the knowledge and skills needed to accomplish their career goals.

CONCLUSION

The concept of development includes many things, higher level of maturity, self confidence, ability to cope better with situations in hand, general awareness, enhanced skills, knowledge, and such things. These are some of the factors that comprise HRD. How should the goals of HRD be achieved? What should the management do to facilitate the process of people development, and why has HRD become necessary for organizations. There have been several arguments about the variety of HRD outcomes, ranging from the reconciliation of the many definitions

and purposes of HRD to the outputs of training and learning provided to human resources, from individual development to performance and organization development. Furthermore, it is believed that training and development of the individual employee would enhance the work process and organizational performance to achieve organizational effectiveness. In this context, it is advocated that the ultimate outcome of HRD interventions is performance focused at the levels of individuals and groups, work processes and organizations.

REFERENCES

- Bandura, A. (1991) Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248-287.
- Bates, Holton, and Styler (1996) Principles of CBI design and the adult learner: The need for further research. *Performance Improvement Quarterly*, 9, 3-24.
- Brookfield, S. (1987) *Developing critical thinkers: Challenging adults to explore alternative Ways of thinking*. San Francisco: Jossey-Bass.
- Crawford, S. D., Couoper, M. P., & Lamias, M. J. (2001) Web surveys: Perceptions of burden. *Social Science Computer Review*, 19, 146-162.
- Dillman, D. (2000) *Mail and Internet surveys: The tailored design method* (2nd Ed.), New York: John Wiley & Sons.
- Downey, R. G., and King, C. V. (1998) Missing data in Likert ratings: a comparison of replacement methods. *The Journal of General Psychology*, 125(2), 175-187.
- Cranton, P. (1994) *Understanding and promoting transformative learning*. San Francisco: Jossey- Bass.