

HRD can be developed in the three ways, social, economic and personal

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Introduction

This essay will look at the key points of the processes of learning and development, and how Human Resource Development (HRD) influences and contributes to the development of an individual, an organisation and a country. It will point out that HRD can be developed in the three ways, social, economic and personal, and highlights that the contribution of this development can be a partnership between Government incentive programmes or by business and enterprises. It will focus on the policies that the UK Government have implemented and how efficient they are, and how effective this policy has become over a period of time. In addition, this essay will also consider HRD from an individual perspective, with the ideology of Maslow's Hierarchy of Needs and evaluate where the development fits within human wellbeing. It will consider the changes in the job market and how it forces society to become higher skilled and less qualified.

Furthermore, it will consider the national skills strategy of the UK, why it is being implemented and how far has it changed since it was been implemented in the early 1970s. It will briefly look at the mission of the Government in creating lifelong learning programmes, such as the City and Guilds programmes and how much beneficially is the policy that the UK Government implement to intend to make a more skilled society and prevent unemployment caused by unskilled workforce. Thereby, briefly, considering the opportunities available to the UK Government to better its development programmes in order to react to changes in the fourth industry of technological and digitalisation

Learning and development

Human beings are designed by biology with learning ability and capacity, learning and development which can be seen in the development process of infant. Learning and development is a human perceived as a desire from an early age “learning is possible because not only is it our nature to learn but we love to learn” (Kevin Ford, 2014). Learning and development leads to skilful ability that enables humans to survive; during this process human beings develop intelligence and become more effective in the environment that they are in. Therefore, human beings continue to learn, whether the outcomes are value or not. Learning and development are two different things, there is a significant relationship between the two processes they have different definition.

Learning	Development
The activity or process of gaining knowledge, through experience, instruction or study. With the result of increased the capacity to performance.	The systematic use of scientific and technical knowledge to meet specific objectives or requirements (Cambridge University, 2019).
The learning sequence	The development Process
• Act • Reflect • Theorise • test	• Identify the training needs • Establish the objectives • Select the most efficient and effective methods of training • Deliver or undertake the training

	• Evaluate the outcome, or performance
(Hackett, 1997)	(Harrison, 2009)

Human resource development (HRD) from a Government Prospective

Human resource development (HRD), from the economic and socio-perspective. Governments for each individual country must create programs on a national level in order to achieve a sustainable society; by emphasising human resource development, nations can reduce social problems such as poverty, hunger, lack of health care, lack of education and lack of ho Good point

Therefore, HRD became a priority in government initiative and policy making, with the aim to improve knowledge and skills, throughout society, to enhance growth. It has been proved that countries which are economic stable have invested in and promoted HRD. The UK agenda prioritised the need to address the well-being of individuals, families and societies; as spelling society, provides the likelihood of a sense of belonging Good point (Harrison, 2009). Furthermore, a productive society will reflect positively to the country's Gross Domestic Product (GDP) (Dervis, 201 Good point

HRD from an organisation perspective

Employees are known, in organisational terms, as 'Human Capital' as they provide value to an organisation. Therefore, employee development is essential to maximise this 'capital'. In employee development, organisations have the

obligation to ensure that their employees are trained and qualified to conduct the role in which they have been employed for, therefore, HRD is a necessity for organisations in order to maintain and improve their quality of service or products; organisations need to ensure that the workforce is efficient and capable to respond to changes in the marketplace.

Human capital is defined (Kunnas, 2015) as “the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being”.

Organisations face many challenges in today’s business environment: global competition, new technology, environmental regulations, and rapidly increase of innovation. In the development process, a learning environment has to be created so that learning outcomes can be achieved (Kevin Ford, 2014). Good point

Human resource development from an individual perspective

From an individual’s perspective, HRD is person centred approach which depends upon the person’s interests and ambitions; this does not necessarily have to be a job or career related development, it can be a more holistic approach to employee development, such as guitar playing. Abraham Maslow 1908 – 1970, a pioneer in HRD, classified the needs of person in human development, into what is known as ‘Maslow’s Hierarchy of Needs (Maslow, 2011); bottom to top these needs are: physiological, Good point safety, belonging, esteem and self-actualisation. The first two, physiological and, safety, are essential to sustain life and are legal requirements for an organisation, what is known as hard HRM. Belonging, esteem and self-actualisation are considered soft HRM, and deal with a person, psychological, emotional and over all holistic needs.

When you consider 'belonging' if an employee feels that they belong, and are integrated into a work place, they are more likely to feel proud of their organisation. This pride will lead to employees being more productive as they identify themselves as a member of the organisation, thereby, wanting the organisation to do well. This leads the employee to feel 'esteem'; esteem is reached when employees are happy in their work environment and they have a sense that they are appreciated, respected and add value to the organisation. When esteem is gained, this leads to 'self-actualisation'; self-actualisation is when people reach the goals that they desire and achieve and feel fulfilment as a person and as an employee.

The importance of HRD in organisations

Due to globalisation there are no, so called, 'jobs for life' anymore. In years gone by careers used to be life long, people used to be trained and developed to do a specific job role, which most of the time was a repetitive task; people were employed on the basis that they needed to fill a role. However, according to Stewart and Mc-Goldrick (1996) because of rapid economic changes, integration and organisation operations, this is not the case anymore. Due to these changes in the business environment, organisations aim to recruit people with multiple skills in order to reduce the costs of employing multiple people to do multiple roles. Good point Need to offer employers a more diverse skill set has forced individual to develop themselves by taking additional continuous training / practising and development (CPD) (The CPD Standards Office, 2019). Even when employed in a role, CPD is essential as even if someone is already employed, there are no guarantee of employment. More skills equal, in theory, better job security. In addition, having additional skills which are transferable, will help them gain

Good point

future employment, if required. However, gaining multiple skills does not always have a positive effect for employees; employees trained in multiple roles often end up taking on multiple tasks and can become overwhelmed and overworked, which can lead to stress and the desire to find alternative employment; therefore, this can have a negative impact on both employee and employer. From an organisation's point of view, CPD is only effective if it gives a positive return; this can be both in the form of capital and employee satisfaction, belonging, esteem, loyalty and self-actualisation.

Skill sets to become more competitive in the job market.

- self-management
- communication and literacy
- team-working
- application of numeracy
- design and innovation
- business and customer awareness
- problem solving
- application of information technology.

(Doyle , 2019) Good point

These are the skills that make people more employable and these skills can be developed by many programmes which are available in both the private and public sectors.

National Skills Strategy UK

Since the early 1970, the main political parties in the UK, Conservative and Labour Governments, have had the desired to implements programs for Lifelong Learning in order to achieve social and economic success. The vision of a Lifelong Learning programs became a mission for the European Commission in 1990s, that lead to the global vision the World Initiative on Lifelong Learning (Harrison, 2009).

The UK is one of the leading is countries that allocate capital to be invested in research and development, information and technology. The aim is to improve the UK's productivity level, desire for innovation, quality and sophistication of products (Skills for growth: the national skills strategy, 2009). Likewise, other nations around the world have invested heavily in educational systems (France and Germany, Japan), therefore, the UK workforce has an overall base set of skills, by international standards. The UK has a mediocre workforce compared to the other members of the G7 group (Council on Foreign Relations, 2019), the gap has widened over the past decade.

The objectives of the skills strategy policy in the UK was to create a wider, flexible and accessible training for all the levels, therefore, giving individuals the opportunity to study full-time or part-time depending on individual circumstances. The strategy also focused on skills that are required for the modern world of spelling the White Paper published in November 2009 underpin the framework for high education and in higher ambitions.

These programs were created to promote the possibility of gaining higher skills for everyone, not just a few. The driving force of the program was to improve

basic literacy, language and numeracy skills, in order to create a platform for employment.

Government programmes have positive intentions but do not always have a positive outcome. Often there are entry level requirements that must be met before a course can be accessed, for example of you want any training when you are on job seekers allowance, you have had to be on the benefit for “six months or more you may be mandated to attend training up to a maximum of 30 hours for up to 8 weeks” (Student Finance England, 2019). In addition, many training courses have an age cap or are segmented to geographical area, for example 17 – 25 years old or in areas of deprivation. By segmenting training courses, it makes it harder for the programmes to deliver positive outcomes because many of the people who are put on these programmes do not necessary want to be there, or they attend rather than face penalties and cuts in their social security benefits (Department for Work and Pensions and The Rt Hon Chris Grayling MP, 2011).

These programs have to be implemented not with a statistical political approach but with the social and moral benefits to society as a whole. Courses should be available to all members of society who want to improve their skills, rather than people who are forced unwillingly into training. Training can lead to the desire for attaining more skills, acting as ‘stepping stones’ to further education. Training individuals who want to improve their employment prospects and gain employment will, in the future, reduce the burden on the social security Good point

The UK’s future, as with all developed economic nations, relies on education, innovation and trained people. This is because, prosperity in the long term, is reliant on the mass of society gaining suitable training and relevant skills, alongside access to quality information to enable them to make correct

decisions, for today's ever transforming economy, thereby, raising social mobility Good point

The points mentioned above should be both the Governments and Employers strategy in order to support economic and social growth in the UK, as well as enabling an individual's spelling use, opportunity and prosperity.

City & Guilds

At City & Guilds, we develop programmes of learning, learning technology, certification and assessment, to support colleges, training providers and governments.

Our qualifications, support services and flexible learning options enable people to unlock their potential and progress in their careers. We want to inspire people to believe they can.

We have 1000s of qualifications that have been developed in conjunction with key organisations in 28 industries. That's why we are recognised by employers worldwide. Our qualifications are suitable to be delivered by colleges, training providers and employers. They are available at all levels, from entry level to the equivalent of a postgraduate degree, and so offer clear pathways to support you and your learners to achieve success (City & Guilds, 2018)

This program created great opportunities. The implementation of this programs proved to be beneficial in the early 1950s; it created opportunities in society to overcome economic challenges created by the Second World War. At that point

in time, the Government was devoted to creating a skilled work force in order to address social issues (Milburn, 2009).

At that point in time, employment hours used to be on a full-time basis, due mainly to the necessity to increase productivity, which is not the case in today's society. Nowadays, in employment terms, contracts can be temporary, on a part-basis, or even on an as and when basis, such as 0 hours (e.g. education or nursing), or part of the Gig Economy (e.g. fast food delivery). The UK's universal education strategy has encouraged individuals to learn at higher and higher levels, the welfare system has been designed to help place these higher educated individuals in employment; however, this has led to a lack of desire for employment in the service sectors, care sector, farm labouring, and in the cleaning industry. These jobs are perceived in the UK as low paid, low skilled roles. This has created a wage and life standard imbalance between the educated and non-educated.

The current global economic crisis has removed the focus of UK government and business leaders from proactive Lifelong Learning programs, to reactive financial measures, such as, reducing the UK's monetary deficit by reducing spending on welfare and social budget (Economic and Social Research Council, 2015). From a business perspective, these challenging economic times has forced them to maximise profit, reduce costs and employ people who are already trained and qualified in order to avoid spending money in training programs (Layard, 2016).

explanation required 

The 4th industrial revolution

The technological revolution has and will affect the way people live and work as well as affect other aspects of society in general. It is, therefore, important that the UK Government and business and enterprises work together alongside academics in order to maintain a balanced society (Schwab, 2016). Good point

The first industrial revolution was a very mechanical and engineering based, which develops machines to improve productivity and reduce physical labour.

The second industrial revolution was focused in the development of electrical power tools to create productivity in a global scale, with innovation and experiments as the core driving force (Schwab, 2016).

The third revolution involved the use of electronic and information technology, as it was recognised that information and knowledge had become a commodity in the recent years. The introduction of autonomous production has created new jobs and abolished many others that are considered unproductive.

The fourth revolution is characterised as the use of technology to create connection between the physical and digital world, and biological spheres. The synergy between technological and digital will transform the way business and social activities are affected (Schwab, 2016).

The use of remote control has removed the need for the presence of physical personal. For example, the use of telematics in the transport industry will create the opportunity for the UK Government to design effective programmes in order to retrain existed staff members or create new apprenticeship schemes so that people are able to function in a digital and technological industry.

According to the Guardian Newspaper (Waterson, 2019), 12 million adults in the UK are incapable of competing five basic online tasks. Therefore, the technological and digital economy should be a concern of the UK Government because this economy is based on speed which is different than its previous economic challenges. The changing speed of the use of technology and digitalisation has disrupted many industries. The UK Government, as mentioned above, have implemented developed programmes that are very inefficient; therefore, it will be beneficial if a new programme was created in order to increase IT (Information Technology) literacy in the UK.

Good analysis

Conclusion

Human Resource Development can reduce social problems such as poverty, hunger, lack of health care, lack of education and lack of housing.

Personnel known as 'Human Capital' provides and adds value to an organisation; a well-trained efficient staff force, capable of responding to changes in the marketplace, is essential especially as organisations face many challenges in today's business environment. Due to changes in the business environment, organisations need to recruit people with multiple skills in order to reduce costs. Human resource development needs to be person centre, and involve the skills needed for the workplace as well as an individual's interests and ambitions,

Since the early 1970s, Lifelong Learning programmes have been implemented and in the 1990s the European Union's global vision. By creating a wider, flexible and accessible training for all the levels, productivity, desire for innovation, quality and sophistication of products was created. However, training became segmented into age groups and demographic areas; this made it harder for training programmes to deliver positive outcomes; many attendees were forced to attend due to welfare state benefits rules. Therefore, courses should be available to all members of society who want to improve their skills, rather than people who are forced unwillingly into training. Training individuals who want to improve their employment prospects and gain employment will, in the future, reduce the burden on the social security system, thereby reducing social problems such as poverty, hunger, lack of health care, lack of education and lack of housing.

In today's ever-transforming economy, there has become a reliance in industry on educated, innovative and trained people. However, due to the global economic crisis, the UK government and business leaders have moved from proactive learning programs to reactive efforts to reduce the UK's financial deficit; this has resulted in a reduction in spending on the learning sectors. explanation required

Furthermore, the synergy between technological and digital working methods will transform the way business and society operate; the changing speed of technology and digitalisation has impacted on many industries. However, 12 million adults in the UK are incapable of completing five basic online tasks. Therefore, the technological and digital economy should be of concern to the UK Government. Previous development programmes have been inefficient; therefore, it is essential for all learning programmes to be created with the need for IT literacy embedded at all levels. Good point to increase IT (Information Technology) literacy in the UK.

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GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

68/100

Instructor

Very well researched. Excellent engagement with essential literature and good use of credible, reliable sources.

A very good knowledge and understanding of learning and development demonstrated.

Good analysis but some opportunities missed for examination of some of the topics discussed. The link between governmental policy and the Fourth Digital Revolution is made well but greater analysis, critical evaluation and potential suggestions for enhancement of governmental policy would have gained higher marks here.

Excellent structure and presentation.

A very good piece of work. Well done.

PAGE 1

PAGE 2

PAGE 3

QM

Good point

Good point

PAGE 4

PAGE 5

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Good point

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QM

spelling

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Additional Comment

economically

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Good point

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PAGE 10

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PAGE 11

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PAGE 12

QM

explanation required

explanation required

Additional Comment

Is the City and Guilds initiative sufficient for today's challenges or is it now outdated. Further analysis may be appropriate here.

PAGE 13

QM

Good point

Good point

PAGE 14

QM

Good analysis

Good analysis

PAGE 15

PAGE 16

QM

explanation required

explanation required

Additional Comment

This needs to be addressed and analysed in the main body of the report as it's critical to answering the question

QM

Good point

Good point

PAGE 17

PAGE 18
