

A conceptual framework of training and development.

Putting the Pieces Together

Martin Mulder

Journal of European Industrial Training, Vol. 16 No. 9, 1992, pp. 39-40
© MCB University Press, 0309-0590

At first sight, the contributions of the various authors in this issue differ significantly as to the content of their study. Nonetheless each study focuses on conditions of Human Resource Development (HRD), or more specifically on a component of the comprehensive conceptual model of training and development outlined in Figure 1. This model is of a descriptive nature and depicts the position of training and development in organizations. The training and development component is at the heart of the model; this is the primary system of interest in the various contributions. The training and development component itself consists of five stages which are interrelated by diverse connections, to indicate that the training and development cycle in most cases is non-linear in character. The stages are: problem definition, problem analysis, design and development, implementation and evaluation[1].

Training and development are influenced by organization and management, as well as by personal characteristics and the work environment of the target group. These three components (training and development, personal characteristics and work environment characteristics)

influence the skills and knowledge of the individual as well as transfer[2].

Skills and knowledge influence human resource results, but the human resource environment and human resource support also influence these results[3]. The same holds true for the personal characteristics and the work environment of the individual. The model shows that training and development are only one of the possible interventions in the organization to solve human performance problems. Other departments in the organization, e.g. human resource planning, selection and staffing, compensation and employee assistance, may also intervene to establish satisfying human resource results.

Teurlings and Simons have contributed to the training and development component of the model — focusing on design strategies and an activity-based instructional development model.

Pollet and Thijssen have contributed to the issue of the way in which organizations may account for differences in the personal characteristics of the target population for training and development — Pollet for the unemployed and Thijssen for older people.

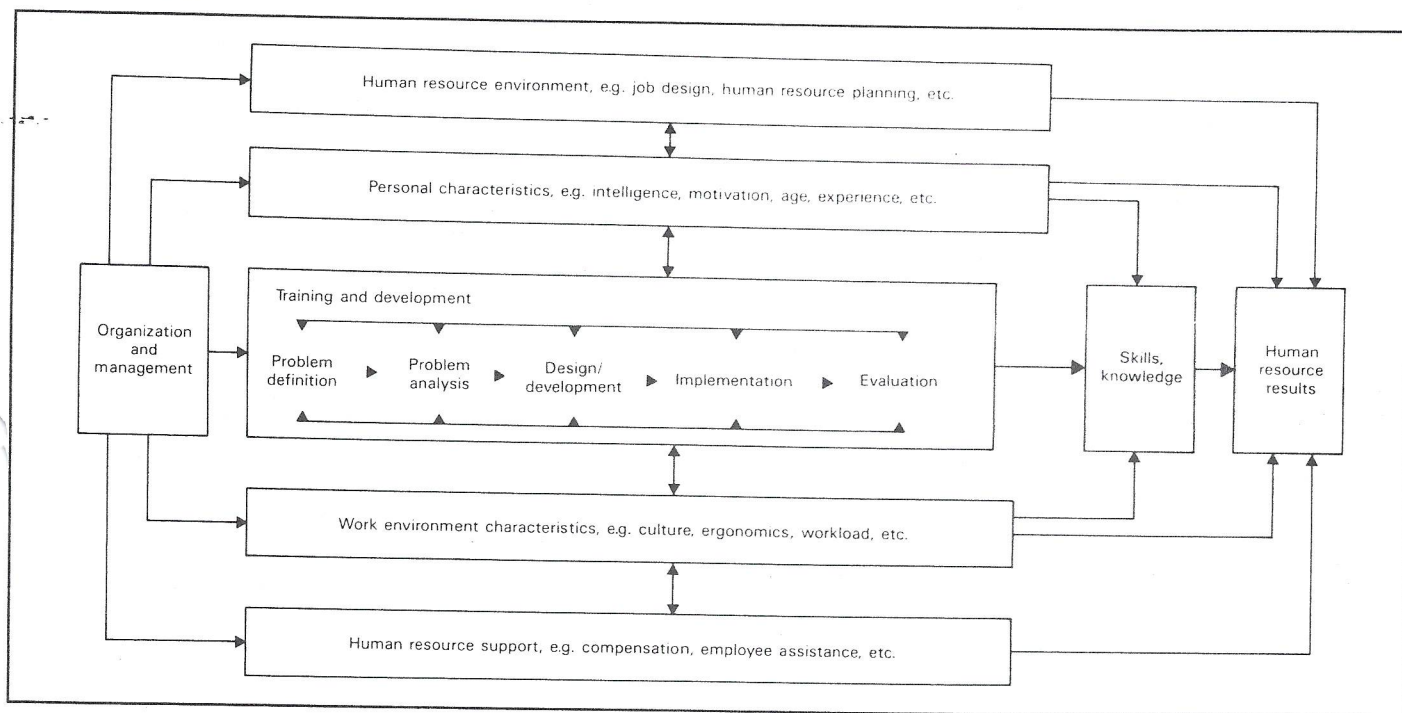
Finally, de Vries and Warmerdam have investigated the relationship between the implementation of training and development and human resource environment constraints. They have provided insights into the kinds of replacement policies which organizations do or do not employ when faced with the consequences of training and development.

The studies presented here vary considerably as to their methodological basis. One of the studies is aimed at theory construction (Thijssen), another at experimental testing of a theory (Teurlings and Simons). Two others are of a descriptive-evaluative nature and are mainly based on interviews (Pollet, and de Vries and Warmerdam).

The studies also vary with respect to system level and research type (for an elaboration of these categories, see[4]). All systems levels, *macro* (Pollet), *meso* (de Vries and Warmerdam, Thijssen) and *micro* (Teurlings and Simons), are represented, as well as all different types, *fundamental* (Thijssen, Teurlings and Simons) and *strategic* (Pollet, de Vries and Warmerdam).

It can be concluded that together these articles offer a wide range of opportunities to HRD professionals for practical applications, while other researchers may seek to validate further the findings which are presented here. A shared interest in research

Figure 1. A Conceptual Model of Training and Development



and practice, by training and development practitioners and researchers, can only enable the synergistic professionalization of practice and improvement in the practical relevance of research.

References

1. Romiszowski, A.J., *Designing Instructional Systems*, Kogan Page, London, 1981.
2. Baldwin, T.T. and Ford, J.K., "Transfer of Training: A Review and Directions for Future Research", *Personnel Psychology*, Vol. 41, 1988, pp. 63-105.
3. McLagan, P.A. and Suhadolnik, D., *Models for HRD Practice*, American Society for Training and Development, Alexandria, 1989.
4. Mulder, M., "Towards a Comprehensive Research Framework on Training and Development in Business and Industry", *International Journal of Lifelong Education*, Vol. 11 No. 2, 1992, pp. 139-55.