

**STRATEGIC HUMAN RESOURCES DEVELOPMENT AT THE UNIVERSITY OF
NAIROBI**

**BY
ANNE MUNYASIRI/SIMIYU**

**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL
FULMILMENT OF REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION (MBA) SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI**

NOVEMBER, 2010

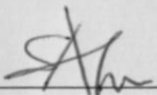
University of NAIROBI Library



0376816 5

DEDICATION
DECLARATION

This research project is my original work and has not been submitted for a degree course in this or any other university.

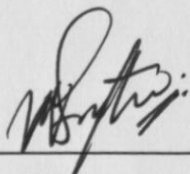
Signed 

Date 17/11/10

Anne.M.Simiyu

D61/8784/2006

This research project has been submitted for examination with my approval as the University Supervisor.

Signed 

Date 17/11/10

S.N.M Nzuve
Senior Lecturer and Dean, School of Business

ACKNOWLEDGEMENT

DEDICATION

To my lovely mum Mrs .Juliana Simiyu: your strong will, endless sacrifices, commitment to excellence, support and most of all love that has always been a pillar of my determination..

My brothers and sisters Robert, Joseck, Maria, and Antonina: without your support and encouragement the completion of this work would not have been possible.

My supervisor Mr. S.N.M. Amuge for his selfless and tremendous guidance that enriched the study. The staff of the University of Nairobi especially the human resources unit who sacrificed their time for my study.

My siblings Robert, Joseck , Maria and Amos for their prayers and their encouragement that kept me strong. I gratefully acknowledge uncles and aunts: Prof. Mutoni, Mr Wanguiro, Josephine and Mary for their endless support and words of wisdom. I must also thank my friends especially Jackie Mavira for their support. And above all I am grateful to the almighty God for granting me the gift of knowledge, perseverance, good health and courage throughout the period.

ACKNOWLEDGEMENT

My pursuit of the MBA degree would not have been possible without the guidance, encouragement, support, assistance of a large number of people.

First and foremost, my mum for her numerous sacrifices in helping me acquire, realize and recognize the value and importance of education..

My supervisor Mr. S.N.M Nzuve for his selfless and tremendous guidance that enriched the study. The staff of the University of Nairobi especially the human resources unit who sacrificed their time for my study.

My siblings Robert, Joseck , Maria and Anto for their prayers and their encouragement that kept me strong, I gratefully acknowledge uncles and aunts: Prof. Mutoro, Mr.Wangutusi, Josephine and Mary for their endless support and words of wisdom. I must also thank my friends especially Jackie Mayira for their support. And above all Iam grateful to the almighty God for granting me the gift of knowledge, perseverance, good health and courage throughout the period.

ABSTRACT

In this fast developing world technological development is rapid and knowledge and the skills and expertise held by the workforce can fast become obsolete. The training department within an organization is effectively responsible for providing the workforce with a great deal for its up to date knowledge and skills for promoting creativity and helping the workforce towards a common goal as defined by the organization's mission statement

This study set out to examine Strategic Human Resources Development at the University Of Nairobi. The main objective was to determine the extent to which strategic human resource development is practiced at the institution. The study was carried using the case study design. Data was collected using an interview guide which was administered through face to face interviewing .The sample size for the study was 3 managers in the university HRD unit. The results were tabulated for ease of comparison and interpretation of the findings. The data that was collected was entirely primary which was inform of quality thus prompting the researcher to use content analysis to analyze the data. From the findings of the study it is clear that the University of Nairobi has a fully fledged human resources development unit which has been in operation for the last 20 years. Secondly the ISO certification of the university as well as competition from other universities has also influenced its HRD strategies.Despite the existence of the unit, there are no documented HRD guidelines or policies that govern the day to day HRD activities, there's also lack of a HRD audit system., needs assessment is not done regularly due to various challenges in the unit.

In conclusion, it is clear that for HRD strategies to be a success in any organizations, there should be frequent needs assessment, HRD auditing. Organizations should have a proactive approach towards human resources development..

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ACRONYMS	ix
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION.....	31
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study	1
1.1.1. Strategic Human Resources Development.....	2
1.1.2. The University of Nairobi.....	2
1.2. Statement of the problem	3
1.3. Objective of the study	5
1.4. Research questions.....	5
1.5. Scope of the study.....	5
1.6. Importance of the study	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1. Concept of Strategic Human Resources Development.....	7
2.2. History of Human Resources Development.	10
2.3. Matching Strategic Human Resources Development with organization strategy	13
2.4. Scope of HRD	14
2.5. Purpose of HRD.....	14
2.6. Strategic human resource development process	15
2.7. Strategic human resources development (HRD) Approaches	17
2.7.1. Organizational Development	17
2.7.2. Individual Learning and development	19
2.7.3. Organizational learning.....	23

2.7.4. Knowledge management.....	25
2.7.5. Career development	27
2.8. HRD audit in organizations improvements.....	29
CHAPTER THREE: RESEARCH METHODOLOGY	30
3.1. Research design	30
3.2. Data collection	30
3.3. Data analysis	30
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION.....	31
4.1. Interview guide Response Rate.....	31
4.2. Data Reporting	31
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS....	37
5.1. Summary	37
5.2. Conclusions.....	38
5.3. Recommendations.....	38
5.4. Limitations	39
5.5. Areas for Further Study	39
REFERENCES.....	40
APPENDIX 1	1
Questionnaire	1

LIST OF TABLES

Table 1: Fully fledged Human Resources Development Unit.....	31
Table 2: Documented HRD guide.....	32
Table 3: Human Resource Development policies.....	32
Table 4: Total Quality Management Systems.....	32
Table 5: Training Pattern	33
Table 6: Evaluation of Training and Learning.....	33
Table 7: Work Performance.....	34
Table 8: Clarity of Objectives Organizational learning to all employees.....	34
Table 9: Incorporation of Performance Measures in the Human Resource.....	35
Table 10: How targets are set in the absence of performance measures	35
Table 11: Responses on the improvement of performance on implementation.....	36

LIST OF FIGURES

Figure 1 Training and HRD process model,	16
Figure 2 Example of knowledge related for combined knowledge management,.....	26

SHRD - Strategic Human Resources Development

CHAPTER 1 LIST OF ACRONYMS

1.1 Background of the study

HRD - Human Resources Development.

ILO - International Labour Office.

SHRD - Strategic Human Resources Development.

The nature and pace of recent changes in the economic environment have motivated both managers and scholars to search for new sources of competitive advantage and profitability. As many of the traditional sources of competitive advantage have diminished in value, the role of a skilled, motivated and flexible workforce has become more prominent. There is broad agreement that a strategic approach to human resource management involves designing and implementing a set of internally consistent policies and practices that ensure a firm's human capital - employee's collective knowledge, skills and abilities, contributes to the achievement to firm business objective (Marschall, 1997).

The resource-based view of the firm suggests that a firm's pool of human capital can be leveraged to provide a source of competitive advantage assuming heterogeneity among firms with respect to their human capital. Competitive advantage is possible if a firm ensures that its people add value to its production processes and that its pool of human capital is a unique resource, both difficult to replicate and difficult to substitute for. Human resources practices comprise the many activities through which firms create human capital that meets these conditions (Schuler et al 2007). A transformation of the public service from a law-executing body to an agent of change which promotes and facilitates economic development and fosters the well-being of citizens is still on the drawing board in many countries. The extent to which this transformation towards private sector management in the public service should take place differs from country to country. Implementing a new management culture within the public service calls for a continuous training effort; and this,

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The nature and pace of recent changes in the economic environment have motivated both managers and scholars to look for new sources of competitive advantage and profitability. As many of the traditional sources of competitive advantage have diminished in value, the role of a skilled, motivated and flexible workforce has become more prominent. There is broad agreement that a strategic approach to human resource management involves designing and implementing a set of internally consistent policies and practices that ensure a firm's human capital : employee's collective knowledge, skills and abilities, contributes to the achievement to first business objective (Huselid, 1997)

The resource- based view of the firm suggests that a firm's pool of human capital can be leveraged to provide a source of competitive advantage assuming heterogeneity among firms with respect to their human capital, competitive advantage is possible if a firm ensures that its people add value to its production processes and that its pool of human capital is a unique resource, both difficult to replicate and difficult to substitute for. Human resources practices comprise the many activities through which firms create human capital that meets these conditions.(Schuler et al 2007).A transformation of the public service from a law-executing body to an agent of change which promotes and facilitates economic development and fosters the well-being of citizens is still on the drawing board in many countries. The extent to which this transformation towards private sector management in the public service should take place differs from country to country. Implementing a new management culture within the public service calls for a continuous training effort; and this,

in turn, implies an increased financial commitment to training in the public service. Irrespective of the value which may be placed on training in the wider context of public sector reform, the costs associated with this training are all too often viewed as prohibitive. Indeed, account must be taken of the financing involved but this must not preclude action in this area. What is important is at least to set in motion the mechanism for developing a comprehensive and coherent training system. Of course, this also requires some increase or reallocation in budgetary resources. In the medium term, needs assessments, coordination and accreditation may be expected to eliminate duplication of training, hence reducing the financial burden. (ILO 1994)

1.1.1. Strategic Human Resources Development

Strategy is a Greek word which in commercial terms is often associated with deployment of resources, Human resources development is an extension of training and development with a specific orientation towards organizational learning interventions designed to improve skills, knowledge and understanding. Strategic human resources development involves introducing, eliminating, modifying, directing and guiding principles and responsibilities in such way that all individuals and teams are equipped with skills, knowledge and competence they require to undertake current and future tasks required by the organization (Walton. 1999)

1.1.2. The University of Nairobi

In 1947 the Colonial Government conceived the plan for establishing an institution of higher learning in Kenya. The concept was in 1947 granted a royal charter for establishment of the Royal Technical college of East Africa .In 1964,the Royal Technical college was transformed with Interterritorial University College of East Africa constituent college of University of East Africa which was then dissolved on 1st July,1970.The University Of Nairobi was

therefore established by an act of parliament on 10th October,1970 under University of Nairobi 1985 act of parliament, six campus colleges were established namely: The college of Education and external Studies, the college of Architecture and engineering, the college of Biological and physical sciences, the college of Health Sciences, The College of Humanities and Social Sciences (University of Nairobi calendar 2007).

The University of Nairobi plays an important role in the economy of Kenya and East Africa. The region draws a good ration of its trained manpower from the university .The productivity of the University of Nairobi depends on how it manages its human resources. UON HRMIS shows that the university has over 5000 staff. The workforce is structured into three categories lower, middle and upper grades.Human resources management presents significant challenges to the university in terms of competencies, numbers of staff, mismatches, culture, values, attitudes, behaviours, motivation and staff development policies, procedures and practices. (University of Nairobi strategic plan 2008-2013)

1.2. Statement of the problem

Organizations' success today depends on the views and actions of management. Modern management is under constant pressure from shareholders and other stakeholders to improve performance both in the short and long term. For an organization to be able to achieve and sustain its strategic goals, it is important that employees perform satisfactorily in their positions and also develop others for future assignments

Torrington et al (2005). Points out that throughout our working lives we increase our levels of knowledge and skills in order to perform work activities well. This acquisition of relevant knowledge and skills opens up opportunity to individuals for increased job performance, career development and personal development this whole strategy result to human

resource development which is referred to as any learning activity that is directed towards future needs rather than present needs which is concerned with career growth than immediate performance. The focus of HRD tends to primarily be on organisational future manpower requirement and HRD includes the areas of training and development. This is related to human resource management, that is, a field which includes HR research and information systems union/labour relations, employee assistance, compensations, benefits, selection and staffing, performance management system, HR planning and organisation job design.

Torrington et al (2005), has made reference to McClelland's research studies that show that organizations generally do not consider development issues to be part of this competitive strategy formulation. Further reference is made to Miller 1991 writing specifically on management development which points out a lack of fit between business strategy and development activity. However, this researcher is not aware of any previous studies on strategic human resources development at the University of Nairobi. Although past research studies have only dwelt on a few components of HRD for instance (Owino 2006) training and development practices applied by NGOs since previous studies have failed to study strategy human resources as whole this creates a gap in knowledge the proposed study is intended fill.

1.3. Objective of the study

1. To determine the extent to which strategic Human Resources Development is practiced at the University of Nairobi

1.4. Research questions

1. Are there any formulated policies that govern the implementation of HRD strategies?
2. What are the commonly used strategies in human resources development?
3. What challenges does the UON face in implementing its strategic HRD practices?

1.5. Scope of the study

In today's global environment, change rather than stability is the order of the day. Rapid changes in technology, competition and customers' demands have increased the rate at which companies need to alter their strategies and structures to survive in the market place. Most of these changes are entirely on workforce training, organizational training and all practices that promote the human resources development. The focus and objectives of this research limits its scope to the existence of strategic HRD practices at the University of Nairobi.

The University of Nairobi is an institution of higher learning in Kenya. Technological advancement, immense growth and competition from other institutions of higher learning and more so its recent ISO certification has compelled the management to apply different HRD practices so as to remain relevant.

1.6. Importance of the study

To human resource practitioners the study will assist them to know the various strategies of HRD and their importance on firms performance To the public the results of this study makes them understand clearly as stakeholders of those institutions what benefits are derived from the HRD strategies. To academicians, findings of this studies will help them know the gap, or questions that this study will not have answered then further this research topic. To policy makers, these findings will guide them in enacting laws that regard HRD as an important element in the labour market.

CHAPTER TWO: LITERATURE REVIEW

2.1. Concept of Strategic Human Resources Development

Human resources management is defined as a strategic and coherent approach to the management of an organization's most valued assets-the people working there who individually and collectively contribute to achievement of its objective (Armstrong 2006). Human resources is the management process that specializes in the management of people in the work organization. Human resources management emphasizes that employees are critical to achieving sustainable competitive advantage, that human resources practices need to be intergrated with corporate strategy and that human resources specialists help organization controllers to meet both efficiency and equity objectives (Bratton et al 2001). Human resources management is coordinative as it brings together the viewpoints of the personnel staff and the line supervisors in the effort to get the most through the various section in the organization. Human Resources management is intergrative because it tries to fit personnel actions to the organizational objective of the different departments and division. .It is also advisory in that it keeps all levels of management informed and appraised about personnel policies and how such policies would be implemented for the good of both personnel and the organization When human resources is viewed from its function, it is considered developmental, so much so that at times .Human resources development is used to refer to the training aspect of human resources (Azanza 2004)

In most definitions of human resource management, training and employee development represent significance if not the pivotal components usually retitled to human resource development .An organization's investment in the learning of it's people act as a powerful

signal of its intentions (Branton et al 2001) There are various definitions for strategic human resource development. (Armstrong 2006) strategic human resource development is development that arises from a clear vision about people's abilities and potential and operates within the overall strategic frameworks of the business. It takes a broad and long-term view about how human resource development (HRD) policies and practices can support the achievement of business strategies. Fits a HRD strategy to become strategic. It has to be undertaken with full strategic intent with an understanding how the initiative being undertaken adds to the coherent of strategic effort, congruent with an explicit learning philosophy incorporated with the overall organization mission (Watson 99). Strategic human resource development has a promising future as a vehicle to promote personal and organizational learning. Central to this development is a better operational understanding of organizational strategy. On one hand, and an understanding of knowledge and skills of OD practitioners, on the other .Strategic Human Resource Development will develop its true potential when it identifies its core knowledge and skills (Grieves 2003)

The fundamental aim of strategic HRD is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. The specific objectives of strategic HRD are to develop intellectual capital and promote organizational, team and individual learning by creating a learning culture. Although strategic HRD is business led, its policies have to take into account individual aspirations and needs (Armstrong 2006). Recent attempts to define the concept of human resource development (HRD) by academics, researchers and practitioners are proving frustrating, elusive and confusing. This suggests that HRD has not established a distinctive conceptual or theoretical identity. The process of defining HRD is frustrated by the apparent

lack of boundaries and parameters, elusiveness is created through the lack of depth of empirical evidence of some conceptual aspects of HRD e.g. strategic HRD, learning organization and knowledge management (McGoldrick et al 2002). Accurately defining HRD can be problematic particularly if an international perspective is taken into account because its interpretation and roles vary from one country to another.

In observing the debate about HRD, Wilson (2005) drew parallels with other disciplines and stated that HRD is both an area of professional practice and an emergent interdisciplinary body of knowledge. The inter-relatedness of these two aspects makes HRD similar to most other applied professions, most of which have emerged to meet some important social or organizational need. After practice is established, the need arises to formalize the knowledge gained in practice into some logical structure. Such activity helps legitimize the profession and increases the reliability of practice. He further investigated the theoretical basis of HRD in order to distinguish it from other fields and identified three assumptions on which it is based, firstly, HRD is based on the research and theories drawn from the field of adult education learning is based on creating the appropriate circumstances in which adults can learn and thereby change behavior. Secondly, it is concerned with improved performance within the work environment.

Thirdly, HRD utilizes the theories of change and how these relate to the organization change affects individuals, groups and the organization and HRD is predominantly concerned with the change of individual.

The general HRD process that involves the following steps; Determine HRD needs, establish specific goals, select HRD methods, implement HRD programmes and evaluate programmes. The argument that HRD encompasses is in line with the work of Rothwell and Kazanas

implication of OD within HRD suggests concern with organizational renewals growth through processes which engage all organization members and are managed well OD represents a particular approach to organizing and managing. This approach is characterized by an emphasis on humanistic values which cannot be contrasted with economic rationalism of scientific management. HRD logically implies concern with notion such as leadership, culture and commitment (Stewart et al 1994)

2.2. History of Human Resources Development.

While the term HRD has only been in common use since the 1980's, the concept has been around a lot longer than that. To understand its modern definition, it is helpful to briefly recount the history of this field. Personnel training and development has a unique role in the history of the human resource development (HRD). Human experience and the nature of human resource development have passed through many stages in the beginning of the human journey. Training in its most simple form was found among our most primitive ancestors. When learning first involved the making of simple tools from wood, stone and fibres (Desimone et al 2003)

The goals and the methods of training continued to be influenced by the many developments that occurred during an extended period in history known as the middle age. This was influenced by the Christianity. Under the dominance of Christianity education of that era received a completely new character. The Christian value of labor and the role of the monastery as guardian of academic learning combined to provide an environment conducive to the advancement of manual labour and training in manual and mechanical arts. Outside the monasteries participating in skilled labour was also the principal of learning new skills and improving one's economic position. As crafts and arts became more differentiated and

specialized, apprenticeship continued to emerge as the dominant mode of transmitting practical and technical expertise from one person to another. One of the most characteristic features of medieval life in the later half of the middle age was the organization of merchant and craft person's guilds.(Reid et al 2004).By the 14th century, most guilds had began offering education to members and their children in addition to the apprenticeship by which one initially ended memberships in the guild.

During the Renaissance period 1400-1800 A.D.,a continuous stream of social, political and scientific advances began to appear as great minds struggled with the practical and philosophical problems of the day including advancement in education and training. The decline of apprenticeship became quite pronounced as the industrial advances of the later 19th century failed a new demand for workers trained in a different way. (Swanson et 2001)The decline of apprenticeship became quite pronounced as the industrial advances of the later19th century created a new demand for workers trained in a different way. Much of philosophy and methods of organization development were human resources development and began to affect people and work environments. During the years between 1940 and 1960.Since 1960 much of the evolution of organizational development has focused on increasing the effectiveness of strategic change. (Desimone et al 2003)

During the 1960s and 1970s, professional trainers realized that their role extended beyond the training classroom. The move toward employee involvement in many organizations required trainers to coach and counsel employees. Training and development (T&D) competencies therefore expanded to include interpersonal; skills such as coaching, group process facilitation and problem solving (Desimone et al 2003).

UNIVERSITY OF NAIROBI
LOWER KABETE LIBRARY

It is natural that in a period of change and opportunity, approaches to learning, development and training is important, broadened in scope and become more sophisticated method ,three fundamental ideas have grown in importance over the last 20 years or so. The first is that the continuously changing environment demands lifelong learning on the part of all. The second is that real life experiences itself offers significant learning opportunities and can be designed to stimulate. learning hence more emphasis on the learner than the trainer. The third is that national vocational training standards exists to describe and improve occupational competence which itself should be recognized by the award of national vocational qualifications. (Reid et al 2004).

The use of management courses seminars and conferences continued to increase many addressing a new central issue of strategic change management, all stressing the critical need to be flexible and some using new learning methods. Organization development (OD) consultants were in demand. By the end of the twentieth century OD had developed in a mature perspective for managing change. This perspective had become more flexible than the planned change programmes of the 1970's. It is in this sense that the case for strategic human resources development has now emerged in order to progress a more enlightened, methodological and ethical change management that puts human resources back where they belong at the forefront of the change agenda. SHRD combines awareness of the complexities of change management, desire to rescue the complexities of HRD from a mundane existence in the depths of training programmes, and a refined OD perspective to provide direction for the 21st century. (Grieves 2003) rapid review of history suggested that any given learning intervention can be reasonably seen as simultaneously contributing towards the improved

performance of the individual, the group, the organization and the nation (Woodall et al 2004)

2.3. Matching Strategic Human Resources Development with organization strategy

Many factors can be said to affect performance (Yagan 2007) lists them as clear objectives, competitive environmental, competence with autonomy, motivation, viability of business undertaking, selective distributed pricing policy, commercial policy and financing policy. The belief that individual employee performance has implications for firm level outcomes has been prevalent among academics and practitioners for many years. Interest in this area has recently intensified, however, as scholars have begun to argue that, collectively, firms' employees can also provide a unique source of competitive advantage that is difficult for its competitors to replicate (Huselid, 1995).

Those organizations that do consider human resource development at a strategic level usually sees it as a key to implementing business strategy (Torrington et al 2005) categorizes this approach as a needs driven approach where the purposes of HRD strategy is to identify and remedy skill deficiencies in rotation. He further suggest that in many articles this is implicitly referred to as the only way of managing strategy .He further identifies a second approach to HRD strategy which is an opportunistic approach where the impetus is external rather than internal. This would include applying leading ideas on development to the organization in a more general way, rather than specifically in relation to meeting the current business objectives. The third approach to the strategy link suggested by (Torrington et al 2005) is based on the concept of organizational capability as the key to sustained competitive advantage, the resource based view of the firm. This approach is proactive in that it focuses on the closed state of the organization as it is defined in its future vision within an

anticipatory learning which has been attracting some interest where future needs are provided and development takes place in advance. The external availability of individuals with the skills and competence required by the organization will also have an impact on employee development strategy. If skilled individuals are plentiful, the organization has the choice of whether and to what extent it wishes to develop staff internally (Wilson. 2005).

2.4. Scope of HRD

The HRD concept can be understood at societal, national and transactional level. At societal level, its concerned with the processes whereby the citizens of a nation acquire the knowledge and skills necessary to perform both specific occupational tasks and other social, cultural, intellectual and political roles in a society National level-HRD is often expressed as national vocational training, which involves resource learning, providing learning frameworks and also encouraging learning by individuals acting independently and on their own initiative or through the auspices of employers. This is done in order to provide a knowledge and skill base that will meet the competitive demands impacting on the economy. The transnational scope of HRD basically relies on the national vocational training through programmes that comprise a set of transnational community measures (Walton 1999)

2.5. Purpose of HRD

There is a concurrent set of debates concerning the purpose of HRD, according to (Woodall et al 2004) the debates on purpose centre on learning versus performance perspectives, He proposes that HRD research should focus on the economic benefits, systems theory, social benefits and ethics of HRD, and thus indirectly attempts a reconciliation of these two perspectives presents a classification of schools of thought according to the central focus of

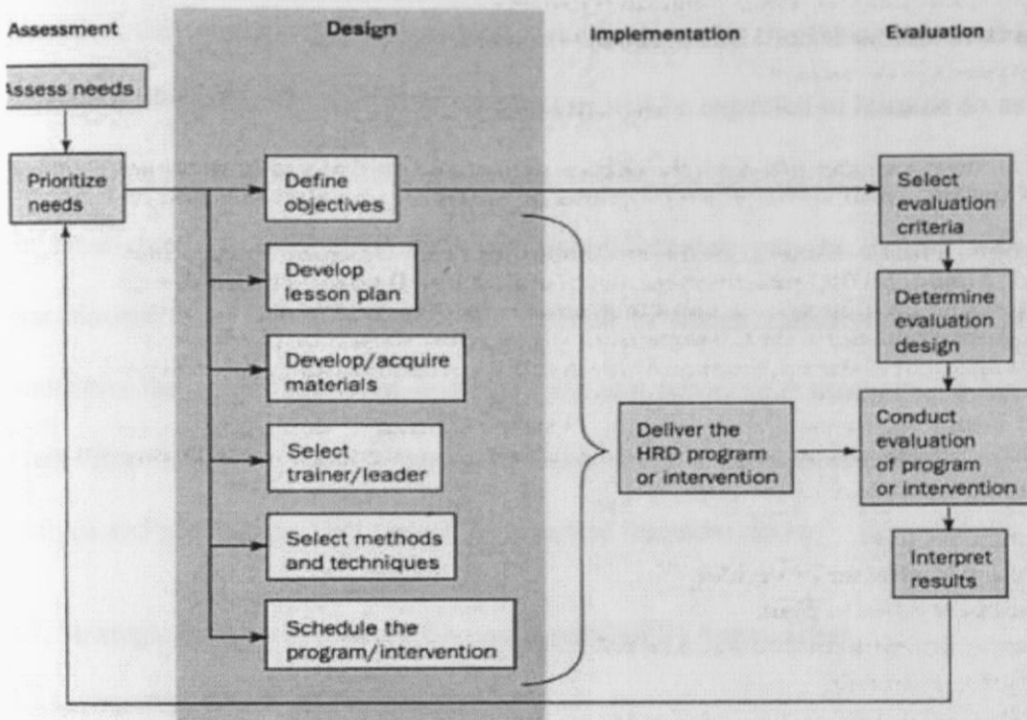
the developmental activity: person-centred, production-centred and principled problem-solving, each deriving from different philosophical traditions. In attempting to clarify the nature of HRD states it focuses on theory and practice relating to training, development and learning within organizations, both for individual and in the context of business strategy and organizational competence formation. He articulates three perspectives of HRD as being concerned with capabilities, psychological contracts and learning organizational. Each of these is associated with different root disciplines. They also imply different purposes in their prescriptions for HRD practice.

2.6. Strategic human resource development process

HRD is a process or system within the larger organizational and environmental system. As such, it has the potential of harmonizing, supporting and or shaping the larger systems. In order to understand, explain, and carry out its process and roles it relies on three core theories. They include psychological theory that captures the core human aspects of developing human resources as well as the socio-technical interplay of humans and systems. Economic theory captures the core issues of the efficient and effective utilization of resources to meet productive goals in a competitive environment and finally systems theory which captures the complex and dynamic interactions of environments, organizations, work process, and group or individual variables operating at any point in time and over time. (Desimone et al 2003))

The three components of HRD theories and their integration are visually portrayed as a 3-legged stool. The legs represent the component theories and the stool's platform represents the full intergration of the three theories into the unique theory of HRD. While the stool rests firm on the floor or the host organization, an ethical rug serves as a filter through which the intergrity of both HRD and the host organization can be maintained.

Figure 1: Training and HRD process model,



Source; Desimone, L.R & Werner, M.J (2003)) Human Resource Development

The process should always start with needs assessment which is a process by which an organization’s HRD needs are identified and articulated. It is the starting point of the HRD and training process (Sims 2006) An HRD needs assessment can identify an organizations goals and its effectiveness in reaching these goals, discrepancies or gaps between employees’ skills and the skills required for effective current job performance, gaps between current skills and the skills needed to perform the job successfully in the future the condition under which HRD will occur with these information HRD professionals learn where and what kinds of programmes or interventions are needed, who needs to be included in them, and

whether there are currently roadblocks to their effectiveness. Criteria can then be established to guide the evaluation process. It is obvious, then, that needs assessment is critical for an effective HRD effort. For instance assuming that an important need for training has been identified, the manager or HRD professional must begin by translating that need into a set of objectives. Objectives define what participants will be expected to learn or do as a result of participating in the HRD programme or intervention.(Armstrong 2000)

In some cases the availability of needs assessment data may be limited. Although HRD practitioners may feel that it will be difficult to design effective training programmes, sometimes they must improvise and make the best of suboptimal situations. At the same time, every effort should be made to persuade management of the importance of conducting needs analysis and prioritizing HRD needs, as time and resources allow.

2.7. Strategic human resources development (HRD) Approaches

2.7.1. Organizational Development

Organizational development is intended to change the beliefs, attitudes, values and structure of organizations, so that they can better adapt to new technologies, markets and challenges, and the dizzying rate of change itself (Wilson 2006).It is concerned with the planning and implementation of programmes designed to enhance the effectiveness with which an organization functions and responds to change (Armstrong 2006).It may involve activities such as change management, continuous improvement, business process re-engineering, performance management and organizational change. Organizations must continuously adapt their operations to the constantly changing environment in order to succeed in business. Since the last quarter of the century, several changes have taken place in the world economies (Nkatha 2000).

It is as important to involve everyone in the change process. Human resource development professionals may be employed either as external consultants or change agents or as specialists within their own organization. The role of the human resource developer can embrace both the process of change as well as the associated tasks. There is a forceful argument taking an active role in the change assessment team and team building and facilitation skills may be needed at the earliest stage, training may need to be given in problem solving and analysis to help both assessment and implementation teams in their technical aspects of their tasks.

HRD is the development of the resources in a company, that is, organization development, performance management, training and learning, and coaching. HRD includes evaluating the performance of employees, helping employees learn and develop new skills, and assisting them with weaknesses or areas of development. HRD also includes helping an organization develop or detect problems with how the employees work together in certain areas of an organization. HRD is constituted by interventions intended to change organizational behaviors or improving the capability of change. Thus it covers the whole organization and addresses the whole person (Armstrong 2000). The roots of HRD are taken from the literature and practice of organizational development and from training and development, education and practice. HRD is a strategic process as well as being practical and functional. HRD is important in organizational effectiveness because it ensures long-term survival and growth of the organization. It builds a team of motivated human resources which unlike other resources cannot be bought but only developed and nurtured by management competence. HRD should therefore: optimize the hours in order enable employees to grow with the organization;

promote collaboration and team spirit; and help in congruence of individual aspiration and organizational expectation (Torrington et al 2005)

2.7.2. Individual Learning and development

Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills knowledge or understanding a deepening of values or the capacity to reflect (Cunningham et al 2004).The importance of learning is linked to the current pressures for change facing most in not organizations. We have seen how the lack of training and development in most organizations is due to the short-term benefits but some is also due to imperfect understanding of how adults learn and many learners are themselves way above further training and development opportunities, perhaps due to unsatisfactory experience in formal educational settings equally, many line managers regard the provision of learning opportunities for manual workers or clerical staff as pampering the workforce, and as an warranted distraction from their departmental targets and. duties Traditionally, organizations need to employ specialists whose job was merely to instruct and teach people how to work more efficiently. However, changes are taking place with strategic value of training becoming increasingly important, with emphasis on meeting current and future corporate objectives(Mabey et al 1998).Additionally, the emphasis is moving from training to learning both from the standpoint of the individuals and from the organization (Wilkinson 2005).Learning is a vital aspect of all HRD efforts. A main goal of HRD is to ensure that employees perform their jobs effectively. In addition to learning and retaining new material, employees must also use it on the job to improve performance.

Learning is at the heart of training and development. Whether organizations adopt a formal and systematic approach, or are committed to the ongoing and long-term process of individual and organizational growth and development via a systematic approach, learning is the essential precondition for any change in performance at work (Matthews et al 2004). Training activity should be the outcome of a high degree of integration with the organization's strategic planning, performance management and appraisal mechanism. In terms of performance management and appraisals, the idea is for individual worker to have his or her performance appraised, skill gaps and deficiencies identified and then a personal development plan formulated usually by their line managers to remedy these deficiencies and to develop the individual to fit their next role within the organization

There are various learning or training methods firstly, action learning which stems from the immediate problem that is presented, and from all the others that emerge, one by one, in the steps towards a solution. This provides a need the student has to satisfy and all learning is in terms of what they discover they need to know rather than what someone else feels is necessary (Bach 2005).

Secondly, self-development is seen as a conscious effort to gain the most from natural learning in a job, and to use the learning cycle as a framework. It can be focused in specific skills development, but often extends to attitude development and personal growth. The emphasis in self-development is that each individual is responsible for, and can plan, their own development, although they may need to seek help when working on some issues. Self-development groups, group of individuals are involved in a series of meetings where they would jointly discuss their personal, organizational issues or individual work groups. The group itself is the primary source of information and may operate without outside help as its

members' process skills developed. It is important that the members understand what every member hopes to get out of the group, the role of the facilitator, the processes and rules that the group will operate by and how they agree to interact.

Learning logs are a mechanism for learning retrospectively as they encourage a disciplined approach to learning from opportunistic events. They may be focused around one particular activity and is usually designed to encourage the writer to explain what happened, how they have reflected on this, what conclusions they have made and what future learning actions they wish to take. Learning contracts are a formal commitment by the learner to work towards a specified learning goal, with an identification of how goals might be achieved. Thus they promote a proactive approach to learning. This approach is mostly used in self-development groups, on other management courses: as part of mentoring or coaching relationships or in working towards a competency-based qualification. (Torrington et al 2005)

Open, distance and e-learning, is defined as learning that is delivered through electronic technology. Though it is expensive to invest in the software and hardware and design time, it has also its advantages as cost-effective in the long run with the ability to provide flexible and speedy learning. It covers a wide range of approaches from using CD-ROMs to the company intranet and internet. Off-job, this involves educational courses undertaken during a career are frequently done on a part-time basis. The most valuable courses of these type are those that concentrate on specific skills in knowledge such as developing time management, interviewing or disciplinary skills. This short course approach is probably the only way for individuals to come to terms with new development because they need not only to find an interpretation of the development, but also share views and reactions. One of the major

concerns with these different types of off-job course and activities is the difficulty of ensuring transfer of learning back to work.

Learning on the job; this maybe planned structured or unplanned this involves manager coaching and teaching and mentoring. Coaching is the informal approach to individual development based on a close relationship between the individual and one other person usually their immediate manager who is experienced in the task. (Werner et al 2009) views coaching as a mutual conversation between a manager and an employee (or between colleagues) that follows a predictable process and leads to superior performance, commitment to sustained improvement, and positive relationships. The communicative relationship between each coach and performer that springs from this partnership is the essence of coaching. He gives them the opportunity to perform an increasing range of tasks and helping them learn from their experience.(Rothwell et al 2004) Mentoring on the other hand offers wide range of advantages for the development of the protégé coaching. It may imply less formally or structure. Mentors offer advice on anything ranging from what to do and how to do it. The mentor would usually be the individual's immediate manager, but usually it is a more senior manager in the same area of function. It benefits both parties in that mentors gain through recognition from peers, increased job satisfaction, rejuvenation, and admiration .A mentoring culture is a vivid expression of organizational vitality. It embraces individual and organizational learning. It values and promotes individual and organizational growth and development; consequently employees are better able to manage their own growth and development. The relationship skills through mentoring relationships skills learned through mentoring strengthen relationships through the organization: as these relationships deepen, people feel more connected to the organization. Ultimately; a

mentoring enriches the vibrancy and productivity of an organization and people within it. Peer relationships, This comes in handy when individuals have no access to mentor –protégé relationships, benefits depend on the kind of peer relationship, They mostly develop on an informal basis and provide mutual support. Some organizations appoint formally an existing employee to provide such support through their first months in the organizations. (Zachary 2005)

2.7.3. Organizational learning

Organizational priorities have changed in recent years. The focus has moved from piecemeal training activities to a more systematic human resources development .Many businesses have reoriented themselves away from training individual employees towards becoming learning organizations with emphasis on continuous learning (Price 2007). Walton (1999) states the concept of the learning organization perhaps more than anything else has helped to put HRD on the strategic agenda. Organizational learning is defined as an efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. It is characterized as an intricate three stage process consisting of knowledge acquisition, dissemination and shared implementation .The outcomes of organizational learning contribute to the development or a firms resource based capability(Armstrong 2006).It is concerned with the development of new knowledge.. Organizational learning demands inquisitiveness and openness. A willingness by managers to challenge assumptions and tackle conventional wisdom otherwise behavior will continue to be ruled by habit and the status quo will remain undisturbed. (Garvin 2000).

(Sisson et al 2000) Learning organization is defined as one which is skilled at creating and transferring knowledge and at modifying its behaviors to reflect new knowledge and insights. Learning organizations are very much concerned with developing and sharing the knowledge that is critical to their strategic success. It has been seen by many as a significant development in the conceptualization of learning skills and knowledge within an organization setting. This concept was identified and at first glance at least highly attractive mode of organization development (Easterly et al 1999). It is probably fair to say that for most authors the learning organization must be seen in relation to a combination of change and competition, both of which are taken as a given. Learning organization is one which is open to change therefore learning organization is adaptive or even reactive one. One approach to the development of a learning organization is to focus on collective problem-solving within an organization using team learning and a soft systems approach whereby all the possible causes of a problem are considered. There are three levels of learning in organizations: which include Single loop learning that occurs when error detection and correction enables the organization to continue with current policies and objectives. This is a sort of lower-level; reactive learning that is inadequate in itself to confront the challenge that organizations now have to face. Double-loop learning is generated by detection and correction activities which modify and change the organization's fundamental norms and aims often through challenging traditional norms and values and resolving subsequent conflict. Level three learning is involved with reviewing and reflecting on previous experiences as a basis for the formulation of new learning activities. (Armstrong 2006)

2.7.4. Knowledge management

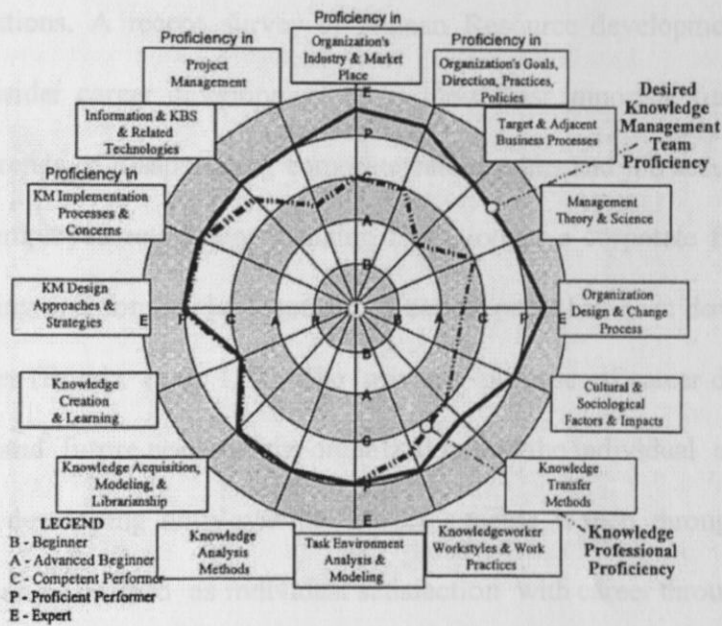
Knowledge Management is the explicit and systematic management of vital knowledge - and its associated *processes* of creation, organization, diffusion, use and exploitation - in pursuit of business objectives. The only way that this is possible is for the members of the organization to share knowledge rapidly. In order to support such knowledge sharing systematically, many companies have adopted knowledge management practices and implemented worldwide knowledge management systems(Bontis et al 2002).

The concept of knowledge management has attracted much attention in recent years. Knowledge is not new, but over the last decade or so the concept has grown from a convergence of ideas and existing practice including core competencies, resource-based value, business process re-engineering. The main impetus for knowledge managers is that it is seen as a provider of competitive advantage. Traditional approaches to competing have been to improve by doing things better cheaper and faster however firms can also compete through doing things smarter by creating or acquiring knowledge and then applying it.(Wilson 2005).

Knowledge management contributes to culture development in which people contribute out of a sense of commitment and solidarity relationships are characterized by mutuality and trust. In such a culture, organizations place a high priority on mutual support, collaboration and creativity and constructive relationships (Armstrong 2006) It also promotes a climate of commitment and trust gaining commitment is matter of trying to get everyone to identify with the purpose and values of the organization, which will include processes for developing and sharing knowledge According to Wilson 2005 these are two main purposes of strategic management, the first is to maintain and support the existing competitive advantages of

the organization the second purpose is construct competitive advantage through the creation of new knowledge which can be used in the future organization's success will finally depend on the speed at which it can generate, capture and disseminate knowledge to develop capabilities that cannot easily be hoped by rivals performance management and HRD. Corporations everywhere have discovered the importance of creating a learning organization. Its because learning is critical to success in the post industrial information age where knowledge is power (Cortada et al 2000)

Figure 2 Example of knowledge related for combined knowledge management,



Source; Liebowitz, J (1999) Knowledge Management Handbook

According to Brooking 1999 there are various dimensions of knowledge management. Firstly explicit knowledge which a person is able to make available to another for inspection., This may mean that it can be explained verbally but it is generally preferable codify it or write it down. For instance a written business process, training material and manuals.

Secondly tacit is the knowledge that has not been made explicit due to a number of reasons. Maybe the person who has it is not able to convey it or it is not possible to convey the knowledge. Knowledge management is an important element in corporate culture and organization change and learning.

2.7.5. Career development

A career can be defined as the pattern or sequence of work roles of an individual. The 1987 models for excellence study saw career development as a mainstream component of HRD (Walton 1999) Career development (CD) is now the primary responsibility of individuals in organizations. A recent survey of Human Resource development directors indicates that they consider career development to be their least important function. This correlates with recent trends of disappearing corporate career paths and job security. Just as the responsibility for employee retirement planning is no longer a corporate function, the responsibility for learning and for the development of career paths has been downloaded to the individual employees (Rouda et al 1995) The primary purpose of career development is to meet the current and future needs of the organization and the individual at work and this increasingly means developing employability career success is seen through the eyes of the individual and can be defined as individual satisfaction with career through meeting personal career goals, while making a contribution to the organization (Torrington et al 2005) Clearly, a career is not just a job, but evolves around a process, an attitude, behavior and a situation in a person's work life to achieve set career goals. He points out that career is the property of individuals, but for the employed, it is organizations that will plan and manage employee careers. However, during the last few decades the notion that individuals are also responsible to cater to and build their own careers, instead of leaving it entirely to the

organization to manage, has been well documented .Hence, career management requires initiative from both organizations as well as individuals in order to provide maximum benefit for both. Employers can take many steps to help make a new employee's introduction to the job more productive.

Before hiring, realistic job preview can help prepare employees more accurately gauge whether the job is unfit for them. Similarly, providing periodic planned job notation can help the person develop a more realistic picture of what he or she is good at or not good at firms can also provide mentoring opportunity it may be formal or informal. (Dessler 2003).Organizations have cultures, the culture influences what is acceptable and implements them. There are various methods of career development and management., Firstly, Succession planning process whereby organization fill manager openings with individuals identified and prepared as candidates in advance of the vacancy occurring.

Secondly,. realistic job previews help prospective employees more accurately gauge whether the job is indeed for them and particularly a job's demands are a good fit with a candidate's skills and interests (Rothwell 2001). With Career-oriented appraisals the manager is trained not just to appraise the employee but also to match the person's strengths and weakness with a feasible career path and required development work furthermore job rotation can help the person develop a more realistic picture of what she is capable of doing and thus the sort of future career more and lastly. Career planning workshops and software which is a planned learning event in which participants are expected to be actively involved ,complete career planning exercises and inventories and participating in career interests, skills and career aspirations. Then there is an environmental assessment phase in which they receive relevant information about the company and its career options and staffing needs. Its concludes with a

goal-setting and action planning segment in which the individual sets career goals and creates a career plan (watts 1996)

2.8. HRD audit in organizations improvements

According to Rothwell et al 2005 to get the best from human resources alignment must exist between human resources functions, strategies, systems and styles and those of the business. Human resources should be aligned both with short term and those of the business. The HRD audit is an attempt to assess alignment and improves it. Human resources is generally attempted to find out the future of the company after assessing the current human resources activities and inputs. It also focuses on competence, commitment and culture building from practices that human resources is implanting in the organization. The audit is likely to point the weaknesses of the human resources development functions. It also helps human resources function business driven for expanding diversifying and entering into fast growth phase and helps promoting professionalism among human employees (Chanda et al 2007) strategic and long-term business planning. It may sound ironical that the HRD audit should begin with such strategic plans, but in some cases it has compelled the top management to think about such plans. While some companies started thinking about them, a few others started sharing these plans with a larger number of persons. Since the employees cannot participate in an HRD audit without some sharing of these plans, the audit has forced the top management to share their plans which has resulted in increased employee involvement. In a few cases a new system of annual planning and sharing of business plans with the management staff have been initiated to enable them plan their own activities and competency development programmes (Ramnaryan et al 98).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research design

The research is a case study on strategic human resource development on at the University of Nairobi. This is because case studies are more suitable when gathering and organizing information on a particular issue with view to seeking patterns on items in the data.

3.2. Data collection

Primary data will be collected by the use of an interview guide. It shall comprise of both open and closed ended. Questions. Secondary data will be collected from the documents in human resources unit of the university. My respondents will be the three senior staff at the Human resources unit of the university.

3.3. Data analysis

Open-ended questions will be analyzed using content analysis so as to establish the fundamental commonalities among the set of observed variables

Table 1: Fully Redged Human Resources Development Unit

	Frequency	Percentage
Yes	3	100

Table 1 above shows that 100% of respondents interviewed agreed that the University of Nairobi has an existing fully Redged Human Resources Development unit.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Interview guide Response Rate

This chapter deals with the interview guides return rate, reporting of data analysis and discusses the findings from the data. The data involved the interview guides received from respondents administered by the researcher. Data analysis was done according to research questions of the study and the findings was then considered and discussed.

Interview guides were used to collect the data; the respondents' questionnaire was the main instrument of the study. The questionnaire was given to the respondents which were duly completed and returned constituting 95% return rate. All the questionnaires were administered by the researcher and all collected constituting 95% return rate these were considered adequate for the study.

4.2. Data Reporting

The data from the respondents was reported by looking at factors of the respondents and the area of the study.

Table 1: Fully fledged Human Resources Development Unit

	Frequency	Percentage
Yes	3	100

The table 1 above shows that 100% of respondents interviewed agreed that the University of Nairobi has an existing fully fledged Human Resources Development unit.

Table 2: Documented HRD guide

	Frequency	Percentage
Yes	2	67
No	1	33
Total	3	100

The study shows that 67% of respondents accepted that there was a documented Human Resource Development strategies that guides the University of Nairobi while 33% stated that human resource development guide does not exist at the University of Nairobi.

Table 3: Human Resource Development policies

	Frequency	Percentage
Yes	1	33
No	1	33
No response	1	33
Total	3	100

Out of the respondents interviewed 33% stated that human resource development policies existed in the University Nairobi of while 33% of the respondents said that it did not exist, the other 33% of the respondents did not give any response

Table 4: Total Quality Management Systems

	Frequency	Percentage
Yes	2	67
No Response	1	33
Total	3	100

The table 4 above shows that 67% of the respondents interviewed agreed that there was a total quality system which exists in the University of Nairobi.

Table 5: Training Pattern

	Frequency	Percentage
Annually	1	33
Continuously throughout the year	1	33
Through out the year	1	33
Total	3	100

Responses on the training pattern in the University of Nairobi shows that 33% of the respondents said that training was carried out annually, the other 33% of the respondents said that training was carried continuously throughout the year while 33% of the respondents said that training was carried out through out the year.

Table 6: Evaluation of Training and Learning

	Frequency	Percentage
Semi-annually	1	33.3
Not regularly	1	33.3
No response	1	33.3
Total	3	100

When asked about Evaluation and training in the University of Nairobi, 33.3% of the respondents indicated that it was done annually, 33.3% of the respondents claimed that the evaluation was not regularly done at the University of Nairobi and 33.3% of the respondents did not give any response regarding this issue.

Table 7: Work Performance

	Frequency	Percentage
Yes	3	100
Total	3	100

The study shows that all the respondents interviewed agreed that learning and training had improved work performance of staff at the University of Nairobi. This clearly indicates that learning and training are variables that improve work performance in most organizations especially at the University of Nairobi.

Table 8: Clarity of Objectives Organizational learning to all employees

	Frequency	Percentage
No	1	33
Not quite	1	33
No response	1	33
Total	3	100

The study shows that 33% of the respondents interviewed indicated that the objectives of organizational learning were not quite clear to all employees, the other 33% of the respondents said that the objectives were not quite clear to all employees at the University of Nairobi while 33% did not give any response regarding the objectives organizational learning . This response shows that a particular grade or group of employees were ignorant and did not know its main importance.

Table 9: Incorporation of Performance Measures in the Human Resource Development system

	Frequency	Percentage
Yes	1	33
No	1	33
No response	1	33
Total	3	100

From the respondents interviewed 33% stated that performance measures were incorporated in the Human Resource Development system while 33% of the respondents agreed that performance measures were not incorporated in the University of Nairobi while 33% of the respondents interviewed did not give response.

Table 10: How targets are set in the absence of performance measures

	Frequency	Percentage
Use of performance appraisal	1	100

The study observed that out the respondents interviewed 100% said that performance appraisal was used to set targets in the absence of performance measures at the University of Nairobi.

Table 11: Responses on the improvement of performance on implementation of particular Human Resource Development strategies

	Frequency	Percentage
Tremendously	1	33
Not just	1	33
No response	1	33
Total	3	100

As indicated from the table above 33% of the respondents respectively agreed that performance has improved tremendously particularly on Human Resource Development Strategies at the University of Nairobi, 33% of the respondents stated that performance improvement had not been realized yet while 33% did not give respond.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The objective of the study was to find out the extent to which human resources development is practiced at the University of Nairobi. From the research findings it was revealed that human resources development is practiced and all the respondents were aware of the different HRD practices carried out in the university. The predominant HRD practices are training, knowledge management and organizational learning. It was further revealed that a number of forces both internal and external influenced the HRD practices at the university. For instance the ISO certification of the university required that employees are trained so as to comply with ISO requirements. In addition different technological, economic and social changes influence their various strategies. The computerization of the various processes at the university required that employees in that area are trained on how to use the various systems. The need to attract and retain qualified staff is also a major contributing factor to their HRD practices. From the literature review it is important that organizations match their strategic HRD and the organization strategy from the above findings UON through HRD is able to address the ISO standards as well as the technological advancements.

It was however established that HRD at the university faces some challenges for instance monitoring and evaluation is not done after training, there's no established HRD audit system that will help assess the cost-effectiveness of HRD in the organization. Moreover, it is evident that there are no documented HRD policies and strategies that help guide the university when implementing the strategies. Other areas that were in dire need of attention as shown by the study is the need for all employees to be aware of the objectives of HRD practices. (Sim et al 2006) points out that the first process in strategic HRD is needs assessment. The university

needs to do needs assessment regularly so as to determine what they really need, plan and implement in terms of HRD. The other major challenge is the fact that trained employees are leaving the university for other jobs.

5.2. Conclusions

The findings of the study have shed adequate light to draw pertinent conclusions about the extent to which human resources development is practiced at the University of Nairobi. The various technological, economic and social changes gave rise to a number of structural and strategic changes that also affected employees leading to implementation of various HRD practices such as training, knowledge management, organizational learning. It is however worth noting that no such kind of changes can be fully implemented without challenges. The university should put mechanisms in place when planning for these changes.

5.3. Recommendations

A number of issues arise from the study this call for the following recommendation. Firstly the university needs to enact policies that relate to HRD. The policies need to be documented so as to guide the management and employees in the implementation of HRD practices. Secondly the HRD auditing systems should be establishment that will help assess the cost-effectiveness of human resources development practices at the university. In addition there should be continuous monitoring and evaluation of employees after any HRD practice has been carried out. If the university has no capacity to monitor and evaluate it can outsource. Since performance appraisal is not an effective method per se because its done once a year. Finally the management should have a proactive approach to handling HRD issues.

5.4. Limitations

It proved challenging to get most of the respondents out of their busy schedules to participate in the interviews. The study focused on senior management whose views might not be reflective of the entire University of Nairobi. Therefore the interpretation of findings of this study should be done with this limitation in mind

5.5. Areas for Further Study

The scope of this study was limited to the extent to which human resources development is practiced at the University of Nairobi. During the study it was noted that there exists a complementary relationship between human resources development and performance. It would be worthwhile to study how human resources development influences job satisfaction hence performance.

REFERENCES

- Armstrong, M (2006), *Human resource management practice*, 10th ed. Kogan Page Publishers, London.
- Armstrong, M.(2000).*Strategic human resource management: a guide to action* ,2nd ed , Kogan Page .
- Azanza, P (2004), *Human Resources Management* 2nd ed. JMC Press.
- Bach,S (2005), *Managing human resources: personnel management in transition* 4th edition Oxford: Blackwell, UK
- Bontis,N&Chwi,W..C(2002),*The strategic management of intellectual capital organization knowledge*, Oxford University press, United states.
- Bratton,.J& Gold,J.L.(2001) *Human Resources Management: Theory and Practice* 2nd edition Lawrence Erlbaum Associates. Great Britain
- Brooking,A,(1999),*Corporate memory: strategies for knowledge management Intellectual capital series* Cengage Learning emea ,
- Chanda,A,Krishna,B.S& Shen,J (2007) *Strategic Human Resource Technologies: Keys to Managing People* Sage publishers.
- Cortada, W.J & Woods, A.J (2000) *The knowledge Management Yearbook 1999-2000*
- Cunningham, Davies.G & Bennet, B (2004) *The handbook of work based learning* Gowers publishing company
- Desimone, L.R & Werner,M.J (2003) *Human Resource Development*, Thomson publishers
- Dessler,G {2004} *Human Resource Management* 9th edition Pearson Prentice Hall, US.

- Easterly, S. M., Burgoyne, J., Araujo & L. (1999), *Organizational Learning and the Learning Organization: Developments in Theory and in Practice*, Sage, London
- Garvin, D (2000) *Learning in Action. A guide to putting the learning organization to work*, Harvard Business School press. USA
- Gatitu, C.W. {2007} *Employers perception of tertiary training and its relevance to the labor market a case of Kenya polytechnic*, unpublished MBA project report, University of Nairobi.
- Grievs, J. (2003), *Strategic human resource development* sage publishers London.
- Huselid, M. (1997) *The impact of high performance work systems, implementation effectiveness And alignment with strategy on shareholders wealth*. Academy of management journal
- Huselid, M (1995) *The impact of Human resource management on turnover, productivity and corporate financial performance*, Academy of management journal
- International labor organization Report on *Human resource development in the public service in the context of structural adjustment and transition*
- Kothari, C.R (2001) *Research methodology: methods and techniques*, New Delhi, Kupta publishers.
- Liebowitz, J (1999), *Knowledge management handbook* CRC Press.
- Mabey, C, Salaman, G & Storey. (1998) *Human resource management: a strategic introduction*. 2nd ed. Wiley-Blackwell,
- Mathews, J.J, Megginson, D & Surtees (2004) *Human Resource Development* 3rd ed. Kogan Page publishers
- McGoldrick, J, Stewart & Watson, S (2002) *Understanding Human Resource Development, a research based approach*, Roulledge publishers

- Nkatha, M.C (2007) *Employees perception to change management at K-rep* unpublished MBA research project, University of Nairobi
- Price .A.(2007) *Human Resources Management in a Business Context 3rd ed.* Thomson learning Press
- Ramnarayan, S, T.V & Singh, R.K (1998) *organizations development-interactions and strategies*, Sage Publishers.
- Reid,M.A, Barrington .H & Brown.M (2004) *Human Resource Development 7th ed.* CIPD Pu
- Rothwell, J.W & Kazanas, H. C (2004),*Improving on-the-job training: how to establish and operate a comprehensive OJT program 2nd ed.*John Wiley and Sons, blishing, UK
- Rothwell, J.W (2001),*Effective succession planning: ensuring leadership continuity and building talent from within 3rd.* Amacom Div American Mgmt Assn,
- Rothwell,w.J,&Sullivan.(2005),*Practicing organization development: a guide for consultants ,2nd ed.* John Wiley and Sons,
- Rouda,H .R & Kusy,E.M (1995) *Career development, personal career management and planning* technical association of the pulp and paper industry.
- Schuler, R & Jackson,E.S.(2007) *Strategic human resource management*, Wiley-Blackwell publishers.
- Sims,R.R (2006) *Human resource development: today and tomorrow*, IAP publishers
- Sisson.K,&Bach.S(2000),*Personnel management: a comprehensive guide to theory and practice,3rd ed.* Wiley-Blackwell.
- Stewart, Mcgoldrick, J& Watson,S(2001), *Understanding human resource development: a research-based approach* Routledge, publisher.

- Stewart, J. & Mcgoldrick, J. (1994) *Human Resource Development perspectives, strategies and practice*, Pitman publishing
- Swanson, A.R. & Holton, F.E. (2001) *Foundations of Human Resource Development*, Berrett-Koehler publishers, San Francisco
- Torrington, D., Hall, L. & Taylor, S. (2005) *Human resource management*, 6th ed. Pearson Education Ltd, England.
- University of Nairobi calendar 2007
- Walton, J. (1999) *Strategic Human resource Development* Pearson Education, Great Britain
- Watts, J.A. (1996), *Rethinking careers education and guidance: theory, policy and practice* Routledge, Publishers.
- Werner & Desimone, L.R. (2009) *Human Resource Development* Cengage learning, inc
- Wilkinson (2005) *Human resource management at work: people management and development* 3rd Edition CIPD Publishing
- Wilson, P.J. (2005). *Human Resource development, learning strategy for individuals and organizations* 2nd ed. Kogan Page Publishers.
- Woodall, Lee.M. & Stewart, J. (2004) *New frontiers in human resource development* Volume 8 of Routledge studies in human resource development
- Yagan, A.J. (2007) *Relationship between organizational culture and performance in selected key state corporations*, Unpublished MBA research project. University of Nairobi.
- Zachary, J. Lois (2005) *Creating a mentoring culture: the organization's guide* John Wiley and Sons,

APPENDIX 1

Questionnaire

Strategic human resources development strategic human resource development is development that arises from a clear vision about people's abilities and potential and operates within the overall strategic frameworks of the business. It takes a broad and long-term view about how human resource development (HRD) policies and practices can support the achievement of business strategies

This interview guide seeks to find out the extent to which strategic human resources development is practiced at the University of Nairobi

Please provide the following information frankly and honestly. All information received will be treated confidentially and used for academic purpose only.

Instructions

For questions with choices tick (✓) where appropriate

1a.) Does the organization have a fully fledged HRD department?

Yes ()

No ()

b} Is there a documented human resource development strategies that guide the organization? Yes () No ()

If no how does the organization carry out its HRD practices

C} Any other policies regarding HRD in this organization

2) Does the university have a total quality management system?

3) How often do you carry out training?

Quarterly ()

Annually ()

Semi ()

When need arises ()

Simulation ()

Group exercises ()

Give reasons for your preference

4. How often do you assess and evaluate learning and training?

Quarterly ()

Annually ()

Semi annually ()

5. a) Learning and training is used to improve work performance at the university?

b) The purpose of learning and organizational learning is clear to all employees

6a). Does your HRD system incorporate performance measures?

Yes () No ()

b) If no how do you set targets using HRD?

7) Has there been any improvement in terms of performance ever since you started implementing particular HRD strategies?

8 a) Does the university have a HRD auditing policy?

Yes () No ()

b) If yes how often do you carry out?

Annually ()

Semi annually ()

Quarterly ()

9) How do you think the effectiveness of HRD process can be improved at the University of Nairobi?

10) Do you recommend any change in the HRD strategies uses so far?

11 a) How does ISO certification of the university influence your HRD policy?

b) Does the HRD policy match the university's mission and vision?

12. Of the list HRD strategies .which HRD practices is commonly used?

Knowledge management ()

Training ()

Career Development ()

Organizational learning ()

13. What do you consider to be a great success of HRD in the organization?
