HR Management Concepts- Learning Model

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Abstract

All kind of work is based on the self interest and it is also applicable on managements also. Management for development (MFD) projects often employs management by interests (MBI) as a way to make steady progress toward difficult-to-reach targets. As a result, it is hard to motivate those project members who may be strongly oriented toward self-management. Furthermore, for MFD projects that use the stage-gate approach, because there are multiple evaluation barriers, there may be distortions in the behavior or the training of MFD personnel. For human resource training in MFD projects, it is important to educate managers and project members in quality-cost-delivery or project-management-body-of-knowledge methods, but this is not enough. For successful MFD, it is also important to consider approaches that will enable personnel to acquire high-level tacit knowledge related to project management (PM) and practical wisdom. If comprehensive human resource training that fosters the learning of PM-related knowledge and management by faith (MBF) is possible, this holds forth the prospect of effective human resource training methods for MFD projects. The present Management examines the human resource training process for MFD projects by using a PM conceptslearning model. We confirmed the effectiveness of the PM conceptslearning model proposed in this Management by testing in an actual MFD project.

I. Introduction

Management by interests (MBI) is introduced in many projects in order to obtain results efficiently. MBI has many advantages, but it also has problems such as difficulties in human resource training and psychological stress caused by strict schedule control. Project management (PM) education has traditionally been provided at human resource training agencies and some higher education institutions, but in many cases, people gain relevant knowledge through the experience of participating in projects. In other words, people gain PM skills through on-the-job training. For such experience-based learning, however, neither a method for acquiring PM knowledge that is close to tacit knowledge nor a method for human resource training has been elucidated.

Management into Management for development (MFD) project management and human resource training methods includes Yamamoto's work on the management of innovation programs. This Management proposes a project management (PM) approach comprising a scheme-system-service model; further, it elucidates the relation between project management and management knowledge. Managers and members of MFD projects need not only to manage projects based on knowledge on quality, cost, delivery or the project

management body of knowledge, but also to acquire high-quality tacit knowledge or practical wisdom regarding PM for successful MFD. Proposing a PM conceptslearning model that takes into account MBF would potentially lead to improving the motivation of project managers and members and consequently to understanding the process of human resource training for improving PM skills.

II.Concepts Learning Model:

The purpose of this paper is to construct a mechanism for acquiring PM concepts for manufacturing MFD projects and to propose a process of human resource training that utilizes the mechanism. PM ConceptsLearning Model is based on the process of knowledge creation. The "socialization" stage is where tacit knowledge is created through the five senses or through experiences. In this paper, a motivation-boosting cycle based on MBI is applied at this stage, where tacit knowledge on management is accumulated through a single-loop learning cycle (goal setting, results, performance evaluation, and self-satisfaction). MBI has disadvantages, however, because it is efficiency-centric management that emphasizes clear goal setting for acquiring positive results. For example, with MBI it is difficult for project participants to experience self-realization or the pleasure of task accomplishment. As a result, significant motivational improvement cannot be expected, leading to difficulties in accumulating practical wisdom (high-quality tacit knowledge) necessary for human resource training for PM. The externalization stage is where designs are created through dialogues and thoughts. Tacit knowledge on PM can be converted into explicit knowledge through externalization of knowledge on MBI gained in the socialization stage and knowledge on the factors of MBF (dreams, convictions, confidence, and passion).

The factors of MBF are held by project members engaging in tasks and are types of knowledge that are hard to gain under MBI. The combination stage is where new knowledge is created through merging of different explicit knowledge. New explicit knowledge is acquired through combination of MBI and MBF and combination of self-realization and task-related pleasure which are factors of the motivation-boosting cycle. At places of communication, the explicit knowledge resulting from the combination process is converted into explicit knowledge that is more practical. The internalization stage is where new tacit knowledge is acquired. At this stage, the explicit knowledge gained in the combination stage is accumulated as PM concepts, which is high-quality tacit knowledge.

III.Composite Learning Cycle:

The proposed concepts consists of a composite learning cycle that integrates the single-loop learning cycle based on MBI, the process of externalizing faiths (externalization stage), the learning cycle incorporating MBI, MBF, and the motivation-boosting cycle, and the process of acquiring concepts (internalization stage). By cycling through the process of the PCOM proposed in this paper, it is possible to improve the level of PM concepts, which is high-quality knowledge on PM. Moreover, such improvement is expected to lead to clarification of the process of human resource training in MFD projects. MFD Projects Incorporating the Stage-Gate Approach Human Resource Training in MFD Projects Incorporating the Stage-Gate Approach Management report methods for passing on knowledge about PM and the effectiveness of MFD projects that incorporate the Stage-Gate approach. Particularly proposed a knowledge transfer procedure that consists of the internalization and externalization stages of the process, which can be highly regarded as a method for human resource training intended for MFD project members. However, the knowledge transfer procedure does not include factors of MBF.

Therefore, with this procedure it would be difficult to acquire PM concepts. This section clarifies issues related to human resource training for MFD projects that incorporate the stage-gate approach and examines ways to solve them. Create a issues related to human resource training in MFD projects incorporating the stage-gate process. The advantages of incorporating the stage-gate approach include easily narrowing down themes, clarifying paths, heightening awareness of profits, and visualizing themes and processes.

The disadvantages include a cycle in which training MFD project managers becomes difficult. The cycle consists of the following factors: a consensus-oriented system, dispersal of pressure on decision makers, a lack of thorough thinking, and difficulties in cultivating good decision-making. Based on this cycle, behavioral distortion and developmental distortion are pointed out as problems in human resource training associated with the introduction of the stage-gate approach. The behavioral distortion includes a tendency to limit topics for Management.
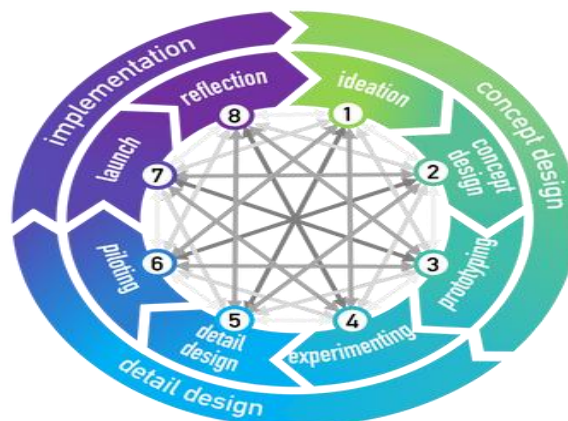
The developmental distortion includes reduced willingness for Management and narrowed perspectives, fewer opportunities for learning from failures, and fewer opportunities for acquiring high-quality practical knowledge. Learning of Knowledge on PM Training shows one example of a process of human resource training based on an MFD project incorporating the stage-gate approach. This MFD project consists of the following phases: idea discovery, concept clarification, feasibility analysis, development, commercialization testing and its review, commercialization, and stable commercialization. A stage-gate is set at the three phases. The PCOM (Proposed Concepts of Management) is introduced at each phase in order to correct problems related to human resource training in the MFD project. The evaluation criteria used at each stage-gate include issues related to human resource training. One example for the idea discovery phase is whether concepts (i.e., high-quality tacit knowledge) for idea discovery is acquired due to the PCOM. Corrections to problems resulting from the introduction of the stage-gate approach (a tendency to limit topics for Management, and reduced willingness for Management and narrowed perspectives) are then evaluated. Similarly, concepts acquired due to the PCOM as well as corrections to problems in human resource training resulting from the introduction of the stage-gate approach are evaluated at the stage-gates of the other phases.

A process of human resource training based on an MFD project incorporating the stage-gate approach. Examination of the PCOM Examination Method to examine the effectiveness of the PCOM proposed in this paper, an interview survey was conducted with the manager and members of an MFD project. The goal of the MFD project was the development of a machine that automatically measures radioactivity levels. Although the product of the project is the result of developing a machine, the project is also evaluated in terms of PM concepts acquired and corrections made to problems in human resource training in a project incorporating the

stage-gate approach. The interview subjects were the president of an MFD start-up firm, managers from the manufacturing sector, and technicians. They all had extensive MFD business experience. In particular, as they had experience of both success and failure in MFD projects that used the stage-gate approach, they placed importance on the training of project team members. We examined the effectiveness of the PCOM using the following steps:

➢   Acquiring skills to understand problems in human resource training;
➢   Confirming problem-solving skills;
➢   Understanding the relation between concepts and elements of human resource training;
➢   Understanding the relation between individuals, projects, and the organization in human resource training.

Few subjects were interviewed for the PCOM testing process. However, interviews with managers and team members from a number of MFD projects yielded similar results, so the findings appear to be highly reliable. These include heightening of members' sense of participation to correct the behavioral distortion. It is also found that a mechanism for collectively conceiving ideas is necessary in order to correct a distortion in the human resource training cycle. For the final phase it is possible to propose a solution that would, based on market feedback, make up for lost opportunities to learn from failures. It emphasizes the importance of, for example, identifying the essence of problem-solving based on a work breakdown structure, understanding the relationships among problems by thinking from multiple perspectives and by switching among ideas, conducting thought experiments from various angles based on a portfolio, and integrating the vision of the project and its facilitation.

The approach to problems in human resource training in the MFD project incorporating the stage-gate approach. Human Resource Training in an MFD Project shows the necessary conditions for human resource training, the areas of training, and the management method that are found in the MFD project incorporating MBF examined in this paper. Human resource training for MFD project members requires an examination of not only the members, but also the project itself and the organization conducting the project. At the member level, it is important to develop skills to handle issues by thinking from multiple perspectives, utilizing an objective map and a work breakdown structure, and having a sense of participation. Also, the members must accumulate life logs, identify theircharacteristics, and understand them. At the project level, it is important to introduce a team system for handling tasks, which have leadership and facilitation systems, and provide opportunities for members to develop problem-solving skills and professional eyes. At the organization level, it is important to set a clear vision, build a mechanism for collectively conceiving ideas, and introduce a management system that is based on active PM and concurrent engineering which is the necessary conditions for HR training.

IV.Conclusion

Constructing a mechanism for acquiring PM concepts for manufacturing MFD projects and examining a process of human resource training that utilizes the mechanism, this paper has accomplished the following:

➢   Proposed a PCOM for human resource training in MFD projects;
➢   Clarified the factors that hinder human resource training for MFD projects incorporating the stage-gate approach and proposed methods and processes for solving these problems;
➢   Found that the introduction of the management model proposed in this paper is expected to solve problems in human resource training in projects incorporating the stage-gate approach (based on a questionnaire and interview survey conducted with regard to an actual MFD project in order to examine the effectiveness of the method of human resource training that incorporates the PCOM);

➤   Clarified issues related to human resource training as found based on a MFD project incorporating the stage-gate approach as well as solutions for such issues and proposed concrete measures for human resource training for the individual, project, and organization levels.

This Management proposed a method for human resource training in manufacturing MFD projects. However, because MFD projects are used in a wide number of fields, it will be necessary to examine human resource training methods in different industries. Furthermore, MFD project members (in contrast with IT project members) often have a strong sense of self-management; it is thus important to have a solid understanding of the team members' characteristics when training personnel.

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