

## Paradigm Shift of Human Resource Management through Learning Organizations

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**Abstract:** In modern days, professionals in the human resource area are the most important elements in the success of any organization. In Bangladesh, banking industry, garments industry, trading industry and other some export-oriented industry has boosted up in recent time but they are not maintaining good human resource department except few of them. It is clearly acknowledged by the modern day's professionals that without having skilled human resource departments nobody can get excessive success in their own pattern of business. Making Change seems to be an invariable in education. The concept of paradigm shift offers one means of making such connections. There are several changes in learner independence, Models of education, cooperative learning, curricular integration, diversity, thinking skills, alternative assessment and teachers. The paradigm shift of which these changes are part is put into perspective as an element of larger shifts from behaviourism to cognitivism. This study is related on the paradigm shift of learning organization in Bangladesh.

**Key word:** Human Resource, Paradigm shift, Learning organization

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### Introduction

Bangladesh is a third world country having modest learning infrastructures. In the past decade, following rapid economic development, the education systems of most countries or areas in the Asia-Pacific region have been expanded quickly. Currently, the people in this region are concerned with not only education quantity but also education quality. For example, in Hong Kong, a number of policy efforts have been put into improvement of different aspects of education such as curriculum, language teaching, student guidance, student streaming, management, teacher-student ratio, physical environment, and teacher education. Since the early 1980s, the term "paradigm shift" has been used as a means of thinking about change in education. Here the researchers begin this article by briefly explaining the concept of paradigm and paradigm shift. After that several kind of models and other factors have been discussed on this study.

### Materials and Methods

The study was empirical one. The study covered some learning organizations and business organizations to understand the present happenings and demand from their own views. In the process of analysis of collected various tables and diagrams have been applied in order to make the study worthier, informative, and useful for the purposes. Principles of quality human resource management are a relatively new entrant to the arena of learning organization practices in Bangladesh. In the Western management literature began only since early, after the phenomenal success of its application in Japan. Higher education followed nearly a couple of decades but, presently, as a theory supported by a set of methods, quality has gained dominance in organizational practice. Quality human resource management forms the basis of the organization excellence movement and evaluation standards for operational effectiveness. These developments led both university and industry sectors to focus on similar outcomes: building flexibility and improvement in dealing with a large customer base, in an environment of enduring uncertainty. It is understandable, that any new approach will bring with it an array of critic and some argument. In comparison to the industry sector, in higher education it has been harmonic. Disagreements have been very sharp and fundamental, leading to a serious erosion of meaningful Practice. Organizational learning can take place as an integral part of the strategic development within a learning organization. The motive of developing any learning organization is for human resource development to balance the supply demand situation of human resource in any country. That is why learning organizations are shifting their strategy very often.

**Learning Theory:** The Instruction Paradigm frames learning atomistically. In it, knowledge, by definition, consists of matter dispensed or delivered by an instructor. The chief agent in the process is the teacher who delivers knowledge; students are viewed as passive vessels, ingesting knowledge for recall on tests. Hence, any expert can teach partly because the teacher knows which chunks of knowledge are most important; the teacher controls the learning activities.

Learning is presumed to be cumulative because it amounts to ingesting more and more chunks. A degree is awarded

when a student has received a specified amount of instruction. The Learning Paradigm frames learning holistically, recognizing that the chief agent in the process is the learner. Thus, students must be active discoverers and constructors of their own knowledge. In the Learning Paradigm, knowledge consists of frameworks or wholes that are created or constructed by the learner. Knowledge is not seen as cumulative and linear, like a wall of bricks, but as a nesting and interacting of frameworks. Learning is revealed when those frameworks are used to understand and act. Seeing the whole of some thing—the forest rather than the trees, the image of the news paper photo rather than its dots - gives meaning to its elements, and that whole becomes more than a sum of component parts. Wholes and frameworks can come in a moment—a flash of insight—often after much hard work with the pieces, as when one suddenly knows how to ride a bicycle. In the Learning Paradigm, learning environments and activities are learner-centered and learner-controlled. They may even be "teacher less." While teachers will have designed the learning experiences and environments students' use often through team work with each other and other staff -they need not be present for or participate in every structured learning activity. Many students come away from college with a false notion of what learning is and come to believe falsely that learning—at least for some subjects—is too difficult for them. Many students cruise through schools substituting an ersatz role -playing exercise for learning. So much of this is because the "learning" that goes on in Instruction Paradigm colleges frequently involves only rudimentary, stimulus-response relationships whose cues may be coded into the context of a particular course but are not rooted in the student's everyday, functioning understanding

**The Paradigms:** While comparing alternative paradigms, we must take care: the two will seldom be as neatly parallel as our summary chart suggests. A paradigm is like the rules of a game: one of the functions of the rules is to define the playing field and domain of possibilities on that field. However, a new paradigm may specify a game played on a larger or smaller field with a larger or smaller domain of legitimate possibilities. Indeed, the Learning Paradigm expands the playing field and domain of possibilities and it radically changes various aspects of the game. In the Instruction Paradigm, a specific methodology determines the boundary of what colleges can do; in the Learning Paradigm, student learning and success set the boundary. For the same reason, not all elements of the new paradigm are contrary to corresponding elements of the old; the new includes many elements of the old within its larger domain of possibilities. The Learning Paradigm does not prohibit lecturing, for example. Lecturing becomes one of many possible methods, all evaluated because of their ability to promote appropriate learning. In describing the shift from an Instruction to a Learning Paradigm, we limit our address in this article to under graduate education. Research and public service are important functions of colleges and universities but lie outside the scope of the present discussion. Here, as in our summary chart, we will compare the two paradigms along six dimensions: mission and purposes, criteria for success, teaching/learning structures, learning theory, productivity and funding, and nature of roles. The term "paradigm" is another word for pattern. Pattern forming is part of the way we attempt to make meaning from our experiences. We use these patterns to understand situations, raise questions, build links, and generate predictions. The human brain is designed to generate, discern, and recognize patterns in the world around us. We resist the notion that no pattern exists. When a paradigm shift takes place, we see things from a different perspective as we focus on different aspects of the phenomena in our lives. Twentieth century paradigm shifts across a wide variety of fields can be seen as part of a larger shift from past to present. Consciousness of this broader shift helps make clearer the shifts that take place in any one particular field. Table 1 provides a brief look at some contrasts between previous and present. However, total human resource activity is changed through innovating new methods in learning organization. Table 1 shows that some changes or features in learning organization which practiced in previous and present time in the different learning organization.

**Paradigm Shift in Learning Organization:** In learning organization, the principal paradigm shift over the past 25 years flowed from the conventional to up to date shift and involved a move away from the doctrine of hard working and structural market demand and toward organization, and later, purpose oriented education and more core oriented. Key components on this shift concerned:

Concentrating on center for excellence, which can provide better education through learning organization.

Focusing greater attention on the role of learners rather than the external stimulus learners are receiving from their environment. Thus, the center of attention shifted from the teacher to the student. This shift is generally known as the move from teacher-centered instruction to learner-centered or learning-centered instruction.

Spotlighting greater attention on the learning process rather than on the products that learners produce. This shift is known as a move from product-oriented instruction to process-oriented instruction.

Focusing greater awareness on the social perspectives rather than on students as separate, de contextualized individuals.

Focusing greater attention on diversity among learners and viewing these differences not as impediments to learning

but as resources to be recognized, catered to and appreciated.  
This shift is known as the study of individual differences.

Table 1: Contrasts between previous and present Learning organization

Previous	Present
Emphasis on whole organization	Emphasis on faculty or department basis
Emphasis on the general	Emphasis on integration
Consideration only of objective and the quantifiable	Emphasis on the specific matter
Consideration also of the "average" participant and insider knowledge--researcher as internal and as external	Reliance on experts and outsider knowledge--researcher
Focus on control	Consideration also of subjective and the non quantifiable
Attempt to standardize	Focus on understanding
Diversification was not allowed	Apprication of diversity
Focus on the product	Focus on the process as we
	Focus on the quality

Focusing greater attention on the views of those internal to the classroom rather than solely valuing the views of those who come from outside to study classrooms, evaluate what goes on there and engage in theorizing about it.

This shift escort to such innovations as qualitative research - with its valuing of the subjective and affective, of the participants' insider views, and of the uniqueness of each context.

An emphasis on the importance of meaning rather than drills and other forms of rotelearning

All along among this emphasis on context came the idea of connecting the school with the world beyond as a means of promoting holistic learning.

A view of learning as a lifelong process rather than something done to prepare for an exam Helping students to understand the purpose of learning and develop their own purposes.

An Emphasis to help students understand the various integrated matters.

**Formation of Education Quality:** In the management literature, the term quality has different meanings and has been variouslydefined as excellence (Peters and Waterman, 1982), value (Feigenbaum, 1951), fitness foruse (Juran and Gryna, 1988), conformance to specifications (Gilmore, 1974), conformance torequirement (Crosby, 1979), defect avoidance (Crosby, 1979), meeting and/or exceedingcustomers' expectations (Parasuraman *et al.*, 1985), etc. There seems to be no consensusdefinition even though most of these definitions are highly concurrent. Similarly, education quality is a rather vague and controversial concept in research and policy discussion. Todifferent people, the definition may be different and so the indicators used to describeeducation quality may be different. Several may emphasize the quality of inputs to theeducation systems while others emphasize the quality of processes and outcomes. No matterwhether referring to input, process, outcome, or all of these, the definition of education quality may often be associated with fitness for use, the satisfaction of the needs of strategic constituencies (e.g. policy makers, parents, school management committee, teachers, students, etc.) or conformance to strategic constituencies' requirements Quality Assurance in Education Volume 5 · Number 1 · 1997 and expectations. Borrowing the ideas from total quality management and system approach,Cheng (1995a) defined education quality as: Education quality is the character of the set ofelements in the input, process, and output of the education system that provides services thatcompletely satisfy both internal and external strategic constituencies by meeting their explicitand implicit expectations.In Bangladesh radical change in formation of educational or learning organization started inmid 90s. and also Bangladesh was coping up with free market economy on that time so thathe felt that he need a lot of executive, semi skilled people, skilled people and professional forboosting up the economy. To a large extent, this definition includes the important characteristics of quality support in the management literature. Therefore, education quality isa multi-dimensional concept and cannot be easily assessed by only one indicator. Furthermore, the expectations of different constituencies on education may be very different, if not contradictory. It is often difficult for an education institution to meet all the expectations or needs at the same time. Therefore, it is not rare that the education quality in an education institution is high to the perceptions of some constituencies but not to others, or that some aspects of an education institution may be of high quality but other aspects may be of low quality. For assessing school education quality, different indicators may be developed to give information about the performance of an education institution in different aspects of input, process and outcome.

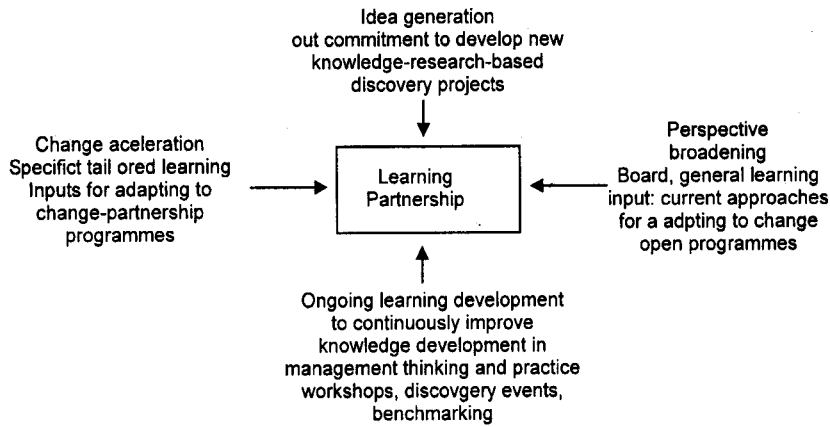


Fig. 1: A menu of organizational learning at a learning partner

Table 2: Models of Education quality

Various Models	Conception of education quality	Conditions for model usefulness	Indicators/key areas for quality evaluation (with examples)
Goal and Specific model	Achievement of stated institutional goals conformance to given specifications	When institutional goals and specifications are clear, consensual, time-bound, and measurable When resources are sufficient to achieve the goals and conform to the specifications	Institutional objectives, standards, and specifications listed in the program plans, e.g. academic achievements, attendance rate, dropout rate, etc.
Resource-input model	Achievement of needed quality resources and inputs for the institution scarce	When there is a clear relationship between inputs and outputs When quality resources for the institution are	Resources procured for institutional functioning, e.g. quality of student intake, facilities, financial support, etc.
Process model	Smooth internal process and fruitful learning experiences	When there is a clear relationship between process and educational outcomes	Leadership, participation, Social interactions, classroom climate, learning activities and experiences, etc.
Satisfaction model	Satisfaction of all powerful constituencies	When the demands of the constituencies are compatible and cannot be ignored	Satisfaction of education authorities, management board, administrators, teachers, parents, students, etc.
Legitimacy model status	Achievement of the institution's legitimate position and reputation	When the survival and demise among education institutions must be assessed When the environment is very competitive and demanding	Public relations, marketing, public image, reputation, in the community, evidence of accountability, etc.
Absence of problems model	Absence of problems and troubles in the institution	When there is no consensual criteria of quality but strategies for improvement are needed	Absence of conflicts, dysfunctions, difficulties, defects, weaknesses, troubles, etc.
Organizational learning model	Adaptation to environmental changes and internal barriers Continuous improvement	When institutions are new or changing When the environmental change cannot be ignored	Awareness of external needs and changes, internal process monitoring, programme evaluation, development planning, staff development, etc.

Source: Yin Cheong Cheng and Wai Ming, Multi-models of quality in education Tam

The difference in the choice of and the emphasis on indicators may reflect the diverse interests and expectations among the concerned constituencies and also the different management strategies used to achieve education quality under certain environmental constraints within a certain time frame. In other words, based on different conceptions of education quality and different concerns about achievement of education quality, different people may use different indicators to assess education quality and different strategies to achieve education quality. The focus of these indicators and strategies may not necessarily include all aspects of the input, process, and outcome of an education institution.

**The Objective and Specification Model:** This model sees education quality as achievement of stated goals and conformance to given specifications. The goal and specification model is often used in the assessment of education quality of individual institutions or education systems in a country. It assumes that there are clear, enduring, normative and well-accepted goals and specifications as indicators and standards for education institutions or education systems to pursue or conform to. In Bangladesh, most of the public university were maintaining good quality of education in 80s but after absorbing free economy learning organization started to doing business then quality comes at very cost manner.

**The Resource-Input Model:** Bangladeshi learning institutions are maintaining different quality of learning as per their and corporate requirements which can manage different resources and convert it to different output because of scarcity of resources. Here education quality is regarded as the natural result of achievement of quality resources and inputs for the institution. Because of the pressure of diverse expectations of multiple constituencies, an education institution may be required to pursue different goals and conform to diverse specifications and standards. The resource-input model assumes that scarce and quality resources are necessary for education institutions to achieve diverse objectives and provide quality services in a short time. Therefore, education quality is assumed to be the natural result of achievement of scarce resources and inputs for the institution. The education quality indicators may include high quality student intake, more qualified staff recruited, better facilities and equipment, better staff student ratio, and more financial support procured from the central education authority, alumni, parents, sponsoring body or any outside agents. This model is useful if the connections between quality of inputs and outputs are clear and the resources are very limited for education institutions to achieve stated goals or conform to given specifications.

**The Process Model:** In this model education quality is seen as smooth and healthy internal process and fruitful learning experiences. The process in an education institution is a transformational process which converts inputs into performance and output. A smooth internal institutional process enables staff to perform the teaching task effectively and students to gain fruitful learning experiences easily. Particularly in education, experience in process is often taken as a form of educational aims and outcomes. Therefore, the process model assumes that an educational institution is of high education quality if its internal functioning is smooth and "healthy".

**The Satisfaction Model:** According to this model education quality is defined as the satisfaction of strategic constituencies. The satisfaction model assumes that the satisfaction of strategic constituencies of an educational institution is critical to its survival (Cheng, 1990) and therefore education quality should be determined by the extent to which the performance of an educational institution can satisfy the needs and expectations of its powerful constituencies.

**The Absence of Problems Model:** According to this model education quality means the absence of problems and troubles. Borrowing the idea of the ineffectiveness model it is often easier to recognize problems in an institution than to identify its quality because appropriate indicators and measurement techniques which can provide concrete evidence of quality are often difficult to obtain. Hence, instead of looking for quality in an education programme, one inspects the educational institution to check whether problems exist.

**The Organizational Learning Model:** Here education quality is considered to mean continuous development and improvement. The changing educational environment is producing great impacts on nearly every aspect of functioning in education institutions. There seems to be no static factor or single practice that contributes to education quality for ever. Some practices may be good at a certain time but not at another. Therefore, how to deal with environmental impacts and internal process problems is a key issue in assessing whether an educational institution can provide quality service continuously. The organizational learning model assumes that education quality is a dynamic concept involving continuous improvement and development of members, practices, process, and outcomes of an educational institution. A number of researchers have indicated that organizations, like human beings, can be empowered to learn

and innovate to provide quality services. These all models are implemented in developed countries and here the researchers find some similarity when these models were applied in the education or learning organization.

**Factors Affecting Learning Performance:** Learning Performance as defined above is affected by a number of factors, all of which should be taken into account when managing, measuring, modifying and rewarding performance. They comprise, Personal factors, the individual's skill, confidence, motivation and commitment. Leadership factors, Team factors, the quality of support provided by colleagues, the quality of encouragement, guidance and support provided by the managers and team leaders. System factors; the system of work and facilities provided by the organization.

**A Menu of Organizational Learning at a Learning Partner:** Source: Peter Lorange, "A business school as a learning organization", *The Learning Organization* Volume 3 · Number 5 · 1996 · pp. 5–13 Fig. 1 shows that Idea generation, perspective broadcasting and ongoing learning development can accelerate the changes in learning methods which can be able to make skilled human resource for competitive corporate world.

### Conclusions

In this paper, we have discussed a depiction of learning organization which changes very frequently in every country along the things were discussed through various secondary journal reviewed. We have argued that many of these changes halt from an underlying paradigm shift. By examining this shift and looking for connections between various changes in learning field, these changes can be better for the learning organization. Most importantly, by attempting to implement change in a holistic way, the chances of success greatly increase. However, it is much easier to state in the ory than to implement in practice. Perhaps the best-known and most painful example of the failure to implement some holistic change in learning organization while teaching methodology has become more communicative, testing remains with the traditional paradigm, consisting of discrete items, lower-order thinking and a focus on form rather than meaning. After having paradigm shift in human resource management through learning organization, it is very evident that corporate world and others arena are getting benefit from it. Hopefully it will work in enormous way if this shift can be sustained by the pragmatic learning organization. In Bangladesh, unskilled human resource should convert into semi skilled, skilled even though professional because lot of corporate businesses demand so. Pragmatic learning organization is the only way to develop this kind of skilled human resource and can be a very great way to shift such kind of organizations.

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