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20 One-Liners | Development of Human Resources (HRD): The Complete CAIIB BFM Guide for IIBF - Revision - Development of Human Resources (HRD): The Complete CAIIB BFM Guide for

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20 One-Liners to Remember

Quick-fire facts for last-minute revision.

- 1 Development of Human Resources (HRD) is a planned, continuous learning process that grows employee capability for present and future roles.**
HRD is deliberate and structured, never accidental or one-off, according to CAIIB BFM notes.
- 2 HRD aims to develop individual capability, present-role capability, future-role capability, and team and organisational collaboration.**
This list of HRD goals moves outward from the individual to the team to the whole organisation.
- 3 A job description lists the skills and qualifications required for a job.**
Job description is the foundational document used for hiring, training and appraisal.
- 4 Job evaluation determines the worth or value of a job relative to other jobs in an organisation.**
This process helps organisations set fair compensation structures across roles.
- 5 Job, position and role are distinct concepts, with role emphasising socio-psychological relationships.**
Job places an individual within a hierarchy while role involves deeper relational and social dimensions.

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6 Training focuses on improving performance in an employee's present job.

Training is time-focused on the current role and provides job-related information.

7 Education in the HRD context prepares a person for a different, identified future job.

Education differs from training by targeting a future role rather than the current one.

8 Development in the HRD context targets futuristic learning and general growth not tied to a specific present job.

Development is broader than training or education, focused on the whole person's future potential.

9 Andragogy refers to the process of teaching adult learners, built on cooperative and experience-driven learning.

Unlike pedagogy for children, andragogy respects adults' self-direction and life experience.

10 Mechanistic or behaviourist learning theories view learners as responding to conditioned stimuli.

This theory family emphasises learned responses to given situations.

11 Cognitive learning theories focus on the human brain's capacity for critical thinking and problem-solving.

This theory family centres learning around mental processing rather than conditioned response.

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- 12 Organismic or humanistic learning theories hold that learners learn best when free to pursue their full unique potential.**

This theory family ties learning outcomes to the learner's personal freedom and life situation.

- 13 The Systematic Approach to Training (SAT) includes analysing needs, planning, conducting training, evaluating, and developing trainers.**

SAT is a structured cycle used to design and deliver effective training programmes.

- 14 SAT evaluation is conducted at four levels: reaction, learning, behaviour and functioning.**

These four levels assess training effectiveness from immediate reaction through to on-the-job impact.

- 15 Performance Appraisal System, Human Resource Information System (HRIS) and Organisational Culture are support systems for training and development.**

These three systems reinforce and sustain the outcomes of HRD initiatives.

- 16 An attitude is a developed tendency to feel or behave in a particular way toward an object, persistently.**

Attitudes are relatively stable unless something deliberately changes them.

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- 17 Attitudes have three components: emotional, informational and behavioural.**

This three-part breakdown of attitude components is a frequently tested exam point.

- 18 The emotional component of attitude reflects a person's feelings toward an object, ranging from positive to negative.**

Emotional expression plays a significant role in shaping work behaviour.

- 19 The information component of attitude reflects the beliefs an individual holds to be true about an object.**

This component may be based on incomplete observation or opinions that could be incorrect.

- 20 The behavioural component of attitude reflects how a person actually behaves toward the object in practice.**

This is the observable action dimension of an attitude, distinct from feelings and beliefs.

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