Theoretical Contributions Explaining Human Resource Development Processes

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Received: 04 February 2026 ; **Revised:** 25 May 2026 ; **Accepted:** 23 July 2026

Abstract:

One of the most important signs of the importance of development is the high level and volume of conferences held annually under the supervision of the United Nations and with the participation of developing countries, all aimed at searching for development policies to be followed to reduce existing problems and find effective solutions.It can be said that the development of Human Resources has become a prominent feature of the contemporary institution, in order to keep pace with the developments produced by the contemporary technological revolution, which requires a trained and qualified human resource.

Keywords: development; human resources; human resource development.

1- Introduction

Development consists of a set of human principles and scientific rules. According to the economist (Frans Wa Bro), it is a combination of intellectual, social, and economic changes within a population that enables them to increase their total real production in a comprehensive and continuous manner. The main focus is on planning, organization, control, and leadership of its programs and mechanisms for acquiring and distributing available resources. Based on this, we will attempt to address the mechanisms of human resource development and its importance in ensuring continuity and stability amid external competition, which is driven by the dominance of the information revolution. This will be done by examining the theoretical approaches that addressed the importance of human resources, which have become the central focus of interest in the contemporary world, as they are considered the most important element of development. In fact, they are regarded as an investment and a production factor. To delve deeper and identify the manifestations of these theoretical contributions, the focus was placed on the various common issues related to human resource development processes, which function as interconnected components. The absence of performance in one element affects the overall performance of the institution. This is because there is a mutual influence and integration between human resource development processes. In this article, we attempt to answer the following questions :

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What are the processes of human resource development?

How were they addressed by the different intellectual schools?

What are the key propositions they emphasized in the process of human resource development?

2– The Essence of Human Resource Development

2.1– The Concept of Development

Many definitions of development have been provided by researchers due to the differences in their theoretical and cognitive backgrounds and areas of specialization.

Linguistically: In the modern students' dictionary, development is derived from the verb « to develop, » meaning to grow or cause to flourish, such as « develop the fire » by feeding it fuel. The Longman English Dictionary defines development as « the process of becoming larger and more advanced. »

Both definitions reflect a broad and inclusive meaning applicable across disciplines.

Histleswilt and Rostow agree that "development occurs when underdeveloped societies abandon their prevailing traditional traits and adopt the characteristics of advanced societies" (Mohamed Shafiq, 1999, p.12). Jacques Robin also confirms that it is a general and abstract concept that can be defined sociologically as a dynamic process consisting of a series of structural and functional changes in society through increasing the efficiency of individuals in exploiting the community's capabilities to the fullest extent.

Mostafa Khater views development as a fundamental, deliberate, and planned change, stating: "Development is a complex form of continuous and sequential procedures and processes carried out by humans to control, to some extent, the content, direction, and speed of cultural or civilizational change in societies, aiming to meet human needs" (Jacques Robin, 1977, p.21).

Saleh El-Fawal defines it as: "the process through which a society determines its needs and goals, ranks them, and then acts upon them through promoting the spirit of cooperation and solidarity within the community" (Saleh El-Fawal, 1968, p.28). This implies that development is not limited to one individual but relies on all members of society, who must embrace cooperation and solidarity to achieve the desired developmental goals.

Based on the above, development can be defined as a process through which the technical skills of human resources are increased in various aspects to address current job deficiencies and prepare for future positions. This contributes to achieving both individual and institutional goals.

2.2– The Concept of Human Resources

Linguistically A resource is any part of the human environment—living or non-living—and is referred to as a « source. » A human resource is any human skill or knowledge that can be used in the production of goods or services (Mohamed Atef Ghaith, 2002, p.396).

Terminologically: The term Human Resources (Ressources Humaines) is a modern term that replaced the term Personnel. The shift occurred in 1990 when the American Society for Personnel Administration adopted the new term to reflect the increased strategic roles of human resources (Rawya Mohamed Hassan, 1968, p.15).

In the theoretical literature, several definitions exist. Ali Al-Salmi defines it as "a group of qualified individuals with appropriate skills and abilities for specific types of work, performed with enthusiasm and conviction" (Ali Al-Salmi, 1997, p.147).

From this definition, it is clear that Al-Salmi emphasized two essential aspects of human resources: the capability to perform work and the desire to do so.

Rawya Hassan stated that "the term Human Resources, like any administrative term, is difficult to define precisely, but there are several principles underlying it. Most notably, individuals are an investment which, if properly managed, can yield long-term returns for the organization in the form of increased productivity. Policies, programs, and practices should meet individuals' needs" (1998, p.128).

According to Hassan, despite the challenge in defining the term precisely, human resources can be considered an investment. When their capabilities are efficiently managed and utilized, they help achieve organizational goals.

2.3– The Concept of Human Resource Development

There are several definitions of human resource development, with some of the most significant listed below:

Human Resource Development is "a continuous (dynamic and effective) process within an institution that should not be limited to a specific period. It is not merely a temporary or periodic process; its continuity reflects the continuity of the institution itself. Therefore, it should be given significant attention. Based on this, it is an integrated set,

where each process complements the others to contribute to human resource development. The performance efficiency of this component ultimately reflects the organizational performance efficiency of the institution" (Ali Gharbi et al., 2002, p.20).

From this definition, it is evident that human resource development is an ongoing process involving a series of interdependent operations. These represent a continuous chain in which the failure of one component affects the overall performance of the institution. The following diagram illustrates the interconnection and mutual influence among human resource development processes and their integration.

Here is the English translation of the provided Arabic text, with the same structure and sentence flow preserved:

Human resource planning → job selection → job description

Affects selection, which in turn affects → training → which affects performance appraisal

→ Affects performance → Affects performance → Affects wage and incentive determination

Figure 1: Human Resource Development Processes

Source: Ali Gharbi et al., previously cited, p. 21.

Human resource development is also defined as:

« The proper preparation of the human element in accordance with the needs of society, based on the notion that increasing a person's knowledge and capacity leads to improved and developed utilization of natural resources, as well as increasing their energies and efforts. » (Mousa Al-Louzi, 2000, p. 87).

From this definition, we note the emphasis on the cognitive aspect of individual physical efforts to control surrounding natural resources.

It is also defined as:

« A stage that comes after acquiring the appropriate individuals for the job, aiming to raise their level of skills and experience through training appropriate to the nature of the work required. » (Maher Alish, 1971, p. 28).

From the definitions presented, it becomes clear that there are distinct variations in defining human resource development, which naturally stems from differences in

cognitive frameworks. However, some common features exist among these definitions. Some definitions overemphasize training as a critical component, while others focus on how HR development is connected to economic, social, political, and administrative factors, forming a network of mutual interactions. Others still consider HR development as a process of improving and modifying individuals' behavioral patterns and beliefs.

3– Human Resource Development Processes

3.1– Human Resource Management

3.1.1– Human Resource Planning

There is a divergence in viewpoints regarding a unified definition of HR planning, due to the varying theoretical backgrounds of researchers concerning the importance of this activity within HR management. In this context, we address some concepts related to HR planning as follows:

According to **Taher Mahmoud Al-Kalalda**, « Planning is an attempt to determine the organization's need for workers over a certain period, usually one year. » (Taher Mohammad Al-Kalalda, n.d., p. 220).

While Omar Wasfi Aqili defines it a: « One of the basic activities and practices performed by HR management in all types of organizations, through which the organization estimates its future needs of human resources in terms of numbers, types, and skills. » (Omar Wasfi Aqili, 2009, p. 53).

Human resource planning can also be seen as a comparison between supply and demand:

Supply represents the available workforce and its future trends over the plan period.

Demand reflects the organization's needs over the planning period, depending on organizational circumstances such as changes in production volume, workload, technology, and organizational structure—all of which influence labor supply and demand (Ahmed Maher, 2004, p. 90).

From the above, we can say that HR planning is based on the following elements:

An activity aimed at ensuring the availability of the required human element in appropriate quantity, quality, time, and place to achieve the organization's future goals. A process that ensures the availability of the required workforce by estimating future labor demand and comparing it with the expected future labor supply.

3.1.2– Job Analysis

In this field, we highlight the key terms commonly used in job analysis and their interconnections:

Micro motion: The simplest unit of work, representing the basic movements such as reaching for or placing an object (Ali Gharbi et al., 2002, p. 69).

Element: Composed of two or more micro motions and forms an integrated unit, like lifting or placing objects.

Work task: A process that brings together several work elements.

Job duties: Result from combining and linking several tasks. Scientifically, it is difficult to distinguish between tasks and duties. However, when duties are tied to responsibilities, the term "position" is used.

Job: A group of similar positions with the same main tasks and responsibilities. A job can be performed by more than one person, while a position is held by only one.

Occupation: A group of similar jobs requiring the same skills and efforts across different institutions—for example, secretarial work is considered an occupation (Rawiya Mohamed Hassan, 1999, pp. 44–45).

Definition of Job Analysis:

It generally refers to the process of collecting detailed data about jobs—gathering, studying, analyzing, and recording information related to job duties, authorities, dimensions, work conditions, and the necessary qualifications.

Main stages of job description include:

- Identifying the job to be described
- Choosing the method of description
- Collecting data
- Reviewing data
- Completing forms
- Designing job description templates
- Defining job-holder specifications
- Approving the job description

3.1.3– Recruitment

Recruitment is considered a key component of the three employment processes. It is the first stage in filling a job position, involving identifying job vacancies and considering sources for obtaining qualified individuals. Recruitment is the most outward-facing HR activity—not just for candidates, but for the public at large—via ads, newspapers, etc. (Cadin et autre: 2007, p. 187 Loïc).

Recruitment is defined as: « The set of organizational activities aimed at attracting candidates to fill vacancies with the desired quantity and quality, at the right time. » (Khaled Abdul Rahim Al-Hiti, 2003, p. 123).

Recruitment sources are divided into two main types:

External Sources: These provide the organization with human resources from the external labor market, helping address limitations of internal sources. Common examples include personal applications, advertisements, public agencies, schools and universities, and the internet.

Internal Sources: These exist within the organization and are especially suitable for roles requiring internal expertise or supervisory positions. Techniques used include:

- Skills inventory
- Internal promotion
- Job transfers
- Referrals from acquaintances

Based on the above, we conclude that recruitment is a crucial process for attracting and selecting employees according to the institution's quantitative and qualitative needs. This can only be achieved through a well-planned system. Whether internal or external, recruitment is the vessel that provides the organization with highly skilled and capable human resources in line with labor market demands.

3.1.4–Selection and Appointment

The concepts used to describe the selection process vary due to the perspective from which the researcher or author views the process. Some consider it a process of collecting legally protected information or an appropriate means of aligning individuals with organizations. The selection process is seen as a tool or guide to achieve this alignment and is considered a set of procedures that ensure placing the right person in the right place. Accordingly, the selection process can be expressed as procedures followed by the

institution or organization, during which information is collected about applicants for vacant positions. This information serves as a guide for the organization before making a decision to accept or reject the candidate.

Human resource selection is also described as a process consisting of multiple successive and sequential stages, all aiming to collect as much information as possible about the applicant and evaluate it by comparing it with objective selection criteria to ensure that they are met. Ultimately, this confirms that the selection process is a systemic one, meaning that the selection process is a system composed of four basic elements: inputs, subprocesses, outputs, and feedback. (Adel Harhoosh and Saleh Mueid Said Al-Salem, n.d., p. 85)

Based on the above, it can be said that selection begins with the following questions: What do I need? What will the person I need do? In reality, selection fills a gap in the organization in terms of manpower. It also serves as a launchpad for the organization toward the future or the result of a new technology introduced by the organization. If you are unable to answer those questions, you can consider alternatives such as internal employee utilization, transfers, relocation, promotion, rotation, fixed-term contracts, task redistribution, etc. (Etienne Verne, 2005, pp. 33–34)

It usually ends either with the candidate being accepted or rejected for the position.

As for appointment, it includes four main points: issuing the appointment decision, initial orientation, evaluation during the probation period, and finally empowerment after the probation period has passed and the employee's competency is confirmed.

4– Human Resource Development

4.1– Human Resource Training

The definitions of the training process vary due to the diversity of specializations, expected goals of training programs, and the changes in the organizational environment that influence how training is perceived.

Jamal Al-Din Mohamed Morsi defined training as an organized procedure through which individuals acquire knowledge and skills related to performing specific tasks.

Aqil Jamal Barai defined it as a consistent activity to provide the individual with skills, experiences, and attitudes that make them fit to perform a certain job. (Aqil Mohamed Barai, 1968, p. 69)

In light of the above definitions, we can identify several key elements of training:

It is an activity to transfer knowledge aimed at developing thinking models and communication styles for organizational members.

It is an attempt to change individual behavior to bridge the gap between actual and desired performance levels.

It involves gaining effectiveness in current and future tasks.

Thus, training is the activity undertaken by an organization to enhance the efficiency of its human resources, develop their knowledge and skills, and guide their attitudes toward specific activities. This is done by identifying subordinates' training needs, applying suitable scientific methods and tools, and continuously evaluating the effectiveness of the training. It can also be viewed as a tool to create changes in knowledge, skills, attitudes, or behavior.

4.2– Human Resource Motivation

The topic of motivation explains why an individual performs a task with enthusiasm and drive while another lacks such energy — even the same individual at different times. This behavioral variation can partly be explained by understanding human motivation, a subject of interest for behavioral scientists since the emergence of the behavioral school in the 1930s. These researchers attempted to study the relationship between fulfilling individual needs and the workplace, pointing out that a manager must understand the reasons behind individual behavior to effectively unify efforts toward achieving organizational goals.

The primary objective of motivation is to increase performance, which is achieved through the interaction between motivation and individual capabilities.

5– Retaining Human Resources

5.1– Professional Promotion

Promotion means transferring an individual to a job or position with higher responsibility and a higher rank on the organizational ladder. (Sinan Al-Mousawi, 2004, p. 205)

Promotions are usually accompanied by increased job privileges, greater freedom of action, and often, but not always, an increase in salary or wages.

Regardless of the terminology used for job advancement, the importance of promotion stems from two basic needs: organizational needs and individual needs.

For the organization, a hierarchical structure of tasks, duties, and responsibilities is essential. This hierarchy must be filled with capable and qualified individuals, especially to fill vacancies caused by the departure of high-level employees. Moreover, as the organization grows and new projects or positions arise, a promotion system becomes a key component in attracting and retaining the best human talent.

As for individuals, promotions fulfill their evolving needs over time, such as recognition, autonomy, responsibility, and self-actualization. Material needs include increased salaries and job-related benefits. Based on the above, promotions are crucial both for the employee and the organization. They are a strategic necessity to ensure the implementation of planned programs at all organizational levels. However, the significance of promotion varies depending on the perspectives of those designing the program (management) and the beneficiaries (current and future employees).

5.2– Industrial Safety and Accident Prevention

Human Resource Management is concerned with ensuring safe working conditions that protect employees' health and safety. This concern stems from both ethical obligations — safeguarding human resources — and financial considerations — as workplace accidents can lead to considerable expenses such as production losses and employee compensation.

Organizations are not immune to accidents. Workplace injuries can vary in severity and may result in disability, death, equipment damage, or production losses. Generally, such incidents affect organizational costs in several ways (Ali Gharbi et al., 2002, p. 132):

- Lost time due to the injured employee being absent.
- Lost time for other employees, who may stop working to witness or assist in the accident.
- Lost time for supervisors, who must investigate the accident, assist the injured, and take steps to resume work.
- Medical treatment costs not covered by insurance.
- Replacement costs for damaged machines or materials.
- Wages paid to injured employees during their absence and upon return, even if they cannot perform the same tasks.

Thus, the concept of industrial safety refers to practices aimed at protecting production elements, primarily human resources, from accidents and injuries during work. This is achieved by ensuring physically and psychologically suitable conditions that allow workers to perform at a high productivity level. (Amer Al-Kubaissi, 1984, p. 19)

Accordingly, the concept of safety includes both:

Psychological aspects: When employees feel safe, this improves their interpersonal relationships and behavior, positively impacting their performance.

Material aspects: Industrial safety is part of specialized safety systems developed due to rapid industrial progress. It may include occupational health and safety measures or broader organizational protection procedures against unauthorized activities and industrial espionage — through in-house safety departments or specialized security companies.

Hence, the goal of industrial safety is to protect employees, safeguard assets, and ensure continuous production under all circumstances. (Ali Gharbi et al., 2002, p. 133)

5.3– Career Planning and Development

Human Resource Management always seeks to align individuals with the positions they occupy. However, focusing too narrowly on the functions of HR may cause a disconnect from this alignment objective. Therefore, a separate function called career planning and development is necessary. Career planning is one of the most important functions of modern HR management because it determines how an organization can assist its employees in developing their career future. When discussing a career path, we refer to the job ambitions an employee may fulfill during their service within the organization. The career path clarifies:

- The position where the employee will start
- The potential roles they may advance to
- The final position they might retire from

Organizations that aim to retain top-performing employees — especially those with high skills — must support their career development, which in turn enhances job performance due to the employees' awareness of their career trajectory.

Most scholars agree that career paths can be approached on two levels:

- Individual level: helping individuals identify their goals, capabilities, and the means to achieve them. This involves career forecasting, skill development, and aligning personal growth with satisfaction.
- Organizational level: dealing with complex and interconnected career paths for diverse individuals. This process must be carefully planned to ensure people advance through appropriate roles that serve both personal and organizational objectives.

Adel Harhoosh and Mueid Said Al-Salem describe career development at this level as a process aligning individual aspirations with the organization's future needs and opportunities for growth. (Adel Harhoosh, Saleh and Mueid Said Al-Salem, n.d., p. 210–211).

In conclusion, career planning and development clarify for the employee the path they should follow, using signposts established by HR, to reach better job positions throughout their tenure, ultimately ensuring a harmonious relationship between the individual's goals and those of the organization:

6– Theoretical Contributions in the Field of Human Resource Development

Human resource development has become one of the topics that receives both theoretical and practical attention due to its effective role. Therefore, recent theoretical contributions have focused on the planning, organizing, and directing of these resources to optimize their use and transform them into a productive, stable, and effective force in the process of social transformation.

It is worth noting that both theoretical and practical attempts aim to enhance and improve the capacity of human resources in increasing productivity and quality, as well as achieving stability and higher levels of loyalty, commitment, solidarity, and responsibility. The operations of human resource development (job planning, job description, recruitment, selection, etc.) combine to ultimately form a specialized and highly efficient workforce.

6.1– The Classical School

The classical school is composed of three main theoretical streams:

- Scientific management by Taylor
- Administrative management by Fayol
- Bureaucratic organization by Max Weber

Within this context, the classical school focuses on the individual as a rational economic being driven by wages and always seeking security and clearly defined tasks. This school raises a number of issues that turn the human resource system into a mechanical system (Saleh Al-Shanawani, 1976, p.46).

- Productivity is the measure of effectiveness.
- Profit is the measure of performance.
- There is only one best method of production.

Additionally, the classical school placed importance on control, top-down coordination, strict goal-setting, impersonality of tasks. It employed work division, job specialization, hierarchical authority, and technical competence as tools. Notably, training was given great importance for career mobility.

Taylorism paid considerable attention to simplifying work through movements and primary operations, eliminating unnecessary movements, and accurately estimating the time required for each essential movement. This precise identification of movements and timing was termed the best method for task accomplishment.

Based on this, Frederick Taylor emphasized the importance of training, division of labor, job specialization, standardizing production processes, unifying procedures, eliminating job duplication, and centralizing decision-making. Taylor also focused on financial incentives, providing suitable working conditions, and building communication bridges between management and workers (Saleh Al-Shanawani, 2002, pp. 490-491).

Max Weber, on the other hand, emphasized bureaucratic organization and human resources within the framework of organizational variables centered on division of labor, job specialization, hierarchical authority, technical competence, rules, procedures, and regulations. He also highlighted selecting members based on technical competence, separating management from ownership, and the reliance of bureaucracy on documentation.

Weber analyzed the functional contribution of these characteristics in achieving organizational effectiveness and emphasized the interdependence among them, which collectively make human resources rational and efficient, capable of performing tasks competently (Ali Al-Salmi, 1981, p.32).

Henri Fayol, amid this focus on the human element, analyzed administrative functions in four dimensions planning, organizing, directing, and controlling. He emphasized several organizational variables that enhance worker efficiency. These include division of labor, authority and responsibility, order and stability at work, unity of command and direction, reconciliation of shared interests, placing the right person in the right position, fairness and equality in dealing with individuals, encouraging initiative and innovation, and promoting solidarity among employees (Mohammed Ali Mohammed, 1982, p.132).

6.2– The Human Relations School (Elton Mayo)

The human relations school emphasized self-control and autonomy. It also gave importance to group dynamics and the nature of tasks for the development of human

resources (Adel Hussein, 1971, p.169). It was the first to focus on human behavior in the organizational environment. Elton Mayo, the Australian scholar representing this school, conducted research at the Hawthorne plants in the USA, revealing the significant influence of social factors and human relationships on workers' productivity.

These studies showed that an individual's productivity is not only affected by the design of the job or financial rewards, but also by specific social and psychological factors. They highlighted the role of groups in determining worker behavior. An individual's behavior is shaped by group ideas and attitudes, thus viewing the organization as a social structure.

As a result, managers began to realize that many employees limit their productivity not due to inability but to preserve their membership within the internal social community of the organization, according to informal norms.

Mayo's continued studies provided strong evidence of the importance of the human element in the workplace. He stressed the need to change and develop methods of organization and human resource management, moving away from the rigid principles of classical theories. His research showed that among the causes of low individual performance were factors like skill levels and management styles, which impacted labor relations.

To maximize human resource utilization, Mayo called for providing training and learning opportunities for workers to equip them with skills enabling them to participate effectively in workgroups. He also emphasized improving managerial efficiency through training in effective communication to solve inter-group communication problems within organizations.

Overall, the human relations movement emphasized the social dimension and its importance in human performance. Individual performance tends to be high and positive when their human and social needs are fulfilled. Material incentives alone do not drive people to work; satisfaction can also stem from verbal praise or a positive social environment, meeting needs like self-actualization, esteem, and belonging.

The contributions of this theory can be summarized as:

- Providing opportunities for individuals in training and development, satisfying various needs.
- Informal groups can often form on professional bases.
- Encouraging social relations in a supportive work environment.
- Emphasizing communication as a tool for coordination among workgroups.

Despite its contributions, this theory was criticized for overemphasizing the social side in motivating workers while ignoring the strong impact of material incentives. Studies have shown that social relations and informal structures can negatively impact performance. This was supported by Kurt Lewin (1880–1947) in his work on group dynamics (group decision-making, leadership styles, work environment, etc.) (Souad Naif Al-Barnouti, 2001, p.412).

Building on the psychological dimension, Frederick Herzberg (1959) clarified the importance of individual incentives and matching job organization with worker needs. His « Two-Factor Theory » offered a new perspective on motivation: factors leading to job satisfaction differ from those eliminating dissatisfaction.

In a study on 200 engineers and accountants across various organizations, Herzberg classified the factors into:

Hygiene factors: such as supervision, peer relationships, salary, job security—removal of dissatisfaction.

Motivators: such as recognition, achievement, career advancement, responsibility—sources of satisfaction.

To optimally utilize human and other productive resources, organizations must satisfy hygiene factors to eliminate dissatisfaction, then focus on motivators to enhance satisfaction and drive.

Training plays a key role here. By undergoing training, workers may gain higher pay, job security, and reduced supervision. After addressing hygiene factors, organizations should shift to satisfying motivators. Training again helps individuals meet these motivators—advancement, responsibility, status—by equipping them with practical, scientific, and general knowledge.

From his studies, Herzberg concluded:

Needs can be divided into two types:

- Needs linked to desire (e.g., cleanliness and maintenance at work)—unmet, they cause conflicts.
- Needs linked to achievement (e.g., recognition, responsibility).
- Work organization methods should effectively respond to both types of needs.

- Dissatisfaction can be reduced by meeting workers' basic demands, especially concerning the work environment (e.g., safe policies, improved conditions, rewards).

- A new organizational structure should be developed to expand duties, autonomy, responsibility, and job enrichment.

6.3– The Quantitative School

This school, composed of statistical theory, decision theory, and operations research, focused on reinforcing Taylorist rationality using mathematics, computers, and quantitative methods to solve organizational problems. It also emphasized the scientific preparation required for effective decision-making (Qassem Slatnia & Qira Ismail, 2008, p71)

6.4 Social Systems School

The Social Systems School relies on the concept of systems and the interdependence between their components, whether the system is closed or open. The human resource is considered the primary functional requirement of any system or structure. This school has addressed issues such as leadership, motivation, decision-making, etc.

Hence, due to the insufficiency of the Human Relations School and the criticisms directed toward it, the Social Systems School emerged (1950). It proposed the study of psycho-social and kinship factors in their mutual dependence, which facilitates mutual adaptation and the alignment of activities with the institution's objectives. Therefore, it is said that an institution is efficient when it achieves its objectives and effective when it satisfies the motivations behind its members' behaviors.

If the Human Relations psychologist emphasized the importance of satisfying the workgroup to achieve the institution's goals, then the theories of McGregor and Likert also affirm and further develop this concept. Douglas McGregor explained that the impression a person forms of another affects the nature of their interaction. On this basis, the manager's behavior towards the subordinate, aimed at motivating them to work, is determined by the manager's perception of the subordinate's nature.

Douglas McGregor is one of the most prominent contributors to the Human Relations Movement. He presented two sets of assumptions regarding human behavior in the work environment among managers. These assumptions are:

Theory X Assumptions

Theory Y Assumptions

Theory X is based on a set of assumptions, the most important of which are:

- Humans are naturally lazy, dislike work, and work only minimally.
- Humans are not ambitious and dislike responsibility.
- People prefer to be led rather than lead.
- Humans are inwardly closed; the goals of the organization do not matter to them—what matters is their own self-interest.

Accordingly, the application of external control, threats of punishment, close supervision, and continuous guidance is seen as the only way to make people work seriously and effectively. This approach was dominant in many organizations.

However, to mitigate the negative consequences of adopting Theory X assumptions, Douglas McGregor proposed a more modern and positive theory towards individuals. He emphasized the necessity for managers in different organizations to adopt the concepts and assumptions of this theory, known as:

Theory Y, **which is based on the following assumptions**:

- A person is an active being, capable of and willing to work.
- A person is more committed to organizational goals if appropriately rewarded.
- A person is capable of assuming responsibility to achieve the organization's goals.
- A person possesses the ability to innovate and be creative. (Kamel Berber, 2000, p.105)

Douglas McGregor believes that following Theory Y in organizational and human resource management leads to increased productivity and improved performance among employees.

It is evident from the assumptions of Theory Y the importance of training human resources. According to this theory, individuals naturally exert physical and mental effort at work. They are capable of bearing responsibilities and are ready to achieve organizational goals. Moreover, individuals have abilities for innovation and creativity; however, these abilities are underutilized. They seek suitable conditions to harness them.

Therefore, organizing training sessions by the organization can provide human resources with the necessary information and performance methods, including detailed instructions for performing their duties. Additionally, specialized training programs help individuals

acquire technical and managerial skills that prepare them to assume responsibilities and open avenues for innovation and creativity.

In light of these propositions, McGregor concluded that Theory X focuses on authority, control methods, and supervision as mechanisms to influence organizational behavior and achieve goals, whereas Theory Y relies on self-control and integration between individual and organizational goals.

In the same context, Likert studied the relationship between leaders and subordinates, distinguishing four leadership and guidance styles: (Belkacem Slatnia and Ismail Qira, 2008, p.172)

Exploitative authoritarian style, characterized by fear and a punishment-based system.

Benevolent authoritarian style, based on a carrot/stick system.

Consultative style, where subordinates are consulted but have little impact on decisions.

Participative style (most effective), based on group decision-making, control, and goal setting.

Simon, on the other hand, considered the institution a place for problems and individual decisions. Any explanation of the institution must involve the study of individual choices. He analyzed rational and conscious decisions, meaning choices appropriate to achieving objectives.

He concluded that individuals often face choices that lead them to construct models that simplify reality based on their experiences or seek solutions that achieve a certain level of satisfaction.

Simon distinguished between two types of decisions:

- Programmed decisions, related to repetitive and routine procedures.
- Non-programmed decisions, related to unstructured or significant problems.

To handle these decisions, there are traditional and modern techniques aimed at reducing the number of non-programmed decisions. (Belkacem Slatnia and Ismail Qira, 2008, p.174)

6.4– Socio-Technical Systems School

This school considered the human resource as a result of the intersection of four factors: environment, technology, organizational structure, and members' emotions. It also

viewed human resources in light of the development of information technology. (Belkacem Slatnia and Ismail Qira, 2008, p.56)

6.5– Neo–Classical School

This school emphasized that the development and progress of human resources are linked to profit maximization, decentralization of decisions and responsibilities, management by objectives, management by exception, and self-control of independent units.

Among the mechanisms used to accelerate human resource development were profit as a fundamental factor for the survival and progress of the institution, and ensuring decision-making circles are as close as possible to action circles.

In any case, the aforementioned theories addressed human resource development in light of the processes of planning, organizing, directing, and controlling, taking into account issues such as training, education, fairness, equality, and placing the right person in the right position.

Furthermore, these theories focused on the human resource from two main aspects:

Stability: human care, meeting security and stability needs.

Growth and development: job enrichment, self-actualization, and personal

7– Modern Contributions

These include several theories detailed as follows:

7.1– Reengineering Theory

Reengineering theory emphasizes the necessity of continuous training in the context of radical and ongoing change, and improvement towards better performance.

7.2– Third–Type Organization Theory

Focuses on intensive training, quality circles, and joint ventures.

7.3– Seven S Theory

Emphasizes shared values, teamwork, integration, and creativity.

7.4– Excellence Theory

Focuses on a set of elements, namely:

- The multi-dimensional renewal of individuals.
- Simple and decentralized organizational structures.
- Relationships with partners.
- A management style centered on group dynamics and transparent management.

Despite the differences among all these previously mentioned theories, they converge on several issues related to:

- Continuous training of human resources.
- Providing a suitable organizational climate.
- Motivation.
- Quality circles.
- Participation, integration, and quality.
- Organizational learning.
- Open-book management.
- Information dissemination.
- Eliminating bureaucratic incentives.
- Competition, creativity, efficiency, and effectiveness.
- Developing a strategy for innovation, and using multi-functional teams.
- Making innovation a way of life for human resources within the organization.
- Investing in human resources just as one would invest in machinery and equipment.
- Ensuring job stability and career progression.

Thus, human resource development, in light of the widespread diffusion of information technology, becomes a functional requirement for an organization's survival, and for the growth and development of society.

8– Conclusion

From the above, it can be concluded that human resource development is a series of interconnected and complementary processes, each contributing in different aspects.

This cannot be achieved without the presence of a competent and capable human resources management, built on the premise that human resource development is an investment that must be controlled by the organization.

Based on this, it has become necessary to give serious attention to human resources, as they are essential in modern organizations due to the increasing scope and complexity of local and global competition.

Therefore, developing human resources means creating a workforce capable of creativity, innovation, and skill enhancement, in addition to being the main driver for organizational movement in an increasingly complex and competitive world.

In reality, the role that human resource development plays in transforming the individual and enhancing capabilities has become a strategic imperative, requiring organizations to take it seriously in line with the transformations of the modern technological revolution and the challenges it imposes.

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How to cite this article by the APA style:

Slimani azzedine, broche abdellah, Bouakaz farid, (2026). **Theoretical Contributions Explaining Human Resource Development Processes.** Humanization Journal for Research and Studies. 17 (01). Algeria: Djelfa University. 234-256