

## Dimensional Perspectives of Human Resource Development

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### *Abstract*

*Human Resource Management (HRM) is a collective term for all the formal systems created to help in managing employees and other stakeholders within an organization. It is tasked with four main functions, namely, the recruitment, utilization, development and motivation of employees. Ideally, the role of HRM is to find the best way to increase the productivity of an organization through its employees.*

*Until recently, an organisation's human resource department was categorized in the lower rungs. This is surprising considering the crucial role that this department plays in replenishing and nourishing an organization's resources. It has transformed significantly from the task-oriented nature of administration it used to be in the 1980s. It is now viewed as a strategy-focused extension of every organisation. This department thrives on specific principles, such as commitment and competence,*

*Another core function of HRM is employee orientation and development. Orientation is the process of teaching new recruits the necessary skills, knowledge, and behaviors so that they can transition to the new organisation effectively. Employee orientation is a broad process conducted by the HR department, and it's done through different methods, including lectures, meetings, videos, mentoring, and team-building exercises. The main objective of the orientation is to provide new recruits with adequate information regarding the organisation's targets, rules, policies, and activities. Employee development refers to all the efforts for improving individual, team, and organizational effectiveness. One aspect the human resource department tackles is talent development. This involves aligning the employees' skills with the organisation's needs. In addition to hiring, training, and orienting employees, HRM should also improve their career opportunities.*

**key words:** organisation, human resource, development, motivation, employees.

### **Concept of Training**

*As companies grow and the war for talent intensifies, it is increasingly important that training and development programs are not only competitive but are supporting the organization on its defined strategic path. -China Gorman, CEO at Great Place to Work*

Training is the most crucial for employees to achieve the required knowledge, skills and attitudes to perform their tasks more proficiently; in view of the fact that training is the process of supporting employees to obtain additional knowledge of

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their work as well as to learn or develop the necessary skills, attitudes and values that are directly related to the efficiently and effectively carrying out of their tasks and duties. Through the systemic training further knowledge and skills are acquired, attitudes are modified which result better capability and general task performance (Pandey,1998). Training is mostly a short-term preset established purpose process as well as being the processes through which instruction and direct learning required for job performance is provided and its efficacy evaluated; and being concerned with offering and developing certain skills for a specific purpose (*ibid*).

Training has been defined in various ways by various authors, though the majority of these definitions have a common theme, that is, injecting the required knowledge, skill and attitude and ultimately the modification of behaviour or attitude. Some definitions given by the prominent authors/institutions are presented as following:

- The Manpower Services Commission (1981, p. 62) defines training as: “A planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organisation.”
- A similar definition has been given by Armstrong (2006, p. 535) as “The training is the planned and systematic modification of behaviour through learning events, programmes and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.”
- Noe (2017) also defines training in a similar way, referring to training as: “A planned effort by a company to facilitate employees’ learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance.”

We can summarize the views provided by the above definitions as following:

Training is a planned and structured endeavour to change employees’ knowledge, skills, and attitude as a result of learning practices in order to accomplish employees’ efficient performance in an activity or activities. The purpose of training, in terms of the work environment, is to help employees to attain competence with the intention that employees are capable of performing efficiently a given task or job, and to accomplish the levels of knowledge, skill and competence required by employees to perform their work effectively. Three terms are reported in the above definitions, i.e., knowledge, skills, and attitudes (KSA).

Knowledge refers to specific facts, procedures, and skills that can be processed by an individual and or an organization (and that are typically acquired through the change process called learning. Noe (2017) offers two definitions as follows: “Facts or

procedures. What individuals or teams of employees know or know how to do (human and social knowledge); also a organisation's rules, processes, tools, and routing (structured knowledge)." Noe's definitions differentiate between human and social knowledge and structured knowledge. Karmen (2014) has identified five categories of knowledge: embedded knowledge (knowledge residing in systemic routines and exists as explicit practices and usually embedded in technology, and represented by knowledge-routinised organisations); embodied knowledge (knowledge deep-rooted in particular context and acquired by performance and represented by expert-dependent organisations); encultured knowledge, knowledge attained via a process of socialisation ('shared understandings') and represented by communication-intensive organisations; embrained knowledge (knowledge dependent on the conceptual understanding and cognitive skills of key members (i.e., conceptual knowledge or 'know-how'), and usually associated with scientific knowledge, and represented by symbolic-analyst-dependent organisations; and, encoded knowledge (knowledge recorded by means of signs and symbols, including books, manual and code of practice, as well as incorporating electronic forms of knowledge in modern IT age.

The term 'skill' has been defined in many ways by different authors. Armstrong (2006) defines skills as: "Ability to perform a job-related action acquired through guided practice; a present observable competence that is a combination of relevant knowledge and physical or perceptual abilities." Anderson (2006) defines skills as "those aspects of behaviour that need to be performed to an acceptable level to ensure effective job performance."

Attitude is defined by Bhatta (2015) as a way of thinking or feeling; a mental disposition toward something that determined a person's response. Attitude can also be defined as the adoption of new values, feelings and psychological orientation. Attitudes can be the affective domain, as they entail feelings and emotions. Though knowledge and skills are important, they conceivably are less important than trainees' attitudes.

Taking the above discussion in mind, it can be recommended that the trainees' superiors have to prepare trainees to contribute in a positive way to training so as to benefit the most from training, which can be attained rather easily via a pre-training event meeting during which the trainee and his/her immediate superior discuss different issues, such as trainee's expectations, how any newly acquired or improved knowledge or skill can be implemented, and how the training will be evaluated.

### **Training Methods**

Training can be delivered using three common categories or formats; on-the-job training, off-the-job training and on and off-the job training (Pandey, 1998). Armstrong (2006), on the other hand, argues that training methods are in general classified into "on-site and off-site programs, and each of these categories can be divided into several types." On-site training, also referred to as on-the-job training (OJT), takes place at the workplace in which job is undertaken, whereas off-site training can take place on the organisation's complex, though trainees do not experience training at their workplace. OJT is carried out at the workplace with the resources.

Employees utilise to undertake their job, in which a manager, or an employee selected/nominated by the manager, usually carry out training. OJT has several advantages. It can save money, since it requires no special training equipment and makes a new hire at least partly productive right away. Properly used OJT can be one of the most effective forms of training. That is why it continues to be one of the most widely used training methods in many organizations. The lack of a well-structured training environment; poor training skills on the part of managers or lead employees conducting the training; and, the absence of well-defined job performance criteria are the common shortcomings of OJT. In order to overcome such problems, the following measures can be implemented: (a) develop realistic goals and/or measures for each OJT area. (b) plan a specific training schedule for each trainee, including set periods for evaluation and feedback, and (c) help managers to establish a nonthreatening atmosphere conducive to learning.

There are several on-site training methods, for example, on-the-job training, apprenticeship, job rotation and job instructional training. Apprenticeship training is reported to be an extension of OJT. It is a system of training in which a worker entering the skilled trades is given thorough instruction and experience both on and off the job, in the practical and theoretical aspects of the work. Adopting this training method is argued that employees acquire new skills and familiarise themselves concerning how other parts of their organisation operate (Armstrong, 2006).

Job rotation has a number of advantages, such as providing experience in many jobs and allowing actual learning as well as averting employees from falling into a rut and feeling bored. In addition to learning new skills, it offers employees a prospect to learn further about how their organisation works. Another advantage of job rotation is that it increases job variety, though it usually does so by sporadically moving employees among jobs that involve different tasks at comparable skill levels (Anderson, 2019), and that employees participating in job rotation develop a more extensive array of skills than they would by remaining in a single job. Despite these advantages, job rotation has some disadvantages also. For example, it involves no sense of full responsibility, as well as provides very short stay in a job.

Other training methods and techniques used in on-the-job training include: job instruction training (JIT), and coaching and mentoring.

On-the-job instruction occurs while the employee is working at the job site, and is generally provided by supervisors, who instruct employees in the proper way to carry out a task. It can be explained as a sequence of instructional procedures used by a trainer to train while they work in their assigned jobs. JIT is a formal, structured, as well as an organised approach to OJT which comprises four phases, including “preparation, instruction, performance, and follow up.

On-the-job training is either structured or unstructured. Unstructured OJT (also referred to as unplanned OJT) takes place when trainees are trained on job knowledge and skills from unplanned explanations or presentations by others, through trial and error

questioning their own; or simply initiating the behaviour of others. Structured on-the-job training (also referred to as planned on-the-job training), on the other hand, is “One-on-one training that occurs at or near the actual work setting and is delivered by a designated trainer who follows specific written guidelines; provides observable and measureable performance objectives and is developed and delivered in an orderly and systematic manner” (Armstrong, 2006). Structured on-the-job programmes are in general performed by an appointed trainer who is distinguished, paid and trained to provide proper instructional techniques.

‘Coaching’ is a helping and facilitative process that enables individuals, groups/teams and organizations to acquire new skills, to improve existing skills, competence and performance, and to enhance their personal effectiveness or personal development or personal growth. ‘Executive Coaching’ is a process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between a coach and an executive (or a manager) that enables the executive (or a manager) to achieve personal-, job- or organisational-related goals with an intention to improve organizational performance. ‘Business Coaching’ is a collaborative process that helps businesses, owner/managers and employees achieve their personal and business-related goals to ensure long-term success. ‘Life Coaching’ is a helping and facilitative process—usually within a one-to-one relationship between a coach and a coachee— which brings about an enhancement in the quality of life and personal growth of the coachee, and possibly a life changing experience. As can be seen from these definitions, the coaching process common to all four variants is that of providing help to individuals and organisations through some form of facilitation activity or intervention.

Mentoring is a learning facilitation process conducted in a trusting and/or caring one to one relationship between two individuals, in which typically a more experienced person, the mentor, helps and supports less experienced person, the mentee to

- (i) develop their skills and career;
- (ii) make a transition in knowledge, work and thinking;
- (iii) transition of period of change;
- (iv) improve performance at the individual, team and organisational level;
- (v) achieve their professional goals and full potential; and/or
- (vi) meet personal growth and personal development needs.

Armstrong (2006) argues that irrespective of the advantages of on-the-job training, organisations realise that it is required to train their workforce away from their workplace; given that this type of training is at times required to get employees away from their working environment to a location where the disturbance and activity of work are removed, a procedure that helps trainees to study theoretical information or to expose them to new and novel concepts. However, the problem arises when these concepts or learning experiences do not seem to be about the work circumstances.

Off-the-job training depends on lateral transfer to the working situation, and can have a number of advantages (Pandey, 1998), including the following: providing venues that

contribute to learning away from the noisy rush of the work place; trainers are properly skilled; planned training methods; a carefully prepared programme at a measure directed by the trainees' needs; establishing safe and low-cost situations where to attempt and perform newly acquired skills and techniques; and using better range of training techniques, and the opportunity to highlight all four stages of the training cycles, mainly observation and conceptualisation. Nonetheless, off-the-job training also has some disadvantages, for example, learning carried out in a specialised environment may hamper the trainee's capability for handling the actual situation; it can be perceived by both recipients and fellow employees as a waste of time and money; and the costs are high, and knowledge learned off the job may not transfer to the work place. Off-site training methods include classroom lectures, programme instructions, linear programming, simulators, computer-based training, interactive e-learning (using teleconferencing, video conferencing). Off-the-job training often takes place in a classroom where cases, role-play exercises, films, videos, lectures, and computer demonstrations are used to develop workplace skills. Classroom lectures are defined by Armstrong (2006) as follows: "Training method in which the trainer communicates through spoken words and audiovisual materials what trainees are supposed to learn; also commonly used to efficiently present a large amount of information to a large number of trainees." They are frequently supplemented with class discussion, case studies, and audiovisual materials. Programmed Instruction is an approach in which trainees are given instructional materials in written or computer-based forms that positively reinforce them as they move through the material at their own pace (Anderson, 2019). This self-paced approach performs most effectively if it provides immediate feedback and reinforcement concerning correct and incorrect responses

(Garavan, 1997). This type of instruction can involve linear programming, which is a kind of "programmed instruction in which all trainees proceed through the same material," or branching programming, which is also a kind of "programmed instruction that provides a customized approach enabling each learner to practice matters he or she had difficulty with when it was first presented" (Landy and Conte, 2010, p. 333). Simulators are defined as: "Teaching tool designed to reproduce the critical characteristics of the real world in a training setting that produces learning and transfer to the job" (Antonacopoulou, 2000).

### **Types of Training**

The most common types of training include induction training, in-service training, specific training, refresher training (re-training), training for promotion, apprenticeship training, and internship training. Induction training represents the initial training provided to new employees in an organisation, which is important to ensure that the new employee's initial job is flawless (Bhatta, 2015). An effective induction programme decreases new employees' adjustment problems by creating a sense of security, confidence and belongingness. Accordingly, several benefits result from an effective induction programme, including the following: higher job satisfaction; lower

employee turnover; greater commitment to values and goals; higher performance as a result of faster learning times; less costly and time-consuming mistakes; reduction in absenteeism; better customer service through heightened productivity; Improved manager-subordinate relationships; and better understanding of company policies, goals and procedures. Despite the fact that induction is provided for new employees, it is imperative to notice that induction is a “never-ending process, introducing both old and new employees to the current state of organisation” (Armstrong, 2006). New employees, transferred/promoted employees, and all current employees will benefit from induction training. Employee induction is of two types: formal induction (planned and officially conducted by the organisation at set times and informal induction (unplanned and unofficially conducted by co-workers (Armstrong, 2006). Formal induction is one of the examples of off-the-job training methods, and can include training to obtain capability in specific skills, such as, new computer system and apprenticeship training. There are also three key approaches which can be followed during the induction programme: verbal, written, and audiovisual (Armstrong, 2006). Refresher training (re-training) is meant for current employees in an organization. Its main purpose is to make them acquainted with the most recent methods of performing their job and better their competencies. The importance of retraining has been highlighted as they are designed to avoid personnel obsolescence. Current employees’ skills become obsolete due to the technological changes. Hence, retraining is vital as a result of the following factors (Armstrong, 2006):

- a) The workers require training to bring them up-to-date with the knowledge and skills and to relearn what they have forgotten.
- b) Rapid technological changes make even the qualified workers obsolete in course of time because new technology is associated with the new work-methods and job requirements.
- c) Refresher training becomes necessary because many new jobs are created due to changes in the demand for goods and services to be handled by the existing employees.

Regarding the training for promotion, Bhatta (2015) mentions that promotion training is provided to employees who are promoted to higher positions within the organisation. Promotion of employees within an organisation represents a major change in their responsibility and duties; hence, it is imperative that they are provided with adequate training to learn new skills to help them perform their new tasks effectively. Armstrong (2006) adds that the purpose of this type of training is to develop the existing employees to make them fit for undertaking higher job responsibilities. This serves as a motivating force to the employees.

Internship training, educational or vocational institutes arrange with industrial organisations to provide practical knowledge to its students.

### **Education**

The term ‘education’ has been defined in several ways, for example, the Manpower Services Commission (1981, p. 17) defines it as: “activities which aim at developing

the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. It involves the study of their own culture and the laws of nature, as well as acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication.” Armstrong (2006, p. 526) defines education as “the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity.” Formal education is also one of the off-the-job training methods (Pandey, 1998).

### **Difference between training and education**

There are some differences between training and education, including the following (Pandy, 1998):

- Training enhances job performance whereas education enhances knowledge.
- Training focuses on job skills (job experience; job focus), whereas education widens understanding (classroom learning);
- Training promotes experience (application) but education conceptualises experience (classroom learning, theoretical orientation);
- Training asks about what a trainee can do with what he/she knows whereas education asks how much a learner knows;
- Training uses knowledge to build skills (narrow perspective; specific domain) but education provides base of knowledge (broad perspective; general domain); and
- Training necessitates knowledge to be implemented (application) in certain situations (specific tasks; job focus), education of necessitates wide generalisation of knowledge (general concepts).

### **Learning**

Learning is described as probably the most critical concept and is difficult to define. It is a part of the process of change and adaptations to different circumstances and it is to do with change. Armstrong (2006) views that there is no unanimously accepted theory of learning maintaining that until recently the majority of authors in the field have thought in terms of the acquisition, frequently by means of some form of teaching process, of new knowledge and that this is categorically one adequate form of learning. According to Wilson (2005) learning is a relatively permanent change of knowledge, attitude and behaviour occurring as a result of formal education or training, or as a result of informal experiences. Bhatta (2015) defines it at the individual level as the process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction. Armstrong (2006, p. 38), on the other hand, offers the following definition: “Learning is the process by which a person acquires and develops new knowledge, skills, capabilities and attitudes.” Learning can be formal



or informal. One of the traditional approaches to increase the acquisition of new knowledge in an establishment is by means of formal learning. They, in this context, mention that formal learning involves activities and events that are planned and designed by an organization with explicit goals and activities. Training and development is an example of this type of learning as well as being an important element of the knowledge-acquisition process in the majority of organizations. Armstrong (2006) defines formal education as: “planned and systematic and involves the use of structured training programmes consisting of instruction and practice.” Regarding the informal learning, Armstrong (2006) argues that it is not structured, though it may occur in a structured setting, which occurs when learning something new without intending to, and it is the kind of learning which takes place when picking up tips on doing something from observing an employee at work, or discovering a new piece of information via a casual conversation, and much of learning is informal. Anderson (2019) mention that informal learning takes place in the workplace, taking three forms: the workshop as a site for learning; the workshop as a learning environment; and learning and working are inextricably mixed. The characteristics of formal learning are as

following: it is relevant to certain individuals rather than to others; all learners learn the same items; there may be variable gaps between existing and target knowledge; trainers deciding how learning will take place; variable times and often distant, problems may take place in transferring learning to work place; and often takes place in non-working venues. The characteristics of informal learning, on the other hand, are as following: it is substantially pertinent to individual needs; learners learn in relation to their needs; there may be small gap between existing and target knowledge; learners determine how learning will take place; immediate applicability, that is, just-in-time learning; learning can be easily transferred; and it takes place in work setting (Armstrong, 2006).

### **Development**

There is no consensus among authors concerning the definition of development. For example, development, as originally defined by the Manpower Services Commission (1981), is the growth or realisation of a person’s ability, through conscious or unconscious learning. Development programmes usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility. This definition was consequently widened from ‘a person’s ability’ or an individual’s ability to a group’s ability’ (Manpower Services Commission, 1981). Hence, indicating the growing concept of organisational learning, development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence, both to act and to perceive how such action relates to its context. Anderson (2019) defines development as learning experience of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviours. Its outcomes unfold through time, rather than immediately, and they tend to be long-lasting. According to Bhatta (2015), development is the general enhancement and growth of an individual’s skills and abilities through

conscious and unconscious learning. Noe (2017) defines development as formal education, job experiences, relationships, and assessments of personality and abilities to help employees prepare for the future responsibility.

### **Difference between training and development**

Training and development have their distinguishing characteristics as following (Armstrong, 2006):

- The focus of training is on existing job, development focuses on existing and future jobs;
- The scope of training is on individual employees, the scope of development is on work group or organisation;
- The time frame of training is immediate, whereas the time frame of development is long-term; and
- The goal of training is to fix existing skill deficit, development prepares for future work.

### **Distinctions between Human Resource Development and Training & Development**

There are a number of issues that differentiate human resource development (HRD) from training and development (T&D). The literature clearly indicates that T&D is one aspect of HRD, its two other aspects are organisational development (OD) and career development. This clearly shows HRD as an umbrella that consists of more than one aspect; in other words, HRD is a more strategic and proactive approach in relation to the training function, which, is perceived as comprising reactive, step by step interventions in response to particular problems. Armstrong (2006) distinguishes HRD from T&D, indicating that HRD is deemed to be more positive than training, given that it promotes involving many stakeholders rather than merely the training providers. HRD also entails that individuals have to be future-oriented; in other words, to foresee knowledge and skills required in the future not simply reacting after the problems take place (Bhatta, 2015). T&D concentrate on changing or improving individuals' knowledge, skills and attitudes, and while training characteristically entails providing employees with the knowledge and skills to perform a specific activity or job, and possibly attitude might be attempted, developmental activities have a longer-term focus on preparing for future job tasks and in the same time increasing employees' competences to do their existing jobs (Armstrong, 2006).

### **Organisational Development**

Organisational development (OD), the second aspect of HRD, is both a professional field of social action and an area of scientific inquiry, and its practice covers a wide range of activities, with apparently continuous variations. Bhatta (2015) defines OD as follows: "Based on: (1) a set of values, largely humanistic; (2) application of the behavioural sciences; and (3) open systems theory, organization development is a systemwide process of planned change aimed toward improving overall organization

effectiveness by way of enhanced congruence of such key organizational dimensions as external environment, mission, strategy, leadership, culture structure, information and reward systems, and work policies and procedures.” Based on and incorporating most of the views by other authors, Cheng (2001) offers the following definition of OD: “Organization development as a system wide application and transfer of behavioural science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness”. Likewise, Anderson (2019) defines OD as follows: “Organization development is the process of increasing organizational effectiveness and facilitating personal and organizational change through the use of interventions driven by the social and behavioural science knowledge.

### **Career Development**

Career development is one of the crucial aspects of HRD. It is defined by Armstrong (2006) as an ongoing process of planning and directed action toward personal work and life goals. He further mentions that it is the outcome of the individual’s career planning and organisation’s provision of support and opportunities. Bhatta (2015) provides a somewhat similar definition of career development. According to him, OD is an ongoing process by which individuals progress through a series of stages, each characterizes by a relatively unique set of issues, themes, and tasks”, and comprises two distinctive processes: career planning and career management (Cheng, 2001). Cheng (2001) states that career development provides a future trend to HRD activities. Contemporary successful organisations need to help employees to develop career plans, and such plans should be directly tied to the organisation’s goal. A focus paid by the organization to the employees’ career can raise morale, increase productivity and enhance his/her competence (Bhatta, 2015).

Career development of employees signifies raising their commitment level to the organisational development, and concurrently develops their awareness of the organisational vision. Embracing career development strategy improves organisational support and its authority, and while this strategy adds value to employees’ expertise, it also augments the organisational survival value. As regards its importance of individuals, career development is principally individuals’ responsibility, since mainly the benefits of the process clearly appeared to serve the purpose of the individuals given that it in due course leads to career success (Cheng, 2001). Cheng (2001) defines career success as follows: “Career success from individual point of view include some physically intrinsic and extrinsic sign such as, advancement on the hierarchal career ladder, financial stability, value satisfaction and reaching the roughly estimated climax in professionalism. The realisation of individual goals pertaining to some or all of these characteristics of career success depends on the individual’s career development strategy, given that the course the individual follows in the process of career development determines his success ratio in work related and personal achievements (Jan, 2010, p. 106). Armstrong (2006) emphasises that if the employee’s value come

up against the organisational value, that employee remaining with that organisation is not a healthy relationship for both the organisation and the employee.

### **Organisational culture and human resource development**

The organisation can have an effect on employees' behaviour by means of reward structure, culture, and job design (Pandey, 1998). In this section, the focus is on organisational culture. Organisational culture comprises the organisation's value system or philosophy, and the environment within the organisation is an important factor in the success of human resource development Cheng (2001). Organisational culture can help identify where HRD programmes are required as well as it provides measures by which to evaluate the success of the measures which are implemented (Berge, 2002). Armstrong (2006) argues that people who understand the culture of an organisation are better capable of properly interpreting organisational events, recognise what are expected of them, and behave in accurate ways in new or different situations. They also indicate that organisations having a strong culture attempt to perpetuate such culture by means of selecting employees who share the culture and also by socialising new recruits in order that they accept these norms and values. In terms of implications of organisational culture for HRD, Adams (1989) mentions that HRD can be an instrument through which a culture is perpetuated or changed, and HRD can also be influenced by the organisation's culture. Anschutz E. E. (1995) assert that the capability of an establishment to utilise its human capital as a main competence depends partly on the organisational culture which the organisation is operating. They also argue that the culture of an establishment is perceived in the norms of expected behaviours, values, philosophies, rituals, and symbols used by its workforce, and that such culture evolves over a period of time. A culture is said to be established in an establishment if the people in it have shared experience for years; in contrast, to a somewhat new organisation which has less than two-year experience and may not have developed an established culture.

### **Conclusion**

Essentially, it is more economical to improve an organisation's current workforce than to hire new employees in the future. So, employee development is a trade-off through which HRM saves money by avoiding the potential costs of hiring new employees. Human RM refers to the process of recruiting and developing a organisation's workforce. The HR department is concerned with identifying talent gaps in an organisation, advertising for positions, evaluating potential candidates, and hiring top talent.

Human HRD does not just handle the recruitment of new employees; it also oversees redundancy for organisations that want to downsize. HRM also oversees orientation programs to introduce new employees to the organisation's goals, objectives, and policies. HRD is one of the most crucial aspects of HRM. Overall, HRD strives for the

smooth running of employees within an organization and their capability development. It is notable that not only the extent of HRD expanded from its initial focus on training and development within a business context; its scope has also been extended, and that the concept can be further recognised at societal, national and transnational levels.

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