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Human Resource Development (HRD) Concept from Narrow Organization (HRM) Based to Wide Socioeconomic Perspective

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Abstract

Human Resource Development (hereafter HRD) is an important topic of present time. Management professionals consider it, as the sub discipline of HRM and view it, in organizational context. So from HRM scholars' viewpoint HRD in narrow concept consisting of activities of training, education and skill building, though all these terms themselves have broader meanings and deeper than their usual perceptions and in the broader concept besides these activities. HRM also comprises activities like empowerment, awareness raising, team building, community mobilization and development, organization development, entrepreneurship development, sensitization and conscientisation, human resources planning and policies. But many researchers have, broadened the scope and integrated the concept of HRD by looking it from socioeconomic angle and giving it another dimension such as physical, intellectual, psychological, social, political, moral and spiritual development. From Socioeconomic experts HRD has become multidimensional rather than being simply confined within the limits of training and development and this multidimensional HRD is integrated HRD. This study is dedicated to discover both aspects of HRD.

Keywords: *Human Resource Development, Training, Education, Skill, Empowerment, Team Building*

Introduction

Human Resource Development (HRD) is an important and very attention receiving discipline of present time. It is a relatively young academic discipline, but an old and well-established field of practice (Swanson and Holton n.d). Researchers have developed new theories and conceptual frameworks that address a broad range of phenomena of interest to the HRD profession (Torraco 2004). A key area of inquiry has been to try and figure out the current boundaries of HRD (Metcalf and Rees 2005) but defining HRD has not been so straightforward, and the writers and researchers are continually debating the issue, and there seems to be no consensus, despite of the fact that numerous efforts have been made to define HRD (Haslinda 2009).

Metcalf and Rees (2005) also expressed by quoting many studies that HRD is relatively a new field of academic study and there is no homogeneity in 'HRD intellectual inquiry and proliferation of global HRD. Research suggests that we should, at least, be starting to scratch the surface of the many socio-cultural variations that shape HRD philosophies and practices.

Objectives of the Study

The core objective of this paper is to present an organizational model of HRD encompassing all the aspects of human resource development from an organizational point of view, as well as an HRD model from socioeconomic scholars' point of view.

Research Methodology

This research article has been developed from descriptive secondary information searched by reviewing literature about Human Resource Development (HRD) and Human Resource Management (HRM), published in research journals in the form of research articles, research reports of various organizations and books of Human Resource scholars on this topic.

Defining HRD

Haslinda (2009a) expressed referring many studies that numerous attempts to define human resource development (HRD) by academics, researchers and practitioners have led to confusion in the literature, illustrating the elusive nature of this concept. The process of defining HRD is made still more difficult by the evolving nature of HRD; for example, the term HRD started out as simply “training”, and then evolved into “training and development” (T&D), and then into HRD. Confusion also arises over the “purpose”, the “location” and the “intended beneficiary” of HRD. This is further complicated by attempts to define HRD from an international or global perspective. The emerging field of national HRD (NHRD) has also been explored and debated and has had notable influence on the definition of HRD. Haslinda (2009a) further narrated that a disagreement arises, with some authors arguing that it is not possible or feasible to provide a single definition of this concept. In reviewing the literature surrounding the meaning and understanding of HRD, a number of dimensions can be seen to be influencing the evolving and complicated nature of HRD.

Defining HRD from Business Managers Viewpoint

HRD is considered by scholars of Business Administration as a sub discipline of Human Resource Management (HRM), concerned with developing productive skills by imparting training. HRM scholars, Werner and DeSimone (2006 p.5) defined Human Resource Development (HRD) as:

“A set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands”.

Swanson and Holton (n.d) have also quoted definitions of HRD offered by some authors (McLagan, Gilley & England and Smith) as:

“HRD is the integrated use of training and development, career development and organizational development to improve individual and organizational effectiveness” (McLagan).

“HRD is organized learning activities arranged within an organization to improve performance and personal growth for the purpose of improving the job, the individual, and the organization” (Gilley and England),

“HRD is the process of determining the optimum methods of developing and improving the human resources of an organization and the systematic improvement of the performance of employees through training, education and development and leadership for the mutual attainment of organizational and personal goals” (Smith)

Byrne (1999) is of the opinion that HRD is a function in an organization that provides opportunities for an individual worker to improve current and future job performance, while simultaneously best utilizing human capital in order to improve the efficiency of the

organization itself. Ideally, well-developed and well-implemented HRD systems are integral to the company's strategic plan and benefit both the employee and the company.

Defining HRD from Socioeconomic Scholars Viewpoint

Haslinda (2009a) reported, that Harbison and Myers offered the first definition of HRD in 1964. This definition is very broad in perspective, as it elaborates HRD in relation to culture, the economy and social and political contexts rather than individuals and organizations. They defined HRD as:

“HRD is the process of increasing the knowledge, the skills, and the capacities of all the people, in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps to people lead fuller and richer lives, less bound to tradition. In short, the processes of HRD unlock the door to modernization”.

According to Khan and Khan (2011) this definition, too much broadens and integrates the concept of HRD and makes it Integrated HRD.

Dimensions of HRD in Historical Perspective

Swanson and Holton (n.d.) asserted that it is easy to connect logically the origins of HRD to the history of humankind and the training required to survive or advance. While HRD is a relatively new term, training—the largest component of HRD—can be traced back through the evolution of the human race.

According to Haslinda (2009b) the origin of HRD was suggested to have started, in the USA during the advent of the ‘Industrial Revolution’, in 1800s. But some writers argued that the roots of HRD emerged in 1913 when Ford Motor started training its workers to produce mass production on the assembly line.

Haslinda and Hiok (2009) by referring many studies narrated that researchers believe that the debates are complicated by the beliefs and understanding of individual stakeholders and HRD practitioners. Haslinda and Hiok are of the opinion that theorizing and modeling HRD worldwide is a complex task and varies between countries. Although somewhat debatable, several studies in both developed and developing countries have been undertaken to develop a descriptive framework of HRD practices. These studies found that the nature and extent of HRD vary from one country to another and is influenced by the economic, political, cultural, labor market and educational systems of each individual country. In an attempt to explain human resource development, numerous authors have debated the theoretical concepts of HRD, yet a distinctive conceptual and theoretical identity has not been established. Haslinda (2009a) squeezing from many researches has concluded that most countries such as Russia, Germany and Korea equate HRD with training and development (T&D) and the main focus is on activities related to training. USA scholars have charted the intellectual history and origin of HRD within human development (psychology and education) and human capital (economics and management). In the United Kingdom scholars have highlighted the importance of culture, leadership and organizational learning as components of HRD processes. The terrain of HRD inquiry has thus perhaps always been multidisciplinary.

Jaishi (n.d.) expressed that HRD has gained increasing application as a goal, and as a process in the developmental field. As a goal, it is equated with the development of human capacity and up-lift of human aspirations. In terms of process, HRD involves activities related to education, training, empowerment, awareness raising, skills enhancement, team building, community mobilization and development, organization development, entrepreneurship development, sensitization and conscientisation, human resources planning and policies. In the Indian concept of HRD (expressed in “The National Concept of HRD”), education and culture constitute the core of the strategy, however, it is not education in the narrow sense of schooling, but a broad concept encompassing health, nutrition, employment, science & technology, equality and special attention to weaker groups, education being used as an instrument for peoples development and access to opportunities and facilities in all these areas.

HRD from Organizational (or Managerial) Viewpoint

Livingstone and Raykov (2005) quoting some studies analyzed that with the current expansion of the global economy and the fast-changing evolution of technology and innovation, organizations are facing an ongoing need for employee learning and development. As knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success. Understanding factors that contribute to organizational learning and the transfer of knowledge to the workplace environment are essential to human resource development (HRD). The culture and environment of an organization can influence the types and numbers of learning-related events and employee job satisfaction as well as employee motivation to transmit newly acquired knowledge to the workplace context.

(i) Organizational Narrow Concepts of HRD

Fisher (2005) declared HRD as one of the more moral management functions, which is intended to help people to learn and develop. David Weir, a professor of Intercultural Management in France is of the view that HRD uses training and development to identify, assure, and help to develop the key competencies that enable individuals to perform current or future jobs with planned individual learning accomplished through training, on-the-job learning, coaching or other means. HRD uses organization development as a focus for assuring healthy inter- and intra-unit relationships and helping groups to initiate and manage change by facilitating individuals and groups to effectively impact on the organization as a system. Haslinda (2009b) Located the HRD by its functions and expressed that the function of HRD is to provide learning, education and training to the human resources selected and recruited.

(ii) Organizational Broader Concepts of HRD

Gulcin (2006) is of the opinion that HRD encompasses the broad set of activities that improve the performance of the individual and teams. Schmidt and Kunzmann (2006) revealed in ‘*holistic view on human resource development*’ that HRD must be understood in a broad sense, incorporating formal training, self-directed learning, informal and collaborative learning activities.

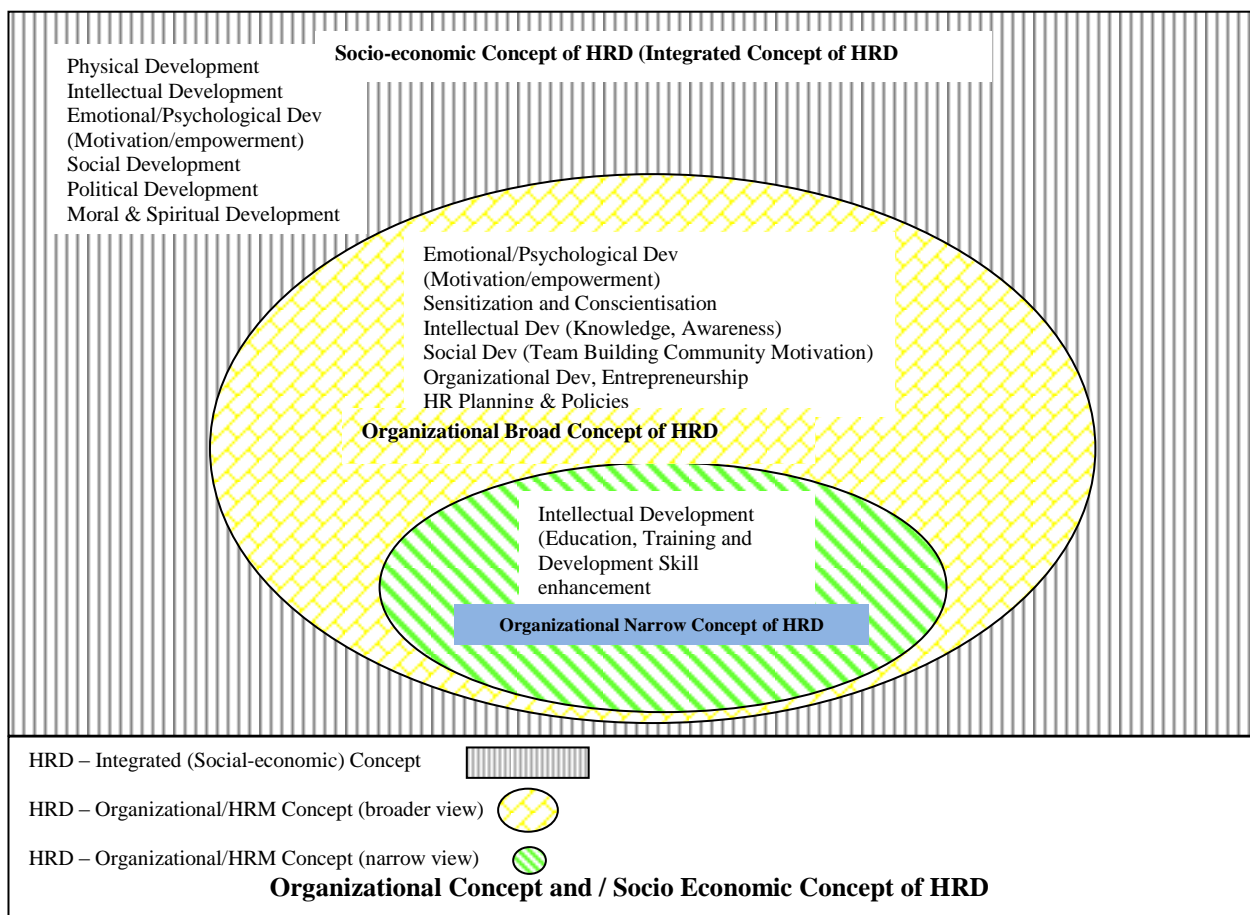
Egan, et al. (2004) expressed with reference to (Kuchinke 1996) that HRD has extended beyond a narrow concentration on training to include organizational and systems-level issues that influence the development of broad skill sets, abilities, and knowledge associated with learning in technical, social, and interpersonal areas.

Metcalfe and Rees (2005) expressed by extracting from many studies that management and organizational writers have noted, the field of HRD has expanded beyond training and development to include a strong connection to corporate strategy, individual responsibility for learning, extension into team learning, incorporation of career development, an emphasis on internal consultancy, organizational learning and knowledge management and the nurturing of the intellectual capital of an enterprise.

Swanson and Holton (n.d.) expressed that HRD is a process of developing and unleashing expertise for the purpose of improving individual, team, work processes, and organizational system performance. HRD efforts typically take place under the additional banners of “training and development” and “organization development” as well as numerous other titles. Two major realms of practice take place within HRD. One is an organization development (OD); the other is training and development (T&D). OD focuses at the organization level and connects with individuals, while T&D focuses on individuals and connects with the organization.

Kumar (2005) expressed that HRD is not only training for operational skills but also includes behavioral skills as it ultimately aims to create an enabling culture wherein the capabilities are “acquired, sharpened and used”

Diagram-1- Showing Relationship of Integrated and Organizational Concepts of HRD



Source- Self-constructed

HRD from Socioeconomic Scholars Viewpoint

Egan, et al. (2004) expressed with reference to (Kuchinke 1996) that HRD has extended beyond a narrow concentration on training to include organizational and systems-level issues that influence the development of broad skill sets, abilities, and knowledge associated with learning in technical, social, and interpersonal areas.

Abdullah (2009) squeezing from many researches has concluded that most countries such as Russia, Germany and Korea equate HRD with T&D and the main focus is on activities related to training. On the other hand, in other countries, such as in Thailand, Singapore and India the scope of HRD is seen to be very broad, encompassing activities related to the possibility of developing human resources' physical, emotional, spiritual and intellectual improvement as well as improving their technical and productive skills.

Kuchinke (1996) asserted that HRD has extended beyond a narrow concentration on training to include organizational and systems-level issues that influence the development of broad skill sets, abilities, and knowledge associated with learning in technical, social, and interpersonal areas.

According to Rao (1995) the scope of HRD is extended, at one side, to developing competencies of human resource by enhancing knowledge, building skill, changing attitude and teaching values, and at the other side, the creation of conditions through public policy, programs and other interventions to help people to apply these competencies for their own and others' benefits and making things happen. In the words of Bacchus (1992) the ultimate goal of HRD in any country is 'to improve the quality of life of its entire people and not merely concerned with providing the necessary skills to individuals. The concept of HRD deals with many facets of development of individuals, including their physical, intellectual, emotional, political, and spiritual aspects. According to Khan, (2009) Economic (financial) development is also an important aspect of HRD and its physical, emotional and intellectual development depends too much on its economic development.

Abdullah (2009) reported that Harbison and Myers offered the first definition of HRD in 1964 (quoted above). This definition is very broad in perspective, as it elaborates HRD in relation to culture, the economy and social and political contexts rather than individuals and organizations.

According to Rao (1995) people earn their food and living by working and engage themselves in productive activities for which a combination of both physical and intellectual development is important. Physical development comes from good nourishment and medical care. Intellectual development comes through the process of education and socialization. Social development involves developing the ability to live as the member of the society or a group and contribute to it, at the same time deriving benefits from it. Political development ensures human dignity through freedom of expression, democratic participation and an opportunity to influence things that in turn influence the individual's living. Moral and spiritual development is required to bring order, discipline and peace in the life. Thus all aspects of development are integral part of HRD. Rao (1995) expressed that ultimately what is important, is human satisfaction and the quality of life. Developing people is the essence of any HRD effort and it is an important goal of all other development activities (plans, policies, programs, establishment of new structures, mechanism). All forms of development (economic, technological, ecological, agricultural, industrial, etc.) are ultimately meant to

serve people in terms of improving their happiness through better quality and standards of life because according to the Indian concept (The National Concept of HRD) of HRD, development is not just about factories dams and roads. Development is basically about people. The goal is the people's material, cultural and spiritual fulfillment.

Tan (1996) restricted himself while discussing HRD in his paper to the extent of training and development of people through education, but admitted by referring Muqtada & Hildeman (of the Working Group on HRD Strategies, Commonwealth Secretariat 1993), that, HRD in an integrated sense also encompasses health care, nutrition, population policies and employment. Tans word is quoted as:

“HRD in an integrated sense also encompasses health care, nutrition, population policies and employment (Muqtada & Hildeman 1993; Working Group on HRD Strategies, Commonwealth Secretariat 1993). Though important, these aspects of HRD will not be dealt with.”

In the opinion of Bacchus (1992) the ultimate goal of HRD in any country is ‘to improve the quality of life of its entire people and not merely concerned with providing the necessary skills to individuals. The concept of HRD deals with many facets of development of individuals, including their physical, intellectual, emotional, political, and spiritual aspects.

(i) Economic/Financial Development of HR

When people are getting good income they will be economically developed and healthy and well nourished and medicated, by purchasing potent diet medicines and leading hygienic life. When people would be well nourished, healthy and free from diseases they would be a developed human resource (Khan 2009). Many research studies prove it.

People will be un-satisfied and lose motivation if not properly paid. They will quit the organizations, causing increase of turnover and leading to increased expenditure of selection, recruitment and training (Rao 1995). In an analysis of lessons learnt from human resource development in Japan, Singapore, South Korea and Taiwan. Quah (1993) concluded, that comprehensive reforms are needed in public personnel management in the direction of attracting, retaining, developing and utilizing competent employees.

In general terms, the determinants of health have long been well known. One is people's purchasing power (which depends on their incomes and on prices) over certain goods and services, including food, housing, fuel, soap, water and medical services. Another is the healthiest environment-climate, standards of public sanitation and the prevalence of communicable diseases. A third is people's understanding of nutrition, health and hygiene. There is some evidence that all three factors are important, but that low income is the central cause (The World Bank 1980).

Ulimwengu (2009) a research fellow of IFPRI referred Strauss, (1986) who using cross-section data on hoe-cultivating farm household from Sierra Leone, investigated the efficiency wage hypothesis, or the relationship between nutritional quality and agricultural productivity. He found that “effective family labor,” which is a function of actual labor and per capita daily calorie intake, is a significant input in the production process. His study shows a highly significant effect of calorie intake on labor productivity.

But proper calories are found in proper diet and with low income people cannot purchase proper and required diet and remain malnourished. Most malnutrition reflects a shortage of calories, protein, or both and leads to diseases causing poor working. Some diets are inadequate because they lack specific nutrients. Anemia, resulting primarily from blood loss and too little iron, is the most prevalent example of this. A recent estimate is that at least 500 million people are anemic. The consequent fatigue, the apparent lethargy and apathy, and the adverse effects on productivity and school performance can be so common in poorer societies as to appear normal. Goiter is another common disorder caused by a micronutrient deficiency-in this case, iodine. Available evidence suggests that iodine deficiency can stunt physical and mental development, and reduce energy and motivation (The World Bank 1980).

Vitamin A's deficiency is also extensive-affecting, it has been suggested, half the children in many developing countries. In an extreme form it can lead to blindness. But in less serious forms it can still lead to poor eyesight, undermining educational performance and adult earning power. It can also affect growth, skin condition and the severity of other nutritionally related illnesses (The World Bank 1980).

Malnutrition also affects earnings. In part, this reflects the consequences of childhood malnutrition on mental development and educational achievement; but there are also links between nutrition and physical productivity. In the long run, adults can only be as energetic as their diets will allow-otherwise they would gradually become emaciated and ill. For example, farmers who are badly malnourished put in fewer hours per hectare than those who are better nourished. Research on the relation between nutrition and productivity has not been extensive, but a few studies have suggested that greater height or weight leads to greater physical productivity (The World Bank 1980).

(ii) Physical Development of HR

The success of an organization depends on the effective performance of people occupying various roles in the organizational structure (Kumar 2005). People cannot function and make things happen unless they are physically well developed, healthy and free from diseases (Khan 2009). Thus, proper potent food and freedom from disease become important. People would be physically fit when they are well nourished and healthy and motivated when they enjoy better quality and standard of life. This would be achieved when they would receive a proper share in the production or development in the form of increased income or financial benefits comfortable working conditions, proper working hours, holidays for leisure, recreational facilities and self-respect (Khan 2009).

Human resource development holds the key for economic development by enabling people to become more productive, because economic development depends upon the level of industrial activity of production, which onward depends upon the productivity of human resources. Productivity of human resource depends upon its competencies and conditions (through public policy, programs and other interventions to help the people) to apply these competencies. These conditions are Physical fitness and motivation (Rao 1995).

Rao (1995) is of the view that productivity is determined by the number of hours of work and its intensity. And an undernourished or sick person cannot work long or properly. Absence of medical facilities further reduces productivity. Increased expenditure on food to the extent, it raises productivity can be termed as an investment. Better diet, housing and control of communicable diseases have raised the quality of life everywhere. Regarding the importance

of living standards, health and nutrition Rao quoted many studies of the World Bank and other researchers (as mentioned in the text) revealing, that proper nourishment and health care increase productivity and bad health cause decrease in productivity. A world bank study quoted a text of 1890 by Alfred Marshall, who wrote that 'health and strength, physical, mental and moral ... are the basis of industrial wealth; while conversely the chief importance of material wealth lies in the fact that when wisely used it increases the health and strength, physical and mental, and moral, of the human race' (World bank 1991). Rao (1995) referred a report of 'the World Bank' of the year 1991 based on some studies concluding that better health and nutrition raise workers' productivity, decrease the number of days they are ill, and prolong their potential working lives such as in Sierra Leone a 10 percent increase in calories in-take of farm workers consuming 1500 calories a day raised output by 5 percent. Similar results have been found among Kenyan road construction workers with a daily in take of 2,000 calories. By reducing morbidity and debility, the malaria eradication program in Sri Lanka in the 1940s led to a ten percent rise in incomes, (World Bank 1991). A study of (Basta et al. 1979) on the rubber plantation workers in Indonesia revealed that treatment of anaemic workers with iron tablets for a period of 60 days (at a per capita cost of \$ 0.08) resulted in an increase in productivity by 15 to 20 percent as compared to control groups. Another study estimated that output increases by about 10 to 20 percent for every 10 percent rise in haemoglobin level. After reviewing several studies Behrman and Deolalikar (1998) came to the conclusion that 'Nutrient' intake might affect productivity without altering indicators of health status because nutrient changes may be transferred largely to energy expenditure changes, including some that are productivity related.

According to Yip (1993) in developing countries, where a large proportion of the economic output is based on physical labor, a major reduction in work capacity can be of great economic consequence. It is well established that significant anemia related to iron deficiency reduces work performance. The adverse effect of iron deficiency on the work or energy output appears to be mediated through a combination of decreased oxygen carrying capacity from anemia and the effect of iron deficiency on muscle function. Iron supplementation studies among rubber tappers in Indonesia and tea pickers in Sri Lanka have clearly shown the gain in productivity after treatment of significant anemia. If the average reduction in productivity is 20% for an anemic person, in a "country where 50% of the women and 20% of the men are affected, the impact of iron deficiency anemia equals a total loss of 5-7% of the national economic output. Therefore, the economic consequence of iron deficiency in some poor countries may be substantial.

Rao (1995) quoted a World Bank study of household survey data from nine countries, suggesting that the economic effects of illness may be substantial. An average adult worker in Peru might expect to be ill 4.5 days a month and miss about one day of work as a result; in Ghana, the corresponding figures were 3.6 and 1.3 days. In the United States, workers aged between 18 and 44 miss, on an average, one quarter of a day's work in a month.

The results of study of Kim et al. (1997) conducted on the impact of Onchocercal Skin Disease (OSD) on productivity at a coffee plantation in Ethiopia revealed that employees, of the plantation labor force, suffer significant losses in economic productivity as a result of OSD and their daily income also decreases.

Hawkes and Ruel (2006) expressed that in the agricultural population, workers in poor health are less able to work, a situation that cuts productivity and income, perpetuates a downward

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spiral into ill health and poverty, and further jeopardizes food security and economic development for the wider population.

World Bank (2007) pointed out that illness and death from HIV/AIDS, malaria, tuberculosis, and other diseases reduce agricultural productivity through the loss of labor, knowledge of productive adults, and assets to cope with illness.

IFPRI researcher Ulimwengu (2009) wrote (with reference to Fogel 1994; 2004) that indeed, improvements in health care increase the productivity of labor, especially if people switch from low-productivity jobs to high productivity jobs as their health improves. In particular, there is strong evidence that growth in early-industrialized countries, was associated with significantly increased caloric intake and therefore greater height and body mass.

(iii) & (iv) Intellectual and Socio-Cultural Development

According to Indian concept (expressed in “The National Concept of HRD”) of development, it is not just about factories dams and roads, development is basically about people, the goal is the people's material, cultural and spiritual fulfillment.

Jaishi (n.d.) expressed that HRD has gained increasing application as a goal, and as a process in the developmental field. As a goal it is equated with the development of human capacity and uplift-ment of human aspirations. In terms of process, HRD involves activities related to education, training, empowerment, awareness raising, skills enhancement, team building, community mobilization and development, organization development, entrepreneurship development, sensitization and conscientisation, human resources planning and policies. The emerging concept of HRD puts people at the centre of development, because development is not only by people, it is also for people. Thus human development, instead of stressing on the formation of human capital for development, emphasizes on enlarging people’s choices in order to improve their quality of life.

In the Indian concept of HRD (expressed in “THE NATIONAL CONCEPT OF HRD”), education and culture constitute the core of the strategy, however, it is not education in the narrow sense of schooling, but a broad concept encompassing health, nutrition, employment, science & technology, equality and special attention to weaker groups, education being used as an instrument of peoples development and access to opportunities and facilities in all these areas.

Kumar (2005) expressed that HRD is not only training for operational skills but also includes behavioral skills as it ultimately aims to create an enabling culture wherein the capabilities are “acquired, sharpened and used”

According to Schmidt and Kunzmann (2006) human resource development must be understood in a broad sense, incorporating formal training, self-directed learning, informal and collaborative learning activities. The ontology should avoid an overly bias towards one of these forms, although it is clear that formal training is much better understood than informal and collaborative learning activities, which is still subject of major research activities.

(v) Psychological (Emotional and Motivational) Development

The success of organization depends on effective performance of people occupying various roles in the organizational structure (Kumar 2005).

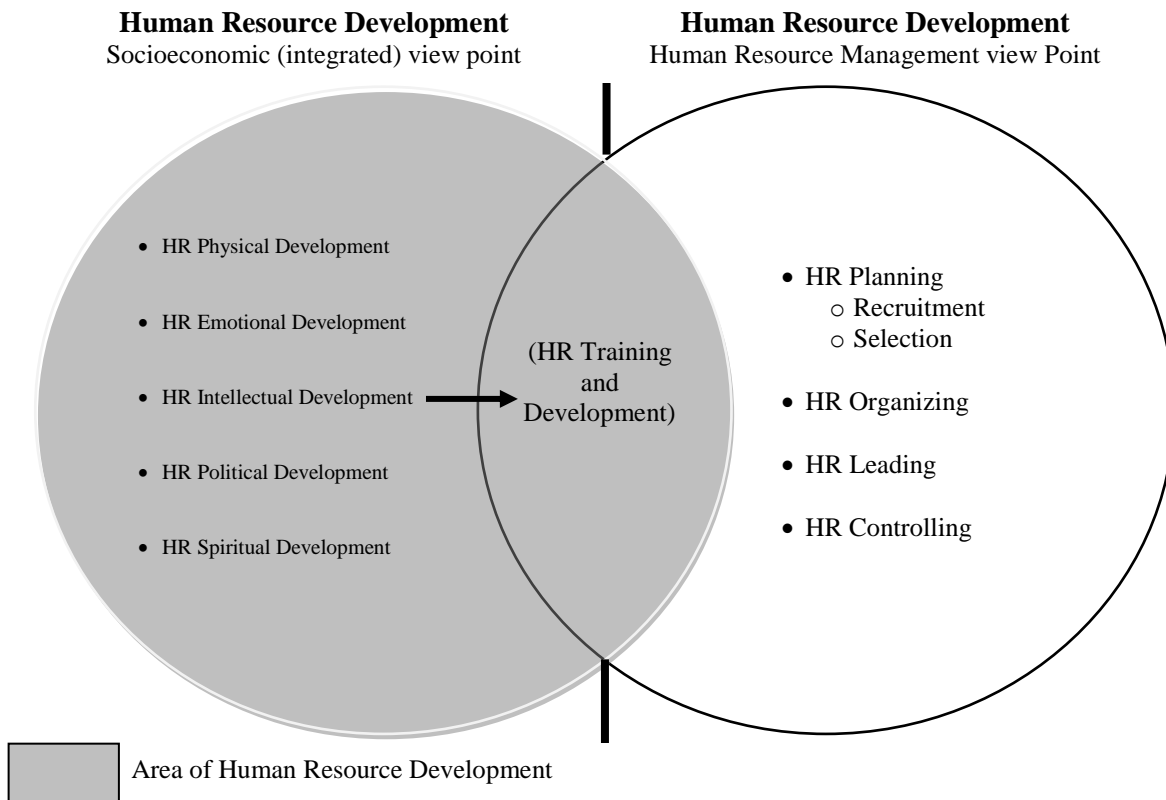
The industrial revolution with its emphasis on quantity output and the prevalent understanding of how people could be made to produce more (work), had led to the dehumanization of the workplace. People were viewed as mere substitutes of machines, and important components of human beings, viz., emotions, needs, aspirations, expectations, etc., had no place. This realization had given way to various strategies. Primarily they were related to motivation in the context of work. In other words efforts were directed to make the work more interesting, valuable, and meaningful to people so that they were involved in doing the activities beyond a mechanical perspective. For this, one approach was to recognize the emotions and needs of human beings and the other was to change the “content” of activity so that the individual is motivated, willing and looks forward to doing this activity. Both the aspects, i.e. the feelings and the job contents, are interlinked and therefore, organizations some times tinkered with the job contents and sometimes paid attention to human feelings and needs (Kumar 2005).

Samad (2007) expressed that adapting new approach of management to boost up organization performance and high quality of services as well as maintaining high level of motivation is priority to managers. One of the techniques used by organization and that has attracted great interest from scholars and practitioners is employee empowerment.

Gagne et al. (1997) concluded that the dimensions of empowerment differentially affect workers' intrinsic task motivation. Carter (2009) and Lee & Koh (2001) inferred that when employees are involved they are empowered and when they feel empowered they are motivated. Tuuli and Rowlinson (2007) are of the opinion that a key presumption of empowerment theory is that empowered individuals or groups should perform better than those relatively less empowered. There appear to be an implicit assumption of universality of the empowerment-performance relation. Empowerment effects on performance may not be direct, but may operate through motivation, ability and opportunity to perform.

Fashoyin (1997) opined that the workers in competitive economic environment become more important agent in mobilizing all factors of production towards achievement of a competitive advantage and motivation of the workforce to commit itself to work and maintain uninterrupted and effective operations is a very important factor in the promotion of productivity for economic growth.

Diagram 2: Socioeconomic and Human Resource Management View Point



Source- Self-constructed

Discussion and Conclusion

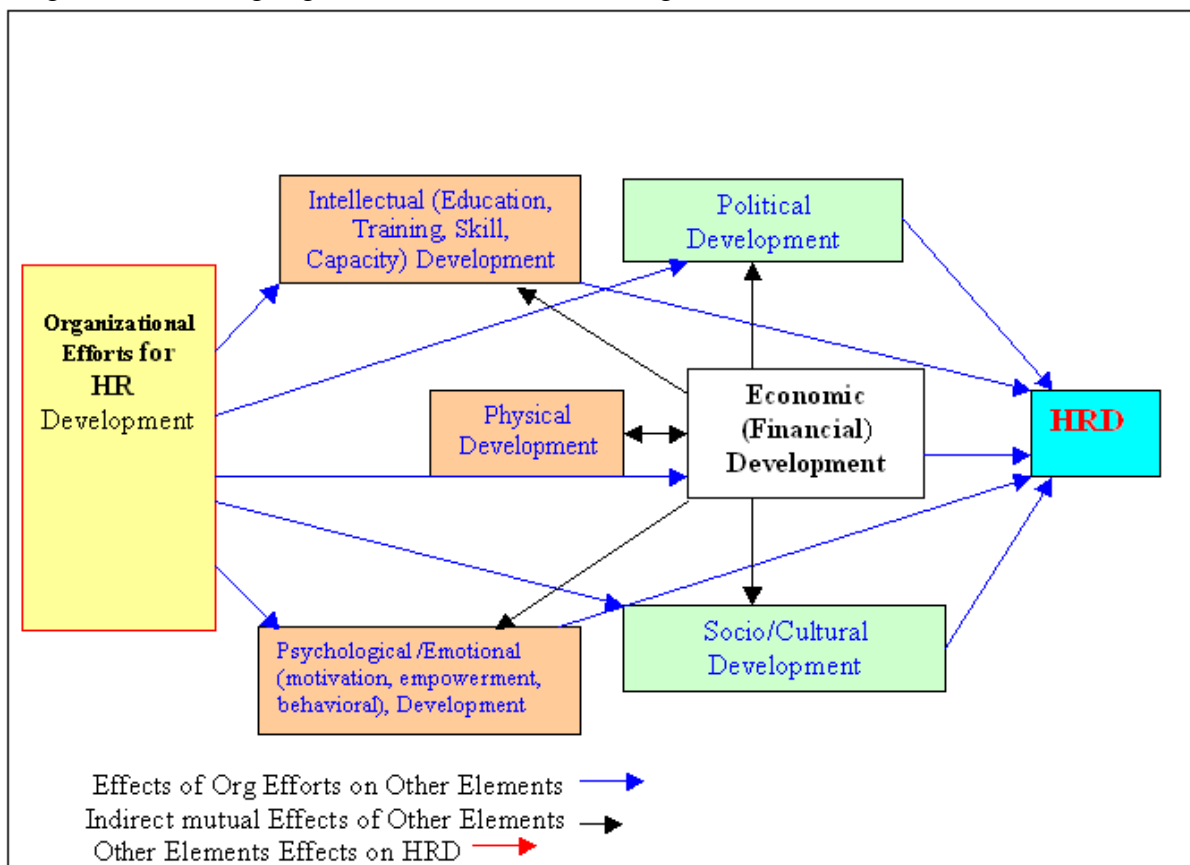
From the above literature it is revealed that HRD has different degrees of concepts in HRM perspective and in Socio-economic perspective (integrated HRD) as defined by Harbison and Myers in 1964 and elaborated by Khan and Khan (2011). Definition of Harbison and Myers is very broad and useable in socio-economic perspective as elaborated in diagram -1 and diagram -2 (Gray, yellow and green area of diagram-1).

It is Concluded that HRD in organizational perspective is focused in narrow sense by its function on learning, education, training and development to the human resources selected and recruited to identify, assure, and help to develop the key competencies that enable individuals to perform current or future jobs with planned individual learning accomplished through training, on-the-job learning, coaching or other means (green area of diagram-1). Later on scope of HRD in organizational perspective has broadened and extended beyond a narrow concentration on training and development to include organizational and systems-level issues that influence the development of broad skill sets including behavioral skills, abilities, and knowledge associated with learning in technical, social, and interpersonal areas and also expanded to include a strong connection to corporate strategy, individual responsibility for learning, extension into team learning, incorporation of career development, an emphasis on internal consultancy, organizational learning and knowledge management and the nurturing of the intellectual capital of an enterprise, so HRD is a process of developing and unleashing expertise for the purpose of improving individual, team, work

process, and organizational system performance. HRD along with education and training also involves activities related to, empowerment, awareness raising, skills enhancement, team building, community mobilization and development, organization development, entrepreneurship development, sensitization and conscientisation, human resources planning and policies (yellow and green area of diagram -1).

It is also revealed from the above literature that HRD from socio-economic perspective is a composite of economic/financial, physical, psychological (emotional, motivational), intellectual (knowledge, training, skill building, attitudinal development), socio-cultural, political and spiritual/ethical development. The Physical (health and freedom from diseases), Psychological (emotional, motivational,), Intellectual (education, training, skill building) development, Socio-cultural, and Political development of HR depend on or act through Economic (financial and resourcefulness) development. Because if person is not financially sound s/he can not purchase good food & medicine, can not get good education & training, can not be happy & satisfied, can not be a respectable member of society (specially in societies where wealth is a status symbol) and cannot be free to exercise political rights of opinion or vote. This is expressed in the form of a HRD model in the diagram -3.

Diagram 3: Showing organizational Effects for Integrated Socio-Economic HRM Model



Source- Self-constructed

Therefore it is concluded that HRD in socio-economic perspective has a broader scope & many aspects, and has attained an integrated status encompassing many dimensions of development like economic, physical, social, political, psychological and intellectual.

So it is elaborated that HRD is to develop competencies of the people and improving their quality of life by providing them better share in the income of country or any

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organization/firm, in the form of better salary and other financial benefits (wages/salaries, bonus, health allowance, education allowance, recreation allowance, etc) boosting their motivation by empowering them, reducing the remuneration gaps between different categories of people, providing them more leisure by reducing working hours, comforting their lives by bettering work places and developing them socio-politically by giving them representation, freedom of expression and satisfying them by providing security of job and removing their fears. Hence the definition of Harbison and Myers, which is broad in perspective, and elaborates HRD in relation to culture, the economy and social and political contexts is very near to integrated concept if two more elements. i.e. physical development and psychological development (with reference to motivation) are also added.

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