



ქართულ-ამერიკული
უნივერსიტეტი

შპს ქართულ-ამერიკული უნივერსიტეტი

Georgian American University, LLC

ბიზნესის სკოლა

Business School

სალომე კეკელიძე

Salome Kekelidze

მენეჯმენტის ფილოსოფია ადამიანური რესურსების
განვითარების პროგრამებში

Management Philosophy in Human Resource Development
Programs

წარდგენილია ბიზნესის ადმინისტრირების დოქტორის აკადემიური ხარისხის
მოსაპოვებლად

Submitted in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Business
Administration

თბილისი, 0160, საქართველო

Tbilisi, 0160, Georgia

2023

Thesis Topic: Management Philosophy in Human Resource Development
Programs

As the author of the submitted work, I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published, accepted for publication or written by another person, or substantial proportions of material that have been accepted for the award of any other degree or diploma, except where due acknowledgement is made in the dissertation.

Salome Kekelidze

Let me express my gratitude towards to my thesis supervisor
Prof. Dina Aslamazishvili and GAU Business Shchool Professors for
professionalism and support.

Table of Contents

ABSTRACT	6
რეზიუმე	11
INTRODUCTION.....	19
PART 1. THEORETICAL BACKGROUND: HRD AND MANAGEMENT	
PHILOSOPHY	29
1.1. Human Resource Development (HRD) Programs	29
1.1.1 HRD Understanding and Place in Human Resource Practices.....	30
1.1.2 HRD and Learning Organization.....	40
1.1.3. HRD Systematic approach to Learning and Development in Organizations	45
1.2. Management Philosophy	65
1.2.1 Management Philosophy Understanding and Application	65
1.2.2 HR Management Philosophy.....	70
1.2.3 Management Philosophy in HRD Programs.....	74
PART 2. RESEARCH AND FINDINGS: MANAGEMENT PHILOSOPHY IN HRD	
PROGRAMS	83
2.1. Target Organizations and Research Design.....	83
2.2. Qualitative Research and Results Analysis.....	84
2.3. Quantitative Research and Analysis of Results.....	86
2.3.1 Data Analysis	86
2.3.2 Data Analysis	87
2.3.3 Results Discussion	91
CONCLUSION.....	95
BIBLIOGRAPHY	101
APPENDICES	109
Appendix 1. Interview Questions.....	109
Appendix 2. Survey Questions (in English)	110
Appendix 3. კვლევის კითხვარი (ქართულად).....	114
Appendix 4. Survey Answers on Open Questions (management philosophy in HRD programs examples).....	119
Appendix 5. Resresearch Descriptive Statistics.....	125

List of Exhibits

Exhibit 1. Human Resources Key Functions	33
Exhibit 2. Conceptual Framework of Development	49
Exhibit 3. Management Philosophy in HRD Programs	81

List of Tables

Table 1: Hypothesis 1 MV (Mission and Vision) score	89
Table 2: Hypothesis 2 VA (Corporate Values) score	89
Table 3: Hypothesis 3 TP (Treating People Approach) score	89
Table 4: Hypothesis 4 LS (Leadership Style) score	90
Table 5: Hypothesis 5 OC (Organizational Culture) score	90

ABSTRACT

Relevance of the Topic

The thesis is dedicated to the field of human resource development programs, which play a crucial role in organizations today. The main focus is at management philosophy, and what role it plays in HR learning and development nowadays. This research defines the methods and instruments in the human resource development programs, and how they should be enhanced in effectiveness with the integrating management philosophy in public sector organizations.

Goals and Objectives of the Thesis

The main dissertation goal is focused to reveal the intensity of management philosophy integration in HRD (human resource development) programs in Georgian public organizations. The following objectives are researched during the working process on the topic:

- to describe human resource development and its importance in organization;
- to define the concept of management philosophy;
- to specify HR development programs, their elements, instruments, approaches;
- to identify ways of Human Resource Development programs realization in organizations;
- to reveal the potential role management philosophy in HR development programs;
- to find management philosophy integration presence or absence in HR development programs in Georgian public organizations.

Research Methodology and Results

The main **research question** is whether management philosophy elements are present and integrated into HRD programs in Georgian public organizations. In practical research there are used qualitative and quantitative research methods. The qualitative research method is an in-depth semi-structured interview. In quantitative research, the survey is used as a research instrument, and hypotheses tests are implemented to test the main research questions.

For the qualitative interview, the target segment participants were managers of the public organizations. Managers who were performing duties of managing human resources. From the answers, it was possible to reveal the real image in nowadays organizations of public sector, related to the HR Development programs. Summed up answers helped to defined the HRD programs categories, most familiar for the target organizations: on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain. Based on these categories and interview answers, I formulated the questions for the survey.

Based on the research objectives and research question, the main hypotheses are the following (for hypotheses testing they are specified and reversed):

1. MV (Mission and Vision) score presence in HRD programs: The specific of the organization is not used in the on-the-job training and off-the-job training activities, in reskilling and upskilling, career planning, career awareness, mentoring systems within the organization.
2. VA score (Corporate Values) presence in HRD programs: Ethical norms, internal manuals and unit charters are not formulated to fully satisfy the ethical requirements of the organization.
3. TP score (Treating People Approach) presence in HRD programs: Individual life issues and behaviors of employees are not taken into consideration during the working process.
4. LS score (Leadership Style) presence in HRD programs: A leader's methods and behaviors have little influence on the process of directing, motivating, and managing the employees.
5. OC score (Organizational Culture) presence in HRD programs: All the company's beliefs, values, and attitudes are not guided by the internal rules of the unit/division.

Each hypothesis is formulated as the following:

$$H_0: \mu \leq \mu_0$$
$$H_1: \mu > \mu_0$$

where μ_0 is taken as a predefined threshold level. The test statistics is computed as

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

for which the rejection rule is to reject H_0 if $t > t_{n-2,\alpha}$ for some significance level α . s denotes the standard deviation and n is the sample size.

Considering the 5 questions for each respondent in the given questionnaire, where the respondent answers each question based on the likert scale from 1 to 7, we compute

$$\bar{x} = \frac{1}{50} \sum_{i=1}^{50} \left[\frac{1}{5} \sum_{j=1}^5 q_j \right]_i$$

where the answers have been collected from 50 respondents in total. μ_0 is taken to be 5. So, the above hypothesis reduces to

$$\begin{aligned} H_0: \mu &\leq 5 \\ H_0: \mu &> 5 \end{aligned}$$

Based on the results received I concluded that all the hypotheses are not rejected. Meaning that the mission and vision, corporate values, treating people approach, leadership style, organizational culture are not integrated in on-the-job training; in reskilling and upskilling; in career planning, career awareness, mentoring systems; activities in most of the companies in strategies within the human resources domain in most of the public organizations in Georgia.

Scientific novelty

The present work is dedicated to a critical subject in nowadays organizations, - human resources development, and management philosophy, which is the aspect not much studied in Georgian organizations, especially in business administration of the public sector organizations.

The dissertation states a challenging goal – to reveal if there is an integration of management philosophy into HR development programs in Georgian public organizations. For this purpose, qualitative and quantitative research are conducted

in Georgian public organizations to explore and define human resource development programs and management philosophy elements; developed the conceptual framework for the human resource development programs and management philosophy potential integration doors; offered some recommendations as the ways of how management philosophy can be integrated in HRD practices.

Dissertation provides important unique results, which can be used as data base for different research, based on the qualitative and quantitative research evidence. The framework and developed survey are open to be used in private organizations in practical management for testing the presence or absence of management philosophy in HRD programs. Moreover, the research offers a novel framework and recommendations of effective management philosophy integration into HRD programs, and presents case examples of integration points, not revealed by any research before.

Structure of the Thesis

Dissertation includes two main parts. First part covers the theoretical background and is composed of the two main chapters.

First chapter reviews theoretical materials connected to the human resource development and management. Theoretical background supports to analyze the theories and ideas which are represented regarding this topic. In the first chapter, there is defined the human resource management practices nowadays. Particular unit provides an understanding of the concept of HRD systems, related mechanisms and the changing boundaries of HRD. In this chapter the HRD concept is explained – more particularly when it was first introduced and by whom. Here we introduce the HRD understanding and place in human resource practices as well and get the information regarding the modern standards and the several separate stages, which are the actions required to achieve the goal and determine the order, systematics, and logic. Overall evaluation of HRD systematic approach to learning and development in organizations.

Chapter two moves forward and specify the details of management philosophy, more particularly the management philosophy understanding and application. What is the classical perspective of management, the classical management theory - Theory X. Human relations perspective, to focus on the human elements of organizations. Human resources perspective – the idea of the happy employee. Systems perspective – collective achievements. Transformational perspective – philosophy of transformational management is flexibility. Also, this chapter concludes the HR management philosophy around management's beliefs and

assumption regarding people, the nature of their behavior at work and needs, values context of their approach to work. This chapter also includes integration model of management philosophy integration potential in HRD programs, and there are highlighted the main elements of management philosophy and the research framework of the presented hypotheses.

The second part describes methodology, practical findings, and research of the management philosophy in HRD programs. There are represented qualitative and quantitative research. Findings, analysis, and discussions of the research for qualitative research are summarized. In particular chapter there are represented conclusions regarding participant's responses to the composed questionnaire. Statistical methods are used to test and evaluate the hypotheses.

Finally, conclusions are accompanied by some recommendations that can be used in business administration and management field in the future.

მენეჯმენტის ფილოსოფია ადამიანური რესურსების განვითარების პროგრამებში

რეზიუმე

ნაშრომი ეძღვნება ადამიანური რესურსების განვითარების პროგრამების სფეროს, რომელიც გადამწყვეტ როლს ასრულებს მენეჯმენტის ფილოსოფიაში. ძირითადი ფოკუსირება ენიჭება მენეჯმენტის ფილოსოფიას და თუ რა როლს ასრულებს იგი დღესდღეობით ადამიანური რესურსების განვითარებაზე. აღნიშნული კვლევა განსაზღვრავს ადამიანური რესურსების განვითარების პროგრამების მეთოდებსა და ინსტრუმენტებს, თუ როგორ უნდა განვითარდეს და გაიზარდოს ეფექტურობა დღევანდელ რეალობაში, საჯარო სექტორის ორგანიზაციებში.

თემის აქტუალობა

ნაშრომში ძირითადი აქცენტი კეთდება მენეჯმენტის ფილოსოფიაზე და რა როლს ასრულებს ის დღესდღეობით HR სწავლისა და განვითარების მიმართულებით. აღნიშნული კვლევა განსაზღვრავს ადამიანური რესურსების განვითარების პროგრამებში არსებულ მეთოდებსა და ინსტრუმენტებს და როგორ უნდა გაიზარდოს მათი ეფექტურობა საჯარო სექტორის ორგანიზაციებში მართვის ფილოსოფიასთან ინტეგრირების გზით.

კვლევის მიზნები

დისერტაციის ძირითადი მიზანია გამოავლინოს მენეჯმენტის ფილოსოფიის ინტეგრაციის ინტენსივობა HRD (ადამიანური რესურსების განვითარება) პროგრამებში საქართველოს საჯარო ორგანიზაციებში. თემაზე მუშაობის პროცესში გამოკვლეულია შემდეგი მიზნები:

- ადამიანური რესურსების განვითარების ანალიზი და აღნიშნულის მნიშვნელობა ორგანიზაციაში
- მენეჯმენტის ფილოსოფიის ცნების განსაზღვრა
- ადამიანური რესურსების განვითარების პროგრამების, მისი შემადგენელი ნაწილების სპეციფიცირება
- ორგანიზაციაში ადამიანური რესურსების განვითარების პროგრამების რეალიზაციის გზების იდენტიფიცირება
- მენეჯმენტის ფილოსოფიის წარმოჩენა ადამიანური რესურსების განვითარების პროგრამებში საქართველოს საჯარო ორგანიზაციებში

კვლევის მეთოდოლოგია და შედეგები

მთავარი საკვლევ კითხვას წარმოადგენს, არის თუ არა მენეჯმენტის ფილოსოფიის ელემენტები და ინტეგრირებულია თუ არა ისინი საქართველოს საჯარო ორგანიზაციების HRD პროგრამებში. პრაქტიკულ კვლევაში გამოყენებულია როგორც თვისებრივი, ასევე რაოდენობრივი კვლევის მეთოდები. თვისებრივი კვლევის მეთოდი არის სიღრმისეული ნახევრად სტრუქტურირებული ინტერვიუ. რაოდენობრივ კვლევაში გამოკითხვა კვლევის ინსტრუმენტია და ჰიპოთეზების ტესტირება ხდება.

თვისებრივი ინტერვიუსთვის, ჩემი სამიზნე სეგმენტის მონაწილეები იყვნენ საჯარო ორგანიზაციების მენეჯერები. მენეჯერები, რომლებიც ასრულებდნენ ადამიანური რესურსების მენეჯმენტის მოვალეობებს. პასუხებიდან მივიღე დღევანდელი რეალური სურათი საჯარო სექტორის ორგანიზაციებში, რომლებიც დაკავშირებულია HR განვითარების პროგრამებთან. შევაჯამე პასუხები და განვსაზღვრე HRD პროგრამების კატეგორიები, რომლებიც მჭიდროდ უკავშირდება მიზნობრივ ორგანიზაციებს: სამსახურში სასწავლო აქტივობები; სამუშაოს გარეთ სასწავლო აქტივობები; ხელახალი კვალიფიკაცია და კვალიფიკაციის ამაღლება; კარიერის დაგეგმვა, კარიერის ინფორმირებულობა, მენტორული სისტემები, მენეჯერების კარიერულ მრჩევლებად გამოყენება; სტრატეგიები

ადამიანური რესურსების სფეროში. კატეგორიებიდან და ინტერვიუს პასუხებიდან გამომდინარე ჩამოვყალიბე კვლევის კითხვარი.

კვლევის მიზნებიდან და კვლევის კითხვარიდან გამომდინარე, ძირითადი ჰიპოთეზებია (ჰიპოთეზების შესამოწმებლად, ისინი დაკონკრეტებულია და შებრუნებულია):

1. მისია და ხედვა MV ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა): ორგანიზაციის სპეციფიკა არ გამოიყენება სამსახურში ტრენინგის დროს და სამუშაოს გარეშე ტრენინგისას, კვალიფიკაციის ამაღლებისა და კვალიფიკაციის ამაღლების პროგრამებში, კარიერის დაგეგმვისა და სწავლების პროგრამებში, ორგანიზაციის სწავლების სისტემაში.
2. კორპორატიული ღირებულებები VA ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა): ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება არ არის ჩამოყალიბებული ორგანიზაციის ეთიკური მოთხოვნების სრულად დასაკმაყოფილებლად.
3. ადამიანებთან მოპყრობა TP ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა): ინდივიდუალური ცხოვრებისეული საკითხები არ არის გათვალისწინებული სამუშაო პროცესში.
4. ხელმძღვანელობის სტილი LS ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა): ლიდერის მეთოდებს და ქცევებს მცირე გავლენა აქვთ თანამშრომლების ხელმძღვანელობის, მოტივაციისა და მართვის პროცესზე.
5. ორგანიზაციული კულტურა OC ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა): კომპანიის რწმენა, ღირებულებები და დამოკიდებულებები არ ხელმძღვანელობენ დანაყოფის/განყოფილების შიდა წესებით.

თითოეული ჰიპოთეზა ჩამოყალიბებულია შემდეგნაირად:

$$H_0: \mu \leq \mu_0$$

$$H_1: \mu > \mu_0$$

სადაც μ_0 აღებულია როგორც რესპონდენტების პასუხების წინასწარ განსაზღვრული საშუალო მნიშვნელობა, რომელსაც დარდება პოპულაციის საშუალო μ . სატესტო სტატისტიკა გამოითვლება შემდეგნაირად

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

სადაც ნულოვანი H_0 ჰიპოთეზა უარყოფილია თუ $t > t_{n-2, \alpha}$ წინასწარ განსაზღვრული მნიშვნელოვნობის დონით α . s აღნიშნავს შერჩევის სტანდარტულ გადახრას, ხოლო n არის შერჩევის ზომა.

თითოეულმა რესპონდენტმა კითხვარის 5 შეკითხვას უპასუხა, სადაც პასუხები მოცემულია შკალაზე 1-დან 7-მდე. შერჩევის საშუალო მნიშვნელობა (ქულა) გამოითვლება შემდეგი ფორმულით

$$\bar{x} = \frac{1}{50} \sum_{i=1}^{50} \left[\frac{1}{5} \sum_{j=1}^5 q_j \right]_i$$

სადაც q_j აღნიშნავს i -ური რესპონდენტის პასუხს j შეკითხვაზე. აღებულია $\mu_0 = 5$. შესაბამისად, ზემოთ მოყვანილი ჰიპოთეზა დაიყვანება შემდეგ ფორმამდე

$$H_0: \mu \leq 5$$

$$H_1: \mu > 5$$

მიღებული შედეგების საფუძველზე დავასკვნენი, რომ მისია და ხედვა, კორპორატიული ღირებულებები, ადამიანებისადმი მიდგომა, ლიდერობის სტილი, ორგანიზაციული კულტურა; სამსახურში სასწავლო აქტივობები; სამუშაოს გარეთ სასწავლო აქტივობები; ხელახალი კვალიფიკაცია და კვალიფიკაციის ამაღლება; კარიერის დაგეგმვა, კარიერის ინფორმირებულობა, მენტორული სისტემები, მენეჯერების კარიერულ მრჩევლებად გამოყენება; სტრატეგიები ადამიანური რესურსების სფეროში საქართველოს საჯარო ორგანიზაციების უმრავლესობაში არ არის ინტეგრირებული.

სამეცნიერო სიახლე

წინამდებარე ნაშრომი ეძღვნება დღევანდელ ორგანიზაციებში კრიტიკულ საკითხს - ადამიანური რესურსების განვითარებას და მენეჯმენტის ფილოსოფიას, რომელიც ნაკლებად არის შესწავლილი ქართულ ორგანიზაციებში, განსაკუთრებით საჯარო სექტორის ორგანიზაციებში.

დისერტაციაში წარმოჩენილია რთული გამოწვევა - იმის გამოვლენა, არის თუ არა მენეჯმენტის ფილოსოფიის ინტეგრაცია HR განვითარების პროგრამებში საქართველოს საჯარო ორგანიზაციებში. ამ მიზნით, საქართველოს საჯარო ორგანიზაციებში თვისებრივი და რაოდენობრივი კვლევები ჩატარდა ადამიანური რესურსების განვითარების პროგრამებისა და მენეჯმენტის ფილოსოფიის ელემენტების შესწავლისა და განსაზღვრის მიზნით; შემუშავდა კონცეპტუალური ჩარჩო ადამიანური რესურსების განვითარების პროგრამებისა და მენეჯმენტის ფილოსოფიის პოტენციური ინტეგრაციისთვის; შემოთავაზებულ იქნა რამდენიმე რეკომენდაცია, როგორც მენეჯმენტის ფილოსოფიის ინტეგრირება HRD პრაქტიკაში. დისერტაცია იძლევა მნიშვნელოვან უნიკალურ შედეგებს, რომლებიც შეიძლება გამოყენებულ იქნას როგორც მონაცემთა ბაზა სხვადასხვა

კვლევისთვის, თვისებრივი და რაოდენობრივი კვლევის მტკიცებულებებზე დაყრდნობით. ჩარჩო და შემუშავებული კვლევა ღიაა გამოსაყენებლად კერძო ორგანიზაციებში პრაქტიკულ მენეჯმენტში მართვის ფილოსოფიის არსებობის ან არარსებობის შესამოწმებლად HRD პროგრამებში. უფრო მეტიც, კვლევა გვთავაზობს ახალ ჩარჩოს და რეკომენდაციებს ეფექტური მენეჯმენტის ფილოსოფიის ინტეგრაციისთვის HRD პროგრამებში და წარმოადგენს ინტეგრაციის პუნქტების შემთხვევის მაგალითებს, რომლებიც მანამდე არ გამოვლენილა არცერთ კვლევაში.

ნაშრომის სტრუქტურა

დისერტაცია შედგება ორი ძირითადი ნაწილისგან. პირველი ნაწილი მოიცავს თეორიულ მასალას, რომელიც ორი ძირითადი თავისგან შედგება.

პირველი თავი განიხილავს და მიმოიხილავს ადამიანური რესურსების განვითარებასა და მართვასთან დაკავშირებულ თეორიულ მასალებს. თეორიულ მასალაზე დაფუძნებული კვლევა ხელს უწყობს აღნიშნულ თემაზე არსებული იდეების, თეორიებისა და სამეცნიერო ნაშრომების ანალიზს. პირველ თავში განსაზღვრულია ადამიანური რესურსების მართვის პრაქტიკა დღესდღეობით. კონკრეტული ნაწილი უზრუნველყოფს ადამიანური რესურსების განვითარების სისტემების, მასთან დაკავშირებული მექანიზმებისა და ადამიანური რესურსების განვითარების ცვალებადი საზღვრების გაგებას. აღნიშნულ თავში დეტალურად არის აღწერილი ადამიანური რესურსების განვითარების კონცეფცია, როდის და ვის მიერ იყო დანერგილი თადაპირველად. ასევე ვაცნობთ ადამიანური რესურსების განვითარების ცნებას, თუ რა ადგილი უკავია ადამიანური რესურსების პრაქტიკაში და ვიღებთ ინფორმაციას თანამედროვე სტანდარტებისა და რამდენიმე ცალკეული ეტაპის შესახებ, რაც მიზნის მისაღწევად, წესრიგის, სისტემატიურობისა და ლოგიკის განსაზღვრისთვის

აუცილებელი ქმედებებია. ადამიანური რესურსების განვითარების სისტემატიური მიდგომის საერთო შეფასება ორგანიზაციებში სწავლისა და განვითარებისთვის.

მეორე თავი დეტალურად აღწერს მენეჯმენტის ფილოსოფიის დეტალებს, უფრო ზუსტად, მენეჯმენტის ფილოსოფიის გაგებასა და გამოყენებას. რა არის მენეჯმენტის კლასიკური პერსპექტივა - თეორია X, კლასიკური მენეჯმენტის თეორიის მაგალითი. ადამიანური ურთიერთობების პერსპექტივა, ორგანიზაციის ადამიანურ ელემენტებზე ფოკუსირებისთვის. ადამიანური რესურსების პერსპექტივა - ბედნიერი თანამშრომლების ცნება. სისტემური პერსპექტივა - კოლექტიური მიღწევები. ტრანსფორაციული პერსპექტივა - ტრანსფორმაციული მენეჯმენტის ფილოსოფია არის მოქნილობა. აღნიშნული თავი ასევე ასრულებს ადამიანური რესურსების მენეჯმენტის ფილოსოფიას მენეჯმენტის რწმენისა და ვარაუდის გარშემო ადამიანებთან მიმართებაში, მათი სამსახურეობრივი ქცევის ბუნებისა და საჭიროებების შესახებ, მათი სამსახურეობრივი მიდგომის ღირებულებითი კონტექსტის ფარგლებში. ამასთან, მოიცავს მენეჯმენტის ფილოსოფიას ადამიანური რესურსების განვითარების პროგრამებში, აღნიშნავს მენეჯმენტის ფილოსოფიის მთავარ ელემენტებს და წარმოადგენს ჰიპოთეზების კვლევით სტრუქტურას.

მეორე თავი წარმოადგენს მენეჯმენტის ფილოსოფიის მეთოდოლოგიას, კვლევასა და პრაქტიკულ მიგნებებს ადამიანური რესურსების განვითარების პროგრამებში. აღწერს თვისებრივი და რაოდენობრივი შესწავლის კვლევასა და მეთოდოლოგიას. თავდაპირველად, მოცემულია სამეცნიერო არგუმენტები ორივე მეთოდის, მათი კვლევაში გამოყენების განხილვის მიზნით. აღწერილია ორივე მეთოდი დაწვრილებით. საბოლოოდ, წარმოდგენილია რაოდენობრივი კვლევა. შემდგომ, არის შედეგების შეჯამების, ანალიზისა და თვისებრივი და რაოდენობრივი კვლევის განხილვის პროცესი. ჰიპოთეზის შესამოწმებლად გამოყენებული

სტატისტიკური მეთოდები დეტალურად არის აღწერილი შესაფერისი დისკუსიების მიხედვით.

ბოლოს, დასკვნაზე დაყრდნობით შემუშავდა რამდენიმე რეკომენდაცია, რომელიც მომავალში შეიძლება გამოყენებულ იქნას ბიზნესის ადმინისტრირებისა და მართვის სფეროში.

Introduction

The human role in production has dramatically changed, because of the modern scientific and technical revolution. It became a decisive factor in the latter. Strategic thinking skills must be possessed by today's workers. Have extensive erudition and high culture. In accordance with this, there is a need for stable personnel development. Which means make certain measuring to disclose the individual potential of the employees.

Such events can be individual as well as group and can be held at the workplace or outside the work environment. It should be focused on developing general and specific knowledge. It is very important to create conditions where all people will have an equal opportunity to receive general and professional knowledge and receive remuneration and promotion (Paichadze, 2017).

Personnel development can be - a systematic and continuous process of personnel development. We must follow the whole process logically, step by step if we want to maintain the level of motivation. When there is a need to encourage self-development and train personnel, in order to reach their full potential to evaluate employees. Following questions: why people work? what can be done to make them work more efficiently? and how to make this process more systematic? - has been the main debate subject since the beginning of management thought.

Human resource development has two well-defined aspects. First, the implementation of a development program in order to ensure healthy, viable leadership for the organization, is the major objective of human resources. For which it is necessary to implement training programs for development, so it is necessary implementing the training programs for development. Everyone needs to work together to define and implement the curriculum, create a culture of opportunity. HR can lead to the creation of a culture that encourages people to progress through the organization, which means motivating and encouraging the staff. Give them promotional opportunities, as well as some incentives as

competitive financial packages, or schemes to reward achievement. Essential rewards should be supported by development employee-oriented ethos that growth mindset and encourages distinct career development paths for the employees. Moral building and collaborative as well as independent initiatives are promoted by proactive communication and empathetic leadership style. With the rise of remote work, the importance of teamwork increases. Talent development is enabled by this culture, which eventually serves the needs of leadership to the organization. The human part essentially is emotional intelligence. The way you treat your own self is as significant as the way you treat other people.

Goals and Objectives

The objectives of the dissertation research are focused to reveal management philosophy integration in HRD (human resource development) programs in Georgian public organization. The following objectives are to be researched during the working process on the topic:

- to describe human resource development and its importance in organization;
- to define the concept of management philosophy;
- to specify HR development programs, their parts, elements, instruments, approaches;
- to identify ways of Human Resource Development programs design, development and implementation in organizations;
- to find management philosophy integration presence or absence in HR development programs in Georgian public organizations.

The main **research question** is whether management philosophy elements are present and integrated into HRD programs in Georgian public organizations.

Based on the research objectives and research question, the main **hypotheses** are (for hypotheses testing they are specified and reversed):

1. MV (Mission and Vision) score presence in HRD programs

The specific of the organization is not used in the on-the-job training and off-the-job training activities, in reskilling and upskilling, career planning, career awareness, mentoring systems within the organization.

2. VA score (Corporate Values) presence in HRD programs

Ethical norms, internal manuals and unit charters are not formulated to fully satisfy the ethical requirements of the organization.

3. TP score (Treating People Approach) presence in HRD programs

Individual life issues and behaviors of employees are not taken into consideration during the working process.

4. LS score (Leadership Style) presence in HRD programs

A leader's methods and behaviors have little influence on the process of directing, motivating, and managing the employees.

5. OC score (Organizational Culture) presence in HRD programs

All the company's beliefs, values, and attitudes are not guided by the internal rules of the unit/division.

Literature Review

HR philosophy is built around management's beliefs and assumption about people, the nature of their behavior at work and needs, values context of their approach to work (Ramaraju, 2019). Beliefs and assumptions constituting mental models guide managers how to treat people and how to integrate them in organizational life, aligning goals with them and offering ways of enhancing organizational performance along with well-being. HR management philosophy in managerial

practice very often is a foundation of formulating recruitment and selection policies.

There are the following three approaches regarding the treating people: humanistic, machine, and commodity approach. Human resource philosophy should consider all these endowments of human beings more specifically; Human resource philosophy is based on the following beliefs:

1. Human beings represent the most significant assets within the organization;
2. Human beings can be developed to a great extent as they have creative energy which is utilized only partially;
3. Human beings feel committed to their work in the organization if they develop belongingness with it;
4. Human beings are likely to develop a feeling of belongingness if the organization takes care of them and their need satisfaction;
5. Human beings contribute to the maximum if they get an opportunity to discover their full potential and to use it;
6. It is the organization's responsibility to create a healthy, motivating working climate with the help of collaboration, mutuality, trust and loyalty, enthusiasm.

The following 3 basic components of human resource development: organizational development, career development known as professional and individual development same as personal development. All these above-mentioned have one focus that express the improvement of individual performance and logically it is the heart of the human resource development program (Bing J. W., 2003).

Individual development - covers improved organizational behaviors, new skills, and knowledge related to the current job (training). The learning process consists

of general/formal programs, however, oftentimes it is achieved by the informal, on-the-job training activities.

Career development – provides the necessary analyses that help to identify the values, interests, assignments needed, and activities of individuals. It is the key role to develop skills for the future jobs' development. Career development covers both organizational and individual activities. Job mentoring, posting, providing career development seminars and workshops, human resource planning, career planning and performance appraisal are part of organizational activities. Utilizing career planning centers, career awareness, and career planning are part of the individual activities.

Organizational development – develops creative, innovative, and new organizational solutions. It supports to solve the different problems regarding performance. On the other hand, organization should be more functional and have more close connection and relationship within the following elements: structure, strategies, processes, and culture (Makharadze N. , 2009). The definite goal regarding the organizational development is to make and create self-renewing capacity of the organization. It gives the ability to define and discover problems, strengths, and weaknesses. Provide right improvement of necessary resources. Finally, an organization will have the ability to regenerate repeatedly itself in different ways in various new and challenging ways and circumstances (Eggland, 1993).

The human resource management philosophy implies a philosophical understanding of its (human resource management) essence, origins, and connection to other sciences. Management philosophy examines the human resource management process from a logical, psychological, sociological, economic, organizational, and ethical point of view (Vigoda, The relationship between organizational politics, job, attitudes, and work outcomes: Exploration and implications for the public sector, 2000).

The philosophy of the organization's human resource management is manifested in the ability of employees to work in the organization to meet their personal needs. Successful completion of this task is possible only in the presence of normal working conditions in all individual organizations and labor relations.

The philosophy of human resource management is not only to ensure the hiring of employees of the organization but also to fully meet the needs of employees. This is the task of the human resource management system in a philosophical sense. Human resource management philosophy is the foundation of an organization's philosophy and an integral part of it (Toria, 2014).

In some approaches, Human Resource Management is dissociated with Human Capital Management (Becker, 2005), (Kearns, 2019), (Nalbantian, Guzzo, Kieffer, & Doherty, 2004). A significant focus is made on creating value with and through people and development as anything translated into value. Human Resource Management is present more in perspective of treating human resources as costs and Human Capital Management is more about treating human resources as assets (Armstrong M. , 2006).

Human Capital Management is directed more at the management philosophy integration, as it is transforming the whole HR perspective from the unitarist exploitation of some basic instruments and mechanics into the alive and more organic process of dealing with employees as partners, expanding relationship and collaboration space in the workplace.

Organization's philosophy implies the interdependence of the personnel, the set of internal organizational principles, moral and administrative rules, and the system of values and views perceived by all personnel and subordinated to the organization's global goals.

Adherence to this philosophy ensures success in personnel interaction and the effective development of the organization. Its violation, on the other hand, leads to

conflicts between the administration and the employees, reducing the efficiency and image of the organization. This can even lead to bankruptcy.

The philosophy of the organization same as the philosophy of human resource management, is based on the following: the Constitution of the country, the Civil Code, the Declaration of Human Rights, religious teachings (Bible, Quran, etc.), The experiences of the best organizations, the personnel strategy of the country and the organization, and in many other cases it is essential to take into consideration the national composition, type of production, well-being level of the organization employees, cultural level of the personnel, etc. (Iashvili, 2020).

The content of labor activities also changes. The importance of physical manipulation habits of tools and objects is falling, and the importance of conceptual habits is increasing (Bretz, 1994). Here we mean the ability presented in a unified system of complex processes, the ability to work with computers, knowledge of statistical data, etc. Importance is attached to attention and responsibility, communication with people, oral and written communications, etc. (Taylor P. , 2009).

Modern production requires such features from workers as high professional skills, ability to make independent decisions, habits of collective interaction, responsibility for the quality of work and products produced, knowledge of equipment and production organization, creative habits, etc. One of the main distinguishing features of modern production is its strong dependence on the quality of work and its use. Currently, personnel management is of great importance as a factor in increasing the competitiveness and long-term development of the organization.

Research methodology

In practical research there is used as qualitative as well as quantitative research methods. The qualitative research method is an in-depth semi-structured

interview. In quantitative research, survey is selected as the research instrument. The hypotheses are tested to answer the main research questions. Qualitative and quantitative research methods are used to achieve the stated goal and fulfill the research objectives.

The research objectives as to specify HR development programs, their parts, elements, instruments, approaches; and to identify ways of human resource development programs design, development, and implementation in organizations, are explored with the help of the qualitative research.

The main objective of the quantitative research is to reveal management philosophy presence or absence in HR development programs in Georgian public organizations.

Theoretical and Practical Importance of the Research

In theoretical part was conducted with the literature review for this research. After the literature review the framework was formulated. The following research is a combination of qualitative and quantitative research. These methods were the main tools to support and find out the results.

The main goal is to find out the Georgian business environment reality in public sector regarding the HR development programs. It was required to conduct interviews based on the questionnaire and involve the people who are related in the process of managing people. Find out the existence of HRD programs in public organizations and in case of existence, how the HR development programs are designed and implemented.

Find out the instruments, tools, and strategies that have been used within the organizations. What are the practical implementation issues in HR development programs nowadays in Georgian public sector?

I have got the results after conducting the survey and it helped to create overall image of nowadays situation in Georgian companies regarding the HRD programs and management philosophy. In its turn it helped me to analyze these results in the light of the research question, to highlight the forecasted low intensity score of management philosophy element integration into HRD programs and formulate the relevant recommendations.

Defined the HRD programs categories, most familiar for the target organizations: on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain. To check the presence or absence of management philosophy integration into HRD programs in Georgian public sector organizations.

Scientific novelty

The present work is dedicated to a critical subject in nowadays organizations, - human resources development, and management philosophy, which is the aspect not much studied in Georgian organizations, especially in business administration of the public sector organizations.

The dissertation states a challenging goal – to reveal if there is an integration of management philosophy into HR development programs in Georgian public organizations. For this purpose, qualitative and quantitative research are conducted in Georgian public organizations to explore and define human resource development programs and management philosophy elements; developed the conceptual framework for the human resource development programs and management philosophy potential integration doors; offered some recommendations as the ways of how management philosophy can be integrated in HRD practices.

Dissertation provides important unique results, which can be used as data base for different research, based on the qualitative and quantitative research evidence. The framework and developed survey are open to be used in private organizations in practical management for testing the presence or absence of management philosophy in HRD programs. Moreover, the research offers a novel framework and recommendations of effective management philosophy integration into HRD programs, and presents case examples of integration points, not revealed by any research before.

Research Limitations

Research has been done in Georgian organizations in the Georgian public sector and the size of the conducted study that has been used is sufficient, however it can be expanded. To clarify my opinion, in the future it will be challenging to make comparison with Georgian private sector as well.

As a first limitation we can discuss the above-mentioned study, that was limited to the participants – managers in the human resource field. So, it limits the size of the data that has been collected.

As a second limitation, we can highlight the instrumentation of the study. The lack of an open-ended question. The instrument that was used in the above-mentioned study was represented with the closed/scale question.

As a third limitation, we can define the time. Participants may not understand the questions of the survey well. So, the researchers will give the necessary time to the participants to collect the required data information.

As a next limitation is the methodology. The survey design that has been used represents the limitations – the probability is high that all the necessary data won't be collected. To minimize the above-mentioned limitation, the researchers will start collecting as much data as it is possible to get the best possible results regarding the particular study.

Part 1. Theoretical Background: HRD and Management Philosophy

1.1. Human Resource Development (HRD) Programs

Human Resource Development (next used in acronym HRD) a Human Resource Management's integral part and nowadays it has important place in managerial practices. Development of human resources is significantly important for every organization. Unlike other resources, HR is the most dynamic and growth-oriented resource within the organization. The potential can be used by creating a climate that can continuously identify the capabilities of people. The Human resource development system aims to create such a climate. Several human resource development techniques have been developed in recent years to perform the above-mentioned task that are based on certain principles. Particular unit provides a concept understanding of human resource development system that is related to the mechanisms and the changes the boundaries of the human resource development. (McGuire, 2021) (Sadler-Smith, 2021).

HRD concept was first introduced by Leonard Nadler in 1969 at a conference in the US. He defined HRD - as those learning experiences which are organized, for a specific time, and designed to bring about the possibility of behavioral change. HRD (Human Resource Development) has been defined by various scholars. For example, in the words of Prof. T.V. Rao (Rao, 2015), HRD is a process by which the employees of an organisation are helped in a continuous and planned way to acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; develop their general capabilities as individual and discover and exploit their own inner potential for their own and /or organisational development purposes; develop an organisational culture in which superior-subordinate relationship, team work and collaboration

among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.

Human Resource Development (HRD) is the implemented framework within the organization to help employees develop as their personal, as well the organizational and increase their level of knowledge and abilities. Human Resource Development covers essential opportunities such as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification. Developing all the above-mentioned directions of the workforce will lead the organization to successful results.

1.1.1 HRD Understanding and Place in Human Resource Practices

HRD is defined by Armstrong as integration of learning, development, and training opportunities. The purpose is organization results anchored, - to improve performance on individual, group, and organizational levels. Moreover, Armstrong underlines that HRD is a business-led approach framework in developing people (Armstrong M. , 2006). HRD in organizations assists in building a system for employees' cultivation, including skills and knowledge for growing in the workplace.

People who try to work to achieve the main strategic goal of the organization individually or in groups are described as human resources. Nevertheless, unity is not just a simple word of summary, it has more deep explanation and understanding. Every individual comes to the organization with the particular baggage – their professional background, knowledge, individual goals, personal qualities, aspirations, interests, etc. Consequently, while talking and discussing the human resources, the above-mentioned baggage is the priceless asset that are bring

from every employee to the workplace (Armstrong M. , Management of Human Resources, 2002).

According to modern standards, management process is generally divided into several separate stages, which are the actions required to achieve the goal and determine the order, systematics, and logic. The components of the management process are the following:

- Planning - setting a goal and determining the direction of necessary actions to achieve the desired results.
- Organizing - Create the organization or organizational group needed to achieve the goals and select the personnel.
- Leading - creating the atmosphere needed for personnel to work as a team.
- Controlling - evaluate and analyze the work performed, i.e., compare the results with the planned goals and take corrective action if necessary.

Human Resource Management in some way has the same functions, with some variations. The main HR functions are the following (see Exhibit 1).

Human resource planning – it is the first and basic HR function that defines the future needs of the organization. What kind of resources does the organization need and what is the quantity? Defining the above-mentioned information will support recruitment, selection, performance management, learning and development and all the other functions related to human resource development. Human resources planning is like workforce planning. Both highlights where is the organization today and what are necessary for the future success (Dowing P.J., 2008).

HR recruitment and selection involves attracting employees to the workplace for the particular organization and selecting and making the best choices regarding the

candidates. Being an attractive employer is significant and it has a lot of advantages. With a strong leader and the right sourcing strategies, we are very close to successful results. Selection process is the HR instrument that helps to choose the qualified and highest potential candidates, that covers the following stages: application, screening and pre-selection, interview, assessment, references and background check, decision, job offer and contract.

Performance management covers maintaining and improving job performance. There are a lot of different assessment tools such as coaching, counseling, providing continuous feedback process, which improves the job performance (Leck, 1992).

Learning and development is the opportunity for employees to learn new skills and improve their qualifications, deepen experience. It helps to improve productivity and enhance job performance.

Career planning is the process that involves setting the desired career plan with assessing the capabilities and skills. The most important resource in the above-mentioned process is time investment. Up skilling, various trainings and related activities which leads career development. HRD is the main part in the career development process.

Employee participation and communication – employees' involvement is essential to the organization. Participation is the same as employee empowerment, where staff feel their power and importance within the organization (Vandenberghe, 2000). They feel that their contribution is meaningful for the organization. Collective action and teamwork are the key part in the organization, so strong and open communication is the weapon which leads the particular team to become stronger, powerful and more productive as well. Working with a common goal is the most significant aim, that every employee must understand clearly.

Employee well-being is related to work life, that includes itself the employee's job, relationships with their colleagues. Organizational culture and work culture is very

significant, it has a crucial impact on an employee’s mental and physical health. If we want to get their long-term success, happiness, and motivation (Lawler, 2006). Nowadays, we oftentimes hear the term work-life balance. We must have proper work-life balance and organizational culture is the key part that has the huge impact on it. Social wellness, emotional wellness, environmental wellness, financial wellness, physical wellness – all the above-mentioned are the key factors to the happiness (Smith, 1983).

Exhibit 1. Human Resources Key Functions



Source: (Vulpen, 2022)

Human resources are an important part of the country's economic potential and play a crucial role in economic development, in the use of scientific and technical

achievements, and generally, in the life of the whole society. The efficient use of human resources has acquired special importance in the market economy. In the post-industrial world, the human factor has become a central thing regarding both the individual company and the socio-economic development of the country. Today, the personal (human) factor is a strategic resource that determines the future of the organization. Each employee possesses special skills, intellect, creativity, and self-development skills. The combination of persons with individual characteristics creates human resources for the organization.

In small and medium-sized companies, the promotion of the employees (with professional qualifications) and junior staff or executives is the highest priority. In particular, the top management plays a key role in the selection, recruiting, training and appointment of executives. They often take sole responsibility for promotion and development. This especially applies to their deputies. Even in large companies, top management increasingly cares about qualified junior executives. In doing so, they pay special attention to the employees with the high potential. For example, individual members of the board of directors and management participate in assessment centers (AC) as observers or conduct selective interviews with the first-choice applicants. However, primarily they look after qualified candidates during the induction and development phase. They receive sponsorships that accompany the development process of individuals (mentoring) and even allow candidates to observe or participate in decision-making processes. Promotion of young talent by top management benefits everyone involved: Junior staff receive valuable advice and learn management processes (Paitchadze N. , 2018).

In modern society, the special approach regarding the human resources is conditioned by the following, number of circumstances:

- The process of the implementation of new technologies has fundamentally changed the content of labor – the machine works, people think – as it said.

- The competition has intensified not only at the level of organizations and individual countries, but also on a global scale, that led to an increase in the requirements for the quality of the workforce;
- The activities analysis of the leading companies confirms that the successful economic process is significantly determined by human resources;
- The educational and cultural level of the population was raised;
- The level of democratization regarding the socio-economic life of the society has increased (Robbins, 2019).

The importance of the personal (human) factor in the functioning of the organization, the management theory approach regarding the role of the man was changing. The importance of the personal (human) factor in the organizations' functioning is crucial and the approach of management theory to the role of man changed (Cummings, 2014).

The human resource management theory has been developing alongside other management schools; therefore, the original organization management and management of personnel (human resource management) did not differ from each other. However, the main problems of management science were related to human resource management.

At the present stage, there are three classifications of human resource management: Classical theories, theories of human relations, and theories of human resources. Here we must consider the main postulates of these theories:

According to classical theories, hard work does not bring satisfaction to most. The only motivation that motivates them to do this or that work is to get the salary. The most important thing for an employee is to receive a salary in exchange for a job, for one it is less important what s/he does. There are very few individuals who have the desire and potential to do a job that requires a creative approach, independence, initiative, and self-control. In such a case, the main task of the head

of the organization is to exercise strict control and supervision over the employees, develop simple labor procedures and put them into practice, and break down the production task into easy-to-master simple and repetitive operations (Chatman, 1989); Employees will adapt to such working conditions if they have an adequate salary and a sense of fairness on the part of the manager. If the production tasks are sufficiently simplified and the workers are also under strict control, they will be able to comply with the fixed production norms under the appropriate compensation conditions (Gurtskaia, 2017).

The theory of human relations, in contrast to the classical theories, argues that workers experience satisfaction not only in compensation but by their own labor they strive to be useful, integrated, and recognized as individuals. Above mentioned needs represent more importance than compensation in cash. The main task of the manager is to act in a way that the loyal employee feels useful and needed for the organization. The manager should ensure that subordinates are informed about the organization's plans and results achieved, give some independence in performing routine operations, and be able to exercise self-control. The constant exchange of information between management and employees facilitates their relationship - on the one hand, increases the sense of self-importance and on the other hand, decreases dissatisfaction with managers.

The human resources theory, which is the most modern theory, proves that for most individuals work brings them satisfaction. They try to contribute to the achievement of the goals of the organization, in the development of which they participate. On top of that, most individuals can work independently and creatively, with self-control and a sense of responsibility. In this case, the main task of the supervisor is to ensure the efficient use of human resources (Worley, 2003). To create a favorable environment where each worker will be able to work independently, with self-control and maximum productivity. Working in such an environment increases both the efficiency of production as well as the degree of job satisfaction and the efficiency of the use of human resources (Shanidze, 2019).

Human resources are the most critical resource that significantly determines the effectiveness of any organization. It is not easy to coordinate and direct the efforts of many people to achieve a common goal. To achieve this goal effectively, a thorough knowledge of the basic principles of management and personnel management (human resource management) is essential. The development of economy, society, and technologies (Beridze, 2009) is closely related to the personnel management development. An individual is not considered as a position, nor an element of the organizations's management structure. It is a non-renewable resource – a part of the social organization that covers the three main following issues: social relations, labor functions, and employee status (Gventsadze, 2008).

People are an important resource, they determine the future strategy of the company, and the strategies themselves are implemented by people. The success or failure of the chosen strategy depends not only on the decisions made in the past but also on how these decisions are being implemented by the people currently working in the organization. That is why it is important for the company's activities who, how, and why to perform what is necessary for the implementation of this or that strategy. People participate in creating additional value in running a company, but they can also create big material losses to the company by making mistakes. The skills, knowledge, and experience of groups in the context of individuals and relationships, also knowledge of the relationship between them is an important stage in the development of company strategies. As known, the main task of management is to ensure maximum efficiency in the production of services and goods. It is impossible to accomplish this task without developing an optimal human resource planning and development strategy. To make the essence of human resource management more visible, imagine a new organization or a new department being formed. Immediately there will be lots of questions that need to be answered. For example:

- What are the general goals of the new organization or department?
- How should its structure be to achieve these goals?

- How many positions will we have for personnel and what will be the essence of these positions?
- What personal traits and skills are required to perform a job effectively?
- How many employees should we hire?
- What factors should we consider (personal, social, technical) for hiring personnel?
- How should their training be conducted and what criteria should we use to determine how well they have done the job?
- How should we plan the work, work environment to protect personnel from occupational stress and achieve the goals of the organization? (Bakhia M., 2010)

The main goal of Human Resource management is to establish the conditions that determine the effectiveness of the activities of employees working in the organization. Strategically, this direction covers matching employee skills and motivations with job requirements and rewards (pay, promotion, recognition, etc.) (Beridze, 2009).

HRD in its turn includes the following focus dimensions (Armstrong M. , 2006):

What is the scope of HRD?

- HRD aims at anticipating the needs of the organization and meeting them in a planned way;
- It includes developing the capabilities of line managers to handle development, grievances, performance appraisal and punishment of their team;
- It emphasizes motivating the employees and building up a good work culture.

What is the importance of HRD?

- Developing competent employees and committed work force;
- Establishing role clarity;
- Generating great trust and respect;
- Minimizing resistance to change;
- Facilitating human resource planning;
- Increasing productivity, cost effectiveness etc.

Human Resource Development is the process that covers developing general capabilities of the employees as the individuals and discover their inner potentials for their organizational development purposes and aims; also, developing the organizational behavior and overall culture, where supervisor-subordinate relationships, collaboration and integrity within sub-units are strong, teamwork and professional contribution and well being, motivation, work ethic and passion regarding the particular job of every individual is satisfied (Minina V., 2009); precisely defined functions and responsibilities connected to the present or estimated future roles.

HRD is the process that includes the set of mechanisms and various techniques that covers the following: training, performance appraisal, counselling. It encourages and promotes the particular process in a continuous way. Organisations can implement the following steps, to clarify, encourage the process of human resource development by planning, allocating resources for the defined goal. HRD philosophy values human being and encourages their development (Sadler-Smith, 2021).

1.1.2 HRD and Learning Organization

Organizational theories have been studied for a long period of time. Most scholars perceive organizational learning as a process that destroys over time, and it relates to knowledge acquisition and performance development. To clarify, some believe that behavioral change is necessary for learning; others believe that new ways and methods of thinking are enough. Some compare organizational learning with flawed and self-serving interpretations.

A learning organization provides creating, acquiring, and transferring knowledge that will be modified its behavior to review new knowledge and insights.

Learning organizations are skilled to the following five activities such as: systematic problem solving, learning from their own experience and past background, challenges with new approaches, learning from the best practices of others, and transferring knowledge efficiently in timely good manner within the organization. A lot of companies practice with these activities (Desler G., 2010), however, some of them are permanently successful and stable because they rely mostly on happenstance and isolated examples. Creating systems and processes that help these activities are essential. By integrating them into the daily operations, companies can manage their learning processes more effectively.

Systematic problem-solving activity has a huge impact on the philosophy and methods of the quality movement dramatically. In case of relying on the scientific method for diagnosing problems are appropriate; insisting on data, rather than assumptions, as a background for the decision making, as it called the fact-based management; using the statistical tools as histograms, Pareto charts, correlations, cause-and-effect diagrams to manage data and draw inferences.

Most training programs focus basically on problem-solving techniques where there are used the several exercises and practical cases. Particular tools are flexible and easy to communicate; precision is the most essential for learning and development.

Employees must become more organized and get a high level of discipline. Every time ask and test the following question: how do we know that's true?

Experimentation - particular activities involve systematic research and testing of new knowledge. Using the scientific method is very significant, and it is obvious to compare and make parallels to problem solving process. However, experimentation is normally motivated by expanding the horizons, views, and opportunities. It needs two main forms: demonstration project and ongoing programs. Therefore, here we need trained managers and employees who have all the required skills to perform and evaluate experiments. The above-mentioned skills are intuitive and must be learned. They cover the following: statistical methods for the designing the experiments to compare many alternatives; graphical techniques that include the process analysis. They are essential for redesigning workflows; as well as the creative techniques that cover the storyboarding and role playing. The most popular and effective training programs are focused on a small set of techniques that are customized to employees' needs.

Learning from experience - organizations must define and think about their successes and failures. Evaluate and assess them systematically. Unfortunately, a lot of managers today are not dedicated with the experience of the past to let the valuable knowledge escape.

Learning from others - sometimes the most powerful insights come from outside and it helps to gain a new perspective. Powerful managers understand, that the companies even in completely different business fields can gain new and challenging ideas as creative thinking. As a result, uncovered, analyzed, adopted, and implemented best practices are ensured. The greatest benefits come from the process of studying practices rather than results.

Transferring knowledge – the most important is to spread the knowledge as soon as possible and efficiently as well within the organization. Maximum impact of ideas is carried when they are shared broadly rather, they are held in a few hands. A

variety of mechanisms is important. It spurs this process, including written, oral, and visual reports, personnel rotation programs and education and training programs. They have distinctive strengths and weaknesses. Reports and tours are the most popular mediums. Reports cover many purposes: summarizing findings, providing checklists of dos and don'ts, describing important processes and events. Today oftentimes greater immediacy and fidelity is supplemented by videotapes of written reports. Tours support transferring knowledge, especially for large organizations with multiple sites. Different audiences and needs are tailored by the most effective tours.

Managers have known clearly that if learning can't be measured, you can't manage it. Traditionally, the solution has been learning curves and manufacturing progress functions. During the 1920s and 1930s, the costs of airframe manufacturing fell predictably with increases in cumulative volume, and it showed proxies for greater manufacturing knowledge, and most early studies examined the focus looking at total manufacturing costs. The half-life curve has emerged, that was developed by Analog Devices, a leading semiconductor manufacturer. It is defined as a way of comparing internal improvement rates. In a specified performance measure, a half-life curve measures the time it takes to achieve 50% improvement. The divisions or departments that take less time to improve must be learning faster than their peers in companies. Half-life curves are very flexible. In addition, they are easy to operationalize, and they can provide a simple measuring stick. Also, they allow comparison within groups. These programs or events are designed to explicit learning goals, and they can identify a variety of forms: strategic reviews, which change the competitive environment and the company's product portfolio; technology, and market positioning; systems audits, which review the health of large, cross-functional processes and delivery systems; internal benchmarking reports, which identify and compare best-in-class activities within the organization; study missions, which lead the organizations around the world to better understand their performance and distinctive skills; each activities are

incentives of learning by requiring employees to gain new knowledge and consider its implications. All these efforts support eliminating learning barriers. They also encourage continuous improvement and toward a commitment to learning. For the better understanding, the meaning, of management, and measurement of learning, they provide a solid foundation for building learning organizations (Senge, 1990).

Learning organization or organization that studies is focused on the creation-gaining and transfer of knowledge, and on this basis change their behavior to reflect on themselves with completely new knowledge and thoughts. Learning depends entirely on the activities of individuals. Some of these activities are done together with other people - the boss, colleagues, and the whole organization. Through each of them, effective and reasonable learning must be carried out considering each stage of the learning pyramid described below. The term 'An organization that studies' is widely used in management theory and practice. This concept is especially interesting and important for specialists in the field of human resources.

In general, several important factors influence the formation and definition of a research organization. Hence, most important is the perception and observation of the organization as an open system, as well as the arguments of social and technical analysis. This underscores the importance and purpose attached to the need for people to concentrate and think systematically in organizations (Paitchadze N. , 2008).

In addition to the above, another important influential factor is the so-called 'dual loop' theory; It is interesting to distinguish between different models of learning, for example: learning in certain frameworks (is 'single-loop' learning) and learning that first questions certain frameworks, then protests and changes them (is 'double-loop' learning). These considerations underscore the great importance of studying the learning process. Everything that is done on the job is a potential learning opportunity, although the opportunities mentioned are often neither recognized nor properly used or if acknowledged, they are not fully utilized as needed. The

main reason for this is the non-recognition and non-use of the discipline of the learning cycle.

The characteristics of learning organization are (Force, 2016):

- Learning approach to strategy;
- Participate in policy research and definition;
- General informativeness;
- Formal accounting/control;
- Internal exchange;
- Existing capacity-building structures;
- In-depth study within the company;
- Existing learning environment;
- Self-development opportunities for almost everyone.

HRD is a relatively young field in the world and very young in the post Soviet countries, such as Lithuania; and there are significant challenges to its future. The development process has the potential to make a strong positive impact on the performance of individuals, teams, and the organization. Organizational learning literature tends to be fragmented and complex, though it can be seen as very comprehensive (Nadler, 1989). Based on the survey, the author identified that only 32.43 % of examined organizations started to implant concepts of a learning organization and most of the companies are around the formalized approach to T&D. Participation in learning and human resource development is contested by all kinds of situational aspects, such as power relationships, status, and sticking to old habits. Confusion about desired learning outcomes may not be supportive for investments in the learning potential of the workplace and in training and informal learning activities (Schank, 1988). Therefore, these action steps can be used for building the organization capacity to learn in order to change the present situation (Camp, 1989):

- Transform the individual and organizational image of learning;

- Create knowledge-based partnerships;
- Develop and expand team learning activities;
- Change the role of managers;
- Encourage experiments and risk taking;
- Create structures, systems, and time extract learning;
- Build opportunities and mechanisms to disseminate learning;
- Empower people;
- Push information throughout the organization to external associates (customers, vendors, suppliers, and so forth);
- Develop systematic thinking;
- Create the culture of continuous improvement;
- Develop a powerful vision for organizational excellence and individual fulfilment;
- Root out bureaucracy.

Bing et al. underlines the importance of HRD, as business challenges in dealing with human resources in organizations become obvious. That is enough to set HRD as a more accountable and integrated part of the organizational life and to become more concerned with the short-term and long-term well-being of a global society than with internal HRD definitional issues (Bing, Kehrhahn, & Short, 2003).

1.1.3. HRD Systematic approach to Learning and Development in Organizations

The basis of HRD system is that people exist, people create and do the job, people are in the center of organization to be and operate. Employees' development and growth are the central concepts for effectiveness in organizations, and managers pay attention to the quality of the system built around these processes. One of the

focuses is on competence and competency, another is more about capacity development.

Employees learn and their learning is encouraged by the human resource development function. The HRD function has a crucial role in the process of facilitating learning in the organizational context.

Learning can be on the job or through training. On the job learning is mostly from peers and colleagues and is accomplished by the employees doing shared work that would make them pick up new skills and traits in the workplace.

Oftentime, a lot of companies encourage collaboration and teamwork to motivate a culture of learning and cooperation together with collaboration. Companies are a great example of true learning organizations, especially when the organizational culture is straightforward, making employees learn new skills on the job. The main point is that organizations and the human resource development function must provide learning and make sure that employees learn on the job.

The next stage of learning is that the human resource development function must ensure to conduct periodical training regarding technical skills as well as soft skills. It helps to familiarize employees with the latest concepts and technologies in the field of management sciences.

Furthermore, trainings in soft skills need to ensure that employees are in an advanced position of leadership challenges. It leads them to achieve success and fulfillment. In a lot of multinational diverse companies, a certain number of hours are given to every employee as training that enables them to do better in technology and gain soft skills better.

Further, when the learning process continues at all stages it hence the human resource development function to make a use of the knowledge that is available at all stages and give it to the employees.

This can be done with the interactions between the middle management and the top management. Top management shares their experiences and knowledge with

the other managers and supports them to grow as individuals. Top managers empower them regarding the organizational direction.

Learning is the process of combination that drives by the individual and the external agents. Employees must have the desire and motivation to learn that must be encouraged by the managers and the human resource development function.

Finally, it is significant for the employees to discover the insights themselves. That's the best learning practice, when we perceive and discover the necessity of gaining new knowledge and increase the level of knowledge by ourselves. All efforts regarding the HRD function must be addressed directly to the spark of creativity that will be the main incentive of employees' learning process. The focus must be highlighted to the most meaningful fact that employees and organizations grow together.

Competency development is divided into parts: institutional development, capacity building, and competence development. They are mostly used to describe the same actions. 'Institutional' means that the focus is shifted to the organization and the culture of opportunity associated with working, serving, and interacting in a particular environment. Competency development implies the need for certain competencies. There has been over the last twenty years. In the 1970s, the focus shifted to individual on-the-job training of personnel in the workplace. There was also a demand for official competencies confirmed by exams. The training was mainly conducted in training centers.

Social and human capitals are two basic components of these organizations. They might be crucial to the desired success what should be accomplished. This is much more than the training activities as it includes not only human resource development but institutional and organizational development as well. Capacity building concepts and capacity itself encourages to build a framework to evaluate the social capacity generated with the interventions. It supports to better plan the actions that should be undertaken by the projects for the future success.

Capacity can be fulfilled with the development projects through the capacity building to have a more robust structure and to be adaptive to changes. Capacity building is therefore not understood as only HRD but also as the institutional and organizational development. Support organizations can help local organizations in different areas, including building technical, financial, business, and political skills, building social and institutional capital, upward influence, and government capacity-building, facilitating finance, increasing equity and transparency, and building linkages and networks (Berdeue Sacristan, 2001).

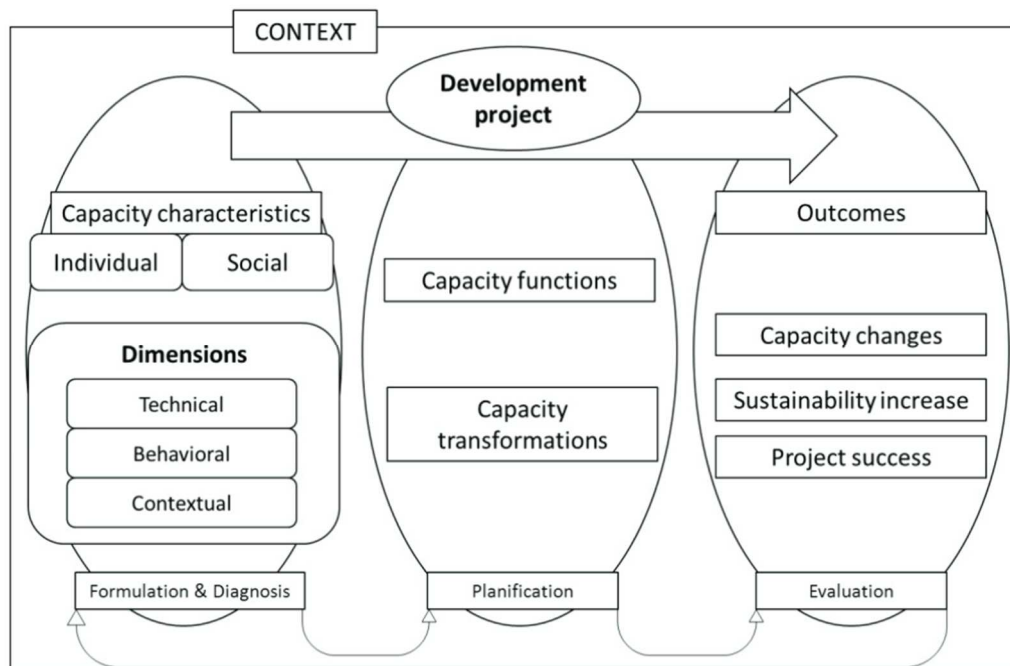
Capacity building is also an abstract and multidimensional concept. Definitions range from an external intervention description (traditional top-down approach based on financial and physical resources provision and technology transfer) to a discussion of a process of change (bottom-up development with a holistic approach) (Brown, 2001). Some experts and practitioners define it as the development of human resources (knowledge, skills, individual and group attitudes) for the purpose of developing and managing certain areas in society. It is seen as an opportunity to build the stronger improvement of organization's position in society, and to enhance institutional and social capital. Capacity Development as the process where organizations, institutions, groups, individuals and societies increase their level of abilities to perform basic functions, define and achieve desired goals, solve problems and find their alternative solving ways; and understand and deal with their needs of development in a broad and general context in a sustainable manner (Enemark, 2002). The concept was related to sustainable development and defined with a national perspective and a focus on policy. Skills, knowledge, and technical know-how at the individual and institutional levels are necessary for institution-building, policy analysis and development management, including the assessment of alternative courses of action with a view to enhancing access to and transfer of technology and promoting economic development.

Korten developed and offered multi-disciplinary approach (see Exhibit 2), taking advantage of various theoretical perspectives, including: social and human capital

theory, social capacity, capacity building, competences evaluation methods from psychometric perspectives, methodologies from the logic of participation (Korten, 1980), Friedmann developed the framework further, including social learning processes (Friedmann, 1995).

The framework is a base to analyze the critical elements of capacity at each level (individual and social) that promote success over time (understood as sustainability, adaptability and robustness as economic organizations related to global markets), dividing them in three dimensions: technical, behavioral, and contextual elements. The changes in capacity can be analyzed by looking at changes in performance (functions) and outcomes. The context is another important element to consider in the analysis (Lusthaus, 1995). Hence, the framework serves practically more for project development, it can be used as a prototype for the HRD framework development, where relations with the context are defined by the management philosophy of a specific organization.

Exhibit 2. Conceptual Framework of Development



Source: (Merino & Carmenando, 2012)

Capacity characteristics found in the literature have been divided into two main groups, related to individual or social capacity. Individual capacity can be characterized by two main dimensions: technical and behavioral capacities. Technical capacity is needed in any organization to perform all the required activities involved in a business. It can be divided into financial skills, technology skills, political skills, planning and management skills. Behavioral capacity is related to personal attitudes and skills needed in the relationships between people and groups of stakeholders, such as leadership or entrepreneurship. Social capacity is required to promote many capabilities that enable a community-based enterprise or organization to succeed in the long term aside from technical capacity (Merino & Carmenando, 2012), and it can also be divided mainly in behavioral and contextual capacities. The first include capacities such as commitment, trust, network building, entrepreneurship, norms, teamwork, group organizing, sense of community, shared values, negotiating and political skills; and the second includes among others, vision and strategy, legal and financial skills or institution building. Change, growth, and development are essential requirements of organizational life. No matter how many qualified personnel is hired, no matter how accurate and optimal the selection and placement decision may be, changes in technology, economics, legally, a social, or political environment, demand personnel training and organizational development from the organization.

The purpose of the training and development programs is, to achieve continuous growth of employees' knowledge and qualifications, changing attitudes and social behavior to match organizational goals. Training is widely used as a coping strategy for change. These changes imply a dual responsibility: the organization must provide an atmosphere that supports and encourages change; The personnel are obliged to get the maximum benefit from the opportunities offered by the training (Swanson, 2008).

If you look at training and development practices, we will see that the companies with the most effective training practices are distinguished by four features:

- Training and development programs are implemented with the active support of senior management. Training is part of the corporate culture;
- The training is related to the business strategy and goals and merges with the results;
- There is a comprehensive and systematic approach to training, training and retraining are carried out at all levels and permanently;

The potential for training and development as a means of change is quite impressive. However, the full realization of this potential rarely happens in reality. The main reason for this is that we often pay more attention to teaching techniques than to their content. The training and development process consists of several steps, each of which will be discussed in more detail in the following section:

- A thorough analysis of their interaction with training and development subsystems and other systems;
- Determining the need for training;
- Clearly and unambiguously formulate training objectives;
- Breaking down the training task into structural components (dividing the learning task into component components);
- Determining the optimal sequence of constituent components;
- Discuss alternative ways of teaching (Taylor B. &, 1996).

HRD serves the systematic building of the learning process in organization, and learning is a relatively permanent change in experience. All existing models of planned changes include three main phases: the planning (data collection) phase, the Implementation phase, and the evaluation phase. The planning phase involves identifying the necessary changes; the Implementation phase is the evaluation, selection, and actual implementation of change strategies; The evaluation phase involves the systematic recording of the results of the changes. These phases are determined - whether the changes continue, undergo modification, or stop (Vorobyev, 2014).

The planning phase is the basis of the whole program. If the objectives of the training are not fully defined, it may deviate from the objectives of the organization. A further goal setting task is to select adequate teaching principles and environment. In the next phase, training measures and job performance criteria are established, to determine what changes will occur during the implementation of the training program. The main goal of the training is developing desired work habits. The need for and importance of training should be defined concerning general organizational goals. For training and development to be as productive as possible, they must complement the rest of the organizational process: Selection, placement, work planning, and performance appraisal. When the goals of the training are not clearly defined and the content of the training is not related to the desired behavior, the effectiveness of the training is low.

The planned change model is an ideal alternative to organizational change and development. There are two common ways to plan for change. The first - training - is the most common form of change (Koscheeva, 2006). Indeed, all kinds of interference at the individual, group, or organizational level are accompanied by some form of training, even if it involves only the introduction and development of innovations.

The second way to apply the planned change - organizational development - is the most daring form of the mixture. Its purpose is to thoroughly transform a broad segment of the organization, or the entire system as needed, using appropriate techniques; Structural reorganization, job updating, selection, placement, etc.

Training is defined as a systemic change in the behaviors of members of the organization, any process that serves to increase the productivity and efficiency of the organization. The goal of any training is to change personnel according to the goals and interests of the organization.

The first necessary step in any planned change program is to set those goals, which are achieved by these changes. The key to the success of any training program is

knowing what the program is for and what its goals should be. Setting goals are essential, but individual and organizational development needs must be considered before defining development goals to maximize the benefits of the next training program. Specific-purpose training programs will benefit the organization more than programs that have a vague, uncertain purpose. While this phase is extremely important in training programs, it is usually the weakest link (Alles, 2022).

It is necessary to analyze the organization, which determines the goals of the organization and the extent of its achievement. The purpose of the organizational analysis is to link strategic planning with training outcomes; Is training a suitable way to solve the problem. Clarifying the organization's climate is also often quite useful for such analysis. If the organization is weak in any area, the question should be asked whether it is possible to solve this problem through training. Organizational analysis should not be limited to current problems and should be able to anticipate potential problems so that through training, you can avoid them in the future (Niels, 2020).

HRD creates a systematic view and practice for learning and development cycle in organizations. To become a successful learning organization, companies may be required not only to place a greater emphasis on training but also to change human resource management systems to support learning.

A human resources program is a valuable way to gain the skills and knowledge needed to manage human capital. It offers a major competitive advantage to companies and business organizations. Despite these explanations, some questions remain. What are the top three benefits of enrolling in HR programs? What is the essence of these employee training and development programs? (Bergenhengouwen, 2022)

The essence of HR programs, related to development and learning in organization, is this – whether part of an HR department or a specific training function, corporate learning professionals are under pressure to demonstrate the value of corporate

training. Developing and delivering a portfolio of management training courses requires a strong understanding not only of HR theory and practice, but also of business, strategy, adult learning, and technology (Merkmale, Arten und Zielgruppen, 2006). Human resource programs are focused on learning strategies, so they can provide multidisciplinary training and thus help skill training managers to positively impact business performance through effective corporate training. When people choose HR programs, this choice mainly depends on what kind of human resources skills they need to develop. But regardless of the type of training they need, the best option is to choose a program from a reputable institution, such as the best business schools in the world. Human resource education and training is one of the best investments any organization can make (Omar, 2021).

Some basic Learning and Development programs in organizations are usually the following: introductory programs, onboarding, orientation programs, training programs, work shift, job extension, job enrichment, financing, support programs delegation, study visits, educator, institute, skill development programs and others. All of them serve development purposes and are a part of HRD.

Introductory programs. The goals for new personnel members are: Neutralize the previous stages (when everything seems strange to the novice worker); Establish an open attitude towards the organization in the mind of the newly hired worker for them to stay and choose to work in a positive mood and get an effective result from him in the shortest possible time. It is essential to ensure that attention is paid to the submission of new employees to the organization through effective submission measures. The cost of hiring a new personnel member is quite high if they can perform the duties assigned to them without assistance and control. First impressions are just as important as the first four working weeks. Spending time getting acquainted gives good results. Understanding the admission of a new member, the information that will be given to the latter, initial instruction on how to get acquainted with their workplace, and finally - a formal introductory course and introductory training.

When starting a new job, most people are overwhelmed with fear. They may not notice it, but in their hearts, they still ask themselves: What kind of organization is it? I wonder how my boss will treat me or if I get used to the personnel? If I will be able to do the job properly? - These questions can't be answered very quickly and easily, however, if the first contact is positive, the person will meet a friendly environment, and the main fears will be removed. The person who first meets the newly hired employee (Will it be a supervisor, an employee of the human resources department, and so on. - or receiver), must be informed about the arrival of a new member of the team and must know how to treat them. Recruitment personnel should be aware of meeting new employees in a friendly manner and be sure to provide effective assistance to them. If a new employee must move to another location at the first announcement, he or she should be accompanied by a guide, especially if the path to the new location is not easy to understand. If a new employee is tempted: company and dignified actions are the best antidote to relieving the nervousness of the first days (Bridges, 2000).

Various members of the human resources department, or just the person who oversees the newly hired personnel, key issues need to be addressed with every individual (or, if multiple employees are hired at the same time, with whole groups of people). This will highlight the personal effect and many questions will be answered in person. Employees of the company may submit many documents, including safety rules; in particular: Company Regulations, Specific Safety Literature, and Employee Guide, which provide:

- Description of the organization - its mission, established code of ethics, and organizational structure;
- The main conditions of employment in the company (salary, pension scheme, insurance, working hours, as well as days off, etc.);
- Missing, sickness - first notice of missing, then a release permit, finally notices and compensation;

- Organizational procedures are as the following: disciplinary, then encouraging, and punitive;
- Necessary professional union;
- As well as the necessary education or training skills and abilities;
- And finally, the key issues, are health and safety.

After completing the initial training, the newly hired employee should be escorted to his / her job and introduced to the team leader or directly to the head of the department to get acquainted with the program. This information can be provided by a representative of the human resources department or his / her assistant, but the main source of important information is still the head of the employee group, supervisor, or immediate supervisor.

Department introduction program should preferably start with the introduction of the head of the department, not the group leader. The latter should generally greet the newly hired employee and briefly describe what the department is doing, then the new employee should then be handed over to his or her team leader for more detailed instruction. The head must be involved directly at this point so that he/she does not remain an outsider as well as a stranger to the foreign employee. This means that the new employee of the company will not be just a name or a number for the boss (McClelland, 2022).

It's a detailed instruction, preferably conducted by a group leader. It should reflect the following moments:

- Relieve stress for a new employee;
- Interest them in the organization and work;
- Provide key information about the working conditions in the company;
- Introduce rules of conduct and work standards. The protection of each of them is required of him;

- Introduce the employee to the training skills and what career advancement prospects he/she has in this organization.

A newly hired employee is always faced with the issue of, specifically for whom you will have to work (Group leader or supervisor), what will they do on the first day, what will be the internal layout of the workplace (location of entrances and exits, elevators, dining room, and toilets). The new employee should be introduced by the group leader to the rest of the group. One of the members of the group played the role of a guide or beginner friend. If they are relatively new, they still remember well the small moments they were nervous about before starting work and, consequently, will help the new employee get used to it (Hulaj, 2022).

A formal employee introduction course can be offered to a group of new employees when several people will receive comprehensive and consistent information at the same time, but if this does not happen, then the entire responsibility will fall solely on the group leader. A formal course is an opportunity given to newly arrived employees – to get information about the institution, its services, mission, and values using different methods, which is only possible in a separate section. However, a formal introduction course can in no way replace an informal introduction in the workplace, where the main need is most achievable - the successful establishment of a person on the ground.

Most novice employees try to learn on the spot (except for participants in the formal training scheme), however, this may be accompanied by a special training course in the same workplace to develop specific knowledge and skills. It should also be noted that on-site training may be ineffective, chaotic, and futile, therefore it's advisable to have a well-planned, well-organized system approach to avoid this. An analysis may be provided of what the novice worker needs to learn, as well as colleagues specifically selected and trained for this purpose, who will act as mentors and guides, in addition to this, the team leader or the specially trained and appointed coaches of the department should conduct the training.

In parallel with on-the-job training, study procedures can be carried out independently, individually – when a novice employee is offered flexible learning packages and is given advice on learning opportunities.

At least two further meetings should be held between the newly hired employee and their supervisor to confirm that the employee has received the necessary instruction and has been fully informed of the information provided to him/her.

Everything a person does at work potentially represents a learning opportunity, although such capabilities are often neither recognized nor used; or if recognized, they are still not fully utilized. The main reason for this is the non-recognition of the discipline of the study cycle and its non-application in practice. The following is a list of official opportunities.

Teamwork, as well as target groups and committees: teamwork can awaken energy and creative skills in a person. Communication in active groups is usually interactive: People complement each other's ideas, then add new perspectives to them, which helps to drive the discussion. They express interest in each other's ideas and discuss interesting comments made by others.

All this has its workload - in particular, teamwork may make people like their work more. Naturally, we all like and need to consider ourselves a member of a united team. Teamwork meets this main requirement. When people plan together and then implement different ideas and work together to do so, in the face of this constant collaboration and continuous connection, they can find plenty of ways to organize work, as well as exchange ideas, information, and results, to influence on each other's work.

Training programs: training new employees is a direct responsibility of the line manager. He is directly responsible for the activities of the students every day. Hence, there is a clearly defined relationship where authority and status are featured, which, with a cautious approach, represents the reality behind this relationship.

Targeted training can significantly improve the results of an individual, a group, and an organization. Many managers' workdays are often stressful to achieve short-term results, and they may not, or are not accustomed to, establishing a coaching manager style, as this often requires extra effort and risk. It is better to intimidate them, demand, or do it yourself. However, this approach doesn't work in organizations that aim for success, competitiveness, and excellence. Seniors need to trust their employees if you want them to best represent themselves and their capabilities. It takes time, risk, and diligence to justify everything.

Work shift: this means teaching different jobs to personnel and regularly changing job assignments on demand or at pre-arranged intervals. The main benefit of this rotation is that it helps us to avoid boredom and being fed up with doing the same job. However, it also has a downside, as it is possible that a person will not do this or that job long enough to be able to achieve and maintain acceptable standards of labor norms and productivity. In addition, not all jobs are acceptable for rotation.

Job extension: it is the method by which the work is expanded in such a way that it encompasses several functions and tasks that precede or follow the role of other employees throughout the production process. The advantage of this method is that it makes the job less monotonous, less tiring, and specialized, at the same time it enables workers to perform a variety of tasks, however, it is not necessary to increase the degree of complexity and allow employees to master this or that task/direction.

Job enrichment: what this means - work can be enriched by giving employees more complex and complex tasks, at the same time, with the addition of responsibility. This potentially puts workers in front of all the responsibilities and challenges they must deal with (Williams L. J., 1991). For example, some of a supervisor's job is done by a personal assistant. In addition, they sometimes make important decisions. On the plus side, it's just that people are involved in several things at the same time, using previously untapped opportunities and skills, and probably are happier than they could have been before. On the downside, an example of this might be when,

for example, an employee didn't like or didn't want their job, or those around them felt intimidated and offended (Makharadze N. , 2009).

Financing, support programs. Along with other staff development tools such as appraisal interviews, further training events, target agreements etc., support programs are an important tool for staff development. The measures and goals to be developed and achieved with the help of funding programs are derived from the corporate strategy. According to Gulpen (2004), funding programs within the framework of strategy implementation personnel development are characterized by the following characteristics: Employee development as part of the company's strategic goals: Employees participating in the support program should be promoted in terms of personal development in order to better meet the current and future requirements of the company.

The support program works on a part-time basis, that is, the participants continue to work fully in their professional activities and only interrupt them for a short time for relevant development activities. The difference from full-time training or management courses is the high degree of practical orientation through the project work and the practical tasks (Cooks-Campbell, 2022).

Delegation implies that an individual member of personnel should effectively develop this way when it is done carefully and cleverly not through manipulation to avoid completing tasks. Delegating carefully and intelligently involves defining a task, or a whole set of tasks - who, what, how much, and how should be controlled. It also means agreeing on certain competent personnel members to define the key elements of the training and ways to achieve the results.

Study visits: well-planned visits to other ministries and departments, as well as to private companies, can be a great incentive to make changes in the workplace. Upon return, these visits should include sharing experiences gained. This experience includes its pros and cons, future ideas, and so on.

Educator Institute: the so-called educator is rarely the direct head of the student. Such an educator is defined as a person who acts as a trusted mentor, best counselor, and friend. Educators have such proteges and not just students. Therefore, their goal is to establish a special relationship. They are interested in improving the results of their proteges, not only in the case of both coach and student but in the long run - if necessary, for the whole career. Such an attitude implies responsibility and an important role different from that of the coach (supervisor), which expects an increase in labor productivity from its students already today-tomorrow and next week. Of course, there remains a real possibility that the supervisor may be responsible for training all his personnel - the students - and at the same time be in a completely different part of their protege education organization.

Training programs. It should be noted here that the training programs may be implemented in the process of work, or beyond the process - in an institution or a separate center. The program can be implemented by the personnel of the organization working in the field of learning and development, the program can be developed in whole or in part by external forces.

Lifelong learning also applies to managers at all hierarchical levels. However, experience shows that participation in further education activities generally decreases as one rises in the hierarchy. The requirement often quoted by staff developers - the stairs must be cleared from the top seems to be difficult to fulfill in the field of staff development. Of course, there are good reasons for this:

Those who have reached the highest levels of the hierarchy can hardly/cannot be developed further. Those who have reached the highest level of competence will find confirmation that they have successfully (and therefore sufficiently) worked on their development. Most training courses are tailored to the needs of junior staff and managers at lower and middle levels (climbers) and are not attractive to senior managers. The number of members of the top management is so small that special internal measures are difficult to obtain for them.

Rules and behaviors are developed that often prevent joint training - especially with colleagues from one company. The role model of management is that top management should set a good example for their role model and not just ask for training programs to improve the rest of management to support them financially and verbally. One also needs to find ways to establish oneself in the overall program. There are several ways to involve top management in management training programs, for example, one of these is that members of the company's management receive sponsorship for important management training (F.Drucker, 2021).

In addition to support and participation in training events, top managers have other opportunities to maintain themselves in their tasks. This includes the following:

- involvement of external consultants or coaches;
- meeting with colleagues from other companies in order to exchange experience;
- attending congresses and conferences;
- reading management literature.

Management training programs for lower and mid-level managers should build on each other in stages. Participants must gradually develop managerial skills and behaviors that will enable them to successfully fulfill their role in their current position. With proven potential and potential for further advancement, they should be given opportunities in time to move to the next higher level (Devane, E., 2022).

Principles of performing training are divided into several elements, each of them must be carried out in several stages, at different levels, and in different ways. These elements are (Dries Verhelst, 2022):

- Determining the needs of the mentioned training - in the context of the goals of the organization and the specific needs of the individuals.

- Defining the necessary learning objectives – it is necessary to be clearly defined, what this or that program and event serves to achieve, as well as the goals and results of its learning.
- Selecting the necessary content – the content of the program or event is clearly defined by what the attendees want to know and what they will be able to do or will they be able to do what is defined for learning purposes. We need to try reducing achieving too much at one event. There is a certain limit how much information a person can receive at one time and there is a bigger limit to it - how much one can use.
- The method of conducting the training should be considered and it should be defined, for clarity: the teaching method should be in line with the aim of the course and the participants – their work, their own learning needs, old experiences, knowledge, and abilities, are they willing to learn, or not. A mixed approach to teaching should be selected, considering different principles and methods.
- It is necessary to determine the space, place, training provider, and budget. The program can take place on-site or off-site – in a separate center or facility. Space is defined by pre-planned methods of learning; its existence affects the location. It is also important to define a specific program and prepare a financial budget. The program can be executed by the organization's personnel (working in the field of learning and development) or by fully or partially invited external forces. It is possible that line managers can play a useful role in the implementation of the program if they are sufficiently qualified as coaches, trainers, or instructors.
- Invitation letter – preparation of information about the program or event - will define the content, goals, and methodology. It becomes a guide for naming leaders and potential participants.

- The next stage is conducting the training – there should be no problem if the preparation and program or event planning were carried out systematically. Nevertheless, it is desirable to have a flexible approach, as the learning activities differ regarding the characteristics of participants. So, they will have different learning needs and different reactions to it as well. During the implementation of the program, it will be necessary to periodically adjust and update it.
- And finally, is estimating the efficiency of the training – it is necessary to evaluate the training in terms of achieving the results defined during the event planning, to evaluate the effectiveness, and to identify the moments when changes and further improvement are necessary, to raise the level of training efficiency. At this planning stage, it should be determined what each category of curriculum or event should be based on. This will determine what we expect from this training, and what impact it will have in terms of criteria and final behavior.

Skill development programs. Human capital management programs promote business growth. As competition has become more global, skill development and retention have become increasingly important to an organization's success. Employee training and development also increases company productivity, which in turn leads to business growth. Skills development starts with empowering those who design and implement the company's skills management training program. Such learning professionals can benefit from a human resources program focused on developing and implementing successful learning strategies.

Human capital development programs increase employee retention rates. Employee retention is a key performance indicator that every company should measure. It will tell you exactly whether your human resource policies and skill development strategies are effective. Enrolling in human resource management programs increases the chances of a high employee retention rate in the company.

Reducing employee turnover means you can save time, effort and money spent on developing an unskilled workforce.

Employee development programs ensure the availability of experienced leaders in the organization. Better leaders can be formed with the help of employee development programs.

It is very important to have such programs as having experienced and competent leaders is vital for any business organization. This ensures continuity of the organization's chain of command. Leadership challenges can be minimized if there are competent people leading a business organization (Ling, 2022).

Learning and development is a systematic process to enhance an employee's skills, knowledge, and competency, resulting in better performance in a work setting.

Learning is concerned with the acquisition of knowledge, skills, and attitudes. Development is the broadening and deepening of knowledge in line with one's development goals.

1.2. Management Philosophy

1.2.1 Management Philosophy Understanding and Application

Management philosophy is a set of value orientations, programs and patterns of behavior, communication, and leadership, accepted as guiding managerial decisions and actions. It is an intangible coverage and part of psychological contract content in organization, including expectations and styles for managers to guide and lead work in organization.

Management philosophy is not clearly defined as a concept, it is usually used in alignment with organizational culture, organizational policies, and rules. Still, some authors distinguish it in their studies (Iyanda Ismail, Awawdeh, Al-Hiyari, & Isiaka Jimba, 2021), (Botos, 2014), (Wang, 2011), (Inoue, Eguchi, Kachi, & Tsutsumi, 2022), (Writer, 2020).

Based on the intangibility of the concept, management philosophies are often described in metaphors, and in association with organization personality.

Some of the organizations have a more rigid, structured personality – classical perspective of management, while other organizations have a more collaborative personality regarding the human resource perspective. An organizational culture helps to define the overall management philosophy and the organization's personality.

Classical perspective of the management. To understand organizational communication, the original perspective can be used as a machine metaphor. People thought that science could be the key to almost every problem. At the beginning of the industrial age, Frenchman Henri Fayol, Frederick Taylor, and German Max Weber tried to apply different scientific solutions to different organizations. They had a desire to determine the ways of how workers and organizations could function in a perfect way. In the time of the industrial revolution, organizations wanted to know the ways to maximize their profits in such a manner that the classical perspective of the management focused on the employee productivity (Glisson, 1980).

Classical management's machine metaphor covers the following three main aspects that should exist in organizations: Standardization, specialization, and predictability. People advocating that every employee should have a specialized function, to perform a job if they are trained properly (Armstrong M. , A charitable approach to personnel., 1992). If one employer fails to do the job, they will be easily replaced by another individual since people are perceived as a part of a machine.

The preferable example of classical management is **Theory X**, where managers, with the help of reward-punishment strategy micromanage workers. Limiting participation of the employee in decision-making process (Lee, 1987). This theory perceives employees to be unmotivated or lazy. That is why managers must

supervise their workers attentively. Employees who fail in their jobs are disposable parts of the machine. Consequently, this allows for management to mistreat and abuse workers, in the end lowering the most significant thing their greater productivity.

Organizations having such an approach can still be found nowadays. The classical management approach fell short in a lot of different ways, while scientific approaches were an interesting point for determining how to communicate within the organization (O'Reilly, 1977). Thus, refinement and development continued to occur regarding the ways of understanding organizational communication.

Human Relations Perspective. The approach of human relations focuses on how individual's need influence performance in organizations and how organizational members relate with each other. In 1924 Elton Mayo with his team of Harvard scientists had a series of studies were originally interested in ways of modifying working conditions to increase the productivity of the worker and decrease turnover of the employee and change the overall poor organizational effectiveness at the Hawthorne Electric Plant (Roethlisberger & Dickson 2003).

Mayo's team discovered that, regardless the changes they made to the work environment: adjusting temperature, lighting levels, and worker isolation, and work schedules - the productivity of worker increased (Porter L. S., 1974). Addressing the social needs of the workers and paying attention to them yielded remarkable changes in their productivity. The term 'Hawthorne Effect' was developed in the above-mentioned studies.

Maslow's hierarchy is based on how human beings are motivated to fulfill their personal needs. When we try to understand the relevance of human relations in the workplace, his theory interests us today. Daniels, Papa, and Spikers describe McGregor's contributions: Management theorists soon realized the availability of connecting higher-level needs to worker motivation. They became familiar with

Maslow's work. If organizational objectives and individual needs could be integrated, so as a result people would gain self-actualization and self-esteem during the work and motivation would be self-sustaining. Remember that in the case of Theory X managers, there is no trust in their employees, as they consider them inherently lazy and unmotivated. On the other hand, the managerial spectrum - Theory Y managers (who take a perspective of human relations) consider that workers are self-motivated, who seek responsibility, and they have desire to achieve success (Porter L. &, 1970). Managers began to invite feedback and increase the level of desire to participate in organizational decision making, therefore, to focus on human relationships which leads to motivating the productivity of the employee. Nowadays a lot of companies make employees happy by giving them ways to catch up on sleep even at work and keeping them well rested.

Human resources perspective. The perspective of the human resources picks up where human relations left off. The focus of human relations on productivity, achieved by making workers happy, is its primary criticism. The initial sense is the idea that a happy employee will be a productive employee (Podsakoff, 1997). However, happiness does not provide the productivity of the workers. In fact, an employee can be happy with his job but not hard-working. Another reason to improve the perspective of the human relations was caused by the manipulative managers.

Human resources attempt covering the participation with all organizational members, viewing individuals as a significant human resource. Workers are important resources that should be completely involved to manifest their abilities and the level of productivity. With such point of view, organizations began to encourage participation of the employee in decision-making process.

Systems Perspective - members of organizations achieve more collectively than they can independently. To understand organizations, the system's perspective

is concerned with structure, interdependence, and relationships problems rather than with constant object attributes. An organization is like a real organism and to survive, must exist in its external environment. An organization is what we call closed, without such interaction (Buckley 1967).

All the organizations have basic characteristics. Equifinality states that a system (organization) can achieve its goals in various ways. The ability to overcome the probability of becoming run down is negative entropy. Requisite variety states that organizations must be flexible related to their external environment, response and adjust when needed. Homeostasis points to the need for organization for stability in an environment that is turbulent. Organizations which were impacted by rising costs, take steps to ensure their survival and profitability (Hollensbe, 2000). Complexity means the more an organization grows and interacts, the more improvement is achieved.

The existence of the organizations is established on the interactions of people within the organizations itself. It is more than just a physical building with people inside it. Communication – the process of organizing, suggesting that communication itself is the organization (O'Toole, 1999). Nevertheless, when the focus is on the message or meaning, theory systems stress the outcomes of the people, that are integrated within the organizations that produce their interdependence and interactions as a result.

Transformational Perspective – the transformational perspective confirms the necessity of organizations need to be small and flexible to shift quickly depending on the demands of the market. One key property of the organization with a philosophy of transformational management is the flexibility, which is built in by being multiunit. Hamilton affirms that decentralized structure supports the parent company to be able and operate with the flexibility of significantly smaller businesses (Wanous, 1992).

Management philosophy is a combination approach of personal style to lead and organizational principles from mission and vision, values, and statements of principle. It affects how a manager leads their team and makes decisions. Philosophies cover a manager's best practices, and they help provide structure and clarity to an organization. Philosophy is based on theories, attitudes, principles etc.

Motivational philosophies focus on methods to inspire employees to improve performance, accept personal responsibility for their work and work toward the overall success of their company. Motivational philosophies seek to develop a work environment that promotes strong employee-driven ideals. As an example, the goal-work philosophy holds that if employees are given high goals and the knowledge of how to reach those goals, they can improve their performance and work to achieve those high goals.

1.2.2 HR Management Philosophy

HR philosophy is built around management's beliefs and assumption about people, the nature of their behavior at work and needs, values context of their approach to work (Ramaraju, 2019). Beliefs and assumptions constituting mental models guide managers how to treat people and how to integrate them in organizational life, aligning goals with them and offering ways of enhancing organizational performance along with well-being. HR management philosophy in managerial practice very often is a foundation of formulating recruitment and selection policies.

There are the following three approaches regarding the treating people: humanistic, machine, and commodity approach. Human resource philosophy should consider all these endowments of human beings more specifically; Human resource philosophy is based on the following beliefs:

1. Human beings represent the most significant assets within the organization;
2. Human beings can be developed to a great extent as they have creative energy which is utilized only partially;
3. Human beings feel committed to their work in the organization if they develop belongingness with it;
4. Human beings are likely to develop a feeling of belongingness if the organization takes care of them and their need satisfaction;
5. Human beings contribute to the maximum if they get an opportunity to discover their full potential and to use it;
6. It is the organization's responsibility to create a healthy, motivating working climate with the help of collaboration, mutuality, trust and loyalty, enthusiasm.

The following 3 basic components of human resource development: organizational development, career development known as professional and individual development same as personal development. All these above-mentioned have one focus that express the improvement of individual performance and logically it is the heart of the human resource development program (Bing J. W., 2003).

Individual development - covers improved organizational behaviors, new skills, and knowledge related to the current job (training). The learning process consists of general/formal programs, however, oftentimes it is achieved by the informal, on-the-job training activities.

Career development – provides the necessary analyses that help to identify the values, intirests, assignments needed, and activities of individuals. It is the key role to develop skills for the future jobs' development. Career development covers both organizational and individual activities. Job mentoring, posting, providing career development seminars and workshops, human resource planning, career planning

and performance appraisal are part of organizational activities. Utilizing career planning centers, career awareness, and career planning are part of the individual activities.

Organizational development – develops creative, innovative, and new organizational solutions. It supports to solve the different problems regarding performance. On the other hand, organization should be more functional and have more close connection and relationship within the following elements: structure, strategies, processes, and culture (Makharadze N. , 2009). The definite goal regarding the organizational development is to make and create self-renewing capacity of the organization. It gives the ability to define and discover problems, strengths, and weaknesses. Provide right improvement of necessary resources. Finally, an organization will have the ability to regenerate repeatedly itself in different ways in various new and challenging ways and circumstances (Egglund, 1993).

The human resource management philosophy implies a philosophical understanding of its (human resource management) essence, origins, and connection to other sciences. Management philosophy examines the human resource management process from a logical, psychological, sociological, economic, organizational, and ethical point of view (Vigoda, The relationship between organizational politics, job, attitudes, and work outcomes: Exploration and implications for the public sector, 2000).

The philosophy of the organization's human resource management is manifested in the ability of employees to work in the organization to meet their personal needs. Successful completion of this task is possible only in the presence of normal working conditions in all individual organizations and labor relations.

The philosophy of human resource management is not only to ensure the hiring of employees of the organization but also to fully meet the needs of employees. This is the task of the human resource management system in a philosophical sense.

Human resource management philosophy is the foundation of an organization's philosophy and an integral part of it (Toria, 2014).

In some approaches, Human Resource Management is dissociated with Human Capital Management (Becker, 2005), (Kearns, 2019), (Nalbantian, Guzzo, Kieffer, & Doherty, 2004). A significant focus is made on creating value with and through people and development as anything translated into value. Human Resource Management is present more in perspective of treating human resources as costs and Human Capital Management is more about treating human resources as assets (Armstrong M. , 2006).

Human Capital Management is directed more at the management philosophy integration, as it is transforming the whole HR perspective from the unitarist exploitation of some basic instruments and mechanics into the alive and more organic process of dealing with employees as partners, expanding relationship and collaboration space in the workplace.

Organization's philosophy implies the interdependence of the personnel, the set of internal organizational principles, moral and administrative rules, and the system of values and views perceived by all personnel and subordinated to the organization's global goals.

Adherence to this philosophy ensures success in personnel interaction and the effective development of the organization. Its violation, on the other hand, leads to conflicts between the administration and the employees, reducing the efficiency and image of the organization. This can even lead to bankruptcy.

The philosophy of the organization same as the philosophy of human resource management, is based on the following: the Constitution of the country, the Civil Code, the Declaration of Human Rights, religious teachings (Bible, Quran, etc.), The experiences of the best organizations, the personnel strategy of the country and the organization, and in many other cases it is essential to take into consideration

the national composition, type of production, well-being level of the organization employees, cultural level of the personnel, etc. (Iashvili, 2020).

The content of labor activities also changes. The importance of physical manipulation habits of tools and objects is falling, and the importance of conceptual habits is increasing (Bretz, 1994). Here we mean the ability presented in a unified system of complex processes, the ability to work with computers, knowledge of statistical data, etc. Importance is attached to attention and responsibility, communication with people, oral and written communications, etc. (Taylor P. , 2009).

Modern production requires such features from workers as high professional skills, ability to make independent decisions, habits of collective interaction, responsibility for the quality of work and products produced, knowledge of equipment and production organization, creative habits, etc. One of the main distinguishing features of modern production is its strong dependence on the quality of work and its use. Currently, personnel management is of great importance as a factor in increasing the competitiveness and long-term development of the organization.

1.2.3 Management Philosophy in HRD Programs

Management philosophy in nowadays organizations often serves not only intangible values system, but as well stands as direction for practical functions and managerial decisions. Based on the literature review above, the following main elements of management philosophy are highlighted (for the practical research implementation I assign them the verbal codes):

- mission and vision (MV)
- corporate values (VA)
- treating people approach (TP)
- leadership style (LS)

- organizational culture (OC)

I strongly believe that mission and vision (MV) define an organization's philosophy, and from another side, is the reflection of it and those values which are the foundation of organizational culture, inherited from the founders or transformed because of interaction with the external environment. Every organization needs to establish long and short-term objectives which are the key elements for achieving that mission and the way to fulfill those objectives. Developing organization's mission and vision is the most essential part during the process, that creates the values, norms, beliefs, and the whole organizational culture and determines its relationship with its employees (Byars, 1987).

Corporate values (VA) are the set of principles which help a team to work toward a common business goal. They are converted from the values of founders or top managers and in more effective companies are aligned with those of employees. Corporate values are established based on the company's aims – what your company wants to see and what are the attitude towards their employees. Loyalty, trust, mutual respect, responsibility, simplicity etc. Every company should work on developing the core set of corporate values which will support the company in better functioning, it will be easier to make significant decisions, strengthen the teamwork, help employees in communication and collaboration and helps in recruitment process. It is important for managers to create a strong community in every organization. Managers should develop apart from vision and mission – organization's identity, that will be the motivation for employees. Every employee must understand and clearly define and care about the values of their community (Posner, 1992). Try to make values simple to easily understand and remember and keep your values unique and different. Time changes, we all need to work to evolve our values.

Treating people approach (TP) – it is essential to define how to treat people in the workplace and set the principles as a part of the organizational culture. A culture of mutual respect in the workplace is the key element of successful results. Respect

others behavior, attitudes, characteristics, values, opinions, and decisions. Simultaneously, health competition brings productivity to the community. During the working process it is very significant to have empathy for every person's life situation; listen and encourage each other's opinions; validate your colleague's contribution and effort; avoid gossip, bullying, and any kind of unprofessional behavior; defend your employees rights.

Leadership style (LS) – based on wide range of various researches there are different types of leadership theories: theory of the 'Managerial Grid' (Blake & Mouton, 1964); Likert's behavioral theory of leadership (Likert, 1967); Fiedler's situational theory of leadership (Fiedler, 1964); Traits approach (Lord, De Vader, & Alliger, 1986); Bass's leadership motivational theory (Bass & Bass, 2008). Inspiring and creative managers try to use leadership theories and styles to conduct the working process more effectively and productively. Recognizing your preferred leadership style can support you in determining how to be the most effective leader (Ansari, 2022). Managers exercise different leadership styles depending on the situation, and still leadership style is an important element of management philosophy, as the direction and tendency of styles use is clear. Leaders still have their preferences and patterns of styles choice.

Organizational culture (OC) – understanding and developing organizational culture is necessary for every organization. When the organization has a strong culture employees believe in the organization's mission and vision, and it is a strong incentive and motivation for them. Starting from recruiting and selecting process, developing orientation, training and performance management programs that highlight the organization's basic values. Every organization must define the factors that highlight the organization's culture. Communications, technology, and global issues make a huge impact on organization's culture, so it must be defined in the future goals. Organizational culture covers different following values: outcome orientation; people orientation; team orientation; stability; innovation; Every

employee in effective organization should understand the basic principles and orientations of organizational culture (Morrison, 1994).

These five elements (mission and vision (MV), corporate values (VA), treating people approach (TP), leadership style (LS), organizational culture (OC)) constitute management philosophy in organization. Those make any organization unique as in internal life, the same in the relation to the external environment. In the practical research part I would test in hypothesis, how much those elements are present and integrated in Human Resource Development (HRD) programs.

Human resource development programs are an ongoing process where organizations help their employees to grow in professional capacity, developing competencies and enhancing engagement. It is implemented in various forms, activities, training, coaching, leadership programs, mentoring, orientation, career assistance, reskilling, and others. In the practical part I describe the detailed list, elaborated from the interviews with HR managers in target research organizations.

HR basic competencies are skills that are important for HR professionals to properly fulfil their job and employees as well. There are different competencies: interpersonal skills; communication skills; active listening skills; learning competence; flexibility; critical thinking; emotional intelligence; conflict resolution and working in a stressful situation; skills of using technologies; analytical skills (Workplace, 2012). HR development programs' competencies need to be monitored, updated and managers must work on increasing the level of the above-mentioned skills regularly. They need to be learned and practiced. During the monitoring process, there should be conducted competence evaluation sessions, it will help to grow as a professional (Associates, 2018).

Engagement is the connection to an organization. First of all, it is essential to strengthen the mental and emotional connection of employees towards the organization. According to the Gallup surveys engaged employees who are strongly involved in the organization, they are more enthusiastic about and committed to

their work and workplace (Gallup, 2017). Engagement process is very crucial for the organization. Engaged employees are optimistic; team-oriented; solution-oriented; they show the passion and desire for learning.

From the organization's perspective, it is most significant to work in this direction and drive employee engagement process. Every organization must define the factors that have an impact and influence employee engagement level. Firstly, and most importantly, organizational drivers are the leaders of the organization. Trust, belief, and understanding of a leader is very important. The role of HR is very essential as well. HR's responsibility is to make sure that managers and employees have the correct connection, monitoring, assessment of the whole process (Hastings, 2009).

Based on the literature review, HRD programs include the following practices:

- on-the-job and off-the-job training activities;
- reskilling and upskilling;
- career planning, career awareness, mentoring systems, using managers as career counselors;
- congruence among the organization's structure, culture, processes, and strategies within the human resources domain.

On-the-job and off-the-job training activities help transition to a new role at work. During these activities different training techniques and resources help to increase employees' level of professional development. Employees develop and strengthen their level of problem-solving, decision-making, and critical-thinking skills. All the following methods of on-the-job and off-the-job training are essential to be developed in the organization: vestibule training; role-play; simulations; lectures; management games; audio-visual training; programmed instructions; case studies (Vigoda, The relationship between organizational politics, job, attitudes, and work outcomes: Exploration and implications for the public sector., 2000). Reskilling and upskilling are the most important direction - you are having the same employees

but enhancing their productivity. People need to be ready for the new challenges, new information and learning process must be an ongoing process in the organization. After the pandemic, employees will still need work, and that work doesn't necessarily need to be in a different industry or company. Reskilling allows employees to change and build upon their current skill set to remain working and productive. Regularly defining career goals helps to analyze your present opportunities, update your skills and knowledge regarding the particular field. Career awareness helps you to define your full capacity for career, it helps to perceive the present realistic possibilities and to define the main reason of your responsibilities which lead you to the successful results in the near future. The monitoring process gives the organization the overall picture and results, where you can clearly see everything. It gives you the possibility to assess, analyze, rechange, update and to define the problems which are necessary to be solved. Career counselors engage and develop employees within the organization. It helps to create a framework of responsibility (Williams L. J., 1991). Employees are creating a goal-oriented framework together that keeps employees more focused on their functions, on the main responsibilities and on the future desired aims. Second, and the most important, is communication, a regular conversation.

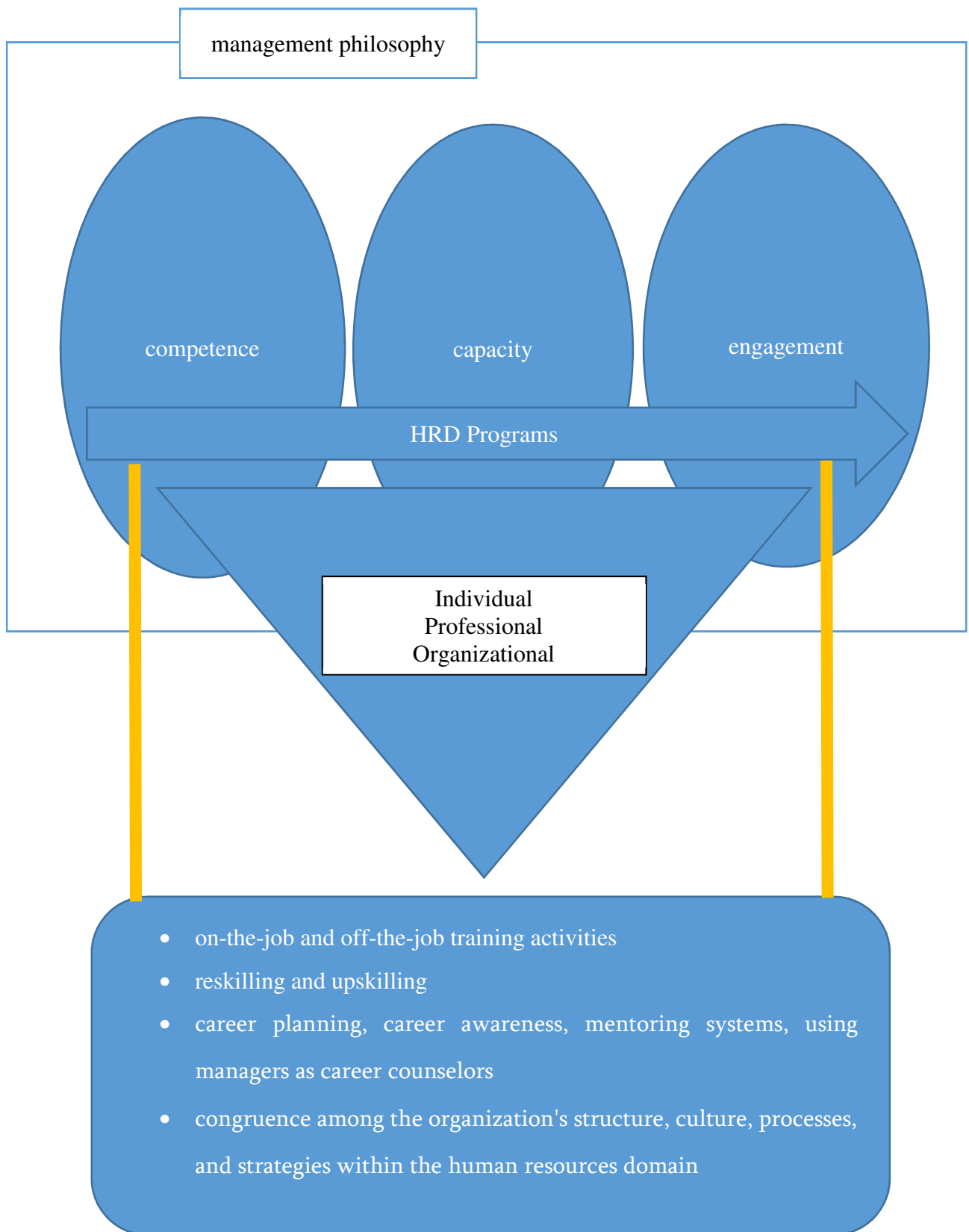
Congruence model has a lot of benefits, it is the key to understanding how the organization works and reaches the desired results. When the strategy, culture and organizational culture fit well, and it is congruent to the desired goals the organization operates productively. First of all, every organization must develop strategies to determine all the objectives they are planning to fulfill. The congruence model defines all organizational components – the employees, the work, and the organizational structure. It helps the transformation process and above-mentioned process defines the outputs at the individual, group, and organizational level (Schriesheim, 1980).

Integrating all those elements and directions, I offer a framework to better clarify the place of management philosophy in the system of HRD programs (see Exhibit

3). In the framework management philosophy is placed as a context of the practices and activities with the described above indicators. In my research, management philosophy is the relation with the context, it builds the quality, and the nature of relationships organization elaborates with external environment (specific and general, for example, with competitors, public pressure groups, employees, or demographic changes). The main research hypothesis is that management philosophy is integrated in HRD programs and creates the connection with the environment organization performs in.

HRD programs are defined by capacity, competence, and engagement building, and include on-the-job and off-the-job training activities, reskilling and upskilling, career planning, career awareness, mentoring systems, using managers as career counselors, and congruence among the organization's structure, culture, processes, and strategies within the human resources domain. The main linkages and effects are displayed at the following levels – individual, group and organizational performance.

Exhibit 3. Management Philosophy in HRD Programs



Within this research framework and main research question, the following is to be tested.

MV score – Mission and Vision presence in HRD programs, including on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain.

VA score – Corporate Values presence in HRD programs, including on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain.

TP score – Treating People Approach presence in HRD programs, including on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain.

LS score – Leadership Style presence in HRD programs, including on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain.

OC score – Organizational Culture presence in HRD programs, including on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain.

Part 2. Research and Findings: Management Philosophy in HRD Programs

2.1. Target Organizations and Research Design

In theoretical part was conducted with the literature review for this research. After the literature review the framework was formulated. The following research is a combination of qualitative and quantitative research. These methods were the main tools to support and find out the results.

The main goal is to find out the Georgian business environment reality in public sector regarding the HR development programs. It was required to conduct interviews based on the questionnaire and involve the people who are related in the process of managing people. Find out the existence of HRD programs in public organizations and in case of existence, how the HR development programs are designed and implemented.

Find out the instruments, tools, and strategies that have been used within the organizations. What are the practical implementation issues in HR development programs nowadays in Georgian public sector.

I have got the results after conducting the survey and it helped to create overall image of nowadays situation in Georgian companies regarding the HRD programs and management philosophy. In its turn it helped me to analyze these results in the light of the research question, to highlight the forecasted low intensity score of management philosophy element integration into HRD programs and formulate the relevant recommendations.

2.2. Qualitative Research and Results Analysis

In order to reveal the most essential components of the HRD programs, I have conducted qualitative research. In the research design I planned, organized, and implemented interviews with the meaningfully selected individuals. My target segment participants in the interview were the managers of the public organizations. Managers who were performing duties of managing human resources.

I have conducted 5 main questions (see Appendix 1), and regarding those questions I have some results. The technique for collecting data that has been used was semi-structured interviews. I have interviewed 50 managers in different organizations from public sector.

Questions for the interviews with HR managers in target research organizations are planned to clarify various forms, activities, training, coaching, leadership programs, mentoring, orientation, career assistance, reskilling, and others in HRD programs.

1. What are the on-the-job training activities in your organization?
2. What are the off-the-job training activities in your organization?
3. What are the reskilling and upskilling activities in your organization?
4. How does the system of career planning, career awareness, mentoring systems, using managers as career counselors operate in your organization?
5. What are the strategies within the human resources domain in your organization?

From the answers, I have the real image in nowadays organizations of public sector. First question, what are the on-the-job training activities in your organization. most of the answers were coaching, mentorship, internship, eLearning. What are the off-the-job training activities in your organization, most of the answers were – lectures, audio-visual training and minority of the answers were case studies, role plays. What are the reskilling and upskilling activities in your organization? The

answers were the following – agile training (agile online trainings/remotely), mentorship and coaching. What the strategies within the human resources domain in your organization, the following answers were highlighted – to understand the mission and vision, to understand the business and its objectives, develop existing employees, evaluate employee skill-sets.

I summed up the answers and defined the HRD programs categories, most familiar for the target organizations: on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain. Based on these categories and interview answers, I formulated the questions for the survey (see Appendix 2) to check the presence or absence of management philosophy integration into HRD programs in Georgian public sector organizations.

There is one more part for qualitative research, included in the conducted survey. For each of the statements to check hypotheses I added an open-ended question for case examples (see the answers examples in Appendix 3). The description is present below after the quantitative analysis of the research results.

2.3. Quantitative Research and Analysis of Results

2.3.1 Data Analysis

The quantitative research was conducted regarding the study to test the hypotheses in order to prove or disprove statistically management philosophy elements integration in HRD programs revealed by the series of semi-structured interviews in the qualitative research. For this purpose, I conducted the survey (see Appendix 2), questionnaire were distributed in online format.

In order to define the above-mentioned components of the HRD programs, I have conducted quantitative research in order to test the hypothesis. I have conducted the survey and took employees from the same field organizations I have interviewed managers from; overall 50 respondents. Georgian public organizations represented the target segment. First of all, I have prepared the questionnaire for this research regarding hypothesis. Respondents had to choose one number from scale (1 to 7). Next, I clarified the framework and finally made the survey that became the instrument for the quantitative research in particular study.

Respondents received the information about the purpose of the survey, accepted its anonymous format, excluded individual use of responses. In the end, the survey was closed in Google Forms and the data was prepared to make further analysis.

Concerning the main research goal, I used the qualitative study to test stated within the framework of the following hypotheses (the statements were taken in reverse following the selected quantitative research method):

1. MV (Mission and Vision) score presence in HRD programs

The specific of the organization is not used in the on-the-job training and off-the-job training activities, in reskilling and upskilling, career planning, career awareness, mentoring systems within the organization.

2. VA score (Corporate Values) presence in HRD programs

Ethical norms, internal manuals and unit charters are not formulated to fully satisfy the ethical requirements of the organization.

3. TP score (Treating People Approach) presence in HRD programs

Individual life issues and behaviors of employees are not taken into consideration during the working process.

4. LS score (Leadership Style) presence in HRD programs

A leader's methods and behaviors have little influence on the process of directing, motivating, and managing the employees.

5. OC score (Organizational Culture) presence in HRD programs

All the company's beliefs, values, and attitudes are not guided by the internal rules of the unit/division.

2.3.2 Data Analysis

Based on the results of quantitative research statistical analysis has been done to test the hypotheses and answer the main research question on the presence or absence of management philosophy elements integration into HRD programs in Georgian public sector organizations.

The following hypotheses were tested:

1. The specific of the organization is not used in the on-the-job training and off-the-job training activities, in reskilling and upskilling, career planning, career awareness, mentoring systems within the organization.
2. Ethical norms, internal manuals and unit charters are not formulated to fully satisfy the ethical requirements of the organization.
3. Individual life issues and behaviors of employees are not taken into consideration during the working process.
4. A leader's methods and behaviors have little influence on the process of directing, motivating, and managing the employees.

5. All the company's beliefs, values, and attitudes are not guided by the internal rules of the unit/division.

Each hypothesis is formulated as follows:

$$\begin{aligned} H_0: \mu &\leq \mu_0 \\ H_1: \mu &> \mu_0 \end{aligned}$$

where μ_0 is taken as a predefined threshold level. The test statistics is computed as

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

for which the rejection rule is to reject H_0 if $t > t_{n-2, \alpha}$ for some significance level α . s denotes the standard deviation and n is the sample size.

Considering the 5 questions for each respondent in the given questionnaire, where the respondent answers each question based on the likert scale from 1 to 7, we compute

$$\bar{x} = \frac{1}{50} \sum_{i=1}^{50} \left[\frac{1}{5} \sum_{j=1}^5 q_j \right]_i$$

where the answers have been collected from 50 respondents in total. μ_0 is taken to be 5. So, the above hypothesis reduces to

$$\begin{aligned} H_0: \mu &\leq 5 \\ H_1: \mu &> 5 \end{aligned}$$

The table below shows the results for each hypothesis listed in the beginning of this section

Hypothesis 1

The specific of the organization is not used in the on-the-job training and off-the-job training activities, in reskilling and upskilling, career planning, career awareness, mentoring systems within the organization.

Table 1: Hypothesis 1 MV (Mission and Vision) score

\bar{x}	4.8
s	0.97
n	50
t	-1.49
$t_{n-2,\alpha} = t_{48;0.05}$	1.68

Since $t = -1.49 < 1.68 = t_{48;0.05}$, we do not reject the hypothesis.

It means that Mission and Vision are not integrated in HRD programs.

Hypothesis 2

Ethical norms, internal manuals and unit charters are not formulated to fully satisfy the organizational ethical requirements.

Table 2: Hypothesis 2 VA (Corporate Values) score

\bar{x}	4.24
s	0.9
n	50
t	-6.03
$t_{n-2,\alpha} = t_{48;0.05}$	1.68

Since $t = -6.03 < 1.68 = t_{48;0.05}$, we do not reject the hypothesis.

It means that Corporate Values are not integrated in HRD programs.

Hypothesis 3

Individual life issues and behaviors of employees are not taken into consideration during the working process.

Table 3: Hypothesis 3 TP (Treating People Approach) score

\bar{x}	3.44
s	1.09
n	50
t	-10.14
$t_{n-2,\alpha} = t_{48;0.05}$	1.68

Since $t = -10.14 < 1.68 = t_{48;0.05}$, we do not reject the hypothesis.

It means that Treating People Approach is not integrated in HRD programs.

Hypothesis 4

A leader's methods and behaviors have little influence on the process of directing, motivating, and managing the employees.

Table 4: Hypothesis 4 LS (Leadership Style) score

\bar{x}	5.14
s	1.16
n	50
t	0.88
$t_{n-2,\alpha} = t_{48;0.05}$	1.68

Since $t = 0.88 < 1.68 = t_{48;0.05}$, we do not reject the hypothesis.

It means that Leadership Style is not integrated in HRD programs.

Hypothesis 5

All the company's beliefs, values, and attitudes are not guided by the internal rules of the unit/division.

Table 5: Hypothesis 5 OC (Organizational Culture) score

\bar{x}	5.16
s	1.05
n	50
t	1.07
$t_{n-2,\alpha} = t_{48;0.05}$	1.68

Since $t = 1.07 < 1.68 = t_{48;0.05}$, we do not reject the hypothesis.

It means that Organizational Culture is not integrated in HRD programs.

2.3.3 Results Discussion

Based on the results received I concluded that all the hypotheses are not rejected. Meaning that the mission and vision, corporate values, treating people approach, leadership style, organizational culture are not integrated in on-the-job training; in reskilling and upskilling; in career planning, career awareness, mentoring systems; activities in most of the companies in strategies within the human resources domain in most of the public organizations in Georgia.

The stated hypotheses were tested within the framework and main question of the research. I tried to check if management philosophy is integrated or not into HRD programs in Georgian public sector organizations. The quantitative research proves the following, that we can make prediction that in Georgian public organizations managerial philosophy is present so insignificantly that we can state that it is not integrated into HR development programs. Hence, the theoretical overview demonstrated that for effective management and outcomes they should be.

These findings show that the forecasted integration of management philosophy in business administration mechanisms is not a case in public sector organizations in Georgia. HR development programs exist separately with significant inconsistency with the basic management philosophy elements. The overall picture of the research states that management philosophy elements should be in a significant integration into HR development programs in the contemporary and developed business private and public society.

Some examples from the open-ended questions are a weak but still present potential for developing and implementing the model framework (see Appendix 4), as

- We have ambassadors in the organization who transferred values in everyday life of our staff. Also, our structure of communication and decisions are getting according our values;

- Our HR manager quarterly conducts trainings where the mission and vision of the company is not integrated;
- We have nearly one meeting in a month with staff for integration values in the workplace;
- Invited coaches;
- Ambassadors meeting includes the values transferred activities;
- Workshops;
- Experience coach;
- Code of Ethics;
- The organization arranged trainings for the managers regarding the Leadership issues.

However, some of the answers demonstrate the weak level of management philosophy integration into HRD programs, inconsistency of the ways and tools for employees, and the lack of practical familiarity with them. With the results, managers find little integration of management philosophy in HR development programs, but employees have the lack of information related to this topic. The research shows that there is no integration and there is a lack of consistent approach, where managers take awared decisions and actions.

Development is one of the important motivators for employees in an organization. Of course, this is a major thing and until now, it created a certain barrier for the employees, because they did not know what to expect beyond that. What is the involvement of HR in the employee assessment system, and in what form this involvement takes place, was everything is directly linked to assessment. It is well known to everyone that HR is involved in the process, they can moderate problematic issues, so here we need to strengthen the engagement of HR managers in public organizations.

Nowadays the situation in puclic sector organizations related to HRD program and effective management system needs significant attention and development. There

is necessity to start the specific evaluation, assessment, and monitoring process regarding the HRD programs in Georgian public organizations and there must be developed customized system for individual public organizations. Moreover, there should be reconsideration and restatement of management philosophy elements (as organizational culture, leadership style, mission and vision, values, treating people approach).

Every organization is different itself with their organizational behavior and attitudes towards employees, but a lot of things are in need to be changed in overall. The existing system of modern management activities leads to the fact that there should be as frequent, continuous, and constant feedback as possible. Many organizations have abolished the once-a-year assessment, and managers mostly meet with their team members once a week, during which they talk about current realities and the future plans. Managers should go through training frequently because when the intermediate assessment comes, it should be possible to correctly determine the form of feedback to employees. Such formal meetings should be implemented for at least for five years to achieve continuous feedback. And now intermediate assessments have been added to all this to make meetings necessary, and then they will be added quarterly. This is how the transition to continuous feedback mode will happen, - the respondents noted.

The above-mentioned study shows and proves that management philosophy elements are not integrated into HR development programs in Georgian public sector organizations. Reskilling and upskilling processes are not integrated into the HRD programs to learn and improve new skills in case of doing different jobs. Identifying hidden skills is very essential. We need to empower employees to give them better chances to reveal new skills and possibilities. Ethics is built to make an example of good work practices. General guidelines that support organizational behavior help to conduct groups and individuals within the organization. It helps to protect the organizations' reputation and performance and make discipline which highlights the good and bad practices within the organization. Leadership

style is crucial to the organization. managing teams and creating a strong workforce is the most significant for the organization. Knowing your leadership style, set methods and make characteristics is necessary for the organization to correctly integrate management philosophy. The corporate culture can make an influence how company management can perform and interact. It improves and drives the quality and productivity of the organizations' performance. Also, attract high value employees. Create motivated teamwork and workforce that will be fully engaged in the processes to strengthen HRD.

To sum up all the above-mentioned results of quantitative research, we can conclude that in Georgian public organizations managerial philosophy does not represent a part of HR development programs, and it needs a close attention and courageous actions.

Conclusion

The present work is dedicated to a subject of major significance in organizations management system: management philosophy and HR development.

In this subject, as we have seen, matter is presented, the essence and significance of the human resource, philosophy, management structure, and concept of human resource management. Randall S. Schuler, American human resources manager, defines the philosophy of human resources in the following way: It is the formulation of the way an organization treats its human resources, what role the above-mentioned resources play in the overall success of the business, how they should be treated and managed.

This formulation is usually of a very general nature, which allows for its interpretation at a specific level within the scope of work of the organization. The philosophy of human resources guides the way business issues related to people are dealt with, the development of human resource programs and practices based on strategic needs (Rendtorff, 2019).

In order to reveal the most essential components of the HRD programs, I have conducted qualitative research. In the research design I planned, organized, and implemented interviews with the meaningfully selected individuals. My target segment participants in the interview were the managers of the public organizations. Managers who were performing duties of managing human resources.

From the answers, I have got the real image in nowadays organizations of public sector, related to the HR Development programs. I summed up the answers and defined the HRD programs categories, most familiar for the target organizations: on-the-job training activities; off-the-job training activities; reskilling and upskilling; career planning, career awareness, mentoring systems, using managers as career counselors; strategies within the human resources domain. Based on these categories and interview answers, I formulated the questions for the survey.

The quantitative research I conducted regarding the study to test the hypotheses in order to prove or disprove statistically management philosophy elements integration in HRD programs revealed by the series of semi-structured interviews in the qualitative research.

I have conducted the survey and took employees from the same field organizations I have interviewed managers from; in overall 50 respondents. Georgian public organizations represented my target segment.

For the hypotheses testing I reversed the primary statements:

1. MV (Mission and Vision) score presence in HRD programs
2. VA score (Corporate Values) presence in HRD programs
3. TP score (Treating People Approach) presence in HRD programs
4. LS score (Leadership Style) presence in HRD programs
5. OC score (Organizational Culture) presence in HRD programs

So, the following hypotheses were tested:

1. The specific of the organization is not used in the on-the-job training and off-the-job training activities, in reskilling and upskilling, career planning, career awareness, mentoring systems within the organization.
2. Ethical norms, internal manuals and unit charters are not formulated to fully satisfy the ethical requirements of the organization.
3. Individual life issues and behaviors of employees are not taken into consideration during the working process.
4. A leader's methods and behaviors have little influence on the process of directing, motivating, and managing the employees.
5. All the company's beliefs, values, and attitudes are not guided by the internal rules of the unit/division.

Each hypothesis is formulated as follows:

$$\begin{aligned} H_0: \mu &\leq \mu_0 \\ H_1: \mu &> \mu_0 \end{aligned}$$

where μ_0 is taken as a predefined threshold level. The test statistics is computed as

$$t = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

for which the rejection rule is to reject H_0 if $t > t_{n-2, \alpha}$ for some significance level α . s denotes the standard deviation and n is the sample size.

Considering the 5 questions for each respondent in the given questionnaire, where the respondent answers each question based on the likert scale from 1 to 7, we compute

$$\bar{x} = \frac{1}{50} \sum_{i=1}^{50} \left[\frac{1}{5} \sum_{j=1}^5 q_j \right]_i$$

where the answers have been collected from 50 respondents in total. μ_0 is taken to be 5. So, the above hypothesis reduces to

$$\begin{aligned} H_0: \mu &\leq 5 \\ H_1: \mu &> 5 \end{aligned}$$

Based on the results received I concluded that all the hypotheses are not rejected. Meaning that the mission and vision, corporate values, treating people approach, leadership style, organizational culture are not integrated in on-the-job training; in reskilling and upskilling; in career planning, career awareness, mentoring systems; activities in most of the companies in strategies within the human resources domain in most of the public organizations in Georgia.

Recommendations

Based on the results of this study, several recommendations have been formulated. First of all, I would like to mention as a first recommendation that there is necessary to create a learning culture within the organization. Learning culture will empower employees. Investing in training and development is critically important for the organization, it is the way of growth, development, and learning. The continuous learning process in the workplace gives employees the ability to provide efficiency.

Second, create personal development plans. It is the best way to assess employee progress and set up main objectives and goals. When employees have clear expectations, it leads them to be more successful and perceive their real roles regarding the job.

Third, give employees the opportunity to manage and direct their career and professional growth. Investing in them by upskilling and reskilling opportunities. Otherwise, it will be difficult to retain them. Professional employer perceives that fact and manages all the resources and directs them to support employees through the different corporate training programs.

For setting up the right ethical norms and standards we need to use different methods such as evaluation standards, ethical guidelines, and cultural competency.

Furthermore, employees' individual life issues and behaviors can have a strong impact on their working ability. So, managers need to learn some various relaxation techniques to minimize the level of stress of employees. Be respectful and always work on employees' motivation level. Understand, accept, and help them with emotional issues. Create a good organizational culture. Understand all the legal rights as an employer within the organization. The company's beliefs, values, and attitudes need to be fully understood. Assessment of organizational culture is

crucial. Conducting employee focus groups and developing a cultural instrument of assessment will be essential within the organization.

Recommendations are directed to practitioners and other researchers, if the study aims to create such information which would help practitioners in their everyday activity, providing scientifically proven evidence. Recommendations are as well for other researchers if the field of management could not be fully researched within this work and there are number of important and interesting topics for further investigation.

Limitations of the study

Research has been done in Georgian organizations in the Georgian public sector and the size of the conducted study that has been used is sufficient, however it can be expanded. To clarify my opinion, in the future it will be challenging to make comparison with Georgian private sector as well.

As a first limitation we can discuss the above-mentioned study, that was limited to the participants – managers in the human resource field. So, it limits the size of the data that has been collected.

As a second limitation, we can highlight the instrumentation of the study. The lack of open-ended questions. The instrument that was used in the above-mentioned study was represented with the closed/scale questions.

As a third limitation, we can define the time. Participants may not understand the questions of the survey well. So, the researchers will give the necessary time to the participants to collect the required data information.

As a next limitation is the methodology. The survey design that has been used represents the limitations – the probability is high that all the necessary data won't be collected. To minimize the above-mentioned limitation, the researchers will start collecting as much data as it is possible to get the best possible results regarding the particular study.

Need for further scientific investigation

The research has a various further interesting and meaningful investigation space. The topic regarding how management philosophy is not integrated in HRD programs is not enough studied in organizational context in public field. As for today, there is a need for more practical studies to define the full and broad potential of the above-mentioned topic. It will be more convenient to make assessment of the particular topic in different organizations abroad, make comparison and set the right objectives to the particular Georgian market. Diversity and comparison are very essential for every step for the future as a well as learned practice for the development.

The highlighted point of the thesis is the connection framework of management philosophy and HRD programs within the public organizations. The conducted research, gathered data and analysis of the study results, along with given recommendations, will be practically significant and interesting, as well as challenging for business administration field experts and practicing managers.

Bibliography

1. Alles, P. (2022, 09 04). *Achieving Strategic Coherence in HRD through Competence-based*. Retrieved from emerald.com:
<https://www.emerald.com/insight/content/doi/10.1108/00483489310054515/full/html>
2. Ansari, S. (2022, November 7). *Leadership Theories and Styles for Every HR Manager*. Retrieved from www.techrseries.com:
<https://techrseries.com/hr/leadership-theories-and-styles-for-every-hr-manager/>
3. Armstrong, M. (1992). A charitable approach to personnel. *Personnel Management*, 24, 28-32.
4. Armstrong, M. (2002). *Management of Human Resources*. Tbilisi: Palitra.
5. Armstrong, M. (2006). *Human Resource Management Practice, 10 ed.* Kogan Page.
6. Associates, D. C. (2018, 03 02). *Employee Engagement: It's time to Go 'All-In'*. Retrieved from www.dalecarnegie.com:
<https://www.dalecarnegie.com/en/resources/employee-engagement-making-engagement-a-daily-priority-for-leaders/thank-you>
7. Bakhia M., M. A. (2010). *Management of Human Resources*. Tbilisi: TSU.
8. Bass, M. B., & Bass, R. (2008). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications, 4th ed.* Free Press.
9. Becker, G. (2005). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education Chicago*. Chicago: The UNiversity of Chicago Press.
10. Berdeue Sacristan, J. (2001). *Cooperating to Compete*. Chile/Julio: Wageningen.
11. Bergenhenegouwen, B. G. (2022, 04 29). *Competence development - a challenge for human resource professionals: core competences of organizations as guidelines for the development of employees*. Retrieved from emerald.com:
<https://www.emerald.com/insight/content/doi/10.1108/001978597101650>
12. Beridze, R. (2009). *Management of Human Resources*. Tbilisi: Public Academy LTD.

13. Bing, J. W. (2003). Challenges to the Field of Human Resources Development. *Advances in Developing Human Resources*, 342-351.
14. Bing, J. W., Kehrhahn, M. T., & Short, D. C. (2003). Challenges to the Field of Human Resources Development. *Advances in Developing Human Resources* 5 (3), 342-351.
15. Blake, R., & Mouton, J. (1964). *The Managerial Grid: The Key to Leadership Excellence*. . Houston, TX: Gulf Publishing Company.
16. Botos, K. (2014). Public Finance Quarterly (0031-496X), 59(2). *Financialisation or the Management Philosophy of Globalism*, 258–271.
17. Bretz, R. D. (1994). Person-organization fit and the theory of work adjustment: Implications for satisfaction, tenure, and career success. . *Journal of Vocational Behavior*, 32-54.
18. Bridges, W. (2000). *The character of organizations: using personality type in organization development*. Columbia: goodreads.
19. Brown, L. L. (2001). *Measuring capacity building*. *Measure Evaluation*. Carolina: Carolina Population Center.
20. Byars, L. a. (1987). *Organizational philosophy and mission statements*. New York: MCB UP Ltd.
21. Camp, R. C. (1989). Benchmarking: The Search for Industry Best Practices that Lead to Superior Performance. *Milwaukee: ASQC Quality Press*, p. 12.
22. Chatman, J. A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, , 14, 333-349.
23. Cooks-Campbell, A. (2022, 01 09). *Organizational structure: Your guide to configuring and growing teams*. Retrieved from betterup.com: <https://www.betterup.com/blog/organizational-structure> ;
24. Cummings, T. a. (2014). *Organization Development and Change (10th ed.)*. . Mason, OH:: Cengage Publishing. .
25. Desler G. (2010). *Human Resource Management*. Florida., : Pearson fducation.
26. Devane, E. (2022, 06 10). *9 Types of Organizational Structure Every Company Should Consider*. Retrieved from blog.hubspot.com: <https://blog.hubspot.com/marketing/team-structure-diagrams>

27. Dowing P.J., F. M. (2008). *International human resource management managing people in a multinational context*. London: Thomson learning.
28. Dries Verhelst, J. V. (2022, 05 17). *Enabling effective education for sustainable development: Investigating the connection between the school organization and students' action competence*. Retrieved from andfonline.com:
<https://www.tandfonline.com/doi/abs/10.1080/00958964.2022.2072797>
29. Eggland, J. G. (1993). *Principles of Human Resource Development*. New York: Perseus Books Group.
30. Enemark, S. A. (2002). *Capacity Building in Land Management - Implementing land policy reforms in Malawi*. Washington, D.C. USA: FIGXXIII International Congress.
31. F. Drucker, P. (2021). *Management Challenges of 21st Century*. Vienna: Hermagoras Society.
32. Fiedler, F. (1964). A Contingency Model of Leadership Effectiveness. In L. B. (Ed.), *Advances in Experimental Social Psychology (Vol. 1)* (pp. 149-190). New York: Academic Press.
33. Force, U. T. (2016). *Guide on Measuring Human Capital*. New York and Geneva: UNITED NATIONS Library.
34. Friedmann, J. C. (1995). *Nuevas tendencias*. Madrid: Taller de Ideas.
35. Gallup, I. (2017, 09 02). *State of the American Workplace*. Retrieved from news.gallup.com: <https://news.gallup.com/reports/199961/7.aspx>
36. Glisson, C. &. (1980). Productivity and efficiency in human service organizations as related to structure, size and age. . *Academy of Management Journal*, 23, 21-37.
37. Gurtskaia, K. G. (2017). *International Business*. Tbilisi: Public Academy.
38. Gventsadze, N. (2008). *Human Resource Management*. Tbilisi: OSCE.
39. Hastings, R. (2009, March 4). *The 'what' and 'why' of employee engagement*. . Retrieved from www.shrm.org: <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/whatandwhy.aspx>
40. Hollensbe, E. C. (2000). Group pay-for-performance plans: The role of spontaneous goal setting. *Academy of Management Review*, 25, 864-872.

41. Hulaj, F. (2022, 10 05). *Competence Development and ISO 9001*. Retrieved from pecb.com/: <https://pecb.com/article/competence-development-and-iso-9001>
42. Iashvili, T. (2020). *Management in Service Field*. Tbilisi: Publishing House Technical University.
43. Inoue, A., Eguchi, H., Kachi, Y., & Tsutsumi, A. (2022). Low adaptation to management philosophy and refraining from seeking medical care in Japanese employees: A 1-year prospective study. *Journal of Occupational and Environmental Medicine*, 64(12), 1007-1012.
44. Iyanda Ismail, A., Awawdeh, A., Al-Hiyari, A., & Isiaka Jimba, K. (2021). Moderating Effects of Management Philosophy on High-Performance Work Practices–Firm Performance Relationship. *Journal of African Business*, 22(3), 379–393.
45. Kearns, P. T. (2019). *What's the Future for Human Capital? Chapter* . CIPD.
46. Korten, D. (1980). *Community organization and rural development: A learning process approach*. Washington: Public Administration Review.
47. Koscheeva, N. (2006). ПРОГРАММА РАЗВИТИЯ ПЕРСОНАЛА КОММЕРЧЕСКОГО ПРЕДПРИЯТИЯ, *Вестник*, №2. Saint Petersburg: Russian Publishers Associations.
48. Lawler, E. a. (2006). Winning support for organizational change: Designing employee reward systems that keep on working. *Ivey Business Journal (March/April)*, 1-5.
49. Leck, J. &. (1992). Hirschman's loyalty: Attitude or behavior? . *Employee Responsibilities and Rights Journal*, 5, 219-229.
50. Lee, T. &. (1987). Voluntarily leaving an organization: An imperical investigation of Steers and Mowday's model of turnover. . *Academy of Management Journal*, 30, 721-743.
51. Likert, R. (1967). *New Patterns of Management*. New York: McGraw-Hill.
52. Ling, A. S. (2022, 11 01). *Foundational Human Resources Leadership Development Program*. Retrieved from careers.jnj.com: <https://www.careers.jnj.com/foundational-human-resources-leadership-development-program>
53. Lord, R., De Vader, C., & Alliger, G. (1986). A meta-analysis of the relation between personality traits and leadership perceptions: An application of

- validity generalization procedures. *Journal of Applied Psychology*, 71(3), 402-410.
54. Lusthaus, C. (1995). *Institutional Assessment: A framework for Strengthening Organizational Capacity for IDRC's Research Partners*. Ottawa: IDRC.
55. Makharadze, N. (2009). *Human Resource Management in a large organizations - Opportunities and Challenges*. Tbilisi: University of Business and Technology.
56. Makharadze, N. (2009). *Human Resource Management in a large organizations - Opportunities and Challenges*. Tbilisi: University of Business and Technology.
57. McClelland. (2022, 01 25). *Competence-based approaches in organizational and individual context*. Retrieved from nature.com: <https://www.nature.com/articles/s41599-022-01047-1>
58. McGuire. (2021, 08 13). *whatishumanresource.com*. Retrieved from www.whatishumanresource.com: <https://www.whatishumanresource.com/human-resource-development>
59. Merino, S. S., & Carmenando, I. d. (2012). Capacity building in development projects. *Procedia - Social and Behavioral Sciences* 46, 960-967.
60. Merkmale, Arten und Zielgruppen. (2006, 06 15). *Personalentwicklungsprogramme*. Retrieved from leadon.de: <https://www.leadion.de/2006/07/03/personalentwicklungsprogramme-merkmale-arten-und-zielgruppen/>
61. Minina V., K. K. (2009). *Human Resource Mngement in project-based firms: C ore employees focus*. Helsinki: The Human side of projects in modern business.
62. Morrison, W. (1994). Role definition and organizational citizenship behavior: The importance of the employees' perspective. . *Academy of Management Journal*, 37.
63. Nadler, D. (1989). Even Failures Can Be Productive. *New York Times*, Sec.3, p.3.
64. Nalbantian, R., Guzzo, R., Kieffer, D., & Doherty, J. (2004). *Play to your Strengths*. New-York: McGraw-Hill.
65. Neesham, C. (2021, 03 09). *Philosophy of Management*. Retrieved from springer.com: <https://www.springer.com/journal/40926>

66. Niels. (2020, 09 07). *A full breakdown of competence development*. Retrieved from ag5.com: <https://www.ag5.com/competence-development/>
67. Omar, K. M. (2021). *Factors Motivating Human Resources Management (HRM) in the Public and Private Sectors*. Wuhan: Scientific Research Publishing. Retrieved from scirp.org: <https://www.scirp.org/journal/paperinformation.aspx?paperid=107884>
68. O'Reilly, C. (1977). Personality-job fit: Implications for individual attitudes and performance. *Organizational Behavior and Human Performance*, 18, 36.
69. O'Toole, L. &. (1999). Modeling the impact of public management: Implications of structural context. *Journal of Public Administration Research and Theory*, 9, 505-526.
70. Paichadze, N. a. (2017). The challenges of human resource management in Georgia. *Economics and Business*, X (2), 86-101.
71. Paitchadze, N. (2008). *Human Resource Management: Concepts definitions*. Tbilisi: TSU Publishing.
72. Paitchadze, N. (2018). *Human Resource Management*. Tbilisi: TSU.
73. Podsakoff, P. &. (1997). Impact of organizational citizenship behavior on organizational performance: A review and suggestions for future research. *Human Performance*, 10, 133-151.
74. Porter, L. &. (1970). The etiology of organizational commitment. . *Unpublished manuscript, University of California, Irvine*. , 13, 23-22.
75. Porter, L. S. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59, 603-609.
76. Posner, B. Z. (1992). Person-organization values congruence: No support for individual differences as a moderating influence. . *Human Relations*, 351-361.
77. Ramaraju, A. (2019). Human Resource Management Philosophy. *International Journal of Social Sciences Research and Development (IJSSRD) (Volume 1, Issue 1)*, 1-8.
78. Rao, T. (2015). *HRD Audit: Evaluating the Human Resource Function for Business Improvement, 2nd Edition*. SAGE Response.
79. Rendtorff, J. D. (2019). *Philosophy of Management and Sustainability*. Denmark: Emerald Publishing.

80. Robbins, S. (2019). *Management*. Tbilisi: evegreen.
81. Sadler-Smith, E. (2021). *Human Resource Development: From Theory Into Practice Eugene Sadler-Smith*. London: SAGE Publications.
82. Schank, R. w. (1988). *The Creative Attitude*. New York: Macmillan.
83. Schriesheim, C. &. (1980). *Development and validation of a short satisfaction instrument for use in survey feedback interventions*. Phoenix, Arizona: Western Academy of Management .
84. Senge, P. M. (1990). *The Fifth Discipline*. New Yourk: Doubleday.
85. Shanidze, G. (2019). *Management at Global Environment* . Tbilisi: openscience.
86. Smith, C. O. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68, 653-663.
87. Swanson, R. (2008). „*Foundations of human resource development*“. San Francisco: Berrett-Koehler.
88. Taylor, B. &. (1996). *Toward and Integrative Model of Strategic International Human Resource Management*. Perth: Academy of Management .
89. Taylor, P. (2009). *Principles of Scientific Organization of Management*. Philadelphia: CSS.
90. Toria, M. (2014). *Human Resource Management*. Tbilisi: Laterna.
91. Vandenberghe, C. (2000). Organizational culture, person-culture fit, and turnover: A replication in the health care industry. *Journal of Organizational Behavior*, 20, 175-184.
92. Vigoda, E. (2000). The relationship between organizational politics, job, attitudes, and work outcomes: Exploration and implications for the public sector. *Journal of Vocational Behavior*, 57, 326-347.
93. Vigoda, E. (2000). The relationship between organizational politics, job, attitudes, and work outcomes: Exploration and implications for the public sector. *Journal of Vocational Behavior* 57, 326-347.
94. Vorobyev, R. (2014). Внутрифирменное развитие человеческих ресурсов как инструмент реализации стратегии бизнеса. *Экономика и предпринимательство, №11*.

95. Vulpen, E. v. (2022). *The 12 Key Functions of Human Resources* . Retrieved from AIHR: Academy of Innovative HR: <https://www.aihr.com/blog/human-resources-functions/>
96. Wang, Y. (2011). Mission-Driven Organizations in Japan: Management Philosophy and Individual Outcomes. *Journal of Business Ethics (Vol. 101, Issue 1)*, 111–126.
97. Wanous, J. P. (1992). The effect of met expectations on newcomer attitudes and behaviors: A review and meta-analysis. *Journal of Applied Psyschology*, 77, 288-297.
98. Williams, L. J. (1991). Job satisfaction and organizational commitement as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17, 601-617.
99. Williams, L. J. (1991). Job satisfaction and organizational commitement as predictors of organizational citizenship and in-role behaviors. . *Journal of Management*, 17, 601-617.
100. Workplace, Q. (2012, 08 03). *The Six Forces Driving Engagement*. Retrieved from [marketing.quantumworkplace.com](http://marketing.quantumworkplace.com/hubfs/Website/Resources/PDFs/The-Six-Forces-Driving-Engagement.pdf?hsCtaTracking=6da0f455-5d8e-42c4-a801-3f89c17a2d86|ae58ac43-c084-4278-9853-b4b92f5ef030):
<http://marketing.quantumworkplace.com/hubfs/Website/Resources/PDFs/The-Six-Forces-Driving-Engagement.pdf?hsCtaTracking=6da0f455-5d8e-42c4-a801-3f89c17a2d86|ae58ac43-c084-4278-9853-b4b92f5ef030>
101. Worley, C. a. (2003). Reflections on the future of organization development. . *Journal of Applied Behavioral Science*, 97-115. .
102. Writer, S. (2020, 04 03). *What is management philosophy?* Retrieved from [reference.com/](https://www.reference.com/business-finance/management-philosophy-98e48df1c9df1850): <https://www.reference.com/business-finance/management-philosophy-98e48df1c9df1850>

Appendices

Appendix 1. Interview Questions

1. What are the on-the-job training activities in your organization?
2. What are the off-the-job training activities in your organization?
3. What are the reskilling and upskilling activities in your organization?
4. How does the system of career planning, career awareness, mentoring systems, using managers as career counselors operate in your organization?
5. What are the strategies within the human resources domain in your organization?

Appendix 2. Survey Questions (in English)

The questionnaire is prepared for the dissertation research. It is anonymous and aims to evaluate the results. Please fill out the questionnaire in relation to the organization in which you are currently employed or have worked in the past. Answers are formulated on a scale from 1 to 7.

Choose a value between 1 and 7, where 1 is 'very rarely' and 7 is 'very often'.

1. Mission and Vision MV score (the intensity of presence in HRD programs):

- How often do you apply the specifics of the organization (organizational goals and work objectives) to developing and implementing the on-the-job training activities?
- How often do you apply the specifics of the organization (organizational goals and work objectives) to developing and implementing off-the-job training?
- How often do you apply the specifics of the organization (organizational goals and work objectives) to developing and implementing reskilling and upskilling programs?
- How often do you apply the specifics of the organization (organizational goals and work objectives) to career planning and mentoring programs?
- How often do you apply the specifics of the organization (organizational goals and work objectives) to the human resources strategies development?

2. Corporate Values VA score (the intensity of presence in HRD programs):

- How often do the ethical norms, internal guidelines, and unit charter (ministry, agency, committee, academy, department) stand within standards in developing and implementing the on-the-job training activities?

- How often do the ethical norms, internal guidelines, and unit charter (ministry, agency, academy, department) stand within standards in developing and implementing the off-the-job training activities?
- How often do the ethical norms, internal guidelines, and unit (ministry, agency, committee, academy, department) charter stand within standards in reskilling and upskilling programs?
- How often do the ethical norms, internal guidelines, and unit charter (ministry, agency, committee, academy, department) stand within standards in career planning and mentoring programs?
- How often do the ethical norms, internal guidelines, and unit charter (ministry, agency, committee, academy, department) stand as strategic directions within the human resources management?

3. Treating People TP score (the intensity of presence in HRD programs):

How often are the individual life issues of employees taken into consideration in developing and implementing on-the-job training activities?

1 ___2___3...

- How often are the individual life issues of employees taken into consideration in developing and implementing off-the-job training activities?
- How often are the individual life issues of employees taken into consideration in reskilling and upskilling programs development and implementation?
- How often are the individual life issues of employees taken into consideration in career planning and mentoring programs planning and implementation?

- How often are the individual life issues of employees taken into consideration in the human resources strategies development?

4. Leadership Style LS score (the intensity of presence in HRD programs):

- How often does the unit's leader (ministry, committee, agency, academy, department head) methods and behaviors when directing, motivating, and managing others influence the on-the-job training activities development and implementation?
- How often does the unit's leader (ministry, committee, agency, academy, department head) methods and behaviors when directing, motivating, and managing others influence the off-the-job training activities development and implementation?
- How often does the unit's leader (ministry, committee, agency, academy, department head) methods and behaviors when directing, motivating, and managing others influence reskilling and upskilling programs content and objectives?
- How often does the unit's leader (ministry, committee, agency, academy, department head) methods and behaviors when directing, motivating, and managing others influence career planning and mentoring programs direction?
- How often does the unit's leader (ministry, committee, agency, academy, department head) methods and behaviors when directing, motivating, and managing others influence the human resources strategic decisions?

5. Organizational Culture OC score (the intensity of presence in HRD programs):

- How often do the unit's (ministry, agency, committee, academy, department) internal rules and practices guide the on-the-job training activities development and implementation?

- How often do the unit's (ministry, agency, committee, academy, department) internal rules and practices guide the off-the-job training activities development and implementation?
- How often do the unit's (ministry, agency, committee, academy, department) internal rules and practices guide reskilling and upskilling programs development and implementation?
- How often do the unit's (ministry, agency, committee, academy, department) internal rules and practices guide career planning and mentoring programs planning and implementation?
- How often do the unit's (ministry, agency, committee, academy, department) internal rules and practices guide human resources strategic decisions?

Appendix 3. კვლევის კითხვარი (ქართულად)

აღნიშნული კითხვარი მომზადებულია სადისერტაციო ნაშრომის კვლევისთვის, რომელიც ანონიმურია და მისი მიზანია შედეგების შეფასება. გთხოვთ, შეავსოთ კითხვარი კონკრეტულ ორგანიზაციასთან მიმართებაში, რომელშიც ამჟამად ხართ დასაქმებული.

აირჩიეთ 1-დან 7-მდე დიაპაზონში მნიშვნელობა, სადაც 1 აღნიშნავს „ძალიან იშვიათად“, ხოლო 7 – „ძალიან ხშირად“.

1. მისია და ხედვა MV ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა):

- რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) სამსახურში ტრენინგის აქტივობების შემუშავებისა და განხორციელების დროს?
- რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) სამუშაოს გარეშე ტრენინგის შემუშავებისა და განხორციელების მიზნით?
- რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) კვალიფიკაციის ამაღლებისა და კვალიფიკაციის ამაღლების პროგრამების შემუშავებასა და განხორციელებაში?
- რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) კარიერის დაგეგმვისა და სწავლების პროგრამებში?
- რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) ადამიანური რესურსების სტრატეგიის შემუშავებაში?

2. კორპორატიული ღირებულებები VA ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა):

- რამდენად ხშირად ჯდება ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) სტანდარტების ფარგლებში სამსახურში სწავლების აქტივობების შემუშავებისა და განხორციელებისას?
- რამდენად ხშირად ჯდება ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, აკადემია, დეპარტამენტი) სტანდარტებში გარე ტრენინგების შემუშავებისა და განხორციელებისას?
- რამდენად ხშირად ჯდება ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) წესდება კვალიფიკაციისა და კვალიფიკაციის ამაღლების პროგრამებში სტანდარტებში?
- რამდენად ხშირად დგას ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) კარიერის დაგეგმვისა და მენტორინგის პროგრამებში სტანდარტებში?
- რამდენად ხშირად დგას ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) ადამიანური რესურსების მართვის სტრატეგიულ მიმართულებად?

3. ადამიანებთან მოპყრობა TP ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა):

- რამდენად ხშირად მხედველობაში მიიღება თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები სამსახურში ტრენინგების შემუშავებისა და განხორციელებისას?
- რამდენად ხშირად მხედველობაში მიიღება თანამშრომელთა ინდივიდუალური ცხოვრებისეული საკითხები სამუშაოს გარეშე სასწავლო აქტივობების შემუშავებისა და განხორციელებისას?
- რამდენად ხშირად ხდება თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები გათვალისწინებული კვალიფიკაციის ამაღლებისა და კვალიფიკაციის ამაღლების პროგრამების შემუშავებისა და განხორციელებისას?
- რამდენად ხშირად ხდება თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები გათვალისწინებული კარიერის დაგეგმვისა და სწავლების პროგრამების დაგეგმვისა და განხორციელებისას?
- რამდენად ხშირად ხდება თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები გათვალისწინებული ადამიანური რესურსების სტრატეგიის შემუშავებისას?

4. ხელმძღვანელობის სტილი LS ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა):

- რამდენად ხშირად ახდენს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდები და ქცევები სხვების ხელმძღვანელობის, მოტივაციისა და მართვის დროს გავლენას ახდენს სამსახურში ტრენინგის აქტივობების განვითარებასა და განხორციელებაზე?
- რამდენად ხშირად ზეგავლენას ახდენს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდები და ქცევები სხვების ხელმძღვანელობის,

მოტივაციისა და მენეჯმენტის დროს სამუშაოს გარეშე სასწავლო აქტივობების განვითარებასა და განხორციელებაზე?

- რამდენად ხშირად ახდენს ერთეულის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდები და ქცევები სხვების ხელმძღვანელობის, მოტივაციისა და მართვისას გავლენას ახდენს ხელახალი კვალიფიკაციისა და კვალიფიკაციის ამღლების პროგრამების შინაარსსა და მიზნებზე?
- რამდენად ხშირად ახდენს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდები და ქცევები სხვების ხელმძღვანელობის, მოტივაციისა და მართვის დროს გავლენას ახდენს კარიერის დაგეგმვისა და სწავლების პროგრამების მიმართულებაზე?
- რამდენად ხშირად ახდენს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდები და ქცევები სხვების ხელმძღვანელობის, მოტივაციისა და მართვის დროს გავლენას ადამიანური რესურსების სტრატეგიულ გადაწყვეტილებებზე?

5. ორგანიზაციული კულტურა OC ქულა (ადამიანური რესურსების განვითარების პროგრამებში ჩართულობის ინტენსივობა):

- რამდენად ხშირად ხელმძღვანელობს დანაყოფის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა სამსახურებრივი ტრენინგის ღონისძიებების შემუშავებასა და განხორციელებაზე?
- რამდენად ხშირად ხელმძღვანელობს დანაყოფის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა სამუშაოს გარეშე სასწავლო ღონისძიებების შემუშავებასა და განხორციელებაზე?

- რამდენად ხშირად ხელმძღვანელობს ერთეულის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა კვალიფიკაციის ამაღლებისა და კვალიფიკაციის ამაღლების პროგრამების შემუშავებასა და განხორციელებაში?
- რამდენად ხშირად ხელმძღვანელობს ერთეულის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა კარიერის დაგეგმვისა და მენტორული პროგრამების დაგეგმვასა და განხორციელებაზე?
- რამდენად ხშირად ხელმძღვანელობს დანაყოფის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა ადამიანური რესურსების სტრატეგიულ გადაწყვეტილებებს?

Appendix 4. Survey Answers on Open Questions (management philosophy in HRD programs examples)

Mission and vision (MV) are not integrated in the on-the-job training activities in my organization

- We have ambassadors in the organization who transferred values in everyday life of our staff. Also, our structure of communication and decisions get according our values.
- Our HR manager quarterly conducts trainings where the mission and vision of the company is not integrated.
- Monthly trainings, where mission and vision of the company is not integrated.
- Rare meetings with personnel.
- Once in a year meeting conducted by the managers.
- Semi-annual trainings.
- MV is integrated in quarterly meetings.
- Sometimes meetings are held for the middle and top managers.
- Once in a year training for managers.
- Quarterly meetings.
- Quarterly meetings with personnel.

Mission and vision (MV) are not integrated in the off-the-job training activities in my organization

- We have nearly one meeting in a month with staff for integration values in the workplace
- Rarely, conducted by the HR department.
- Quarterly meetings with employees.
- Rare
- Quarterly, conducted by HR department

Mission and vision (MV) are not integrated in reskilling and upskilling programs in my organization

- Invited coaches
- Off the job training to another company
- From invited coaches.
- Outside the company
- Periodically trainings from managers

Mission and vision (MV) are not integrated in career planning, career awareness, mentoring systems, using managers as career counselors in my organization

- Trainings from managers

Mission and vision (MV) are not integrated in the strategies within the human resources domain in my organization

- Structure is not developed by the mission and values and the project is listed relative our values

Corporate values (VA) are not integrated in the on-the-job training activities in my organization

- Considering the specific of the organization, VA are integrated most of the trainings I had, such as - considering the interests of the participants.
- Ambassadors meeting includes the values transferred activities
- Different activities by the middle and top managements
- Different management trainings

Corporate values (VA) are not integrated in the off-the-job training activities in my organization

- Team building meetings and trainings
- Same as above
- Trainings to increase the job performance.
- Trainings increasing job performance
- Team building trainings

Corporate values (VA) are not integrated in reskilling and upskilling programs in my organization

- Training about management, motivation and self-motivation
- Self-development trainings
- Experts
- Trainings about self-motivation

Corporate values (VA) are not integrated in the strategies within the human resources domain in my organization

- Code of ethics
- Code of ethics conducted by the lawyers.
- Internal guideline.
- Internal guideline, code of ethics

Treating people approach (TP) is not integrated in the on-the-job training activities in my organization

- I am not well aware, but in the trainings for the respective division that was integrated.
- Integrated in the leadership trainings
- Rare, quarterly training for personnel
- Integrated in the trainings from managers

- Quarterly, trainings for personnel

Treating people approach (TP) is not integrated in the off-the-job training activities in my organization

- Team building, team work activities
- Team-work activities

Treating people approach (TP) is not integrated in reskilling and upskilling programs in my organization

- Team building, team work activities

Leadership style (LS) is not integrated in the on-the-job training activities in my organization

- The organization arranged trainings for the managers regarding the Leadership issues.
- Monthly trainings for managers
- The above-mentioned leadership trainings
- Training for the managers
- Quarterly trainings for managers
- Quarterly trainings for staff

Leadership style (LS) is not integrated in the off-the-job training activities in my organization

- Same as above
- Trainings - team building

Leadership style (LS) is not integrated in reskilling and upskilling programs in my organization

- International coaches
- Invited coaches

Leadership style (LS) is not integrated in career planning, career awareness, mentoring systems, using managers as career counselors in my organization

- Outside company international development

Leadership style (LS) is not integrated in the strategies within the human resources domain in my organization

- Proper strategy implementation vision the organization

Organizational culture (OC) is not integrated in the on-the-job training activities in my organization

- CEO of the company will conduct on the job trainings

Organizational culture (OC) is not integrated in the off-the-job training activities in my organization

- Workshops
- Once in a year the training including different activities and role plays outside the company (in the different environmet)
- Workshops

Organizational culture (OC) is not integrated in reskilling and upskilling programs in my organization

- Experience coach

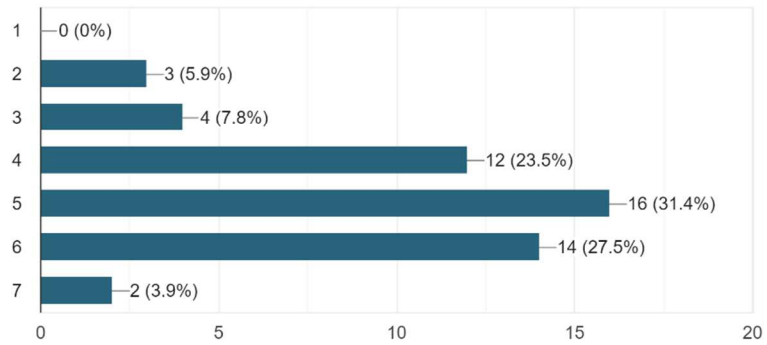
Organizational culture (OC) is not integrated in the strategies within the human resources domain in my organization

- Code of Ethics
- Culture must be the part of the strategy
- We have the document - code of ethics
- Code of ethics

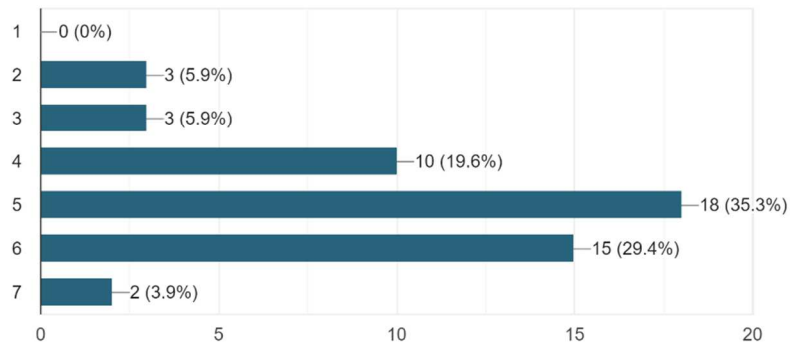
Appendix 5. Research Descriptive Statistics

მისია და ხედვა MV ქულა

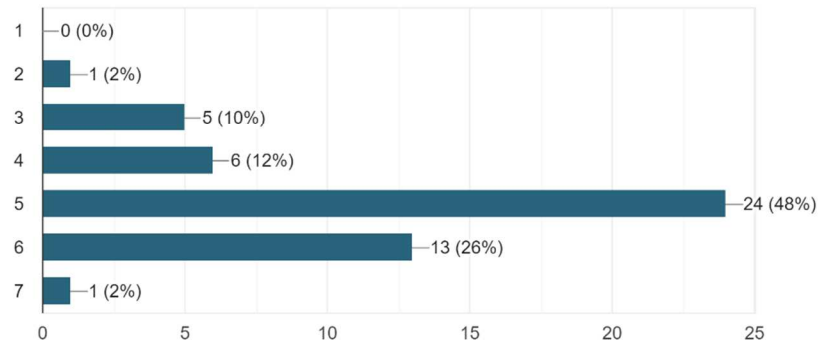
რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) სამსახურში ტრენინგის აქტივობების შემუშავებისა და განხორციელების დროს?
51 responses



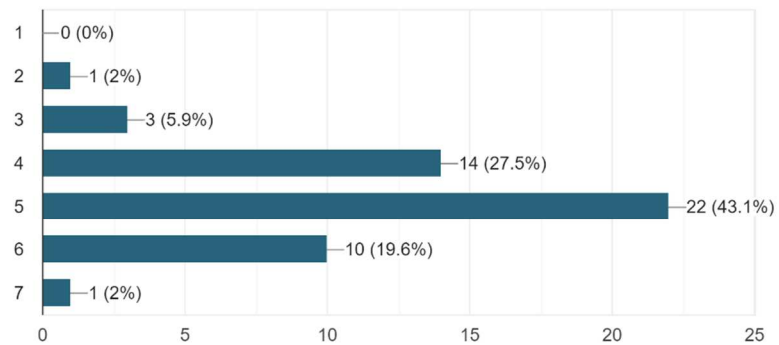
რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) სატრენინგო პროგრამების შემუშავებისა და განხორციელების მიზნით?
51 responses



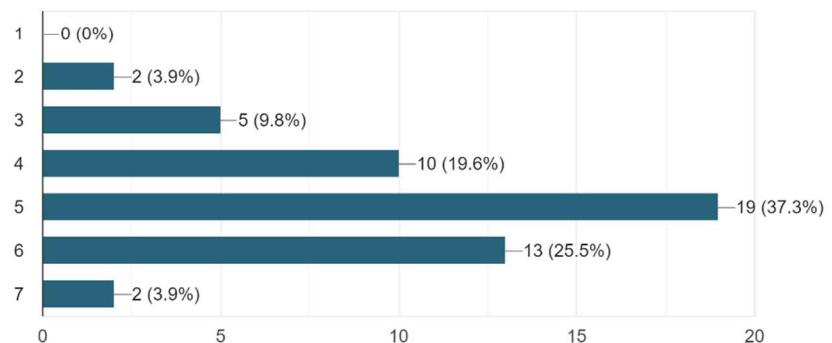
რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) კვალიფიკაციის ამაღლებისა და კვალ...როგრამების შემუშავებასა და განხორციელებაში?
50 responses



რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) კარიერის დაგეგმვისა და სწავლების პროგრამებში?
51 responses



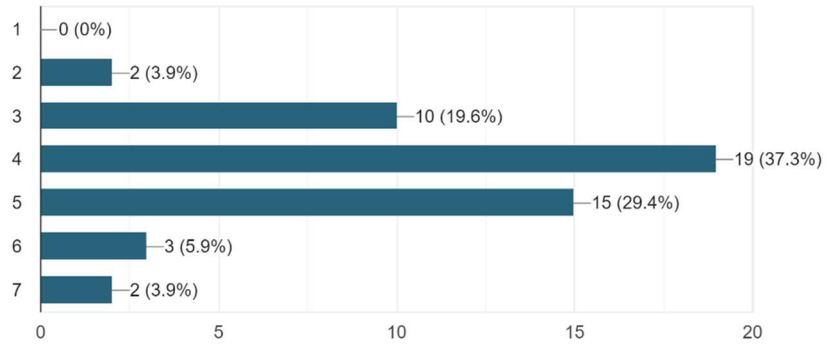
რამდენად ხშირად იყენებთ ორგანიზაციის სპეციფიკას (ორგანიზაციული მიზნები და სამუშაო ამოცანები) ადამიანური რესურსების სტრატეგიის შემუშავებაში?
51 responses



კორპორატიული ღირებულებები VA ქულა

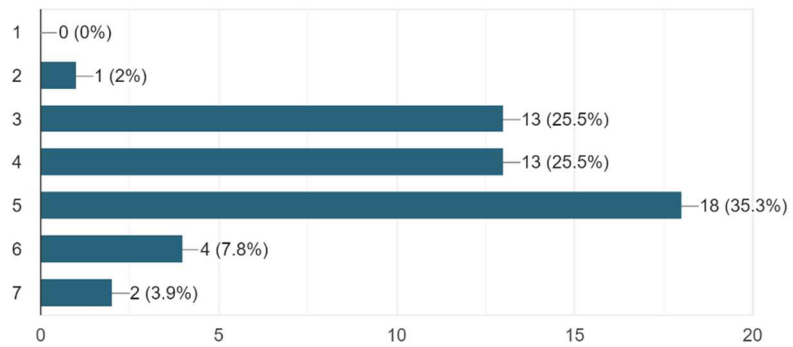
რამდენად ხშირად აკმაყოფილებს ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკა...ქტივობების შემუშავებისა და განხორციელებისას?

51 responses

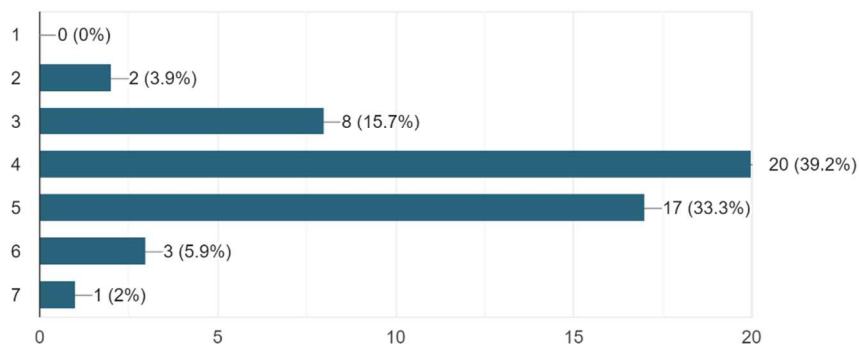


რამდენად ხშირად აკმაყოფილებს ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, აკადემია, დეპა...რენინგების შემუშავებისა და განხორციელებისას?

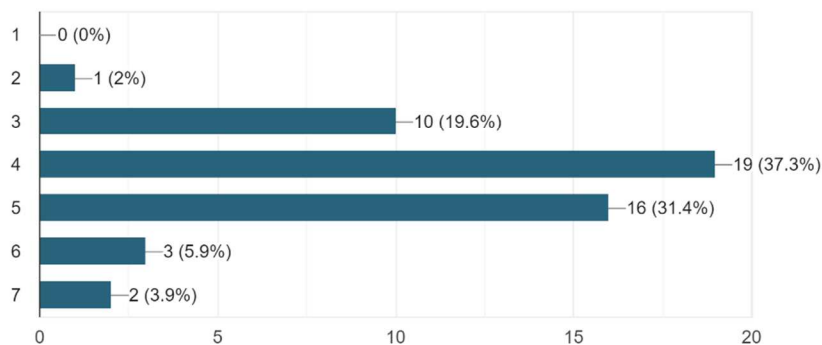
51 responses



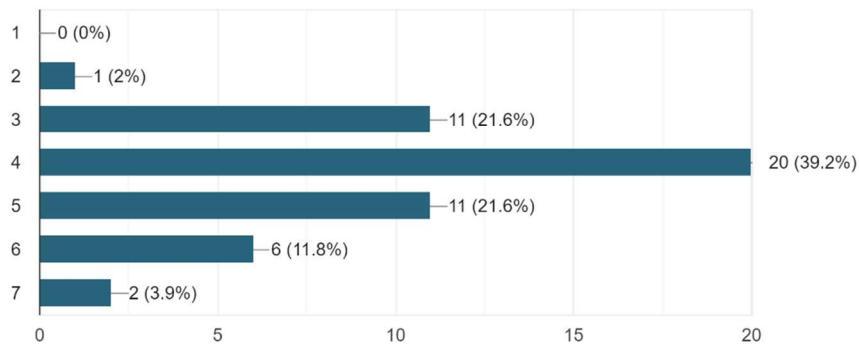
რამდენად ხშირად აკმაყოფილებს ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკა...ისა და კვალიფიკაციის ამაღლების პროგრამებში?
51 responses



რამდენად ხშირად აკმაყოფილებს ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკა...ერის დაგეგმვისა და მენტორინგის პროგრამებში?
51 responses

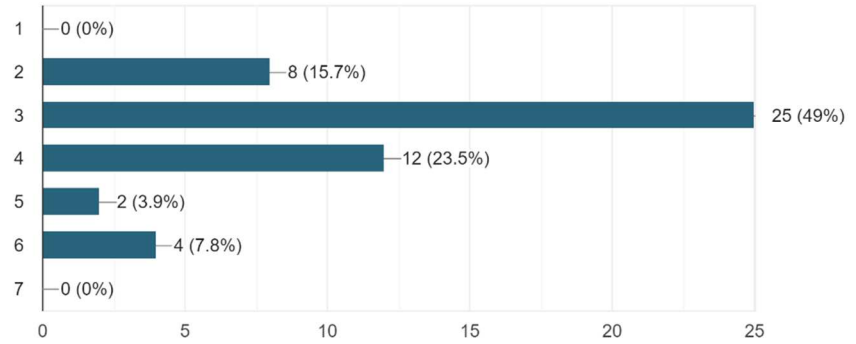


რამდენად ხშირად დგას ეთიკური ნორმები, შიდა სახელმძღვანელო და ერთეულის წესდება (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, ...ესურსების მართვის სტრატეგიულ მიმართულებად?
51 responses

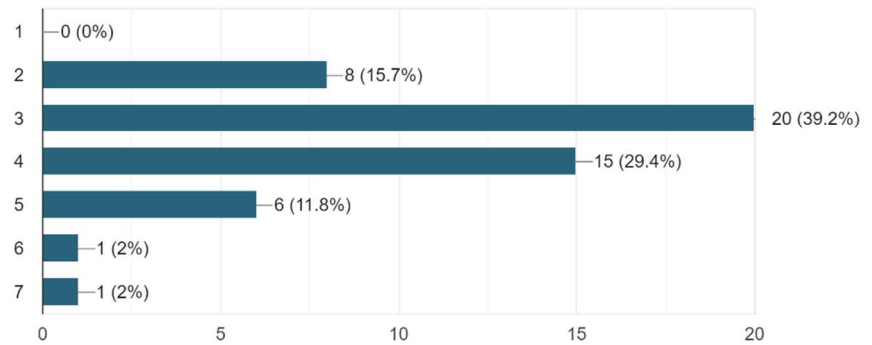


ადამიანებთან მოპყრობა TP ქულა

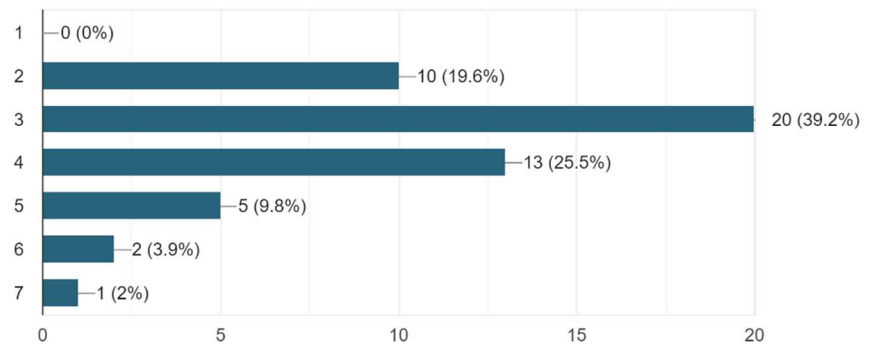
რამდენად ხშირად მიიღება მხედველობაში თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები სამსახურში ტრენინგების შემუშავებისა და განხორციელებისას?
51 responses



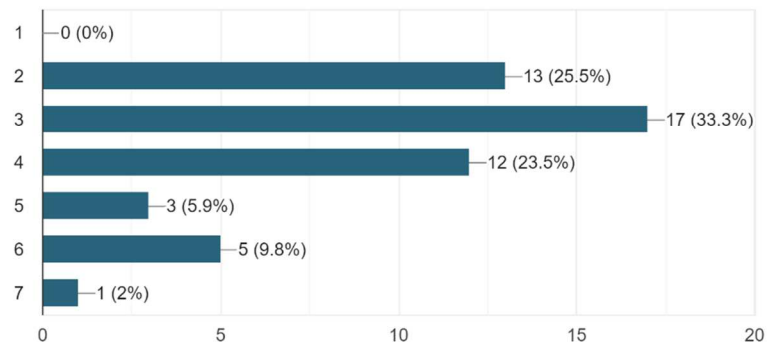
რამდენად ხშირად მიიღება მხედველობაში თანამშრომელთა ინდივიდუალური ცხოვრებისეული საკითხები სასწავლო აქტივობების შემუშავებისა და განხორციელებისას?
51 responses



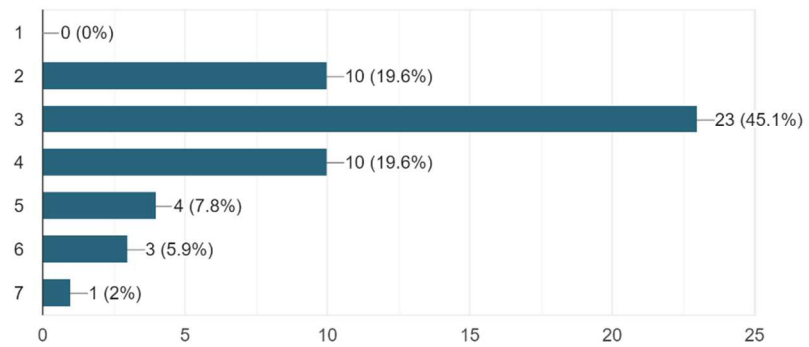
რამდენად ხშირად არის გათვალისწინებული თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები კვალიფიკაციის ამაღ...გრამების შემუშავებისა და განხორციელებისას?
51 responses



რამდენად ხშირად არის გათვალისწინებული თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები კარიერის დაგეგმვის...როგრამების დაგეგმვისა და განხორციელებისას?
51 responses

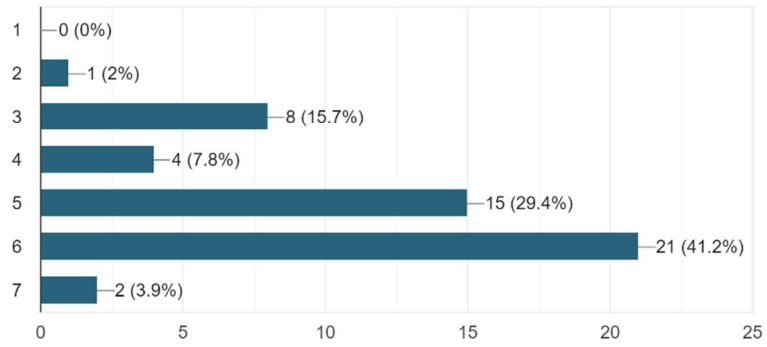


რამდენად ხშირად არის გათვალისწინებული თანამშრომლების ინდივიდუალური ცხოვრებისეული საკითხები ადამიანური რესურსების სტრატეგიის შემუშავებისას?
51 responses

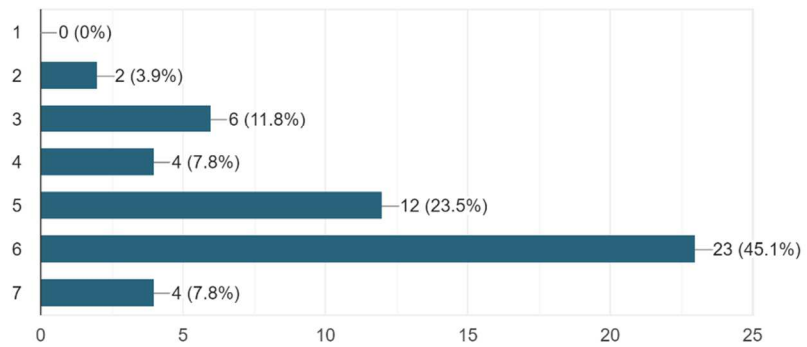


ხელმძღვანელობის სტილი LS ქულა

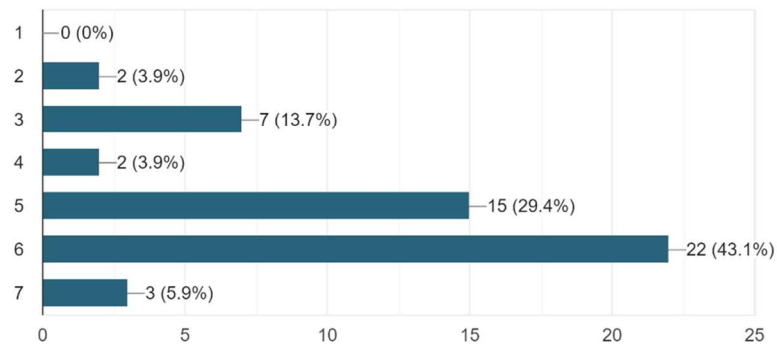
რამდენად ხშირად აქვს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდებსა და ქცევებს...ივობების განვითარებასა და განხორციელებაზე?
51 responses



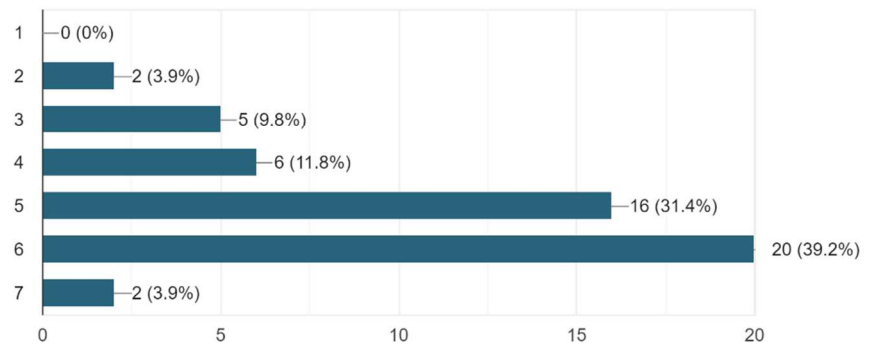
რამდენად ხშირად აქვს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდებსა და ქცევებს...ივობების განვითარებასა და განხორციელებაზე?
51 responses



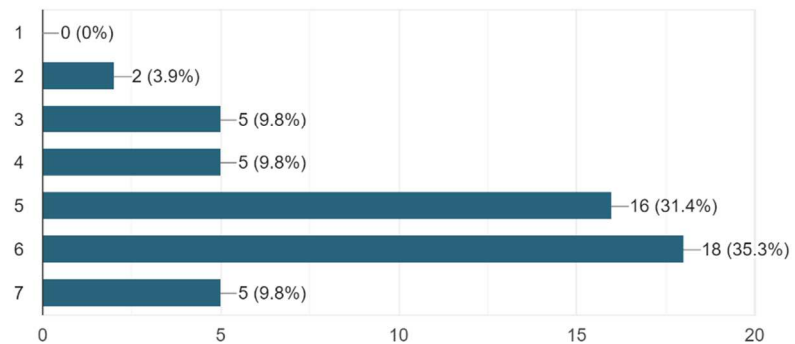
რამდენად ხშირად აქვს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდებსა და ქცევებს ...აღლების პროგრამების შინაარსსა და მიზნებზე?
51 responses



რამდენად ხშირად აქვს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდებსა და ქცევებს...ა და სწავლების პროგრამების მიმართულებზე?
51 responses



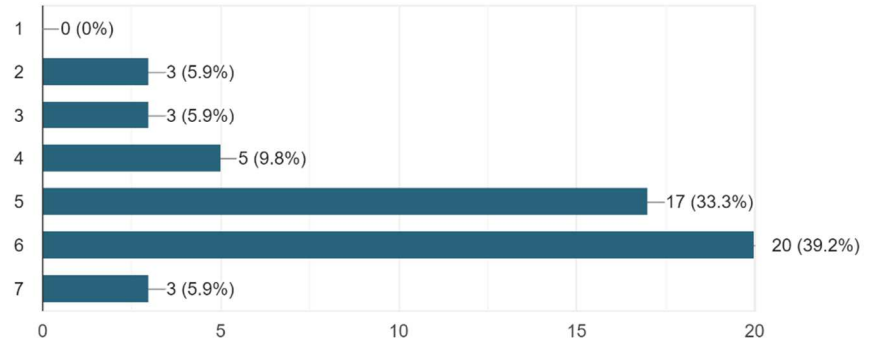
რამდენად ხშირად აქვს დანაყოფის ლიდერის (სამინისტრო, კომიტეტი, სააგენტო, აკადემია, დეპარტამენტის უფროსი) მეთოდებსა და ქცევებს... რესურსების სტრატეგიულ გადაწყვეტილებებზე?
51 responses



ორგანიზაციული კულტურა OC ქულა

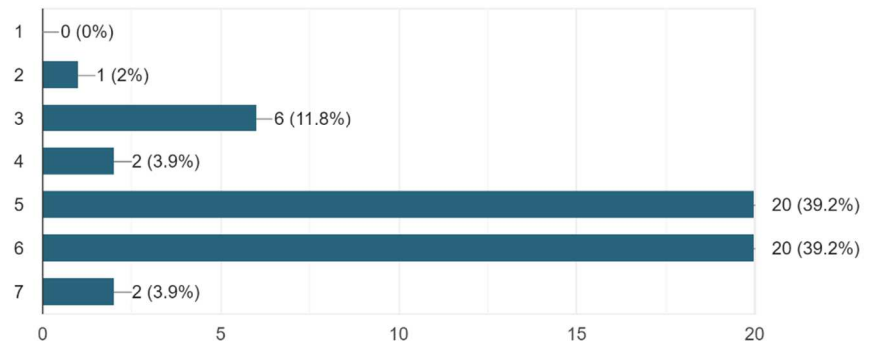
რამდენად ხშირად ხელმძღვანელობს დანაყოფის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა სამსახ...ონისძიებების შემუშავებასა და განხორციელებას?

51 responses

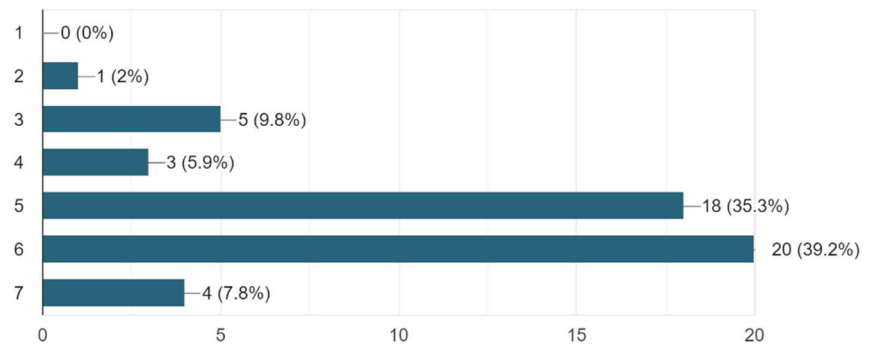


რამდენად ხშირად ხელმძღვანელობს დანაყოფის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა სასწავ...ონისძიებების შემუშავებასა და განხორციელებას?

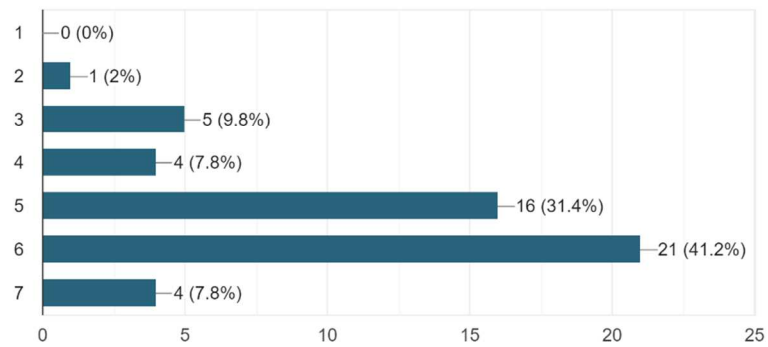
51 responses



რამდენად ხშირად ხელმძღვანელობს ერთეულის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა კვალი...პროგრამების შემუშავებასა და განხორციელებას?
51 responses



რამდენად ხშირად ხელმძღვანელობს ერთეულის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა კარიერ...ი პროგრამების დაგეგმვასა და განხორციელებას?
51 responses



რამდენად ხშირად ხელმძღვანელობს დანაყოფის (სამინისტრო, სააგენტო, კომიტეტი, აკადემია, დეპარტამენტი) შიდა წესები და პრაქტიკა ადამ...რი რესურსების სტრატეგიულ გადაწყვეტილებებს?
51 responses

