THESIS

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The contribution of HR managers to organizational success by means of training and dealing with employees

Master's thesis

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1. Introduction

"We all are social beings, not rational ones."

Elton Mayo

Constantly changing environmental conditions, new competitive situations and market structures are now a necessity for the survival of the enterprises, which are trying to maintain their existence as an open system, rather than a means of adaptation, in order to ensure their continuity. Today, providing customer satisfaction, creating loyalty to the business, producing better quality, faster and flexible products or providing services can be counted among the primary objectives of the businesses.

Although it seems that the need for manpower is decreasing in this ever-developing digital world, where more and more mechanization, automation and technological developments enter our lives, and new horizons can be opened for businesses at the same time, human capital is an indispensable resource for businesses.

The human factor is now accepted as an invisible power of enterprises and even constitutes an important place in the evaluation methods of enterprises as intellectual capital. Regardless of the values of the enterprises in the market, the real values and in fact the only factor that leads the enterprises to success is the manpower in their hands and their ability to use it.

For this reason, businesses have to use their manpower correctly and appropriately in order to make a difference, adapt to changing environmental conditions, and also to demonstrate the speed, flexibility, quality and commitment to the business, which are the requirements of the age. Although, from a process perspective, the basis for the development of management science is the effort to accept the fact that employees are social beings and to establish a governance system in that direction, today, human is the most important production factor for businesses and the most important key to the survival of businesses. For this reason, continuous development is seen as an effort for businesses to adapt to new structures and to survive with a flexible approach to constantly changing external environmental conditions.

The concept of human resources training, which emerged at this point, works for the planning of training activities that should be determined in advance of all kinds of knowledge, skills, behaviors, attitudes, decision-making and habits that businesses need, and that should be put

forward in accordance with these determined situations. The knowledge that emerged as a result of these studies and the contribution of this knowledge to business activities is a guide for businesses in terms of performance.

Another element that emerges with human resources training is the specialized workforce, the emergence of new talents and skills, and the correct use of these components in the phenomenon of making a difference. In order to make a difference, it is necessary to both follow the ever-changing environmental conditions well and predict new conditions that may occur in advance in order to exhibit a more proactive method as a management style and to lead this management style to success.

I genuinely feel that Human Resources Management is an area where I see myself professionally and would like to excel at. I have been working at Vodafone Intelligent Solutions – Budapest as an intern since the 30th of May, 2022. During this period of time, I did realize that how big the organization's role in self-development is and the atmosphere of the relations with higher officials has a huge impact on motivation, engagement, job satisfaction, and finally, productivity. Thanks to the trainings I was given by the company, the opportunities to develop myself, and the great team leader and managers. In the light of these experiences, I decided to write my Master's thesis work in this topic and draw attention to the modern calls in the training and development field, as well as to some aspects from the behavioral management school with a contemporary look.

In the second chapter, the definition of the Human Resources Management has been identified, the role of training in HRM has been emphasized, and the needs assessment for the training has been analyzed. Moreover, the second chapter gives information about the brand-new phenomenon of Green Human Resources Management, defines what Green HRM is, unfolds the notion of "green training" in HRM, and takes a look at current approaches in green human resource management. Also, provides critical evaluation of the sources.

The third chapter of this research presents the model employed in the investigation, as well as a detailed account of the methods utilized in the study. This includes a description of the sample data gathered through the administration of a questionnaire, the tools employed in data collection, and the methodology employed in the structured interview process. Additionally, the chapter expounds upon the sampling method utilized in the structured interview process.

Moreover, the table of interrelatedness is elaborated upon, providing a graphical representation of the connections between the research variables.

The fourth chapter of this research presents the findings derived from both the questionnaire and structured interview methodologies employed in the study.

Objectives

1. Emphasizing the importance of training in attaining organizational goals by achieving high performance level in employees.
2. Showing the comprehensive benefits of training in terms of employee motivation, confidence and self-awareness.
3. Finding out about the most effective techniques and tools that can be used in trainings (e.g., ICT based training).
4. Learning about the role of non-training topics along with training needs for better employee performance.

Research questions

1. To what extent do trainings play a role in the enhancement of employee performance and motivation?
2. These days, what methods and tools are considered more effective and useful in the implementation of trainings?
3. What to address during the training?
4. How to define who are needed to be trained and what areas require training?

Hypotheses

H1: I assume that the more trained an employee is, the more efficient the level of performance.

H2: I assume that training makes employees highly motivated, confident and it also creates self-awareness.

Besides conducting an online survey as a quantitative method, a structured interview was held as a qualitative method with predetermined questions individually. The interview mainly targeted people who work in managerial positions to reveal the issues related to the topic from their points of view, as well.

2.   Literature review

2.1. Definition and role of Human Resources Management

Many functions and activities are carried out in order to manage resources and achieve desired results in enterprises. For example, financing activities for the management of monetary resources; accounting activities to monitor financial developments; production activities to manage production-related resources and processes; marketing activities for the sale of goods and services produced; advertising activities to facilitate the promotion and sale of products and services; public relations activities are carried out to manage the relations, reputation and corporate image of the business with its stakeholders. These activities are organized into separate divisions within the overall structure of the enterprise; some activities are organized in a way that they can be carried out independently, while others are integrated with other departments. The task of carrying out all kinds of activities related to people in businesses belongs to the human resources management function. Human resource management is a set of functions and activities that ensure that people are effectively managed in a way that is beneficial to the organization, the individual, and the environment, in compliance with ethical rules and laws (Benligiray, 2016). The basic function of human resource management is shaped around its roles, objectives, and organizational structure. Human resource management involves strategically managing an organization's most valuable resources, which are its people, in a consistent and systematic manner. From this definition, we can conclude that human resource management is a function in organizations designed to maximize the performance of employees serving the strategic goals of the employer.

Today, institutions have begun to attach more and more importance to human resources management. The emphasis on human resource management has increased further after the realization that the employee is able to achieve the goals of the organization and that human resource management is critical to the success of an organization. Human resource management encompasses exhaustive and strategic approaches to workplace culture and environment, in addition to managing people (Argon & Eren, 2004). The concept behind human resource management is that employees subject to effective human resource management can contribute to the overall direction of a company more effectively and efficiently, thereby achieving company goals and objectives.

For modern human resources managers to have a measurable and demonstrable influence on business objectives, they need to be conversant in the language of business executives and knowledgeable about the job of the business. HRM is considered by many business strategists to be the most important of all company resources. This is due to the fact that as a company's workforce improves, so does its competitive edge. Other sources do not have this capacity.

Every organization considers employees as their primary assets, and their performance directly affects the success of the industry. Consequently, the top management recognizes the importance of investing in employee training to enhance their performance and prepare them to face the challenges of the competitive business environment (Hafeez, 2015).

It is not unknown that line managers have direct relations with employees of a company and have a huge impact on the company's success regarding this fact. Hence, the Human Resources department and HR managers need to comprehend their weight of responsibility in terms of training those managers in order to attain the goals of a company.

Training young managers in organizations and preparing them for senior management positions by following a certain process are among the basic responsibilities of human resources managers. In fulfilling this responsibility, besides HRM practices such as job design, career management, performance management, and training, various manager development techniques, coaching, and mentoring processes also have a place and importance.

Successful implementation of manager development, coaching, and mentoring processes in an organization provides multifaceted benefits for both employees and the organization. Therefore, Human Resources Managers should support the organization-wide manager development activities and the establishment and dissemination of coaching - mentoring relationships.

Managers, too, must now accept the necessity of playing different roles. The basis of the new roles of managers will not be "command and control," but "development, coaching, mentoring". Of course, it is not easy to adopt such a role change and do what is necessary. With the introduction of these concepts into the literature; titles based more on hierarchical differences; it falls short in the face of the flattening of organizations, the prominence of leadership and coaching practices, and zero hierarchy. For this reason, for example, titles without hierarchy such as "team leader," "group coach" began to be used, and the term "manager-manager" was

gradually replaced by titles consisting of concepts such as "leader", "mentor-guidance" and "coach-trainer".

With the effectiveness of manager training, coaching, and mentoring processes, the organization can

- ✓ focus on strategy and goals;
- ✓ become more flexible and faster;
- ✓ operate at higher performance levels at lower costs;
- ✓ provide more motivation for its employees;
- ✓ develop the competencies for its employees;
- ✓ improve relations between employees and managers;
- ✓ make it easier to identify and fix performance problems.

Individual industries deal with activities that have been successfully used to achieve that standard. HRM is part of the management method of creating, developing, and managing human elements. The value of further training cannot be ruled out at every stage of human resource development. Many studies have also shown long ago that there is a strong link between training practices and various measurements of employee performance.

The employee is the core of the company and their success and failure depend on their performance (Hamed, 2011). Companies that spend more money and time on training employees are highly likely to get better results than those do not.

In the post-globalization era, people are no longer seen as just a factor of production, but instead, have the capacity to bring change to the organizational level. Each person in the organization has different abilities due to their distinctive characteristics such as intelligence and creativity. If the institution creates a conducive environment for the individual with a chance to learn and develop their talents, it can be used effectively for the survival, substantial growth, and future prospects of the company. The human resource management function aims to effectively evaluate the workforce as a competitive resource for the achievement of organizational strategies (Kanten & Kanten, 2009). Eren (2011) lists the objectives of human resources management as follows:

- Attracting qualified and effective workforce to the business world and choosing the most suitable one among them.
- Providing technical and managerial information to the workforce, helping them to train and develop according to their capacity.
- Taking measures to keep human capital available for long-term service in the business and to increase the loyalty of the organization.
- Establishing good relations with labor and employer unions and employee-employer relations, providing and maintaining an environment of balance based on mutual benefits.

2.2. The role of training in Human Resources Management

The most important factor for the success of any organization is its workforce or employees. They have a regular role to play, including the success of the organization that cannot be underestimated. According to Afshan *et al.* (2012), performance is defined as the degree to which a set of objectives is met in terms of quality (accuracy and completeness), efficiency (cost), and timeliness. When employees perform well, they may improve productivity, adapt well to new technology, and show high motivation. Numerous studies have demonstrated a positive relationship between human resources practices and employee performance and growth opportunities. There are many studies showing that training can improve employee performance by building a sense of teamwork between employees and developing professional financial skills. Furthermore, employee competency is enhanced when the organization begins to spend to improve employee knowledge and competence through training, thereby producing more effective employees and also creating an effective relationship between employees and employers. Evidence also shows that training has a significant benefit on employee performance when combined with innovation. Research conducted by HR has shown that training employees on how to manage absences plays an important role in improving absenteeism rates in their organizations (Lotic, 2014).

Another study on "Training Knowledge Workers: A Descriptive Study of Training Practices at Irish Software Companies" reports the findings of 200 employees at 39 software companies. This study collected information about the types of training and the impact it has on knowledge retention. The conclusions show that training has a positive impact on employee expectations.

A good training program leads to increased employee satisfaction with the work. Nearly one-third of respondents believe that the organization's training does not include employee feedback on requirements (Acton & Golden, 2003). Khawaja Fawad Latif *et al.* (2013) stated in their study on the topic of the association of training satisfaction with the employee development aspect of job satisfaction that training provided to employees will have the effect of increasing their current job satisfaction. They emphasized that the company needs to focus on capacity building and employee development to achieve job satisfaction.

Abdul Hameed (2011) in a research treatise on employee performance and development, states that employees are a key component of any company, and their successes and failures are largely based on performance. The above literature describes the benefits of training and its positive impact on employee performance. If the training procedure is well planned, it is beneficial to both employees and the organization.

Training is mainly aimed at improving KAAS (knowledge, abilities, attitudes, and skills). This refers to a systematic process of improving the skills, abilities, and knowledge required to perform a particular task. When training is transferred and evaluated, it has been shown to help in the good use of resources. Training helps you achieve both your personal and organizational goals and objectives. Training also helps increase employee efficiency. Initially, the organization finds gaps, i.e., it compares the actual performance of the organization with the desired performance. Training is one of the ways to bridge the gap. For this, a strategic analysis of training needs may be an option (Tyagi & Vishwakarma, 2017). There are several reasons why an employer might require training for an employee, such as improving worker productivity, improving worker capacity, promotion process, reducing organizational turnover, legal requirements, new technologies, etc. (Tyagi & Vishwakarma, 2016). Therefore, the main reason for training an organization's employees is to improve the performance designed by the organization's employer. Currently, training is designed to take into account sustainability aspects. Research shows that training is provided to achieve the organization's short-term goals, rather than focusing on long-term goals. Today, ICT-based training is seen as the most feasible and effective way to reach a company's goals in the long run (Tyagi *et al.* 2020). Training is one way to invest in enthusiastic and dedicated employees. Training improves employee satisfaction. When training is done, employees tend to think that the organization cares about

them. It establishes a relationship between the organization and the employees. It also helps give employees a competitive advantage over other workers. Learning from the competition in the market is critical to the long-term survival of an organization (Khan & Sukhotu, 2020). Training, when done effectively, can be a cost-effective way to reach an organization's goals. After training, it is important to assess the succession of the training program. Training also inspires employees and helps reduce mistakes and accidents within the organization (Tyagi *et al.* 2020).

The highlighted texts elaborate on how training improves productivity and opens up new possibilities for professional growth. Training is one of the HRM activities seen as a gift by workers (Sultana, 2013).

There are several factors that contribute to the effectiveness of the training; including the competence of the trainer, the appropriateness of the delivery methods used by the trainer, the training location, and the content and objectives of the training. The individual assigned a task for the purpose of communicating training goals is called the coach and is central to the effectiveness of the training program. The trainer's role shifts from that of a simple skill provider to that of an active communicator who strives to achieve training and organizational goals. Coaches play an important role in turning learning into work. One of the barriers in providing training to employees is poor training content and style. Therefore, a good trainer can improve your training program by setting appropriate training goals and communicating them in the best possible way for employees to understand, as training goals are considered "pillars."

While Rohan Singh and Madhumita Mohanty (2012) explain in their research that training is an important tool aimed at improving the performance of the workforce and ultimately it will add value to an organization, but the organization must strike a balance between value training and training disbursement. The final results show that the impact of training varies from industry to industry.

Training programs and their ratings, as argued by Chris Obisi (2011) in his paper Employee Training and Development in Nigerian Organizations, should take organizational goals into account. Missions must be accomplished with or without, and training can improve a workforce's capability to help them both in their current role and in future roles where they will be asked to do similar duties. Because of this, no group can ignore it.

Training plays an important role in continuously improving the capabilities of employees and the efficiency of the organization. Training helps strengthen employees' new skills and abilities and fills their unprofitable areas (Tyagi & Vishwakarma, 2016). Training does not only help employees prepare for better performance, but it is also an important element of motivation (Tyagi & Vishwakarma, 2016). Training creates a sense of belonging and trust among workers (Tyagi *et al.* 2013). Training helps employees evaluate themselves by saying they have done a great job. It creates a sense of self-affirmation for employees (Tyagi, 2012). Many organizations are investing in training today, but the question arises whether employees are transferring learning from training to them? If an organization has all the resources and tools for training and learning, but its employees lack the motivation to learn, half of the criteria for success will be lost (Hein & Florentine, 2017). Since "human capital" is the organization's most important resource, the organization will do its best to understand its needs and to secure a loyal, efficient, and ambitious workforce (Lee & Anderson, 2017). Training is a way to keep the best employees in the organization. The right choice of training method contributes to high performance. On the other hand, choosing the wrong method can have zero impact or profit on the organization's growth, wasting resources and costs. Before choosing the most appropriate form of training, the organization first understands who needs training, which areas need training, what should be covered during training, what techniques and tools should be used, etc. (Tyagi, 2010). Trainers need to carefully analyze these factors. Many organizations hold regular seminars to help employees deepen their knowledge. The business world today is moving at a difficult pace to keep up with, so it is important to have talented employees in your organization. Therefore, it will be difficult for companies to keep up with all new inventions, innovations, and technological advances (Sabarudin *et al.* 2011). However, organizations must not stop, they keep employees updated in terms of their skills and knowledge and provide new insights to move forward and gain a competitive advantage. Organizations need to engage their employees strongly. This can be achieved through training. Today, workers are also trained for the sole purpose of spotting new trends in another field, to get concrete examples or solutions to a problem the organization may be facing (Tyagi, 2012). They want to learn from experienced trainers who have already achieved many successes. This serves as a strategy for organizations to deal with competition (Tyagi & Vishwakarma, 2016). Therefore, training helps employees

comprehend how to work effectively in their organization and achieve the company's vision and mission.

The training and development programs planned by the human resources management within the scope of career management practices and policies increase the internal motivation of the employees, especially by providing the employees with the opportunity to develop themselves and inspiring the organization's employment opportunities, and helping the employees who are trained and competent especially in crisis environments to make the right decisions (Vardarlier, 2016).

2.3. Needs assessment in the training program

An organization does a training needs analysis when it wants to make sure its employees have the skills they need to do their jobs well, advance in their careers, and develop as a company. There are 3 key steps involved in the training needs analysis to ensure the business gets the most out of the transfer:

I. ***Deciding on Skill Sets.*** The first step is to decide on the skill sets required for all team members to do their jobs properly. This means looking at each job role in the business separately and considering things like different departments or seniority levels that will affect that as well (Özdemir, 2002).

II. ***Assessing Staff Skills.*** The second step is to look at all team members and compare their current skill level to the skills identified in the first stage of this process. This will allow to see who is meeting the expectations and who needs more training to meet the expected skill level (Subaşlar, 2009).

III. ***Highlight the Required Skills.*** Now that you know where you want your team to be and what level they are currently at, the gap (if any) can be easily seen that has arisen between the two. Now that the gap is known, you need to use training to fill in that gap and ensure your team is at the level they are expected it to be (Özdemir, 2002).

It is very important to determine the needs of training programs precisely. If it is not determined correctly, it leads to having unnecessary costs for the business. Training needs in enterprises can be formulated as in Table 1:

Need for training=	Expected performance at present	-	Current performance
	+		
	Expected performance in the future		
	+		
	Needs for Future Investments		

Table 1. *Training needs formula*

Source: Şencan& Erdoğmuş, 2001: 26

While developing the training program, the needs and general classifications should be put forward in detail. In this framework, priority should be given to items that are considered important for the business. The order of these items is given in Table 2.

Individual needs	Group needs
Immediate need	The need to be met in the future
The need that requires formal educational activities	The need that requires informal education
Need that requires on-the-job training	Need that requires off-the-job training
The need that the business may encounter itself	Needs that can be met through external resources
A need that can be satisfied by meeting with others	A need that a person can meet alone

Table 2 *Training needs*

Source: Şencan& Erdoğmuş, 2001: 133-134

While determining the training needs, some issues need to be considered. These issues can be listed as follows (Baraz, 2013):

1) ***Determining Business Objectives***: Fundamental goals are the basis of the plans and programs that guide the activities of businesses. Since organizations will take an action to achieve these goals, these goals should be the basis for identifying training needs.

2) ***Recognizing the Hierarchy in the Organization:*** With a good analysis of the operation of the chain of command, workflow, coordination and communication in the organization, the points where there is a need for training can be determined.

3) ***Identifying Business Requirements:*** Without knowing the job requirements of the people working in the business, it is impossible to determine the training need for the person to be recruited or working for that job. Therefore, job requirements should be known and taken into account in determining training needs.

Training needs are generally analyzed at the organizational, job and individual level. One of the most important functions of training units in organizations is to determine the training and development needs in a realistic way.

When the necessity of determining needs is questioned, some basic points draw attention. In the simplest terms, it is the planning of education or service by revealing the difference between the needs determination studies and the current situation and what should be done afterwards. Only in this way can deficiencies be corrected. The reasons for determining needs, especially in training program development studies, can be summarized as follows:

a) Each of the trainees has different backgrounds.

b) Each trainee has strengths and weaknesses, and these need to be revealed.

c) Among the trainees there may be those who need more help.

d) In addition, the level of learners' attainment of appropriate standards at the end of the training can be determined and monitoring can be carried out.

e) Perhaps the most important reason will be to provide information for the planning of future trainings.

f) The previous five titles mostly give information about the necessity of determining the needs in terms of the training program (Hesketh & Laidlaw, 2002).

Recently, it has been noted that although the study of the impact of social factors on educability has progressed steadily, the relative negligence of school sociology complicates how external social factors and structure are assessed. This negligence is perhaps due in part to the lack of an established theoretical orientation and distinctive methodology compared to other fields in the sociology of training (Eroğlu, 2006). For this reason, it is suggested to discuss what potentials exist in applying sociological organizational analysis techniques to school and to note some of the approaches that have been made before.

The sociological study of institutions has evolved from early concerns about productivity in businesses to concerns about the internal activities of any organization. This stage is only relevant to the business or industrial firm. The second phase was characterized by the Hawthorne studies, which focused on the human aspects of the organization and changing the "formal" goals of the organization's "informal" group structures, as well as serving to limit the "informal" pressures on the workgroup. At this stage, interest in bureaucracies and non-industrial organizations began to increase. The third phase, which has just been introduced, is called the conceptual phase and is defined by the search for a comprehensive theory that "combines" relevant data to relate comprehensive data on "organizational design, function and adaptability" (Banaz, 2013). Only in recent years, at the threshold of this third stage, attention has focused on the characteristics of organizations such as hospitals, military units, churches, voluntary associations, schools and colleges. As a result, there is a fairly extensive literature on business, but fewer studies on non-business organizations, particularly schools.

The information collected as a result of the analysis of the internal and external environment of the business is useful for determining the current and future status of the business. This information helps to identify areas of low performance in the business world, as well as to determine what institutional and environmental factors the business will face in the future.

Business-level analytics help companies create a competitive advantage in the marketplace. Enterprise, department, and enterprise-level analytics are commonly used by business owners to create competitive advantage. Company analyzes provide direction as the company enters new economic markets (Şimşek, 2013). Divisional analyzes outline specific objectives for individual business segments. Business level analyzes focus on a specific function that can

increase a company's market share and profitability. These strategies also include various economic resources to increase a company's production efficiency.

2.4. Green human resource management and new approaches

2.4.1 The definition of green human resources management

Studies on green organizations started with the expansion of environmental management systems and the implementation of ISO 14001, especially in the 1990s. After this development, organizations started to need human resource management practices such as training, performance evaluation and reward strategies in order to realize green practices (Shah, 2019; Turan & Sundu, 2021). Since then, companies' environmental performance and solutions to environmental problems have begun to be considered as an important source of competitive advantage, as they contribute to the development of organizational skills such as organizational learning, stakeholder integration and innovation (Ren, 2020). Although this development was accepted as human resources factors, human dimensions and human resources dimensions in the early periods, later on, with the effect of the consensus among researchers, integration between human resources management and environmental management was achieved and it began to be called green human resources management (Jabbour, Teixeira & Jabbour, 2013).

There are many definitions of green HRM. According to Ren, Tang, and Jackson (2018), "green HRM" is a phenomena that sheds light on the connections between environmental impacts made by businesses and HRM's strategic planning, policy making, and practice. Jabbour (2013), while describing green human resources management, stated that it is an application that deals with a more systematic and planned compliance of traditional human resource management practices with environmental goals. Guerci and Carollo (2016) expressed green human resources management as the relationship between a specific HRM practice and environmental sustainability in the context of sustainability and sustainable human resources management. Zoogah (2011: 29) defined green HRM as "the use of HRM policies, philosophies and practices to promote the sustainable use of resources and prevent harm from environmental concerns in business organizations". According to this definition, green human resources management emphasizes the importance of human resource managers considering green decision and behavior patterns in their decisions and practices.

The aim of green human resources management is to exhibit more responsible behavior while striving to reduce carbon emission rates, minimize waste and become economically profitable. When the green HRM literature is examined, it is not clear what exactly the concept and its effects on employees mean. For this reason, the concept of green HRM is still under development. Green HRM has an important role in changing individual behaviors, based on the idea that human resources management has the ability to shape and measure the pro-environmental behavior of employees, which is an assumption accepted by the studies that have been carried out in this field (Ahmad & Umrani, 2019). Green HRM becomes imperative in order to make environmentally friendly products and operations, to successfully manage corporate environmental programs and to overcome the difficulties encountered during the implementation of corporate environmental programs (Opatha & Arulrajah, 2014).

In order for green HRM to be effective in revealing green behaviors of employees, the firm must have recruitment strategies aimed at attracting employees with environmental values and beliefs. In addition, a development, performance and rewarding strategy that takes into account individual environmental performance should be established, and effective programs should be implemented that improve environmental awareness, attitudes, skills and knowledge of employees (Dumont, Shen, & Deng, 2017). Green HRM can be regarded as a set of practices covering all activities related to the creation, implementation and continuous improvement of a system that aims to make an organization's employees green.

Green human resource management has emerged by associating human resource management with environmental management (Kesen & Öselmiş, 2021). Wehrmeyer's statement (1996) "if a company adopts an environmentally friendly approach to its operations, its employees are the key to its success or failure" has been accepted by most researchers as the first statement that influenced the emergence and development of green HRM (Gjika & Koli, 2019: 64). Green HRM includes the environmental management of human resources management to support the sustainability and effective use of the resources of the organizations (Yavuz, 2020). Green HRM, which is considered as a part of sustainable human resources management in order to meet the needs related to environmental sustainability, is the systematic and planned execution of traditional human resources management practices by integrating them with environmental targets (Kesen & Öselmiş, 2021). The focus of green HRM is the impact of environmental

uncertainty on businesses (Shah, 2019). Hence, transition and implementation of the green human resources management concept would assist organizations in coping with the problems that might arise as a result of uncertainty or ambiguity in the external environment and help to identify the areas that need trainings or could need in the foreseen future. Green HRM is about incorporating the environmental management practices of the organization into human resource management practices. Green HRM practices provide the capabilities required for the continuous improvement of the environmental performance of the organization (Salih, 2020).

Green human resource management practices include the following application areas. These criteria are (Jabbour, 2013):

- ✓ Employee recruitment and selection based on environmental criteria;
- ✓ Creating jobs and duties that consider environmental concerns;
- ✓ Environmental training;
- ✓ Evaluation of performance with reference to environmental concerns;
- ✓ Awarding monetary and non-monetary prizes for environmental performance.

Businesses are turning to green management and green HRM practices for many reasons. In particular, the importance of Green HRM emerges more clearly within the framework of these principles emphasizing the importance of green HRM (Opatha & Arulrajah, 2014):

- ➢ To prevent or minimize global warming;
- ➢ To prevent or minimize natural disasters (acid rains, tsunamis, floods, hurricanes, drought, etc.) arising from the unregistered, harmful and greedy use of natural resources for production and consumption;
- ➢ To prevent or minimize epidemics caused by pollution;
- ➢ To prevent or minimize damage to animals;
- ➢ To ensure that the relations that arise between plants, animals, people and the environment are balanced;
- ➢ To provide long-term survival of people and businesses.

Green HRM is the use of human resource management practices and policies to promote more sustainable use of business resources in organizations. Green HRM focuses on employee awareness in order to make the activities within the organization sustainable. Green HRM is to

achieve corporate goals, meet the expectations of employees and develop environmentally friendly behaviors of employees by including green management elements in personnel recruitment, training, development, motivation and other functions such as maintenance of human resources management (Shah, 2019). Green HRM enables the organization to perform its operations with less documentations while fulfilling the functions of its human resources in order to achieve sustainable, environmentally friendly and competitive advantages with the participation of employees. In this way, the employees of the enterprise will be able to act with environmental awareness and increase the performance of the organization with sustainable, environmentally friendly practices that support the natural cycle of nature (Yavuz, 2020). Therefore, Green HRM is important to encourage employees of the organization to engage in green initiatives that are in line with the organizational vision of the organization.

Human resources management is the most important function of management related to human resources, which is the most valuable asset of an organization. This aspect of human resource management has also gained great importance in the sustainability literature. The most important contribution to the success of environmental sustainability practices in organizations is realized through human resources management practices. The team that directs human resources in this regard will be able to take important steps to ensure environmental sustainability. While implementing green practices, HRM systems, policies and practices created with the participation of both leaders and employees will contribute to creating a green structure (Gjika & Koli, 2019). Businesses can be environmentalist and nature-friendly by having green sensitivities within the framework of green management. At this stage, the functions of human resources will be transformed into an environmentalist structure and will enable the development of Green HRM, which enables greener practices to emerge. Implementation of green HRM implies adaptation of the stages of traditional human resource management functions such as job design, job analysis, human resource planning, recruitment and selection, induction, performance appraisal, training and development, career management, compensation management, incentive management, welfare management and discipline management within the scope of green human resources management practices. Making a human resource management function green is possible with the right employees and the right performance-enhancing policies.

2.4.2 Green training and development

Green education refers to a system of activities that motivate employees of the organization to learn environmental protection skills and to pay attention to environmental issues that play a key role in achieving environmental goals. With the contribution of green education, awareness, knowledge and skills of employees in environmental activities can be increased. Green education should be applied not only to employees related to environmental departments, but also to individuals working in all units of the organization, and it should be ensured that all employees have environmental awareness (Tang *et al.,* 2018). Providing environmental training to employees in order to develop basic knowledge and skills within the scope of green training is an important function of green HRM. Most businesses attach great importance to the environmental training needs of their workforce in order to have more environmentally conscious employees. These practices are important steps for the effective implementation of environmental management initiatives (Salih, 2020).

In order for green training and development programs to be efficient, some activities must be carried out in organizations in order to raise awareness of employees. One of these activities is the creation of green teams for each department separately. In line with the objectives set in team training, it is aimed that team members working together will perform at the same level. The purpose of these teams is to provide solutions to environmental problems and to maintain environmental improvement programs (Çekirdekoğlu, 2019). Teams formed within the scope of green education and development provide convenience in creating a sense of unity and solving problems. Established green teams support employees to generate ideas on environmental issues, encourage organizational learning and solve environmental problems using the best methods (Kavgaci & Erkmen, 2021).

Green training practices enable employees to meet their current training needs. Green development practices, on the other hand, support employees in gaining the environmental information they will need in the future. Thanks to green training and development, employees are transformed into individuals who are environmentally friendly, have positive attitudes towards environmental issues, act proactively for environmental concerns, want to save energy and aim to develop competencies to reduce waste (Kesen & Öselmiş, 2021). With the help of

green training, employees gain an organizational climate that encourages them to participate in environmental initiatives (Turan & Sundu, 2021).

Green education given in organizations, basically, has two purposes. The first of these purposes is to teach the employees the environmental policy of the enterprise, and the second is to change the individual behavior of the employees in order to establish a more conscious and permanent relationship with the environment. In line with these two purposes, it can be said how important education is for productivity to become a paradigm, especially for sectors in developing country industries, and sustainability for service systems (Teixeira, Jabbour, & Jabbour, 2012).

Tang *et al.* (2018) stated that the scope of green education contributes in three different ways: awareness raising, knowledge management and climate creation.

In order to aim to raise awareness, which is the first contribution, green education should be used, and employees can increase their environmental awareness in this way. The programs offered as part of green education can help employees become more aware of the importance of environmental protection, and this development can sensitize employees to environmental control and prevention processes such as collecting data on waste and identifying sources of pollution. The second contribution provides the knowledge management that green education enables employees to carry out environmental activities. In order to better safeguard the environment and deal with complicated environmental concerns, businesses should implement green knowledge management to provide all of their staff with in-depth green training. As part of the third contribution, green training creates a climate that encourages all employees to participate in environmental initiatives. Green trainings, in addition to the development of green thoughts of employees, create a green organizational climate within the organization. (Tang *et al.,* 2018).

The green training process can be evaluated in four main stages within the scope of the improvements implemented by the organizations (Teixeira, Jabbour, & Jabbour, 2012):

> I. Identification of training need is mainly concerned with the increasing need for training. The competencies required for the employees are determined. Afterwards, a structure is created according to the qualifications that need to be developed in education.

II. Training design and planning includes deciding on the qualifications, roles and responsibilities of environmental education, preparing trainings for outsourced employees, creating a training program and presenting it to employees at all levels.

III. In conducting the training phase, the infrastructure of the training is established, and it is decided to give environmental training inside or outside the organization.

IV. Evaluation of training results includes recording the environmental training provided and the satisfaction of the trained employees.

2.4.3 Green jobs and green-collar workers

The idea of being environmentally responsible has given rise to a variety of new career paths. While there is a structure in which blue-collar and white-collar occupations predominate in the industrial society and afterwards, it is seen that "green collar" occupations have gained importance with the effect of sustainability recently (Aksu & Yücebalkan, 2020). With the increasing importance given to sustainability, the era of green collar workers has begun (Öselmiş, 2020). The work carried out to protect biodiversity and ecosystems, to reduce material, energy and water consumption through high-efficiency strategies, to decarbonize the economy and to minimize all kinds of waste and pollution has recently started to attract great attention. In particular, UNEP's green business definition emphasizes that it has an impact on nature and it directs society's attention to sectors that cause environmental degradation. The focus here is on transitioning from non-green to green work (Pettinger, 2017).

Green-collar workers are essentially blue-collar workers who help save the world. While those who work in green jobs can be from any level of education, green-collar workers are in a position that requires a higher level of expertise and when the outputs produced by green-collar workers are examined, it is seen that they have responsibilities such as being more sustainable, prone to public opinion, acting in accordance with the rules determined by the government and respecting the ecological structure of the earth.

In the analysis conducted by Yavuz (2020) on the determination of green-collar professions within the scope of green human resources management and which competencies to be sought; It has been determined that professions such as environmental specialist, sustainability director,

green building specialist, environmental project manager, environmental planner, renewable energy engineer and environmental technician are included.

2.4.4 Green work-life balance

After the industrial revolution took place, work and family areas, which are two completely separated areas, started to approach each other with the increase in technological developments. Here, the management of the interaction created by the work and living spaces is important in terms of achieving the work-life balance of the individual (Bayramoğlu, 2018). Work-life balance as a concept is to have control in working life and to create flexibility, sociability and individuality over the activities that fall within the scope of work and individual life. As a result of ensuring work-life balance and the formation of the lowest level of conflict between the individual's job and the roles they undertake in their life outside of work, the individual gains benefit. In order to achieve a work-life balance, both the wishes of the employer and the wishes of the family and the individual needs of the individual must be harmonized. When the goals, targets and demands of any of these three areas, which can be expressed as work, family and individual are met without limiting the time allocated to the others, a balance can be achieved. This situation is called the "triple balance dimension" (Doğrul & Tekeli, 2010).

The concept of work-life balance can find a field of study because it is a concept directly related to life. This concept is mentioned in the literature such as work-family balance, work-nonwork balance, work-self balance and work-life balance (Kıcır, 2017).

Work-life balance helps employees feel better. It prevents internal conflicts between employees and has effects that increase the organizational commitment of employees. A balanced person can make a significant contribution to the productivity of the organization by feeling motivated and less stressed. Work-life balance also has the potential to avoid potential conflicts between employees and other employees, and between employees and the company. When it comes to work-life balance, both the satisfaction level of the family and the satisfaction level of the employer become effective in order to achieve the satisfaction of the individual. The level of satisfaction that the individual provides between their family and employer, the level of their own satisfaction improves at that level (Iddagoda *et al*, 2021). Work-life balance is a research area that focuses on the balance between paid work and individual responsibilities of employees (Ravenswood, 2022).

Opatha (2014) expresses work-life balance as the degree of fulfillment of demands from work and family, and states that employees can be happy with the increase in their ability to meet the expectations of their employers and expectations of their families. Work-life balance describes keeping both work and life in balance at the same time. If a balance between work and life is not established, neither the family nor the employer can be satisfied, and this indicates that there is an imbalance. In general, the more balanced the expectations of the employer and family members, the better work-life balance is achieved. Work-life balance is expressed in two different ways. The first of these is work / family conflict, that is, the negative way, and the other is the positive way of work-family harmonization. Work-life balance is evaluated from three aspects (Iddagoda *et al.,* 2021):

1. Work-life balance is considered a resource because it allows individuals to assess the amount of resources they have at a given time.
2. Since the source of work-life balance is subjective, it varies according to the person.
3. The nature of the work performed by the employee (flexible work, remote work, etc.) is effective in maintaining work-life balance.

Employees learn different behavior patterns not only in the workplace but also in their private lives. Since mutual interactions occur between working life and private life, the concept of green work-life balance is recommended to facilitate the implementation of environmentally friendly approaches in both living areas (Muster & Schrader, 2011). Contemporary scientific literature deals with green work-life balance and emphasizes the importance of more green and environmentally friendly behaviors both at work and in private life (Iddagoda *et al.,* 2021). Green work-life balance focuses on the balance between the work for which employees are paid and the environment (Ravenswood, 2022). The focus of the green work-life balance is to ensure the integration of the employee's work and private life by considering environmental attitudes, practices and behaviors. Looking at the green work-life balance, it is seen that the starting point is green HRM.

Recognizing possible interactions between the working and private life of employees and concluding that HRM should take these interactions into account is not a new perspective in general. A lot of research has been done on the relationship between working life and private

life in this field. However, there is an increase in practices related to work-life balance in organizations. These developments are not fully sufficient unless they are within the scope of green HRM. Taking into account the work-life balance of the employees and supporting them to manage the demands of both their business and private lives are among the most common practices within the scope of human resources management. At this point, the general expectation is that work-life balance policies should develop a win-win situation for both the workplace and the employee. Implementing a general work-life balance should improve the mental and physical health of employees while increasing the attractiveness, productivity and retention of companies.

The concept of green work-life balance, as a newly emerging concept within the scope of green human resources management, emphasizes the development of environmentally friendly values and attitudes in both areas of an employee's life - work and private life. The aim of the green work-life balance is to create an environmentally friendly personality that enables employees to internalize green values in both their professional and personal lives. In the green work-life balance, the focus is on reducing carbon emissions and using resources. With the green work-life balance, employees' work and individual responsibilities become balanced, while at the same time a balance is created between the jobs they have and environmental concerns (Ravenswood, 2022).

Green HRM practices for work-life balance help employees to gain personal pleasure, and at the same time, to focus on their workplaces better, as well as contribute to the formation of tendencies such as organizational commitment, reducing carbon emissions and being more productive. Green work-life balance refers to green HRM practices that aim to create sound occupational health and organizational health. It covers two basic elements: sustainability and operational efficiency. These holistic perspectives support employees to be more efficient and productive by being effective on their working methods, and accordingly support designing a comfortable workplace environment so that they can improve organizational health. Green work-life balance practices make a significant contribution to the sustainability of intellectual capital within the organization, providing a win-win opportunity for both the employee and the employer in general (Vasa & Thatta, 2018).

2.4.5 Green organizational culture

One of the most important factors affecting the competitive power of companies is organizational culture. Schein (1990) defines organizational culture as "a basic pattern of assumptions that a cluster creates or reveals in knowledge to cope with the challenges of external variation and internal mixing, and that operates admirably enough to be predicted as important, the corresponding recognition, it should be taught to new individuals as the correct method for reflection and perception" (Jamali, 2022:4).

Green culture can be expressed as individuals' recognition and evaluation of green environmental values. Green values are an important core value within the green culture and employees are expected to be culturally interested in green value. Employees can realize a green organizational culture by going beyond profit-oriented targets in order to minimize the negative environmental effects of organizational activities and maximize their positive effects. For this reason, green organizational culture can be expressed as the values, beliefs and behaviors of the members of the organization related to the natural environment. The human resources management department influences the green values, beliefs and behaviors of employees through recruitment, training, evaluation and incentive processes and plays a key role in providing a green organizational culture. A study by Attaianes (2012) on this topic found that employees are trained and encouraged to engage in green activities, ultimately helping to develop and promote a green culture throughout the organization (Roscoe *et al.,* 2019).

2.4.6 Green employee relations

Employee relations is an important practice of human resource management as a practice that seeks to establish a friendly relationship between employer and employee. While employee motivation increases with the effect of employee relations, employee morale and productivity also increase. Basically, when looking at employee relations, it can be seen that it includes employee participation and employee empowerment activities. In addition to these, it also contributes to the prevention and resolution of problems that arise in the workplace and may affect the work. Essentially, positive employee relationships are an important source of competitive advantage for any organization as an intangible and permanent asset (Ahmad, 2015).

The development of green human resource management has had an effect on the activities that firms engage in regarding employee relations and union management. In green HRM, employee relationships are critical in the implementation of corporate environmental management initiatives and programs. Organizations assign a great deal of tasks to employee relations in order to increase their environmental performance. The basis of employee relations is a structure that includes employee participation, creating green ideas, staff independence, guidance on green issues and warning green employees. Existing and some new human resource management practices within the scope of green employee relations are as follows (Arulrajah, 2015):

❖ Providing workers with participation opportunities in environmentally friendly program recommendations;

❖ Creating green aid and hotlines;

❖ Educating union representatives about environmental management;

❖ Developing employee consultation programs in the process of resolving an organization's environmental issues;

❖ Writing up updates on ecological endeavors;

❖ The union is a key player in environmental management, therefore it's necessary to familiarize yourself with it;

❖ Giving labor unions a voice in workplace negotiations over environmentally friendly contracts.

In order to realize green management within the framework of employee relations (Deshwal, 2015):

❖ Promoting innovation inside the eco-business to better utilize the available capital, labor, and materials to increase the value of the company's output;

❖ Creating incentives for employees to take part in social and environmental initiatives;

❖ Getting employees involved in developing green recommendation schemes and problem-solving groups;

❖ Creating environmentally-conscious, resource-conserving, and socially-responsible green workplaces.;

❖ Introducing environmentally friendly travel practices including telework and reduced transit passes;

❖ Creating models for remote working and e-offices;

❖ Making use of the 3R (reduce-recycle-reuse) model;

❖ Creating focus groups of low-carbon leaders (including the CEO and Board) for green initiatives;

❖ In addition to companies that implement employee health programs, creating green support lines can also be included.

2.4.7 Green employee engagement

Employee engagement in organizations is accepted as an indicator of an innovative and encouraging workplace image. Engagement can be defined as "a positive, satisfying and work-related state of mind characterized by vitality, dedication and immersion" (Welmilla & Ranasinghe, 2020: 78). According to this point of view, employee engagement may be understood as a pleasant psychological state that is tied to work and is characterized by self-absorption (Singh & Pandey, 2020). Schaufel *et al.* (2002) stated that employee engagement has three characteristics: vitality (high level of energy and mental endurance), dedication (enthusiasm) and concentration (full concentration during work) (Aktar & Islam, 2019). Employee participation, which expresses a mood in which employees are immersed in their job roles, can be strengthened by the organizational culture and working systems of the company obtained through human resources policies and practices (Kuuyelleh *et al.,* 2021).

There are some factors that are vital to increase employee participation. These factors are (Welmilla & Ranasinghe, 2020):

✓ Vision: the work group or squad should have a firm grasp of the future;

✓ Opportunity: individual and professional growth should be an opportunity provided by the employment;

✓ Incentive: it is imperative that the base salary, bonuses, and other incentives should be distributed fairly and equitably;

✓ Impact: it is necessary for the company to make a difference;

✓ Community: the working team should function as a whole within the social environment;

✓ Communication: employees must be informed of all matters;

✓ Experiment: there should be flexibility in the organization's working hours, dress code, and other standards for both the business and its personnel.

The role and responsibility of employees is an important focal point in the process of successfully aligning and integrating green practices with the strategic goals of the organization. One of the important problems that companies may encounter both today and in the future is to deal with environmental concerns with employees. Employee engagement has a strategic importance for companies in ensuring environmental sustainability. For this reason, companies involve employees in environmental management. Employee involvement in environmental management has three focal points. Employee involvement in environmental management can be achieved, first, by leveraging the tacit knowledge that employees have gained through their close connection with the production process, second, by engaging and empowering employees to make recommendations for environmental improvements, and third, by developing a culture in the workplace that supports environmental improvement efforts. Besides, another application of workforce involvement in environmental management is building green teams to resolve environmental conflicts and promote environmental learning. Increasing environmental education of employees and thus developing environmental awareness improves employee motivation and environmental performance of the company (Haddock-Millar *et al.,* 2016).

The participation of the employees in the management in green management provides a better green management opportunity as it transforms the goals, abilities, motivations and perceptions of the employees into a structure compatible with green management practices and systems. Another reason that encourages employee participation is to identify green entrepreneurs within the organization. All employees' ideas on environmental issues should be welcomed and supported. Since human resources personnel have responsibilities to implement impact corporate behavior in their daily lives, it is up to human resources management personnel to create a participatory working climate where employees are free to express their opinions on green issues. This situation shows the contribution of employees to green management by establishing a positive relationship and cooperation (Ahmad, 2015). Employees' participation encourages their motivation towards green initiatives and their behavior in line with corporate citizenship behaviors. Thanks to this behavior, participation in the work towards the green goals of the company can be ensured. As a result of such participation, green consciousness increases and the potential of employees to produce and present environmentally friendly ideas also increases. Green employee participation has positive effects on social performance, especially with the increase in contributions such as occupational health and safety. Green employee

engagement encourages active participation in addressing corporate environmental challenges and supports employee involvement in the company's environmental management process (Ayentimi & Abadi, 2021).

The inclusion of employees in the environmental sustainability process is considered a very important step for the organization. The company's human resources manager can hire customers, employees and people who are committed to the environment and support them with various awards to achieve goals for reducing waste and energy consumption. Employees can be more environmentally friendly by bringing the company's sustainable values into their individual lives. There are some ways to increase employee green awareness. These ways are (Welmilla & Ranasinghe, 2020):

- ✓ Share the vision;
- ✓ Create an environmentalist team;
- ✓ Create employee awareness;
- ✓ Provide incentives;
- ✓ Make it fun;
- ✓ Be an example.

Green HRM has the ability to determine and influence the sustainability behaviors, attitudes, knowledge and motivations of employees. Employees who implement organizational green policies can be persuaded by green HRM to work towards the green goals of the organization. Green HRM is an important practice that helps a company contribute to improving employee engagement. Green employee participation can be achieved through practices such as continuous improvement and continuous green education, which are important practices of green HRM (Aktar & Islam, 2019). Thus, the adoption of green HRM promotes green employee engagement. With green HRM, lower costs, more productivity, better employee retention and green employee participation will be ensured and environmentally friendly practices that provide significant benefits to the company will be supported (Singh & Pandey, 2020).

An important motivation for employee participation can be created with green training. Green training can motivate employees to engage and prepare employees to face the challenges and changes of the workplace. Green engagement encourages a company's employees to make decisions and actions, promoting employee engagement and green initiatives within the

company. The higher the participation of the employees in the companies, the higher the success level of the company will be. In addition, thanks to green employee participation, the profitability levels of the company will increase. (Aktar & Islam, 2019). Conscientiousness of employees can strengthen the relationship between green HRM and employee participation in environmental initiatives. Employees with conscientious personal characteristics can realize green employee participation because they are reliable, conservative, disciplined and goal oriented (Ababneh, 2021).

2.4.8 Green Employee Empowerment

With personnel empowerment, organizations gain competitive advantage by having faster, different and innovative products and services. Empowerment enables employees to have an innovative vision and thus to bring significant improvement to the company. For this reason, businesses include personnel empowerment practices in their processes to create an innovative organizational understanding. With personnel empowerment, they will have an important chance for the future in the multi-variable and fluctuating socio-economic system shaped by the scarcity of resources, technological developments and the variability of the dynamics of the competitive environment, which are the obstacles against the organizations (Biçer, 2021).

Many definitions of personnel empowerment have been made. Kochel (2018, p. 418) defined the concept of empowerment as "applications and conditions that enable employees to do work that they feel motivated, their confidence in their knowledge and expertise increases, they want to take action by using initiative, they believe they can control events, and they find appropriate and meaningful in line with the goals of the organization".

According to these definitions, empowerment can be evaluated as an attempt to give power to employees. Employees who are empowered, or those with empowered behavior, have more choice. By giving more choice to the employee (Kochel, 2018):

➢ Increasing position power;
➢ Continuous development of training, development and expertise;
➢ Giving the opportunity to access and use relevant resources, especially information sharing;
➢ Strengthening by increasing self-confidence and motivation realization will be possible.

When the literature is examined, it is seen that the concept of personnel empowerment is expressed as two basic approaches, behavioral (relational) and psychological (cognitive). The concept of behavioral empowerment states that it is possible to empower employees by obtaining resources to access the information they need to train and develop themselves, and with the support provided by the work environment. According to behavioral empowerment, this opportunity should be given to all employees. Thanks to behavioral empowerment, employees' job satisfaction, professional commitment, job performance, productivity, effectiveness, organizational loyalty and organizational commitment are positively affected. In the psychological (cognitive) approach, which is the other approach of empowerment, the importance of employees' perceptions of their ability to cope with events, situations and problems emerges, and the experience of intrinsic motivation develops with the effect of individuals' thoughts about themselves in relation to their job roles (Biçer, 2021).

Businesses can involve employees in the management in order to encourage them in decision-making and problem-solving in order to give them various powers in their duties (Zaki & Norazman, 2019). Employee empowerment in general is a step towards devolution, and participation management and incentives have a positive impact on performance. Predominantly, the employer provides the empowered employee with flexibility, autonomy, responsibility and extra knowledge. In return, the employee performs more and strives to increase the team performance. Employee empowerment as part of green management affects every department that goes green, including human resources (Igau, & Tanakinjal, 2017).

In this behavior that empowers its employees, there are reinforcements given to them in their green duties. This type of reinforcement is called "green personnel reinforcement." Green employee empowerment is an important intermediary force with potential to enable employees to work on their motivation levels for green practices within the organization. With the employee empowerment activity, employees are asked to be motivated about the work they do. In addition, green HRM practices, which are among the green practices of the organization, are also effective while obtaining the motivation of the employees with green employee empowerment. Because, by making the employees feel that they are interested and appreciated for their feedback, their motivation towards green HRM practices increases (Zaki & Norazman, 2019). In this context, green employee empowerment can be considered as a psychological

process that enables employees to feel compelled to do so in response when they perceive empowerment within the framework of environmental initiatives from their organizations (Kularathne, 2020).

Green employee empowerment is an activity that encompasses the development, implementation and ongoing maintenance of an organization that aims to make its employees green. Within the scope of green human resources management, it is considered important to use human resources management practices such as employee empowerment in order to increase the commitment of employees to environmental sustainability issues and improve environmental sustainability. While increasing environmental performance levels with green employee empowerment, it supports the increase of green awareness of employees by encouraging green behavior studies. Green employee empowerment includes these steps (Astawa *et al.*, 2021):

 I.   Accuracy in completing tasks;
 II.   Availability of business hours;
 III.   Entry / return times and accuracy of their participation;
 IV.   Continuity level;
 V.   Cooperation among employees;
 VI.   Job satisfaction.

Green employee empowerment has several implementation steps. These steps can be listed as follows (Nejati, Rabiei, & Jabbour, 2017)

1. Top management encourages employees to increase their environmental performance by preparing various schemes regarding environmental suggestions and recommendations;
2. Efforts are made to implement most of the suggestions of the employees;
3. No penalty is applied for unsuccessful environmental improvement ideas;
4. Every employee is made aware of the company's environmental policies;
5. Teamwork is frequently applied to solve environmental performance problems.

2.4.9 Green Leadership

Employees of companies working with a focus on environmental sustainability have various responsibilities. In particular, the role of employees is of great importance in fulfilling the environmental goals of the enterprise and in being more environmentally friendly in the future. With green HRM practices and strategies, employees are supported both economically and environmentally, thus paving the way for the enterprise to achieve its environmental goals. At this point, the structure that should establish an important bond between the organization and the employee can be accepted as leadership. Especially organizations that aim to be green organizations need green leaders.

Leadership is the art of motivating and persuading a group of people to achieve a common goal. Leadership derives from social influences rather than a rigid hierarchy or seniority. Leadership is one of the most important issues in organizational relations and is closely related to employee performance (Darvishmotevali & Altinay, 2022). Leaders' awareness of ecological and green issues encourages green innovative behaviors among employees (Bhutto *et. al,* 2021).

Green transformational leadership is a type of leadership that looks for ways to solve problems in this regard by considering the impact of businesses' reactions to the environment on economic performance. A transformational leader with green values will be influential on the environmental behavior of the subordinates and will motivate employees by focusing on what is beneficial to the organizational environment and will work to ensure sustainable organizational development. In this way, while both economic and environmental performance are affected, it also makes an important contribution to the increase of environmental concerns of employees (Fahmi *et al.,* 2020). Green transformational leadership draws attention to the values that are beneficial to the organizational environment and supports the sustainable development of the organization. The green transformational leader, who has the ability to offer innovative solutions to the environmental problems of the organization, becomes an environmentalist role model for the subordinates. A green transformational leader can contribute to employees having green values by establishing good relations with their subordinates and expressing their concerns about environmental problems. Green transformational leaders motivate their subordinates about environmental protection needs and carry out a series of

activities to encourage them to exceed the requirements of environmental performance (Wang *et al*., 2018).

Green leaders are of great importance in the process of creating a sustainable environment. The position of the green transformational leader is also reflected in the green policies that can be supported by the members of the organization. Leadership style has an antecedent effect on environmental performance (Kardoyo *et. al,* 2020). Green leadership motivates employees to value organizational goals rather than personal goals and assists employees in any area needed by guiding them in any situation. With the effect of green leadership, employees can generate green ideas and contribute to environmental performance (Li *et al.,* 2020).

With green transformational leadership, the vision necessary for the implementation of green human resources management strategies is provided. The concept of creating an innovative vision, which is an important task of leaders, is achieved through green transformational leadership and green goals are fulfilled. At the same time, green transformational leadership has a great contribution to the formation of green employee behaviors in order to realize the green HRM, which is determined as the main purpose of the development, motivation and sustainability of the enterprise and which constitutes the green side of human resources management. For this reason, the green transformation leader, who plays a key role in the implementation of green HRM practices, affects the environmental awareness of the employees. The green transformational leader contributes to the development of green HRM by encouraging employees to act green (Singh *et. al*, 2020).

2.5. Critical evaluation of the sources

While Afshan *et al.* (2012) offer a definition of performance that emphasizes internal organizational factors such as task completion, accuracy, and speed, it may be argued that this definition neglects other important aspects of employee performance. I would not agree with the author for an idea of focusing only on the internal part of the organization and production when identifying what the performance is. I would rather extend it and include environmental awareness (green HRM) and moral and physical state of the employees as well.

In particular, the concept of green HRM has gained increasing attention in recent years as a means of promoting environmental sustainability within organizations. By incorporating environmental awareness and responsibility into employee performance measures, companies

can contribute to the greater good while simultaneously enhancing their own reputation and bottom line. Additionally, attending to the moral and physical well-being of employees can promote a healthier and more productive workforce, leading to benefits both for individual employees and for the company as a whole.

Therefore, while Afshan *et al.*'s definition of performance has some merit, it is important to consider a more comprehensive and holistic approach that takes into account a broader range of factors beyond simply internal production metrics. By expanding the definition of performance to include concerns such as environmental sustainability and employee well-being, companies can better align their goals with broader societal values and contribute to a more sustainable and equitable future.

3. Materials and methods

3.1 Model of the research

The main purpose of this research was to find out the level of importance of trainings for employees in terms of increasing their productivity, keeping them motivated and engaged, among others. Apart from this, non-training behavioral tools and factors have also been analyzed in order to unfold both the level of impact and significance of the social factors and tools for employees. Additionally, interviews with people who hold managerial and upper positions were conducted to obtain information on the best tools and techniques from their perspectives based on their real experiences, and to see the problems they mostly encounter in terms of environment, tools and personal characteristics. In addition to the hypotheses of the research process, it was also questioned whether there was a difference in the evaluations of training and development practices.
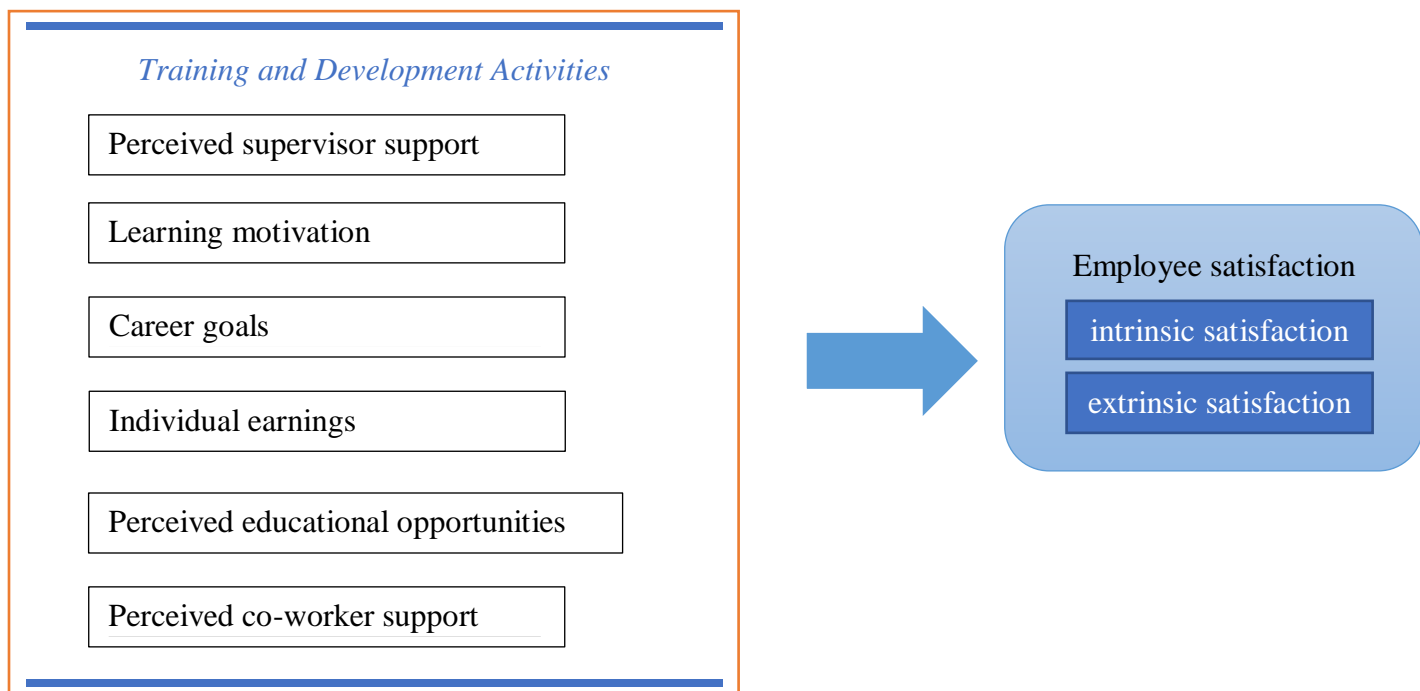

Figure 1 *Research Model*

Source: author's own editing, 2023

In terms of demographic variables, the results are shared in the Findings section. Based on the relational survey model and the determined hypotheses, the research model (Figure 1) was developed.

3.2 Methods of the research

This research was modelled according to self-administered questionnaires and structured in-depth interviews. Self-administered questionnaires can be conveyed online or in a pen and paper format individually or by mail. All respondents are asked the same questions with indistinguishable wording because of the fact that all questions are standardized (Bhandari, 2023). Structured interviews are the foremost systematized sort of interviews. In differentiation to semi-structured or unstructured interviews, the questioner employments foreordained questions in a set arrange (George & Merkus, 2022).

The occasion, which is the subject of the questionnaire and interview, has been attempted to be characterized in its claim terms and because of it, no exertion has been made to impact or alter the occasion.

3.3 Sample data of Questionnaire

The target group of this questionnaire was workers from distinctive organizations in any case of their belonging. Respondents received a survey interface containing the questions related to the investigation. 154 responses were collected for the research.

3.4 Questionnaire data collection and tools

The questionnaire consists of 4 parts. To begin with a first part of the questionnaire, the demographic and social characteristics of the participants were inquired. In order to investigate the impact of employee training programs on job performance and motivation, the age intervals of survey participants were categorized based on the changing level of ability of humans to learn new knowledge and skills as they age. This categorization allowed for a more nuanced analysis of the relationship between employee training and job performance and provides insights into the effectiveness of training programs for employees at different stages of their careers.

In the second part, some research-related questions were asked to obtain the information about participants' current employment. The category of the work was identified as intern, part-time or full-time, the position at work was determined as operational, professional, supervisory or

managerial. Different fields of work such as banking and financial services, health services, agriculture and so forth were among the areas that were represented in the questionnaire. The period of working at the company and in the current role were grouped in years with an interval of 4.

Next, in the third part, participants were kindly asked to answer the questions related learning and development, non-training and behavioral topics. The number of trainings they were given last year and the time they were last promoted were grouped in numbers as ordinal data. Other important job-related determinants, the level of job performance and engagement, satisfaction with work and co-workers were evaluated by asking respondents to depict in a way of low, medium, high or very high. Furthermore, some non-training and behavioral questions were asked to rate the extent to which they agreed or disagreed with the statements. Additionally, four modern phenomenal issues (work-family, work-nonwork, work-self, and work-life balance) were asked to be evaluated to the extent of importance in the form of a 5-point Likert scale ranging from 1 (low) to 5 (high).

Finally, in the fourth part, participants received the questions to be answered in the field of environmental protection awareness within the scope of Green Human Resources Management and green training.

3.5 Methodology of the structured interview

Structured interviews were conducted with 15 people to dig into the issue and see a clearer picture of what the situation looks like in both an ordinary employee's and manager's eyes (or someone in a higher position). However, interviews were mainly focused on persons who work in managerial or higher positions. Questions prepared for ordinary employees helped to see more details by asking open-ended questions. Questions for those who are in managerial positions or above were helpful to see the opposite side of the issue and find important and interesting nuances.

The first part of the questions were general questions about the interviewee's overall work experience, current position and years working in the current position. The second part of the questions encompassed specific questions about learning and development that helped to find what the current situation is like for both employees and managers in terms of implementing learning and development practices, their willingness in this topic, and satisfaction level with

the environment that has been created at their workplace. The third part of the questions asked for interviewee's opinions and suggestions for best practices in achieving higher employee productivity.

Interviews were held both online (using MS Teams) and face-to-face. One of the main challenges while doing online interview was to schedule appropriate interview time for interviewees as there were some participants in high managerial position with a lot of work to do and some of them were in a different time zone. At the beginning of the interview, each participant was given detailed information about the research, how their responses were going to be collected and used, how confidentiality (in some cases, anonymity) would be kept, they were informed that audio recording would be used for the processing of data after interview, and finally their consent was asked before proceeding with the interview.

Interview recordings have been transcribed, key themes or patterns have been identified in the data, and narrative analysis method has been used to interpret the data.

3.6   Sampling method of the structured interview

Purposive sampling method has been applied in order to decide on interviewees. The following steps have been taken accordingly:

1. Making a list - a list of the characteristics of the participants' including age, gender, position at work, working experience among others.
2. Identifying and sampling every person who meets the sample criteria.
3. Identifying a location – both online and in-person meetings have been scheduled.
4. Contacting people – conducting interviewees at predetermined location or online platform.

3.7   Table of interrelatedness

The table of interrelatedness outlines the relationships between different variables and concepts related to employee training, performance, and motivation. Specifically, it explores the positive relationship between training and both employee performance and motivation (H1 and H2). It also poses four research questions (RQ1-RQ4) related to the extent of the role that training plays in enhancing employee performance and motivation, the most effective methods and tools for implementing training, what to address during training, and how to identify who needs training

and in what areas. The table highlights the importance of addressing relevant areas during training, and identifying specific areas where employees need improvement for more targeted and effective training programs. The table also suggests that effective methods and tools may lead to greater improvements in employee performance and motivation, which can be informed by answering RQ2. Overall, the table provides a visual representation of the relationships between these variables and can serve as a useful tool for summarizing the findings from the thesis work.

Theoretical background	Objectives	Hypotheses and research questions	Research sample (target audience, e.g., managers, employees etc.)	Method (interview, questionnaire etc.)	Interview questions	Questionnaire questions
… the top management recognizes the importance of investing in employee training to enhance their performance and prepare them to face the challenges of the competitive business environment. (Hafeez, 2015) The employee is the core of the company and their success and failure depend on their performance (Hamed, 2011)	O1: Emphasizing the importance of training in attaining organizational goals by achieving high performance level in employees.	H1: I assume that the more trained an employee is, the more efficient the level of performance.	questionnaire (n= 154) to employees in managerial, supervisory, professional and operational positions	Spearman's rho		1.How many times were you given learning and development related trainings last year? 2.What is your job performance like based on the latest assessment done at your company? 3.When were you last promoted?
Training helps strengthen employees' new skills and abilities and fills their unprofitable areas (Tyagi & Vishwakarma, 2016). Training prepares for better performance, and it is also an important element of motivation (Tyagi & Vishwakarma, 2016). Training creates a sense of belonging and trust among workers (Tyagi *et al.* 2013). Training helps employees evaluate themselves by saying they have done a great job. It creates a sense of self-affirmation for employees (Tyagi, 2012).	O2: Showing the comprehensive benefits of training in terms of employee motivation, confidence and self-awareness.	H2: I assume that training makes employees highly motivated, confident and it also creates self-awareness.	questionnaire (n= 154) to employees in managerial, supervisory, professional and operational positions	Spearman's rho		1.To what extent are you involved in your responsibilities? 2.How satisfied are you with your job? 3.How satisfied are you with your co-workers? 4.It would have increased my level of engagement in the organizational success if a company provided training programs, such as "workshops", "entertaining games", "social programs", "ice-breaking meetings with high-ranking officials" and so forth. 5.To what extent do you agree with the following statement? "I do feel more comfortable and confident when I am provided with new topic, skills, up-to-date knowledge etc. at the workplace"
Training is one of the HRM activities seen as a gift by workers (Sultana, 2013). There are several reasons why an employer might require training (Tyagi & Vishwakarma, 2016).	O1: Emphasizing the importance of training in attaining organizational goals by achieving high performance level in employees.	RQ1: To what extent do trainings play a role in the enhancement of employee performance and motivation?	questionnaire (n= 154) to employees in managerial, supervisory, professional and operational positions	Spearman's rho		1.How many times were you given learning and development related trainings last year? 2.What is your job performance like based on the latest assessment done at your company? 3.How long have you been working for the company?
ICT-based training is seen as the most feasible and effective way to reach a company's goals in the long run (Tyagi *et al.* 2020).	O3: Finding out about the most effective techniques and tools that can be used in trainings (e.g., ICT based training).	RQ2: These days, what methods and tools are considered more effective and useful in the	structured in-depth interviews (n= 15 of which 6 with senior officials, 9 with employees)	content analysis	1.Are you satisfied with the company's learning and development policies and tools you are provided with?	

					2.What practices do you think have the most influential role in increasing employees' productivity?	
Training also inspires employees and helps reduce mistakes and accidents within the organization (Tyagi *et al.* 2020).

While determining the training needs, some issues need to be considered (Baraz, 2013): | O4: Learning about the role of non-training topics along with training needs for better employee performance. | RQ3: What to address during the training? | structured in-depth interviews (n= 15 of which 6 with senior officials, 9 with employees) | content analysis | 1.Are you satisfied with the company's learning and development policies and tools you are provided with?

2.Do you think you are capable enough of implementing learning and development practices for employees (yourself) in the environment that has been established by the company? | |
| The first step is to decide on the skill sets required (Özdemir, 2002).

The second step is to compare their current skill level to the skills identified (Subaşlar, 2009).

Now that the gap is known, you need to use training to fill in that gap and ensure your team is at the level they are expected it to be (Özdemir, 2002). | O4: Learning about the role of non-training topics along with training needs for better employee performance. | RQ4: How to define who are needed to be trained and what areas require training? | structured in-depth interviews (n= 15 of which 6 with senior officials, 9 with employees) | content analysis | 1.Are you willing to listen up to your colleagues and figure out what their needs are?

2.How often do you hold learning and development related conversations with your colleagues? | |

Table 3. *Table of interrelatedness*

Source: author's own editing, 2023

4. Results and discussion

4.1 Findings of the questionnaire

The distribution of the demographic characteristics of the participants within the scope of the research was examined. According to the results, 59.1% were men (91 people), 39% were women (60 people), 0.6% (1 person) identified their gender "other" and 1.3% (2 people) preferred not to say. Hence, it can be concluded that quite inclusive research has been conducted. Furthermore, among them 31.2% were aged 15-22 (48 people), 60.4% were 23-30 (93 people), 5.8% 31-38 (9 people), 1.9% 39-46 years old (3 people), and 0.6% 47-54 years old (1 person). These figures indicate that a significant part of the participants in the study represent young people.

3.9% of the participants' education level was below college (6 people), 5.8% were high school or equivalent (9 people), 42.9% were undergraduate (66 people), 46.8% of them were postgraduate (72 people), and 0.6% were doctoral or higher (1 person). The striking point in the distribution of the participants in terms of education level is that there are 46.8% of people who hold Master's degree. This high rate can be attributed to the significant participation of educated people in the research.

Considering the sectors in which the participants work, 29.2% (45 people) in banking or financial services, 11.0% manufacturing or transportation (17 people), 11.0% education (17 people), 5.2% agriculture or resource based (8 people) 5.2% accommodation, retail, and leisure services (8 people), 3.2% government and defense services (5 people), 2.6% health services (4 people), and 32.5% classified their working sector in the "other" category.

A significant number of people (53.9%, 83 people) work full time, 24.0% part-time (37 people), and 22.1% are interns (34 people). and 0.6% spend their working time in the current institution for 16-20 years (1 person), 1.3% for 21-25 years (2 people), 2.6% for 6-10 years (4 people), 34.4% 1-5 years (53 people) and it was determined that 61.0% of them worked for less than 1 year (94 people). As for positions of the respondents, 40.3% work in operational (62 people), 31.8% professional (49 people), 18.8% managerial (29 people) areas, and 9.1% in a supervisory position (14 people).

	N	%
Gender		
Male	91	59.1%
Female	60	39%
Other	1	0.6%
Prefer not to say	2	1.3%
Total	154	100%
Age		
15-22	48	31.2%
23-30	93	60.4%
31-38	9	5.8%
39-46	3	1.9%
47-54	1	0.6%
55+	0	0%
Total	154	100%
Education		
Below college	6	3.9%
College	9	5.8%
Bachelor	66	42.9%
Master	72	46.8%
Doctoral or above	1	0.6%
Total	154	100%
Type of employment		
Intern	34	22.1%
Part-time	37	24%
Full-time	83	53.9%
Total	154	100%
Position		
Managerial	29	18.8%

Supervisory	14	9.1%
Professional	49	31.8%
Operational	62	40.3%
Total	154	100%
Working years in the current role		
less than 1 year	92	59.7%
1-5 years	56	36.4%
6-10 years	3	1.9%
11-15 years	0	0%
16-20 years	0	0%
21-25 years	3	1.9%
more than 25 years	0	0%
Total	154	100%

Table 4 *Socio-demographic features of the respondents*

Source: author's own research, 2023

4.1.1 Crosstabulation analysis

In this study, crosstabulation analysis has been applied in order to see a clear picture of relation between the number of trainings and job performance. If we take a look at Figure 2 that is at the intersection of the level of performance and the number of trainings given as percentage of total, it can be obviously seen that the highest percentages represent "excellent" level of job performance at each intersection (by ignoring "not available" data) except where the number of given trainings is 0. Likewise, 9.1% (14 people) of total respondents are those who are with good job performance and have been given trainings 0 time. However, 26% (40 people) of the total respondents' job performance is excellent and they have been given trainings 1-3 times. As for the respondents those have been given trainings 4-6 and more than 6 times, they represent 2.6% and 3.2% of the total respondents and have excellent job performance, respectively, which is the highest in each category of number of given trainings. The reason why the number of people who have been given trainings 4-6 times or more than 6 times is low (29 people in total

out of 154) can be explained by the fact that most of the questionnaire takers said that they had been working for the company for less than 1 year. Hence, it is reasonable and understandable that they have not had enough time to receive more trainings (more than 1-3) yet. In conclusion, it can be concluded that the more trainings you receive, the higher performance you show.
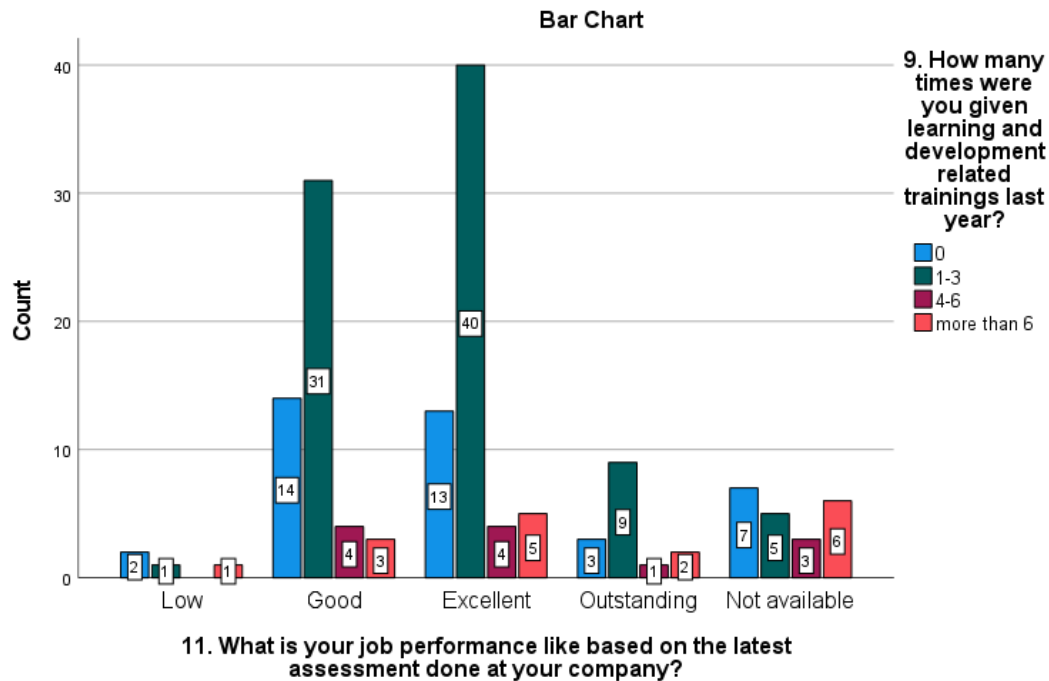

Figure 2 *The level of job performance and the number of trainings given (extracted from crosstabulation analysis table)*

Source: author's own research, 2023

The result of testing Hypothesis 1

H1: I assume that the more trained an employee is, the more efficient the level of performance will be.

From the analysis we can conclude that there is a direct relationship between the number of given trainings and the level of job performance, so this hypothesis is accepted.

4.1.2 Spearman Correlation Coefficient analysis between the number of given trainings and years working for the company

The table below shows there is a significant relationship between the number of given trainings and years working for company that statistically can be analyzed, so if we take a look at the figure of significance level it is below 1 % (<0.01). In the meantime, the correlation coefficient result is 0.25, which indicates that the relationship is not strong enough, but it is weak. However, it shows us there is actually a relationship between these given variables and H0 can be rejected, so trainings can help us to retain our employees at work.

Correlations

			9. How many times were you given learning and development related trainings last year?	7. How long have you been working for the company?
Spearman's rho	9. How many times were you given learning and development related trainings last year?	Correlation Coefficient	1.000	.250**
		Sig. (2-tailed)	.	.002
		N	154	154
	7. How long have you been working for the company?	Correlation Coefficient	.250**	1.000
		Sig. (2-tailed)	.002	.
		N	154	154

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 *Spearman's Correlation Coefficient analysis between the number of given trainings and years working for the company*

Source: author's own research, 2023

Research question 1: To what extent do trainings play a role in the enhancement of employee performance and motivation?

From the analyses that have been tested on Sections 4.2.1 and 4.2.2 it can be seen that trainings play a great role in the enhancement of employee performance and motivation as there is a relationship between the number of given trainings, the level of job performance and years working for company.

4.1.3 Spearman Correlation Coefficient analysis between the number of given trainings and the level of job satisfaction

The table below illustrates that there is a significant relationship between the given variables as the result represents the figure of <,005. On this condition, H0 can be rejected; and we can go further with our analysis. The correlation coefficient result is 0.181 indicating that the relationship between the given variables is not strong but weak. Nevertheless, I would conclude that there is strong enough evidence to suggest a relationship does exist even though it is only weak. There is some relationship between the given variables, thus the number of given trainings helps us to increase the job satisfaction level of employees.

Correlations

			9. How many times were you given learning and development related trainings last year?	13. How satisfied are you with your job?
Spearman's rho	9. How many times were you given learning and development related trainings last year?	Correlation Coefficient	1.000	.181*
		Sig. (2-tailed)	.	.025
		N	154	154
	13. How satisfied are you with your job?	Correlation Coefficient	.181*	1.000
		Sig. (2-tailed)	.025	.
		N	154	154

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6 *Spearman's Correlation Coefficient analysis between the number of given trainings and the level of job satisfaction*

Source: author's own research, 2023

4.1.4 Spearman Correlation Coefficient analysis between the number of given trainings and the level of satisfaction with co-workers

The table below depicts that there is a significant relationship between the given variables meaning that our results are not accidental, and a relationship truly exists (p value <0.01). At the same time, it can be observed that the figure for correlation coefficient is 0.316 meaning that we have a moderate positive relationship between the number of given trainings and the level of satisfaction with co-workers. Thus, the more trained an employee is, the more satisfied an

employee is, and that is a sign of confidence, which will positively contribute to teamwork and the level of engagement.

Correlations

			9. How many times were you given learning and development related trainings last year?	14. How satisfied are you with your co-workers?
Spearman's rho	9. How many times were you given learning and development related trainings last year?	Correlation Coefficient	1.000	.316**
		Sig. (2-tailed)	.	<.001
		N	154	154
	14. How satisfied are you with your co-workers?	Correlation Coefficient	.316**	1.000
		Sig. (2-tailed)	<.001	.
		N	154	154

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 *Spearman's Correlation Coefficient analysis between the number of given trainings and the level of satisfaction with co-workers*

Source: author's own research, 2023

The result of testing Hypothesis 2

H2: I assume that training makes employees highly motivated, confident and it also creates self-awareness.

From the analysis that has been carried out by applying Spearman Correlation Coefficient Analysis in Sections 4.2.3 and 4.2.4 it can be summarized that positive relationships were found between motivational factors and the number of given trainings. Therefore, the hypothesis is accepted.

4.1.5 Descriptive analysis of importance of "work-family", "work-nonwork", "work-self", and "work-life" balance for employees

The bar chart below gives information about how the respondents have evaluated the importance of "work-family" balance for them. It can be seen that 31.8% of the respondents (49 people) have chosen the level of 5, in other words, the majority of the respondents find it very highly important. In other words, applications such as support for childcare, elderly care, maternity,

family and personal leaves, employee support programs, flexible working should be applied more frequently on an organizational basis in order to help employees achieve work-family balance.
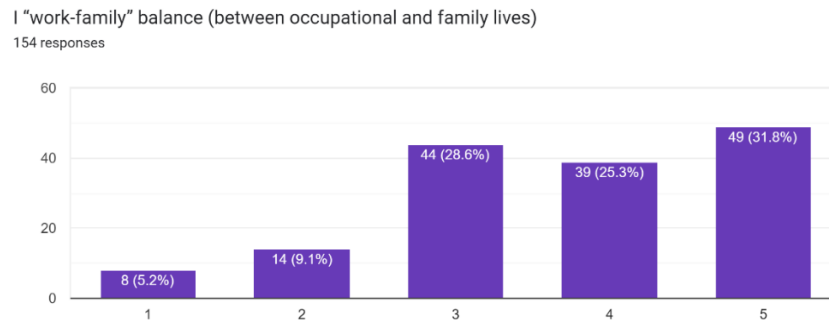
I "work-family" balance (between occupational and family lives)
154 responses

Figure 3 *The importance of "work-family" balance*

Source: author's own research, 2023

Interestingly, the majority of the respondents (33.1%, 51 people) have evaluated the importance of the level of "work-nonwork" balance as "medium" (see Figure 3). I do believe that this is because the great number of respondents who chose "medium" level are between the age of 23-30 years (60.8% who chose "medium" level are between 23-30 years, see Table 6) and nowadays Millennials are suffering from "workaholism" given to the fact that there's a thought that to be effective you must be at the beat of your work amusement each day, and non-work roles becomes less important for them. According to a study published in 2019 in the US magazine Forbes, 66% of millennials are affected.
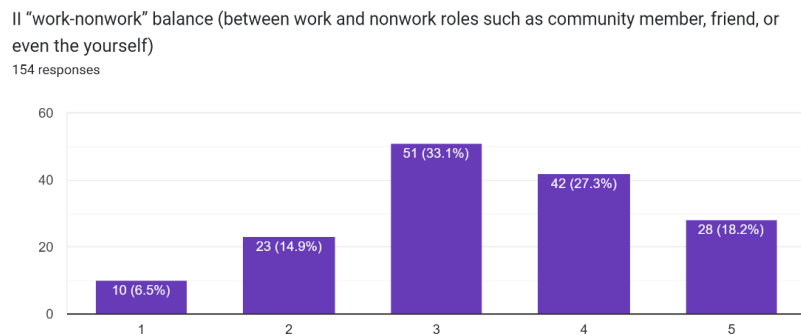
II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself)
154 responses

Figure 4 *The importance of "work-nonwork" balance*

Source: author's own research, 2023

2. Age? * II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself) Crosstabulation

			II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself)					Total
			Very low	Low	Medium	High	Very high	
2. Age?	15-22 years	Count	6	7	15	15	5	48
		% within 2. Age?	12.5%	14.6%	31.3%	31.3%	10.4%	100.0%
		% within II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself)	60.0%	30.4%	29.4%	35.7%	17.9%	31.2%
		% of Total	3.9%	4.5%	9.7%	9.7%	3.2%	31.2%
	23-30 years	Count	4	13	31	25	20	93
		% within 2. Age?	4.3%	14.0%	33.3%	26.9%	21.5%	100.0%
		% within II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself)	40.0%	56.5%	60.8%	59.5%	71.4%	60.4%
		% of Total	2.6%	8.4%	20.1%	16.2%	13.0%	60.4%

Table 8 *Age category and the level of importance of "work-nonwork" balance crosstabulation analysis*

Source: author's own research, 2023

As for the level of importance of "work-self" balance for the respondents, a large number of respondents have chosen "high" level (33.1%, 51 people, see Figure 4) and "work-life" balance has been rated as a "very highly" important issue by the majority of the respondents (31.2%, 48 people, see Figure 5).

III "work-self" balance (between personal and work interests)
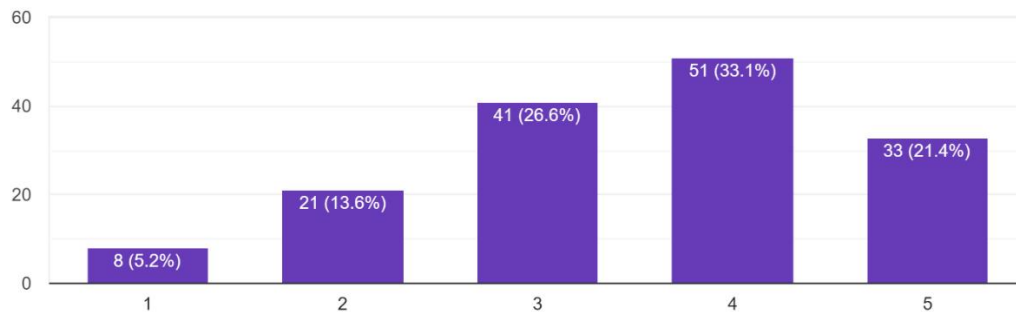154 responses

Figure 5 *The importance of "work-self" balance*

Source: author's own research, 2023

IV "work-life" balance (between work and personal life)
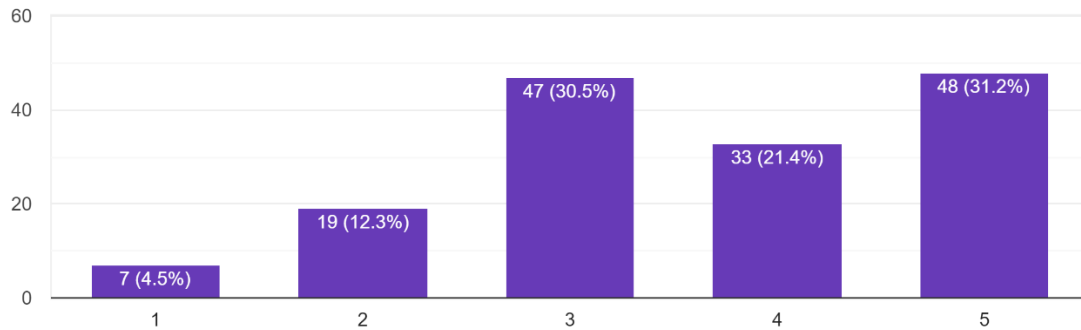154 responses

Figure 6 *The importance of "work-life" balance*

Source: author's own research, 2023

Finally, if we analyze the relationship between all four - "work-family", "work-nonwork", "work-self", and "work-life" balances and the level of job satisfaction, we can notice that there is a statistically significant relationship and a positive weak relationship (see Table 7, Table 8, Table 9, and Table 10). To sum up, the more balance provided, the more satisfied employees are with their job.

Correlations

			I "work-family" balance (between occupational and family lives)	13. How satisfied are you with your job?
Spearman's rho	I "work-family" balance (between occupational and family lives)	Correlation Coefficient	1.000	.196[*]
		Sig. (2-tailed)	.	.015
		N	154	154
	13. How satisfied are you with your job?	Correlation Coefficient	.196[*]	1.000
		Sig. (2-tailed)	.015	.
		N	154	154

*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 *Spearman's Correlation Coefficient analysis between the importance level of "work-family" balance and the level of satisfaction with job*

Source: author's own research, 2023

Correlations

			II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself)	13. How satisfied are you with your job?
Spearman's rho	II "work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself)	Correlation Coefficient	1.000	.232**
		Sig. (2-tailed)	.	.004
		N	154	154
	13. How satisfied are you with your job?	Correlation Coefficient	.232**	1.000
		Sig. (2-tailed)	.004	.
		N	154	154

**. Correlation is significant at the 0.01 level (2-tailed).

Table 10 *Spearman's Correlation Coefficient analysis between the importance level of "work-nonwork" balance and the level of satisfaction with job*

Source: author's own research, 2023

Correlations

			III "work-self" balance (between personal and work interests)	13. How satisfied are you with your job?
Spearman's rho	III "work-self" balance (between personal and work interests)	Correlation Coefficient	1.000	.252**
		Sig. (2-tailed)	.	.002
		N	154	154
	13. How satisfied are you with your job?	Correlation Coefficient	.252**	1.000
		Sig. (2-tailed)	.002	.
		N	154	154

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 *Spearman's Correlation Coefficient analysis between the importance level of "work-self" balance and the level of satisfaction with job*

Source: author's own research, 2023

Correlations

			IV "work-life" balance (between work and personal life)	13. How satisfied are you with your job?
Spearman's rho	IV "work-life" balance (between work and personal life)	Correlation Coefficient	1.000	.204*
		Sig. (2-tailed)	.	.011
		N	154	154
	13. How satisfied are you with your job?	Correlation Coefficient	.204*	1.000
		Sig. (2-tailed)	.011	.
		N	154	154

*. Correlation is significant at the 0.05 level (2-tailed).

Table 12 *Spearman's Correlation Coefficient analysis between the importance level of "work-life" balance and the level of satisfaction with job*

Source: author's own research, 2023

4.2 Structured interview

4.2.1 Findings of the structured interviews

15 people were interviewed in total, and 15 interviews have been processed. Participants had various overall work experience, current position that they work at the moment, and working years at their current job. Just above one-third of the respondents (6 people) were those who work in high managerial positions. Detailed information can be found in Table 12 below.

Overall work experience	Current position at the company	Working years at the current position
1 and half year (2 persons)	Financial analyst (2 persons)	6 months (2 persons)
2 years (2 persons)	Team leader (2 persons)	8 months (2 persons)
2 and half year (1 person)	Junior manager (1 person)	1 year (4 persons)
4 years (1 person)	IT service analyst (1 person)	1 and half year (3 persons)
5 years (2 persons)	Talent attraction trainee (1 person)	2 years (2 persons)
8 years (1 person)	Accountant (1 person)	3 years (1 person)
9 years (1 person)	Inspection analyst (1 person)	8 years (1 person)
More than 10 years (5 persons)	Business analyst (1 person)	

	Team manager (1 person)	
	Vice-president (1 person)	
	Head of tax (1 person)	
	Accounting reporting and control junior analyst (1 person)	
	Global implementation consultant (1 person)	
Total: 15 people	**Total: 15 people**	**Total: 15 people**

Table 13 *Background of the interviewees*

Source: author's own research, 2023

4.2.2 Key findings from the interviews with senior officials

In the light of interviews held with senior officials, the most significant facts that emerged are as follows per each question.

1. *Are you willing to listen up to the employees and figure out what their needs are?*

Based on the interviews conducted, it was found that all the participants expressed a willingness to listen to their employees, and they viewed this as an integral part of their role as leaders. The participants acknowledged the importance of being receptive to their employees' concerns, ideas, and feedback in order to create a positive and productive work environment.

Interviewee 13 was a participant who had 28 years of work experience overall and has been working in a position of Head of Tax for 8 years.

Interviewee 13 said: *"Of course, and I think if someone is not doing that as someone who is managing people, most likely will not be able to stay at their role too long because it is all about leadership."*

Furthermore, the participants emphasized the need for effective communication with their employees, as this is crucial in ensuring that everyone is on the same page and working towards

the same goals. They recognized that open and honest communication can help to build trust, foster collaboration, and improve overall performance.

Overall, the interview results suggest that the participants are committed to being attentive and responsive leaders who prioritize their employees' needs and viewpoints. By fostering a culture of communication, feedback, and collaboration, these leaders are likely to create a work environment where everyone feels valued and motivated to succeed. Hence, it will bring you chances of:

- increasing your capacity as a leader;
- showing you care;
- comprehending the situation;
- better understanding your business;
- having a vision of the reality on the ground.

2. *How often do you hold learning and development related conversations with the employees?*

Based on the interview results, the organization has a structured approach towards learning and development-related conversations. These conversations are held quarterly, which indicates that the organization values the importance of investing in the development of its employees on a regular basis. It is also noted that the organization is flexible and responsive to ad-hoc requests or direct reports. This demonstrates that the organization is willing to prioritize the development of its employees and is open to providing learning opportunities outside of the regular schedule when necessary. Overall, the structured and flexible approach towards learning and development-related conversations suggests that the organization is committed to creating a supportive and engaging work environment for its employees.

I had a meeting on MS Teams with Interviewee 2 who has overall working experience of more than 10 years and has been working as a Team Leader for one and a half year at the moment. She wanted to draw an attention to the fact that she cannot dedicate enough time to do so.

Interviewee 2: "*Not that often as I would like to. If I had the time which I do not have due to other things, I would be happy to have this kind of sessions maybe on a weekly basis.*"

The concern was raised that due to time constraints, sufficient attention cannot be given to learning and development practices. To address this, I would recommend that we do delegate more autonomy to managers and team leaders, allowing them adequate time to implement learning and development practices in a more frequent and effective manner. It is suggested that this will lead to a more robust learning and development culture within the organization.

3. *Are you satisfied with the company's learning and development policies and tools you are provided with?*

Based on the interviews conducted, it was evident that the majority of the participants expressed contentment with the learning and development policies and resources offered by the company. Nonetheless, a few of the participants recommended that classroom training sessions should be held to enhance their skills and knowledge. The suggestion to hold classroom trainings reflects the participants' desire for more interactive and collaborative learning experiences, which could improve their overall job performance and increase their job satisfaction.

According to the participants of the interviews, soft skills such as communication, teamwork, leadership, and emotional intelligence are becoming increasingly important in the workplace. They highlighted that these skills can greatly contribute to employee performance, job satisfaction, and career advancement. They emphasized that the company should provide more opportunities for employees to develop and enhance their soft skills.

The participants suggested that the company could conduct workshops, training sessions, and team-building activities to promote the development of soft skills. Additionally, they suggested that employees should be given more opportunities to practice and apply these skills in their work. By enhancing soft skills, employees can not only improve their job performance but also improve their relationships with colleagues and managers, leading to a more positive and productive work environment.

This feedback emphasizes the importance of ensuring that the training and development programs provided to employees are relevant, engaging, and aligned with their needs and expectations. Therefore, it is imperative for companies to consider and incorporate the feedback from their employees while developing and refining their learning and development policies and

practices. By doing so, companies can foster a culture of continuous learning and improvement, which ultimately enhances employee engagement, retention, and organizational success.

I spoke with Interviewee 4 on MS Teams who has been working as Junior Manager for two years and had a productive discussion around the question that gave me deeper insights and interesting points were exposed.

Interviewee 4: *"During COVID-19 period we worked from home, online trainings are not that exciting so probably office (classroom) trainings should be required in the future. ...we should analyze teams' necessity more frequently, maybe instead of doing ad-hoc, it should be more, like in quarterly. Although there are compulsory trainings, there should also be different needs training based on the people's necessity. That is what I am working on at the moment."*

Interviewee 13: *"I think the direction is good (learning and development tools at the company). However, the golden age was when we had classroom trainings and many soft skills trainings."*

4. *Do you think you are capable enough of implementing learning and development practices for employees in the environment established by the company?*

One interesting finding from interviews with participants is that they felt capable of implementing learning and development practices in their company's environment. This suggests that senior officials are not only receptive to these programs but also, they are willing to take an active role in their implementation.

There are several reasons why senior officials might feel capable of implementing learning and development practices. First, many of them have a good understanding of the skills and knowledge that are necessary for success in their field. They may be able to provide valuable input on the types of training programs that would be most beneficial for their employees.

Second, many senior officials are familiar with the company's culture and values. They understand what is important to the organization and how learning and development practices can support those values. This knowledge can be helpful in developing training programs that are aligned with the company's overall mission.

Overall, the fact that executives feel capable of implementing learning and development practices is a positive sign for organizations. It suggests that there is a strong appetite for these

programs, and that executives are willing to take an active role in their implementation. By working together, companies and their employees can create a culture of learning and development that benefits everyone involved.

5. *What practices do you think have the most influential role in increasing employees' productivity?*

The insights provided by the interviewees highlight the importance of behavioral management in improving employee productivity. Behavioral management is a management approach that focuses on understanding how people's behaviors and actions can be influenced in order to achieve organizational goals. It emphasizes the human side of management and aims to create a positive work environment where employees feel supported, motivated, and engaged.

The interviewees mentioned several tools and practices that can be used to promote behavioral management and improve employee productivity. One of the key tools mentioned was daily performance checks and scorecards. This allows employees to track their progress and identify areas for improvement, which can help to keep them focused and motivated.

Another important factor highlighted by the interviewees was the importance of creating a friendly atmosphere and team spirit. This involves fostering a positive work culture where employees feel comfortable and supported by their colleagues. Team leaders can play a key role in creating this type of environment by providing support and encouragement to their team members.

The use of office days and team-bonding activities can also be effective in promoting behavioral management. These practices can help to build trust and strengthen relationships between team members, which can improve communication and collaboration.

Perhaps most importantly, the interviewees emphasized the importance of building trust, honesty, and integrity in the workplace. These are key elements of behavioral management and are essential for creating a positive work environment where employees feel valued and respected.

Overall, the insights provided by the interviewees highlight the importance of behavioral management in improving employee productivity. It proves how important behavioral management is and supports our hypotheses and relevance of thesis work itself. By focusing on

creating a positive work environment and building strong relationships between team members, organizations can improve employee engagement, motivation, and performance.

I had an interview with Interviewee 3 who has 9 years of overall work experience and has been working as a Team Leader for 3 years now.

Interviewee 3: *"From my point of view, showing them. It is like showing them you are doing this, and in this way maybe they are curios, and they also start to work. Besides, appreciate and let them know that the practices they are doing are good. ...and they get the confirmation that they are on the right track, they start to be more productive. ...And practicing I think is the best way. ...important part from being team leader is to be next to the person, not to say something and expect them to do. ...be there for them when they need help and do it together. ...it is the best influence that you can have in increasing productivity."*

4.2.3 Key findings from the interviews with employees

Assessing interviews conducted with ordinary employees helped to analyze questions from their points of view.

1. Are you willing to listen up to your colleagues and figure out what their needs are?

Based on the interviews with the participants, it appears that they place a high value on teamwork and effective communication in the workplace, particularly in a multinational company setting. By listening to their colleagues and understanding their needs, the participants are demonstrating their commitment to collaboration and building strong working relationships.

In a multinational company, effective communication and collaboration can be particularly important due to the diversity of cultures, languages, and perspectives represented within the organization. By actively listening to their colleagues, the participants are demonstrating cultural competence and a willingness to learn from others who may have different backgrounds and experiences.

Additionally, the participants' willingness to listen to their colleagues may help to create a more positive and supportive work environment. By demonstrating a commitment to teamwork and communication, they are setting an example for others to follow and creating a culture where everyone's contributions are valued and respected.

Overall, it seems that the participants recognize the importance of teamwork and communication in achieving success. By listening to their colleagues and understanding their needs, they are taking an important step towards building strong working relationships and creating a positive and supportive work environment.

2. *How often do you hold learning and development related conversations with your colleagues?*

Based on the interviews with the respondents, it appears that there is a range of approaches when it comes to holding learning and development related conversations with colleagues.

The majority of respondents indicated that they do hold such conversations on a regular basis. This suggests that they place a high value on continuous learning and professional development and recognize the importance of sharing knowledge and expertise with their colleagues.

However, there were also some respondents who indicated that such conversations do not happen that often. This may be due to a variety of factors, such as a lack of time or resources, a focus on other priorities, or a reluctance to engage in these conversations.

For those who indicated that such conversations occur every three months or spontaneously, it is possible that they do not place as high of a priority on learning and development as those who hold such conversations more regularly. It may also suggest that there are cultural or organizational barriers that make it more difficult to engage in these types of conversations on a regular basis.

Overall, it is clear that learning and development related conversations are important for professional growth and development, as well as for building strong working relationships with colleagues. However, the frequency and nature of these conversations may vary depending on individual and organizational factors.

3. *Are you satisfied with the company's learning and development policies and tools you are provided with?*

Based on the interviews with the participants, it appears that there is generally a high level of satisfaction with the company's learning and development policies and tools, particularly with the availability of online platforms for learning. However, some participants highlighted several

important points that the company could consider in order to further improve its learning and development programs.

One of those areas where participants suggested improvement was in providing more non-work-related trainings, such as self-development or first aid. This suggests that employees are interested in developing skills and knowledge that may not be directly related to their job responsibilities, but which could be useful in their personal lives or for their overall professional development.

Overall, the interviews suggest that while the company's learning and development programs are generally well-received, there may be opportunities to expand these programs to include more non-work-related trainings. By doing so, the company may be able to further enhance employee satisfaction and professional development, while also improving overall performance and productivity.

4. *Do you think you are capable enough of implementing learning and development practices for yourself in the environment established by the company?*

Based on the interviews with the respondents, it appears that the majority feel capable of implementing learning and development practices for themselves within the company's established environment. This suggests that employees feel empowered to take ownership of their own professional growth and development and are able to leverage the company's resources to support their efforts.

However, some participants also highlighted the challenge of practicing acquired knowledge and skills. While employees may have the knowledge and skills necessary to perform certain tasks or duties, they may struggle to apply that knowledge and skills in a real-world setting. This may be due to a variety of factors, such as a lack of confidence or a lack of opportunities to practice and apply what they have learned.

I had an interview with Interviewee 8 who has worked for one and a half years in Business Analyst position.

Interviewee 8: *"To be honest, there are many tools and opportunities to learn but the challenge that I face with is working with them. They do support my learning journey, ...but the key here*

is to practice what I learned, ...a perfect environment would be drawing a learning map combined with career development plan."

To address this challenge, the company may need to provide more hands-on training or mentoring opportunities that allow employees to practice and apply their newly acquired knowledge and skills in a real-world setting. Additionally, the company may need to create opportunities for employees to work on real-world projects or tasks that allow them to put their new knowledge and skills into practice.

Overall, while the respondents feel capable of implementing learning and development practices for themselves within the company's established environment, it is important to recognize that employees may still face challenges when it comes to practicing and applying acquired knowledge and skills. By providing the necessary support and resources, the company can help employees to overcome these challenges and achieve their professional development goals.

5. *What practices do you think have the most influential role in increasing employees' productivity?*

Based on the responses provided by the employees, it appears that several best practices can help to promote higher productivity at work. These include providing development opportunities - trainings, teamwork, regular team meetings, motivation, incentives, and support for employees' well-being, such as access to medical services or mental health resources.

Offering development opportunities and trainings can help employees to build new skills and knowledge, which can be applied to their work tasks, leading to increased productivity. Additionally, regular team meetings and teamwork can promote communication and collaboration, which can also contribute to higher productivity.

Motivation and incentives, such as performance-based rewards or recognition programs, can help to boost employee engagement and drive productivity. Additionally, providing support for employees' well-being, such as access to medical services or mental health resources, can help to create a healthier and more positive work environment, which can lead to higher productivity.

Moreover, employees also value activities outside work, such as events and spending leisure time with their teams. These activities can help to foster a sense of community and team spirit, which can contribute to a more positive and productive work environment. Additionally,

employees who feel a sense of ownership at their workplaces are more likely to be engaged and motivated, which can also contribute to higher productivity.

I conducted an interview with Interviewee 6 who has been working as Talent Attraction Trainee for 8 months.

Interviewee 6: *"Generally having meetings weekly whenever there is an area where everybody has a problem. It is always good to set up a meeting so everybody can have clarity or there are new developments. Sometimes some people are overloaded, and some people have literally nothing to do so when we have these meetings we also ask if they need help. ...I would also say motivation, incentives help, ...it is also good to have leisure time with your employees."*

Interviewee 8: *"I believe it is ownership. If I have a sense of ownership, it makes me really care about the company, ... this is something startups usually do very good at. All the startups they give shares as part of the salary, and this sense of ownership makes people really work hard on it."*

Overall, the responses suggest that a combination of development opportunities, trainings, teamwork, regular team meetings, motivation, incentives, support for employees' well-being, and activities outside work can all contribute to higher productivity at work. By implementing these best practices, companies can create a more positive and productive work environment that benefits both employees and the organization as a whole.

4.3 Discussion

The novel feature of the research is the fact that it did not only focus on identifying (positive or negative) and proving the impact of the trainings on employees, but it also tried by asking respondents (both ordinary workers and high officials) to find out what discrepancies there are and what improvements can be done in this area. Hence, the present study constitutes a significant departure from prior research in the field by not only examining the effectiveness of employee training programs, but also soliciting feedback from a diverse group of respondents, including both rank-and-file workers and high-ranking officials, regarding potential areas for improvement and discrepancies in the current training paradigm.

The inclusion of both ordinary workers and high officials as respondents in this study is particularly noteworthy, as it allows for a more comprehensive assessment of the training process from multiple vantage points. The perspectives of ordinary workers are critical as they represent the frontline workforce and have a unique understanding of the challenges and opportunities associated with training programs. On the other hand, the perspectives of high officials are equally important as they can provide insights into the strategic and operational considerations associated with training initiatives, such as budgeting, resource allocation, and overall organizational priorities.

By adopting a more comprehensive and inclusive approach, this research offers a nuanced and multifaceted perspective on the nature and effectiveness of employee training programs. The results of this study have important implications for organizations seeking to enhance the effectiveness of their training initiatives by leveraging the insights and perspectives of their workforce to identify areas for improvement and develop more targeted and impactful training programs.

Research question 1: To what extent do trainings play a role in the enhancement of employee performance and motivation?

It has been observed through the analyses conducted in Sections 4.2.1 and 4.2.2 that training programs have a significant impact on improving employee performance and motivation. The research indicates that there is a positive correlation between the number of training sessions offered, the level of job performance, and the duration of employment with the company.

Interviews were found to be an effective means of addressing the remaining research inquiries. This qualitative data collection method provided a rich and nuanced understanding of the topic under investigation. Through engaging in one-on-one conversations with participants, I was able to glean valuable insights and perspectives, which may have been overlooked through other forms of data collection. Furthermore, the interactive and flexible nature of interviews allowed for the exploration of participant responses, leading to the discovery of new themes and avenues of inquiry.

Research Question 2 These days, what methods and tools are considered more effective and useful in the implementation of trainings?

There are various training methods available, including in-person and online training. However, research suggests that in-person training may be more effective than online training in terms of knowledge transfer, skill acquisition, and behavior change.

In-person training allows employees to engage in face-to-face interaction with the trainer and other participants, which can facilitate better learning and retention of information. Additionally, in-person training provides a more personalized experience where employees can ask questions and receive immediate feedback, which is important for their learning process. Moreover, in-person training can create a more engaging and interactive learning environment, making it easier for employees to apply their newly acquired skills and knowledge.

Creating an environment where employees can apply their acquired knowledge and skills is also critical for the success of training programs. This can be achieved by providing opportunities for employees to practice what they have learned in real-world situations. For example, job shadowing, mentoring, coaching, and on-the-job training can help employees apply their new skills and knowledge in their work environment.

Overall, the combination of in-person training and creating an environment that supports the application of new skills and knowledge can result in more effective training outcomes for employees and the organization. It is, therefore, important for organizations to consider these factors when designing and implementing their training programs.

Research Question 3 What to address during the training?

Career development is an important aspect of employee engagement and retention, and providing opportunities for learning and development can enhance employee performance and contribute to their career growth. One approach to promoting career development is to create a learning map or plan for employees, which involves assessing their current skills and knowledge and identifying areas where they need to develop new competencies.

Creating a learning map involves several steps, including conducting a skills assessment, setting development goals, and identifying training opportunities that align with those goals. By creating a learning map, employees can take an active role in their own development, and employers can ensure that training resources are focused on the areas that will have the most impact on employee performance and career growth.

In conclusion, creating a learning map and providing training opportunities can contribute to employee career development and organizational success. Organizations should consider this approach when designing and implementing their training and development programs.

Research Question 4 How to define who are needed to be trained and what areas require training?

The analysis of interview data suggests that performance checks and scorecards can be used to supplement the information obtained from career maps. By reviewing an employee's performance check and scorecard data, organizations can gain insight into the specific areas where an employee is excelling or struggling. This information can be used to develop targeted training and development programs.

For example, if an employee's performance check and scorecard data shows that they are struggling with time management, the organization can provide training in time management skills to help the employee improve in this area. Similarly, if an employee's career map shows that they need to acquire certain technical skills to progress to the next level, the organization can provide training in these areas.

In conclusion, performance checks and scorecards can be a valuable tool for organizations to supplement the information obtained from career maps when identifying training needs. By using a combination of career maps, performance checks, and scorecards, organizations can develop a more comprehensive approach to training and development that is tailored to the specific needs of each employee.

5.   Conclusion and recommendations

CONCLUSION

Changes in social, economic, cultural, social and especially technological fields in recent years; it affects the life of individuals and society to a great extent and forces all social institutions and businesses to change in order to adapt their structures and functions to these conditions. That is why businesses make this adaptation process easy to be successful in their business and to maintain this success; they should hire people consisting of employees and managers who want to learn, are ready for change, and constantly improve themselves, and they should try to develop them continuously within the organization. For this reason, they should give importance to training and development in human resources practices.

"Training and development programs play a critical role in the success of both organizations and employees. They provide employees with the knowledge, skills, and attitudes necessary to perform their jobs effectively and efficiently, and help organizations achieve their strategic objectives by enhancing employee performance and productivity" (Obeidat *et al.,* 2021: 120).

In order for effective and efficient learning and development related practices - trainings, businesses should create education systems and organize education programs in line with their institutional goals. Training programs are tools used to improve the knowledge, skills and personality traits of employees, to increase their performance, to increase job satisfaction and productivity. Educational programs, which are important for increasing productivity in terms of businesses, should not only be designed to increase productivity by changing behaviors, but also to develop people, increase their knowledge capacity, and develop their abilities, skills and competencies.

Based on the analysis conducted, it can be concluded that the level of performance of an employee is directly proportional to their level of training. This finding supports the first hypothesis (H1) that was posited in this study. The results indicate that as employees receive more training, their level of efficiency increases, resulting in improved performance outcomes.

Furthermore, the study found that training programs have a positive impact on employee motivation, self-confidence, and self-awareness. This result supports the second hypothesis (H2), which suggests that training plays a critical role in shaping an employee's attitude towards

their work and their sense of self. "Training and development programs can have a positive impact on employee motivation, self-confidence, and self-awareness. By providing employees with opportunities to learn and develop new skills, organizations can enhance their employees' sense of competence and confidence, which can lead to greater motivation and job satisfaction. Additionally, training can help employees develop a greater sense of self-awareness, enabling them to better understand their strengths and weaknesses and identify areas for improvement" (Aguinis & Kraiger, 2021: 14).

Overall, the findings of this study suggest that organizations should invest in training programs to improve employee performance and motivation. By providing employees with adequate training, organizations can equip them with the necessary skills and knowledge to excel in their roles and foster a sense of self-confidence and self-awareness that can drive further success.

RECOMMENDATIONS

Based on the results of this study, it is recommended that organizations consider providing more offline training opportunities in the post-pandemic period. The study found that training programs have a positive impact on employee motivation, confidence, and self-awareness, which can lead to improved performance outcomes.

While the pandemic has necessitated a shift towards remote training methods, it is important for organizations to recognize that some employees may prefer in-person training options. In-person training sessions can provide a more interactive and personalized learning experience, which may be more conducive to certain types of training.

Moreover, providing offline training opportunities can also help to foster a sense of community and teamwork among employees, which can contribute to a positive work culture and improved employee retention rates.

It is important to note, however, that organizations should continue to offer remote training options, as they can be more flexible and accessible to employees in different locations or with varying schedules. By offering a mix of offline and online training options, organizations can cater to the diverse learning needs and preferences of their employees, ultimately leading to better outcomes for both the employees and the organization as a whole.

In light of the increased adoption of remote work and virtual training methods due to the COVID-19 pandemic, it is recommended that future studies examine the outcomes of online training programs on employee performance in the post-pandemic era. Specifically, future research could evaluate the effectiveness of virtual training programs in improving employee performance outcomes, such as efficiency, motivation, and self-awareness.

Furthermore, further studies could compare the impact of online and offline training methods on employee performance outcomes. This would allow for a more comprehensive understanding of the relative benefits and drawbacks of each training method and could inform organizational decision-making regarding training program design and delivery.

In addition, future studies could explore the use of emerging technologies, such as virtual and augmented reality, in training programs and their potential impact on employee performance outcomes. Such technologies have the potential to provide an immersive and engaging learning experience that could lead to improved performance outcomes.

Overall, future research in this area could provide valuable insights into the most effective training methods for improving employee performance in the post-pandemic era and could inform organizational practices and policies related to employee training and development.

LIMITATIONS

One of the limitations of this study is that the majority of the survey respondents had been with their respective companies and in their current positions for less than a year. This may have impacted the reliability of the analysis, as these individuals may not have had sufficient time to receive extensive training or for their organizations to evaluate their performance accurately.

As a result, the study's findings may not fully reflect the long-term effects of training on employee performance and motivation. Future studies could address this limitation by including participants with a more extended tenure in their current positions, which could provide a more comprehensive understanding of the impact of training on employee outcomes over time.

SUMMARY

The present study aimed to investigate the relationship between the number of training programs provided to employees and their level of job performance. Additionally, the study sought to examine the importance of the human resources managers' approach in dealing with employees in relation to their performance.

To accomplish these objectives, both quantitative and qualitative research design was employed. Data was collected from a sample of employees and human resources managers working in various organizations in the private sector.

The results of the study revealed a significant positive relationship between the number of training programs received by employees and their level of job performance. Specifically, employees who had participated in a greater number of training programs demonstrated higher levels of job performance than those who had received fewer training opportunities.

Furthermore, the findings demonstrated that the way in which human resources managers interact with employees is also a significant factor in determining employee performance. Specifically, employees who perceived their human resources managers to be supportive, approachable, and communicative demonstrated higher levels of job performance than those who did not perceive their human resources managers in this way.

The present study contributes to the existing literature by highlighting the importance of training programs for enhancing employee performance. It also underscores the importance of the human resources managers' approach in dealing with employees. Specifically, the findings suggest that human resources managers who adopt a supportive and approachable approach can facilitate employee performance and contribute to the overall success of the organization.

Based on these findings, it is recommended that organizations invest in providing regular training programs to their employees to enhance their skills and knowledge. Additionally, organizations should emphasize the importance of effective communication and support from human resources managers in their dealings with employees to promote a positive work environment and enhance employee performance.

Overall, the results provide important insights for both practitioners and scholars interested in the field of human resource management. By identifying the relationship between training

programs, human resources management, and employee performance, this study contributes to a better understanding of the factors that influence employee performance and the role of human resources management in facilitating employee success.

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Appendix 1. Questionnaire

Dear Survey Takers,

I am Najmaddin Ganjayev. I am currently doing my Master's degree at the Hungarian University of Agriculture and Life Sciences and majoring in Management and Leadership.

As part of my Master's thesis, I am conducting the following research that aims to examine to what extent the trainings and non - training topics do play a role in the enhancement of employee performance and motivation. Please only fill out the questionnaire if you are currently employed. All data will be collected and summarized. Your responses will only be used for research purposes and will be anonymous.

I do appreciate your help in completing my thesis by filling out this questionnaire. This will only take 6 minutes of your time.

Thanks in advance!

Should you have any questions or concerns, feel free to contact me at ncmddin@inbox.ru

Kind regards,
Najmaddin Ganjayev

1. **Gender?**

   Male/Female/Other/Prefer not to say

2. **Age?**

   15-22 years

   23-30 years

   31-38 years

   39-46 years

   47-54 years

   Above 55 years

3. **Highest level of education completed?**

   Below college

   College

   Bachelor

   Master

Doctoral or above

4. **What category describes your work organization?**

   Intern

   Part-time

   Full-time

5. **What is your position like inside the organization?**

   Managerial

   Supervisory

   Professional

   Operational

6. **Which of the following categories best describe your current occupation?**

   Agriculture or resource based

   Manufacturing or transportation

   Banking or financial services

   Education

   Health services

   Accommodation, retail, and leisure services

   Government and defense services

   Other

7. **How long have you been working for the company?**

   less than 1 year

   1-5 years

   6-10 years

   11-15 years

   16-20 years

   21-25 years

   more than 25 years

8. **How many years have you been working in your current role?**

   less than 1 year

   1-5 years

   6-10 years

11-15 years

16-20 years

21-25 years

more than 25 years

9. **How many times were you given learning and development related trainings last year?**

0

1-3

4-6

more than 6

10. **When were you last promoted?**

less than 1 year

1-2 years

3-5 years

more than 5 years

have not been promoted

11. **What is your job performance like based on the latest assessment done at your company?**

Low

Good

Excellent

Outstanding

Not available

12. **To what extent are you involved in your responsibilities?**

Low

Medium

High

Very high

13. **How satisfied are you with your job?**

Low

Medium

High

Very high

14. How satisfied are you with your co-workers?

Low

Medium

High

Very high

15. It would have increased my level of engagement in the organizational success if a company provided training programs, such as "workshops", "entertaining games", "social programs", "ice-breaking meetings with high-ranking officials" and so forth.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

16. To what extent do you agree with the following statement? "I feel like officials (team leaders, line managers etc.) are always available and equal with me".

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

17. To what extent do you agree with the following statement? "I do feel more comfortable and confident when I am provided with new topic, skills, up-to-date knowledge etc. at the workplace"

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

18. Please evaluate the importance of the following issues for you on a scale 1 (low) to 5 (high).

"work-family" balance (between occupational and family lives) 1,2,3,4,5

"work-nonwork" balance (between work and nonwork roles such as community member, friend, or even the yourself) 1,2,3,4,5

"work-self" balance (between personal and work interests) 1,2,3,4,5

"work-life" balance (between work and personal life) 1,2,3,4,5

19. Have you ever been given training concerning environmental protection skills and knowledge?

Yes

No

20. How strong are you aware of environmental protection activities?

Low

Medium

High

Very high

Appendix 2. Structured interview questions

1. What is your overall work experience?
2. What is your current position at the company?
3. How long have you been working for your current role?
4. Are you willing to listen up to the employees (your colleagues) and figure out what their needs are?
5. How often do you hold learning and development related conversations with the employees (your colleagues)?
6. Are you satisfied with the company's learning and development policies and tools you are provided with?
7. Do you think you are capable enough of implementing learning and development practices for employees (yourself) in the environment that has been established by the company?
8. What practices do you think have the most influential role in increasing employees' productivity?

Appendix 3. List of tables

Appendix 4. List of Figures

Appendix 5 – Sample Abstract

ABSTRACT OF THESIS

Thesis title The contribution of HR managers to organizational success by means of training and dealing with employees

Author name Ganjayev Najmaddin

Course, level of education: Management and Leadership MSc

Host Department/Institute: Institute of Agricultural and Food Economics. Department of Agricultural Management and Leadership Science

Primary thesis advisor: Dr. Erika Varga, Associate Professor, Institute of Rural Development and Sustainable Economy

The main objective of the present study was to explore the correlation between the number of training programs provided to employees and their job performance. Additionally, the study aimed to evaluate the impact of the approach adopted by human resources managers towards employees on their performance. The study also aimed to find answers to questions such as how to identify the employees who require training, which areas need to be addressed during training, and which methods and tools are currently considered effective and useful in training implementation. This research study utilized a mixed-methods approach, incorporating both self-administered questionnaires and structured in-depth interviews to collect data. Self-administered questionnaires were used to gather quantitative data, while structured in-depth interviews were used to obtain qualitative data. The study found that there is a positive relationship between the number of training programs employees participate in and their level of job performance. Employees who had more opportunities for training showed better job performance compared to those who received fewer training opportunities. Additionally, the study highlighted the important role of human resources managers in determining employee performance. Employees who perceived their human resources managers as being supportive, approachable, and communicative also demonstrated better job performance than those who did not have a positive perception of their human resources managers. These findings suggest that training programs and effective communication and management practices can positively impact employee performance in the workplace.
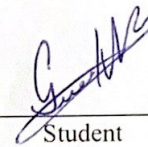
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Appendix 4 – Declaration

STUDENT DECLARATION

Signed below, Ganjayev Najmaddin, student of the Szent István Campus of theHungarian University of Agriculture and Life Science, at the MSc Course of <u>Management and Leadership</u> declare that the present Thesis is myown work and I have used the cited and quoted literature in accordance with the relevant legaland ethical rules. I understand that the one-page-summary of my thesis will be uploaded on thewebsite of the Campus/Institute/Course and my Thesis will be available at the Host Department/Institute and in the repository of the University in accordance with the relevant legal and ethical rules.

Confidential data are presented in the thesis: yes   <u>no</u>*

Date: Gödöllő, 2023.04.16

_____
Student

SUPERVISOR'S DECLARATION

As primary supervisor of the author of this thesis, I hereby declare that review of the thesis was done thoroughly; student was informed and guided on the method of citing literature sources in the dissertation, attention was drawn on the importance of using literature data in accordance with the relevant legal and ethical rules.

Confidential data are presented in the thesis: yes   <u>no</u> *

Approval of thesis for oral defense on Final Examination: <u>approved</u> not approved *

Date: Gödöllő   20 23. 04   month 17   day

_____
signature

*Please, underline the correct choice!

DECLARATION

on authenticity and public assess of master's thesis

Student's name: Ganjayev Najmaddin

Student's Neptun ID: GAAUR7

Title of the document: „The contribution of HR managers to organizational success by means of training and dealing with employees"

Year of publication: 2023

Department: Agricultural Management and Leadership Science

I declare that the submitted master's thesis is my own, original individual creation. Any parts taken from an another author's work are clearly marked, and listed in the table of contents.

If the statements above are not true, I acknowledge that the Final examination board excludes me from participation in the final exam, and I am only allowed to take final exam if I submit another master's thesis.

Viewing and printing my submitted work in a PDF format is permitted. However, the modification of my submitted work shall not be permitted.

I acknowledge that the rules on Intellectual Property Management of Hungarian University of Agriculture and Life Sciences shall apply to my work as an intellectulal property.

I acknowledge that the electric version of my work is uploaded to the repository sytem of the Hungarian University of Agriculture and Life Sciences.

Place and date: Gödöllő, 2023.04.16

_____
Student's signature

STATEMENT ON CONSULTATION PRACTICES

As a supervisor of **Najmaddin Ganjayev** (NEPTUN ID: GAAUR7), I hereby declare that the master's thesis[1] has been reviewed by me, the student was informed about the requirements of literary sources management and its legal and ethical rules.

I recommend[2] the master's thesis to be defended at the final exam.

The document contains state secrets or professional secrets: yes   no*[3]

Place and date: Gödöllő, 17 April 2023

_____
Internal supervisor

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[1] Please select applicable and delete non-applicable.
[2] Please underline applicable.
[3] Please underline applicable.