

Holistic Human Resource Development: Balancing the Equation Through the Inclusion of Spiritual Quotient

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This conceptual paper aims to shed light on the significance of human spiritual dimension in the process of human resource development (HRD). It suggests spiritual intelligence as the missing link in the process of human development that should be indentified and considered as an important factor for developed and morally qualified human resources. The conventional strategy of organizations in flourishing their employees is more on enhancement of individual's knowledge, skills, abilities (Intelligence Quotient (IQ)) and emotions control (Emotional Quotient (EQ)). However, despite this immense interest in human capital, organizations tend to fail to have holistic approach of human resource development which eventually affects their performance. Therefore, based on this, we conclude that the emerging notion of human spiritual quotient (SQ) and its multi-dimensions must be included in human resource development initiatives in order to have holistic mechanism.

INTRODUCTION

This paper offers an holistic approach to consider the role and function of human resources in organization with the inclusion of a crucial component, spiritual intelligence (SI) in the formulation of human resource development programs. There are numbers of studies about knowledge based human resources and their valuable contributions in organizations while considering employees as a key performing element in the attainment of specific organization objectives. In the fast changing world, the role of human resources in the success and sustainability of organization is becoming more strategic and much crucial. Therefore, organizations are transforming in line with a unique human resource management system that comprises of human resource philosophies, policies, practices and processes to support the organization operation (Jackson, Schuler & Jiang, 2014). Well-developed, effective and

value-added employees are the outcome of competitive and strategic HRM systems which will result from well structured human resources development program in serving the broader plan of the organizations. However, despite well developed HRD program, organizations are still experiencing human crises which lead to a great loss of the organization's assets. Among the human crises occurring in the organization are giving and taking bribery, account manipulation, sabotage, dishonesty, selling company's information and so forth which create a huge dilemma for the organization.

Regardless of investment in human resources for their growth and development, organizations are also very much concerned on the deviant behavior issues of the workforce. Thus, in general, firms provide several types of training opportunities for their employee's welfare and growth that are ranging from skill enhancement to social development programs. The organizations' human resource development programs cover the cognitive and non-cognitive elements of humans such as improvement in the level of individuals knowledge, skills, attitudes, self management, anger control, stress handling, conflict management and communication skills. Organizations always strive to enrich their employees with optimal competencies to perform their tasks in efficient manner. Organizations usually assert that people are the most important assets that needs to be developed or else it will be an expensive cost to the organization (Cascio, 2014). Hence, Walton (1999), and Holton (2000) define human Resource Development (HRD) as a set of formal organizational and individual practices that are designed to enhance the potential contribution of human resources to the organization.

In addition, the strategic role of Human Resource Development (HRD) has been recognized and established by researchers and practitioners (Garavan, Heraty & Barnicle, 1999). According to Harrison (1997), strategic HRD is referred as the provision of training, development and educational activities designed to enhance the utilization of human resources within the organization and it will contribute to the accomplishment of explicit corporate and business strategies of the organization. Organizations around the globe are performing their operations in knowledge based economy. Subsequently in this phenomenon knowledge workforce is considered as a driving force for the organization success. Therefore, ensuring proper training and development will enhance competitiveness of the employees that could become a competitive advantage for the firm in the long run (Li & Huang, 2011). According to Becker (1993), the development of human resources of any country could bring sustainable long term development of the country. In turn, Gupta and Govindarajan (2000) stressed that proper human resource development system is crucial for broader human resource management system in the multinational companies due to the transfer of knowledge and employees competencies across the globe. HRD as a field of study and practice that will ensure sustainable innovation via the continuous and efficient utilization of resources, creative and dedicated people, technology, structure, and conducive working culture which will lead to a greater organizational performance and productivity (Watkins & Marsick, 2014). The growing evidence of new concepts in the field of HRD are emerging and becoming more significant whereby similarly and commonly HRD was also termed as "employee development," "learning organizations," and "talent management" (Brewster, Sparrow, & Vernon, 2007; Kim & McLean, 2012).

CURRENT TRENDS OF HUMAN RESOURCE DEVELOPMENT (HRD)

The rapid changes in business environment as a reason of globalization created ample potential of uncertain elements that may affect a well designed HR system which also potentially affect on HRD (Kuchinke, 2013). Thus, HRD is becoming a major priority in MNCs for achieving continuous improvement and growth (Collings, McDonnell, & Scullion, 2009). Edralin (2011), explicate that organizations heavily spending on their human resources through implementation\execution of technical and behavioral training programs to enhance their competencies that stimulate innovation and helps in attaining competitive advantage in business world. Furthermore, training and development of employees becomes inevitable and a strategic investment in human resource capital (Edralin, 2011). Over the years, the role of training has changed due to several factors like globalization, the advent of new technology, attracting and winning talents, workforce diversity, quality emphasis, need for leadership, increased value

placed on knowledge, and the high performance model of work systems (Noe, 2002). In addition, HRD is considered as a social and discursive construct. Generally, organization views their HRD programs either at individual level or organizational level as investment rather than a cost. In fact, HRD programs comprise a set of learning activities that reinforces other human resource strategies. The execution of HRD initiatives ensured effective management and deliverance of training for human resources within organization. Above all, managers put their utmost efforts to integrate HRD plan with firm strategic plans to achieve competitive advantage and to maintain business sustainability in the world. Apparently the purpose of HRD is to identify and improve employee's core competencies in order to attain organization's short term and long-term goals (Clardy, 2008).

HRD scholars such as Elliott and Turnbull (2005), and Sambrook (2012), critically expressed that individual is the end role in organizational success. Moreover, from the ethical and pragmatic perspective the integrity of HRD might be at risk if the major concerns of human resources such as clearing, wellbeing, growth, meaning and spirituality taken as a tool to achieve firm goals rather than values in themselves. The improper alignment of HRD goals and objectives can lead organization's members towards dysfunctional behavior (MacKenzie, Garavan & Carbery, 2011).

Researchers criticized that the area of human resource development has been focused on the short term goals rather than on the long term performance (Bierema, 2009; O'Donnell, McGuire, & Cross, 2006; Sambrook, 2009) and this approach have a strong potential to give birth to dysfunctional behaviors in organized manner at work place (Giroux, 2008; Martynov, 2009; Society for Human Resource Management [SHRM], 2008).

HOLISTIC MECHANISM OF HRD

In the era of knowledge and unanticipated future, the need for learning has gained new meaning at work. Besides that, the environment uncertainty which is characterized by restrictive growth, economic and social turmoil, dispersed work activities, climate change, complex and unstable organization structures (Russ-Eft, Watkins, McLean, Jacobs & Marsick, 2014) had contributed to the escalation of human crises in the organization has calls for new approach for a deeper quest of wholeness in leadership development (Drucker, 1999; Friedman, 2005; Kouzes & Posner, 2007). The new move towards leadership and management had resulted authentic engagement, sustainability and genuine quest for wholeness. Therefore, the pursuance for holistic human resource development is indispensable for exploration, learning, growth and accomplishment in existing workplace environment (Thakadipuram, 2010).

The HRD activities need more rigorous exploration in order to solve and develop a suitable design of solution to the existing human resource problems. It requires HRD practitioners to consider diverse dimensions, constraints, and requirements in designing a well thought-out learning system that entail a proper alignment of macro and micro aspects of human resource practices (i.e. selection, compensation, on-the-job training, work design, and others) in a balanced and coordinated fashion (Kuchinke, 2013). According to Kuchinke (2013), previous HRD research and theories generally are not based on the holistic and self directed approach for employees' development at work. In fact, HRD had moved beyond training and development to encompass an array of needs for preparing, recruiting, developing, supporting, and terminating employees and professionals within organizations. However, HRD literature shows that there is lack in holistic understanding of human resources in coming out with holistic human resources development program. Therefore, there is a great call for redesigning HRD philosophy in holistic manner in order to establish greater satisfaction for all stakeholders (Marques, 2005). Kuchinke (2013) perceived holistic viewpoint was fundamental to humanistic psychology and existentialism that support for organization development, employee training and development in prior theories. The holistic development of employees and building learning communities where the organization exploits spiritual needs of people is considered as a new initiative in human development process (Fenwick & Lange 1998). Subsequently, the holistic human resource development program will enhance the quality of employee where they do not only come at work with their bodies and minds but also with hearts, souls,

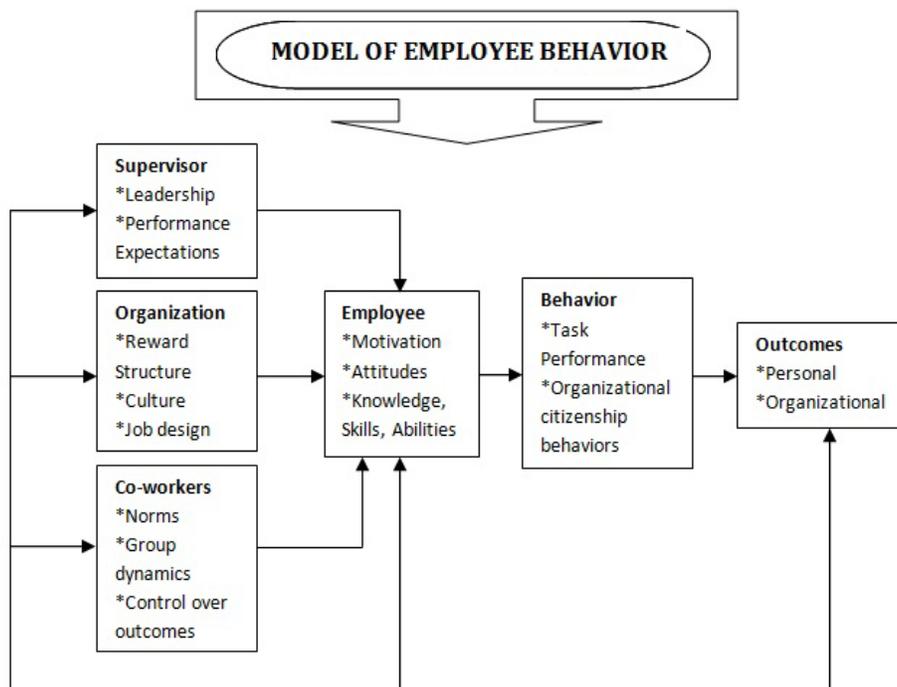
creativity and divine spirit (Karakas, 2010). It has been recognized and witnessed that there is gradual shift in employee work behavior, as described in the model of employee behavior which elaborate and underline the core components on employee behavior that normally flourish.

MODEL OF EMPLOYEE BEHAVIOR

In general, employee behavior is considered as the most critical aspect for HRD program design, delivery and implementation. Werner & Desimone (2008) presented a model of employee behavior and identified the basic factors that shape individual behavior in two important categories which are internal and environmental forces (Refer to Diagram 1). This model depicts that employee related forces are motivation, attitudes and KSA (Knowledge, Skills, and Abilities), likewise, environmental factors are supervisors, the organization and colleagues.

Generally, majority of organizations are much meticulous with regard to the inclusion of these attributes in the HRD programs. However, the employee behavior model is more focused and based on rational (IQ) and emotional (EQ) aspects for human development. As a result, employees will conduct their behaviors depend upon cognitive and non cognitive characteristics, for instance, education, skills, abilities, experience, emotional intelligence and spiritual intelligence (Wright, 2008). Little consensus were found on the definition of intelligence whereby, Neisser, Boodoo, Bouchard, Boykin, Brody, Ceci, Halpern, Loehlin, Perloff, Sternberg, & Urbina, (1996), Sternberg, (1997), and Pinker (1997) define intelligence as the ability to attain goals in the face of obstacles by means of decisions based on rational rules. In addition, Chiu, Hong, and Dweck (1994), define intelligence as the level of skills and knowledge currently available for problem-solving. On top of that, Emmons (2000), given some specific domains of intelligence which are: breadth of knowledge, depth of knowledge, performance accomplishments, automaticity or ease of functioning, skilled performance under challenging conditions, generative flexibility, and speed of learning and developmental change.

FIGURE 1
MODEL OF EMPLOYEE BEHAVIOR



However, Cherniss (2010) argued that success in work and life depends on more than just the basic cognitive abilities typically measured by IQ tests and related measures but it also depends on a number of personal qualities that involve the perception, understanding, and regulation of emotion. The enormous recognition on emotional quotient (EQ) from academicians, practitioners, business leaders and psychologists shows its' importance in the HRD (Burbach, Barbuto & Wheller, 2003). Back in 1990, the concept of emotional quotient (EQ) was first coined by Salovey and Mayer (1990) and the researchers argued that emotional quotient (EQ) is a type of social intelligence, that is individual ability to monitor their own and others' emotions, to discriminate among them and to use that information to guide their thinking and actions. Emotional quotient has its roots in the notion of social intelligence as first proposed by Thorndike in 1920. Later on, the idea was popularized by Goleman's best-selling book *Emotional Intelligence* (1995), in which he claimed that emotional quotient (EQ) is beyond the intelligence quotient (IQ) and has significant effects on person's life outcomes. Mayer and Salovey (1997) have conceptualized emotional quotient as a set of mental abilities concerned with emotions and the processing of emotional information. EQ is becoming a central component in understanding organizational behavior dynamics (Ybarra, Kross & Sanchez-Burks, 2014). In reality, employees face various problems and experience dynamic states of emotional feelings such as anger, anxiety, stress and frustration at work. Organizations are striving in enhancing their employees' ability in dealing and controlling their emotional state which will affect their work performance and job satisfaction. This is because an effective management of positive and negative emotions of employees oneself and others could be helpful in dealing with work related issues and promote appreciative interpersonal relationships. For example, such abnormalities which are the result of stress, and anger could be prevented through effective training mechanism such as stress and anger management that will ultimately influence human behavior and improve communication skills (Besharat, 2007).

Intelligently, controlling the emotions of oneself and understanding the emotions of others in any environment could be sooth full in achieving ones goals (Mayer & Salovey, 2005). According to Clarke (2006), wide focus of training programs on employees' emotional quotient resulted in positive personal and organizational outcomes. This is because mismanagement of employee's emotion will lead to physical illnesses, mental disorders, behavioral disturbances, and inappropriate reactions of the employee. Empirically, a study by Safari, Jafary & Baranovich (2014) found that training in anger management, stress management, and intrapersonal communication skills will enhance Emotional Quotient (EQ) of the female students. Proper HRD program on EQ will enhance the employees' quality especially to those who posses sensitive and fragile emotion can monitor their moods and emotions effectively (Salovey, Mayer, Goldman, Turvey & Palfai, 1995). Employees' capability in managing their emotions will determine their work success and well-being as emotions build valuable base of information for individuals to understand their social environment (Salovey & Grewal, 2005).

Human noble potentialities need further analysis to better understand the individual's motives for any action at work as well as to obtain the maximum impact of their presence. Thus, the nobility of employees at work is achieved when individuals put their efforts to perform their tasks with higher motivations (material, psychological, moral, and spiritual) to accomplish the organization's objectives. Therefore, Guillén, Ferrero and Hoffman (2014) said that understanding employee motivation taxonomy is crucial besides the effort to achieve organizational objectives. Further, Guillén et al., (2014) claimed that there is a rising interest regarding employee moral and spiritual motives that also help managers in developing human resources, decision making, to be on right direction, to gain valuable organizational outcome and improved esprit de corps for better consideration of employee work. Therefore, besides IQ and EQ, when the employee's ethical and spiritual values or motives are neglected from business sphere it will give worse effect on employee's motivation and lead to moral issues (Brophy, 2014).

Rousseau (2014) argued that spirituality constitutes three crucial factors by which individuals can live in superior perspective by knowing that their life has meaning, value, and purpose in positive ethical spectrum. People with spiritual qualities show signs of positivity in their behaviors as they become more patience, cordial, sincere, just, gratitude and with enhanced sense of community spirit.

SPIRITUALITY AS AN INTELLIGENCE AND ITS SUBSTANTIAL BENEFITS FOR HRD

Societies of post industrial revolution moved their concerns from survival needs to much higher needs, such as self respect, sociality, self actualization and spirituality (Tischler, 1999). Spirituality has many dimensions, domains, and definitions (Rovers & Kocum, 2010). History indicates that spirituality has been considered as central aspects of human intelligence and has been discussed by philosopher, psychologist and theologians (Gardner, 1983; Zohar & Marshall, 2000; Emmons, 2000; Vaughan, 2002). Spirituality is the personal expression of ultimate concerns that bridges motivation, spirituality, and intelligence (Emmons, 2000). Therefore, spirituality as intelligence is a tentative concept, which is underscored by slight agreement concerning the definition of spirituality (Collins, 2010). However, spirituality is understood in several diverse ways that is different from religiosity and morality (Emmons, 2000; Vaughan, 2002; King & Dec Cicco, 2008). Literature provides ample evidences on the characteristics of spirituality which are found or recognized as spiritual quotient (SQ) which is also describe as spiritual intelligence. According to Wink and Dillon (2002), spiritual quotient (SQ) is built through the accumulation of separate experiences, that is, individuals increasingly experience an expanded commitment to engage in actual spiritual practices. On the other hand, Katilienė and Malinauskas (2011) emphasized that spiritual culture-based organizations agreed that people have both intelligence and spirituality in their work.

Zohar and Marshall (2004) found people with spiritual attributes described as spiritually intelligent as the word 'spiritus' in Latin mean that which gives life or vitality to a system. In addition, Ronel and Gan (2008) define SQ as an ability to understand the world and oneself through God-centeredness and to adapt one's life accordingly. In fact, it is a basic ability that shapes and directs all other abilities and there are several attributes of SQ, such as faith, humility, gratitude, integrative ability, the ability to regulate emotions, morality and the ability for moral conduct, and the ability for forgiveness and love, are portrayed in a non-inclusive description. On top of that, (Nachiappan, Andi, Veeran, Ahmad & Zulkafaly, 2014) define SQ as the abilities to act accordingly, being empathy and intelligent to maintain internal and external freedom without considering any conditions. On the other hand, Zohar and Marshall (2004) and Rousseau (2014) interpret SQ as the intelligence with which we access our deepest meanings, values, purposes, and highest motivations in positive ethical spectrum. Therefore, in short, SQ means the ability to behave with Wisdom and Compassion while maintaining inner and outer peace (equanimity) regardless of the circumstances (Wigglesworth, 2011).

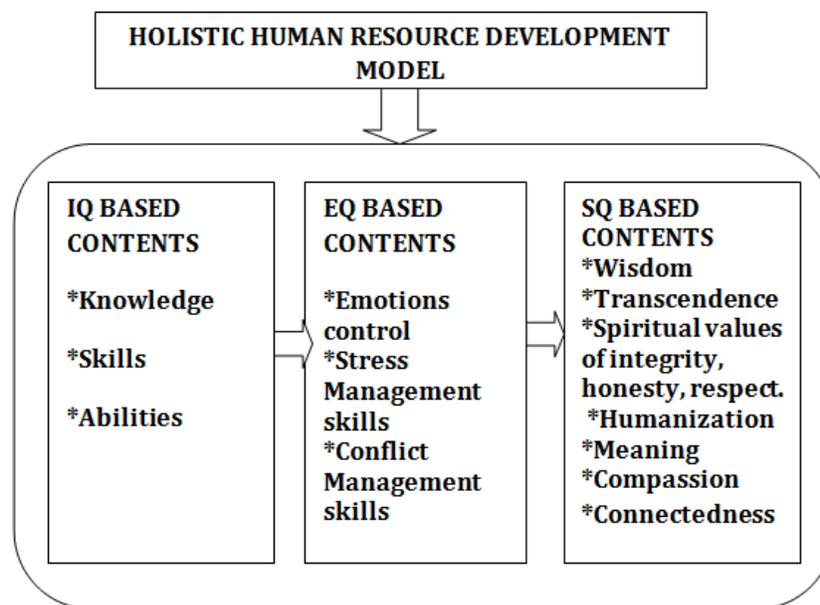
Spirituality encompasses the way an individual lives out his or her sense of interconnectedness with the world through an ability to tap into deep resources comprising truth, service, and wholeness reflecting self awareness and unity (Howard, 2002). Recent scholarship provides compelling correlations between spirituality and good business (Brophy, 2014; Geh, 2014) and it has gained the interest of both scholars and practitioners (Hicks, 2003; Kinjierski & Skrypnik, 2004; Krishnakumar & Neck, 2002). In addition, Karakas (2010) confirmed that the incorporation of spirituality at work increases employees' well-being by increasing their morale, commitment, and productivity; and decreases employees' stress, burnout, and work holism in the workplace. Empirically, a case study of Southwest Airlines suggests that the incorporation of spiritual values in the organizational culture had an influence on the behaviors of employees as well as on the organization's mission, goals, and objectives (Milliman, Ferguson, Trickett & Condemni, 1999). This phenomenon described by Ashmos and Duchon (2000) as spiritual movement where organizations follow or adopt the spiritual environment with meaning, purpose, and sense of community that makes employees become simple, meaningful, and connected (Marques, King & Dhiman, 2007) and that feeling definitely lead employees to satisfaction and commitment (Piryaei & Zare, 2013).

In order to achieve higher and substantial employees' engagement organizations must recognize and understand spirituality at work in order to gain utmost benefits from highly engaged human resources (Saks, 2011). The reason is employees at work always attempt to align their self concept with spirituality and they express their spiritual identity by meaningful work and sense of community (Chawla & Guda, 2010). Organizations with spiritual culture lead to maximum employee benefits (Kolodinsky, Giacalone & Jurkiewicz, 2008). Besides, Daniel (2010) stressed that workplace spirituality is a key element of

organizations culture that fosters trust, creativity and respect, which would ultimately have a positive effect on team performance and can be helpful in resolving and avoiding ethical dilemmas at work (Gull & Doh, 2004).

Indeed, the promotion of spiritual values in the organization certainly enhance employee’s organizational commitment, performance, morality and job satisfaction(Brophy, 2014; Van der Walt & De Klerk,2014; Gupta, Kumar & Singh, 2013; Bodia & Ali, 2012;Dehaghi, Goodarzi & Arazi, 2012; Willingham & Anderson, 2012; Altaf & Awan, 2011; Chawala & Guda, 2010; Issa & Plck, 2010; Pawar, 2009; Hall, Oates, Kinjerski & Skrypnek, 2008; Kolodinsky et al., 2008; Rego & e Cunha, 2008; Markow & Klenke, 2005; Milliman, Czaplewski & Ferguson, 2003). In a nutshell, the Holistic Human Resources Development (HHRD) model should incorporate the elements of IQ, EQ and SQ as their main contents in enhancing the quality and worthy of the employees in the organization. Below is the proposed diagram of the HHRD model to the organization.

FIGURE 2
PROPOSE HOLISTIC HUMAN RESOURCE DEVELOPMENT MODEL (HHRDM)



CONCLUSION

It is significantly noticed that current theoretical and practical base of HRD model missed spiritual dimension in its application. Researchers in principle agreed on the opinion that there has to be a holistic approach beyond traditional model for human resource development (Thakadipuram, 2010). Whereby, in the new world economy, human spirit is a core issue of business paradigm (Ashar & Lane-Maher, 2004). Moreover, the significance of individual spiritual attributes and competencies in organizational life treated as missing attribute in the literature (Gotsis & Kortezi, 2008). It is strange situation that the employee ethical and spiritual motives has been neglected that has worse effect on employees motivation (Guillén, et al., 2014) hence spiritual values is a central derive in adult learning and development (Merriam & Heuer, 1996). Consequently, leader must understand and recognize that spirituality at work place is the core value of organization (Petchsawang & Duchon, 2012) and there must be a holistic system of personal and cultural values where workplace spirituality and spiritual leadership are encouraged (Fry, Hannah, Noel & Walumbwa, 2011). In fact, employee’s Spiritual Quotient (SQ) is a key contributor or predictor to work performance and builds structural relationships among different variables (Rani, Abidin & Hamid, 2013). As a result, managers must apply their collective intelligence (IQ, EQ, and SQ) in the

process of decision making, thinking, and behaving at the work place (Ali, Bemby & Sentosa, 2013). Certainly, spiritual quotient (SQ) strengthen human integrative perception of wholeness and thinking beyond materialism, which push people towards spiritual path and also help them to cope with painful circumstances (Ronel & Gan, 2008).

We can deduce from the above significant sources as discussed in earlier sections which had given strong attention to the adoption of a holistic system for human resources development in the organization. Human resources development model needs to be re-designed and consideration of employees entire being (mind, body, and spirit) creates a climate for holistic flourishing of the employees (Poole, 2009). Moreover, Hoover, (2014) claimed that it is possible to design and implement spiritual actualization learning system within the organization. The comprehensiveness of this application is also supported by Ronel and Gan (2008) and they declared that spiritual intelligence cover all key domains of human functions that is the central capability to live one's life with values, motivation, intentions, emotions, and personality structure. The inclusion of SQ in the organization's HRD model will prosper humanization among employees as well as enhances commercial benefits to the organization (Ronel & Gan, 2008). However, further empirical study in the field of human resource development with proper consideration of the human spiritual quotient and its core dimensions still requires great attention.

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