

Greening of Human Resource Development Subsystems for Environmental Management and Performance: The ADKAR Model Perspective

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Abstract

The focus of this paper and significance of the topic is to evaluate green human resource development (Green HRD) practices, and also discuss the greening of human resource development (HRD) subsystems. The greening of HRD subsystems help employees and organizations to engage in environmental management and performance, which helps to mitigate against the impact from climate change, global warming, and environmental degradation. The methodology applied for the study was through the review of several literature on Green HRD, HRD, ADKAR model, green practices in academic institutions, hotel and manufacturing industries. Literature on selected countries with green policies was also retrieved. Published academic articles and other online sources accessed were from 2001 to 2022. The findings from the study revealed that through the features of ADKAR model (green awareness, green desire, green knowledge, green ability, and green reinforcement), the four subsystems of HRD (green training and development, green reward, green performance appraisal, and green feedback mechanism) which were investigated for this study, can be successfully greened. In greening the subsystems of HRD, employees and organizations are able to achieve a high scorecard of environmental management and performance in their various activities. Therefore, to conclude this study, further research is proposed. Through quantitative, qualitative, or mixed-method research methodology, and using the ADKAR model, future researches can empirically test the HRD subsystems inherent in organizations. Either in the public or private sector. Through review of literature, further researches can also focus on other HRD subsystems like career development, organizational development, counselling, role analysis, quality circle, and potential appraisal.

Keywords: Green Human Resource Development, HRD Subsystems, ADKAR Model, Environmental Management and Performance.

Introduction

Although, the field of human resource development is traditionally known as a change agent (Muchira & Kiambati, 2015), however, it is yet to fully integrate its subsystems into green practices for environmental management and performance (Scully-Russ, 2015a; Valentin, 2015; McGuire & Germain, 2015; Sadler-Smith, 2015; Piwowar-Sulej, 2022). However, human resource development (HRD) has over the years contributed to employee and organizational development in several ways (Kim, 2012; Kareem, 2019; Kareem & Hussein, 2019). It is a discipline which has over the past decades, utilized its teaching, research, empirical studies, models, theories, and concepts, to enhance employee and organizational change for efficiency and productivity. Through its effective instruments for employee and organizational development, which are training and development, rewards, performance appraisal, and feedback mechanism, HRD have been able to influence positive change among employees and organizations.

HRD helps to enhance employee development through learning, relearning, and unlearning, by providing a platform during the progression of employee roles engagement. Like HRD (Kareem, 2019; Kareem & Hussein, 2019), the features of ADKAR (awareness, desire, knowledge, ability, and reinforcement) model is widely recognized to influence change among employees for organizational performance (Angtyan, 2019; Paramitha et al., 2020). It is able to recognize the problem among employees in an organization, and thereafter proffer solutions for change (Angtyan, 2019; Paramitha et al., 2020). Employee development through training, knowledge and skills acquisition, empowers them to become committed, and thereafter contribute towards the effectiveness of their organizations (Kareem, 2019; Kareem & Hussein, 2019). Employees who are provided with the appropriate skills and education through training, are able to help their organizations achieve its strategic objectives. Employee training and development for skills and competencies acquisition, and rewards to motivate employee performance, contributes to the effectiveness of employees and organizations (Allen & Helms, 2001; Kareem, 2019; Kareem & Hussein, 2019; Manzoor et al., 2021). Employees and organizations achieve job and organizational satisfaction through performance appraisal to evaluate and reward, and know the strength and weaknesses of employees, and feedback mechanism for engagement to improve on employee future tasks and participation (Deepa et al., 2014; Himmelstein, 2018; Nikolic et al., 2020).

The consequences brought by climate change, global warming, and environmental degradation, has led to the teaching, practice, and implementation of green practices by various institutions and organizations globally. This has led HRD scholars and practitioners to engage in the teaching, research, and practice of green practices (Scully-Russ, 2015a; Scully-Russ, 2015b; Valentin, 2015; McGuire & Germain, 2015; Sadler-Smith, 2015). According to McGuire (2010), Green HRD is defined as the six r's practices of reduce, reuse, recycle, redesign, renew, and re-educate for environmental management, using the innovative and managerial expertise of HRD for its application in organizations. Haddock et. al. (2010) explained Green HRD practices as using the theories and concepts of HRD for environmental management purposes. Several other HRD scholars have contributed towards the practice of employee, organizational, and societal greening through their research. Scully-Russ (2015a),

Valentin (2015); Sadler-Smith (2015), all defined Green HRD practices as using the models, theories, concepts, empirical research, teaching, and practice of HRD for the acquisition of green and pro-environmental skills, education, knowledge, competencies, and abilities for environmental management and performance within organizations, and the larger society. The Green HRD practices of the six r's of reduce, reuse, recycle, redesign, renew, and re-educate are focused on establishing eco-friendly practices on the natural environment. Reduce is concentrated on the reduction of consumption of water and energy, while reuse is the ability to have a product fixed, especially when it is less damaged. To recycle is to be able to return waste to its original state, or another form, so it can be reused and not become an environmental hazard. Redesign is generally to have a product or material processed again, in order to have it reutilized, as this saves the natural environment from harmful practices of pollution. The practices of renew and re-educate, is to provide the necessary pro-environmental skills and competencies, with the aim to transform the behaviours and attitudes of employees in an organization, or individuals in the larger society.

In the context of this study, the principles and practices of reduce, reuse, recycle, redesign, renew, and re-educate, are focused on redirecting the footprints, values, ethics, attitudes, behaviours, and activities of employees and organizations (Rosenthal et al., 2016; Hernandez et al., 2019). This can be achieved through environmental education and training (Rosenthal et al., 2016; Hernandez et al., 2019). In reducing, reusing, recycling, redesigning, renewing, and re-educating, the ecological and carbon footprints of individuals and organizations will be extremely reduced. HRD as a field is primarily proactive. That is, providing solutions in advance, through skills and competencies acquisition, supportive work environment, motivation, and assessment of employees for improvement and corrective measures, which are needed to be effective on the job presently and in the future.

Although few, but several HRD scholars through empirical research, have tested the efficacy of HRD subsystems towards the greening of organizations. Scully-Russ (2015b), conducted a case study among two Energy Training Partnerships (ETPs) in the United States of America, and it was sponsored by the United States Department of Labour. The outcome from the study revealed that, green training, skills, education, and competencies are needed to develop green jobs in the United States economy (Scully-Russ, 2015b). The outcome from a study conducted by McGuire and Germain (2015), among one hundred and two Scottish retail customers, revealed that a relationship of commitment exist between customers and organizations, towards protection of the environment. McGuire and Germain (2015) further revealed that the expertise of HRD in training and development is needed, towards developing green education, skills, and competencies for employees, organizations, consumers, customers, and the larger society. Piwowar-Sulej (2022) affirmed in a study conducted among two hundred and nine-nine manufacturing organizations in Poland, on the significant relationship between green training, green performance appraisal, and environmental performance.

The focus of this paper is to achieve two objectives, and they are: (i) to evaluate and explain Green HRD practices, and also the greening of HRD subsystems, and (ii) to integrate the subsystems of HRD into ADKAR (awareness, desire, knowledge, ability, and reinforcement) model, for the greening of employees and organizations. This was achieved through the review of available literature. Literature accessed were from academic journals and other

online sources published between 2001 to 2022. With a focus on Green HRD, HRD, ADKAR model, green practices in academic institutions, hotel and manufacturing industries, and selected countries with green policies. Due to the dearth of literature on Green HRD, the outcome from the study provided an insight for HRD scholars and practitioners. With emphasis on those interested in the concept of Green HRD. The ADKAR model which was applied, provided a significant understanding for HRD scholars, practitioners, managers, and organizational leaders. This will help in the greening of HRD subsystems within various organizations, and thereafter institutionalize an organizational green culture. There is the need to utilize the subsystems, models, theories, concepts, research, and practice of HRD to achieve environmental management and performance (Haddock et al., 2010; Scully-Russ, 2015a; Valentin, 2015; McGuire & Germain, 2015; Scully-Russ, 2015b; Piwowar-Sulej, 2022). In this study, there is the discussion on green practices in academic institutions, hotel and manufacturing industries across countries and continents, selected countries with green policies, the greening of HRD subsystems, and ADKAR model for Green HRD practices implementation. There is also the implications for HRD practice and research, directions for future research, and conclusion.

Previous Studies on Green Practices (Academic Institutions, Hotel and Manufacturing Industries)

Several past studies focusing on academic institutions, hotel and manufacturing industries, have discussed the benefits of implementing green practices for environmental management and performance.

Examples of studies which focused on the acceptance and implementation of green practices by academic institutions, for environmental management and performance are Bashirun et. al (2016); Anthony et. al (2020); Yafi et. al (2021); Hasim et. al (2021); Anthony (2021) on public and private colleges and universities in Malaysia. Others are Fissi et. al (2021) on Italian university, Marable (2015) among green public schools in Virginia United States, Mu et. al (2015) on universities and colleges in China, Filho et. al (2015) on universities in Germany and United Kingdom, Cai and Shafiee-Jood (2017) among selected universities in the United States, and Choi et. al. on the green practices implementation in Portland State University, United States of America. The impact from these studies across countries and continents, is that academic institutions are also following the trend of green practices. This is to help reduce its ecological and carbon footprints, among its employees and students.

Studies which have shown that organizations are integrating green practices as a culture in the hotel industry, are Langgat (2019); Deraman et. al (2017) on green practices implementation among hotels in Malaysia, Moise et. al (2021) on 3 and 4-star hotels in Bogota-Colombia, and Moise et. al (2018) among hotels in Spain. Other studies comprises of Abdou et. al. (2020) on 4 and 5 green star hotels in Egypt, Londono and Hernandez-Maskivker (2016) on hotels located in Boston and Chicago in the United States, Copenhagen in Denmark, Paris in France, and Toronto in Canada, Fukey and Isaac (2014); Yi et. al (2018) on the general benefits and implementaion of green practices for the hotel industry. There are other studies which have discussed the impact and implementation of green practices in the hotel industry, and these are Khan et. al (2017) on green practices among homestay accommodation Kelantan-Malaysia, Lammi and Tesfaye (2021) on hotels in Addis-Ababa et al (2006); Kenney (2018) on green and pro-environmental practices among hotels in Ghana. Other scholars who

have contributed to previous literature on green practices in the hotel industry include, Ibrahim and Al-Zboun (2021) on the success stories recorded by high class Jordanian hotels, and Mbasera et. al (2016) on green awareness among managers in selected hotels in South Africa and Zimbabwe.

Studies on the benefits and implementation of green practices among manufacturing companies include Wysocki (2021) on green practices in Poland, and Singh et. al (2021) on a general review of literature, indicating the rise of green practices and the benefits it brings to the manufacturing industry globally. Others include, Ahmad et. al (2019) on green factories for green practices in Malaysia, Ghazilla et. al (2015) on green practices among Small and Medium Enterprises (SMEs) in Malaysia, and Smith and Perks (2010) among chief executives, managers, and employees in South African organizations. Several other studies have contributed to the green manufacturing literature, and they are Lagas (2015) discussing the advantages which green manufacturing offers to the industry, Norddin et. al (2021) on the types of green practices among manufacturing companies in Malaysia, and the benefits it brings for environmental sustainability. Additionally, others include, Akter et. al (2020) on the benefits green practices brings to clean manufacturing, and Dissanayake et. al (2019) on the types of green practices in Sri Lanka Manufacturing Small and Medium scale Enterprises (SMEs), the barriers and success stories.

Selected Countries with Green Policies

Although the study is focused on employee and organizational greening through the features of ADKAR model on HRD subsystems. However, it is also important to provide details on countries which have implemented greening as a national policy.

With the devastating effect caused by climate change and global warming, various countries have begun to enact and institutionalize green policies, so as to achieve environmental sustainability. A contribution from Biruta (2016), on how Rwanda has positively impacted green practices through the following ways. These are (i) official prohibition of non-biodegradable materials like plastic bags, (ii) reforestation by embarking on accelerated tree planting, (iii) restoration through safeguarding of the physical environment and its ecosystem, examples of various lakes and wetlands that were previously damaged, (iv) the green fund, which is focused on providing financial support for Rwanda to achieve a low-carbon society by the year 2050, and (v) green politics by providing the appropriate laws, strategies, and programmes to help achieve environmental management, performance, and sustainability (Biruta, 2016). Other countries in this category are Singapore (Chew, 2016; MND, 2021), China (Guo et al., 2013; Heggelund, 2021; Xue, 2022), Malaysia (Suhaida et al., 2013; Onuoha et al., 2017), United Kingdom (UK, 2020), Germany (Ringel et al., 2016; Andrii et al., 2016), South Africa (Nhamo, 2013; Gupta & Laubscher, 2018), and Canada (OECD, 2008; MacArthur et al., 2020). Green practices or going green brings so many benefits to humans and its ecosystem. Some of such are reduction in pollution activities, helps in waste eradication, preservation of forest reserves and its resources, and also help to keep a balance of the environment, so that all humans and living organisms can exist, grow, and flourish peacefully in their natural environment, while engaging in their various activities.

Greening of HRD Subsystems

Green Training and Development: Training and development is an HRD function focused on employee and organizational efficiency, through providing the appropriate skills, competencies, and abilities needed to accomplish job roles (Kareem, 2019; Kareem & Hussein, 2019). Several researchers like Renwick et. al (2008); Renwick et. al (2013); Ahmad (2015); Masri and Jaaron (2017); Zaid et. al (2018); Babagbale (2020); Filimonau and Tochukwu (2020); Alghamdi (2021); Wu et. al (2021); Yafi et. al (2021); Nisar et. al (2021); Gull and Idrees (2022) all discussed in their studies, the importance of green training and development for employee and organizational environmental management and performance. To achieve environmental performance, organizations must provide green skills, education, competencies, experiences, and abilities for its employees. This enables employees to utilize their green knowledge and competencies towards achieving organizational environmental efficiency.

Green Reward (extrinsic and intrinsic): Reward is a function for employee and organizational efficiency (Manzoor et al., 2021). Several organizations utilize reward as a motivator to influence employee and organizational effectiveness. It is grouped into two sections, which are extrinsic and intrinsic rewards. Extrinsic rewards are external, and examples of these are offering to performing employees free or subsidized transportation and medical healthcare services, secured employment, vacation paid for by employer, promotion of work status, and financial bonus (Kilimo et al., 2016). Employees who are often rewarded for performing their green tasks effectively, feel motivated to always achieve their green roles (Yafi et al., 2021; Ababneh, 2021).

Intrinsic rewards are classified as internal and primarily psychological (Ababneh, 2021; Manzoor et al., 2021). They are examples of been trusted by higher authorities in the workplace, satisfaction on the job, commendation from managers or supervisors, experiencing personal growth in the workplace, and acquiring new skills and education on the job (Pham et al., 2019; Ababneh, 2021). Employees who experience these psychological effects, feel motivated to engage more in their green tasks, which enables the organizations to achieve its green objectives (Pham et al., 2019; Ababneh, 2021). Several empirical studies have affirmed the significant relationship between rewards and organizational environmental performance. Berrone and Gomez-Mejia (2009) in a study conducted among organizations in the United States on green rewards and environmental performance. Yafi et. al (2021) on how green rewards motivated employees to perform among public and private universities in Malaysia. Other studies which have confirmed the influence of rewards for employee and organizational green performance are (Renwick et. al., 2008; Jackson et. al., 2011; Renwick et. al., 2013; Ahmad, 2015; Mandago, 2018; Zhang et. al., 2019; Ardiza and Nawangsari, 2019; Suharti and Sugiarto, 2020).

Green Performance Appraisal: This is associated with evaluating the roles of employees, so as to know their strengths and weaknesses (Dijk & Michal, 2015). Evaluation of employee performance help organizations to change the behaviours, attitudes, and working culture of employees. When organizations know the strengths and weaknesses of its employees, they are able to provide the appropriate skillsets through training, for employee performance and organizational efficiency in the future (DeNisi & Pritchard, 2006; Dijk & Michal, 2015). Therefore, this is relatable to employee green tasks. To improve on employee future green tasks and organizational environmental performance, it is important to evaluate employee green performance for improvement on green roles (Ahmad, 2015; Ardiza & Nawangsari, 2019; Alshammari et al., 2020). Past studies like Odeyale (2014); Uddin & Islam (2015); Sobaih

(2019); Chandran et. al (2019); Ardiza and Nawangsari (2019); Yusoff et. al (2020); Alghamdi (2021); Alshammari (2021), have all affirmed the impact of green performance appraisal on employee and organizational green performance. Employee green performance assessment help organizations to institutionalize an effective green and pro-environmental culture.

Green Feedback Mechanism: Feedback mechanisms is an essential component in HRD, and help employees to improve on their subsequent tasks, for the mutual efficiency of employees and organizations (Himelstein, 2018; Nikolic et al., 2020; Yafi et al., 2021). It is a functionality which is meant for corrective measures. That is, helping employees to make the right decisions on their job roles, so as not to have previous mistakes repeated. Or, having to engage in the mental development of employees, in order to make advance inputs for employee and organizational productivity. A green feedback mechanism motivates and engages employees to participate in the organization's environmental decision making process (Ahmad, 2015). It is mutually beneficial to the employee and the organization. Previous studies have emphasized on the significant influence of feedback for employee and organizational green performance. These are (Kaur, 2011; Aykan, 2017; Luu, 2018; Shou et. al., 202; Adnan, 2021; Adi et. al., 2021; Ashraful et. al., 2021). It therefore influences employee to improve on their green performance (Ahmad, 2015). When employees are given feedback on their green roles, they have the opportunities to engage and improve on their future green roles. This leads to a high green scorecard for employee, and organizational environmental performance.

ADKAR Model for Green Human Resource Development Practices

ADKAR (awareness, desire, knowledge, ability, and reinforcement) model comprises of five features, which enables an organization to achieve a desired change and efficiency (Angtyan, 2019; Paramitha et al., 2020).

Green Awareness: To know is to be aware of, or to be aware of is to know. Therefore, an employee cannot know about Green HRD practices if there is unawareness of its existence and its objectives. To institutionalize Green HRD practices and establish an organizational green culture for environmental management and performance, there is the need to create awareness among employees. Communicating awareness to employees on the need for organization culture change, is a necessity for employee and organizational performance (Angtyan, 2019). A study conducted by Law et. al (2015) among employees in Hongkong and Shanghai Banking Corporation Limited (HSBC), Hong Kong, environmental awareness programmes led to pro-environmental behaviours and attitudes among employees. This was further affirmed in an investigation conducted by Omarova and Jo (2022), among two hundred and sixty-eight employees in Kazakhstan's public and private sector firms. The outcome from the study revealed that environmental awareness had a significant influence on employees green behaviours and attitudes (Omarova & Jo, 2022). To further explain this, and quoting Wangari Maathai verbatim: "You cannot protect the environment unless you empower people, you inform them, and you help them understand that these resources are their own, that they must protect them" (Omarova & Jo, 2022). Zhang et. al (2021) in their investigation among two hundred and sixty-six employees in China, revealed that environmental awareness has a strong influence on the green behaviour of employees. Communicating the impact of climate change, global warming, and environmental degradation is very important to create awareness on the need to implement Green HRD practices. Employees need to know why the problem exist. The importance of embracing

green behaviours and attitudes, in order to reduce their ecological and carbon footprints on the natural environment.

Green Desire: Because desire is an individual choice, and there is the need to motivate employees to participate, it is the most challenging stage of the ADKAR model (Angtyan, 2019). This helps to motivate employees to participate in the organization's environmental management approach, towards achieving its Green HRD objectives. Communicating the gains to be achieved after the successful change is achieved is important to motivate employees (Angtyan, 2019). Motivation is a factor which strengthens employees' pro-environmental behaviours and attitudes (Endrejat & Kauffeld, 2018; Han et al., 2019). By communicating the benefits to be gained from the Green HRD practices implementation, encouragement and motivation is developed among employees. Hence, they become committed towards the organization's environmental management objectives for environmental performance and sustainability.

Green Knowledge: It is a focus on providing the required green skillsets, knowledge, education, and competencies for employees. The components of knowledge are necessities for achieving the desired change (Angtyan, 2019). In providing knowledge, two categories are needed, which are skills and competencies to achieve the change, and towards sustaining the change achieved (Angtyan, 2019). Therefore, to strengthen its Green HRD practices, it is important that organizations provide green training for green skills and competencies. A study conducted by Jabbar and Abid (2014); Ahmad (2015); Yafi et. al (2021), revealed the significant influence of green training on organizations environmental performance. Green training which helps to provide the appropriate green competencies for its employees, help organizations to achieve its Green HRD objectives and environmental performance. Environmental training for employees help to strengthen an organization's green policies, and also develop a strong mental and physical abilities for employees to adore the natural environment and its ecosystem.

Green Ability: This is related to providing a fitting model supported by appropriate training and resources, and focused on upskilling ((Angtyan, 2019; Paramitha et al., 2020). It is the migration process, whereby employees are able to demonstrate that the skills and competencies acquired from training can lead to employee and organizational efficiency (Angtyan, 2019; Paramitha et al., 2020). It is at this level that organizations need to close the gap between employees' skills, and their ability to utilize these skills for their delegated tasks (Angtyan, 2019; Paramitha et al., 2020). Practical application exercises through mentoring and coaching from experts and instructors, can help employees to successfully migrate from skills acquired, into ability to utilize the skills. According to Erhabor (2018), environmental education and leadership coaching and mentoring from experts, can help build individuals with critical thinking and problem-solving abilities for environmental protection. Providers of these can either be external consultants, or internal managers and supervisors. This process provides practical skills, which are needed by employees to develop their green and pro-environmental abilities. Employee green abilities transforms into organizational environmental performance.

Green Reinforcement: Reinforcement is the strengthening of all skills, knowledge, competencies, and abilities acquired. It primarily focuses on sustaining the change process achieved, by keeping employees conscious of their delegated roles (Angtyan, 2019; Paramitha et al., 2020). It is a process designed to avoid reoccurrence of old behaviours, attitudes, and practices that are harmful to the environment. According to Wei and Yazdanifard (2014), employee effectiveness can be motivated through reinforcement. This can be achieved

through positive reinforcement through extrinsic and intrinsic rewards for performing employees (Wei & Yazdanifard, 2014). Extrinsic rewards are increment of employee salary, bonus application, and other benefits like free or subsidized transportation and medical care services (Kilimo et al., 2016). Intrinsic rewards involves commendation, appreciation, and supporting employees through encouragement (Ababneh, 2021; Manzoor et al., 2021). Extrinsic and intrinsic rewards motivates employees to become committed, and engage more in their delegated green tasks, helping the organization to achieve its strategic green objectives (Uddin & Islam, 2015; Pham et al., 2019; Paramitha et al., 2020; Yafi et al., 2021; Ababneh, 2021). When employees green performance are evaluated, it strengthens an organizations green scorecard (Opatha & Arulrajah, 2014; Mehta & Chugan, 2015). Performance appraisal helps to motivate employees to become committed towards practices that are friendly towards the environment. Green feedback mechanism provides an opportunity for employees to apply quality to their green roles (Ahmad, 2015). A feedback from a manager or supervisor to a junior employee on performed green tasks, creates a chance to improve in future green roles. Therefore, it is a mechanism which helps both the employee and the organization towards achieving environmental performance.

A study using the ADKAR model, and conducted by Paramitha et. al (2020) in Indonesia's KSC Beauty Clinique Jember, which is a service organization, revealed that the management of the organization successfully implemented change. The change process was achieved using the ADKAR model and Iconix software implementation system (cloud) for corporate management efficacy and organizational performance (Paramitha et al., 2020). This is affirmed by Sataic (2021) in a study conducted in Croatia's Information and Communications Technology (ICT) sector. Components of the ADKAR model (awareness, desire, knowledge, ability, and reinforcement) are able to change, implement, observe, and monitor the change achieved in the ICT sector (Sataic, 2021). Due to its significance in organizational change management process, the outcome from the study mentioned the prowess of ADKAR model towards achieving organizational change in the ICT sector in Croatia (Sataic, 2021). Because of the changing nature of business environments and human activities globally, and using the features of the ADKAR model, Owusu and Bonsu (2020) revealed in a study conducted among Small and Medium Enterprises in Ghana. That SME's in Ghana, contribute more to the growth and stability of the economy, when compared to large scale organizations (Owusu & Bonsu, 2020). As shown in Figure 1, the ADKAR Model is an efficient mechanism which can be used by organizations towards achieving its Green HRD objectives.

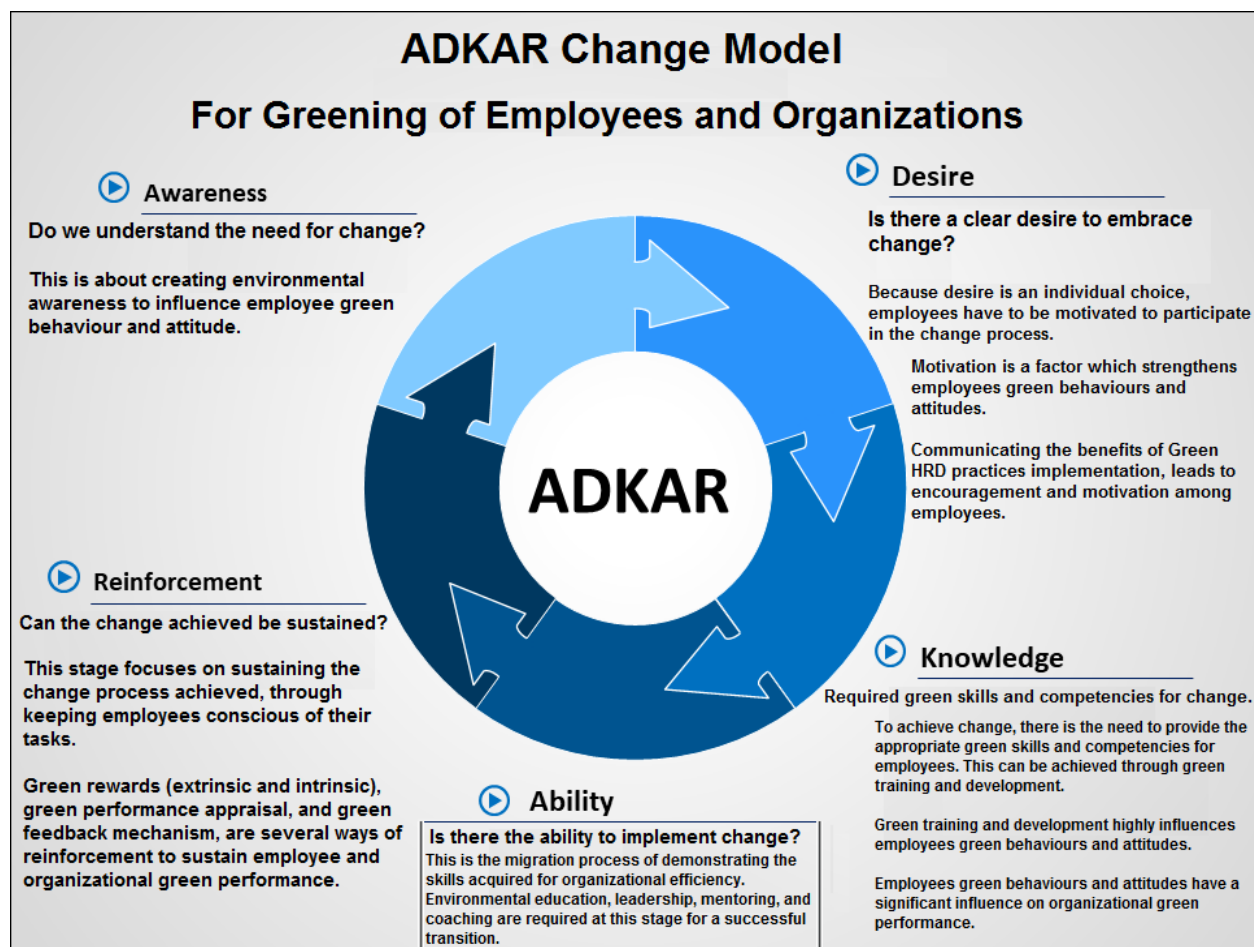


Figure 1: ADKAR Model for Employee and Organizational Greening

An investigation conducted by Norton et. al (2015), affirmed the statement that employees green behaviour can be reinforced continuously through incentives. Incentives help to motivate individuals or group to participate in a task. That is, motivating employees through green rewards, so that they can continuously utilize their green skillsets (Norton et al., 2015) towards helping the organization achieve its environmental performance. Because reinforcement is meant to strengthen and improve employee and organizational performance (Wei & Yazdanifard, 2014), it is at this level that green rewards, green performance appraisal, and green feedback mechanism are applied (Ardiza & Nawangsari, 2019; Alshammari et al., 2020; Yafi et al., 2021; Ababneh, 2021). This help to motivate, evaluate, and give feedback on employees green roles for employee and organizational environmental performance (Ardiza & Nawangsari, 2019; Alshammari et al., 2020; Shou, 2020; Yafi et al., 2021; Ababneh, 2021). An organizational system which continuously rewards, evaluates, and provides feedback for employees green roles, is able to further motivate performing and underperforming employees. Employees who performed on their green scorecard and are rewarded, will perform better subsequently, because of the incentives attached to performance and the role of motivation. And employees who underperformed in their green tasks, will be challenged to outdo the environmental performance scorecard of their colleagues subsequently. However, a healthy green competitiveness.

Implications for Human Resource Development Practice and Research

HRD is a field focused on training and development for employee and organizational advancement (Kareem, 2019; Kareem & Hussein, 2019). It must be aware that a natural environment that is healthy, will produce healthy employees and organizations. A healthy environment enables employees and organizations to strive peacefully. Therefore, the field of HRD needs to utilize its expertise and subsystems for skills and knowledge development, so as to establish a synergy between employees, organizations, and the natural environment (Haddock et al., 2010; Becker, 2011; Ardichvili, 2012; Valentin, 2015; Sadler-Smith, 2015). This can be achieved over an extended time, and will at the end institutionalize Green HRD practices among employees and organizations. As a field built on the foundation of interdisciplinary knowledge, issues and challenges relating to climate change, global warming, and environmental degradation, needs the guidance and expertise of HRD. Over the past decades, HRD has been responsible for building ethical employees and organizations (Hatcher & Hoover, 2003; Frye, 2019; Kreismann & Talaulicar, 2021). When an organization is ethically-driven towards a particular objective, its employees will work and behave along with these standards, principles, and ethics, so as to help achieve the strategic objectives of the organization (Schminke et al., 2007). To strengthen Green HRD practices in organizations, there is the need for organizational leaders to institutionalize a pro-environmental ethical culture among employees. A green ethical culture is a by-product of green training and development for the acquisition of green skills, competencies, education, behaviours, and abilities. HRD as a field can get involved in knowledge creation, behavioural and attitudinal change for employees and organizations. This can be achieved through creative strategies that will produce employees and organizations that possesses the appropriate skills and ethics for eco-friendly practices and activities. New ideas and new critical thinking approaches, are needed to resolve the multitude of environmental issues endangering the thriving of organizations and its employees (Haddock et al., 2010; Scully-Russ, 2012). Climate change, global warming, and environmental degradation are complex issues. Therefore, to experience prosperity in a healthy environment, organizations and its employees requires a cognitive development which is focused on problem-solving.

To achieve eco-friendly employees and environmental performance, there is the urgent need for organizations to invest in creating environmental awareness through green human capital. When employees are aware of the negative impacts caused by climate change and global warming, and they possess the appropriate green skills and abilities, they will endeavour to act pro-environmental. An efficient organizational reward system will help to encourage and motivate efficient employees. Green reward for employees is like a green psychological contract between employers and employees. It encourages employees to participate more on their green roles within the organization, and other green programmes within and outside of the organization. Employers who are able to provide green rewards for effective employees, also has a green psychological contract with the natural environment. Therefore, the green psychological contract is between employers and employees, and employers and the natural environment. Despite the various challenges encountered by organizations to go green, there is the expectation that organizational leaders will be able to strategically migrate to green practices, using all available resources and expertise of HRD scholars and practitioners. Everyone requires new and critical thinking (the field of HRD, managers, organizational leaders, and employees).

Limitation and Recommendation for Future Research

Using the subsystems of HRD, supported by the features of ADKAR (awareness, desire, knowledge, ability, and reinforcement) model, this study have affirmed HRD's role in employee and organizational greening. Therefore, have been able to provide direction for Green HRD research subsequently. However, the study was conducted reviewing several literature, and therefore limited. Its outcome cannot be generalized. To empirically test its findings, future researches can focus on the HRD subsystems existing in different private or public sector organizations, while also using the ADKAR model as support. Because an empirical research utilizes primary data from qualitative, quantitative, or mixed-method research methodology, its outcome may be different from this study due to observation and experience. Four HRD subsystems (training and development, rewards, performance appraisal, and feedback mechanism) were tested for this study, future research can add other HRD subsystems like career development, organizational development, counselling, role analysis, quality circle, and potential appraisal. This can be done through review of literature or empirical study.

Conclusion

The outcome from the study has affirmed the significance of HRD subsystems towards employee and organizational greening, with a foundational support from ADKAR (awareness, desire, knowledge, ability, and reinforcement) model. Creating awareness on the impacts and devastations caused by climate change and global warming, and establishing a strong organizational green reward system to motivate for green efficiency and continuous green reinforcement, are necessary to achieve an organizations Green HRD objectives. Awareness gives employees the chance to know of the implications of not going green and pro-environmental. An informed employee is a pro-active employee. Green evaluation of employees green roles performed for green improvement and reward, and engaging in green feedback for green improvement and development among employees are necessities. Green training and development is a requirement to strengthen the green skills, behaviours, attitudes, ethics, abilities, and competencies of employees. HRD is traditionally known for employee and organizational development, and resolving challenges through creative approach. Therefore, its subsystems can be greened to produce green employees and organizations in the present and future. HRD scholars and practitioners have a role to play towards these efforts. Its scholars should engage in empirical research, publication of scholarly papers, and theory-building, to establish a guideline for organizations and institutions to implement Green HRD practices. More scientific research are needed to affirm the role of HRD subsystems and theories for employee and organizational greening. Its practitioners can also help to create the needed awareness by negotiating with its host systems, and provide the appropriate green training towards implementing green practices for employee and organizational environmental management and performance.

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