

STRATEGIC HUMAN RESOURCE DEVELOPMENT PRACTICES AFFECT HUMAN RESOURCE DEVELOPMENT OUTCOMES

Dr. Rajesh Chourasiya*

ABSTRACT

Purpose: *This study looks at strategic human resource development (SHRD) strategies and human resource development (HRD) results. The most significant aspects of SHRD are regarded to be maximising HRD results. The work of Akhtar et al. (2008) and Kandula S. R. is used to inform a substantial portion of the company's strategic HRD practises (2009). (2009). Katou (2008), Haslinda (2009), and Rowold (2009) conducted research on training and development-related HRD outcomes (2011). (2007). (2007). The researches of Whiting (2007) and Ishaq (2009) constitute the foundation for performance assessment outcomes.*

Design/Methodology/Approach

This study is empirical in nature, with answers obtained from IT industry professionals through a series of questionnaires. To evaluate the data, the responses are statistically assessed.

Findings

The findings of this research demonstrated that SHRD practises had an influence on HRD outcomes. The training and development outcome was 3 factors, and the performance evaluation outcome was 4 factors, according to factor analysis.

Managerial Implications: *This study may be valuable to practical managers, particularly IT managers, since the responses were taken for them. Managers may construct and implement performance-based training and development programmes for their employees.*

Future Work/ Limitation/ Conclusion: *This research backs up claims made by Indian researchers that SHRD techniques are common and respected by Indian businesses. The favourable influence of SHRD techniques on organisational performance has been scientifically confirmed. The fact that SHRD practises and HRD results were assessed based on respondents' perceptions is a limitation of this research. There is still a need to look at the SHRD procedures used in various sectors of the Indian economy.*

Keywords: *Strategic Human Resource Development Practice, Human Resource Development Outcome, Training & Development, Performance Appraisal.*

Introduction

Today's knowledge will become outdated tomorrow due to the rapid evolution of technology. Any company can no longer afford to treat training and development as a rote part of its staff development programme. The objective is to increase performance at the conclusion of the day. As a consequence, methods to strategic human resource development (SHRD) must be matched with company goals. Human resource strategy must now be integrated with business strategy in order for an organisation to succeed. Strategic HRD comprises introducing, eliminating, adjusting, directing, and leading processes and responsibilities in such a way that all individuals and teams have the skills, knowledge, and competences required to perform current and future organisational tasks (Pattnayak 2009). As a consequence, strategic VIRD necessitates long-term personnel development in order to sustain organisational effectiveness (Gilley and Maycunich, 2000). Although some research have

* Former Research Scholar, Department of Commerce and Business Management, Kolhan University, Chaibasa, Jharkhand, India.

demonstrated that particular Strategic HRM practises improve organisational performance (Akhtar, 2008; Dimba, 2010; Intan Osman et al., 2011; Unnikammu Moideenkutty et al., 2010), few studies have looked at SHRD practises in general and their link to HRD results. The purpose of this study is to determine whether there is a relationship between SHRD practises and HRD outcomes. It is proposed that the primary features of SHRD are crucial in optimising HRD outcomes. The organization's strategic HRD practises are also based on Akhtar et al. (2008) results and Kandula S. R.'s practises (2009). Katou (2008), Haslinda (2009), and Rowold (2009) findings are combined to create HRD outcomes related to training and development (2007). The research of Whiting (2007) and Ishaq (2009) generated performance assessment results.

Akhtar (2008) identified seven strategic HRM best practises that have an impact on organisational performance. These practises include internal career prospects, organised training systems, results-oriented evaluations, job security, participation, job definitions, and profit sharing. Out of all of them, this study focuses on the two most important strategic HRD practises: training and development and performance evaluation. The training systems of companies decide whether they provide major training opportunities for their employees or depend on selection and socialisation methods to acquire necessary skills. Outcome-based performance evaluations and the degree to which subordinate viewpoints are incorporated in these judgements characterise appraisals.

Table 1: Strategic Training & Development Practices

| S. No. | Training & Development Practices | Researchers/Authors |
|--------|--|---|
| 1 | Employees will often go through training programmes every few years. | Delery, J. E. , & Doty, D. H. (1996), Akhtar, A., 2008) |
| 2 | There are well-established training programmes in place to provide new workers with the skills they'll need to be successful. | Delery, J. E. , & Doty, D. H. (1996), Akhtar, A., 2008 |
| 3 | Formal training programmes are offered to employees in order to increase their prospects of progression within the organisation. | Delery, J. E. , & Doty, D. H. (1996), Akhtar, A., 2008 |
| 4 | Employees have access to a variety of training opportunities. | Delery, J. E. , & Doty, D. H. (1996), Akhtar, A., 2008 |
| 5 | Employees are often educated in a wide range of abilities. | Kandula, S. R. (2009) |

Table 2: Strategic Performance Appraisal Practices

| S. No. | Training & Appraisal Practices | Researchers/Authors |
|--------|--|--|
| 1 | Performance evaluations are based on objective, measurable outcomes. | Delery, J. E. , & Doty, D. H. (1996), Akhtar, A., 2008 |
| 2 | Performance goals are set for each employee. | Delery, J. E. , & Doty, D. H. (1996), Akhtar, A., 2008 |
| 3 | Employees get feedback based on their performance review. | Kandula, S. R. (2009) |
| 4 | Workers' developmental needs are identified via a performance assessment method. | Kandula, S. R. (2009) |
| 5 | Employees are coached about their issues in order to enhance their performance. | Kandula, S. R. (2009) |

Changes in individual employee behaviour, improved skills and competencies, and improved performance have all been cited as reasons for HRD's value (Birdi et al., 2005; Desimone et al., 2002; McLagan et al., 1983; Rowold, 2007). Employee training, on the other hand, has the potential to improve morale and motivation while also strengthening working relationships (Lepine, 2008; Swanson, 2001), but this is unlikely to happen without the help and dedication of co-workers and subordinates.

Table 3: Outcome Variables of Training & Development

| S. No. | Outcomes | Researchers/Authors |
|--------|--------------------------------|--------------------------------------|
| 1 | Competency | Katou, A. A. (2008) |
| 2 | Productivity | Haslinda (2009) |
| 3 | Motivation | Katou, A. A. (2008), Haslinda (2009) |
| 4 | Work Commitment | Katou, A. A. (2008), Haslinda (2009) |
| 5 | Job satisfaction | Katou, A. A. (2008) |
| 6 | Retention | Katou, A. A. (2008) |
| 7 | Interpersonal relationship | Haslinda (2009) |
| 8 | Interdepartmental relationship | Haslinda (2009) |
| 9 | Conflict and complaints | Haslinda (2009) |

Workers learning about themselves, employees learning about how they are performing, and employees learning about 'what management values' are all common consequences of a good performance evaluation process (Beer, 1981). Effective performance assessment, according to Stephan and Dorfman (1989), improves employee performance accuracy and establishes a link between job performance and a clear possibility for reward. Five outcomes were identified by Dobbins, Cardy, and platz-Vieno (1990), including the use of assessments as feedback to enhance performance, decreased employee turnover, higher motivation, the presence of emotions of equality among workers, and the relationship between performance and incentives. Reduced employee stress, evaluation of overall progress, connection between present performance and employee objectives, and formulation of specific action plans for the future were among the effects discovered by Teratanavat, Raitano, and Kleiner (2006).

Table 4: Outcome Variables of Performance Appraisal

| S. No. | Outcomes | Researchers/Authors |
|--------|--|-----------------------------|
| 1 | Job Knowledge | Pattnayak, B. (2009) |
| 2 | Accuracy | Pattnayak, B. (2009) |
| 3 | Goal Clarification | Pattnayak, B. (2009) |
| 4 | Training needs identification | Pattnayak, B. (2009) |
| 5 | Career path identification | Pattnayak, B. (2009) |
| 6 | Linkage between current performance and employee's goals | Ishaq, H.M. et. al., (2009) |
| 7 | Stress | Pattnayak, B. (2009) |
| 8 | Productivity | Pattnayak, B. (2009) |
| 9 | Employees' learning about themselves | Ishaq, H.M. et. al., (2009) |
| 10 | Employees' learning about what management values | Ishaq, H.M. et. al., (2009) |

Objectives of this Study

- To identify strategic HRD practises and associated HRD results.
- To identify the most important aspects of HRD practises and the HRD outcomes that result from them.
- To establish a link between strategic HRD practises and HRD results.
- To broaden the scope of inquiry.

Research Methodology

To assess strategic HRD practises and their impact on HRD outcomes, questionnaires were given to significant IT organisations in India, particularly in the cities of Bhubneswar, Kolkata, and Delhi. The online poll was sent to a total of 48 IT businesses. The organisations responded to the questionnaire with 33 responses, resulting in a 68 percent response rate. The questionnaire for this research is divided into three pieces. The first component of the survey gathers data on respondents' personal profiles, job titles, years of firm experience, and financial success over the preceding three years. The survey's second component evaluates how successfully their company's human resource development plans, such as training and development and performance evaluation, are executed. Delery and Doty's (1996) survey technique was utilised to evaluate these practises. Finally, the questionnaire's final item examines the respondent's views on the organization's HRD outcomes. Katou, A. A. (2008), Haslinda (2009), Pattnayak, B. (2009), and Ishaq, H. M. et al., (2009) offered aspects of HRD outcomes in order to analyse results. On a five-point Liket scale ranging from 1-Strongly Disagree to 5-Strongly Agree, respondents were asked to rank Strategic HRD methods.

Results and Discussions

The items measuring strategic training and development initiatives were factor-analyzed using principal component factor analysis and varimax rotation. As stated in Table 2, one part of strategic training and development approaches is Frequent and Extensive Training. This section contains variables that indicate the frequency and extent of training programmes, as well as training programmes aimed at improving existing employees' promotability.

Table 5: Factor Structure of Strategic Training & Development Practices

| Frequent and extensive Training | Factor I |
|--|----------|
| Every few years, employees at this company go through training programmes. | 0.703 |
| Employees are provided formal training programmes in order to boost their promotionotability within the company. | 0.795 |
| Employees are given extensive training sessions. | 0.503 |

On a variety of questions that examined training and development outcomes, a factor analysis was done. The three criteria that arose from this analysis are listed in Table 2. 2. The first aspect is skills, which comprises activities that measure employees' competency, interpersonal relationships, and interdepartmental interactions. The second aspect, attitude, addresses issues such as employee retention, motivation, and conflict resolution. The third aspect is behaviour, which includes a metric that measures how committed and satisfied employees are.

Table 6: Factor Structure of Training and Development Outcomes

| | Factors | | |
|--------------------------------|---------|--------|--------|
| | 1 | 2 | 3 |
| Skills | 0.896 | 0.116 | 0.169 |
| Competency | | | |
| Interpersonal relationship | 0.830 | -0.099 | 0.090 |
| Interdepartmental relationship | 0.603 | 0.501 | -0.204 |
| Attitude | 0.061 | 0.049 | 0.733 |
| commitment | 0.089 | -0.026 | 0.706 |
| Satisfaction Behavior | 0.436 | 0.641 | 0.157 |
| Retention | 0.436 | 0.641 | -0.290 |
| Motivation | 0.027 | 0.650 | -0.290 |
| Conflict | -0.147 | 0.749 | 0.354 |

The performance assessment approaches were weighed separately from the other components. Two performance evaluation dimension components were discovered as a result of this study. The first is developmental feedback, which includes questions about performance assessment-based feedback and the use of a performance evaluation system to identify developmental needs. The second part is outcome-oriented assessment, which includes things like objective-based performance appraisal and post-performance counselling. These two variables are shown in Table 2.

Table 7: Factor Structure of Strategic Performance Appraisal Practices

| | Factor 1 | Factor 2 |
|--|----------|----------|
| Development feedback | | |
| Employees are provided feedback based on their performance Assessment system, which is utilised to determine their developmental requirements. | 0.830 | 0.056 |
| | 0.835 | -0.072 |
| Appraisal based on outcomes | | |
| Employee evaluations are based on objective, measurable findings. | 0.279 | 0.691 |
| To increase performance, they are coached about their issues. | 0.099 | 0.750 |

The findings of a factor analysis of items measuring performance assessment outcomes are shown in Table 4. This dimension is made up of four parts. Work Knowledge is a factor that assesses employee comprehension of "what management values" as well as work understanding. The second element, Stress Analysis, determines how stressed employees are and how well they recognise their own strengths and shortcomings. A section on job accuracy is included in Factor 3. The fourth aspect is performance, which includes indicators that measure employee productivity and performance.

Table 8: Factor Structure of Performance Appraisal Outcomes

| | Factors | | | |
|--|---------|--------|--------|--------|
| | 1 | 2 | 3 | 4 |
| Job Knowledge | | | | |
| Employees have full knowledge of the job | 0.808 | -0.039 | -0.169 | -0.161 |
| Employees know ' what management values' | 0.836 | -0.006 | -0.054 | 0.065 |
| Stress Analysis | | | | |
| Stress | 0.127 | 0.711 | 0.031 | 0.002 |
| Employees know their strength and weakness | -0.299 | 0.744 | -0.200 | -0.036 |
| Job accuracy | 0.025 | -0.120 | -0.803 | 0.094 |
| Performance | | | | |
| Productivity | 0.216 | 0.298 | 0.307 | 0.669 |
| Performance-goal linkage | -0.228 | -0.248 | -0.181 | 0.790 |

The primary impacts of training and development and performance appraisal procedures on their results were investigated using regression. Table 5 shows that strategic training and development strategies have a significant influence on training and development results. The value of Beta is 1.350, indicating that a unit increase in training and development techniques leads to a 1.350-fold increase in T&D results. Because $R^2=.691$, it's possible to deduce that training and development approaches account for up to 69.1% of variation in T&D results.

Table 9: Results of Regression Analysis of Strategic Training and Development Practices on Training and Development Outcomes

| Model | Beta | Sig | R ² | Adjusted R ² | F |
|-------|-------|-------|----------------|-------------------------|---------|
| 1 | 1.350 | 0.000 | 0.691 | 0.686 | 132.091 |

The results of a regression study between strategic performance evaluation procedures and their consequences are shown in Table 6. It reveals that for every unit increase in performance assessment procedures, the outcomes associated to performance appraisal practises improve by .464 times. As evidenced by the R² value, strategic performance evaluation procedures account for 21.5 percent of variance in performance appraisal results.

Table 10: Regression Analysis of Strategic Performance Appraisal Practices on Performance Appraisal Outcomes

| Model | Beta | Sig | R ² | Adjusted R ² | F |
|-------|-------|-------|----------------|-------------------------|--------|
| 2 | 0.464 | 0.000 | 0.215 | 0.202 | 16.155 |

In a research by Akhter et al., all seven strategic HRM practises outlined by Delery and Doty's were shown to have factor validity (2008). (1996). With the exception of the item dealing to new hire training, the factor validity of strategic training and development practises, as shown in Table 2.1, is consistent with Delery and Doty's (1996) definition of strategic training and development practises.

As shown in Table 2, Katou's (2009) model of HRD outcomes shows overall factorial validity. A factor analysis of T&D outcomes yielded the skills, behaviour, and attitude factors, which accurately mirrored Katou's predictions (2009). The conclusions of this study's factor analysis of performance evaluation techniques corroborate the factors explored by Delery and Doty (1996), Akhter (2008), and Kandula (2009). (2009). (2009). Kandula S. R. (2009) explored developmental feedback, and Delery while Doty (1996) proposed and confirmed result-oriented assessment, as indicated in Table 2.3. (2008).

The outcomes of the performance assessments uncovered throughout this study are shown in Table 4. The components linked with performance evaluation findings identified by Ishaq, H. M. et al., (2009) and Pattnayak, H. M. et al., (2009) were employed and confirmed in this study (2009). Career path identification, one of Pattnayak's proposals, was abandoned (2009).

The results of regression analysis corroborate the widely held belief that strategic HRD activities and their outcomes have a positive association. Employee skill, behaviour, attitude, performance, accuracy, knowledge, and stress levels are all impacted by SHRD practises, according to this study. These strategies include frequent and rigorous instruction, developmental feedback, and result-oriented assessment.

Regression analysis confirms previous study by Katou (2009), Haslinda (2009), Tseng (2008), and Dimba (2008), which found a high impact of frequent and rigorous training on employees' skills, attitude, and behaviour (2008). (2010). Regression analysis shows that strategic training and development approaches have a 69.10/0 impact on T&D outcomes, which is supported by Haslinda's (2009) findings that HRD interventions employed in organisations may significantly improve employee skill, behaviour, and attitude. Katou (2009) discovered a favourable association between strategic training and development approaches and training and development outcomes, and concluded that skills, attitudes, and behaviour serially influence the relationship between development and organisational performance.

This study discovered a positive association between strategic performance assessment techniques and their outcomes, which backs up earlier studies by Ishaq et al., (2009), Dimba (2010), Tseng (2008), and Pattnayak (2009). Table 4.10 shows that strategic performance assessment methods have a 20.2 percent effect on performance evaluation outcomes, confirming Haslinda's (2009) findings that HRD activities improve performance and accuracy by reducing quality concerns. This result supports Tseng's (2008) hypothesis that a focus on assessment would have a developmental impact on HRD performance through learning outcomes.

The findings of the research also demonstrated that SHRD practises have a significant impact on HRD outcomes, corroborating Tseng's (2008) model in which crucial SHRD practises help to optimise HRD outcomes by embracing organisational learning. This study supports Dimba's (2010) findings that employee motivation mediates the link between SHRM practises and corporate performance.

Conclusion, Limitation and Future Work

This study supports statements made by Indian academics that SHRD approaches are widely used and acknowledged in the Indian IT industry. SHRIVI approaches have been scientifically shown to have a positive impact on organisational performance. This study contributes to the growing body of evidence that there is a positive association between SHRD practises and HRD outcomes in India. It might be claimed that companies who invest time and effort into learning about and improving their SHRD processes have a higher chance of maximising HRD outcomes. It's feasible that introducing more ST-IRD practises will lead to better HRD outcomes, hence boosting organisational performance. The first flaw in this study is that it focused on respondents' opinions of SHRD practises and HRD outcomes. Second, this study indicates that the findings of strategic T&D and strategic performance assessments are mutually exclusive and independent, which may not be the case. Third, data was collected from just 34 organisations, a small sample size that might jeopardise overall reliability. Fourth, the study relies on replies to an online questionnaire, which might result in bias. Fifth, this study only looked at two HRD activities: training and development and performance; other practises may have influenced the results. Finally, India's strategic human resource development techniques may differ from those of Western countries. Although the study includes Kandula (2009)'s strategic HRD practises in Indian culture, further research on SHRD practises in various areas of Indian organisations is still required.

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