

Identification and Explanation of Dimensions, Components and Indices of Human Resource Development in Sama Organization

Soheila Khorshidi¹, Masoumeh Oladian^{2*}, Seyed Rasoul Hosseini³

1. PhD Student in Educational Management, Department of Educational Sciences, Islamic Azad University ,Damavand Branch, Tehran, Iran
2. Assistant professor of Educational Sciences Department , Islamic Azad University, Damavand Branch, Tehran, Iran
3. Assistant professor of Educational Management Department, Farhangian University, Tehran, Iran

Article history:

Received date: 17 September 2017

Review date: 22 November 2017

Accepted date: 16 June 2018

Printed on line: 28 October 2018

Keywords:

Empowerment, Human resource development, Improvement, Job Performance, Sama organization.

Abstract

Purpose: The aim of the present study was to identify and explain dimensions, components and indices of human resource development in Sama organization.

Methodology: The study method was applied in terms of purpose, mixed (quantitative-qualitative) exploratory in terms of data type, and descriptive-correlational survey in terms of data collection time. The statistical population in the qualitative part included the academic experts and officials from the Sama organization (chairmen and assistants, human resources department, human resources experts, assistants in the units, human resource officials in the units), among them, 15 people was selected as the sample size using judgmental sampling method based on the theoretical saturation principle. The statistical population in the quantitative part included all staff of Sama organization, whose number was 2898 (2223 permanent employees and 675 temporary employees). Out of this number, 391 persons were selected as the sample size using multistage random cluster sampling method. **Findings:** In this research, the data obtained from the qualitative part were analyzed through content analysis, and the collected data in the quantitative part, according to the research questions, were analyzed through descriptive (mean, standard deviation, tables, etc.) and inferential statistics (structural equation modeling, exploratory factor analysis and one-sample T test) using Spss and Lisrel software. **Conclusion:** The results showed that empowerment, job performance and improvement are the elements of human resource development in Sama organization. Also, given to the proposed mechanisms, facilitators and barriers, a model with appropriate fit was designed.

Please cite this article as: Khorshidi S, Oladian M, Hosseini S R. (2018). Identification and Explanation of Dimensions, Components and Indices of Human Resource Development in Sama Organization. *Iranian journal of educational Sociology*. 1(7), 198-212.

* Corresponding Author e-mail: m.oladian@yahoo.com

1. Introduction

Manpower is considered as the most important, expensive and valuable organizational capital and source, and it is also the only intelligent element that, as the coordinator of the other organizational factors, plays a central role. It can be easily stated that it is impossible to achieve the organizational goals without efficient people. Hence, human resource development plays a major role in the growth, dynamism, or failure of an organization (Seyyed Javadin, 2010, p. 3) and consequently human resource management in organizations forms a framework for organizational management (Smith, 2003). And any acceptable improvement and efficiency in organizations is manifested only when human resources are developed, making the organizations dynamic in accepting more environmental changes (Tripathi et al., 2017, p. 36) and promoting the organizational performance statistically to a very high level (Choi and Jeong, 2017, p. 33). Because of the difficulty and complexity of organizing the human resources (Poell & van der Krogt, 2017, p. 38).

Implementing human resource development plans can significantly increase employees' trust in organizational leaders and promote organizational satisfaction (Kim et al., 2017, p. 51) and improve the commitment and competence of the staff and, in turn, upgrade organizational financial performance (Sung & Choi, 2014, p. 851), which is a sign of the success of organizations in today's complex and competitive environments. In other words, the development of human resources, which is essentially prospective, is an important part of the organizational efforts to improve performance, maintain key employees in the company, and confront the challenges resulting from competition, social changes and changes in technological advancements in work design (Khafelahi, 2015, p. 8). Showing the overlapping and similarity between human resource management and human resource development areas, Verona (1999) provides instances where there is a convergence by creating similarities between organizational strategy and structure with organizational culture, human resource management and human resource development towards the widespread development of human resources (Verona, 1999, p. 135).

2. literature Review

Many definitions of human resource development have been presented, from Harbison & Myers, who provided the first definition of human resource development in 1964 as a process to enhance the knowledge, skills, and abilities of all members of the community, to Nadler, who defined it as a set of organized activities designed at a specific time and for creating behavioral changes (1970). Others including Jones (1981), Chalofsky & Lincoln (1983), McLean & McLean (2001) and Svanson (2009) define human resource development as a process of expertise development with the aim of improving the organization's system, the teamwork process and the performance of the individual, and consider it under the restrictions of training and improvement of organizational development, performance improvement, organizational learning, career management and leadership development (quoted in Storey et al., 2019). And Khan and Rasheed (2015) have presented the most recent definition as enhancing knowledge, abilities and attitudes toward work for all those who work at all levels of an institution. Among the top strategic management approaches, Resource Based View (RBV) emphasizes on strategic resources of the organization, including physical resources, human resources and organizational resources (such as capabilities, organizational processes, information science, organizational reputation, etc.), and considers human resources as one of the most important resources (Nasiriyar, 2006).

On the other hand, further researches suggest that manager support, along with employee motivation and eagerness towards education, is important and vital. In fact, the most important factors for success in educational activities are positive attitudes between managers, colleagues and employees towards participation in educational activities, the willingness of managers to provide information to learners on

how to use learned knowledge, skills and behaviors in their work effectively and how to create opportunities for learners to use educational content in their work. If the attitudes and behaviors of managers are not supportive, employees do not use the educational content in their work (Noe & Tews, 2010, p. 9). Researches show that the scope of attention to the issue of human resource development in organizations, since its target community is human beings, extends to a wider range of human features, such as the discussions about paying attention to ethics and ethical virtues as an alternative to the task-based and outcome-based approaches in training human resources (Kuchinke, 2017, p. 10) and studying the role of gender in the development of organizations and focusing on the post-feminism (Adamson, 2017, p. 314) in the field of HRD studies have been the research agenda for researchers in the recent years.

3. Methodology

Given that the aim of the present study is to identify and explain dimensions, components and indices of human resource development in Sama organization, the research method is applied in terms of purpose; mixed (qualitative-quantitative) exploratory in terms of data type; field-library in terms of place; cross-sectional in terms of time and descriptive-correlational in terms of research method implementation

The statistical population in the qualitative part included the academic experts and officials of the Sama organization (chairmen and assistants, human resource department, human resource experts, assistants in the units, human resource officials in the units). The research experts approved by the supervisors and advisors were those who have the required information and awareness about knowledge sharing and were able to be a representative of the community by providing accurate information. In this research, judgmental sampling method was used to determine the samples and 15 subjects were considered as the sample size of the interviewees.

The statistical population in the quantitative part included all staff working in Sama organization (2898 people including 2223 permanent employees and 675 temporary employees) in different fields, including managers in all grades, employees and professors of Sama faculties. Due to the different nature of the universities, using Krejcie and Morgan (1970) table and multistage random sampling, 338 persons were selected as the subjects. It should be noted that 400 questionnaires were distributed among the subjects for more generalizability and preventing the loss of sample size. Of these questionnaires, 9 questionnaires were excluded due to incompleteness and statistical operation was performed on 391 subjects. In general, the sampling method was multistage random sampling. So, in the first stage, 13 provinces were selected using a multistage cluster random sampling method among the provinces of country; then, 6 schools were chosen from each province, and finally, 5 students were selected from each school. In the second stage, a stratified random sampling method was used based on the type of working contract of the subjects. It should be noted that the number of Sama schools in the country is 668 and the number of Sama academies is 120, as well as the number of countries with Sama centers, including schools and academies, is 162. Finally, it should be noted that out of a total of 391 participants in the study, there were 205 staff members, 84 school administrators, 28 school teachers, 45 accountants, 17 faculty members, 6 academy heads and 6 academy lecturers.

In this study, the library method, semi-structured interviews and a questionnaire were used to collect the data. In the qualitative part of this research, semi-structured interviews were used. In individual interviews with the interviewees, six questions were asked for the preliminary examination. In addition to the main questions of the interview, the additional sub-questions were raised along with each question to understand the participants' experiences during the interview. During the interview, the researcher checked the correctness of his perceptions of the interviewees' statements by asking guiding questions. The researcher analyzed the data in the process of sampling the participants so that incomplete cases can be completed by obtaining new information from the new participant. After conducting 15 interviews, the

primary and secondary factors in the previous interviews were repeated and the researcher reached saturation. During the interview, the comments on the appropriate indicators for determining the components of human resource development in Sama organization were gathered, and the primary and secondary factors were considered and finalized. The duration of the interview was between 30 and 60 minutes.

To ensure the validity of the qualitative part of the research and also to ensure the accuracy of the findings from the viewpoint of the researcher, the valuable ideas of the professors familiar with this field and the experts and Sama organization's professionals knowledgeable in this field were used. At the same time, the participants helped in analyzing and interpreting the data. The inter-coder reliability method was also used to calculate the reliability. In an interview using an inter-coder interdisciplinary agreement method, one of the professors familiar with coding was asked to participate as a secondary coder in the research. The researcher, along with this research collaborator, encoded three interviews and calculated the percentage of inter-coder reliability which is used as an indicator of the reliability of the analysis. The results showed that the inter-coder reliability was 75.1, indicating good reliability.

In the quantitative part of this research, a researcher-made questionnaire derived from interview codes was used to collect the data, which was completed by a survey of employees working in the Sama organization. The questionnaire items include two parts:

A) General items: General items are used to collect the general and demographic information of the respondents. This section contains 5 items, and issues such as gender, age, education, work experience, and job type are raised.

B) Specialized items (researcher-made questionnaire): This section contains 40 closed and 1 open items. In the design of this section, it has been tried to make the questionnaire items comprehensible to respondents as much as possible. These items are of a closed type and have a 5-point Likert scale. It should be noted that at the time of distributing questionnaire, the researcher is present and attempts to resolve the ambiguity for the subjects by clarifying the content and items of the questionnaire verbally.

In this research, face validity, content validity and construct validity were used to determine validity. Face validity of the final questionnaire, regardless of editing, form, and spelling errors was examined by the researcher, several sample members and supervisors and advisors. To examine content validity, the experts' opinions (interviewees, supervisors and advisors, PhD students in this field, several subjects, ...) were used.

Construct validity consists of two parts of convergent and divergent validity.

Convergent validity tests (confirmatory): The tests used to measure convergent validity are: 1. All factor loadings are significant; 2. Factor loadings are above 0.5 and it is better to be above 0.7; 3. AVE (Average Variance Extracted) is greater than 0.5; 4. The composite reliability (CR) is greater than AVE, all of which were confirmed in this study. In table 1, AVE and Cronbach's alpha and CR coefficients of the variables are represented and it is possible to compare these coefficients:

Table 1. AVE and CR coefficients of the researcher-made questionnaire

Dimension	Cronbach's alpha	CR	AVE	Maximum Shared Squared Variance (MSV)	Average Shared Squared Variance (ASV)	1	2	3	4	5	6
Empowerment	0.794	0/836	0/56	0/41	0/24	0/39	0/44	0/36	0.75	—	—
Job performance	0.836	0/847	0/59	0/28	0/26	0/48	0/53	0/45	0/51	0/77	—
Improvement	0.831	0/862	0/65	0/32	0/29	0/36	0/41	0/33	0/39	0/40	0/81

As seen in the table above, it can be said that reliability of the dimensions is confirmed because the Cronbach's alpha coefficient and the composite reliability coefficient are both above 0.7 and also AVE > 0.5.

Convergent validity is confirmed because $CR > 0.7$, $CR > AVE$; $AVE > 0.5$, and divergent validity is also confirmed because $MSV < AVE$ and $ASV < AVE$.

Divergent validity test (diagnostic): Fornell and Larcker test: This indicator was derived from the combination of tables of correlation values between hidden variables and AVE. In the table above, the comparison of the root mean AVE for each construct and the values of the correlation coefficients between the constructs is represented.

Reliability: In this research, reliability was calculated through the Cronbach's alpha coefficient and composite reliability. As seen in Table 1, the values of these two coefficients for all components of human resource development dimension in Sama organization were higher than 0.7. It should be noted that Cronbach's alpha pretest was done on 30 subjects independently and after calculating the internal correlation of the relevant questions, the final questionnaire was administered among the other subjects.

Qualitative: Content analysis was used to analyze the qualitative data. In this method, the stages of analyzing the collected qualitative data were done using open coding and axial coding.

Quantitative: In the quantitative part, descriptive and inferential statistics were used according to the research questions. In the descriptive part, mean, standard deviation, frequency distribution tables, and diagrams were used for each variable to describe the demographic information obtained from the questionnaire. The descriptive statistics was performed using Spss software.

In the inferential part, research hypotheses were tested using Spss and Lisrel software. Results obtained by Lisrel software were used in the format of structural equation modeling. Other inferential statistics tests such as exploratory factor analysis and one-sample T-test were also used.

4. Finding

In this section, research data are analyzed and evaluated using scientific methods. The data analysis consists of two parts: qualitative data and quantitative data analysis. But before the data analysis, data pre-processing was investigated. The results showed that in some items, data loss has occurred; therefore, to solve this problem, median method was used to replace their values, and all missing data were replaced. In order to identify the outlier data, Boxplot was used, showing no outlier data. In addition, using Excel software, the standard deviation of each subject in response to the questionnaire was calculated for the removal of indifferent subjects. The results showed that the standard deviation of each subject's answer to research questions was less than 0.3, and therefore no subject was removed.

It is worth noting that interviews were conducted with 15 experts in this field on a semi-structured format containing six questions. The interview questions are represented in Table 2. The responses provided for each question after the content analysis by the researcher and two experts in statistics are shown in Table 3.

Table 2. Interview questions

Row	Question
1	In your opinion, what are the factors constituting human resource development in Sama organization?
2	In your opinion, what are the factors affecting human resource development in Sama organization from structural dimension?
3	In your opinion, what are the factors affecting human resource development in Sama organization from behavioral dimension?
4	In your opinion, what are the factors affecting human resource development in Sama organization from contextual dimension?
5	In your opinion, What are the facilitators and barriers of human resource development in Sama organization?

6

In your opinion, what mechanisms can be implemented to fill the gap between the current situation and the desirable situation in development of human resource in Sama organization?

A checklist for the results of content analysis of the interview about human resource development dimension is presented in Table 3.

Table 3. A checklist for the results of content analysis of the interview

Category code	Initially extracted concepts	Component	Dimension	Construct
<i>J1</i>	The organization's plans are designed to make employees feel that their working activities are meaningful.	Valuing jobs	Empowerment	Constituent factors
<i>J2</i>	Due to the purposefulness of the organization's plans, all the steps taken by the organization to achieve the main goal are of special importance to the employees.			
<i>J3</i>	The use of employee participation programs has made them more confident in their ability to successfully complete their work.			
<i>K1</i>	Employee training programs have made them to master the required skills.	Promoting professional competencies		
<i>K2</i>	In this organization, teamwork and team membership are very important.			
<i>K3</i>	Using employees' feedback has increased their job potential.			
<i>K4</i>	Employees find a sense of self-confidence based on the culture of the organization and their competence.			
<i>L1</i>	Organization management delegates many tasks to employees.	Employees' organizational authorities		
<i>L2</i>	The organization gives employees the opportunity to make decisions.			
<i>L3</i>	In this organization, employees' feedback is optimally used.			
<i>L4</i>	In this organization, people are given freedom to act.			
<i>M1</i>	The employees of this organization are fully accountable to their duties.	Job recognition		
<i>M2</i>	Employees are aware of their work problems and they are moving to solve them.			
<i>M3</i>	The employees of this organization have a thorough understanding of the structure of the organization and the functioning of the working units.			
<i>N1</i>	The employees of this organization have different specialized capabilities.	Working ability	Job performance	
<i>N2</i>	The working capabilities of the employees are constantly evaluated.			
<i>N3</i>	Employees have enough knowledge to do their jobs.			
<i>O1</i>	Employees have full support from their organization.	Organizational support		
<i>O2</i>	The employees are encouraged for optimal performance.			

<i>O3</i>	The organization provides employees with the necessary facilities to continue their work.	
<i>P1</i>	The broad support and acceptance of the vision and mission of the organization has taken place by the staff.	
<i>P2</i>	Easy access to IT is possible for the employees.	
<i>P3</i>	In this organization, the reward and encouragement system such as promotion, salary increase and ... are important.	
<i>P4</i>	Respect for people, independence and institutionalization of participation is being implemented in this organization.	
<i>P5</i>	Effective organizational relationships are considered important in this organization.	Improving the quality of working life of employees
<i>P6</i>	The group activities are valuable in this organization.	
<i>P7</i>	Conflict management is done correctly in order to prevent malicious and unhealthy competition.	
<i>P8</i>	Stress management is done correctly to reduce the psychological stress of work in this organization.	
<i>P9</i>	Time management is done correctly in order to optimize the use of limited time and reduce waste in this organization.	Improvement
<i>P10</i>	Understanding the problem-solving process in order to solve organizational problems is considered as a strategic solution to the problems.	
<i>Q1</i>	Effective educational programs are designed based on professional and specialized needs of human resources.	
<i>Q2</i>	The skills and knowledge of human resources are acquired by training.	Improving employees' training status
<i>Q3</i>	Organizational learning is considered as a fundamental principle in this organization.	
<i>Q4</i>	The design of in-service training is based on the interests of human resources.	
<i>Q5</i>	The continuous training programs for staff in line with the new job developments are implemented in this organization.	
<i>Q6</i>	Development of learning strategies is considered in the organization of training courses.	
<i>R1</i>	In this organization, individual goals are considered in line with organizational goals.	Improving individual employees
<i>R2</i>	In this organization, the spirit of criticism acceptance	

	and critique is constantly strengthened.
R3	Participation and avoiding solitary labor are always emphasized.
R4	Independence of action, self-management and self-efficacy are always taken into consideration.

In the table above, the basic concepts derived from content analysis are represented. The information in the table represents the main orientation of the research questions. In the second part of the table, the responses provided by the interviewees are derived from open coding, and in the third part, the code, the code for the interviewee is shown. In some of the tables, a number of interviewees did not answer some question or questions or pointed to several factors in response to some questions. Eventually, 40 indicators were extracted from interviews with experts.

In identifying the components of human resource development in Sama organization, it is first needed to ensure that we can use the existing data for analysis, that is, whether number of data (sample size and relationship between variables) is suitable for factor analysis or not. To this end, KMO (Kaiser-Mayer-Olkin) test and Bartlett's test were used. The results showed that the KMO index is greater than 0.6 and values are close to 1, indicating the adequacy of the sample size based on the identified factors for the factor analysis. The significance level of 0.000 for Bartlett's test also showed the suitability of the research variable for factor analysis because the assumption that correlation matrix is an identity matrix is rejected. As mentioned earlier, for identifying the components of human resource development in Sama organization based on the results of the qualitative part and content validity, exploratory factor analysis was performed on 40 identified factors. The communalities table for all factors above 0.5 was obtained and there was no need to remove any question.

Finally, the identified components supported by the literature are represented in Table 5.

Table 4. The identified components after using the existing literature

Number of items	Variable/Component	Dimension	Construct
3	Valuing jobs	Empowerment	Constituent factors
4	Promoting professional competencies		
4	Employees' organizational authorities		
3	Job recognition	Job performance	
3	Working ability		
3	Organizational support		
10	Improving the quality of working life of employees	Improvement	
6	Improving employees' training status		
4	Improving individual employees		

Accordingly, the conceptual model of the present study is as follows:

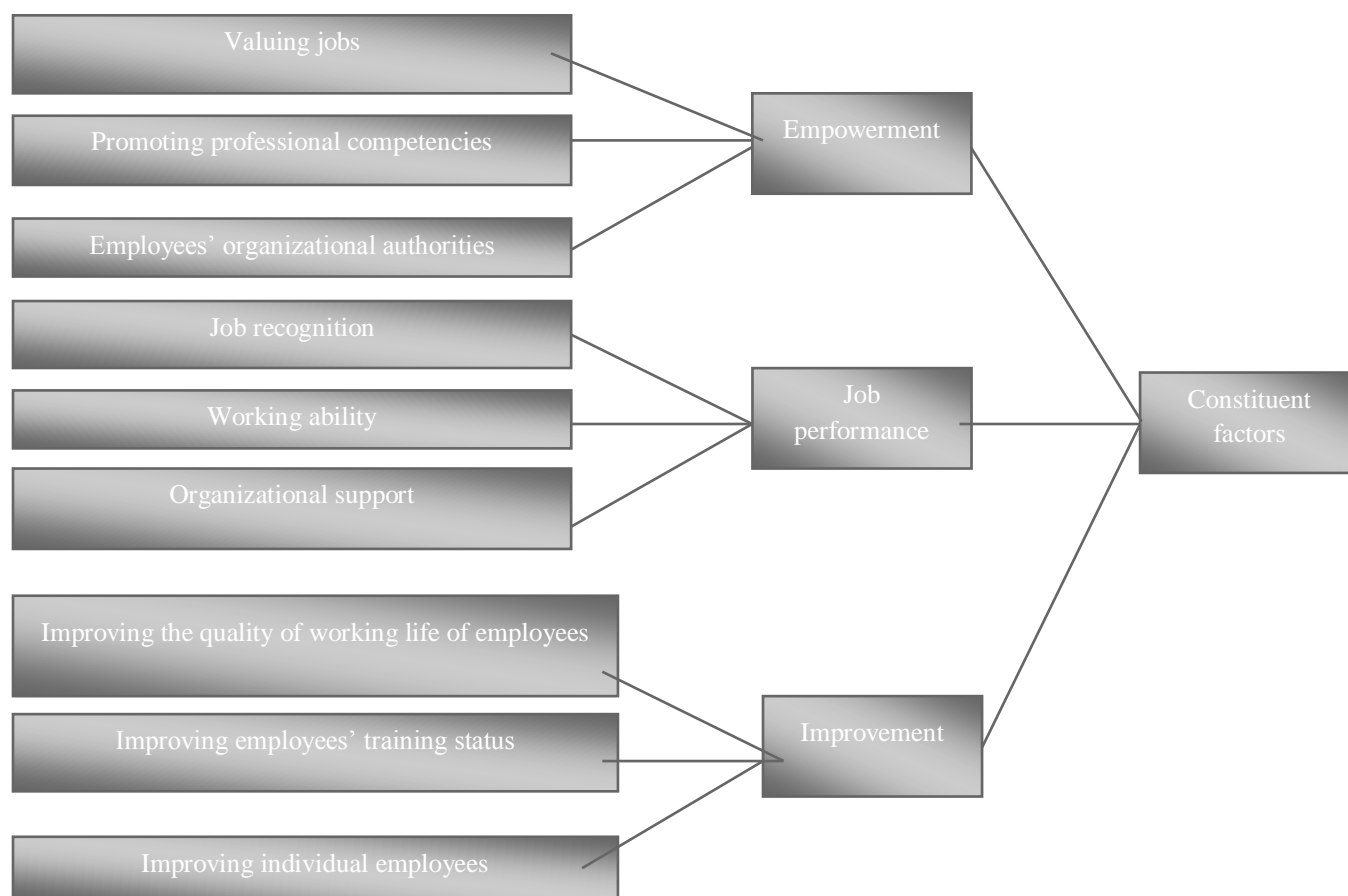


Figure 1. The Conceptual model of research

What is the current status of the components of human resource development in Sama organization? To investigate the current status of the components of human resources development in Sama organization, given that the measurement scale was an interval scale and the distribution of data was normal, one-sample T-test was used.

In this part, considering that the scale was a 5-degree scale, the numerical value was considered 3 for comparison with t-statistic. The null and research hypotheses for this question are as follows:

$$H_0: \mu = 3$$

$$H_1: \mu \neq 3$$

The results of the one-sample T-test are shown in the following table.

Table 5. One-sample T-test to investigate the current status

Variable							
Constituent factors	Dimension	Component	t value	Sig.	Mean difference	95% Confidence interval of the Difference	
						Lower	Upper
	Empowerment	Valuing jobs		6.67	0.000	0.28	0.20
Promoting professional competencies			1.88	0.060	0.08	0.00	0.16
Employees' organizational authorities			5.91	0.000	0.25	0.17	0.33
Empowerment			5.13	0.000	0.20	0.13	0.28
Job performance		Job recognition	0.000	0.48	0.39	0.56	-0.16
		Working ability	0.000	0.27	0.19	0.35	0.40
		Organizational support	0.183	0.06	-0.03	0.14	-0.08
Job performance			6.96	0.000	0.27	0.19	0.34
Improvement		Improving the quality of working life of employees	0.003	0.12	0.04	0.19	0.0753-
		Improving employees' training status	0.003	0.13	0.04	0.21	0.4103
	Improving individual employees	0.000	0.17	0.09	0.25	0.1198-	
Improvement		3.55	0.000	0.14	0.06	0.21	

As seen in the table above, the significance level in all dimensions and components (except for organizational support in job performance) is less than 0.05, and so the null hypothesis is rejected and the research hypothesis is confirmed with a 95% confidence. For the organizational support component of job performance, considering that its mean is greater than 3, inference for it can be similar to the other cases. On the other hand, considering that mean differences are positive, we can say that the mentioned components and dimensions are in a desirable status.

What are the executive mechanisms to implement human resource development in Sama organization? Generally, based on the research background, theoretical foundations, interviews with experts, as well as analysis of the status of human resource development in Sama organization and its constituent components and indices (moving from undesirable to desirable and also maintaining and improving the desirable situation), the executive mechanisms to implement performance leadership in the order of priority are given in the table below.

Table 6. The executive mechanisms to implement human resource development in Sama organization

Row	Executive mechanisms for implementation of human resource development in Sama organization in order of priority
1	Developing an operational plan to improve human resource development in Sama organization
2	Attention to meritocracy in delegating working responsibilities
3	Continuous evaluation of staff performance
4	Elimination of infrastructure and credit barriers for employees' access to Internet and scientific networks
5	Decreasing administrative trends for employees' job security and job promotion
6	Considering professional capabilities in employee evaluation and promotion system

What are the facilitators and barriers of human resource development in Sama organization? In general, based on the research background, theoretical foundations, interviews with experts, facilitators and barriers for implementation of human resource development in Sama organization are represented in the table below.

Table 7. The facilitators and barriers of human resource development in Sama organization

Improving organizational culture for human resource development	Facilitators
Changing the organizational strategies of Sama organization to push employees to progress and maturity	
Improving professional competences of employees	
Improving staff accountability in order to enhance their organizational commitment	
Comprehensive support and empowerment and job independence for employees	
Paying great attention to organizational learning	
Continuous evaluation of employee performance	Barriers
Not predicting budget row for human resource development	
Not paying attention to the disbelief of a number of top-level managers in the development of human resources as a useful investment	
Lack of access to the necessary facilities and equipment in the organization for the implementation of human resource development mechanisms	
Lack of training expert and capable specialists in the planning of personnel training and development	
Lack of a consistent information base for staff development	
Managing in-service training centers by non-professional and non-specialized managers	
Lack of an appropriate administrative structure	
Lack of supervisory mechanisms in selecting and employing staff	
Not considering rewards and encouragement appropriate for employees involved in human resource development	

What is the human resource development model in Sama organization? Finally, based on the identified components and indicators of human resource development (main phenomenon) and the effective organizational factors (causal conditions) determined by research documents and interviews with experts, as well as the identified mechanisms, facilitator and barriers and finally, data analysis in the quantitative part, the conceptual model of research with a grounded theory approach is as follows:

Table 8. Fit indices for analysis

Fit indices		
Acceptable fit	Value	Index
>3	2.20	Chi-square/df
>0.1	0.050	RMSEA) Root Mean Square Error of Approximation(
<0.9	0.98	CFI) Comparative Fit Index(
<0.9	0.97	NFI) Normed Fit Index(
<0.9	0.93	GFI) Goodness of Fit Index(
<0.9	0.91	AGFI) Adjusted Goodness of Fit Index(

As seen, fit indices of model are in a favorable position.

As shown in the table above, the calculated t statistic in all variables shows that the values obtained with a degree of freedom of 29 and an alpha of 0.01 are greater than the critical value of t. Therefore, the null hypothesis is rejected based on the absence of any difference between the observed mean and the mean of society (3) and it is clear that there is a significant difference between the observed mean and the mean of society (3), and therefore, the research model is highly qualified in opinion of the experts and is confirmed with a 99% confidence.

5. Discussion

In identifying the components of human resource development in Sama organization, 15 experts in this field were interviewed based on semi-structured interview with 6 questions. These question were answered using grounded theory and exploratory factor analysis. Based on the results of the qualitative part and content validity, out of the 40 existing indicators (items), three major dimensions are identifiable. Concerning these questions, some of the findings of the other researches are consistent with the findings of this research, which are mentioned here. For example, Khorasani et al. (2018) investigated validation of training and human resource development of excellence model in public and private organizations in Iran. Khorasani et al. (2018) also pointed to the empowerment and improvement of job performance as factors of human resource development. In this study, they investigated the impact of in-service training on the dimensions of human resource empowerment and found that staff training has a positive and significant impact on empowerment of human resources, but neglected its impact on the dimensions of constructive communication and creating a participatory spirit. McDowell and Kimberly (2018) showed that for the development of human resources, emphasis should be placed on job performance. Collings et al. (2018) also referred to job performance as an important factor in the process of human resource development. Empowerment, improvement and job performance are factors constituting human resource development in Sama organization. These components support the definition provided by Smith (2003).

Smith believed that human resource development is a set of organized activities driven at a specific time and designed to produce behavioral changes, and he stated that human resource development involves direct or indirect programs, educational or individual, positively affecting the development of individuals and the productivity of the organization. On this basis, it can be said that the development of human resources provides all the positive activities towards the professional performance of the employees. According to the findings of this research, empowerment is one of the important factors in the development of human resources. Empowerment encompasses all the programs through which employees

can understand that they are valuable for their organization or in other words, their presence or absence is different. Employee participation is another manifestation of empowerment leading human resources to better performance. Promotion of professional competencies is another component of empowerment and in this process, staff and managers are working to promote their professional competencies and the organization considers the necessary training for this promotion. By promoting professional competences, employees gain self-confidence.

The organizational authorities of the staff are another factor in empowerment often neglected in the Sama organization. Authority delegation in many cases is one of these authorities, which is not done well. Also, in the Sama organization, the working offices have enough freedom to act and can innovate and act in their field of work. This will provide a mechanism for developing and improving their performance. The other component of human resource development, based on the findings of this study, is job performance. Employees' job performance in Sama organization includes components of job recognition, working ability and organizational support. Job recognition, which is one of the indicators of human resource development, points to the fact that Sama employees know their job well and are well aware of the problems and duties they are assigned to. The working abilities of the staff in this organization also refer to the various working abilities of the employees and, of course, their knowledge of these abilities. Employees have enough knowledge about the skills they need for their jobs. Organizational support is another component that is one of the manifestations of human resource development in Sama organization, and the support of Sama organization from employees, as well as the encouragement of the desirable performance of the staff by the senior executives of the organization, are emphasized. Other component of human resource development is improvement. Improvement describes the process of productivity and development.

This component includes indicators for improving the quality of working life of employees, improving the employees' training status and improving individual employees. The development of human resources in the Sama organization occurs when the organization maintains the necessary support for its employees, and the quality of working life of staff is improved day by day. In this case, employees accept the goals of the organization as their main priorities, and the keywords of commitment, taking responsibility and accountability are formed. Improvement of the quality of working life of the employees occurs when managing conflicts to prevent malicious and unhealthy competitions in this organization is done properly and justice is the first important factor in management and leadership. One of the special problems in Sama organization is the lack of attention to justice. Occasionally, it can be seen that employees are confused about receiving their rights and salary because some receive unfair salary away from justice, and this discussion takes on the motivation of many others and can impede the development of human resources in the organization. In this organization, employees have better performance and consider learning as a factor for transformation. Designing a curriculum tailored to the needs of staff members of Sama units and offices and providing correct educational content will lead to the active learning and enhance the quality of education as a result of human development.

On the other hand, because employees of the organization develop it and themselves, so paying attention to their individual characteristics and their concerns and needs provides a way to self-efficacy, self-direction and better performance, and the development occurs. Concerning the findings of the research, some suggestions are presented. Regarding empowerment, it is suggested that the organization is designed in such a way that employees feel that their working activities are meaningful (jobs are important to them and the organization value their job). For this purpose, a feedback on the monthly activity of the units can be provided.

Also, since the use of employee participation programs makes them more confident in their abilities to successfully complete their work, the organization should provide the opportunity to use the views and participation of its employees by forming think tanks in the organization and units. Regarding the

dimension of improvement, it is suggested that organizational learning is considered as a fundamental principle in this organization and the organization devotes a few days a week to train new skills, technologies and new decision making models, and manages conflicts to prevent the malicious and unhealthy competitions properly. Regarding job performance dimension, it is suggested that organizational support is made firmly on the part of managers. To this end, management has to use supportive mechanisms, such as considering the appropriate budget line for education, acting for the welfare of staff in various fields, and so on. This research also had some limitations including restriction of the statistical society to the Sama organization and the existence of disturbing variables such as macroeconomic policy of human resources and management style in the Sama organization

References

- Adamson M. (2017). Postfeminism, neoliberalism and a 'successfully'balanced femininity in celebrity CEO autobiographies. *Gender, Work & Organization*. 24(3): 314-327.
- Beigi V, Gholipour A. (2018). Human Resource Development Using Border Development Plan in Project-Driven Organizations. *Public Management Quarterly (Faculty of Management, Tehran University)*, 8 (1).
- Choi J, Jeong J. (2017). A Longitudinal Study on the Relationships among Growth Trajectory Patterns of Investment in HRD, Predictors of Investment in HRD, and Organizational Performance. *농업교육과 인적자원개발*. 49(2): 33-62.
- Collings D G, Wood G T, Szamosi L T. (2018). Human resource management: A critical approach. In *Human Resource Management* (pp. 1-23). Routledge.
- Hamlin B. (2016). HRD and Organizational Change: Evidence-Based Practice. *International Journal of HRD Practice, Policy and Research*. 1(1): 7-20.
- Khaefelahi A. (2015). Investigation of the Effective Mechanisms of Human Resource Development Strategy. MA Thesis, Faculty of Management, Tehran University.
- Khan A S, Rasheed F. (2015). Human resource management practices and project success, a moderating role of Islamic Work Ethics in Pakistani project-based organizations. *International Journal of Project Management*. 33(2): 435-445.
- Khorasani A, Javanbakht A, Chavooshi S. (2018). The Effect of In-Service Training on the Dimensions of Human Resource Empowerment. *Quarterly Journal of Human Resource Education and Development*. 3 (9): 1-20.
- Khorasani A, Amoozad M, Molamohammadi A. (2018). Validation of training and human resource development of excellence model in Iran. *Quarterly Journal of Human Resource Education and Development*. 3 (8): 1-27.
- Kim M Y, Yu H J, Park S M. (2017). Examining and testing the roles of human resource development (HRD) in the public sector: evidence from US federal agencies. *International Review of Public Administration*. 22(1): 60-86.
- Kuchinke K P. (2017). The ethics of HRD practice. *Human Resource Development International*, 20(5), 361-370.
- McDowell, J., Huang, Y. K., & Caza, A. (2018). Does Identity Matter? An Investigation of the Effects of Authentic Leadership on Student-Athletes' Psychological Capital and Engagement. *Journal of Sport Management*. 32(3): 227-242.
- Nasiriyar M. (2006). Three Top Approaches to Strategic Management. *Tadbir Journal*, 17th Year, 173.
- Noe R A, Tews M J. (2012). Realigning training and development research to contribute to the psychology of competitive advantage. *Industrial and Organizational Psychology*. 5(1): 101-104.
- Poell R F, van der Krogt F. (2017). Why is organizing human resource development so problematic? perspectives from the learning-network theory (part I). *The Learning Organization*. 24(3): 180-193.
- Seyyed Javadin R. et al. (2010). Insight of Human Resource Development in Achieving the Perspective of 1404 Oil Industry. *Journal of Management and Human Resources in Oil Industry*. 3 (8): 77-100.
- Smith A. (2003). Recent trends in Australian training and development. *Asia Pacific Journal of Human Resources*. 41(2): 231-244.
- Storey J, Ulrich D, Wright P M. (2019). Strategic Human Resource Management: A Research Overview.
- Sung S Y, Choi J N. (2014). Multiple dimensions of human resource development and organizational performance. *Journal of Organizational Behavior*. 35(6): 851-870.
- Tripathi Jai prakash, Bhatnagar, Harshita, (2017). IIndiansanks. Practices and HRD. *IOSR Journal of Business and Management*, 19 36-42.
- Verona G. (1999). A resource-based view of product development. *Academy of management review*. 24(1): 132-142.