



A HUMAN RESOURCE INDIVIDUAL DEVELOPMENT MODEL BASED ON THE GROUNDED THEORY APPROACH

Naeimeh Tazakori ^a, Mohammad Feizi ^{a*}, Mohammad Rouhi Eisalou ^b, Eshagh Rasouli ^b

^a Department of Public Administration, Ardabil Branch, Islamic Azad University, Ardabil, IRAN.

^b Department of Management, Ardabil Branch, Islamic Azad University, Ardabil, IRAN.

ARTICLE INFO

Article history:

Received 22 April 2019

Received in revised form 10
July 2019

Accepted 05 August 2019

Available online 24 August
2019

Keywords:

Individual
development; Human
resources development
(HRD); Social security
organization; HRID.

ABSTRACT

This study developed a Human Resources Individual Development (HRID) model for Tehran's Special Security Organization. This is a qualitative study using the grounded theory as a research method. The population of this study was human resource development (HRD) experts and managers of the social security organization. A total of 16 HRD specialists were selected purposefully to be interviewed. Data were collected from a semi-structured interview. Collected data was analyzed in three phases: open coding, axial coding, and selective coding. The data analysis result identified 32 concepts for six aspects of the HRID model for Tehran's Special Security Organization as follows: four concepts for causative conditions (knowledge-centered, performance management, individual identity, motivation), four concepts for contextual conditions (personal and inter-personal communication, learning and education infrastructure, attention to human capital, stable and meritorious management), five concepts for main phenomena (ethic and professionalism, self-efficacy, creativity, information and technology skills, team-work and communication skills, psychological and behavior features), six concepts for intervening conditions (participation and foresight, justice and work ethics, specialization, personal growth, performance system evaluation, participation and foresight), eight concepts for strategies (analysis and feedback, self-esteem, organizational and job commitment, technological infrastructure, analytical and systematic thinking, transparency and safety, education and research, planning), and six concepts for actions (employees' efficiency, meritocracy and specialization, up-to-date knowledge, higher-order thinking skills, psychological needs improvement, organizational performance improvement). These concepts altogether create the HRID model for Tehran's Special Security Organization.

© 2019 INT TRANS J ENG MANAG SCI TECH.

1. INTRODUCTION

From the past, development has always been one of the main concerns of organizations (Brewster et al., 2016). One of the most important development factors is the development of human

resources. Human resource development is one of the variables that affect innovation, performance, productivity, satisfaction, commitment and organizational culture (Ivanova, 2015; Hosseini et al., 2017). Due to the competitive environment of the business environment, access to appropriate resources is considered to be the most obvious factor for the success of organizations. In the meantime, human resources are the only source that is more distinct from other sources and does not have the negative features of other resources such as mortality, imitation, etc. (Khaef-Elahi, Rouhani & Niri, 2017). Human resources are of great importance as the infrastructure, context, and basis for national and native development (Brown, & Latham, 2018; Nasehifar et al., 2018). McFadden (2015) states that in the era of globalization and rapid technological progress, human resources are considered to be the most important capital of organizations, which includes a set of skills, knowledge and general characteristics of individuals in an organization that can represent the capacity to do today's work and the potential of tomorrow's work. Of course, the meaning of human resources is a powerful and knowledgeable human resource that is promoted through human resource development systems and processes (Golipour et al., 2017). Since the 1980s, when the role of human resources in the investment portfolio of the organizations and their achievement was confirmed, the HRD unit played a significant role in realizing organizational strategies and became a strategic category (McGuire, 2014). From the point of view of the experts, HRM is considered to be strategic and long-term. However, human resources strategy knowledge does not reach 35 years of age (Snell et al., 2015). The value of finding a human factor as the driving force behind strategic initiatives has led to the widespread acceptance of the leaders of the organizations coming from this new knowledge and has led to new approaches to human resources, including recruitment and placement, apprenticeship training, compensation services, and human resource performance assessment (Bratton, & Gold, 2017). Actions related to human resource development have a significant impact on organizational performance. So, organizations are doing their best to develop their human resources. These actions include designing and providing education, training, and development to improve organizational effectiveness (Snell et al., 2015). Human Resource Development is a framework for helping employees develop their individual skills and competencies, through the provision of training opportunities, career development, substitution programs, management and performance development, organizational coaching and organizational development for achieving organizational goals (Cascio, 2018; Albrecht et al., 2015; Marchington et al., 2016; Lussier, & Hendon, 2017).

Lussier and Hendon (2017) argue that human resource development is being developed to develop knowledge, expertise, productivity, and work satisfaction at a variety of individual, team, organizational or national levels. Human resource development at the individual level can be divided into two categories: the development of the individual as a person and the development of capabilities and capabilities as a value for human resources (Garavan et al., 2004). Russ-Eft (2000) states the importance of individual human resource development and says that in the development of human resources, human capabilities and capabilities should be addressed not the number of human resources.

The levels of analysis in human resource development can be divided into three levels of individual, organizational and social. The social level of human resource development emphasizes community development, national competitiveness, and networking (Garavan et al., 2004). The level of organizational development of human resources emphasizes the aspect of human resources development resources. At this level of analysis, human resource development should develop

development activities or interventions that support the achievement of organizational goals. At the individual level, the human dimension of human resource development is generally emphasized. This level focuses on the analysis of concepts such as self-efficacy, self-esteem, learning motivation and motivation through expectations (Tonkenejad, & Davari, 2009). Accordingly, a large part of the research carried out at the individual level in the field of human resource development is based on a humanistic philosophical approach. The two main streams of this level can be personal development and the development of competencies and valuable capabilities for the job market (Garavan et al., 2004).

Individual development of human resources has a special emphasis on human capital and believes that the development of employees in the organization as a source can provide a competitive advantage. In a competitive environment today, human resource management is considered the key to the success of any organization (Steffen et al, 2015). Individual development of human resources is one of the key issues that undoubtedly plays a decisive role in different organizational dimensions and organizations are required to develop human resources in order to achieve long-term goals and sustainability in the competitive world of modern business. The importance of individual development of human resources in organizations can be classified into several categories, some of which are:

- The empowerment of organizations means developing people to achieve amazing achievements.
- Sustainability and employee satisfaction. Sustainability is the result of the maintenance of human resources and the development and empowerment of the forces themselves will result in the survival of human resources.
- Creativity. Individually-developed staffs feel that they are influencing their outcomes through their abilities, skill, and endeavors, hence the likelihood of creativity and innovation.
- The satisfaction of customers. Individually-developed staff can better handle the issues and, as a result, seek satisfaction from the client.
- Other benefits of individual HR development include improving organizational performance, human resource productivity, satisfaction, organizational success, promoting creativity and innovation, increasing learning and developing capabilities and capabilities of employees.

Therefore, one of the most important pillars of development in any organization is the development of human resources, especially at the individual level. The role of human resource development in employee satisfaction, organizational performance, productivity, organizational effectiveness, organizational innovation has been investigated and confirmed (Hossienpour, & Gorbani-Baji, 2017; Rasouli et al., 2016; Jazni et al., 2010). But despite the importance of developing human resources on an individual level, no significant research has been done. In particular, research that seeks to explain a comprehensive model for individual human resource development has not been seen. Therefore, the present study was aimed at explaining and designing the individual development model of human resources. The context for this study was Tehran's Social Security Organization.

2. METHODOLOGY

This fundamental research develops a set of knowledge on individual human resource development (HRD). This research has been carried out within the framework of a qualitative approach by using the grounded theory method. The population of this study was HRD experts and

managers of the social security organization. 16 HRD specialists were selected purposefully to be interviewed. Theoretical sampling logic was used to determine the sample size, and with this logic, the sampling process was performed until theoretical saturation. In other words, the data collection process was continued until there was no new information collected by the new interviewee. In view of this logic, in order to gather information, by selecting a targeted sampling method, 16 experts familiar with human resource development issues as well as social security organization managers were selected for the interview. Among the experts and managers participating in the study, 14 participants (88%) were men and 2 women (12%). The largest age range of participants in the study was between 30 and 40 years old, of which 6 (38%) and then the age range of 20 to 30 years were 4 (24%). Interviewees from 40 to 50 years old, including 3 (19%), as well as participants over 50 years old, also included 3 interviewees (19%). Of the 16 interviewees, 12 (75%) were experts in human resource development and 4 (25%) including Tehran Social Security Managers. The academic degree of 10 participants were (63%) PhD and 5 of the interviewees (31%) had MA and 1 (6%) had a BS degree. Data were collected by doing a semi-structured interview. Interview questions were presented in the form of a paradigmatic model of grounded theory that included the causative conditions, interventional conditions, contextual conditions, strategies, main categories, and outcomes. To analyze data, three open coding, axial coding, and selective coding phases were followed. In the open coding step, naming and categorizing data was done in which often referred to as a single thread. In the axial coding step, we were looking for an exploration of the relationship of the code that was extracted in the open coding step. In other words, axial coding was a process in which data that decomposed into concepts and categories were studied in a new way, in order to link between one category and concepts within it and even other categories. In the selective coding step, we used the results of the previous coding steps and chose the main categories and systematically linked them to other categories and validated the communications. This coding process was based on the methodology developed by Strauss and Corbin (1998). The data analysis tool was NVivo11 software, powerful software in qualitative data analysis.

3. FINDINGS

The results of the qualitative analysis of data show the extraction of 132 final codes and 32 concepts and 6 main categories that are presented in the paradigm-model of the individual development model of human resources. The validity of the model was confirmed by the Content Validity Ratio (CVR) and Content Validity Index (CVI).

The reliability of the model was also reported 0.64 through the CAPA test, which is confirmed due to the high number of this numeric value for the Kappa index (0.60). The results of this study are reported in (Table 1) and (Table 2) and the model is presented at the end.

Table 1: Content validity ratio (CVR) results

Category	Concept	No. of experts agree	No. of experts do not agree	CVR
Causative Conditions	Knowledge orientation	13	3	0.81
	Performance management	13	3	0.81
	Identity	14	2	0.87
	Motivation	13	3	0.81
Contextual Conditions	Personal and interpersonal communications	14	2	0.87
	Learning and educational infrastructure	13	3	0.81
	Human capital	14	2	0.87
	Stable and meritorious management	15	1	0.94
Interventional	Justice and work ethic	13	3	0.81

Category	Concept	No. of experts agree	No. of experts do not agree	CVR
Conditions	specialization	14	2	0.87
	Personal growth	15	1	0.94
	Performance system evaluation	13	3	0.81
	Participation and foresight	10	6	0.86
Main Phenomena	Psychological and behavior features	13	3	0.81
	Teamwork and communication skills	13	3	0.81
	Technological and information skills	14	2	0.87
	creativity	15	1	0.94
	Ethics and professionalism	14	2	0.87
	Self-efficacy	14	2	0.87
Strategies	Analysis and feedback	13	3	0.81
	Self-esteem	14	2	0.87
	Organizational commitment	15	1	0.94
	Management and technological infrastructure	14	2	0.87
	Analytical and systematic thinking	13	3	0.81
	Transparency and safety	14	2	0.87
	Education and research	15	1	0.94
	planning	15	1	0.94
Actions	Efficiency	14	2	0.87
	Specialization and meritocracy	14	2	0.87
	Up-to-date knowledge	14	2	0.87
	Higher order thinking skills	14	2	0.87
	Psychological needs improvement	15	1	0.94
	Performance improvement	14	2	0.87
	Management improvement	13	3	0.81

According to the results of the analysis of the Content Validity Index (CVR), we find that all of the concepts have a content validity ratio.

Table 2. Content validity index (CVI) results

Category	Concept	Code	No. of experts agree	No. of experts do not agree	CVI
Causative conditions	Knowledge orientation	Knowledge management	14	2	0.87
		Up-to-date knowledge	14	3	0.81
		Employee training	14	2	0.87
	Performance management	Performance assessment system	15	1	0.94
		Application of modern technologies	14	2	0.87
		Matching individual goals with organizational goals	13	3	0.81
		Management support	15	1	0.94
		Experience transfer opportunity	15	1	0.94
	Identity	Create a thought room	14	2	0.87
		Feedback system	13	3	0.81
		Attention to individual identity	14	2	0.87
	Motivation	Merit-based promotion	14	2	0.87
		Clear job description	13	3	0.81
Employee reward system		13	3	0.81	
Contextual conditions	Personal and interpersonal communications	The synergic relationship among employees	15	1	0.94
		The synergic relationship between managers and employees	14	2	0.87
		Socialization of employees	15	1	0.94
	Learning and educational infrastructure	Creating a learning system	14	2	0.87
		Employees Learning networks	14	2	0.87
		Collaborative learning	13	3	0.81
		Educational budget	15	1	0.94
		Educational technologies	13	3	0.81
	Human capital	Job satisfaction	14	2	0.87
		Attention to staff comments and ideas	14	2	0.87
		Freedom of actions	15	1	0.94
		Social capitalism	14	2	0.87
		Attention to self-efficacy	13	3	0.81
	Stable and meritorious management	Management stability	14	2	0.87
		Develop a sense of accountability	14	2	0.87
		Performance support system	15	1	0.94
		Healthy and sympathetic workspace	13	3	0.81
Interventional conditions	Justice and work ethic	Payment based on justice	13	3	0.81
		Attention to equality	13	3	0.81
		Professionalism and ethic	15	1	0.94

Category	Concept	Code	No. of experts agree	No. of experts do not agree	CVI	
	specialization	Attention to the expertise	14	2	0.87	
		Knowledge-based decision	13	3	0.81	
		Scientific membership	14	2	0.87	
	Personal growth	Employees expectations	13	3	0.81	
		Free space	14	2	0.87	
		Attention to cognitive skills	15	1	0.94	
		Talent management	13	3	0.81	
		employees interests	14	2	0.87	
	Performance system evaluation	Goal-based performance assessment	14	2	0.87	
		Cost efficiency evaluation	14	2	0.87	
		Performance system management	13	3	0.81	
	Participation and foresight	Internship courses	11	5	0.87	
		Staff training gaps	10	6	0.81	
		Teamwork and participation	10	6	0.94	
Futurology in human resources development		9	7	0.87		
Main phenomena	Psychological and behavior features	Employees motivational factors	14	2	0.87	
		Psychological needs	13	3	0.81	
		Employee expectations	14	2	0.87	
		Personality traits	15	1	0.94	
		Behavioral characteristics	15	1	0.94	
	Teamwork and communication skills	Promoting verbal communication skills	14	2	0.87	
		Promotion of non-verbal communication skills	15	1	0.94	
		Principles of individual communication	13	3	0.81	
		Employees teamwork	14	2	0.87	
	Technological and information skills	Media literacy of employee	14	2	0.87	
		Information literacy of employee	14	2	0.87	
		Technological skills of employee	13	3	0.81	
	creativity	Enhance creative thinking	14	2	0.87	
		Sense of discovery	15	1	0.94	
		Attention to ideas	14	2	0.87	
		Critical thinking skills	13	3	0.81	
	Ethics and professionalism	Modesty and honesty	15	1	0.94	
		Ethical values	14	2	0.87	
		Responsibility	13	3	0.81	
		Commitment	15	1	0.94	
	Self-efficacy	Potential and actual capabilities	14	2	0.87	
		Self-actualization	14	2	0.87	
		Mental health	13	3	0.81	
		Perfectionism	14	2	0.87	
		Desire for success	15	1	0.94	
	Strategies	Analysis and feedback	Performance feedback system	14	2	0.87
			Problem-solving skills	13	3	0.81
			SWOT matrix	14	2	0.87
The balance between performance and payment			15	1	0.94	
Self-esteem		Strengthening self-esteem	14	2	0.87	
		Sense of social dignity	13	3	0.81	
		Self-esteem improvement strategies	14	2	0.87	
		Self-regulation skills	13	3	0.81	
		Attitude assessment system	14	2	0.87	
Organizational commitment		Job commitment	14	2	0.87	
		Organizational affiliation	14	2	0.87	
		Emotional attachment to organization	14	2	0.87	
Management and technological infrastructure		Technology infrastructure	13	3	0.81	
		Development policy	14	2	0.87	
		Readiness for change	15	1	0.94	
		Strategic management	14	2	0.87	
Analytical and systematic thinking		Analytical thinking skills	13	3	0.81	
		Systematic thinking skills	13	3	0.81	
		Interpersonal communication requirements	13	3	0.81	
Transparency and safety		Transparent process	13	3	0.81	
		Secure workspace	14	2	0.87	
		Intellectual capital	13	3	0.81	
Education and research		Training needs	14	2	0.87	
		Research abilities	15	1	0.94	
		instruction	14	2	0.87	
planning		Proportionality of powers and responsibilities	13	3	0.81	
		Importance of planning	13	3	0.81	
Actions		Efficiency	Increased efficiency	14	2	0.87
	Empowering employees		15	1	0.94	
	Improve staff performance		14	2	0.87	
	Improve problem-solving skills		14	2	0.87	
	Specialization and meritocracy	Improve specialization	13	3	0.81	
		Improve meritocracy	14	2	0.87	
	Up-to-date knowledge	up-to-date staff	14	2	0.87	
		Improve verbal and non-verbal communication skills	14	2	0.87	

Category	Concept	Code	No. of experts agree	No. of experts do not agree	CVI
	Higher order thinking skills	Pleasant working environment	14	2	0.87
		Improve systematic thinking	14	2	0.87
		Improve analytical thinking	15	1	0.94
		Improve information literacy	15	1	0.94
		Improve technological skills	15	1	0.94
	Psychological needs improvement	Increased motivation	14	2	0.87
		Improved self-efficacy	14	2	0.87
		Personal growth	15	1	0.94
		Improved self-esteem	15	1	0.94
	Performance improvement	Mental health	14	2	0.87
		Improve job commitment	13	3	0.81
		Improve job satisfaction	13	3	0.81
	Management improvement	Organizational belonging	14	2	0.87
		Improved performance-based payment system	14	2	0.87
		Improved performance management	15	1	0.94
		Increase of employee retention	14	2	0.87
		Avoid Wasting Talent	14	2	0.87
		Reducing conflicts of interest in the organization	13	3	0.81
		Improve sense of responsibility	13	3	0.81
	Improved accountability	15	1	0.94	

According to the results obtained for the Content Validity Index (CVI), all items in the category of the terms of the intervention have valid content validity.

4. THE BUILT HRID MODEL

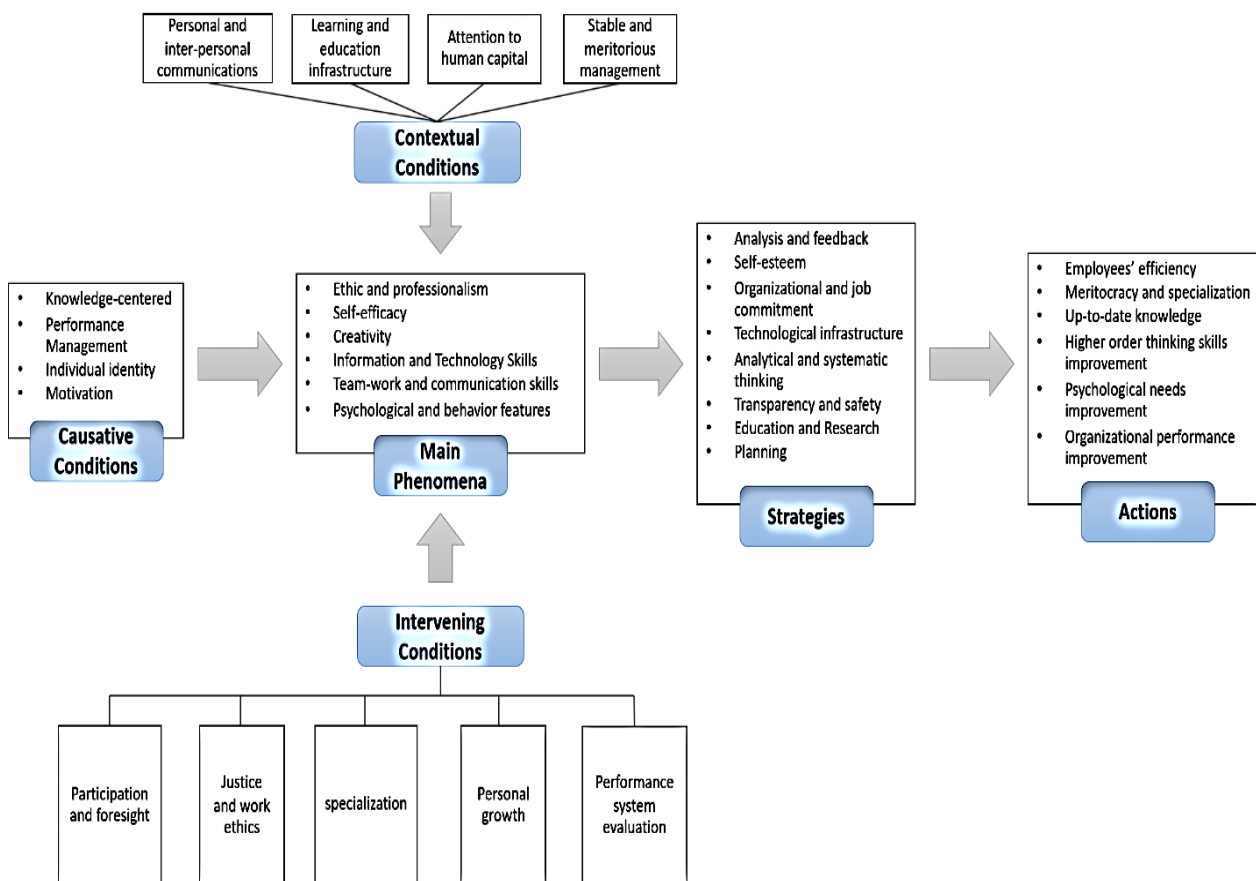


Figure 1: The HRID model obtained from this study.

The theoretical model presented in (Figure 1), which is based on the analysis of interview data with experts, shows that in the individual development of human resources in the organization, six factors play a key role. (1) causative conditions (knowledge-centered, performance management, individual identity, motivation), (2) contextual conditions (personal and inter-personal communication, learning and education infrastructure, attention to human capital, stable and

meritorious management), (3) main phenomena (ethic and professionalism, self-efficacy, creativity, information and technology skills, team-work and communication skills, psychological and behavior features), (4) intervening conditions (participation and foresight, justice and work ethics, specialization, personal growth, performance system evaluation, participation and foresight), (5) strategies (analysis and feedback, self-esteem, organizational and job commitment, technological infrastructure, analytical and systematic thinking, transparency and safety, education and research, planning), and (6) actions (employees' efficiency, meritocracy and specialization, up-to-date knowledge, higher-order thinking skills, psychological needs improvement, organizational performance improvement).

5. CONCLUSION

This study was an effort to bridge between theory and practice in terms of human recourse individual development. The results were led to an HRID model which can be used by Social Security Organizations. Four main concepts were extracted for causative conditions. In explaining these findings, it can be said that attention to knowledge management is the key to the survival of organizations in the twenty-first century (Lehrer, 2018). Golipour et al. (2017) point out that one of the features of a powerful human resource is having the necessary knowledge. Other research also supports the role of the agents of performance management, individual identity, and motivation in human resource development (Liao, & Wu, 2010; Nam Nguyen, & Mohamed, 2011; Mills, & Smith, 2011; Van Dooren et al., 2015; Kearney, 2018; Pekuri et al., 2015). In terms of contextual conditions, it can be said that on the one hand, meritocracy is the key to success and victory of corrective movements and the condition of survival, durability, and continuity of organizations. On the other hand, one of the main factors in the ability of organizations is to raise the level of knowledge and expertise of managers and organizers of the organization. Research also shows the positive effect of continuous management and meritocracy on employee productivity, employee satisfaction, organizational membership and organizational trust (Ansari-Renani, & Tabataba'i, 2005). Considering human capital is also very important because of the role of human capital in development (Acemoglu et al., 2015) and attention to human capital in the individual development of human resources is necessary and necessary, which provides the ground for the formation of individual development. Another important issue is the formation of human resource development, the infrastructure for learning and learning. Research shows that employees' education and learning have a positive and significant relationship with development, performance, innovation and knowledge management (Giniuniene, & Jurksiene, 2015; Hamilton, & Scandura, 2003). Another factor is the interpersonal and personal communication. Communication is one of the most important indicators of the life of any society. Healthy communication brings personal and social vitality and is, in fact, one of the main tools for meeting human needs. Paying attention to the principles of individual and interpersonal communication is one of the important indicators of individual development of human resources in any organization and it promotes organizational productivity and improves organizational innovation (Hellweg, & Phillips, 1982).

According to the results of qualitative analysis of data, the factors influencing individual development of human resources as interventional conditions are performance evaluation system, attention to the personal growth of employees, specialization, participation and prospective, core justice and professional ethics. Interventional conditions can facilitate or limit the development of

individual human resources. The absence of the four factors can limit the development of individual human resources and the presence of these factors can facilitate the formation of individual human resources development. The results of the data analysis for the main phenomenon show that six categories can be considered as the main categories in the individual development of human resources. In explaining of these findings it can be said that work ethics is considered to be the most important cultural factor in economic development, that is, work ethic is a cultural norm that gives a positive and positive spiritual value to the work of the community and believes in it that work itself has an intrinsic value. Researches also show the effect of work ethics on organizational performance, job satisfaction, organizational commitment, and job stress (Eskandari, & Irandoost, 2014). Self-efficacy is a person's ability to organize and implement necessary actions in the situations ahead. If employees of the organization have high self-efficacy, they can expect to control their stress, act in a more effective way, improve their performance, have better mental health, have a higher incentive to perform their activities (Walumbwa, & Hartnell, 2011). Another major factor in the individual development of human resources is creativity and ideas. Due to the rapid development of technology in different fields and the design of new needs in society, the need for expert and creative expertise in all aspects is essential. Research also shows a positive relationship between creativity and productivity. The other main category is technological and informational skills. The UNESCO organization has provided information and media literacy or, in other words, information and technology skills as one of the fundamental skills of human rights in the twenty-first century (UNESCO, 2007). In addition to information skills, communication skills are also important for individual employee development. Constructive communication among employees of the organization leads to improved teamwork and active participation and effectiveness in the organizational process and leads to increased organizational productivity. Another major issue is to pay attention to the psychological and behavioral characteristics of individual employee development. The significance of this issue becomes more apparent when we see that even some of the researchers of individual development of human resources are only subject to the development of individual psychological characteristics such as self-esteem, self-efficacy, motivation, personal growth, needs, expectations and learning motivation (Tonkenejad, & Davari, 2009).

For strategies aspect, eight concepts were extracted. The category of analysis and feedback as a strategy for the individual development of human resources in the organization helps employees receive information about their performance and to identify their strengths and weaknesses and grow themselves (Ashford, & Tsui, 1991). There is a need for feedback for individual HR development because, without feedback, it is not possible for employees to be aware of their performance status within the organization. The second strategic category is self-esteem. Self-esteem has different dimensions, one of these dimensions is organizational self-esteem (Sadegian et al., 2009). Organizational self-esteem is a degree of belief in members of the organization that they can meet their needs by sharing their roles within the organization. This refers to the self-perceived value of individuals about themselves as organizational members in which they act (Gurney, 2018). The third strategic category is occupational and organizational commitment. Job and organizational commitment will increase the sense of responsibility of employees, and subsequently, employees become sensitive to the future of the organization. The importance of this is when we know that the survival of the organization depends on the presence of up-to-date, dedicated and committed employees. Infrastructure of technology and education as the fourth strategy of personal development

of human resources in the organization is raised. The existence of technology and education infrastructure to empower workers and, consequently, individual development of human resources is essential. Systemic and analytic thinking as high-level thinking skills is an effective feature of individuals. The systemic and analytical thinking of the process of knowledge is based on analysis and composition in order to achieve a complete and comprehensive understanding of a subject and to have such a thinking helps employees understand the whole system (organization), its components, the relationships between the components and the relationships with the environment. Research also confirms that systemic and analytic thinking leads to improved employee performance (Fishaei et al., 2010). Transparency and security are another strategic issue. Organizational transparency refers to the availability of information, the openness of the basis of decisions and mechanisms governing the distribution of power, revenue and other resources in the organization. An organization that has transparency does not create ambiguity in the minds of its employees. Organizational transparency as a sustainable competitive advantage is a prerequisite for an effective organizational performance (Schnackenberg, & Tomlinson, 2016). Another important strategic issue in the individual development of human resources is research. In addition to training, research is also important in individual human resource development. Training or apprenticeship helps employees improve their skills and, in fact, plays an important role in empowering employees. The outcomes of human resource individual development include: improving employee performance, specialization and meritocracy, knowledge and communication, improving high-level thinking skills, improving psychological needs, improving organizational performance.

If we want to conclude from the findings of this research, we should mention the importance of individual development of human resources as one of the sources of the survival and prosperity of the organization's employees and it is expected that the findings of this research would lead to operational and operational implications in line with Individual development of human resources in organizations, especially the social welfare organization.

6. DATA AVAILABILITY AND MATERIAL

Data involved in this study can be requested to the corresponding author.

7. REFERENCES

- Acemoglu, D., Gallego, F. A., & Robinson, J. A. (2014). Institutions, human capital, and development. *Annu. Rev. Econ.*, 6(1), 875-912.
- Fishaei, T., Jafre, M., & Tajrishi, S. (2010). System thinking and employee performance improvement. *Business Management Quarterly*, 3 (11). [in Persian]
- Sadegian, F., Abedi, M. R., & Baghban, I. (2009). The Relationship between Organizational Self-esteem with Organizational Feedback and Job Adjustment and Types of Personality Types. *Journal of Educational and Psychological Research*, 4 (2), 49-66. [in Persian]
- Eskandari, E., & Irandoost, M. (2014). The Relationship between Work Ethics and Organizational Citizenship Behavior with Organizational Performance. *Journal of Ethics in Science and Technology*, 10 (4). [in Persian]
- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance*, 2(1), 7-35.
- Ashford, S. J., & Tsui, A. S. (1991). Self-regulation for managerial effectiveness: The role of active feedback seeking. *Academy of Management journal*, 34(2), 251-280.
- Brewster, C., Chung, C., & Sparrow, P. (2016). *Globalizing human resource management*. Routledge.

- Brown, T. C., & Latham, G. P. (2018). Maintaining relevance and rigor: How we bridge the practitioner–scholar divide within human resource development. *Human Resource Development Quarterly*.
- Cascio, W. (2018). *Managing human resources*. McGraw-Hill Education.
- Garavan, T. N., McGuire, D., & O'Donnell, D. (2004). Exploring human resource development: A levels of analysis approach. *Human Resource Development Review*, 3(4), 417-441.
- Giniuniene, J., & Jurksiene, L. (2015). Dynamic capabilities, innovation and organizational learning: interrelations and impact on firm performance. *Procedia-Social and Behavioral Sciences*, 213, 985-991.
- Golipour, A., Nagdi, E., & Alipour-Yeganeh, M. (2017). Guiding the employee's dream to develop the human resources of government agencies. *Journal of Management of Governmental Organizations*, 6 (1), 13-24. [in Persian]
- Gurney, P. W. (2018). *Self-esteem in children with special educational needs* (Vol. 28). Routledge.
- Hamilton, B. A., & Scandura, T. A. (2003). E-Mentoring:: Implications for organizational learning and development in a wired world. *Organizational Dynamics*, 31(4), 388-402.
- Hellweg, S. A., & Phillips, S. L. (1982). Communication and productivity in organizations. *Public Productivity Review*, 276-288.
- Hosseini, A., Tabassomi, A., & Dadfar, Z. (2017). Investigating the Impact of Human Resources Management Functioning on Organizational Performance. *Quarterly Journal of State Management Outlook*, 29, 171-155. [in Persian]
- Hossienpour, D., & Gorbani-Baji, A. (2017). The Impact of Human Resources Development Strategies on Organizational Effectiveness with Intermediary Role of Mutual Trust and Job Satisfaction among Employees in Sports and Youth Organization of Mazandaran Province. *Strategic Management Research Quarterly*, 65, 45-75. [in Persian]
- Ivanova, A. (2015). ANALYSIS OF THE PROCESSES OF HUMAN RESOURCE MANAGEMENT. CASE FASHION UNIT.
- Jazni, N., Taheri, N., & Abili, Khodayar. (2010). Development of Human Resources Development Strategies with Employee Knowledge Development Approach. *Strategic Management Studies Quarterly*, 2, 15-29. [in Persian]
- Kearney, R. (2018). *Public sector performance: management, motivation, and measurement*. Routledge.
- Khaef-Elahi, A. A., Rouhani, A., & Niri, S. (2017). Designing Native Human Resources Development Strategies Based on Employees Status. *Quarterly Journal of Human Resource Management Research at Imam Hossein University*, 9(3), 24-1. [in Persian]
- Lehrer, K. (2018). *Theory of knowledge*. Routledge.
- Liao, S. H., & Wu, C. C. (2010). System perspective of knowledge management, organizational learning, and organizational innovation. *Expert systems with Applications*, 37(2), 1096-1103.
- Lussier, R. N., & Hendon, J. R. (2017). *Human resource management: Functions, applications, and skill development*. Sage publications.
- Marchington, M., Wilkinson, A., Donnelly, R., & Kynighou, A. (2016). *Human resource management at work*. Kogan Page Publishers.
- McFadden, C. (2015). Lesbian, gay, bisexual, and transgender careers and human resource development: A systematic literature review. *Human Resource Development Review*, 14(2), 125-162.
- McGuire, D. (2014). *Human resource development*. Sage.
- Mills, A. M., & Smith, T. A. (2011). Knowledge management and organizational performance: a decomposed view. *Journal of knowledge management*, 15(1), 156-171.
- Nam Nguyen, H., & Mohamed, S. (2011). Leadership behaviors, organizational culture and knowledge management practices: An empirical investigation. *Journal of Management Development*, 30(2), 206-221.

- Nasehifar, V., Amiri, M., Mobarak-Abadi, H. (2018). Components of Human Resources Development for Small and Medium Enterprises to Achieve Better Performance. *Quarterly Journal of Human Resource Management Researches, Imam Hossein University*, 10 (3). [in Persian]
- Pekuri, A., Haapasalo, H., & Herrala, M. (2011). Productivity and performance management–managerial practices in the Construction Industry. *International Journal of Performance Measurement*, 1(1), 39-58.
- Rasouli, R., Olfatpour, N., & Ghorbani, S. (2016). The Effect of Knowledge Management and Human Resource Development on Organizational Performance. *The 5th International Management and Accounting Conference and the 2nd Conference on Entrepreneurship and Innovations*. [in Persian]
- Russ-Eft, D. (2000). That old fungible feeling: Defining human resource development. *Advances in developing human resources*, 2(3), 49-53.
- Schnackenberg, A. K., & Tomlinson, E. C. (2016). Organizational transparency: A new perspective on managing trust in organization-stakeholder relationships. *Journal of Management*, 42(7), 1784-1810.
- Snell, S., Morris, S., & Bohlander, G. W. (2015). *Managing human resources*. Nelson Education.
- Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., ... & Folke, C. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, 347(6223), 1259855.
- Straus, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques*. Thousand Oaks, CA: Sage publications.
- Tonkenejad, M., & Davari, A. (2009). Development of human resources with the sociological approach of the organization. *Quarterly Journal of Human Resource Management Research at Imam Hossein University*, 1(3), 51-80. [in Persian]
- UNESCO (2007). *Global Framework on MIL Indicators* Retrieved 01/08/2016, from <http://www.unesco.org/new/en/communication-and-information/mediadevelopment/media-literacy/global-framework-on-mil-indicators>
- Van Dooren, W., Bouckaert, G., & Halligan, J. (2015). *Performance management in the public sector*. Routledge.
- Walumbwa, F. O., & Hartnell, C. A. (2011). Understanding transformational leadership–employee performance links: The role of relational identification and self-efficacy. *Journal of occupational and organizational psychology*, 84(1), 153-172.



Naeimeh Tazakori is a Ph.D. candidate at Department of Public Administration, Ardabil Branch, Islamic Azad University, Ardabil, Iran. , Email: tazakorin@yahoo.com,



Dr. Mohammad Feizi is an Assistant Professor at the Department of Public Administration, Ardabil Branch, Islamic Azad University, Ardabil, Iran. Hi



Dr. Mohammad Rouhi Eaisalou is an Assistant Professor at Department of Management, Ardabil Branch, Islamic Azad University, Ardabil, Iran.



Dr. Eshagh Rasouli is an Assistant Professor at the Department of Management, Ardabil Branch, Islamic Azad University, Ardabil, Iran.