
ROLE OF HUMAN RESOURCE PRACTICES AND STAFF SATISFACTION ON ORGANIZATIONAL PERFORMANCE

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ABSTRACT

The study aims to identify the extent at which effective management of HR practices can increase productivity and improve poor performance within the organization. Six major human resource management policies and practices were selected from previous research and analysis was run on a sample of educational institutions of Karachi, Pakistan. Questionnaire, comprised of standard items, was developed, and circulated in various educational institutions to gather responses. The results generated through the application of SPSS concluded that out of six independent variables, only succession planning and employee satisfaction were found to have a significant impact on organizational productivity. Based on the analysis the study found that educational institutions must pay much more attention to the proper management of their human resources and motivate teachers to realize their skills and competencies to create competitive advantage. To conclude, it could be said that effective management of human resources is very vital to any organization ranging from small to large scale enterprise to sustain productivity.

Keywords: *HR Practices, Organizational Productivity, Training and Development, Succession Planning, Employee Mentoring Programs, Employee Satisfaction, Open Door Policy, Change Management.*

INTRODUCTION

The most important of all assets and resources in an organisation is the human resource but it is very seldom that organizations use this resource to its full potential. The Human Resource Management (HRM) is considered to be comprised of various policies and practices which directly influence the behavior and attitude of employees and thus indirectly affecting organizations' overall performance and productivity. So, it becomes imperative that human resource management should be given due importance to improve organizations performance. Designing appropriate policies and implementing productive practices, to achieve a sustainable performance in any organization, is the core responsibility of human resource management. Not only that HRM plays important role in achieving organizational targets and goals, but its policies and practices are directly linked with employee's satisfaction and motivation to ensure that organization achieves its target and continuously grow with the time. Since human resource policies and practices not only directly help organizations improving their productivity but also enhance employees' motivation and satisfaction level which in turn also helps in boosting

organizational performance so researchers feel that while exploring the impact and role of human resource management on organizational performance or productivity, the human resource policies, and employees' motivation practices both should be simultaneously studied. According to Absar, Nimalathasan and Jilani (2010) although role of human resource management practices and employees' satisfaction has been widely researched and almost all studies, carried out recently or in near past, have been showing and proving its importance and significance for organizational performance (Delaney & Huselid, 1996; Katou & Budhwar,2007; Sing, 2004; Tzafirir, 2006; Absar, Nimalathasan, & Jilani, 2010; Jashari, & Kutllovci, 2020).But not much research is done, in developing countries having low literacy rate, on educational institutions to assess the impact of human resource management policies and the motivational level of employees and more specifically of teaching staff on the performance of teaching institutions. This research basically aims to observe and study the impact of human resource policies and practices along with the level of employees' motivation in enhancing the performance and productivity of teaching institutions. Teir & Zhang, (2016) in their study, after analyzing various HRM models and practices and exhaustively filtering through many studies, selected eight human resource practices to apply on educational institution. Tummers, Steijn, and Bekkers, (2012) in their research on HRM practices mentioned that Boselie, Dietz, and Boon, (2005)analyzed more than hundred research studies relating human resource managing practices with organizational performance and on the basis of that analysis, they built a list of 26 very common human resource practices.This study benefitting from the above work chose to study only six of the most important practices and employee motivation factors which include succession planning, employee mentoring programs, training &development, open door policy, change management strategies and employee satisfaction and to observe their impact on educational institutions in Pakistan. The objective of this study is to observe the impact of these factors on the organizational performance improvement of educational institutes. The study aims to identify the extent at which effective management of HR practices can increase productivity and improve poor performance within the organization and to ascertain if the HR factors impact on the overall organizational productivity, examining the attitude of senior management and other employees on the need for appropriate utilization of human resources available that have a tremendous effect on firm's productivity. We hypothesized that these factors positively affect organizations performance. Questionnaires were developed and circulated in various educational institutions to gather the responses which would help in accepting or rejecting the hypothesesformulated based on review of literature.

Research Questions

This study is an effort to get answer to the following questions.

RQ1: How important human resource practice are for the enhancement of organizational performance?

RQ2: Particularly which human resource management practices are important for enhancing organizational performance of educational institutions?

RQ3: How important is the role of employees' motivation in the process of improving organizational performance?

RQ4: Which factors, in educational institutions, help most to increase their performance?

CONCEPTUAL AND EMPIRICAL REVIEW

Help is taken from the available literature to understand what previous authors and researchers have worked and results and outcome of their research are studied to find out major factors and their impact on organizational performance.

Organizational Performance

There is no doubt that the ultimate goal of any business organization is the maximization of its profit and financial wealth of its stakeholders, but this depends how good the business is performing operationally. The performance is judged based on the financial efficiency and operational effectiveness of any business (Absar, Nimalathan, & Jilani, 2010) along with employees' satisfaction, quality of services and also the ability to attain and retain a human resource (Katou & Budhwar,2007). In case of educational institutions, it is extremely important to improve teaching staff morale and engagement which increases their productivity, enhances the satisfaction of students and their parents. Most of the time the low quality of educational standard is criticized only by its human resources, no matter that they are not directly taking part in imparting education, such as administrative staff (Teir & Zhang, 2016). Organizational performance measurement is a multifaceted concept that arises at various sector levels for corporate, industry and business (McGahan, 2004). It is therefore important to analyze specific factors that are related to performance in a way that matches organizational context with sector factors that contribute to the development of sustainable performance. In educational industry, it is extremely important to improve teaching staff morale and engagement which increases their productivity. The performance of any organization, whether involved in education or otherwise, heavily depends on its HR policies and practices and on the motivational level and satisfaction of its employees.

Human Resource Practices

The main goal of educational institutions is to provide quality educational service and the most important source to help achieving it is the human resource. This is why, human resources in any institution are considered the most valuable asset among all. In this regard human development, in any institution is considered the most essential, sensitive, and complex responsibility of an organization which includes development of best suited policies and practices to attain better resources, train existing staff and retain, retain valuable staff (Popescu, & Crenicean, 2011). Human resource management basically refers to the policies and practices involved in carrying out human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labor relations (Dessler, 2007, p. 4). HRM is composed of the policies, practices, and systems that influence employees' behavior, attitude, and performance (Noe, Hollenbeck, Gerhart, & Wright, 2007, p. 5). The current study considered human resources policies such as employee

training and development, succession plan and change management and factors boosting employees' motivation such as employee mentoring, open-door policy, and employee satisfaction.

1- Employee Training and Development:

Stone (2002) found that for the effective achievement of organizational goal through an incorporation of the interests of both the organization as well as its workforce, training certainly has a distinct role. Whereas, Carlos, in his research on training, stated that "companies must necessarily invest on employee's development, so they acquire a market position" (Carlos 1995). Both the authors are trying to reach a point to explain that in today's competitive market, employee training and development is as crucial as making profits and goodwill as training significantly impacts on profitability. Effective training increases employee and organization's productivity. Miles and Stone (1984) argued that there is a very rare participation of the employees in the proactive planning procedure that are formulated to increase their capabilities and skills and in which they get to learn through focusing on the conceptualization and designing. The process helps in designing new business strategies. Collins (2003), supported the above written literature that development in the skills and competencies reduce employee turnover in the firm. In educational institutions too, teachers without given sufficient and appropriate training, if asked to achieve the expected performance and objectives stated by the management will a task unachievable.

2- Employees' Motivation:

Almost all researchers agree to the fact that, if an organization aspires to "go the extra mile" to deliver the exceptional services, it must motivate its employees to ensure optimization of productivity. Motivation is a crucial factor to study as to ensure job commitment at the workplace. Moreover, some studies verified that the ability of the employee is not fully determined by his performance. There are psychological approaches that not only demonstrate an employee's behavior but also reveals his level of effort and persistency. Employees with low motivation levels struggle to work in such a competitive environment and are vulnerable to both organizational internal and external threats and challenges. It is said that "*a satisfied worker is a productive worker*". This statement implies that a satisfied employee creates a pleasant and productive environment wherein he meets all the deadlines and targets in an efficient manner leading to increased organizational productivity.

Employee morale is one of the crucial factors that managers believe is the way to organizational success. This statement could be supported by Napoleon's famous quote: 'The army is effective only when it is trained, experienced, large in size and morally confident and enthusiastic, and moral is worth more than all the other factors together.' Today every manager aspire to have a team of workers that feels positive about its workplace, love what they do, feels fair and justice in delegated responsibilities and pay and possess a high level of satisfaction with some positive features such as complexity of task, reward management, personal and job security, creativity and variety, autonomy, etc. Generally, satisfied employees would meet deadlines, devote private time and extra efforts, help, and support their colleagues, display

punctuality and creativity in their work thereby removing any obstacle that might exist in the realization of their jobs. According to Cole and Cole, “organizational performance influences employee satisfaction” (Cole & Cole, 2005). Practically, organizational reality and human happiness are interlinked and go hand in hand. Job satisfaction is closely related to productivity and then profitability to firm. It plays a vital role in improving operational functions and ensuring quality services. Employee and organization are critically correlated to one another as organizational success completely depends upon the workers performance.

To achieve this purpose, managers hold a responsibility to develop a role relationship that proposes decisions and actions promoting the interest of organization and its stakeholders. The level of involvement and the amount of contribution that an employee makes is the outcome of his/her interest. Motivation plays a significant role in achieving quality of relationship. It requires quality of communication of core messages, flexibility and adaptability, fulfilment of needs and identification and allotment of job duties and workload. One of the best ways to satisfy employees is to empower them. Designating authorities and empowerment enhances confidence thus leads to job satisfaction. There are many ways to accommodate employee satisfaction. Studies show that pay is the strongest factor. However, the study shows that in organizations that believe in merit salary increase systems, pay is not closely related to performance. At managerial level, it is true that pay does not have to relate top performance.

Ostroff (1992) examining a sample of 364 schools, found a strong positive relationship between teachers attitudes and school’s productivity. He found that aggregated teaching staff behaviours such as job satisfaction and commitment had a correlation with performance of school, noted by multiple performance results like academic achievement of the students, parent’s review and satisfaction and teacher turnover rates. Therefore, his research strongly indicates that for organizational effectiveness, job satisfaction is the most important social process factor. His research however limited to secondary schools. Thus, teacher’s motivation can be seen as the prerequisite of educational institution and the society.

3- Succession Plan:

In an environment where many senior teachers that are seeking retirement in the near future, transferring the learning and knowledge allow the institutions to identify and acquire the capabilities of retiring teacher so that they can develop qualified successors and facilitate smooth transitions. Succession planning is defined as a responsibility that the managers take to deal with employee promotions, terminations, and retirements (Ruthwell, 2005). Through effective succession planning, an organization can drive to multiple competitive strategies to meet internal and external challenges, reinforce values and secure future successfully. “The shortage of teachers is also a shortage of potential future educational leaders” (Canavan, 2001). His literature review reveals that in schools or education systems, there have been no examples of strategic succession planning processes. Most of the senior personnel resign before reaching a retirement age and this poses challenges for retention of staff. Firstly, the education system must assure that jobs at all levels are appealing as today many schools in Pakistan are competing against each other for top candidates. According to Wallin (2007) “Educational sectors, through

effective succession planning can create a better-informed and more qualified employees that not just understand the needs of the organization, but also represent a greater willingness to accept leadership roles” (Wallin, 2007). Wallin, therefore, through his literature, determines the importance of effective succession planning in generating an effective workforce. One of the reviewed research explains how younger teachers contribute to the field of teaching and establishing their career by putting their family plans on hold. According to their perception, by their mid-thirties they are confused and forced to choose between a family and leadership roles.

4- Employees Mentoring:

Employee mentoring is a powerful tool that triggers the tendency to continue and reinforces behaviors” (Bartol & Martin, 1998). The authors, through their literature are trying to explain the power of mentoring and coaching the workers to achieve a desired performance, thereby, enhancing productivity. Balodi (2005), on the other hand, explains mentoring as a “motivation through a series of actions: energize, encourage and exhort” (Balodi, 2005). Mentoring is described as motivation, which is an internal drive, that makes a person satisfies his unsatisfied need to achieve a specific goal and creates positive energy and passion towards the goal attainment. Calder, on the other hand, states that mentoring plays a significant role in employee’s job performance in any organization (Calder, 2006). He suggests encouraging employees for teamwork as two heads are always better than one and the shared and cooperated decision surely creates a difference.

5- Change Management:

Tummers,Steijn, and Bekkers, (2012) stated that organizations are continuously under pressure to adapt to changing circumstances (Josserand et al., 2006) and swift adaptation to changing conditions has always been considered crucial for the survival of private-sector organizations (Tushman and O’Reilly, 2013).Kotter, defined change management as “a long-range strategy to transform individuals, teams and organisations to achieve the desired performance” (Kotter, 1995). Whereas, English Collins dictionary, explains it as management efforts that aim to motivate organisations and individuals to effectively cope with changes at work. Therefore, in management point of view, change demonstrates a transformation of the organizational procedures and practices as a consequence of various market dynamics such as change in consumer preference, patterns of target market, governmental laws and regulations, economy, technological advancements, structural and environmental transformations.

Change should be managed in a way that employees can easily adapt it or at least be trained about it. Managers and supervisors must arrange facilities and tools that are essential for the new procedures to enhance the skills of competent employees and motivation the ones who lack capabilities. According to Andone, “for the effective results of change management, it is the manager’s duty and role to initiate, interpret, communicate the change, and not to impose it” (Andone, 2013). However, the author Blanchard found that “there is a mounting pressure on change in today’s competitive organizations as it is a key to business success” (Blanchard, 2010). Several academics agree to the fact that change initiatives fail but the rate of failure differs. The

study of Burns (2004) examined the resistance to accept change is 60% while another researcher Kotter (2008) identified that the rate of failure is 70%. The negative impact of change causes many hurdles for the organisation such as wasted resources, sunk costs, employee reluctant to adopt new challenges and low productivity. In perspective of Kiefer (2005), these changes provide opportunities to develop new relationships, skills and activities thereby encouraging growth and productivity and minimizing threats of external forces. Just like any other sector, change management is necessary in educational sector too. Education does not stand still therefore teachers appreciate and implement coherent change that is not just best interests of students but also the organization. Change is inevitable as it allows to individuals to step out of their comfort zone to grow (Sidikova, 2011). Teachers are inevitably affected by change, as there is a strong relationship between the learning conditions of students and working conditions of teacher. There is a difference between change and improvement as change causes improvement. There should be an appropriate implementation process to manage change. This is often not properly managed at the school level.

Unfortunately, our education system is full of initiatives but not effective change. The first most useful decision to bring the idea of change in the school is to support it with an evidence and current scenario whether it is manageable, credible, and consistent with the policies and strategic plan of the institution. The leaders must understand change and mentor the teachers. The school leaders must assess objectives, evidence, improvement, priority, risk, feedback system, resources, and time frame for the change. This multiple case study examined the role of four US state-recognized high-quality principals in the implementation of change initiatives in their Midwestern schools. Three salient leadership practices of successful principals emerged during data analysis: great principals manage the implementation of multiple initiatives by (1) empowering teachers by cultivating trust, (2) knowing their staff well, and (3) engaging in explicit and purposeful communication (Hollingworth, Olsen, Asikin-Garmager, Winn, 2018)

6- Open Door Policy:

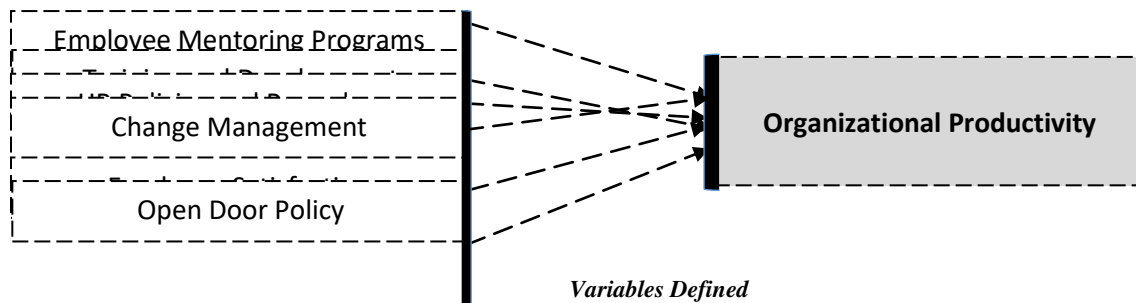
The purpose of our Open-door policy is to encourage open communication, feedback and discussion. This can be done internally between staff and management or between organization and outside customers or stakeholders. Regarding internal communication, Shenhar, (1993) is of the view that out of many factors that affect employee's motivation and satisfaction, open communication between employees and management is the most important one and it ultimately enhances not only individual's performance but also collective performance of the organization. A worker shall be more motivated when feels that personal problems will be given an ear by the management. Easy communication through open door policy will increase employee's trust in the organization and will enhance both loyalty and satisfaction.

Open door policy, adopted by schools for the students and teachers, aims to enable parents and teachers to have regular contact and be in touch and develop strong home-school relationships. This is done without adversely affecting the school environment and the learning and teaching programme in school but helps management what parents think about school and its operations and what would help in increasing the productivity.

Research Model, Variables and Hypotheses

Based on the above review of concerned conceptual and empirical literature, this research is an effort to study the impact of various human resource policies and practices and employees' satisfaction level on the organizational performance of educational institutes in Pakistan. For this purpose, the following variable are included in the model.

Figure 1: Research Model



- 1) Organizational Performance: How effective and efficient an organization is in achieving its targets and beyond.
- 2) Succession Plan: plan that focuses on identifying and developing employees in order to help them advance within an organization.
- 3) Employee Mentoring: It is a formal or informal relationship established between an experienced, knowledgeable employee and an inexperienced or new employee
- 4) Employee Training and Development: A system used by an organization to improve the skills and performance of the employees
- 5) Open door policy: Every manager's door is open to every employee and in educational institutions parents are allowed to open teachers and management anytime they wish.
- 6) Change management: The systematic approach and application of knowledge, tools, and resources to deal with change.
- 7) Employee satisfaction: A broad term used by the HR industry to describe how satisfied, or content employees are with elements like their jobs, their employee experience, and the organizations they work for

The following hypotheses are formulated to test, through this study, the impact of each factor on the organizational productivity of educational institutes in Pakistan

H₁: Succession planning has a positive impact on organizational productivity of education institutes.

H₂: Training and development has a positive impact on organizational productivity of education institutes.

H₃: Employee mentoring has a positive impact on organizational productivity of education institutes.

H₄: HR procedures and policies has a positive impact on organizational productivity of education institutes.

H₅: Change management has a positive impact on organizational productivity of education institutes.

H₆: Employee satisfaction has a positive impact on organizational productivity of education institutes.

RESEARCH METHODOLOGY

The research was based and conducted within schools located in Karachi, the largest city of Pakistan and the sixth largest city of the world. Therefore, the sampling of the study was extracted from educational institutions within the stated vicinity. Quantitative survey research was used to analyze the impact of HR policies and practices on organizational productivity within the educational sectors of Karachi. Primary data was acquired through questionnaires, to be answered on a 5-point Likert Scale (1=Strongly Agree & 5=Strongly Disagree). A sample of 250 respondents was gathered through the most convenient probability sampling method i.e. convenience sampling to ensure the easy access to the respondents. The nature of the study design was cross sectional as the research is conducted and studied at one point of time. The research type was Causal based on regression and its sub type was explanatory as there is not enough awareness or previous research available on the implementation of HR factors in educational industry. The data was run on SPSS to analyze and interpret the responses. Cronbach alpha was conducted to check the reliability of data.

Table 1: Reliability Test

Variables	Items	Cronbach's Alpha
Succession Planning	4	0.754
Employee Mentoring Programs	4	0.692
Training & Development	4	0.670
Open Door Policy	4	0.708
Change Management Strategies	4	0.912
Employee Satisfaction	4	0.901

The table above shows the reliability test output which was applied on the gathered data set. The Cronbach's Alpha is also referred to as a coefficient of reliability. The value of Cronbach's alpha shows the consistency of responses, values 0.7 and above are good in consistency and scale is reliable for application for further analysis. Hence all the values are greater than 0.6 and more thus results are consistent, reliable and applicable for further analysis.

Data Analysis

Table 2: Correlation

		Succession Planning	Employee Mentoring Program	Training & Development	Open Door Policy	Change Management	Employee Satisfaction	Organizational Productivity
	N	200	200	200	200	200	200	200
Organizational Productivity	Pearson Correlation	.582**	.334**	.382**	.431**	.649**	.878**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation matrix above includes the sig 2 value that shows whether a relation exist among the variables. Pearson Correlations indicates the strength of the relationship among the variables. Hence it can clearly be seen that as the sig values of all the variables is that succession planning, employee mentoring programs, training and development, open door policy, change management strategies, employee satisfaction and organizational productivity is .000 below the cut off value 0.05, hence strong relationship among variables exist.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.790	.784	.51159

a. Predictors: (Constant), Employee Satisfaction, Employee Mentoring Program, Open Door Policy, Succession Planning, Training & Development, Change Management Strategies

The table above indicates the output of the regression model executed in SPSS. The model summary above is the first out of this model, which has been done to test the hypotheses being investigated in this dissertation. The model summary represents the goodness of fit of the model whereas it also explains how the model is explained by the variables. The coefficient of the R shows the relationship between the independent and depend variable, hence the table above shows that the Coefficient of the R is 0.889, which means that association between the independent variable and dependent variable is 88.9%. It is seen that succession planning, employee mentoring programs, training and development, open door policy, change management strategies, employee satisfaction explain .790 or 79% of the model. In other words, whereas we can deduce that succession planning, employee mentoring programs, training and development, open door policy, change management strategies, employee satisfaction explain .790 or 79% change in the dependent variable Organizational Productivity.

Table 4: ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	190.501	6	31.750	121.312	.000 ^a
Residual	50.513	193	.262		
Total	241.014	199			

a. Predictors: (Constant), Employee Satisfaction, Employee Mentoring Program, Open Door Policy, Succession Planning, Training & Development, Change Management Strategies

b. Dependent Variable: Organizational Productivity

The table above is known as the analysis of variance (ANOVA). This table is used to measure the goodness of fit of model which is indicated by the F value and the significance of the model which is represented by the Sig. value. After the analysis of the readings it is safe to say that the model possesses a predictive value, this is proven as the significance is .000, hence we can reject the null hypothesis (that the model has no predictive value) whereas the goodness

of fit can be measured by the F value (Benchmark should be 4 or above). The model is deemed fit due to the fact that the value is above 4.0 at F calculated value 121.312.

Table 5: Testing and Analysis of Hypotheses

S No	Hypothesis	T-Value	Sig Value	Empirical Conclusion
H1	Succession Planning has a significant impact on Organizational Productivity	3.120	.002	Accepted
H2	Employee Mentoring Program has a significant impact on Organizational Productivity	-2.251	.026	Rejected
H3	Training & Development has a significant impact on Organizational Productivity	.527	.599	Rejected
H4	Open Door Policy has a significant impact on Organizational Productivity	1.247	.214	Rejected
H5	Change Management Strategies has a significant impact on Organizational Productivity	.941	.348	Rejected
H6	Employee Satisfaction has a significant impact on Organizational Productivity	16.994	.000	Accepted

CONCLUSION

This research work had contributed to existing literature and data to empirically examine the impact of succession planning, employee mentoring programs, training and development, open door policy, change management and employee satisfaction on organizational productivity in educational sector of Pakistan. The purpose of the study was to critically examine the impact of managing human resources on organizational performance. Six HR practices and programs were studied for critical scrutiny. The results generated, indicated that educational institutions have to pay much more attention to the proper management of their human resources and motivate them to realize their skills and competencies to create competitive advantage. Questionnaire was used as the research instrument for carrying out the field survey in order to satisfy the research objectives and the research hypotheses.

The findings derived from the survey were as following: In relating the relationship between succession planning and organizational productivity. A positive relationship was found to exist in the analyses of H1 in the educational sector. Secondly, in ascertaining the impact of employee mentoring program on organizational productivity, as contained in H2, the results indicated that the impact is not significant. Moreover, H3, H4 and H5 were identified to have a similar impact on the dependent variable proving to be not significant. Finally, the last independent construct, employee satisfaction as H6 has proved to have a significant impact on organizational productivity. Throughout the study, human resource management programs such as succession planning, employee mentoring, recruitment and training, reward management, change management, are considered to be highly important for any organization's survival and efficiency. Employees perceive the need for career development to get promoted and meet institution's succession needs, thereby conforming the perpetuity and productivity of the

organization. Whereas, organizations provide assistance and mentoring that gives employee the opportunity to grow his or her career. Training and development must be planned to match both individual and organizational interests to ensure that the needs analyzed are realistic and helpful. This leads to greater employee satisfaction and involvement, as employees are able to participate in the decisions that affect their jobs and creates a scenario that unveils potentials and capabilities of employees enhancing their employment security. Furthermore, developing effective strategies to manage change, provide feedback and counseling and promote communication reduces conflicts and increases productivity. In a nutshell, it could be concluded that the effective management of human resources create and sustain competitive advantage and increase productivity. Management must incorporate HRM thinking into its business strategy to make these functions "strategically proactive"

FINDINGS AND DISCUSSIONS

Studies have extensively examined that the effective management of human resource policies and procedures can positively enhance organizational productivity. The research found nothing to the contrary. Should educational institutions resort to effectively manage their human resources, a great impact would occur on the productivity of the organization. Succession planning, an institutional management component, is the most important process any well-meaning organization resorts to in job filling for key positions through active development and identification of long-term successors, ensuring career progress and affirming that they obtain the range of work experiences to accurately predict future expertise and encourage a culture of progression. The results identify that succession planning has a significant impact on organizational productivity as its sig value is .002 which is less than the 0.05 sig cut off value. The study found out that training and development programs impact on organizational productivity, be in the form of orientations, inductions, and familiarization activities. Effective training and development programs require effective design and delivery to be well executed. Employees who are well trained are actually much more committed to their work than the untrained employees. The results of adequate training have a rewarding and promising impact on organizational performance; however, it is not always true that the employees actually learn from training activities. It depends greatly on the environment allocated for trainings, such as determining whether the training would be on job or off the job, whether the employees really need to learn and acquire a particular set of new or existing skills and determining and evaluating the effectiveness of these programs through feedback of developmental activities is critical.

If the training is inadequate, it can result in poor performance thereby creating employee dissatisfaction and conflict. The sig value of training and development is .599 which is above the 0.05 sig cut off value, proving that it does not have a significant impact on organizational productivity. Employee mentoring programs aim at developing sustainable relationships where employees will protect, praise and support one another at work when it is needed. Mentoring provides support network, thus, helping the new employees to learn expected behaviors and skills in a short period of time. Rather than throwing the new employee "under the bus,"

mentoring programs aid new employees with the necessary tools that help them becoming the member of the team. However, the study results in insignificance of these programs on organizational productivity as the sig value is .026 is below 0.05. The result could be proved through many facts such as loyalty issues with the working organization. The mentor and the new employee might find legal, ethical or molar issues in the system that must be solved internally by the company itself but bringing the matter up could possibly threaten their jobs. Moreover, there could be enhanced feelings of resentment if a mentor is not fully bought into the mission of the company or does not really know the role they have been asked to play and they possibly may think that they are asked to do more than other workers without getting paid which causes even more resentment. Furthermore, there are issues with dependence. New employees can become so dependent on their mentors for support and advice that they cannot function without their presence. This would cause inconsistency in productivity, and when that occurs, a business will begin to lose its creative edge and may even struggle to continue developing independent critical skills. The sig value of .214 for open door policy is less than 0.05, which shows that open door policy does not have a significant impact on organizational productivity instead it could cause disruption in the workplace as when the employees constantly appear with even minor disputes or issues, senior management gets bogged down with tedious problems and supervisors are not given the chance to exercise their problem solving skills. This policy sometimes creates even more tension between employees and their immediate supervisors.

The sig value for change management .348 is above than 0.05 concluding that it does not have a significant impact on organizational productivity as the program requires additional time and willingness of employees to learn the new set of skills or change in procedures. It further needs additional budget, as the management has to manage their budget for joining this coaching system to get into this program. The last independent variable employee satisfaction has a significant impact on organizational productivity, as its sig value is .000, which is less than 0.05, hence proving it highly significant for an organization's higher productivity. Improving job satisfaction is great both from costs and profits for the organization itself, through realized efficiencies and reduces employee turnover, and also for the employees themselves, through general happiness and satisfaction. The sig values of all the variables that is succession planning, employee mentoring programs, training and development, open door policy, change management strategies, employee satisfaction and organizational productivity is .000 below the cut off value 0.05, hence proving strong relationship among variables.

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