

Human Resource Management Outcomes: A Systematic Desk Research Based on Authoritative Textbooks

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Abstract

This systematic desk research study examines the outcomes of Human Resource Management (HRM) as presented in authoritative HRM textbooks. Using the authority method of knowledge acquisition, 24 out of 36 major HRM textbooks were perused to achieve four objectives: (1) To identify HRM outcomes given in the authoritative textbooks of HRM; (2) To arrange the identified HRM outcomes in the order of relative prominence or consideration as collectively perceived by different authors in the textbook HRM literature; (3) To explore and specify vital but marginally considered or relatively underemphasized HRM outcomes in the HRM textbook literature; and (4) To provide a meaningful classification for the found HRM outcomes. The analysis yielded 40 distinct HRM outcomes. Content analysis based on the intensity of consideration, measured by the number of textbooks in which each outcome appeared, revealed that employee turnover (retention) is the most frequently emphasized outcome, followed by employee motivation, job satisfaction, absenteeism, competence, commitment, job performance, cost effectiveness, and acquisition of right employees at the right time. The findings suggest that textbook authors place greatest emphasis on outcomes related to attracting, retaining, developing, motivating, satisfying, and securing high performance from employees while controlling labor costs. The study also identifies several strategically and socially important but relatively underemphasized outcomes, including ethicality, greening, employee well-being, trust, and presenteeism. The identified outcomes are classified using three complementary approaches: core versus non-core outcomes, employee-level versus organizational-level outcomes, and eleven multiple result categories. The study contributes to HRM theory, teaching, and practice by providing the first comprehensive synthesis and prioritization of HRM outcomes based on authoritative textbook literature.

Key Words: Content Analysis, Employee Outcomes, HRM Outcomes, HRM textbooks, Human Resource Management, Strategic HRM, Sustainable HRM, Systematic Desk Research

Introduction

Human Resource Management (HRM) is a well-established academic discipline in Management Education (ME). ME is an extensive and popular field of studies and broadly refers to the system of teaching (1) knowledge, skills, and attitudes of the art and science of managing organizations successfully, (2) ways of managing effects from various external forces, and (3) ways of managing organizational impacts on the planet and people, and (4) the characteristics, duties and responsibilities, competencies, careers, and career development of various managers who manage organizations (Opatha & Amaratunga, 2021). HRM education is an integral part of ME and it is indispensable for the nation as it deals with creating, maintaining, and enhancing a pool of generalized and specialized managerial personnel who are essential to successfully manage human resources of organizations which produce various goods and services needed by people to meet various needs and wants. The case for teaching HRM in ME was well-revealed in a study based on authoritative textbooks done by Opatha (2019) providing 13 common reasons of which the top five reasons are (1) organizational success, (2) sustainable competitive advantage and organizational improvement, (3) every manager's vital responsibility and contribution to societal success (these two reasons got the same intensity of consideration being the top third reason), (4) enhancing professional life success, and (5) enhancing personal life success.

HRM is a well-established practice (Schuler, 1998; Amstrong, 2009). It means that the policies, procedures, and methods used to manage personnel in an organization are no longer experimental, but are recognized as essential, standardized, and evidence-based functions. Further it implies that HRM is a mature, core component of organizational management that has evolved over decades from simple administrative tasks in the early 1900s to a strategic function today with a strong focus on maximizing return on human capital. A comprehensive study of defining HRM done by Opatha (2021¹) revealed 20 characteristics or features of HRM of which seven characteristics are: (1) HRM is a field of study. Hence it is an academic discipline; (2) HRM is a practice. It is an accepted way of application; (3) It occurs within an organization; (4) It focuses on managing people; (5) It deals with managing people at work or employees who make up an organization; (6) It includes a set of functions and activities (subfunctions under each function) to be performed in order to utilize human resources for the purpose of accomplishing goals or primary objectives of an organization; and (7) It has functions which are to be performed to obtain, develop, reward, maintain, and retain unique employees.

An outcome is defined as the result of something such as an action or process as per Collins Birmingham University English Language Dictionary (1987). According to Cambridge Dictionary, an outcome is the result or effect of an action, situation, or event. Adapting these definitions, HRM Outcomes (HRMO) are defined as the results of HRM actions, processes, or events. HRM outcomes are not HRM functions or what HRM does. They are HRM results or what HRM achieves after performing HRM functions. In other words, HRM outcomes are the results achieved by the organization owing to the implementation of various HRM systems or schemes and decisions.

HRM outcomes are to be discussed in the field of HRM and in the field of Organizational Behaviour (OB) as well. When teaching and learning topics such as Introduction to HRM or Overview of HRM, HRM modelling, and evaluation of HRM impact, HRM outcomes are discussed, and they are done so as separate or main topics in teaching and learning Advanced Aspects of HRM and Sustainable HRM. Some HRM outcomes are discussed as separate main topics or sub-topics in the OB teaching and learning. HRM outcomes are indeed concerns of some researchers.

It is essential for the academic or teacher to secure a good and right competence of HRM outcomes for the purpose of good teaching. It is indispensable for HRM professionals and managers who manage people at work to be knowledgeable and skillful about HRM outcomes and their management for the purpose of managing personnel to achieve organizational goals. Similarly, it is essential for the student or learner to obtain a sound understanding in respect of HRM outcomes for the purpose of learning to secure the relevant educational or professional qualification as well as managing their own outcomes.

Despite the centrality of HRM outcomes to both theory and practice, the HRM literature does not provide a single, comprehensive and prioritized synthesis of these outcomes. Existing textbooks and studies identify various consequences of effective HRM, such as employee commitment, productivity, job satisfaction, organizational effectiveness, and sustainable competitive advantage, but these outcomes are scattered across the literature and often discussed without systematic integration. Consequently, there remains a need to consolidate, prioritize, and meaningfully classify HRM outcomes in order to improve teaching, research, and professional practice.

To ask following research questions is of critical concern in this regard:

1. What are the HRM outcomes given in the authoritative textbooks of HRM?
2. What is the order of relative prominence or prioritizing in respect of the HRM outcomes identified from the HRM textbook literature?
3. Are there vital but marginally considered or relatively underemphasized HRM outcomes in the HRM textbook literature?
4. How can the identified HRM outcomes be meaningfully classified?

The author's observations reveal that there is no single research paper in Sri Lankan context, perhaps in the South Asian context which provides adequate and systematic answers for the above research questions deriving from the main HRM textbook literature. Little research has been done with regard to a comprehensive synthesis of HRM outcomes in the field of HRM in Sri Lanka and Asian context. In this research paper a synthesis means a combination of ideas to form a sort of literature which is of theoretical and practical value (adopted from Opatha, 2025). Little research has been done with regard to creating a prioritizing of HRM outcomes. Further, engaging in a study of this nature provides an interesting and scholastic curiosity.

Objectives

In line with the four research questions, four objectives were established for writing this theoretical research paper and they are:

1. To identify HRM outcomes given in the authoritative textbooks of HRM.
2. To arrange the identified HRM outcomes in the order of relative prominence or consideration as collectively perceived by different authors in the textbook HRM literature.
3. To explore and specify vital but marginally considered or relatively underemphasized HRM outcomes in the HRM textbook literature.
4. To provide a meaningful classification for the found HRM outcomes.

Method

This study adopts a nontraditional but systematic desk research approach grounded in the authority method of knowledge acquisition. The authority method involves deriving knowledge from recognized experts whose works are widely accepted in a field (Davis & Cosenza, 1985; Nazario-Romero, 2016). In this study, authoritative HRM textbooks written by leading scholars were used as the primary sources of data. For the purpose of achieving the first objective, the books which were exclusively written for HRM were used. 36 textbooks of HRM written by highly and appropriated qualified authors written in English which were physically available to the author in the form of virtual mode or hard copy were examined and only 24 textbooks had the discussion of HRM outcomes (including the ones with an indirect discussion or indication). Exhibit 1 presents information that includes the names of the author or authors, year of publication, country of publication, availability of discussion of HRM outcomes and non-availability of discussion of HRM outcomes in respect of the main HRM textbooks examined (resultantly utilized) for this research paper.

Exhibit 1. Information about the Main HRM Textbooks used for this Study

No.	Author/s	Year	Country of Publication	Availability of Discussion of HRM Outcomes	Non-Availability of Discussion of HRM Outcomes
1	French	1978	USA		X
2	Glueck	1979	USA	X	
3	Chruden and Sherman	1980	USA	X	
4	Stone and Meltz	1983	Canada	X	
5	Beach	1985	USA	X	
6	Schuler and Youngblood	1986	USA	X	
7	Heneman III, Schwab, Fossum, and Dyer	1989	USA	X	
8	Graham and Bennett	1992	UK		X

9	Bernardin and Russell	1993	USA	X	
10	Bratton and Gold	1994	UK	X	
11	Singh, Chhabra, and Taneja	1995	India		X
12	Mamoria	1996	India		X
13	Werther and Davis	1996	USA	X	
14	Harris	1997	USA	X	
15	Mondy, Noe, and Premeaux	1999	USA		X
16	Pattanayak	2003	India	X	
17	Kleiman	2004	USA	X	
18	Fisher, Schoenfeldt, and Shaw	2006	USA	X	
19	Beardwell and Claydon	2007	UK	X	
20	Noe, Hollenbeck, Gerhart, and Wright	2007	USA	X	
21	Byars and Rue	2008	USA		X
22	DeNisi and Griffin	2008	USA		X
23	Armstrong	2009	UK	X	
24	Opatha	2009	Sri Lanka	X	
25	Cascio	2010	USA	X	
26	Gomez-Mejia, Balkin, and Cardy	2010	USA		X
27	Ivancevich	2010	USA	X	
28	Mathis and Jackson	2011	USA		X
29	Torrington, Hall, Taylor, and Atkinson	2011	UK	X	
30	Schwind, Das, Wagar, Fassina, and Bulmash	2013	Canada		X
31	Stewart and Brown	2014	USA	X	
32	Bohlander and Snell	2017	USA	X	
33	Aswathappa	2017	India		X
34	Dessler	2017	USA	X	
35	Armstrong and Taylor	2020	UK	X	
36	Opatha	2024	Sri Lanka	X	

To achieve the first objective, authoritative HRM textbooks were examined to identify HRM outcomes explicitly or implicitly discussed by the authors. To achieve the second objective, a content analysis based on the intensity of consideration was conducted. Content analysis was conducted using frequency counts of explicit and implicit references to HRM outcomes across the selected textbooks. There is no universally accepted procedure for content analysis; the author has employed a similar comprehensive and systematic approach in earlier studies (Arulrajah & Opatha, 2010; Arulrajah & Opatha, 2012; Opatha, 2019¹). The results of the content analysis were used to achieve the third objective by identifying vital but relatively underemphasized outcomes. To achieve the fourth objective, the identified HRM outcomes were classified into meaningful categories.

Exploration and Recording of HRM Outcomes

The examination of 24 authoritative HRM textbooks revealed that the concept of HRM outcomes has been recognized explicitly or implicitly throughout the evolution of personnel management and human resource management literature. Although different authors have used different labels such as objectives, goals, outputs, criteria, indicators, and employee outcomes, these labels generally refer to the results expected from HRM functions and practices. The findings also indicate that some outcomes such as motivation, job satisfaction, competence, retention, and performance, recur consistently across textbooks, suggesting their centrality to HRM theory and practice.

Glueck (1979) wrote a classic book titled *Foundations of Personnel*. Objectives of the personnel function of an organization given in chapter 1 represents some HRM outcomes. They are low cost of labor, low absenteeism, low turnover, motivation of employees, job satisfaction of employees, quality of work life, and ethical behaviour.

The textbook written by Chruden and Sherman (1980) with the title *Personnel Management: The Utilization of Human Resources* does not discuss directly HRM outcomes. However, chapter 20 which is about Appraisal and Research provides a description and an explanation about four yardsticks and they are employee turnover, absenteeism, occupational injuries and illnesses, and grievances. These four yardsticks were considered as criteria of measuring the effectiveness of a personnel program. They (1980, p. 74) define: “*Personnel program constitutes the overall plan for managing human resources and for guiding managers and supervisors when they are making decisions relating to their subordinates.*” Further they write that the personnel program establishes the objectives, policies, procedures, and budget pertaining to the personnel functions that are to be performed. It indicates that the four yardsticks are the HRM outcomes given in the text.

The textbook written by Stone and Meltz (1983) was titled as *Personnel Management in Canada*. The textbook does not have a direct discussion of HRM outcomes but presents job satisfaction as a useful indicator of the condition and effectiveness of many organizational policies and practices. Voluntary turnover and absenteeism are two indicators of HRM effectiveness.

A textbook titled *Personnel* written by Beach published in 1985 was the fourth textbook utilized for this study. No direct indication or explanation with regard to HRM outcomes is available. However, most of the chapters have HRM functions which need to be performed to receive three results which include employee satisfaction, motivation, and job performance. He (1985, p. 330) concludes: “*Most quality-of-working-life programs constitute an attempt to increase employee satisfaction and performance through increased intrinsic motivation.*”

Schuler and Youngblood wrote a classic textbook having the title *Effective Personnel Management* which was published in 1986. This textbook was the fifth textbook used for this study. They presented a model that is composed of effective personnel management (EPM)

functions, EPM objectives, EPM strategic purposes, and then bottom line. According to them, there are functions and activities and within functions activities exist. Planning for human resource needs, staffing the personnel needs of the organization, appraising employee behavior, compensating employee behavior, training and career management, improving the work environment, establishing and maintaining effective work relationships are the functions. They (1986, p. 10) write: “... all seven functions serve three major objectives of EPM: to attract potentially qualified job applicants, to retain desirable employees, (and) to motivate employees.” Major objectives of EPM can be considered as HRM outcomes though they have not been specified so. According to them, EPM strategic purposes, i.e., productivity, quality of work life, and legal compliance are directly tied to the goals and purposes of the entire organization, and therefore they can be considered as organizational outcomes rather than HRM outcomes.

The sixth textbook has the title *Personnel/Human Resource Management* published in 1989 and it was written by four authors namely Heneman 111, Schwab, Fossum, and Dyer. The textbook has a direct discussion of HRM outcomes, and they are a component of a model called Personnel/HRM Model. They (1989, p. 7) write: “*Figure 1-1 indicates several outcomes that P/HR activities attempt to influence. These are attraction of employees to the organization, employee job performance, retention of employees, attendance at work, and job satisfaction. While these are probably the most important outcomes for most organizations, the “other” category acknowledges potentially important outcomes for a particular organization (for example, employee safety).*” Thus, HRM outcomes are seven by number including the other category. According to them, organizations need to be concerned with human resources for efficiency and survival, and HRM addresses this concern through a set of functions or activities that are designed to influence the effectiveness of an organization’s employees which will be favourably influenced in terms of a number of outcomes called HRM outcomes.

Bernadin and Russell (1993) developed a textbook titled *Human Resource Management: An Experiential Approach* which was used as the seventh textbook for the study. This textbook does not provide a model of HRM with HRM outcomes directly. However, in chapter 1, there is a subsection called Effectiveness Criteria for HRM Activities. This subsection provides six criteria. They (1993, p. 14) write: “*Effective performance at the individual or aggregate level can be defined according to six criteria. The most effective employees or work units are those providing the highest possible quantity and quality of work at the lowest cost and in the most timely fashion, with a minimum of supervision and with a maximum of positive impact on coworkers, organizational units, and the client/customer population.*” Thus, the six criteria are quantity, quality, cost, timeliness, supervision, and positive impact. Though the term HRM outcome has not been used, these criteria are the outcomes expected to achieve from performing HRM activities.

As the eighth one, a UK textbook was utilized. Bratton and Gold (1994) are two UK authors of the book with the title *Human Resource Management: Theory and Practice*. The textbook has a direct discussion of HRM outcomes using two popular models, i.e., the Harvard analytical model of HRM developed in 1984 by Beer et al., and the Guest model of HRM developed in

1989 by Guest. According to the Harvard model, there are four HRM outcomes starting with letter C. The 4 Cs are: Commitment, Competence, Congruence, and Cost effectiveness. The HRM outcomes given in the Guest model include strategic integration, commitment, flexibility/adaptability, and quality. The same model provides organizational outcomes which are frequently associated with the policies (functions) and HRM policy goals (HRM outcomes), and they include high job performance, high problem-solving, high change, high innovation, high cost-effectiveness, low turnover, low absence, and low grievances.

Two HRM classic authors, namely Werther and Davis (1996) wrote a textbook (their first edition in 1981) with the title *Human Resources and Personnel Management* which was examined as the ninth textbook for this study. Their model of HRM (p. 11, figure 1-3) starts with HRM activities and ends with societal needs and challenges through HR objectives, purpose of HRM, and human resources and other resources. HR objectives are fourfold and they include organizational objective (to recognize that HRM exists to contribute to organizational effectiveness), functional objective (to maintain the HR department's contribution at a level appropriate to the organization's needs), societal objective (to be ethically and socially responsive to the needs and challenges of society while minimizing the negative impact of such demands on the organization), and personal objective (to assist employees in achieving their personal goals at least insofar as those goals enhance the individual's contribution to the organization). According to the authors, HRM activities are done to achieve these four goals. Hence, they imply HRM outcomes. In the same chapter (chapter 1, p. 20, figure 1-9) is input-output simplification of the HRM system according to which three outputs have been given and they are HR contributions, capable workers, and motivated workers. The second indicates competence or capability while the third indicates motivation.

The tenth textbook examined was a textbook carrying *Human Resource Management: A Practical Approach* as the title written by Harris (1997). The model of HRM given in chapter 1 includes an explicit mention of HRM outcomes which are low absenteeism, selective retention of employees, high performance, and additional HRM goals. Additional HRM goals include cost containment, legal requirements, and counterproductivity (stealing on the job, engaging in fights, and sabotaging company equipment). He considers these HRM outcomes as goals of HRM activities. These HRM outcomes lead to organizational outcomes such as profits, survival, and adaptability.

The next textbook having the title *Human Resource Management* is an Indian textbook published in 2003 and written by Pattanayak (2003). He (2003, p. xvi) writes in the preface: "HRM model has been presented at the start to provide the reader a conceptual overview of the different HR dimensions and their related outcomes." In the model, there is no direct mention of HRM outcomes. However, it has six boxes indicating some HRM outcomes leading to the final box, i.e., organizational excellence. Six boxes respectively include (1) selection of suitable human resources, (2) competent human resources, (3) competent and motivated human resources, (4) competent, motivated and satisfied HR, (5) competent, motivated and satisfied HR in proactive and synergistic organization, and (6) effective HRM aligned with

organizational objectives. An examination of these six boxes reveals five HRM outcomes including selection of suitable employees, competence, motivation, satisfaction, and alignment of HRM with organizational objectives.

The twelfth textbook examined in this study was a book written by Kleiman (2004) with the title *Human Resource Management: A Managerial Tool for Competitive Advantage*. The author gives a model of HRM with a focus on competitive advantage through either cost leadership or product differentiation. In the model are employee-centered outcomes which include competence, motivation, and work-related attitudes (job satisfaction, organizational commitment, and organizational citizenship). These employee-centered outcomes lead to organization-centered outcomes such as output, employee retention, legal compliance, and company reputation or image.

The textbook written by Fisher, Schoenfeldt, and Shaw published in 2006 carrying *Human Resource Management* as the title was the textbook used as the thirteen for the study. Chapter one gives a model of HRM (p. 11) which shows job outcomes instead of the use of word HRM outcomes. Performance, productivity, quality, satisfaction, and retention are job outcomes created by HRM functions. As per the model, these job outcomes lead to organizational outcomes such as survival, competitiveness, growth, and profitability.

A UK textbook written by Beardwell and Claydon published in 2007 was examined for the study as the fourteenth one. The title is *Human Resource Management: A Contemporary Approach*. This textbook does not have a specific model of HRM developed by the authors. However, they present several established models and empirical evidence-based literature from which a certain number of HRM outcomes can be traced and listed. The list includes four Cs (from the map of the HRM territory/Harvard model): low labour turnover, allegiance to company, and flexible working (from Storey, 1989), employee satisfaction, employee motivation, employee retention, employee presence, social climate between workers and management, employee involvement, trust, and loyalty/commitment (from Paauwe & Richardson, 1997).

The fifteenth textbook is the one with the title *Human Resource Management* and the authors are Noe, Hollenbeck, Gerhart, and Wright (2007). They explicitly do not discuss HRM outcomes. Chapter 2 is about Strategic HRM which has a model for strategy implementation that shows HRM functions under HRM practice, and they lead to HR capability and HR actions. It is possible to take the two results of HRM practices as HRM outcomes. HR capability includes skills, abilities, and knowledge. This is generally employee competence. HR actions include behaviours, and results such as productivity, absenteeism, and turnover.

Armstrong (2009) in his 11th edition of the textbook titled *Amstrong's Handbook of Human Resource Management* presents a model called the HRM system given in Figure 1.1 of chapter 1 (p. 12) that does not have a direct mention of HRM outcomes. On page 20 under key learning points of chapter 1 are four policy goals of HRM given by Guest and they can be considered as HRM outcomes, i.e., strategic integration, high commitment, high quality, and flexibility. He

(2009, p. 29) in chapter 2 writes: “The fundamental aim of strategic HRM is to generate organizational capability by ensuring that the organization has the skilled, engaged, committed and well-motivated employees it needs to achieve sustained competitive advantage.” If certain HRM outcomes are derived from the above quotation, competence, engagement, commitment, and motivation are the ones. The same was observed in the latest edition (Armstrong, & Taylor, 2020).

The book titled *Human Resource Management: Personnel* written by Opatha (2009) as the seventeenth textbook, the author of this innovative research paper was utilized. A model of HRM was presented in Chapter 1 and it is composed of 18th HRM functions, seven HRM objectives, five strategic goals of HRM, and generic purpose of HRM. The seven objectives represent HRM outcomes such as procurement of right employees at the right time to do the right jobs, retention of the most appropriate employees, employee commitment to the organization, employee motivation, employee job satisfaction, and controlling the cost of employees. The four strategic goals in the model of HRM represent employee productivity, employee development, quality of work life, legal compliance, and customer compliance (meeting various prescriptions given by corporate customers with regard to managing employees). These outcomes are strategic because they become organizational goals which are some of the organizational outcomes.

Cascio (2010) wrote a textbook titled *Managing Human Resources* and this book was the eighteenth one used for the study. No direct mention of HRM outcomes exists. It has a chapter title of which is the financial impact of HRM activities (chapter 2). The material in the chapter indicates four HRM outcomes such as job satisfaction, organizational commitment, absenteeism, and turnover. He mentions in chapter 1 three key organizational outcomes: productivity, quality of work life, and profit.

Ivancevich (2010) is the author of the book titled *Human Resource Management* that does not give a direct specification of HRM outcomes in the model of HRM called the ARDM (acquiring HR, rewarding HR, developing HR, and Maintaining & protecting HR). However, its chapter 1 presents objectives of the HRM function from which some HRM outcomes can be derived, and they include motivation, job satisfaction, quality of work life, and socially responsible behaviour.

A textbook on HRM with the title *Human Resource Management* was used for this study and it was written by Torrington, Hall, Taylor, and Atkinson (2011) who are British academics. The book has no direct treatment on HRM outcomes. However, chapter 11 which is on HRM, employee engagement, and organization performance presents a discussion about the black box of the HRM/performance link. A number of attitudes that are suggested to be within the black box have been outlined and they include commitment, involvement, job satisfaction, and happiness (well-being). Further, improved job performance, reduced turnover, and reduced absence are HRM outcomes.

Authors namely Stewart and Brown (2014) wrote a special textbook carrying the title *Human Resource Management: Linking Strategy to Practice* and it does not provide a special discussion or analysis about HRM outcomes. It is possible to derive three HRM outcomes from a model called the chain of success given in chapter 1. The second box in the chain is effective employees with three dimensions, i.e., happy workers, skilled workers, and long-term workers. Happy is motivation as per chapter 11. Skilled is proficiency at performing a particular act as per chapter 9. Long-term is retention as per chapter 7.

Bohlander and Snell (2017) in their textbook with the title *Principles of Human Resource Management* do not provide an analysis on HRM outcomes. Chapter 12 title of which is integrated human resources has a brief mention about employee outcomes which include job quality of work life and job security. They have used a label as employee outcomes, not the HRM outcomes.

Dessler (2017) in his fifteenth edition of the textbook titled *Human Resource Management* presents a model for the entire book. According to the model, HR policies and practices are designed to produce employee competencies and behaviours needed by the organization/company to achieve its strategic aims. The term behaviour is a broad one and it has not been specified. According to chapter 3 which is about HRM strategy and analysis, behaviours are strategically relevant behaviours to achieve strategically required organizational outcomes. It seems employee engagement as an HRM outcome.

Opatha who is the author of this article authored a textbook titled *Advanced Human Resource Management* published in 2024. This was the final and the twenty-fourth textbook utilized for writing this research article. Chapter 1 provides a model called Generic Model of HRM given in Figure 1-8 (p. 19) which presents 17 specific HRM outcomes. They are (1) Acquisition of right employees at the right time, (2) Retention of right employees, (3) Competence, (4) Motivation, (5) Job satisfaction, (6) Organizational commitment, (7) Job involvement, (8) Citizenship, (9) Attendance, (10) Presenteeism, (11) Counter-productive behaviour (Lack of), (12) Job performance, (13) Integration, (14) Coherence, (15) Alignment, (16) Ethicality, and (17) Greening. Indeed, this is a long list having 17 items originally developed by Opatha in 2021. Opatha (2024, p. 20) writes: “HRM outcomes can be perceived as HRM goals. They are mainly employee-related results or directly HRM function-related results. Consider first outcome, i.e., acquisition of right employees at the right time. Without right employees nothing can be performed efficiently and effectively. 17 HRM outcomes have been given in the model. HR outcome numbered 12, i.e., job performance is indispensable for organizational performance or organizational success. Indeed, summation of individual performance makes organizational performance or business performance (Ramawickrama, Opatha, and Pushpakumari, 2017). HR outcomes numbered 13, 14, 15, 16, and 17 are recent concerns of HRM. In fact, last two HR outcomes, i.e., ethicality and greening are more recent concerns of HRM.” 13, 14, and 15 HRM outcomes come from the strategic perspective while 16 and 17 HRM outcomes come from the sustainability perspective. In the same model, there are 17 organizational outcomes starting with employee productivity and ending with reliability and trustworthiness which have been perceived as organizational goals deriving from the interests and needs of primary

stakeholders. They are mainly primary stakeholder-related results or directly organization-related results (Opatha, 2024). Refer to Exhibit 2. It presents found HRM outcomes from the textbooks utilized for the study.

Exhibit 2. Found HRM Outcomes

No.	Author/s	Outcomes
1	Glueck	Low cost of labor, low absenteeism, low turnover, motivation of employees, job satisfaction of employees, quality of work life, and ethical behaviour
2	Chruden and Sherman	Employee turnover, absenteeism, occupational injuries & illnesses, and grievances.
3	Stone and Meltz	Job satisfaction, voluntary turnover, and absenteeism
4	Beach	Employee satisfaction, motivation, and job performance.
5	Schuler and Youngblood	Attraction of potentially qualified job applicants, retention of desirable employees, and motivation of employees
6	Heneman III, Schwab, Fossum, and Dyer	Attraction of employees to the organization, employee job performance, retention of employees, attendance at work, job satisfaction, and the “other” category (potentially important outcomes for a particular organization; for example, employee safety)
7	Bernardin and Russell	Quantity, quality, cost, timeliness, supervision, and positive impact
8	Bratton and Gold	Commitment, competence, congruence, cost effectiveness, strategic integration, flexibility/adaptability, quality, high job performance, high problem-solving, high change, high innovation, low turnover, low absence, and low grievances
9	Werther and Davis	Organizational effectiveness, to maintain the HR department’s contribution at a level appropriate to the organization’s needs, ethically and socially responsiveness, to assist employees in achieving their personal goals at least insofar as those goals enhance the individual’s contribution to the organization, competence, and motivation
10	Harris	Low absenteeism, selective retention of employees, high performance, and additional HRM goals such as cost containment, legal requirements, and counterproductivity (stealing on the job, engaging in fights, and sabotaging company equipment)
11	Pattanayak	Selection of suitable employees, competence, motivation, satisfaction, and alignment of HRM with organizational objectives
12	Kleiman	Competence, motivation, and work-related attitudes (job satisfaction, organizational commitment, and organizational citizenship)
13	Fisher, Schoenfeldt, and Shaw	Performance, productivity, quality, satisfaction, and retention
14	Beardwell and Claydon	Low labour turnover, allegiance to company, flexible working, employee satisfaction, employee motivation, employee

		retention, employee presence, social climate between workers and management, employee involvement, trust, and loyalty/commitment
15	Noe, Hollenbeck, Gerhart, and Wright	Employee competence, behaviours, productivity, absenteeism, and turnover
16	*Armstrong (2009) and Armstrong & Taylor (2020)	Strategic integration, high commitment, high quality, flexibility, competence, engagement, and motivation
17	Opatha	Procurement of right employees at the right time to do the right jobs, retention of the most appropriate employees, employee commitment to the organization, employee motivation, employee job satisfaction, and controlling the cost of employees
18	Cascio	Job satisfaction, organizational commitment, absenteeism, and turnover
19	Ivancevich	Motivation, job satisfaction, quality of work life, and socially responsible behaviour.
20	Torrington, Hall, Taylor, and Atkinson	Commitment, involvement, job satisfaction, happiness (well-being), improved job performance, reduced turnover, and reduced absence
21	Stewart and Brown	Motivation, skillfulness, and retention
22	Bohlander and Snell	Job quality of work life and job security
23	Dessler	Employee competencies, strategically relevant behaviours, and employee engagement
24	Opatha	(1) Acquisition of right employees at the right time, (2) Retention of right employees, (3) Competence, (4) Motivation, (5) Job satisfaction, (6) Organizational commitment, (7) Job involvement, (8) Citizenship, (9) Attendance, (10) Presenteeism, (11) Counter-productive behaviour (Lack of), (12) Job performance, (13) Integration, (14) Coherence, (15) Alignment, (16) Ethicality, and (17) Greening.

**Note: Armstrong (2009) and Armstrong & Taylor (2020) were considered together.*

The textbook analysis confirms that HRM outcomes have long been embedded in HRM thought, although not always under the same terminology. Across the literature, the most frequently recurring outcomes include attraction, retention, competence, motivation, job satisfaction, commitment, attendance, performance, productivity, quality of work life, and cost effectiveness. More recent textbooks have expanded the scope of HRM outcomes to include engagement, ethicality, greening, integration, coherence, and alignment.

Content Analysis of the Found HRM Outcomes

The above section gives HRM outcomes found in the 24 textbooks. After refining and removing the duplications a final list of the found HRM outcomes was prepared and it is given below. Altogether there are 40 in number.

1. Employee cost control/Cost effectiveness
2. Absenteeism

3. Employee turnover or Retention
4. Motivation of employees
5. Job satisfaction of employees
6. Quality of work life
7. Ethicality
8. Occupational injuries & illnesses
9. Grievances
10. Job performance
11. Attendance at work
12. Employee safety
13. Quantity
14. Quality
15. Timeliness
16. Supervision
17. Commitment/Loyalty
18. Competence
19. Congruence/ Coherence
20. Strategic integration/Integration
21. Flexibility/Adaptability/Flexible working
22. Problem-solving
23. Change
24. Innovation
25. Socially responsiveness
26. Legal requirements
27. Alignment of HRM with organizational objectives
28. Organizational citizenship
29. Productivity
30. Social climate between workers and management
31. Employee involvement
32. Trust
33. Employee engagement
34. Happiness (well-being)
35. Job security
36. Strategically relevant behaviours
37. Acquisition of right employees at the right time/Attraction
38. Presenteeism
39. Counter-productive behaviour (Lack of)
40. Greening

An attempt was made to find out the intensity of consideration of the HRM outcomes which were explored, recorded, and refined. A need to give a working definition to the term 'Intensity of Consideration' in this context arose. A working definition is a nominal definition assigned by the researcher to a term for the purpose of achieving his or her research objectives (Babbie, 1986; Opatha, 2003). The working definition assigned to the intensity of

consideration is the extent to which a particular HRM outcome is emphasized in the textbook literature, operationalized in this study as the number of authoritative HRM textbooks in which the outcome is explicitly or implicitly presented. In simple it refers to the number of counts for each HRM outcome presented in the textbooks examined for this study. The number of counts of presenting of the above listed forty HRM outcomes in the twenty-four textbooks was done and the results of the content analysis are shown in Table 1 part 1, Table 1 part 2, Table 1 part 3, and Table 1 part 4. The relevant numbers given for the HRM outcomes were used to do the analysis (as shown in the above list).

Table 1. Part 1: Content Analysis of HRM Outcomes Presented in the Twenty-Four Textbooks

No.	Author/s	HRM Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Glueck	x	x	x	x	x	x	x					
2	Chruden and Sherman		x	x					x	x			
3	Stone and Meltz		x	x		x							
4	Beach				x	x					x		
5	Schuler and Youngblood			x	x								
6	Heneman III, Schwab, Fossum, and Dyer			x	x						x		x
7	Bernardin and Russell	x											
8	Bratton and Gold	x	x	x						x	x		
9	Werther and Davis	x			x	x		x					
10	Harris	x	x	x							x		
11	Pattanayak				x	x							
12	Kleiman				x	x							
13	Fisher, Schoenfeldt, and Shaw			x		x					x		
14	Beardwell and Claydon		x	x	x	x							
15	Noe, Hollenbeck, Gerhart, and Wright		x	x									
16	Armstrong				x								
17	Opatha	x		x	x	x							
18	Cascio		x	x		x							
19	Ivancevich				x	x	x						
20	Torrington, Hall, Taylor, and Atkinson		x	x		x					x		
21	Stewart and Brown			x	x								
22	Bohlander and Snell						x						
23	Dessler												
24	Opatha			x	x	x		x			x	x	
	Total	06	09	15	13	13	03	03	01	02	07	01	01

Table 1. Part 2: Content Analysis of HRM Outcomes Presented in the Twenty-Four Textbooks

No.	Author/s	HRM Outcomes											
		13	14	15	16	17	18	19	20	21	22	23	24
1	Glueck												
2	Chruden and Sherman												
3	Stone and Meltz												
4	Beach												
5	Schuler and Youngblood												
6	Heneman III, Schwab, Fossum, and Dyer												
7	Bernardin and Russell	x	x	x	x								
8	Bratton and Gold		x			x	x	x	x	x	x	x	x
9	Werther and Davis						x						
10	Harris								x				
11	Pattanayak						x						
12	Kleiman					x	x						
13	Fisher, Schoenfeldt, and Shaw		x										
14	Beardwell and Claydon					x				x			
15	Noe, Hollenbeck, Gerhart, and Wright						x						
16	Armstrong		x			x	x		x	x			
17	Opatha					x							
18	Cascio					x							
19	Ivancevich												
20	Torrington, Hall, Taylor, and Atkinson					x							
21	Stewart and Brown						x						
22	Bohlander and Snell												
23	Dessler						x						
24	Opatha					x	x	x	x				
	Total	01	04	01	01	08	09	02	04	03	01	01	01

Table 1. Part 3: Content Analysis of HRM Outcomes Presented in the Twenty-Four Textbooks

No.	Author/s	HRM Outcomes											
		25	26	27	28	29	30	31	32	33	34	35	36
1	Glueck												
2	Chruden and Sherman												
3	Stone and Meltz												
4	Beach												
5	Schuler and Youngblood												
6	Heneman III, Schwab, Fossum, and Dyer												
7	Bernardin and Russell												

8	Bratton and Gold												
9	Werther and Davis	x											
10	Harris		x										
11	Pattanayak			x									
12	Kleiman				x								
13	Fisher, Schoenfeldt, and Shaw					x							
14	Beardwell and Claydon						x	x	x				
15	Noe, Hollenbeck, Gerhart, and Wright					x							x
16	Armstrong									x			
17	Opatha												
18	Cascio												
19	Ivancevich	x											
20	Torrington, Hall, Taylor, and Atkinson							x			x		
21	Stewart and Brown												
22	Bohlander and Snell											x	
23	Dessler									x			x
24	Opatha			x	x			x					
	Total	02	01	02	02	02	01	03	01	02	01	01	02

Table 1. Part 4: Content Analysis of HRM Outcomes Presented in the Twenty-Four Textbooks

No.	Author/s	HRM Outcomes			
		37	38	39	40
1	Glueck				
2	Chruden and Sherman				
3	Stone and Meltz				
4	Beach				
5	Schuler and Youngblood	x			
6	Heneman III, Schwab, Fossum, and Dyer	x			
7	Bernardin and Russell				
8	Bratton and Gold				
9	Werther and Davis				
10	Harris				
11	Pattanayak	x			
12	Kleiman				
13	Fisher, Schoenfeldt, and Shaw				
14	Beardwell and Claydon				
15	Noe, Hollenbeck, Gerhart, and Wright				
16	Armstrong				
17	Opatha	x			

18	Cascio				
19	Ivancevich				
20	Torrington, Hall, Taylor, and Atkinson				
21	Stewart and Brown				
22	Bohlander and Snell				
23	Dessler				
24	Opatha	x	x	x	x
	Total	05	01	01	01

According to the content analysis of 24 HRM textbooks, 40 HRM outcomes were examined. The most frequently considered outcome is item 3: employee turnover (retention). Two outcomes share the second-highest frequency: item 4, employee motivation, and item 5, job satisfaction. Two outcomes share the third-highest frequency: item 2, absenteeism, and item 18, competence. Item 17 (commitment/loyalty) ranks fourth. Item 10 (job performance) ranks fifth, followed by item 1 (employee cost control/cost-effectiveness) in sixth place. Seventh place is item 37: acquisition of the right employees at the right time. Seventeen items tie for last place, having the lowest frequency of consideration. The HRM outcomes are ordered by intensity of consideration in Table 2. It is essential to note here that resultant ranking is based on frequency of occurrence, not necessarily actual importance.

Table 2. Arrangement of 40 HRM Outcomes in the Order of Consideration

No.	Application	Order
3	Employee turnover or Retention	1
4 & 5	Motivation of employees and Job satisfaction of employees	2
2 & 18	Absenteeism and Competence	3
17	Commitment/Loyalty	4
10	Job performance	5
1	Employee cost control or Cost effectiveness	6
37	Acquisition of right employees at the right time	7
14 & 20	Quality and Strategic integration	8
6, 7, 21, & 31	Quality of work life, Ethicality, Flexibility, and Employee involvement	9
9, 19, 25, 27, 28, 29, 33, & 36	Grievances, Congruence, Social responsiveness, Alignment, Organizational citizenship, Productivity, Employee engagement, and Strategically relevant behaviour	10
8, 11, 12, 13, 15, 16, 22, 23, 24, 26, 30, 32, 34, 35, 38, 39, & 40	Occupational injuries & illnesses, Attendance at work, Employee safety, Quantity, Timeliness, Supervision, Problem-solving, Change, Innovation, Legal requirements, Social climate between workers and management, Trust, Happiness (well-being), Job security, Presenteeism, Counter-productive behaviour (Lack of), and Greening	11

Discussion of the Findings of the Content Analysis

The findings from the content analysis and the subsequent arrangement of the 40 HRM outcomes reveal that employee turnover or retention is the most prominently emphasized HRM outcome in the authoritative textbook literature. This finding is intuitively reasonable because an organization cannot accomplish its vision, mission, and goals unless it is able to retain the right employees. Employees who possess valuable knowledge, skills, abilities, and attitudes constitute a critical organizational resource, and their departure may seriously impair organizational success. As Allen (2008) observes, organizations that systematically manage retention in both favorable and unfavorable times are better positioned to withstand talent shortages, particularly in relation to employees with specialized competencies. Allen identifies three principal reasons why turnover matters: turnover is costly, turnover adversely affects organizational performance, and turnover may become increasingly difficult to manage over time. Hence, retention of high-performing employees can be regarded as a core and indispensable HRM outcome.

Motivation and job satisfaction emerged as the second most frequently emphasized HRM outcomes. These two attitudinal outcomes are closely interrelated and have long been recognized as central concerns of HRM and organizational behavior. Motivated and satisfied employees are more likely to exert discretionary effort, maintain positive work attitudes, and contribute to higher levels of organizational success. Their importance in the textbook literature reflects the longstanding assumption that employee attitudes mediate the relationship between HRM practices and performance-related outcomes.

Absenteeism and competence were ranked jointly in the third position. Absenteeism, which excludes authorized absence and refers only to unscheduled failure to report for work when employees are rostered or expected to work, is a major concern because it disrupts workflow, lowers productivity, and imposes significant direct and indirect costs on organizations. Competence refers to the knowledge, skills, abilities, and other attributes required to perform job tasks successfully. HRM plays a pivotal role in developing competence through training, development, coaching, and career management. Employees who lack the required competence cannot be expected to perform effectively, regardless of their motivation.

Commitment or loyalty occupied the fourth position. Organizational commitment is a psychological attachment to the organization and represents one of the strongest attitudinal predictors of retention. Highly committed employees are more likely to remain with the organization, identify with its goals, and engage in behaviors that support organizational success. Commitment may therefore be viewed as a psychological precursor to the behavioral outcome of retention.

Job performance was ranked fifth in the order of consideration. This outcome is arguably the most direct justification for acquiring, developing, and retaining employees. Organizations recruit and maintain employees fundamentally to secure effective and efficient performance, and the aggregate of individual performance contributes to organizational performance and success. The prominence of job performance in the literature is consistent with the central

premise of the Ability–Motivation–Opportunity (AMO) framework, developed by Appelbaum, Bailey, Berg, & Kalleberg, (2000), which posits that performance is a function of employees' ability, motivation, and opportunity to participate. Within this framework, competence reflects ability, motivation is self-evident, and low absenteeism facilitates opportunity to contribute.

Employee cost control or cost effectiveness was ranked sixth. This outcome reflects the need to obtain maximum value from investments in human resources while avoiding unnecessary labor costs. Cost effectiveness contributes directly to organizational profitability and competitiveness and highlights the economic dimension of HRM. Effective HRM seeks to achieve desirable employee and organizational outcomes without incurring excessive expenditure.

Acquisition of the right employees at the right time was ranked seventh. Although this outcome received less emphasis than retention, motivation, and job satisfaction, it is logically fundamental. Without acquiring employees who possess the requisite competencies and fit, the organization cannot expect to achieve high performance or sustainable success. In this sense, acquisition serves as a foundational outcome upon which many subsequent HRM outcomes depend. Furthermore, retention has value only when the employees being retained are the right employees. Retaining poor performers may be detrimental, whereas turnover among consistently low-performing employees may benefit the organization.

The content analysis also identified several outcomes that received relatively limited attention in the textbook literature, including ethicality, greening, happiness or well-being, quality of work life, trust, and employee involvement. Their low frequency of appearance should not be interpreted as evidence of low importance. On the contrary, these outcomes are highly significant in contemporary HRM, particularly from strategic and sustainability perspectives. Employees in an organization are the type of resources that possess the ability to make decisions, the ability to create and innovate, and the ability to generate and enhance a sustainable competitive advantage (Sajeewanie, Opatha, & Dissanayake, 2020); and management of such employees is being increasingly viewed as a source of competitive advantage implying the criticality of the strategic aspect (Sajeewanie & Opatha, 2007). Ethicality reflects adherence to moral principles in managing people, while greening refers to employee and organizational contributions to environmental sustainability. Happiness, well-being, and quality of work life are increasingly recognized as essential to both human flourishing and long-term organizational performance.

One plausible explanation for the relatively low intensity of consideration of these outcomes is historical. Many of the textbooks examined were published before sustainability-oriented HRM, positive organizational scholarship, and stakeholder-based management gained prominence. Consequently, earlier authors tended to focus on traditional indicators such as turnover, absenteeism, motivation, and job satisfaction. As HRM has evolved, however, broader outcomes relating to ethics, environmental stewardship, employee well-being, and strategic alignment have become increasingly important.

Overall, the findings indicate that authoritative HRM textbooks consistently emphasize a core set of outcomes such as retention, motivation, job satisfaction, competence, commitment, and job performance that represent the central results expected from effective and efficient HRM. At the same time, the emergence of outcomes such as presenteeism, ethicality, greening, integration, coherence, and alignment suggests that the scope of HRM outcomes has broadened substantially. This evolution reflects the transformation of HRM from an administrative and operational function to a strategic and sustainability-oriented discipline concerned with organizational success, employee well-being, and societal welfare.

Classification of HRM Outcomes

One classification for the found HRM outcomes is *core HRM outcomes* and *non-core HRM outcomes*. The top-ranked outcomes can be designated as the “core HRM outcomes”. They include:

1. Retention
2. Motivation
3. Job satisfaction
4. Competence
5. Commitment
6. Job performance
7. Cost effectiveness
8. Attraction

Thus, the central outcomes of HRM are retention, motivation, job satisfaction, competence, commitment, and job performance, as these outcomes receive the highest and most consistent attention in authoritative HRM textbook literature. Other outcomes can be designated as “non-core HRM outcomes” as they have not been prominently considered in the textbook literature. Hopefully this terminology adds conceptual value. An attempt can be made to formulate a conceptual meaning of the main results (regarding the core HRM outcomes) of the content analysis. The findings suggest that textbook authors place greatest emphasis on outcomes that indicate whether organizations:

Attract suitable employees,
Retain them,
Develop their competence,
Motivate them,
Satisfy them,
Secure their commitment,
Achieve high performance, and
Control labor costs.

This sequence reflects the central logic of HRM. It is indispensable to mention here that “non-core HRM outcomes are not secondary or inferior to the core HRM outcomes. Presenteeism which needs to be stopped or minimized to the possible extent and ethicality which needs to be maximized are two non-core HRM outcomes as per the content analysis. No or minimum

presenteeism needs to be a critical HRM outcome to be achieved through appropriate HRM strategies and practices. Presenteeism is an increasingly important HRM outcome because it undermines productivity, well-being, and organizational effectiveness. Although the literature identifies three dimensions of presenteeism, the most commonly studied is physical presence despite illness (Werapitiya, Opatha, & Fernando, 2015). Financial pressure and pay inequity can drive this behaviour: underpaid workers may feel unable to afford sick leave, while perceived unfairness in pay can foster worthlessness and resentment that reduce motivation. The result is not only lower individual performance but also hidden productivity losses from employees who are physically on the job yet mentally disengaged. Over time, persistent presenteeism can exacerbate health problems, increase long-term absence, spread illness to colleagues, and erode morale making it a critical outcome or goal for HR policies on compensation, absence management, and workplace well-being. Ethicality has been considered only in three textbooks, and this is a surprising finding. When employees do not have a high level of ethicality which is defined as the extent to which employees in the organization adhere to or follow organizational ethics (Opatha, 2019), decisions taken by them become definitely unethical resulting in many bad repercussions. To maintain justice, fairness and well-being towards its stakeholders, it is necessary for an organization to perform HRM functions ethically (Silva, Opatha, & Gamage, 2016). Employee ethical behavior (EB) has been recognized as the behavior that organizations pursue to drive performance and success (Silva, Opatha, & Gamage, 2018). Hence, ethicality has to be considered as a critical HRM outcome. Greening is indispensable from a sustainability perspective.

It seems that greening is an underemphasized HRM outcome. Except for the author's 2024 textbook *Advanced HRM*, none of the reviewed textbooks including recent editions treat greening as an HRM outcome. Given the growing importance of environmental responsibility, organisations (and individuals) that aim to be sustainable should recognise greening as a key HRM outcome and integrate it into HR strategy, policies, and performance metrics. A very recent research paper (Opatha, Said, Jufaili, & Hashim, 2026) richly and theoretically establishes reframing Green HRM from Environmental Management tool to a distinct HRM discipline. It implies that greening is the general HRM outcome of successful performance of greening embedded HRM functions.

Another classification is HRM Employee Level Outcomes and HRM Organizational Outcomes. HRM outcomes are the results that are expected to achieve through successful performance of the HRM functions. They are indeed objectives to be accomplished by HRM functions. They occur at individual employee level and therefore they can alternatively be labelled as employee-centred outcomes or employee level outcomes. Organizational outcomes are the results that are expected to achieve through successful performance of functions of all the relevant functional areas of Organizational Management (OM). They occur at organizational level and therefore they can alternatively be labelled as organization or business-centred outcomes or organizational or institutional level outcomes. It is true that successful performance of HRM functions too contributes to achieve organizational outcomes. For example, productivity is an organizational outcome, and it gets enhanced by successfully performing the HRM functions. Also, one aspect of productivity is employee productivity

which can also be considered as an organizational outcome as it is the summation of each employee's productivity. This is indeed created, improved, and maintained by the HRM functions. However, in order to fully or highly realize the accomplishment of organizational outcomes it is essential that the relevant functions of other functional fields of OM such as Operations, Marketing, Finance, Management Information Systems etc are performed appropriately.

Some HRM outcomes may be considered as organisational outcomes. Examples include employee productivity, quality of work life, work-family balance, employee development, and happiness. It is appropriate to consider these outcomes as HRM outcomes because they directly relate to employees. They can also be considered as organizational outcomes because they indicate the success of the human side of OM. When they are perceived as results which occur at a long-time, they can be put under organizational outcomes. Further they can be considered as strategic because they are integral to business goals when the Stakeholder Theory (Freeman and McVea, 2001) is applied. Stakeholders are various kinds of people who are primarily interested in the organizational success, and they include owners, customers, employees, suppliers, and society (people in general and the natural environment). The stakeholders have expectations to be achieved, and they are stakeholder goals which are the ones primarily to be met by the organization (Jackson and Schuler, 2003). These goals are the organizational outcomes in a way. Every organization is required to achieve stakeholder satisfaction. Thus, employees are a primary kind of stakeholders and therefore, some organizational outcomes become employee related. Jackson and Schuler (2003) present the following organizational outcomes (stakeholder goals):

1. Owners and Investors
 - a. Financial returns
 - b. Corporate reputation
2. Customers
 - a. Quality
 - b. Speed, responsiveness
 - c. Low cost
 - d. Innovation
 - e. Convenience
3. Society
 - a. Legal compliance
 - b. Social responsibility
 - c. Ethical practices
4. Other Organizations
 - a. Reliability
 - b. Trustworthiness
 - c. Collaborative problem-solving
5. Organization Member
 - a. Fairness
 - b. Quality of work life

c. Long-term employability

Application of the stakeholder theory to the development of the Generic Model of HRM, outcomes such as employee development, happiness, long-term employability, quality of work life, and work-family balance were given under organizational outcomes (Opatha, 2021²; Opatha, 2024). Schuler and Youngblood (1986) stress that HRM strategic purposes, i.e., productivity, quality of work life, and legal compliance are directly tied to the goals and purposes of the entire organization, and therefore they can be considered as organizational outcomes rather than HRM outcomes.

A third classification involves grouping the found HRM functions into multiple result categories. They are organized into a multiple result grouping as follows:

1. Staffing outcomes
2. Capability outcomes
3. Attitudinal outcomes
4. Behavioral outcomes
5. Performance outcomes
6. Employee well-being outcomes
7. Strategic outcomes
8. Compliance outcomes
9. Ethical and social outcomes
10. Nature sustainability outcomes
11. Economic outcomes

Refer to Exhibit 3 which presents definitions of the categories, examples, and rationale for classification.

Exhibit 3. Definitions of the Categories, Examples, and Rationale

Category	Definitions	Examples	Rationale
Staffing outcomes	results of HRM activities aimed at attracting, selecting, and retaining the right employees in the organization.	<ol style="list-style-type: none"> 1. Acquisition of right employees at the right time 2. Employee retention (low turnover) 3. Job security 	These outcomes ensure that the organization has an adequate and appropriate supply of human resources.
Capability outcomes	results relating to the knowledge and skills or competencies that enable employees to perform their jobs effectively and efficiently.	<ol style="list-style-type: none"> 1. Competence 2. Flexibility/adaptability 	They represent the development of human capital through training, development, and learning.

Attitudinal outcomes	employees' psychological states and feelings toward their jobs, the organization, and their work environment.	<ol style="list-style-type: none"> 1. Motivation 2. Job satisfaction 3. Organizational commitment 4. Engagement 5. Job involvement 6. Happiness (well-being) 	Positive attitudes influence employee behaviour and performance.
Behavioral outcomes	observable actions and conduct of employees at work.	<ol style="list-style-type: none"> 1. Attendance 2. Low absenteeism 3. Organizational citizenship behavior 4. Low counterproductive behavior 5. Presenteeism 6. Strategically relevant behaviours 	They reflect how employees actually behave in ways that support or hinder organizational objectives.
Performance outcomes	direct results of employee efforts in terms of efficiency, effectiveness, quality, and quality of work.	<ol style="list-style-type: none"> 1. Job performance 2. Productivity 3. Quantity 4. Quality 5. Timeliness 6. Problem-solving 7. Innovation 	These outcomes indicate how well and how far work is accomplished.
Employee well-being outcomes	results relating to employees' physical, psychological, and social welfare.	<ol style="list-style-type: none"> 1. Quality of work life 2. Employee safety 3. Low occupational injuries and illnesses 4. Happiness 5. Social climate 	They indicate the extent to which HRM promotes a healthy and supportive work environment.
Strategic outcomes	results that ensure HRM creates and enhances a sustainable competitive advantage.	<ol style="list-style-type: none"> 1. Strategic integration 2. Alignment 3. Coherence 	These outcomes reflect the strategic role of HRM.
Compliance outcomes	results related to adherence to laws, regulations, contracts, and formal requirements.	<ol style="list-style-type: none"> 1. Legal compliance 2. Grievance reduction 3. Supervision 	They ensure that the organization avoids legal and administrative risks.

Ethical and social outcomes	results relating to morally responsible and socially responsive management of employees.	<ol style="list-style-type: none"> 1. Ethicality 2. Social responsiveness 3. Trust 	These outcomes reflect fairness, integrity, and broader social responsibility.
Nature Sustainability outcomes	results that contribute to environmental stewardship and long-term organizational and societal well-being.	<ol style="list-style-type: none"> 1. Greening 	They represent HRM's contribution to sustainable development.
Economic outcomes	results that reflect efficient utilization of human resources and cost control.	<ol style="list-style-type: none"> 1. Cost effectiveness or Employee cost control 	They demonstrate the financial contribution of HRM.

Practical Implications, Limitations, and Directions for Future Research

The findings of this study provide a useful guide for HR academics, students, practitioners, and managers. Academics can use the synthesized framework to strengthen teaching of introductory and advanced HRM courses. Researchers can employ the classification as a basis for theory development and empirical investigation. HR practitioners and line managers can use the prioritized outcomes as a checklist for evaluating the effectiveness of HRM systems and practices.

This study relied exclusively on authoritative HRM textbooks written in English and physically available to the author. Consequently, some relevant outcomes discussed in journal articles or non-English sources may not have been captured. In addition, the ranking of outcomes reflects frequency of appearance rather than their actual importance. Future studies may validate the findings through surveys of HR academics and practitioners and examine the contextual relevance of different HRM outcomes.

Concluding Remarks

This study systematically examined authoritative HRM textbooks in order to identify, prioritize, and classify HRM outcomes. The analysis of 24 major textbooks revealed 40 distinct HRM outcomes, demonstrating that the concept of HRM outcomes has long been embedded in the literature, although expressed under different labels such as objectives, goals, criteria, and employee outcomes. The content analysis showed that employee turnover (retention), motivation, job satisfaction, absenteeism, competence, commitment, job performance, cost effectiveness, and acquisition of right employees at the right time receive the greatest emphasis in the textbook literature. These outcomes can be regarded as the core HRM outcomes because they represent the principal employee-related results expected from

effective and efficient HRM. The study also revealed that several strategically and socially significant outcomes, including ethicality, greening, trust, quality of work life, happiness, and presenteeism, receive relatively limited attention. Their low frequency of consideration should not be interpreted as a lack of importance; rather, it reflects the historical evolution of HRM from an administrative function to a strategic and sustainability-oriented discipline.

Three complementary classifications of HRM outcomes were proposed: core versus non-core outcomes, employee-level versus organizational-level outcomes, and multiple result categories. These classifications provide a useful conceptual framework for future teaching, research, and professional practice. Overall, the study contributes to HRM theory by offering the first comprehensive synthesis and prioritization of HRM outcomes based on authoritative textbook literature. It also contributes to practice by clarifying what HRM is fundamentally expected to achieve. Future research may empirically examine the relative importance of these outcomes across countries, industries, and organizational contexts.

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