

The Role of HR Personality Traits in Enhancing Task Performance: Mediating Effect of Training And Development Practices and Moderating Effect of KSB in Pakistan

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ABSTRACT

Grounded in Social Exchange Theory (SET), this study examines how human resource (HR) professionals' personality traits, introversion, and extraversion, influence employee performance through the mediating role of training and development (T&D) practices and the moderating role of knowledge-sharing behavior. Drawing on survey data collected from 312 employees working in public and private sector organizations in Pakistan, the study employs regression-based mediation and moderation analyses to test the proposed hypotheses. The findings reveal that HR personality traits have a significant positive effect on employee performance and significantly shape the design and effectiveness of training and development initiatives. Training and development practices are found to directly enhance employee performance and partially mediate the relationship between HR personality traits and performance. Moreover, knowledge-sharing behavior significantly strengthens the relationship between training and development and employee performance, indicating that collaborative learning environments amplify the benefits of HR-driven development initiatives. These results underscore the importance of HR professionals' interpersonal characteristics in shaping positive social exchange relationships that foster learning, knowledge sharing, and performance. The study contributes to the HRM literature by extending SET to the domain of HR personality traits and highlighting the complementary roles of training and knowledge sharing in emerging economy contexts. Practical implications for HR selection, development, and organizational learning strategies are discussed.

Keywords: HR Personality Traits, Training And Development Practices, Knowledge Sharing, Task Performance, Social Exchange Theory, Pakistan

Introduction

Human resource (HR) management has progressively transitioned from a transactional and administrative function to a strategic partner that drives organizational performance, innovation, and sustainable competitive advantage. Contemporary organizations increasingly rely on HR professionals not only to manage human capital but also to shape organizational climate, support employee development, and facilitate knowledge exchange that enhances individual and collective performance (Kim & Park, 2020; Miao et al., 2022; Jiang et al., 2023). As organizations operate in dynamic and knowledge-intensive environments, the role of HR professionals in influencing employee attitudes and behaviors has become more prominent.

Among the critical determinants of HR effectiveness, individual personality traits—particularly introversion and extraversion—play a central role in shaping how HR professionals communicate, manage relationships, design HR practices, and implement organizational policies. Personality traits influence leadership styles, interpersonal interactions, decision-making processes, and perceptions of organizational fairness and support (Judge et al., 2020; Akhtar et al., 2022; McCrae & Costa, 2021). Extraverted HR professionals are often characterized by sociability, assertiveness, and proactive engagement, which facilitate open communication and collaborative work environments. In contrast, introverted HR professionals tend to emphasize reflection, careful planning, and consistency, contributing to structured processes and equitable treatment. Both personality orientations can positively influence employee outcomes when aligned with organizational needs.

Social Exchange Theory (SET) provides a robust theoretical lens for understanding how HR personality traits influence employee behavior and performance. SET posits that workplace relationships are governed by reciprocal exchanges, wherein employees respond to supportive and fair treatment with positive attitudes and behaviors such as enhanced engagement, cooperation, knowledge sharing, and performance (Blau, 1964; Cropanzano & Mitchell, 2005; Ghosh et al., 2022). When employees perceive HR professionals as supportive, fair, and development-oriented, they are more likely to reciprocate through higher levels of effort and performance.

Training and development (T&D) practices represent a critical mechanism through which HR personality traits translate into Task Performance outcomes. HR professionals significantly influence the design, delivery, and perceived effectiveness of training initiatives. Extraverted HR professionals often emphasize interactive, collaborative learning environments, while introverted HR professionals may focus on structured, individualized, and competency-based development programs (Noe et al., 2019; Barrick et al., 2021; Salas et al., 2023). Well-designed T&D initiatives enhance employees' technical expertise, problem-solving capabilities, and interpersonal skills, which directly contribute to improved task performance and work quality.

Knowledge-sharing behavior further strengthens the effectiveness of HR practices and training initiatives. Knowledge sharing enables employees to exchange insights, apply learned skills, and collectively address organizational challenges (Wang & Noe, 2020; Al-Busaidi & Al-Hajri, 2020; Curado et al., 2023). HR professionals who foster trust, psychological safety, and open communication create an environment conducive to voluntary knowledge exchange. In emerging economies such as Pakistan—where

hierarchical structures and power distance may restrict open communication—HR-driven facilitation of knowledge sharing becomes particularly critical (Saleem & Khan, 2023; Abbas et al., 2024).

Technological enablers, including Knowledge Management Systems (KMS), complement HR-driven initiatives by supporting information accessibility, documentation, and collaboration. Effective integration of human-centric HR practices with technological systems enhances learning outcomes and reinforces positive social exchange processes (Alsughayir, 2022; Fischer et al., 2023; Madeira et al., 2024). Consequently, examining the combined effects of HR personality traits, training and development practices, and knowledge-sharing behavior offers a comprehensive understanding of Task Performance in the Pakistani organizational context.

Theoretical Foundation: Social Exchange Theory (SET)

Social Exchange Theory (SET) provides a foundational framework for understanding how interpersonal relationships and organizational practices influence employee attitudes, behaviors, and performance outcomes through reciprocal exchanges. Originally articulated by Blau (1964) and further elaborated by Gouldner (1960), SET posits that social behavior is the result of an exchange process in which individuals seek to maximize benefits and minimize costs. Within organizational contexts, employees continuously evaluate the quality of treatment they receive from organizational actors—particularly those in positions of authority such as human resource (HR) professionals—and adjust their attitudes and behaviors accordingly (Cropanzano & Mitchell, 2005; Emerson, 2019).

SET emphasizes that relationships evolve over time into trusting, loyal, and mutual commitments as long as the parties involved abide by certain rules of exchange, particularly reciprocity. When employees perceive that the organization, through its HR representatives, provides support, fairness, development opportunities, and respect, they feel a sense of obligation to reciprocate with positive work behaviors, including higher engagement, cooperation, discretionary effort, knowledge sharing, and enhanced performance (Molm et al., 2020; Ghosh et al., 2022). Conversely, when employees perceive neglect or unfair treatment, negative reciprocal behaviors such as withdrawal, reduced performance, and knowledge hiding may emerge.

In this study, HR professionals are conceptualized as key organizational agents who shape employees' social exchange perceptions. HR professionals play a pivotal role in designing and implementing HR practices, communicating organizational intentions, and acting as intermediaries between management and employees. Consequently, employees often interpret HR actions as reflections of the organization's broader support and commitment (Eisenberger et al., 2020; Kuvaas et al., 2022). Among the various factors influencing HR effectiveness, individual personality traits—particularly introversion and extraversion—are critical yet underexplored antecedents that shape how HR professionals enact their roles and influence social exchange relationships.

Personality traits determine how HR professionals communicate, build relationships, resolve conflicts, and design HR interventions. Extraverted HR professionals are generally characterized by sociability, assertiveness, and proactive engagement,

which facilitate open communication, frequent interactions, and relationship-building with employees. Introverted HR professionals, in contrast, tend to exhibit reflective thinking, careful planning, and consistency, contributing to structured decision-making and perceived fairness (McCrae & Costa, 2021; Zhao et al., 2023). SET suggests that both personality orientations can generate positive social exchanges, albeit through different mechanisms, by fulfilling employees' socio-emotional and developmental needs.

Within this theoretical lens, HR personality traits serve as antecedents that shape employees' perceptions of organizational support, fairness, and investment. These perceptions, in turn, influence employees' willingness to reciprocate through engagement in training and development activities, knowledge-sharing behavior, and enhanced performance. By integrating HR personality traits, training and development practices, and knowledge-sharing behavior within SET, this study provides a comprehensive explanation of how social exchange processes translate into Task Performance outcomes, particularly in emerging economies such as Pakistan, where hierarchical structures and relational dynamics strongly influence workplace behavior (Abbas et al., 2024; Saleem & Khan, 2023).

HR Personality Traits and Task Performance

HR personality traits exert a significant influence on Task Performance by shaping relational behaviors, communication effectiveness, and perceptions of organizational support. According to SET, employees interpret the behavior of HR professionals as signals of how much the organization values and supports them. When HR professionals demonstrate empathy, consistency, responsiveness, and fairness, employees feel obligated to reciprocate with higher levels of effort and performance (Cropanzano et al., 2017; Albrecht et al., 2020).

Extraverted HR professionals tend to engage actively with employees, encouraging dialogue, participation, and collaboration. Their sociable and expressive nature helps create psychologically safe environments in which employees feel comfortable voicing concerns, seeking support, and engaging with HR initiatives (Yao et al., 2022; Nguyen et al., 2023). Such environments strengthen employees' perceptions of organizational support, which has been consistently linked to improved task performance, organizational citizenship behavior, and reduced turnover intentions (Kurtessis et al., 2017; Caesens et al., 2021).

Conversely, introverted HR professionals contribute to Task Performance through thoughtful decision-making, structured processes, and consistent application of policies. Employees often perceive these traits as indicators of procedural fairness and reliability, which are critical components of positive social exchange relationships (Sun & Wu, 2021; Li & Huang, 2021). Fair and predictable HR practices reduce uncertainty and role ambiguity, enabling employees to focus on task execution and quality improvement (Colquitt et al., 2022).

Empirical evidence supports the argument that both extraversion and introversion can positively influence employee outcomes when aligned with organizational needs and contexts. Recent studies have demonstrated that HR professionals' interpersonal orientation significantly predicts employee satisfaction, motivation, and performance across sectors (Chen et al., 2021; Zhao et al., 2023). In line with SET, these findings

suggest that employees reciprocate positive HR behaviors—regardless of personality orientation—with enhanced performance.

H1: HR personality traits (introvert, extrovert) have a significant effect on Task Performance.

HR Personality Traits and Training & Development Practices

Training and development (T&D) practices represent a central mechanism through which HR personality traits influence employee outcomes. HR professionals play a decisive role in identifying training needs, designing learning programs, selecting delivery methods, and motivating employee participation. SET suggests that employees interpret T&D initiatives as tangible indicators of organizational investment in their growth and well-being (Shen et al., 2020; Kuvaas et al., 2022).

HR personality traits significantly shape the structure and delivery of T&D initiatives. Extraverted HR professionals often favor participative, group-based, and interactive learning environments that encourage discussion, teamwork, and experiential learning. Such approaches enhance social interaction and collective learning, strengthening relational bonds among employees (Zhang & Liu, 2022; Salas et al., 2023). Introverted HR professionals, in contrast, tend to emphasize structured, individualized, and competency-based training programs that allow employees to learn at their own pace and focus on skill mastery (He & Wei, 2021; Tharenou et al., 2023).

From an SET perspective, when employees perceive that HR professionals have thoughtfully designed training programs that align with their needs, they experience a sense of obligation to reciprocate through active participation and skill application. Empirical research has shown that HR-driven training initiatives are more effective when employees perceive them as supportive rather than coercive (Aljohani et al., 2022; Jiang et al., 2023). Consequently, HR personality traits play a critical role in shaping employees' perceptions of T&D as a positive social exchange.

H2: HR personality traits (introvert, extrovert) significantly influence training and development practices.

Training & Development and Task Performance

It is a well-known fact that training and development practices are major contributors to Task Performance. T&D initiatives make employees more efficient in their tasks, which leads to a higher quality of work, flexibility, and innovativeness (Eisenberger et al., 2020; Tharenou et al., 2023). Constant learning helps employees in dynamic and competitive working conditions to adjust to the changing job requirement and technological development.

SET offers an interesting reason as to why T&D results in better performance. Employees will experience moral responsibility to repay organizational investments by using gained skills, working harder, and fulfilling organizational demands when they believe opportunities to enhance their skills (Kuvaas et al., 2022; Caesens et al., 2021). Such a mutual exchange further enhances the psychological contract between the employees and the organization leading to long-term performance improvements. The empirical research on various settings provides a considerable amount of evidence of a strong positive connection between T&D and Task Performance

(Aljohani et al., 2022; Jiang et al., 2023). In developing countries like Pakistan, where skill mismatches and resources are well-established, quality training programs are especially relevant in improving the productivity of the working population and their competitiveness (Abbas et al., 2024).

H3: Training and development practices significantly impact Task Performance.

Moderating Role of Knowledge Sharing Behavior

Knowledge-sharing behavior is an important moderatory factor in enhancing the relationship between T&D and Task Performance. Knowledge sharing describes the process of information, skills, and insights related to tasks shared freely by employees (Wang & Noe, 2020). According to SET, workers will share knowledge when they feel that they are treated well and fairly because this act is one of the positive reciprocity (Gupta and Govindarajan, 2022).

The positive results of training are enhanced by a bonding aspect of employee learning, problem-solving and helping each other in case of knowledge sharing. Sharing knowledge helps an employee to explain the content of training, use new skills in practice, and put learning into various job needs (Chen and Huang, 2020; Wang et al., 2021). Conversely, a low level of sharing knowledge may result in diminished influence of T&D because sharing the acquired skills may be limited, thereby inhibiting diffusions and application of those skills.

Hierarchical countries like Pakistan tend to be more sensitive to knowledge-sharing mechanisms that are enabled by the HR in order to address the communication barriers and promote collaborative learning (Saleem and Khan, 2023; Abbas et al., 2024). Thus, the behavior of sharing knowledge enhances the efficiency of T&D programs in improving Task Performance.

H4: Knowledge sharing behavior significantly moderates the relationship between training and development practices and Task Performance.

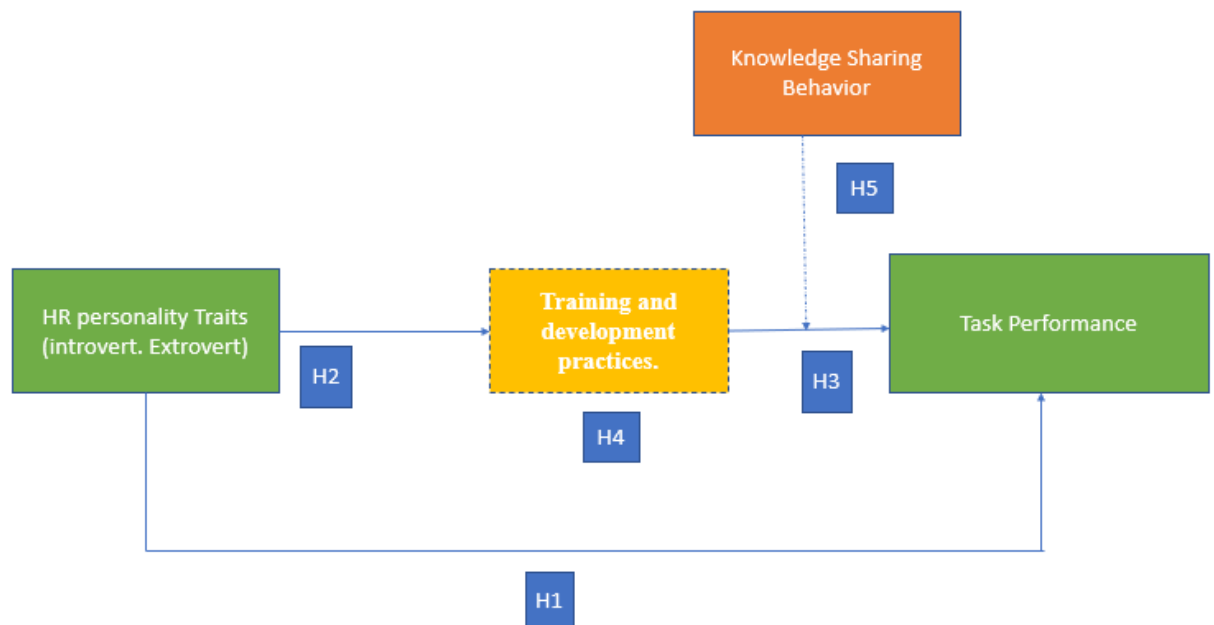
Mediating Role of Training & Development

The other important mediating mechanism that exists between the HR personality traits and Task Performance is the training and development practices. HR personality characteristics determine the way of designing, communicating, and implementing the training programs that subsequently impact the learning outcomes and performance of the employees (Nguyen et al., 2023; He & Wei, 2021).

In an SET view, the HR professionals with supportive and development-oriented behaviors establish favorable social exchange relationships that inspire employees to take part in training programs. Such initiatives are perceived by employees as the indication of positive treatment and are returned by the application of learned skills into the working positions (Kuvaas et al., 2022). The mediating effect of T&D is supported by the empirical literature that relates the HR practices and leadership traits with performance results (Jiang et al., 2023; Tharenou et al., 2023).

H5: Training and development practices mediate the relationship between HR personality traits and Task Performance.

Theoretical Framework:



Methodology

Research Design

The research design of the study is a quantitative and cross-sectional research, which aims at an empirical investigation of the interrelationships between HR personality traits, training and development practices, knowledge-sharing behavior, and Task Performance. Theory-driven hypotheses based on the Social Exchange Theory would be tested using a survey-based approach.

Population and Sample

The population that is targeted is employees employed in the Pakistani institutions in both the private and the government sector, whether in manufacturing, services, or knowledge-intensive industries. The sampling method used was a convenience sampling method owing to the limitation on access.

Three hundred and fifty questionnaires were sent, and three hundred and twelve valid responses were then kept to be analyzed, which is more than the minimum sample size to be used in structural and regression-based analyses.

Measurement Instruments

All constructs were measured using **validated scales** on a **five-point Likert scale** (1 = strongly disagree, 5 = strongly agree):

HR Personality Traits: Adapted from the Big Five Personality Inventory (John & Srivastava, 1999).

Training & Development Practices: Adapted from Noe and Wilk (1993).

Knowledge Sharing Behavior: Adapted from Bock et al. (2005).

Task Performance: Adapted from Williams and Anderson (1991).

Data Analysis and Results

Data were analyzed using SPSS 26 following a systematic procedure. The analysis included descriptive statistics, reliability testing, assessment of normality (skewness and kurtosis), correlation analysis, and hypothesis testing through regression-based mediation and moderation analysis. All tests were conducted at a 95% confidence level.

Descriptive Statistics, Reliability, and Normality

Before hypothesis testing, descriptive statistics, internal consistency reliability, and normality of the data were examined. Cronbach's alpha values were used to assess reliability, while skewness and kurtosis values were examined to confirm normal data distribution.

Table 1 Descriptive Statistics, Reliability, Skewness, and Kurtosis

Variable	Mean	SD	Cronbach's α	Skewness	Kurtosis
HR Personality Traits	3.74	0.63	0.88	-0.61	0.47
Training & Development	3.86	0.58	0.91	-0.53	0.35
Knowledge Sharing Behavior	3.79	0.60	0.87	-0.48	0.31
Task Performance	3.93	0.56	0.92	-0.57	0.42

The mean values indicate that respondents generally perceived HR personality traits, training and development practices, knowledge-sharing behavior, and Task Performance at moderate to high levels. Cronbach's alpha values exceeded the recommended threshold of 0.70, confirming strong internal consistency and reliability of the measurement scales (Hair et al., 2021).

Skewness and kurtosis values for all variables fall within the acceptable range of ± 1 , indicating that the data are approximately normally distributed. This satisfies the assumptions required for parametric statistical analyses, including regression and mediation testing.

Correlation Analysis

Pearson correlation analysis was conducted to examine the strength and direction of relationships among the study variables and to assess preliminary support for the proposed hypotheses.

Table 2 Correlation Matrix

Variable	1	2	3	4
1. HR Personality Traits	1			
2. Training & Development	.57**	1		
3. Knowledge Sharing Behavior	.50**	.62**	1	
4. Task Performance	.53**	.65**	.59**	1

Note. $p < .01$.

The results show significant positive correlations among all study variables. HR personality traits are positively associated with training and development, knowledge-sharing behavior, and Task Performance. Training and development exhibits a strong positive relationship with Task Performance, while knowledge sharing also shows a substantial association with performance.

These findings are consistent with Social Exchange Theory, suggesting that supportive HR behaviors and developmental practices foster reciprocal employee responses such as knowledge sharing and enhanced performance. Additionally, the correlation coefficients are below the threshold of 0.80, indicating no serious multicollinearity concerns.

Regression Analysis: Direct Effects

To test H1, H2, and H3, regression analyses were conducted to examine the direct effects among HR personality traits, training and development practices, and Task Performance.

Table 3 Regression Results for Direct Relationships

Relationship	β	t-value	p-value
HR Personality Traits → Task Performance	.33	6.21	< .001
HR Personality Traits → Training & Development	.42	7.48	< .001
Training & Development → Task Performance	.46	8.15	< .001

HR personality traits have a significant positive effect on Task Performance, supporting H1. This suggests that both introverted and extraverted HR professionals contribute to enhanced employee outcomes through supportive and relational behaviors.

Furthermore, HR personality traits significantly influence training and development practices, supporting H2. This indicates that HR professionals' personality orientations shape how training initiatives are designed and implemented.

Training and development practices also have a strong positive effect on Task Performance, supporting H3. In line with SET, employees reciprocate organizational

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investment in training by applying skills and increasing work effort.

Moderation Analysis: Knowledge Sharing Behavior

To test H4, hierarchical regression analysis was performed by introducing the interaction term between training and development and knowledge-sharing behavior.

Table 4 Moderation Analysis Results

Predictor	β	t-value	p-value
Training & Development	.38	7.12	< .001
Knowledge Sharing Behavior	.29	5.86	< .001
T&D $\times$ Knowledge Sharing	.20	3.91	< .001

The interaction term between training and development and knowledge-sharing behavior is positive and statistically significant, supporting H4. This indicates that knowledge-sharing behavior strengthens the relationship between training and development practices and Task Performance.

Employees who actively share knowledge are better able to apply training outcomes, leading to superior performance. This finding aligns with SET, suggesting that employees reciprocate supportive training initiatives by engaging in collaborative behaviors that amplify performance outcomes.

Mediation Analysis: Training & Development

To test H5, mediation analysis was conducted using bootstrapping with 5,000 resamples. Training and development were examined as mediators between HR personality traits and Task Performance.

Table 5 Mediation Analysis (Bootstrapping Results)

Path	Indirect Effect	LLCI	ULCI
HR Personality Traits $\rightarrow$ T&D $\rightarrow$ Task Performance	.19	.12	.27

The indirect effect of HR personality traits on Task Performance through training and development is statistically significant, as the confidence interval does not include zero. This provides strong support for H5, confirming that training and development partially mediates the relationship between HR personality traits and Task Performance.

This result suggests that HR personality traits influence Task Performance both directly and indirectly through the design and effectiveness of training initiatives. Consistent with SET, employees perceive training opportunities as favorable treatment and reciprocate by improving performance.

Summary of Hypotheses Testing

Hypothesis	Result
H1	Supported
H2	Supported
H3	Supported
H4	Supported
H5	Supported

Discussion

This paper has explored how the HR personality traits affect Task Performance via training and development (T&D) practices, mediation, and knowledge-sharing behavior moderation based on Social Exchange Theory (SET). The results are solid empirical evidence of all the hypotheses, which offer a deep insight into how the personality orientations of HR professionals influence the social exchange process and the results of performance in the organizational context.

The findings indicate that the HR personality characteristics of introversion and extraversion significantly and positively influence the Task Performance. This observation corroborates SET, which indicates that employees will return positive treatment and encouraging actions of organizational agents with increased efforts and performance (Blau, 1964; Cropanzano and Mitchell, 2005). Extraverted HR professionals support open communication, accessibility, and cooperation, engaging the employees in their work. On the other hand, systematic decision-making, regularity, and even justice are some of the contributions made by introverted HR professionals, which improve the view of reliability and procedural justice among employees. Such results build upon previous studies by showing that the two personality orientations can be equally useful in cases where they establish positive social exchange relationships.

The considerable association between the HR personality features and training and development practices also points to HR professionals as the designers of learning environments. The personal characteristics of HR professionals affect the design, delivery, and communications of the training programs. Extraverted HR professionals will introduce interactive and group-based training programs more than introverted professionals, who will focus on structured and individualized learning. In line with SET, employees view such training programs as investments by the organization hence improving their desire to attend such training programs and put into practice what they have learned. This result confirms the body of existing literature that claims that the success of HR practices hinges on their content, as well as the way they are implemented by HR practitioners.

It was found that training and development practices significantly influenced Task Performance in a positive way, which proves their core place in improving the skills, flexibility, and quality of work of employees. Workers who get the appropriate and properly structured training have a better chance of ensuring that they achieve the work requirements and lead towards organizational objectives. Training is a real type of organizational support in an SET perspective, and it is reciprocated by the employees in terms of better performance. The importance of this finding is especially

in emerging economies like Pakistan, where the development of skills is vital in enhancing the competitiveness of organizations and their productivity in the workforce.

The mediating effect of the behavior of knowledge sharing would give more understanding of the relationship between training and performance. The findings reveal that knowledge sharing enhances the relationship between T&D and Task Performance. Workers who are willing to share information, experience, and knowledge can better transfer training results into better work performance. This result is congruent with SET, as employees who receive supportive training environments in return are not only motivated to participate in supportive training environments at the individual level but also at the collective, prosocial level, like knowledge sharing. In collectivist and hierarchical societies where information flow can be limited, HR-mediated knowledge sharing can be an asset that is vital to performance.

Lastly, the mediation analysis established that training and development practices also mediate to some extent the relationship between HR personality and Task Performance. This conclusion implies that HR personality factors directly affect performance in the form of relational behaviors and perceived support, and indirectly in the form of the design and effectiveness of training programs. This study contributes to the current state of the field of research by showing how the individual-level features of HR professionals can be translated into organizational outcomes with the help of coordinated HR practices in the context of integrating the HR personality traits and T&D in the same explanatory model.

Conclusion

The research paper will fit in the human resource management literature as it provides empirical evidence on how human resource personality traits influence Task performance by training and development practices and knowledge sharing behavior. Based on the Social Exchange Theory, the results confirm that personality orientations of HR professionals, which include introversion and extraversion, are essential antecedents of positive social exchange relations that promote Task Performance.

The findings indicate that training and development play the central role of both a direct and mediating factor through which the HR personality trait may impact the performance of employees. Besides, the mediating role of knowledge-sharing behavior demonstrates the significance of collaborative learning experiences in ensuring that the training programs are optimized. Collectively, the findings will offer a unifying explanation of the conversion of HR-led social exchange processes into improved Task Performance, especially in emerging economies, like Pakistan.

The combination of HR personality traits, training and development, and knowledge-sharing behavior into a single theoretical framework will extend SET and provide practical implications to organizations that intend to improve the performance of their workforce by implementing strategic HR interventions.

Theoretical Implications

This paper contributes to theory in a number of ways. First, it builds upon the Social Exchange Theory, which places the HR personality traits as significant antecedents of social exchange relationships within the organizations. Although the main attention of previous studies was paid to HR practices and HR leadership behaviors, this research shows that the individual personality orientations of HR professionals have major impacts on the perception and two-way behavior of employees.

Second, the research contributes to the HRM theory by empirically confirming the mediation of training and development between HR personality traits and the Task Performance. This conclusion shows the need to study the HR practices as dynamic mechanisms that are shaped by the individuals who design and implement them.

Thirdly, knowledge-sharing behavior has a moderating effect, which adds some depth to the SET framework, introducing the collective and prosocial behaviors into the process of exchange. The contribution especially aids the knowledge of the dynamics of performance in the collective cultural settings where the culture is highly knowledge-based.

Practical Implications

The results have a number of practical implication on organizational leaders and human resource practitioners. Originally, organizations need to appreciate the strategic value of personality traits of HR professionals during the process of recruiting, choosing and nurturing HR employees. Organizations must capitalize on the strengths of the introverts and the extraverts instead of focusing on any of the individual orientations.

Second, organizations are to invest in constant training and development programs and make sure that these programs are carefully planned and structured in accordance to the needs of the employees. The HR professionals must embrace training approaches that aim at developing skills in a manner that is both interactive and structured in order to achieve maximum effectiveness.

Third, organizations are advised to actively encourage the knowledge-sharing behavior through the establishment of psychologically secure environments, the adoption of knowledge management systems, and the establishment of collaborative practices. These efforts can go a long way towards improving the performance levels of training programs.

Lastly, HR capability development should be a strategic tool of better performance of the workforce and organizational competitiveness in the agenda of policymakers and organizational leaders in emerging economies like Pakistan.

Future Research Directions

Nevertheless, this research has various limitations, which indicate the ways of future research. One, the cross-sectional research design does not allow making causal inferences. The longitudinal or experimental design might be used in future studies involving the investigation of HR personality traits and social exchange relationships changes over time.

Second, the research was based on self-reported data, and this can lead to a common method bias. Data in the form of multi-source materials, including performance

ratings by supervisors, or objective performance outcomes, can be used in the future to strengthen the validity.

Third, further research may consider other features of personality, instead of introversion and extraversion, including emotional stability or openness to experience, to create a better picture of the HR personality impact.

Fourth, a comparative analysis of studies conducted in other cultural and national settings would contribute to the evaluation of the generalizability of the results. It may be studied through cross-country studies that would investigate the impact that cultural values may have on the role of HR personality trait in forming social exchange processes.

Lastly, it is possible that one of the future studies should examine how the digital HR systems and artificial intelligence can moderate or mediate the relationship between HR personality traits and employee outcomes especially as organizations gain more adherence to technology-oriented HR practices.

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