



Identification of the Desired Human Resources Capabilities Following Macro-Level and Task-Level Strategies Implementation Approach in the Social Security Organization of Kerman

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Abstract

Human resources are the most valuable asset of an organization. Effective use of organizational resources is contingent upon the quantitative and qualitative monitoring of human resources. Accordingly, the present study aimed at identifying the desired capabilities of human resources following macro- and task-level strategies implementation approach in the Social Security Organization of Kerman. In this research, a survey method was applied. The statistical population of the study includes leading experts in the field of HR audit. A total sample of 10 people was selected using purposive (Non-probability) sampling. Following a literature review and expert survey, the indicators related to the desired capabilities and skills required to implement task-level and macro-level strategies were identified and presented in the form of 14 concepts and 95 indicators. Content Validity Index (CVI) of the questionnaire ($0.79 < \text{CVI}$) was confirmed. Then, the designed questionnaire was delivered to the selected sample ($n=10$). Data analysis was conducted based on the present and desired state mean scores measured by single-round Fuzzy Delphi, Triangular Fuzzy Numbers, and Center of Gravity Method. The findings revealed that in all indicators, there was a gap between the present state and the desired one. The respective gap was observed to be higher in some indicators (e.g., judgment and decision-making, human resource empowerment skill, strategic human resource management, leadership, and corrective actions) and narrower in some others (e.g., educational needs assessment, concentration, time management, skills to use the required computer hardware and software, professional independence).

Keywords: Human resources, strategic management, capabilities, task-level strategy, macro-level strategy.

Introduction

A strategy is developed at the uppermost level of an organization. This topmost level determines the organizational goals, either wittingly or unwittingly, and makes decisions on investments and resource distribution. Even though a strategy is likely to be modulated by many other factors, the senior management essentially carries out corporate strategy development. Any active business follows, consciously or unconsciously, a strategy even if the respective strategy is unstructured, non-formal, and unplanned. Even in case a business may either be unaware of its strategy or even absolutely deny it; it is not tantamount to the absence of a strategy. An organization is unlikely to remain inflexible from the very starting point to the endpoint. Most organizations may slightly change over time, while some others may substantially evolve. Notwithstanding, these are noticeable changes rather than routine or daily modifications. Once the strategy is created and implemented consciously and formally, it turns into a set of guides for future activities (Ghasemi, 2013). The purpose of strategic planning at the macro level is to lead and determine the organizational direction (Beheshtifar, 2013). As to macro-level strategies (organization- or firm-wide strategies), there are three types of classification: 1. The Miles and Snow typology divides macro-level strategies into four types: prospectors, Analyzers, Defenders, and Reactors; 2. Michael Porter's typology defines three general strategy types: cost leadership, differentiation, and market segmentation (or focus); 3. Glueck & Jauch's macro strategies categorize the main or macro strategies into four types: stability, growth, retrenchment, and combination (an integration of the three previous strategies) (Beheshtifar, 2013).

Task-level strategies in an organization include research and development (R&D),

marketing and sales, production, human resources (HR) department, and accounting and finance. Each of these task levels is expected to develop and improve the resources required to create a corporate competitive advantage. The purpose of developing task-level strategies is to support business-wide strategies as well as macro-level strategies. It simply implies that task-level strategies represent a set of decisions in different functional areas of an organization that typically support business strategy-level decisions. Put it another way, task-level strategy is a term commonly used by a business to identify the organizational goals and strategies by maximizing the optimization of all organizational resources (Ngure, 2013).

Sub-strategies (task- or operational-level strategies) are used in line with the organizational macro-level strategy. In this regard, Fred David's classification seems to be more comprehensive than the rest. In his classification, David has dealt with fifteen sub-strategies and divided them into five groups. The first group, the Integration Strategy, includes vertical forward integration, vertical backward integration, and horizontal integration. The second group, called Focused Strategies, includes market penetration, market development, and product development strategies. The third group, Diversity Strategies, suggests that organizations diversify their strategies in three major ways: homogeneous diversity, heterogeneous diversity, and horizontal diversity. The fourth group, referred to as Defensive Strategies, which assumes that organizations may inevitably use defensive strategies, includes four strategies: joint venture, retrenchment, divestiture, and liquidation. The fifth group is referred to as merger and leveraged buyout strategies. A merger is a corporate strategy when two or multiple companies of equal size tend to integrate and operate as a new legal



entity. Leveraged buyout (LBO) occurs when a company acquires another company's shares using borrowed money and mortgages the purchased assets to the bank to repay the loans taken. In addition to the above strategies, the Status Quo strategy can also be put forth in case the stability strategy is followed, and there is no need for minor and general changes (Beheshtifar, 2013).

As a prerequisite to implementing the task- and macro-level strategies, managers—at any level—should be aware of the capabilities, creativity, and skills of the employees working under their supervision. Organization-level coordination is classified into two categories in terms of level: vertical and horizontal. Vertical coordination refers to the coordination among units at various hierarchical levels; for example, creating coordination between the macro strategy of the organization and the task strategy of the human resource management, which is considered a sort of vertical coordination. In case there is no vertical coordination among the various levels of the hierarchy, the strategies developed at the top of the organizational pyramid can never be expected to be implemented at the bottom of the pyramid, and senior management fails to receive accurate and required reports associated with the performance of the bottom-pyramid units. One of the key roles of strategy in the organization is to create coordination at different levels; furthermore, the coordination level is determined according to the level at which the strategy is developed to be applied. Macro strategies are organization-wide strategies set based on the general strengths and weaknesses of the organization and considering the opportunities and environmental threats (A'arabi & Mahmoudzadeh, 2006).

Human resources are the most valuable asset of the organization. The effective use of organizational resources depends on the practice of HR audit of an organization. In

short, human resource auditing is a qualitative overview of HR activities in a particular sector of a company or an evaluation of how their activities support the organizational strategy (Ishrat & Habib, 2012).

Unfortunately, due to the lack of appropriate tools for controlling and auditing HR, a broad range of organizations face serious problems such as the chaos within an organization, lack of a structured plan, nonconformity between organization macro strategy and HR strategies, high level of errors and reworks arising from immature managers and employees, organization inability to retain adroit people, and organization dependence on the heroes and their incessant activity (Bakhshizadeh Borj & Sasanian, 2014).

(Kiarie, 2018), recommends that organizations ensure the effective use of their human resources through HR audit implementation in an attempt to improve the overall performance. It should also assure the HR department of being well-managed and ready to face potential challenges and opportunities. Given the impact of recruitment and selection on employee performance, (Kiarie, 2018), highly recommends organizations to have a regular system for monitoring and auditing the recruitment and selection process and reliable job-related evaluations of the actual performance of employees; moreover, the organization must regularly audit the training program to follow and discover market needs.

(Moke & Muturi, 2015), believe that human resource auditing measures the HR outputs and effectiveness under the given circumstances and the extent of HR efficiency.

(Kumari, 2017), considers human resource audit an emerging HR management tool and asserts that human resource audit, like any other audit, is a formal systematic process to review strategies, policies, procedures,

documentation, structures, systems, and HRM-related methods. Human resource audit can systematically and scientifically evaluate the strengths, limitations, and developmental needs of existing human resources to promote organizational performance (Babaei Nejad et al., 2021). Considering the importance of the subject at issue, the present study aimed at identifying the HR desirable capabilities of the Social Security Organization to implement macro-level and task-level strategies of the Social Security Organization of Kerman.

Literature review

(Bakhshizadeh Borji & Sasanian, 2014), researched the use of human resource auditing to create human resource integration. They concluded that a well-implemented internal HR audit could be considered a tool for the external audit of human resources. As they argued, once HR measures are well defined and implemented in accordance with the organizational HR strategies, the human resource activities are unlikely to contradict the goals and strategies of the organization.

In their paper entitled Human Resources Accounting and Audit, (Bordbar et al., 2015) concluded that skilled and specialized human resources, like other organizational tangible and intangible assets, are crucial for an organization. Therefore, managers spend much money every year to attract, hire, schedule, train, and retain their employees.

In a study entitled A Review of Human Resources Accounting and Auditing and Its Place in Employee Performance Appraisal, (Filsaraei & Ekrami Nateghi, 2016), argued that the key HR decisions such as hiring, recruiting, training, salaries, and efficiency are routinely made in the dark without vital information about costs and benefits. It should be notified that the ultimate goal of employee performance appraisal is the

exchange of information between the evaluator and employees to make an effort to prevent and correct undesired performance and drive optimal performance. To this end, the evaluation session has to scrutinizingly follow a conclusion deriving from the subjects of crucial concern. Also, the expectations of the organization have to be clearly communicated to the employees and aware employees of their present state in this very journey. Moreover, the evaluator should be either encouraged in case of taking acceptable measures or seriously informed in case of slacking his/her duty.

In their study Flu Season, Human Capital Resources, and Audit Outcomes, (Morris & Hoitash, 2019) investigated whether seasonal influenza as a threat to human resources correlates the audit outcomes. They examined the correlation between seasonal flu and adverse audit results.

In a study entitled The Impact of HR Audit on Competency Management, (Kumari, 2017) states that HR audit is a useful tool to meet the challenges and enhance the HR staff potentiality in the organization. Auditors always provide and submit an audit report to the CEO, which may be neat or qualified. The former, i.e., neat report, appreciates the department's performance, but the latter, i.e., qualified report, shows the performance gaps and hence contains the considerations and corrective measures. An audit is a diagnostic tool, not a prescriptive one. It helps identify what the organization is losing or areas that need to be improved. Organizations with considerably capable HR staff will reap greater benefits from the audit process, ultimately boosting the effectiveness of HR function (Keshavarz et al., 2020).

Methods

In this research, the survey method was deployed due to the nature of the subject at



issue. The statistical population of the study includes knowledgeable, specialized, and expert people in HR audit and HR processes in hospitals affiliated to the Social Security Organization of Kerman. A total sample of 10 people was selected using purposive (Non-probability) sampling. Following a literature review and expert survey, the indicators related to the desired capabilities and skills required to implement task-level and macro-level strategies were identified and presented in the form of 14 concepts: 1. Intellectual and mental abilities, 2. Psychological abilities, 3. Physical abilities, 4. Scientific abilities, 5. Interaction skill, 6. Delegation skill, 7. Organizational skills, 8. Monitoring skill, 9. Thinking skills, 10. Professional skills, 11. Cognitive skills, 12. Personal skills, 13. Interpersonal skills, 14. Strategic skills. In total, 95 indicators were

compiled. Using the Content Validity Index (CVI), the relevance degree of the indicators included in the questionnaire was determined using a 4-point scale (completely relevant, relevant but minor revisions required, major revisions required, irrelevant).

The opinions of five human resources experts were asked. Then, since the ratio of the number of experts choosing “completely relevant” and “relevant but minor revisions required” options for all 95 indicators to the total number of experts was greater than 0.79, all indicators at issue were considered valid and acceptable in terms of content validity. Data analysis was conducted based on the present and desired state mean scores measured by single-round Fuzzy Delphi, Triangular Fuzzy Numbers, and Center of Gravity Method.

Results

As shown in (Tables 1-14), there is a gap between the present state and the desired state

of employee capabilities, and the respective gap is significant in some indicators.

Table 1. Comparison of the present state (PS) and desired state (DS) of indicators associated with intellectual and mental abilities

Indicators	DS mean score	PS mean score	The mean difference
1. Effective interaction with others	0.9	0.548	0.352
2. Negotiation	0.883	0.5	0.383
3. Professional ethics	0.883	0.5	0.383
4. Self-confidence	0.867	0.571	0.296
5. The power of perception	0.85	0.512	0.338
6. Problem solving	0.85	0.512	0.338
7. Self-awareness	0.85	0.607	0.243

Table 2. Comparison of the present state (PS) and desired state (DS) of indicators associated with psychological abilities

Indicators	DS mean score	PS mean score	The mean difference
8. Cognitive skills	0.85	0.595	0.255
9. Written communication skills	0.85	0.524	0.326
10. Charisma and influencing others	0.85	0.5	0.35
11. Self-motivation skill	0.85	0.5	0.35

Table 3. Comparison of the present state (PS) and desired state (DS) of indicators associated with physical abilities

Indicators	DS mean score	PS mean score	The mean difference
12. Participation and trust	0.85	0.524	0.326
13. Human resource empowerment skill	0.85	0.405	0.445

Table 4. Comparison of the present state (PS) and desired state (DS) of indicators associated with scientific abilities

Indicators	DS mean score	PS mean score	The mean difference
14. Process analysis skills	0.85	0.476	0.374
15. Teamwork and cooperation skill	0.842	0.536	0.306

Table 5. Comparison of the present state (PS) and desired state (DS) of indicators associated with interaction skill

Indicators	DS mean score	PS mean score	The mean difference
16. Art of speaking and responding	0.842	0.536	0.306
17. The power of logical reasoning	0.833	0.5	0.333
18. Knowledge resulting in skill	0.833	0.583	0.25
19. Skills of interaction or mutual communication in accordance with common law and organizational rules	0.833	0.547	0.286
20. Leadership	0.833	0.405	0.428
21. Prioritization Skills	0.833	0.524	0.309
22. Oral communication skills	0.833	0.512	0.321

Table 6. Comparison of the present state (PS) and desired state (DS) of indicators associated with delegation skill

Indicators	DS mean score	PS mean score	The mean difference
23. Skills of discovering and identifying human resource processes	0.833	0.476	0.357
24. Social intelligence	0.825	0.536	0.289
25. Professional commitment	0.825	0.595	0.23
26. Concentration	0.825	0.631	0.194



Table 7. Comparison of the present state (PS) and desired state (DS) of indicators associated with organizational skill

Indicators	DS mean score	PS mean score	The mean difference
27. The ability to organize	0.825	0.571	0.254
28. Process monitoring and control skills	0.825	0.512	0.313
29. The ability to identify, create and maintain strategic value for the customer	0.825	0.476	0.349
30. Judgment and decision making	0.817	0.369	0.448
31. Strategic management and leadership	0.817	0.465	0.352
32. Problem analysis	0.817	0.512	0.305
33. The skill of turning strategy into an action plan	0.817	0.417	0.4
34. The skill of creating coordination and integration between human resource operational processes and organizational strategies	0.817	0.417	0.4
35. Take corrective measures	0.808	0.381	0.427
36. Strategic human resource management	0.808	0.369	0.439

Table 8. Comparison of the present state (PS) and desired state (DS) of indicators associated with monitoring skill

Indicators	DS mean score	PS mean score	The mean difference
37. The skill of discovering talents and abilities	0.808	0.452	0.356
38. Emotional intelligence	0.808	0.512	0.296
39. Planning affairs	0.8	0.512	0.288
40. Identifying obstacles in the way of performing tasks and implementing the strategy	0.8	0.512	0.288
41. Objective thinking	0.8	0.417	0.383
42. Knowledge management	0.8	0.476	0.324

Table 9. Comparison of the present state (PS) and desired state (DS) of indicators associated with thinking skill

Indicators	DS mean score	PS mean score	The mean difference
43. People management	0.8	0.452	0.348
44. Knowledge of interpersonal relationship	0.8	0.476	0.324
45. Ability to understand the organizational goals, policies and strategies	0.8	0.5	0.3
46. IQ or cognitive intelligence	0.792	0.571	0.221
47. Performance appraisal	0.792	0.476	0.316
48. Information management	0.792	0.476	0.316
49. Customer relationship management	0.792	0.571	0.221
50. Emotion management and negative emotion coping skills	0.792	0.453	0.339

Table 10. Comparison of the present state (PS) and desired state (DS) of indicators associated with professional skill

Indicator	DS mean score	PS mean score	The mean difference
51. Process redesign skill	0.792	0.381	0.411
52. Individual development planning	0.792	0.429	0.363
53. The ability to recognize and understand human resources as mental capital	0.792	0.441	0.351
54. Will power	0.783	0.441	0.342
55. Ability to search and use information	0.783	0.524	0.259
56. Innovation	0.783	0.488	0.295
57. Recognition of environmental and organizational factors	0.783	0.381	0.402
58. Conflict management	0.783	0.441	0.342
59. Strategic human resource planning skills	0.783	0.417	0.366
60- The skill of compiling and using a balanced scorecard to evaluate the performance	0.783	0.357	0.426
61- Synthetic thinking	0.775	0.357	0.418

Table 11. Comparison of the present state (PS) and desired state (DS) of indicators associated with cognitive skill

Indicators	DS mean score	PS mean score	The mean difference
62. Logical thinking	0.775	0.381	0.394
63. Human skills	0.775	0.405	0.37
64. Technical skills	0.775	0.405	0.37
65. Skills in using the required computer hardware and software	0.775	0.571	0.204

Table 12. Comparison of the present state (PS) and desired state (DS) of indicators associated with personal skill

Indicators	DS mean score	PS mean score	The mean difference
66. Balancing	0.775	0.429	0.346
67. Systemic thinking	0.767	0.488	0.279
68. Cognitive flexibility	0.767	0.464	0.303
69. Talent management	0.767	0.381	0.386
70. Talent	0.758	0.5	0.258
71. Personal growth	0.758	0.464	0.294
72. Time management	0.758	0.559	0.199
73. Persuasion skills	0.758	0.441	0.317
74. Delegation of authority	0.758	0.524	0.234
75. Ability to understand the role and responsibilities in the implementation of the strategy	0.758	0.417	0.341
76. Skills to increase efficiency, effectiveness and productivity	0.758	0.381	0.377
77. Estimation skills	0.758	0.429	0.329
78. Socialization process, recognition of organizational standards, and adaptation	0.75	0.405	0.345
79. Analytical thinking	0.75	0.429	0.321



Table 13. Comparison of the present state (PS) and desired state (DS) of indicators associated with inter-personal skill

Indicators	DS mean score	PS mean score	The mean difference
80. Clear communication skills (standard setting)	0.75	0.453	0.297
81. Not being one-dimensional and creating an identity of various skills	0.75	0.464	0.286
82. Educational needs assessment	0.75	0.559	0.191
83. Creativity	0.75	0.453	0.297
84. Memorization	0.742	0.476	0.266
85. Setting goals and path to achievement	0.742	0.381	0.361
86. Timing budgeting	0.742	0.453	0.289
87. Detection of deviations	0.733	0.417	0.316
88. Critical thinking	0.717	0.322	0.395

Table 14. Comparison of the present state (PS) and desired state (DS) of indicators associated with strategic skill

Indicators	DS mean score	PS mean score	The mean difference
89. Social support	0.717	0.381	0.336
90. The ability to delegate tasks to other people in the organization	0.717	0.441	0.276
91. Planning skills	0.717	0.453	0.264
92. Abstract thinking	0.708	0.381	0.327
93. Professional independence	0.708	0.5	0.208
94. The skill of changing and adapting values in accordance with organizational values	0.7	0.417	0.283
95. Ability to organize resources	0.7	0.417	0.283

Discussion

In all indicators, there is a gap between the present state and the desired one. The difference in means and capabilities measured using single-round Fuzzy Delphi, Triangular Fuzzy Numbers, and Center of Gravity shed light on the mentioned gap. The difference in means of the present and desired state was observed to be higher in some indicators and less in others, suggesting a huge or narrow gap between them. The respective gap was measured to be substantial in the following indicators ranked in the order of severity: 1. Judgment and decision making, 2. Human resource empowerment skills, 3. Strategic human resource management, 4. Leadership, 5.

Corrective actions, 6. Skills of compiling and using a balanced scorecard to evaluate performance, 7. Synthetic thinking, 8. Process redesign skill, 9. Recognition of environmental and organizational factors, 10. Skills of turning strategy into an action plan, 11. The skill of creating coordination and integration between human resource operational processes and organizational strategies. Contrariwise, there was a narrow gap between the present and desired state in the following indicators: 1. Educational needs assessment, 2. Concentration, 3. Time Management, 4. Skills to use the required computer hardware and software, 5. Professional independence, 6. IQ or cognitive intelligence, 7. Client Relationship Management, 8. Professional commitment, 9.

Self-awareness, 10. Knowledge-derived skill. The gap between other indicators lies somewhere between the two groups above of indicators.

Conclusion

Judgment and decision-making: No one can claim that s/he can always make the right decisions; however, one can enhance his/her success rate to this end by learning and promoting his/her decision-making skills. Some elements can profoundly improve the ability to make the right decisions, including 1. Set precise job-related goals, 2. Prevent mistakes, 3. Be intent on continuous learning, 4. Examine the problem from different angles, 5. Think carefully and do not be satisfied with quick and easy answers, 6. Focus on the subject at issue, 7. Gather information, 8. Use your time wisely, 9. Think of alternative solutions, 10. Act on a decision and not be easily satisfied with a mere difficult decision (a decision fails to be good enough unless it is adequately effective). 11. To be constantly vigilant, i.e., whether the changes made earlier are still effective or require further adjustments, 12. Make sure the problem resolved earlier has not appeared again.

Human resource empowerment skills: 1. Show that you value your employees irrespective of their current performance. The value bestowed upon every single employee as a human being should never overstep the bounds of morality. 2. Help people feel like they are part of the big picture. Make sure all people are aware of the organizational mission, vision, and strategic plans. If you want to go one step further in empowering human resources, inform people of the operational plan and ask their opinion of the plan in its entirety. Consequently, they are likely to consider themselves the program owner and impress you with their

commitment and competence. 3. Share goals and roadmap with your employees. 4. Trust human resources. 5. Provide employees with adequate information. 6. Avoid assigning exclusively difficult and repetitive tasks to your staff. Dare to allocate interesting tasks to them as well. 7. Give frequent and effective feedback to the human resources to find out how they are performing. 8. Seek to solve problems instead of placing the blame or finding fault. 9. Provide a receptive atmosphere driving people to interact with you easily. 10. Appreciate your employees. You should not expect favorable results from the HR empowerment method as long as employees feel ignored, underestimated, and underappreciated.

Strategic human resource management: 1. a full understanding of one's goals and mission is required since success in strategic HR management is intrinsically related to organizational goals. 2. Evaluate the HR capabilities and know how they can help the organization meet its goals. 3. Identify barriers and apply action plans to seize opportunities and effectively deal with threats by assessing the HR capacity. 4. Estimate the future human resource needs. 5. Take corrective measures in case the strategic HR management goals fail.

Leadership: Leadership is a skill that can be improved. 1. Follow role models to strengthen your leadership skill. 2. Develop flexibility in yourself to promote leadership skills. 3. Be intent on continuous learning. 4. Ask for feedback. 5. Expand your vision. 6. Know what is going on. 7. Broaden your horizon within the organization by expanding your scope of communication because one characteristic all successful leaders have in common is an extensive network. 8. Improve your self-discipline. A good leader requires discipline. Developing discipline is deeply effective in the professional and personal life of a leader and can inspire others. 9. Improve your accountability. 10. Develop your



situational awareness. 11. Be intent on learning new things since it is considered the best way to become a good leader. 12- Help strengthen your teammates. 13. Resolve conflicts. 14. Be an effective leader and does not mean being permanently in the spotlight.

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