



BUS 850

Management of People at Work

S2 Day 2014

Dept of Marketing and Management

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General Information

Unit convenor and teaching staff

Convenor

Associate Professor Louise Thornthwaite

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Building E4A, Room 653

Tuesdays 3-5 pm

Credit points

4

Prerequisites

BUS651 or MKTG696 or admission to MIntRel or MBiotech or admission to MCom or MIntBus or MEc or MActPrac prior to 2011

Corequisites

Co-badged status

Unit description

This unit provides students with contemporary knowledge and skills concerning the effective management of people at work. The unit reviews the key systems required for organisations to effectively manage their people in the context of their overall business strategy and the allied managerial skills required for successful implementation. A particular focus of this unit is the requirement for students to critically evaluate real organisational practices against contemporary theory as well as long established principles.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals

Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing

Understand the range of alternative techniques and practices in key areas of the HR

function and the reasons for choices among options

Explain how metrics, measurement and evaluation contribute to HR sustainability

Understand some of the key contemporary issues for human resource management

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	weeks 1-13
<u>Group presentation</u>	20%	Weeks 9-13 As per schedule
<u>Essay</u>	30%	17 September 2014 (week 7) 9am
<u>Final examination</u>	40%	Final Exam period

Participation

Due: **weeks 1-13**

Weighting: **10%**

Active participation by students in this Unit is essential to the teaching and learning mode. Participation enables clarification, discussion and debate about concepts and materials covered in the Unit as well as the active exploration of HR practices through role playing and case study analysis. Students are expected to attend each weekly session prepared to contribute and engage in class activities. Attendance will be recorded but will not of itself constitute participation. Students' participation marks will be calculated from the first class through to the last. Constructive involvement in activities is important. Mobile phones and the internet should be turned off during workshops.

Participation is based on:

- (1) demonstrating understanding in tutorials of required readings in weeks 1 to 6. Students will be given specific questions to consider in their reading and these will be discussed in class;
- (2) active engagement in case study and role play discussions. This will require prior reading of distributed case studies so that students are prepared for the activities in class; and

Key issues in relation to expectations of students in tutorials are outlined in brief below.

1. **Quality of contribution:** Students should endeavour to make a regular and informed contribution to discussion.

2. **Preparation:** In order to make an informed discussion, students should complete the recommended reading and relevant chapters of the textbook.

3. **Tolerance:** Group members should allow fellow students to express contrary views and be prepared to debate points in a reasoned and tolerant manner.

4. **Attendance:** In order to participate, students must attend tutorials. However students should

note also that silent attendance is not sufficient to earn marks for participation.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
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- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Understand some of the key contemporary issues for human resource management

Group presentation

Due: **Weeks 9-13 As per schedule**

Weighting: **20%**

This assignment involves analysis of how particular case study organisations manage specific aspects of managing people at work. Groups are to make a presentation to the class on an assigned HRM topic in relation to a nominated company.

Groups will consist of an absolute maximum of four students. Groups are formed and allocated their topic and presentation date in week 2. Each group is required to identify the business strategy of their case study organisation, present an overview of the particular HRM practices that their case study organisation uses in a specific area of HRM (eg recruitment, performance appraisal, diversity etc), and evaluate the company's approach, using the literature on the topic as well as considering the firm's business strategy.

The groups may assume the position of an external management consulting firm hired to research the organisation's HRM practices and their strategic implementations and provide professional recommendations. Each group will follow the same delivery template:

- A brief introduction to the company;
- Identification of the company's dominant business strategy(s);
- Outline of the company's approach to the designated functional area of HRM;
- Analysis of the strengths and weaknesses of the organisation's policies, practices and strategy in the designated area. This should include reference to critical scholarly literature on HR practices and strategies as well as consideration of how well these might contribute to the firm achieving its business strategy
- Two or three recommendations for improvement in the organisation's approach

The time limit for the presentation is 20 min. It is to be followed by 10 minute Q & A session. Students should provide a copy of any powerpoints (or other format) they intend to use immediately before they commence the presentation.

The presentation will require students *to critically analyse* the HRM issues in their designated

company using the academic literature from a variety of sources. The group's recommendations are expected to remain practical and consider such issues as cost, labour skills, markets, politics or other challenges in implementing HR strategy that are relevant to the organisation.

Detailed assessment criteria are outlined in Presentation Marking Sheet (to be provided on ilearn in week 3).

Extensions/penalties

No extensions will be granted. Requests to postpone/rearrange time of presentations' delivery will be accepted no later than a week prior to a scheduled presentation.

Research Sources.

In the research for their presentation, students should draw on sources they can obtain about the company both online and in print eg the company's webpage and annual reports; articles in business magazines, newspapers and other media reports; and independent reports which can build an understanding of the company and environment in which it is operating. You may also find if you search the library database that there are articles which contain research on the relevant company in academic journals as well as in HR practitioner journals. When using practitioner journals, students should remain conscious that articles generally express particular views rather than balanced, evidence-based analyses. Business magazines such as Harvard Business Review and Forbes, and the Australian Financial Review, as well as HR Monthly (from AHRI) and journal articles are often a great source of such practices and strategies. But groups must remain practical - and consider such issues as cost, laws, labour skills, markets, politics and other challenges in implementing HRM practices. Please note, you must not approach a company directly - unless of course you are an employee there already.

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- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

Essay

Due: **17 September 2014 (week 7) 9am**

Weighting: **30%**

This individually written essay allows students to critically analyse current SHRM theories and provide examples of their practical applications. The essay aims at assisting students in developing and demonstrating postgraduate level research skills including critical analysis and

academic writing.

The word limit of the essay is 2500 words.

The essay topic will be posted on ilearn in week 2.

Assessment criteria is outlined in the essay marking rubric located on ilearn. Students are expected to use at least 10 scholarly references in their analysis. Scholarly references generally include refereed journal articles and academic books/chapters. Students may use sections and subsections, but are not required to do so. The objective is to produce a piece of individually written work that is organised in a logical and coherent manner, addresses the essay question in a focused way and uses scholarly references to support and substantiate the analysis.

The essay must be submitted in hard copy to the Lecturer at the beginning of the week 7 lecture (9am, 17 September)

Extensions/penalties

No extensions will be granted. Late assignments will be accepted up to 72 hours after the submission deadline. A penalty of 20% of the total available marks made from the total awarded mark will apply for each complete 24 hours period that the submission is late (eg 25 hours late in submission - 40% penalty) unless an application for special consideration is made and approved.

On successful completion you will be able to:

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
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Final examination

Due: **Final Exam period**

Weighting: **40%**

A two hour exam will be held during the university exam period. Students will be required to answer both short essay questions and short answer questions. As a guide, essay responses are expected to be a minimum of 2 pages in length. Students will be assessed on their ability to analyse and argue the relevance and application of HRM principles in key areas of practice to particular company contexts.

Students are expected to present themselves for examination at the time and place designated in the [University Examination Timetable](#). Documented illness or unavoidable disruption are the only exceptions when students can apply for Special Consideration. Consult [Final Examination](#)

[Policy](#) for further details.

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Delivery and Resources

Classes, Teaching and Learning Activities

- This Unit is taught in a three hour workshop mode. The workshop consists of 3 hours face-to-face teaching per week, consisting of lectures combined with group case study presentations, class discussions, role plays, in-class case studies and brainstorming activities.
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- Delivery of classes will be performed in an interactive workshop format to maximise learning opportunities. Lectures will consist of substantial discussion, question and answers, brainstorming and group activities.

Students' Responsibility for Learning

- Students are expected to take responsibility for their learning by reading the relevant chapter in the textbook or other compulsory readings where indicated.
- Students are expected to read and research each topic in advance, participate in class and tutorial discussions and maintain a strong interest in current issues and changes in HRM.

Unit Schedule

A schedule of lectures, tutorials and required reading for each week is located on ilearn. Please have regard to the schedule.

Attendance

- Please note that while there is no mark for attendance, students are expected to attend all weekly classes, unless excused. Given the nature of this course, attendance should be

considered mandatory.

- Attendance will be taken in the weekly classes. Medical certificates must be provided if you are not able to attend a class.
- Warning: Failure to do so may affect your learning outcomes and performance in this Unit.

Class ethics

- Students are expected to arrive on time, and not to leave until the class ends.
- Students must be quiet during classes, unless of course when class participation is required.
- Mobile phone must be turned OFF. Students who disturb or disrupt in class will be asked to leave.
- Personal internet browsing during classes is considered inappropriate.

Late Submission of Assessment Tasks

No extensions will be granted. Late tasks will be accepted up to 72 hours after the submission deadline. There will be a deduction of 20% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 40% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved

Resources

Required and Recommended Texts and/or Materials

Recommended textbook (available from Co-Op Bookshop) is:

Kramar, R., Bartram, T. & De Cieri, H. et al. (2013) *Human Resource Management in Australia: Strategy, People, Performance* (5th Edition).

Journals recommended for knowledge about managing people include:

- Human Resource Management
- Academy of Management Journal
- International Journal of Human Resource
- Asia Pacific Journal of Human Resources
- Harvard Business Review
- Journal of Industrial Relations
- Work, Employment and Society
- Personnel Management
- Personnel Review
- Labour & Industry

A comprehensive reading list is located on ilearn which guides additional reading on each of the topics

covered.

Strongly recommended books which cover a number of topics (but rarely all topics) in the course include:

- Armstrong, M. (2011) *Armstrong's Handbook of Strategic Human Resource Management*, Kogan Page Publishers.
- Boselie, P. (2010) *Strategic Human Resource Management: A Balanced Approach*, McGraw Hill, Berkshire.
- Boxall, P and Purcell, J., (2011) *Strategy and Human Resource Management*, 3rd ed., Palgrave Macmillan, Basingstoke.
- Bratton, J. and Gold, J. (2007) *Human Resource Management: Theory and Practice*, Palgrave Macmillan, Basingstoke.
- Legge, K. (1995) *Human Resource Management: Rhetorics and Realities*, Macmillan, Basingstoke.
- Marchington, M. and Wilkinson, A., (2002) *People Management and Development: Human Resource Management at Work*, 2nd ed, CIPD, London.
- Mello, J. (2010) *Strategic Human Resource Management*, Cengage Learning.
- Salaman, G. Storey, J., and Billsbery, J., (2005) *Strategic Human Resource Management: Theory and Practice*, Sage, London.
- Schuler, R. and Jackson, S., (2007) *Strategic Human Resource Management*, 2nd ed, Blackwell.
- Stone, R. (2010) *Managing Human Resources*, John Wiley & Sons, Milton.
- Storey, J., Wright, P., and Ulrich, D., (2009) *The Routledge Companion to Strategic Human Resource Management*, Routledge, Abingdon.
- Taylor, S. (2011) *Contemporary Issues in Human Resource Management*, CIPD, London

Research Databases

Key research databases for your study of human resource management include **Ebscohost: Academic Search Elite and Business Source Premier**. Also search the websites of well-known consulting organisations such as Watson Wyatt, PWC, Deloitte, DDI, Hewitt Associates, Accenture etc.

Technology Used and Required

Students require access to a personal computer in order to complete tasks associated with this task. Students need to be able to access the Unit ilearn page at least weekly. Learning materials and announcements are placed regularly on ilearn. As well, students must be able to access their Macquarie University student email account regularly. Any email contact between staff and students must take place through these dedicated email addresses.

Unit Web Page

Macquarie uses iLearn as a software tool to manage teaching and learning practices: <https://ilearn.mq.edu.au/>. To log on, you must first obtain a logon password from IT services or the library then click through to BUS850. Please check this site each week for possible lecture slides. Other announcements and material will be posted on the site during the course. Readings and cases for the course can be either found through the iLearn website and/or accessed online via the library website (BUS850 online readings). In addition to the required textbook for this unit, students should familiarise themselves with the relevant sections of the library.

Satisfactory Completion of this Unit

This requires:

- attendance in classes
- participation in groupwork
- commitment to active participation, and to undertake required reading and assessment items.

Unit Schedule

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

Students should make themselves aware of the complete policies. Short relevant extracts are contained below.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that: all academic work claimed as original is the work of the author making the claim all academic collaborations are acknowledged academic work is not falsified in any way when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on academic honesty can be found in the Macquarie University Academic Honesty Policy at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/grade_appeals

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

CLASSROOM ETIQUETTE

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor. Students must be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes; not simply set to “silent”.

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

Accessing inappropriate web sites or downloading inappropriate material is not permitted;

Material that is not related to coursework for approved unit is deemed inappropriate.

Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings. Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

Assessment tasks

- Participation
- Group presentation
- Essay
- Final examination

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Understand the importance of thinking strategically about HRM from different theoretical perspectives and the implications for the roles of HR professionals
- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Understand the range of alternative techniques and practices in key areas of the HR function and the reasons for choices among options
- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

Assessment tasks

- Participation
- Group presentation
- Essay
- Final examination

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Identify key strategic areas of HR practice and their potential contribution to the creation of value, competitive advantage and employee wellbeing
- Explain how metrics, measurement and evaluation contribute to HR sustainability
- Understand some of the key contemporary issues for human resource management

Assessment tasks

- Group presentation
- Essay
- Final examination

Changes from Previous Offering

The assessment items in this Unit have been changed for Session 2 2014. The objective is to provide a better balance between group work and individual work in this final capstone Unit. An individual essay (2500 words) worth 30% of the final mark has been included to provide students with an opportunity to develop their individual skills of critical and scholarly analysis. The group case study report + presentation required in session 1 has been replaced with a group presentation worth 20%. This will continue to provide students with the opportunity to consider conceptual and practical SHRM issues in the context of a particular company, but students groups will no longer be required to compile a group report as well.

Research and Practice

Research used in this Unit

This unit uses research from *internal* (Macquarie University) and *external* sources, both *theory* oriented and *industry* (case study) based, for example:

Dunford, R. & Palmer, I. (2002). Managing for high performance? People management practices in Flight Centre. *The Journal of Industrial Relations*, 44(3), 376-396. (*Internal/industry*)

Pauwe, J. & Boselie, P. (2003). Challenging 'strategic HRM' and the relevance of the institutional setting. *Human Resource Management Journal*, 13(3), 56-70. (*External/theory*)

Thornthwaite, L. (2004), 'Working Time and Work-Family Balance: A Review of Employee Preferences', *Asia-Pacific Journal of Human Resources*, 42 (2), pp.166-184.

Thornthwaite, L., 2013, 'Social Media, Unfair Dismissal and the Regulation of Employees' Conduct Outside Work', *Australian Journal of Labour Law*, 26 (2), 164-182.

In the unit, both *classic* and most *recent* research works are used, for example:

Barney, J.B. & Wright, P.M. (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. *Human Resource Management*, 37(1), 31-46. (*Classic*)

Kotter, J.P. & Schlesinger, L.A. (1979). Choosing strategies for change. *Harvard Business Review*, March-April, 106-114. (Classic)

Riach, K. (2009). Managing 'difference': Understanding age diversity in practice. *Human Resource Management Journal*, 19(3), 319–335. (Recent)

Rousseau, D.M. & Barends, E.G. (2011). Becoming an evidence-based HR practitioner, *Human Resource Management Journal*, 21(3), 221-235. (Recent)

Connections between the content of the unit and current research

1. Lectures and discussions are designed on the basis of the textbook and relevant scholarly research studies, with a constant theme being to integrate understanding of actual and emergent policy and practice with evidence on what happens, what works, and what is possible.
2. The individual essay requires students to locate and demonstrate their understanding of contemporary scholarly research in the light of concepts and issues covered in the textbook and lectures.
3. The assessment criteria of the group presentation includes research criterion which judges students' ability to relate research findings to their practical cases; to demonstrate broader literature knowledge and to critically evaluate HR practices using relevant and rigorous research.