FIFTH EDITION

CONTEMPORARY HUMAN RESOURCE MANAGEMENT

TEXT AND CASES

ADRIAN WILKINSON TOM REDMAN TONY DUNDON

ALWAYS LEARNING

PEARSON

CONTEMPORARY HUMAN RESOURCE MANAGEMENT

PEARSON

At Pearson, we have a simple mission: to help people make more of their lives through learning

We combine innovative learning technology with trusted content and educational expertise to provide engaging and effective learning experiences that serve people wherever and whenever they are learning.

From classroom to boardroom, our curriculum materials, digital learning tools and testing programmes help to educate millions of people worldwide - more than any other private enterprise.

Every day our work helps learning flourish, and wherever learning flourishes, so do people.

To learn more please visit us at **www.pearson.com/uk**

CONTEMPORARY HUMAN RESOURCE MANAGEMENT

Text and Cases

Fifth Edition

Adrian Wilkinson,
Tom Redman
and Tony Dundon

PEARSON

Harlow, England • London • New York • Boston • San Francisco • Toronto • Sydney
Auckland • Singapore • Hong Kong • Tokyo • Seoul • Taipei • New Delhi
Cape Town • São Paulo • Mexico City • Madrid • Amsterdam • Munich • Paris • Milan

PEARSON EDUCATION LIMITED
Edinburgh Gate
Harlow CM20 2JE
United Kingdom
Tel: +44 (0)1279 623623
Web: www.pearson.com/uk

First published 2001 (print)
Second edition published 2006 (print)
Third edition published 2009 (print)
Fourth edition published 2013 (print and electronic)
Fifth edition published 2017 (print and electronic)

© Tom Redman and Adrian Wilkinson 2001, 2006, 2009 (print)
© Pearson Education 2013, 2017 (print and electronic)

The rights of Adrian Wilkinson, Tom Redman and Tony Dundon to be identified as authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

The print publication is protected by copyright. Prior to any prohibited reproduction, storage in a retrieval system, distribution or transmission in any form or by any means, electronic, mechanical, recording or otherwise, permission should be obtained from the publisher or, where applicable, a licence permitting restricted copying in the United Kingdom should be obtained from the Copyright Licensing Agency Ltd, Barnard's Inn, 86 Fetter Lane, London EC4A 1EN.

The ePublication is protected by copyright and must not be copied, reproduced, transferred, distributed, leased, licensed or publicly performed or used in any way except as specifically permitted in writing by the publishers, as allowed under the terms and conditions under which it was purchased, or as strictly permitted by applicable copyright law. Any unauthorised distribution or use of this text may be a direct infringement of the authors' and the publisher's rights and those responsible may be liable in law accordingly.

Pearson Education is not responsible for the content of third-party internet sites.

ISBN: 978-1-292-08824-2 (print)
978-1-292-08826-6 (PDF)
978-1-292-17068-8 (ePub)

British Library Cataloguing-in-Publication Data
A catalogue record for the print edition is available from the British Library

Library of Congress Cataloging-in-Publication Data
Names: Redman, Tom, 1952- editor. | Wilkinson, Adrian, 1963- editor. |
Dundon, Tony, 1962- editor.
Title: Contemporary human resource management : text and cases / [edited by]
Adrian Wilkinson, Tom Redman and Tony Dundon.
Description: Fifth edition. | Harlow, United Kingdom : Pearson Education,
[2017]
Identifiers: LCCN 2016023769| ISBN 9781292088242 | ISBN 9781292170688 (ePub)
Subjects: LCSH: Personnel management. | Personnel management—Study and
teaching. | Personnel management—Case studies.
Classification: LCC HF5549.15 .C66 2017 | DDC 658.3—dc23
LC record available at https://lccn.loc.gov/2016023769

10 9 8 7 6 5 4 3 2 1
21 20 19 18 17

Print edition typeset in Times LT Pro 10/12 by Lumina Datamatics, Inc.
Printed in Slovakia by Neografia

NOTE THAT ANY PAGE CROSS REFERENCES REFER TO THE PRINT EDITION

To Erin and Aidan
and
Rachel and Rosie
and
Diane, Liam and Kate

This page intentionally left blank

BRIEF OF CONTENTS

PART 1 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT 3

CHAPTER 1 Human Resource Management: A Contemporary Perspective 4

CHAPTER 2 Human Resource Management and Organisational Performance: In Search of the HR Advantage 34

CHAPTER 3 Recruitment 79

CHAPTER 4 Selection 106

CHAPTER 5 Training and Development 132

CHAPTER 6 Reward Management 158

CHAPTER 7 Performance Appraisal 189

CHAPTER 8 Employee Relations 211

CHAPTER 9 Organisational and Corporate Culture 232

PART 2 CONTEMPORARY THEMES AND ISSUES 257

CHAPTER 10 International Human Resource Management — Historical Developments, Models, Policies and Practices in MNCs 258

CHAPTER 11 Comparative Human Resource Management 293

CHAPTER 12 Managing Diversity and Inclusion 315

CHAPTER 13 Work–Life Balance: National Regimes, Organisational Policies and Individual Choices 333

CHAPTER 14 Downsizing 352

CHAPTER 15 Organisational Change and Human Resource Management 374

CHAPTER 16 Employee Involvement and Participation 407

CHAPTER 17 Employee Engagement 429

CHAPTER 18 Knowledge Management and Human Resource Management 450

CHAPTER 19 Employment Ethics 472

CHAPTER 20 Emotion at Work 491

CHAPTER 21 Flexibility 514

CHAPTER 22 Workplace Bullying 536

CHAPTER 23 HRM and Technology: From Socio-Technical Systems to Social Media 559

CHAPTER 24 Talent Management: Contemporary Issues 579

CONTENTS

Case studies and exercises xii
Editors xv
Contributors xvi
Acknowledgements xviii

PART 1
FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT

CHAPTER 1
HUMAN RESOURCE MANAGEMENT: A CONTEMPORARY PERSPECTIVE 4
Adrian Wilkinson, Tom Redman and Tony Dundon

Introduction 4
The development of HRM 5
The new HRM? 6
The changing context of work 9
Strategy and HRM 13
Performance and HRM 14
The changing role of HRM 17
The book 20
Case study 1.1 21
Case study 1.2 24
Suggested Further Reading 25
Bibliography 26

CHAPTER 2
HUMAN RESOURCE MANAGEMENT AND ORGANISATIONAL PERFORMANCE: IN SEARCH OF THE HR ADVANTAGE 34
Nicholas Kinnie and Juani Swart

Introduction 34
Strategy, structure and HRM 35
HR and organisational performance: our approach and some background 39
Human resource advantage 40
Human capital advantage 42
HRM models that fit network characteristics 51
Organisational process advantage 52
Conclusions and implications 57
Case study 2.1 59
Case study 2.2 62
Case study 2.3 66
Bibliography 68

CHAPTER 3
RECRUITMENT 79
Scott Hurrell and Dora Scholarios

Introduction 79
The external environment 80
The organisation 85
The job 87
Pre-recruitment activities 88
Recruitment methods 90
The need for an applicant perspective 94
Conclusions 94
Case study 3.1 96
Case study 3.2 98
Case study 3.3 99
Bibliography 100

CHAPTER 4
SELECTION 106
Dora Scholarios

Introduction 106
A brief overview of psychometric quality 107
The 'what' and 'how' of selection 107
Summary of trends 114
What do organisations actually do? 115
Explaining practice 116
Conclusions and implications for HRM 121
Case study 4.1 122
Case study 4.2 123
Case study 4.3 124
Bibliography 127

CHAPTER 5
TRAINING AND DEVELOPMENT 132
Irena Grugulis

Introduction 132
The case for training and development 133
Voluntarist and regulated approaches: international practice 134
Training and development in the workplace 137
Personal qualities and generic skills 140
The disadvantages of training and development 142
Skill and performance 143

Re-thinking training and development 145
Discussion and conclusions 145
Case study 5.1 147
Case study 5.2 147
Case study 5.3 148
Case study 5.4 151
Bibliography 152

CHAPTER 6

REWARD MANAGEMENT 158
Flora F. T. Chiang and Thomas A. Birtch

Introduction 158
Defining reward management 159
The conceptualisation of reward 160
Types of rewards 162
Types of reward systems 163
Pay determination 164
Understanding the strategic role of rewards 167
International reward management 173
Conclusion 175
Case study 6.1 176
Bibliography 182

CHAPTER 7

PERFORMANCE APPRAISAL 189
Michelle Brown and Tom Redman

Introduction 189
Development of performance appraisal 190
The practice of performance appraisal 190
Developments in performance appraisal 193
Problems of performance appraisal 197
Conclusions 198
Case study 7.1 199
Bibliography 206

CHAPTER 8

EMPLOYEE RELATIONS 211
Geraint Harvey and Peter Turnbull

Introduction 211
The labour market and the law 213
Trade unions and their members 215
The management of employee relations 218
Conclusion 221
Case study 8.1 222
Bibliography 227

CHAPTER 9

ORGANISATIONAL AND CORPORATE CULTURE 232
Alistair Cheyne and John Loan-Clarke

Introduction 232
Organisational culture 233
Categorisations of culture 235
Culture and organisational performance 237
Organisational culture and human resource management 238
Is culture change feasible? 242
Conclusions 243
Case study 9.1 244
Case study 9.2 244
Case study 9.3 245
Bibliography 249

PART 2

CONTEMPORARY THEMES AND ISSUES

CHAPTER 10

INTERNATIONAL HUMAN RESOURCE MANAGEMENT—HISTORICAL DEVELOPMENTS, MODELS, POLICIES AND PRACTICES IN MNCs 258
Michael Dickmann

Introduction 258
Historical development of the multinational organisation 259
The mindsets of senior leaders 259
Competitive challenges and international HRM configurations 262
Global expansion of MNCs and international HRM implications 265
Strategic international HRM in MNCs 267
International HRM policies and practices – working abroad 268
Adjustment to the local environment 276
International reward management 277
Career capital during the assignment 278
Summary 281
Case study 10.1 282
Case study 10.2 285
Bibliography 287

CHAPTER 11

COMPARATIVE HUMAN RESOURCE MANAGEMENT 293
Geoffrey Wood and David G. Collings

Introduction 293
Convergence or divergence in HRM systems 295
Empirical ways of understanding diversity 302
Conclusion 303
Case study 11.1 304
Case study 11.2 305
Case study 11.3 306
Case study 11.4 309
Bibliography 310

CHAPTER 12

MANAGING DIVERSITY AND INCLUSION 315
Catherine Cassell

Introduction 315
Managing diversity and inclusion: a brief history 316

General principles and activities 317
Implementing diversity initiatives 318
International and cultural contexts 319
Managing diversity globally 320
Do diversity initiatives deliver? 321
Conclusions 324
Case study 12.1 325
Case study 12.2 326
Case study 12.3 328
Bibliography 328

CHAPTER 13

WORK–LIFE BALANCE: NATIONAL REGIMES, ORGANISATIONAL POLICIES AND INDIVIDUAL CHOICES 333
Gill Kirton

Introduction 333
Work–life balance discourses 334
The national context of work–life balance 335
Work–life balance and the workplace 341
Individual choice and work–life balance 345
Conclusion 346
Case study 13.1 347
Bibliography 349

CHAPTER 14

DOWNSIZING 352
Adrian Wilkinson, Tony Dobbins and Tom Redman

Introduction 352
The contextual reality of downsizing 353
Methods of downsizing 357
Alternatives to redundancy 358
The redundancy process 361
Conclusions 364
Case study 14.1 366
Bibliography 367

CHAPTER 15

ORGANISATIONAL CHANGE AND HUMAN RESOURCE MANAGEMENT 374
Aoife M. McDermott and Edel Conway

Introduction 374
The nature of organisational change 375
First cornerstone: change drivers (‘why’) 376
Second cornerstone: change processes (‘how’) 377
Third cornerstone: change agents (‘who’ make change happen) 381
Fourth cornerstone: change recipients (‘who’ is affected by change and how they can be supported?) 384
HR’s role in change management 388
Conclusions 390
Case study 15.1 390
Case study 15.2 395
Case study 15.3 397
Bibliography 401

CHAPTER 16

EMPLOYEE INVOLVEMENT AND PARTICIPATION 407
Tony Dundon and Adrian Wilkinson

Introduction 407
Defining participation 408
The context for employee participation 408
A framework for analysing employee participation 410
Employee participation in practice 411
The meanings and impact of participation 414
Employee participation and the EU 415
Conclusions 417
Case study 16.1 418
Case study 16.2 420
Case study 16.3 421
Bibliography 424

CHAPTER 17

EMPLOYEE ENGAGEMENT 429
Elaine Farndale and Maja Vidović

Introduction 429
Definition 430
Measuring work and organisation engagement in research 431
Types of engagement 432
Debates and disagreements 433
Measuring employee engagement in practice 433
Engagement and related constructs 434
Drivers of employee engagement 435
Outcomes of employee engagement 437
Employee engagement in context 439
Conclusion 440
Case study 17.1 441
Case study 17.2 442
Case study 17.3 443
Bibliography 444

CHAPTER 18

KNOWLEDGE MANAGEMENT AND HUMAN RESOURCE MANAGEMENT 450
Donald Hislop

Introduction 450
Social context: the growing importance of knowledge 451
Defining knowledge work 451
Why worker motivation is key to achieving participation in knowledge management initiatives 453
The organisational climate and workers’ attitudes to knowledge management initiatives 454
HRM practices to support knowledge management initiatives 456
Conclusion 461
Case study 18.1 462
Case study 18.2 466
Bibliography 468

CHAPTER 19

EMPLOYMENT ETHICS 472
Peter Ackers

Introduction 472
Ethical theories: enter the moral maze 474
An employment ethics agenda: six central issues 476
Shaping an ethical workplace 479
Ethical HRM policy 480
Case study 19.1 484
Case study 19.2 487
Bibliography 488

CHAPTER 20

EMOTION AT WORK 491
Philip Hancock and Melissa Tyler

Introduction 491
The emotional turn: key concepts and issues 492
Emotion in management theory and practice 493
Critical perspectives on emotion 497
Conclusions 503
Case study 20.1 504
Case study 20.2 506
Case study 20.3 507
Bibliography 508

CHAPTER 21

FLEXIBILITY 514
Clare Kelliher

Introduction 514
Background 515
Approaches to flexibility 516
Implementation and outcomes 522
Conclusion: matching employer and employee needs 525
Case study 21.1 526
Case study 21.2 528
Case study 21.3 530
Bibliography 531

CHAPTER 22

WORKPLACE BULLYING 536
Sara Branch, Sheryl Ramsay and Michelle Barker

Introduction 536
How is workplace bullying defined? 538
The importance of power and dependency in workplace bullying 539
Identifying workplace bullying behaviours 540
Prevalence of workplace bullying behaviours and risk groups 541
The effect of workplace bullying on targets 541
The effect of workplace bullying on witnesses 542
The effect of workplace bullying on the organisation 542
Antecedents of workplace bullying 543
Prevention and management of workplace bullying 546
Conclusion 549
Case study 22.1 550
Case study 22.2 551
Bibliography 552

CHAPTER 23

HRM AND TECHNOLOGY: FROM SOCIO-TECHNICAL SYSTEMS TO SOCIAL MEDIA 559
Diane van den Broek and Paul Thompson

Introduction 559
Technology and social relations at work: issues and debates 560
Alternative, control and surveillance-based arguments 560
The call centre as socio-technical system 562
Electronic HRM 563
Social media at work 564
Recruitment and selection 566
Technological reach/changing boundaries 567
Managing social media 569
Conclusion 570
Case study 23.1 570
Case study 23.2 572
Bibliography 574

CHAPTER 24

TALENT MANAGEMENT: CONTEMPORARY ISSUES 579
Agnieszka Skuza and Hugh Scullion

Introduction 579
Factors influencing the growth of talent management 580
The meaning of talent 582
Approaches to talent management 584
Application of TM: recent empirical research review 586
Conclusion 589
Case study 24.1 590
Bibliography 593

Index 599

CASE STUDIES AND EXERCISES

1.1 Human resource management and private equity in a hospital
Aline Bos and Paul Boselie 21

1.2 Fire-fighting HRM in China's new global economy
Tony Dundon and Jenny Chan 24

2.1 Mother London
Nicholas Kinnie and Louise Hopper 59

2.2 Alexander Mann Solutions
Nicholas Kinnie and Ruth Smyth 62

2.3 Marks & Spencer One Team
Nicholas Kinnie and Juani Swart 66

3.1 Recruitment issues in the global hospitality and tourism industry: The particular case of China
Scott Hurrell and Dora Scholarios 96

3.2 Outsourcing recruitment at Blueberry
Scott Hurrell and Dora Scholarios 98

3.3 Recruitment and skills gaps in Fontainebleau and Oxygen
Scott Hurrell and Dora Scholarios 99

4.1 Moneyflow
Dora Scholarios 122

4.2 Global or Local Staffing?
Dora Scholarios 123

4.3 'You're Either Abercrombie Hot – or You're not'
Dora Scholarios 124

5.1 Developing Resourceful Humans
Irena Grugulis 147

5.2 Soft Skills at Work
Irena Grugulis and Steven Vincent 147

5.3 Jobs, Discretion and Skill
Irena Grugulis, Steven Vincent and Gail Hebson 148

5.4 Advertising for Skills
Irena Grugulis, Steven Vincent and Gail Hebson 151

6.1 Rewarding Innovation at Huawei
Thomas A. Birtch and Flora F. T. Chiang 176

7.1 Performance Appraisal at Federation Hospital
Michelle Brown 199

8.1 Is Ryanair the Southwest Airlines of Europe?
Geraint Harvey and Peter Turnbull 222

9.1 Understanding the culture of an organisation
John Loan-Clarke and Alistair Cheyne 244

9.2 Understanding culture in international higher education
Xiaozheng Zhang 244

9.3 Cultural turbulence: From ‘people first’ to ‘macho management’ at British Airways
Irena Grugulis, Adrian Wilkinson and Ashlea Kellner 245

10.1 International HRM: Aiming to practice transnational people management, achieving cognofederate IHRM
Michael Dickmann 282

10.2 International HRM: The changing role of global mobility departments
Michael Dickmann 285

11.1 HRM in Mozambique
Geoffrey Wood and David G. Collings 304

11.2 Ireland and the multinationals
David G. Collings and Geoffrey Wood 305

11.3 Institutional change, work and employment relations: The changing fortunes of Mercedes-Benz in South Africa
Geoffrey Wood 306

11.4 Reflective case study
Geoffrey Wood and David G. Collings 309

12.1 Eurozone
Catherine Cassell 325

12.2 CMC retailing
Catherine Cassell 326

12.3 Exercise in diversity training
Catherine Cassell 328

13.1 Work–life balance policies and culture in two case study organisations – PharMerger and EngCorp
Samantha Callan 347

14.1 The Irish Ferries dispute
Tony Dobbins 366

15.1 The cardiologist’s tale: An inside account of change leadership
David A. Buchanan 390

15.2 Avoiding a booking system backlash: How to generate commitment to change?
Aoife M. McDermott and Edel Conway 395

15.3 UTEL: A change workshop
Cynthia Hardy 397

16.1 Redesigning employee involvement in a small family-run business
Tony Dundon 418

16.2 The meaning of participation to managers
Paula K. Mowbray 420

16.3 The durability of ‘double-breasting’ voice in a multinational organisation
Tony Dundon 421

17.1 Engaging with a global identity in a major multinational chemicals firm
Elaine Farndale 441

17.2 Measuring employee engagement
Elaine Farndale 442

17.3 Engagement in a shared service centre in India
Elaine Farndale 443

18.1 Domestic-Powerco: Supporting knowledge sharing and use among distributed work teams
Donald Hislop 462

18.2 Office equipment service engineers and consultants as knowledge workers
Donald Hislop 466

19.1 Employment ethics at Britishstores
Peter Ackers 484

19.2 Ethical HRM policies in a global world
Peter Ackers *487*

20.1 Emotion management at Girlie Glitter Co.
Philip Hancock and Melissa Tyler *504*

20.2 Emotional intelligence at Call Co.
Philip Hancock and Melissa Tyler *506*

20.3 Emotion and authenticity at the Ho Ho Ho Agency
Philip Hancock and Melissa Tyler *507*

21.1 Meeting employer and employee needs for flexibility at EngCoPLC: The case of smart working
Clare Kelliher and Deirdre Anderson *526*

21.2 Second Careers Internship Programme: The Tata Group's attempts to entice professional women back into employment in India
Clare Kelliher *528*

21.3 Lufthansa: Using part-time staff to help manage seasonal demand
Clare Kelliher 530

22.1 Is this a case of bullying?
Sara Branch, Sheryl Ramsay and Michelle Barker *550*

22.2 Reflective exercises
Sara Branch, Sheryl Ramsay and Michelle Barker 551

23.1 Australian fire fighters caught in the net – cyberloafing and how HR might pre-empt legal action
Diane van den Broek *570*

23.2 A case of surveillance and HR practices in a call centre
Paul Thompson 572

24.1 Talent management in Elect Co
Agnieszka Skuza and Hugh Scullion *590*

EDITORS

Adrian Wilkinson is Professor and Director of the Centre for Work, Organisation and Wellbeing at Griffith University, Brisbane, Australia. Prior to his 2006 appointment, Adrian worked at Loughborough University in the United Kingdom where he was Professor of Human Resource Management from 1998 to 2006. Adrian has also worked at the Manchester School of Management at the University of Manchester Institute of Science and Technology. He holds Visiting Professorships at Loughborough University, the University of Sheffield and the University of Durham, and is an Academic Fellow at the Centre for International Human Resource Management at the Judge Institute, University of Cambridge. Adrian has authored, co-authored and edited some 25 books, over 150 articles in refereed journals and numerous book chapters. His books (with co-authors) include *Making Quality Critical* (Routledge, 1995); *Managing Quality and Human Resources* (Blackwell, 1997); *Managing with TQM: Theory and Practice* (Macmillan, 1998); *Understanding Work and Employment: Industrial Relations in Transition* (Oxford University Press, 2003); *Human Resource Management at Work* (5th edition, Chartered Institute of Personnel and Development, 2012); *The SAGE Handbook of Human Resource Management* (Sage, 2009); *The Oxford Handbook of Participation in Organisations* (Oxford University Press, 2010); *The Research Handbook of The Future of Work and Employment Relations* (Elgar, 2011); *The Future of Employment Relations* (Palgrave, 2011); *The Handbook of Comparative Employment Relations* (Elgar, 2011) and *The International Handbook of Labour Unions* (Elgar, 2012). *Contemporary Human Resource Management* (Pearson, 2013); *The Oxford Handbook of Employment Relations* (OUP, 2014) and the *Handbook of Research on Employee Voice* (Elgar, 2014).

He is a Fellow and Accredited Examiner of the Chartered Institute of Personnel and Development in the UK and a Fellow of the Australian Human Resource Institute. Adrian was appointed as a British Academy of Management Fellow in 2010. He is an Academician of the Academy of Social Sciences and a Fellow of the Australian Academy of Social Sciences. Adrian is Joint Chief Editor of the *Human Resource Management Journal* (HRMJ).

Tom Redman was Professor of Human Resource Management. Before joining Durham Business School, Tom was a Professor of Human Resource Management at the University of Sheffield. Prior to this he was Professor of Human Resource Management at the University of Teesside. Tom also spent 10 years in industry, in quality, production and HR management positions (mainly with Royal Worcester Porcelain) prior to re-entering academic life. His books include *Managing Managers* (Blackwell, 1993) and *Managing with TQM: Theory and Practice* (Macmillan, 1998) and *The SAGE Handbook of Human Resource Management* (Sage, 2009). He was a Fellow of the Chartered Institute of Personnel and Development. Sadly, Professor Redman passed away suddenly during the production stages of this edition of the book. He will be sadly missed. His work and influence on the field of HRM continues.

Tony Dundon is Professor of Human Resource Management and Employment Relations at Alliance Manchester Business School, University of Manchester, UK, and is a visiting honorary professor at University of St Andrews and the Kemmy Business School, University of Limerick. Tony's research areas include employment relations, human resource management and organisational performance, employee voice and trade union organising. Professor Dundon is a Fellow of the Academy of Social Sciences (FAcSS), former Chief Examiner for the Chartered Institute of Personnel and Development (CIPD), joint Editor-in-Chief of the *Human Resource Management Journal* (HRMJ), Consulting Editor for the *International Journal of Management Reviews* (IJMR); International Advisory Board Member of *Work, Employment and Society* (WES). Tony has held visiting positions at Sydney University; Deakin University, Melbourne; Toulouse Business School, France; and Queensland University of Technology. His books include *Understanding Employment Relations*, (2nd edition, McGraw Hill, 2011); *Cases in Global Management: Strategy, Innovation and People Management* (Tilde University Press, 2012); *Global Anti-Unionism* (Palgrave, 2013) and *Handbook of Research on Employee Voice* (Edward Elgar, 2014).

CONTRIBUTORS

Peter Ackers	Professor of Employment Relations, Department of HRM, De Montfort University, Leicester
Deirdre Anderson	Senior Lecturer in Organisational Behaviour, School of Management, Cranfield University
Thomas A. Birtch	Associate Professor, Department of International Business and Management, University of Nottingham, China, Senior Research Fellow, Institute for Manufacturing, University of Cambridge, UK, and Director, International Centre for Incentives, Rewards, and Performance
Aline Bos	Researcher/Assistant Professor, Utrecht School of Governance Consulting, Utrecht University, The Netherlands
Paul Boselie	Professor, Utrecht School of Governance, Utrecht University, The Netherlands
Michelle Barker	Professor, Griffith Business School, Griffith University
Sara Branch	Research Fellow, Griffith Criminology Institute, Griffith University
Michelle Brown	Professor of Management (Human Resource Management), University of Melbourne
David A. Buchanan	Emeritus Professor of Organizational Behaviour, Cranfield University School of Management
Samantha Callan	Associate Director for Families and Mental Health, Centre for Social Justice – Independent UK think tank
	Honorary Research Fellow, School of Clinical Sciences and Community Health, College of Medicine and Veterinary Medicine, Edinburgh University
Catherine Cassell	Deputy Dean of Business School and Professor of Organisational Psychology, Leeds University
Jenny Chan	Lecturer and Junior Research Fellow, School of Interdisciplinary Area Studies, Kellogg College, University of Oxford.
Alistair Cheyne	Professor of Organisational Psychology and Director of Internationalisation and Accreditation, School of Business and Economics, Loughborough University
Flora F. T. Chiang	Professor, Department of Management, Hong Kong Baptist University
David G. Collings	Professor of Human Resource Management, Dublin City University
Edel Conway	Professor of Human Resource Management, Dublin City University
Michael Dickmann	Professor of International Human Resource Management and Program Director MSc in Management, Cranfield University
Tony Dobbins	Professor of Employment Studies, Bangor Business School
Elaine Farndale	Associate Professor of Human Resource Management, School of Labor and Employment Relations, and Center Director, Center for International Human Resource Studies, The Pennsylvania State University
Mark Gilman	Director, Business Improvements and Growth (BIG) Associates Ltd
Irena Grugulis	Professor of Work and Skills, Leeds University Business School
Cynthia Hardy	Laureate Professor, Department of Management and Marketing, University of Melbourne
Philip Hancock	Professor of Work and Organisation, Essex Business School
Geraint Harvey	Senior Lecturer in HRM and Industrial Relations, Birmingham Business School, University of Birmingham
Gail Hebson	Senior Lecturer in Employment Studies, Manchester Business School

Donald Hislop	Reader in Sociology of Contemporary Work, and Head of Discipline, Human Resource Management and Organisational Behaviour, School of Business and Economics, Loughborough University
Louise Hopper	Company HR Manager, Herts for Learning Ltd
Scott Hurrell	Lecturer in Management , Work and Organisation, University of Glasgow
Clare Kelliher	Professor of Work and Organisation, Cranfield School of Management, Cranfield University
Ashlea Kellner	Research Fellow, Centre for Work, Organisation and Wellbeing, Griffith University
Gill Kirton	Professor of Employment Relations, School of Business and Management, Queen Mary, University of London
Nicholas Kinnie	Associate Dean Undergraduate Taught Students, and Professor in Human Resource Management, School of Management, University of Bath
John Loan-Clarke	Former Senior Lecturer in Organisational Development, Loughborough University
Aoife M. McDermott	Senior Lecturer in Human Resource Management, Cardiff Business School, Cardiff University
Paula K Mowbray	Doctoral Student, Griffith University
Sheryl Ramsay	Senior Lecturer, Griffith Business School, Griffith University
Hugh Scullion	Formerly Professor in International Management, at the Cairnes School of Business and Economics, NUIGalway
Agnieszka Skuza	Assistant Professor, Poznan University of Economics and Business
Dora Scholarios	Professor of Work Psychology, Organisational Behaviour and Human Resource Management, University of Strathclyde
Ruth Smyth	Head of HR (Europe and Americas), Alexander Mann Solutions
Juani Swart	Associate Dean Faculty, Professor in HRM and Director, Work and Employment Research Centre (WERC), School of Management, University of Bath
Paul Thompson	Professor of Employment Studies, University of Stirling
Peter Turnbull	Professor of Management, School of Economics, Finance & Management, University of Bristol
Melissa Tyler	Professor of Work and Organisation Studies, University of Essex
Maja Vidović	Lecturer, Rochester Institute of Technology Croatia
Diane van den Broek	Associate Professor, Work and Organisational Studies, The University of Sydney Business School
Steven Vincent	Professor of Work and Organisation, and Head of Leadership, Work and Organisation, Business School, Newcastle University
Geoffrey Wood	Dean and Professor of International Business, Essex Business School, University of Essex
Xiaozheng Zhang	Senior Lecturer in Human Resource Management, Nottingham Business School, Nottingham Trent University

ACKNOWLEDGEMENTS

As with any book, the list of acknowledgements is extensive, but these are the most important. Thanks to our editor. As usual, our family and friends make a major contribution, and we are grateful to our families for their support while the book was being written.

While this book was being finalised, Tom sadly passed away. He will be missed.

Publisher's acknowledgements

Figures

Figure 2.4 from *People Management and Performance*, Oxford: Routledge (Purcell, J., Kinnie, N., Swart, J., Rayton, B. and Hutchinson, S. 2009), Figure 1.2, p. 15. Reproduced by permission of Taylor & Francis Books UK; Figure 10.2 adapted from H. De Cieri and P. Dowling, Strategic human resource management in multinational enterprises: theoretical Research in Personnel and Human Resource Management: *Strategic human resources in the twenty-first century, 4th Supplement* (Wright, P.M., Dyer, L.D. and Boudreau, J.W. (Eds.), 1999), Stamford, CT: JAI Press, © Emerald Group Publishing Limited, all rights reserved; Figure 10.4 from *Global Careers, London: Routledge* (Dickmann, M. and Baruch, Y., 2011) p. 120, Figure 5.4, permission conveyed through Copyright Clearance Center, Inc.; Figure 10.5 adapted from Expatriate selection, training and career-pathing: A review and critique, *Human Resource Management*, Vol. 26 (3), pp. 331–45 (Mendenhall, M., Dunbar, E. and Oddou, G., 1987), John Wiley & Sons; Figure 10.6 from A. Haslberger, Expatriate adjustment: a more nuanced view, in, *International Human Resource Management – A European Perspective*, 2nd ed., p. 138, Figure (Dickmann, M., Brewster, C. and Sparrow, P. (Eds.), 2008), London: Routledge. Reproduced by permission of Taylor & Francis Books UK; Figures 10.7, 10.8 from Dickmann, M. (2014), Key Trends in Global Mobility, RES Forum, UniGroup Relocation Network and Equus Software, 102 pages, London; Figure 16.1 from M. Marchington, Employee involvement: patterns and explanations, in, Participation and Democracy at Work: *Essays in honour of Harvie Ramsay* (Harley, B., Hyman, J. and Thompson, P. (Eds.), 2005), London: Palgrave; Figure 20.1 from United we stand, or else? Exploring organizational attempts to control emotional expression by, *Journal of Organizational Change Management*, Vol. 16 (5), pp. 534–46, Figure 1 (Driver, M., 2003), Emerald Group Publishing Ltd., © Emerald Group Publishing Limited, all rights reserved; Figure 21.1 from Part-time employment in *OECD Factbook 2014: Economic, Environmental and Social Statistics – © OECD 05-05-2014*. Reproduced with permission of the OECD; Figure 21.2 from Eurostat (online data code: ifsa_etpga), Eurostat, http://ec.europa.eu/eurostat/web/main/home, © European Union, 1995 – 2016; Figure 22.1 from mobbing.ca, http://www.mobbing.ca, Bobbie Osborne (Photographer) and Anton Hout (Designer), reprinted with permission of Anton Hout of Overcome Bullying Canada; Figure 22.3 from Workplace Bullying, Mobbing and General Harassment: A Review, *International Journal of Management Reviews*, Vol.15, No.3, 280–99 (Branch, S., Ramsay, S., and Barker, M 2013), Wiley. Reproduced with permission of Blackwell Scientific in the format Republish in a book via Copyright Clearance Center; Figure 22.4 from Workplace Mobbing Australia, www.workplacemobbing.com/mobbing.html, Linda Shallcross (designer). Reproduced with permission of Linda Shallcross of Workplace Mobbing Australia; Figure 23.1 from Social Media(tion) and the Reshaping of Public/Private Boundaries in Employment Relations, *International Journal of Management Reviews* (McDonald, P. and Thompson, P 2015), doi: 10.1111/ijmr.12061. Reproduced with permission of Blackwell Scientific in the format Republish in a book via Copyright Clearance Center.

Tables

Table 1.1 from *Human Resources Management: A Critical Text*, 3rd ed., Cengage (Storey, J. 2007) p. 9, © 2007, Cengage. Reproduced by permission of Cengage Learning EMEA Ltd; Table 3.1 from IDS HR Study 865, Competency Frameworks, March 2008, p. 17, www.idshrstudies.com, table reprinted by kind permission of Income Data Services; Table 3.2 from *Resourcing and Talent Planning*, Chartered Institute of Personnel Development (CIPD) (2011) p. 16, CIPD, with the permission of the publisher, the Chartered Institute of Personnel and Development, London (www.cipd.co.uk); Table 4.1 adapted from *Staffing Organizations: Contemporary practice and theory*, 3rd ed., Mahwah, N.J.: Lawrence Erlbaum Associates (Ployhart, R.E., Schneider, B. and Schmitt, N.) p. 380, Table 7.3, permission conveyed through Copyright Clearance Center, Inc.; Table 8.2 from Unitarism and employer resistance to trade unionism, *International Journal of Human Resource Management*, 25(18), 2573–90 (Cullinane, N. and Dundon, T. 2014), reprinted by permission of the publisher (Taylor & Francis Ltd; http://www.tandfonline.com); Table 10.1 from *Managing Across Borders: The transnational solution*, Random House Business Books (Bartlett, C. and Ghoshal, S., 1989), and Harvard Business School Publishing; Tables on page 283 and 284 from *Global Careers,* London: Routledge (Dickmann, M. and Baruch, Y., 2011) p. 40, , permission conveyed through Copyright Clearance Center, Inc.; Table 10.2 adapted from N.J. Adler and F. Ghadar, Strategic human resource management: a global perspective, in, *Human Resource Management: An international comparison*, p. 240, Table 1 (Pieper, R. 1990), New York: de Gruyter, © 1990 de Gruyter; permission conveyed through Copyright Clearance Center, Inc.; Table 10.4 adapted from *International Human Resource Management*, London: CIPD (Harris, H., Brewster, C. and Sparrow P. 2003) p. 146, with the permission of the publisher, the Chartered Institute of Personnel and Development, London (www.cipd.co.uk); Table 10.5a adapted from *Global Careers, London: Routledge* (Dickmann, M. and Baruch, Y 2011) p. 194, permission conveyed through Copyright Clearance Center, Inc.; Table 10.5b adapted from *Global Careers, London: Routledge* (Dickmann, M. and Baruch, Y. 2011) p. 194, permission conveyed through Copyright Clearance Center, Inc.; Table 10.6 adapted from *Global Careers,* London: Routledge (Dickmann, M. and Baruch, Y., 2011) p. 234, permission conveyed through Copyright Clearance Center, Inc.; Table 18.2 from *Diagnosing and changing organizational culture.*, 1 ed., Addison-Wesley. (Cameron, K. S., & Quinn, R. E. 1999); Table 22.1 from Bullying: From the playground to the boardroom, *Journal of Leadership and Organizational Studies,* Vol. 12 (4), pp. 1–11 (Harvey, M. G., Heames, J. T., Richey, R. G. and Leonard, N. 2006), Copyright © 2006 Baker College. Reprinted by permission of SAGE Publications.

Text

Box 4.4 from Using situational interviews to assess engineering applicant fit to work group. Job and organizational requirements, *Engineering Management Journal*, Vol. 18, pp. 27–35; Extract on pages 138–9 from Expansive learning environments: Integrating Organisational and personal development, *Workplace learning in context*, p.130 figure (Rainbird H., Fuller A and Munro A 2004), London and New York: Routledge: Routledge. Reproduced by permission of Taylor & Francis Books UK; Case Study 5.3 from The rise of the 'network organisation' and the decline of discretion, *Human Resource Management Journal*, Vol. 13(2), pp. 45–59 (2003), John Wiley & Sons; Box 10.1 from P. Almond and O. Tregaskis, *International HRM, in, Human Resource Management: A contemporary approach*, 6th ed. (Beardwell, J. and Claydon, T., 2010) p. 649, © Pearson Education Limited 2001, 2010; Box 10.2 from *The coffee-machine system: how international selection really works*, Vol. 10 (3), International Journal of Human Resource Management (Harris, H. and Brewster, C., 1999) pp. 488–500, permission conveyed through Copyright Clearance Center, Inc.; Box 11.1 from *Culture's Consequences: Comparing values, behaviors, institutions and organizations across nations, Thousand Oaks, California*, 2nd ed., Sage Publications (Hofstede, G., 2001) p. 29, ISBN 0-8039-7323-3 © Geert Hofstede B.V., quoted with permission; Case Study 11.1 from *Human resource management practice and institutional constraints: The case of Mozambique*, Vol. 27 (4), Employee Relations: An International Journal (Webster, E. and Wood, G., 2005) pp. 369–85, © Emerald Group Publishing Limited, all rights reserved; Case Study 13.2 from "OECD Better Life Index 2013 WLB" topic available at: http://www.oecdbetterlifeindex.org/topics/work-life-balance/ (accessed on 30/05/2016); Case Study 14.1 from Dobbins, T. (2005), 'Irish Ferries dispute finally resolved after bitter stand-off'. European Foundation for the Improvement of Living and Working Conditions, Dublin. http://www.eurofound.europa.eu/observatories/eurwork/articles/irish-ferries-dispute; Box 14.2 from http://www.nytimes.com/2015/06/04/us/last-task-after-layoff-at-disney-train-foreign-replacements.html; Box 16.1 from *Information and Consultation of Employees (ICE) Regulations 2004,* Department for Business, Innovation and Skills, DTI 2006 (2006) © Crown copyright. Contains public sector information licensed under the Open Government Licence (OGL) v3.0. http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/; Box 23.1 adapted from Broughton, A., Foley, B., Ledermaier, S., & Cox, A. (2013). The use of social media in the recruitment process. Retrieved May, 2, 2014, Acas research paper 1.

PART 1

FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT

CHAPTER 1

HUMAN RESOURCE MANAGEMENT: A CONTEMPORARY PERSPECTIVE

Adrian Wilkinson, Tom Redman and Tony Dundon

Introduction

This book is about Human Resource Management (HRM) and is concerned with the way in which organisations manage their people. In this introductory chapter we discuss our own approach to the study of HRM and the rationale underpinning the ordering and presentation of material in the book. Our aim is to chart the broad terrain of a rapidly developing field of study in order to prepare the reader for the more finely grained treatment of specific HRM topics to be found in the individual chapters. In particular, we examine the rise of HRM, the effects of the changing context of work on HRM, the strategic nature of HRM practice, its impact on organisational performance and the changing role of the HR function. The chapter concludes with a consideration of our views on the audience at which the book is targeted and some thoughts on how it may best be used.

The development of HRM

The roots of HRM can be found in the emergence of industrial welfare work from the 1890s, as organisations driven by a mix of humanitarian, religious and business motives began to provide workplace amenities such as medical care, housing and libraries. In addition, employment offices were established to deal with hiring, payroll and record keeping. When scientific management emerged, the principles of science were also to be applied to the management of people as well as the management of production. We see here the shift from direct systems of management (personal supervision, traditional paternalism and simple piecework systems) to more technical systems of management and bureaucratic forms of employment (Gospel, 2009). From here the HRM function came to life, responsible for establishing modern personnel methods (Kaufman, 2010b), and we have seen a growing professionalisation of the role. However, it has been seen as largely an administrative function dealing with the 'labour problem' rather than contributing to strategic goals. The former welfare and personnel administrative tradition is the backcloth to the rise in HRM.

The past 20 years or so have seen the rise of what has been called the new HRM orthodoxy (Bacon, 2003; Guest, 1998; Torrington *et al*., 2014; Wilkinson *et al*., 2009). In the mid-1980s in the UK, and earlier in the US, the term 'HRM' became fashionable and gradually started to replace others such as 'personnel management', 'industrial relations' and 'labour relations'. The practitioners of people management are no longer personnel officers and trainers but are HR managers and human resource developers (and importantly, line managers). The 1990s saw the launch of new journals and the flourishing of university courses in HRM; many of these in the UK are now endorsed and professionally accredited by the Chartered Institute of Personnel and Development (CIPD). A new HRM bandwagon was well and truly rolling.

Early contributions on the implications of the rise of HRM were concerned to define it and to compare it with the more traditional approach to personnel management (e.g. Guest, 1987). HRM was in turn both heralded as 'a new era of humane people oriented employment management' (Keenoy, 1990: 375) and derided as a 'blunt instrument to bully workers' (Monks, 1998), especially with the decline of collective bargaining and the reduced influence of trade unions (Nolan and Wood, 2003). There has been considerable ambiguity in the use of the term, with various commentators using 'HRM' as simply a more modern label for traditional personnel management, as a 're-conceptualising and re-organising of personnel roles', or as a new and distinctive approach, attempting to develop and utilise the potential of human resources to the full in pursuit of an organisation's strategic objectives. It is the promise that is held by this latter view that has most excited practitioners and attracted the attention of management academics (Marchington and Wilkinson, 2012; Kaufman, 2015; Wilkinson and Johnstone, 2016).

There has long been a debate over whether HRM is no more than a relabelling of personnel management, the 'old wine in new bottles' critique, or something more fundamental (Legge, 1995; Kaufman, 2015). Traditionally, personnel management was characterised as having little focus on broader business links and being overly concentrated on the activities of personnel professionals, unions and a range of operational techniques. Thus personnel management was seen as a low-level record-keeping and 'people maintenance' function. The HRM stereotype, in contrast, is characterised as being much more concerned with business strategy, taking the view that HR is *the* most important organisational resource. Thus there has been much talk of an HRM 'revolution' with a transformation from administrative efficiency to the role of HRM as a fully-fledged strategic business partner. HRM, speculate Ulrich and Dulebohn (2015), has been on a journey with the purposeful singular direction which is to 'add value to the firm'.

The new HRM?

Boxall and Purcell (2011: 2) point out that defining HRM is important and should not be rushed. Definitions specify and clarify the intellectual space to be discussed and uncover the different perspectives on which to examine the subject and explain phenomenon. Some of the key defining features of HRM include 'beliefs and assumptions', 'strategic qualities', the 'critical role of managers', and finally 'key levers' (see Table 1.1). An earlier definition of HRM by Storey (1995) emphasises a particular set of policies identified with 'high-commitment management' or 'high-performance work systems':

> Human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques. *(Storey, 1995: 5)*

In contrast, a broader definition is provided by Boxall and Purcell:

> HRM includes anything and everything associated with the management of employment relationships in the firm. We do not associate HRM solely with a high-commitment model of labour management or with any particular ideology or style of management. *(Boxall and Purcell, 2000: 184)*

Bacon (2003) points out that if HRM is defined exclusively as high-commitment management then the subject marginalises itself to the discussion of a relatively small number of distinct companies since many organisations pursue a 'low-wage path'. The above 'exclusive' definition thus identifies HRM in contrast to other forms of labour management

Table 1.1 The new HRM model

1 **Beliefs and assumptions**

- That it is the human resource which gives competitive edge.
- That the aim should not be mere compliance with rules, but employee commitment.
- That therefore employees should, for example, be very carefully selected and developed.

2 **Strategic qualities**

- Because of the above factors, HR decisions are of strategic importance.
- Top management involvement is necessary.
- HR policies should be integrated into the business strategy – stemming from it and even contributing to it.

3 **Critical role of managers**

- Because HR practice is critical to the core activities of the business, it is too important to be left to personnel specialists alone.
- Line managers are (or need to be) closely involved as both deliverers and drivers of the HR policies.
- Much greater attention is paid to the management of managers themselves.

4 **Key levers**

- Managing culture is more important than managing procedures and systems.
- Integrated action on selection, communication, training, reward and development.
- Restructuring and job redesign to allow devolved responsibility and empowerment.

Source: Storey, 2007: 9.

(industrial relations or traditional personnel management), whereas the second inclusive definition covers all forms of labour management (Bacon, 2003: 73).

Slippage between these two differing definitions, the new HRM according to Storey and HRM as a more generic term, is the cause of considerable confusion, generating more heat than light in debates on HRM and its meaning. However, although evolution is less exciting than revolution, Torrington *et al*.'s (2014) view was that HRM is merely the next stage in the development of personnel management is persuasive. Torrington (1993), a staunch defender of 'good' personnel management, has also suggested that much of what is now labelled 'HRM' may be seen much more simply as longstanding good people management practice, while what was less effective has been relegated to remain, rather unfairly it seems, with the 'personnel management' brand.

Lewin (2008) defines HRM as the attraction, retention, utilisation, motivation, rewarding and disciplining of employees in organisations, and this connects with other contemporary definitions that see HRM as the 'management of people at work' (Marchington and Wilkinson, 2012). This seems a good approach, which is broad and less subject to fashion. The idea also conveys the shift in terms of a greater emphasis on the ways in which people are managed is as a resource which may positively contribute to organisational success and effectiveness. In discussing the importance of a broad definition, Boxall and Purcell (2011) suggest that:

> HRM refers to all those activities associated with the management of work and people in organisations . . . related terms such as 'employee relations', 'labour management' and 'people management' are used as synonymous for HRM . . . defining HRM as a particular style is obviously a legitimate way to proceed. It opens up questions such as: What practices constitute a high-commitment model. . . . [An] inclusive definition of HRM is more appropriate. *(Boxall and Purcell, 2011: 2, 9)*

In this sense HRM has an aspirational quality that connects with perspectives to elaborate on concepts such as employee motivation, performance, commitment, managerial power and legitimacy and ideology. Even an inclusive definition of HRM about the management of people can have its origins in one or more competing perspectives to the study and practice of HRM. Table 1.2 summarises four such competing approaches.

Table 1.2 Alternative approaches to the study and practice of HRM

Approach	Beliefs and Assumptions	Strategic Qualities	Role Line Mangers	Key Drivers
Matching Models				
(Hard)	Compliance	Calculative efficiency	Rule-bound	Product demand
(Soft)	Nurturing commitment	People-supportive policies	Coaching	Training and development
Organisational Performance	Performance-enhancing	Bundles of complementary HR policies	Strategic and measured KPIs	Internal and external fit (integration)
Radical (Critical) Management	Exploitation of people at work	Global business model (capitalist) sources of power	Authority agents of owners	Peer surveillance/ Control of labour process
Employee-Centric Approach	Critical of cause-and-effect assumptions	Balance of opposing interests	Significant and active agents	Integration of individual and collective orientated processes

Developed from ideas in Storey, 2007; Sisson, 2010; Kaufman, 2010b, 2015

The first can be labelled as '*Matching HR Models*'. An early and influential Matching Model was that known as the Michigan School of HRM, developed by Fombrun *et al*. (1984) and regarded as 'hard' HRM. The approach is to stress a very tight calculative (hard) fit between business needs and the way people are managed to ensure optimum employee effort and performance. The latter is measured by strict rules to select, reward, train and/or replace employees. Hard HRM is often seen as an approach that views employees as akin to any other factor of production to be hired and fired on purely efficiency grounds. In contrast, another Matching Model was developed by Harvard Business School and became known as a 'soft' variant of HRM. Pioneered by Beer *et al*. (1985), the starting point was to consider stakeholder interests – including employee well-being – relative to business and context factors. It was known as an approach that sought to stress the word 'human' rather than the word 'resource'. While considered to be richer and more analytically fruitful than its harder variant, it was also more difficult to specify and assess such softer human attributes (Guest, 2015b).

A second perspective to the study and practice of HRM can be described as the '*Organisational Performance*' school. This will be discussed more extensively shortly, for now it is sufficient to acknowledge that for some, people management styles and HRM is 'the' key driver of sustainable competitive advantage and improved organisational performance. The *Organisational Performance* school has its roots in the Matching Models approach noted above; however, contemporary perspectives seek to present something of a universalistic and one-best-way scientific approach to quantify and measure bundles of HR practices that predict causal impact on profit, performance, productivity and employee effort (Huselid, 1995; Pfeffer, 1998). The guiding principle is that performance is first and foremost, with employee interests of lower order importance or significance (Guthrie *et al*., 2011).

A third and long-standing stream of literature engaged with the journey concerned with the way people are managed at work is a '*Radical'* or '*Critical Management*' perspective. Scholars such as Keenoy (1997; 2014), Thompson (2011) and Willmott (1993), among others, have a suspicion of what HRM claims to be from the start, even when they differ in terms of structural or post-structural explanations. The core intellectual contribution is rather than view HRM as a particular discursive model which may be performance-enhancing for the good of the firm, and by association good for employees and society, the radical perspective is much more critical and seeks to contextualise the management of people at work within the stages of capitalist development and managerial power and authority relations. The Radical school is concerned with power relationships at the workplace and across society, often explained by a global neo-liberal economic and political agenda that engenders discrimination and unfairness and not universal performance-enhancing outcomes. Interestingly, radical scholars further question the ethos and evolution of much university business school curricula and what and how the subject of HRM is taught Thompson (2011: 364) articulates the critical agenda to HRM thus:

> Employees do not expect a 'champion', but within the constraints of the capitalist employment relationship and organisational power structure, they would prefer to not be fed crap in the name of communication and to be treated with a degree of fairness.
> *(Thompson, 2011: 364)*

A final perspective is the '*Employee-Centric Approach*', also summarised in Table 1.2. This perspective maybe defined as more pluralist in seeking to manage and mediate divergent interests that are both cooperative but also antagonistic when managing people at work. It recognises collective as well as individual practices to manage people (Boxall and Purcell, 2011). As a perspective it is critical of normative cause-and-effect claims about HRM leading to improved organisational effectiveness, or as a system premised on an overly simplistic view of mutual cooperation between employer and employee (Boxall, 2013; Marchington, 2015; Purcell, 1999). A key feature of the 'Employee-Centric Approach' is how employees experience work and react to management policy and action. To this end, both workers and line managers are not assumed to be passive recipients but active agents embedded in a system to balance opposing interests and objectives. As such, HRM involves a process of management–employee mutuality, or the balance of the need to both control employee effort while simultaneously seeking workforce cooperation (Boxall and Macky, 2014). At its very core, it relates back to Boxall and Purcell's (2011) extended discussion about the importance of definition, including influences such as managerial power and authority, union representation as well as non-union voice, management ideologies and societal and institutional embeddedness.

The changing context of work

> Things are happening in employment that are neither a cause nor an effect of HRM but which could have some impact on it. These include the intensification of work, the choices of work location provided by technology and the divisive nature of a society in which many are idle and impoverished while many others are seriously over-worked. *(Guest, 1998: 51)*

Even the more 'upbeat' HRM work such as that of Storey (1992), Pfeffer (1998) or Ulrich *et al.* (2007) indicates that changes in the arena of HRM did not come from initiatives designed directly to do this. Change was driven by broader organisational initiatives, and thus personnel specialists have not been seen as the key drivers of change. Similarly, Wood's (1999) work on high-commitment practices suggests that innovations in HRM tend to accompany changes in production systems and that innovations on humanistic grounds are unrealistic. Thus in part HRM can be seen as a consequence of managing in 'uncharted territory' with new rules governing the employment relationship (Wilkinson *et al.*, 2014).

In the main, developments in HRM have been driven by large-scale organisational changes as employers adjust to a more competitive external neo-liberal global economic environment (Sisson, 2010). To meet some of the challenges posed by intense competition, organisations have been downsized, delayered and decentralised (Nolan, 2011). Organisations are now less hierarchical in nature; have adopted more flexible forms and have been subjected to continuing waves of organisational change programmes such as total quality management, business process re-engineering, performance management, modernisation, lean production, outsourcing and off-shoring of core activities resulting in a seemingly relentless pressure on employees and line managers to push through culture change initiatives (Taylor *et al.*, 2014; Townsend and Dundon, 2015).

But we need to be careful: there is a danger that, because of the economic crisis, accounts of new managerial initiatives, internal policy changes or some sort of wider organisational restructuring are portrayed as some major paradigm-shifting transformation, when the reality might be rather different. The rhetoric of organisational change often relies too heavily on hype from unrepresentative examples (Beynon *et al.*, 2002; Thompson and O'Connel Davidson, 1995). Crouch (2013), for instance, argues that the power of large corporations has remained relatively intact if not, paradoxically, increased through the financial crisis. Corporate governance models project an image that some corporations or banks are assumed to be 'too big to fail' with a power resource to shape and control their own markets, dominate supply chain networks and how smaller firms manage their workers. Managers, it seems, often perceive themselves to be in the midst of massive organisational change. Eccles and Nohira's (1992) historical account of post-Second World War management traces how it has been the norm rather than the exception for practitioners and writers to view their organisational environment as turbulent and characterised by transformative change or, as Sorge and van Witteloostuijn (2004) put it, the nature of the change hype changes regularly just as flu viruses mutate over time.

Nevertheless, it does appear that the type of staff employed and the way they are managed has also undergone change. Rubery (2015) charts four specific changes, driven in part