

**EXPLORING THE BLACK BOX BETWEEN THE IMPLEMENTATION OF  
HUMAN RESOURCE MANAGEMENT AND ITS OUTCOME FROM EMPLOYEES'  
PERSPECTIVE: A QUALITATIVE STUDY**

**By  
RAJESWARI**

**A Doctoral Thesis**

**A thesis submitted to the**

**UNIVERSITY EAST ANGLIA  
NORWICH BUSINESS SCHOOL**

**December 2020**

"This copy of the thesis has been supplied on condition that anyone who consults it is understood to recognise that its copyright rests with the author and that use of any information derived therefrom must be in accordance with current UK Copyright Law. In addition, any quotation or data excerpt must include full attribution."

## **ACKNOWLEDGEMENTS**

First and foremost, all the praise belongs to God, as my source of inspiration and faith throughout the journey of my research. Besides, my gratitude goes to my mother; and my supervisors for their guidance in my Doctoral research. Finally, special appreciation is extended to everyone who supported me during the research process and all the research participants who participated and contributed to my research.

## **Access Condition and Agreement**

Each deposit in UEA Digital Repository is protected by copyright and other intellectual property rights, and duplication or sale of all or part of any of the Data Collections is not permitted, except that material may be duplicated by you for your research use or for educational purposes in electronic or print form. You must obtain permission from the copyright holder, usually the author, for any other use. Exceptions only apply where a deposit may be explicitly provided under a stated licence, such as a Creative Commons licence or Open Government licence.

Electronic or print copies may not be offered, whether for sale or otherwise to anyone, unless explicitly stated under a Creative Commons or Open Government license. Unauthorised reproduction, editing or reformatting for resale purposes is explicitly prohibited (except where approved by the copyright holder themselves) and UEA reserves the right to take immediate 'take down' action on behalf of the copyright and/or rights holder if this Access condition of the UEA Digital Repository is breached. Any material in this database has been supplied on the understanding that it is copyright material and that no quotation from the material may be published without proper acknowledgement.

## CONTENTS

LIST OF ABBREVIATIONS	10
LIST OF FIGURES	11
LIST OF TABLES	14
LIST OF APPENDICES	16
ABSTRACT	17
CHAPTER 1: INTRODUCTION TO THE RESEARCH	18
RESEARCH CONTEXT	18
1.1 RESEARCH AIM AND QUESTIONS ADDRESSING THE HRM IMPLEMENTATION AND WELLBEING LINK	23
1.2 THESIS STRUCTURE	25
CHAPTER SUMMARY	28
CHAPTER 2: MODELS OF HUMAN RESOURCE MANAGEMENT: EVOLUTION, CONTRIBUTIONS, AND GAPS	29
INTRODUCTION	29
2.1 STRATEGIC HUMAN RESOURCE MANAGEMENT (SHRM)	29
2.1.1 UNIVERSAL MODEL	31
2.1.2 CONTINGENCY MODEL	34
2.1.3 RESOURCE-BASED VIEW (RBV)	38
CHAPTER SUMMARY	40
CHAPTER 3: HRM AND EMPLOYEE WELLBEING	41
INTRODUCTION	41
3.1 THE CALL FOR EMPLOYEE WELLBEING	41
3.2 HRM IMPLEMENTATION	50
CHAPTER SUMMARY	59
CHAPTER 4: THE CONCEPTUAL MODEL	60
INTRODUCTION	60
4.1 CONCEPTUAL MODEL PHASE ONE: INCORPORATING THE FOUNDATION DIMENSIONS	60

4.2	CONCEPTUAL MODEL PHASE TWO: INCORPORATING THE DIMENSION OF EMPLOYEE WELLBEING	69
4.3	CONCEPTUAL MODEL PHASE THREE: INCORPORATING SOCIAL EXCHANGE THEORY	80
	CHAPTER SUMMARY	83
CHAPTER 5:	RESEARCH METHODOLOGY	84
	INTRODUCTION	84
5.1	RESEARCH PHILOSOPHY	84
5.2	METHODOLOGICAL APPROACH	87
5.3	SAMPLING STRATEGY	89
5.4	RESEARCH PARTICIPANTS	91
5.5	DATA COLLECTION	92
	5.5.1 PRIMARY STAGE	92
	5.5.2 SECONDARY STAGE	92
5.6	INSTRUMENTATION DESIGN	95
	5.6.1 PILOT STUDY	97
5.7	RESEARCH ETHICS	98
	CHAPTER SUMMARY	99
CHAPTER 6:	QUALITATIVE DATA ANALYSIS	101
	INTRODUCTION	101
6.1	THE EXTENDED AND UPDATED RESEARCH QUESTIONS	101
6.2	THEMATIC ANALYSIS	104
6.3	TRANSCRIPTION	105
6.4	CLASSIFICATION OF DATA	121
6.5	INDUCTIVE, DEDUCTIVE AND ABDUCTIVE REASONINGS	123
	6.5.1 INDUCTIVE REASONING	123
	6.5.2 DEDUCTIVE REASONING	124
	6.5.3 ABDUCTIVE REASONING	126
6.6	NVIVO	127
	6.6.1 CODING THE DATA	128

6.6.1.1	OPEN CODING	130
6.6.1.2	AXIAL CODING	131
6.6.1.3	SELECTIVE CODING	132
6.7	CASE NETWORK ANALYSIS	133
6.8	MATRIX ANALYSIS	136
6.9	CLASSIFICATION OF KEY TERMS: DIMENSIONS, THEMES AND FEATURES	138
6.9.1	DIMENSIONS	139
6.9.2	THEMES	166
6.9.3	FEATURES	173
6.9.4	CONTINUUM	174
6.10	RELIABILITY AND VALIDITY	176
6.10.1	QUALITATIVE RESEARCH BIAS	176
6.10.2	RELIABILITY	178
6.10.3	VALIDITY	178
	CHAPTER SUMMARY	182
CHAPTER 7:	PRESENTING THE RESEARCH FINDINGS	184
	INTRODUCTION	184
7.1	AN EXAMPLE OF AN INDIVIDUAL CASE NETWORK ANALYSIS OUTCOME DISPLAY	184
7.2	THE THEORETICAL MODELS DISPLAY: CROSS- CASE NETWORK ANALYSIS OUTCOME	186
7.2.1	HOLISTIC THEORETICAL MODEL: THE IMPLEMENTATION OF HRM AND ITS OUTCOMES	187
7.2.2	THEORETICAL MODEL: POSITIVE JOB PERFORMANCE OUTCOME DESPITE NEGATIVE/NEUTRAL MEDIATORS	195
7.2.3	THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: GUARDIAN VERSUS DISRUPTER THEORETICAL MODEL	198
7.2.3.1	THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: ABILITY VERSUS	199

	DISABILITY THEORETICAL MODEL	
7.2.4	THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: VALENCE OF HRM IMPLEMENTATION	201
7.3	THE MATRIX TABLE DISPLAY	206
7.3.1	THE MATRIX TABLE OUTCOME DISPLAY: HR PRACTICES AND WELLBEING EFFECT	206
7.3.2	THE MATRIX TABLE OUTCOME DISPLAY: WORKPLACE RELATIONS AND WELLBEING EFFECT	209
7.4	COMPILATION OF KEY TERMS	212
7.5	THEMATIC ANALYSES	225
7.5.1	HR PRACTICES	226
7.5.1.1	POLICY	227
7.5.1.2	LEARNING AND DEVELOPMENT	236
7.5.1.3	JOB ALLOCATION AND CHARACTERISTIC	243
7.5.1.4	WORK PROCESS	252
7.5.1.5	EMPLOYEE VOICE	258
7.5.1.6	RESOURCES	266
7.5.1.7	PERFORMANCE MANAGEMENT AND REWARD	270
7.5.1.8	STAFFING	281
7.5.1.9	GET-TOGETHER/COMMUNITY SERVICE ACTIVITIES	286
7.5.2	WORKPLACE RELATIONS	296
7.5.2.0	LEADER	297
7.5.2.1	GOVERNANCE	301
7.5.2.2	COLLEAGUE/PEER	311
7.5.2.3	TEAM MEMBER	313
7.5.2.4	ADMINISTRATIVE STAFF	319
7.5.2.5	WORK COMMUNITY	321
7.5.2.6	CLIENT/CUSTOMER	325

CHAPTER SUMMARY	330
CHAPTER 8: DISCUSSION	331
INTRODUCTION	331
8.1 QUALITATIVE RESEARCH AND EMPLOYEE PERSPECTIVE	333
8.2 HOLISTIC THEORETICAL MODEL: THE IMPLEMENTATION OF HRM AND ITS OUTCOMES	336
8.2.1 EMPLOYEE CHARACTERISTICS	337
8.2.2 OTHER FORCES	351
8.2.3 THE HRM IMPLEMENTATION FACTORS: MANAGEMENT VERSUS MISMANAGEMENT AND RELATIONS	355
8.2.4 EMPLOYEE EXCHANGE: SOCIAL EXCHANGE THEORY, PSYCHOLOGY CONTRACT AND RECIPROCATION	361
8.2.5 WORK CLIMATE AND CULTURE	367
8.2.6 EMPLOYEE AND ORGANISATION OUTCOMES	370
8.2.6.1 EMPLOYEE OUTCOMES	372
8.2.6.1.1 WELLBEING	372
8.2.6.1.2 JOB PERFORMANCE	379
8.2.6.1.3 PERSONAL LIFE	384
8.2.6.2 ORGANISATION OUTCOMES	387
8.3 THEORETICAL MODEL: POSITIVE JOB PERFORMANCE OUTCOME DESPITE NEGATIVE/NEUTRAL MEDIATORS	393
8.4 THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: GUARDIAN VERSUS DISRUPTER THEORETICAL MODEL	399
CHAPTER SUMMARY	401
CHAPTER 9: CONCLUSION, PRACTICE AND ACADEMIC CONTRIBUTIONS; AND LIMITATIONS	403
INTRODUCTION	403



9.1	GENERAL CONCLUSION: THE IMPORTANCE AND CONTRIBUTION OF THE RESEARCH	403
9.2	OPENING THE BLACK BOX ON IMPLEMENTATION: LITERATURE AND PRACTICE IMPLICATIONS	409
9.2.1.	EMPLOYEE CHARACTERISTICS	411
9.2.2.	SUPPORT/ASSISTANCE/GUIDANCE	412
9.2.2.1	WORK PROCESS	412
9.2.2.2	EMPLOYEE VOICE	414
9.2.2.3	RESOURCES	417
9.2.2.4	JOB ALLOCATION AND CHARACTERISTIC	420
9.2.2.5	COLLEAGUE/PEER AND TEAM MEMBER	424
9.2.2.6	ADMINISTRATIVE STAFF	425
9.2.3.	HR PRACTICES	427
9.2.3.1	POLICY	427
9.2.3.2	LEARNING AND DEVELOPMENT	430
9.2.3.3	PERFORMANCE MANAGEMENT AND REWARD	435
9.2.3.4	STAFFING	437
9.2.3.5	GET-TOGETHER/COMMUNITY SERVICE ACTIVITIES	438
9.2.4.	WORKPLACE RELATIONS	439
9.2.4.1	LEADER AND GOVERNANCE	439
9.2.4.2	WORK COMMUNITY	446
9.2.4.3	CLIENT/CUSTOMER	448
9.3	SUMMARY OF THE IMPLICATION OF FINDING FOR APPROACHES TO HRM IMPLEMENT	449
9.3.1.	CHALLENGES IN STATE-OF-THE-ART HRM IMPLEMENTATION	452
9.3.2.	HOLISTIC APPROACH TOWARD HRM IMPLEMENTATION	453

9.4 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH	457
CHAPTER SUMMARY	461
REFERENCES	462
APPENDICES	490

## **LIST OF ABBREVIATIONS**

<b>EWB</b>	Eudaimonic Wellbeing
<b>HR</b>	Human Resource
<b>HRM</b>	Human Resource Management
<b>HWB</b>	Hedonic Wellbeing
<b>RBV</b>	Resource-Based View
<b>SET</b>	Social Exchange Theory
<b>SHRM</b>	Strategic Human Resource Management

## LIST OF FIGURES

Figure 2.0.:	Matching Model of SHRM (Devanna et al., 1984)	35
Figure 2.1.:	The Harvard Model (Beer et al., 1984)	36
Figure 2.2.:	Michigan School Matching Model	37
Figure 3.0.:	Van De Voorde (2010) Mutual Gains Perspective	46
Figure 3.1.:	Van De Voorde (2010) Conflicting Outcome Perspective	47
Figure 3.2.:	Paauwe, Guest, and Wright (2013) Weak Mutual Gains	48
Figure 3.3.:	Paauwe, Guest, and Wright (2013) Strong Mutual Gains	48
Figure 3.4.:	Paauwe, Guest, and Wright (2013) Conflicting Outcomes	49
Figure 3.5.:	Mintzberg's (1978) Types of Strategies Model	51
Figure 3.6.:	Guest and Conway's (2002) Psychological Contract Model	52
Figure 3.7.:	Wright and Nishii's (2007) Process Model of SHRM	55
Figure 3.8.:	Purcell and Hutchinson (2007a) The People Management (Performance Causal Chain) Model	56
Figure 3.9.:	The Process of Strategic Management (Mello, 2006)	57
Figure 4.0.:	Conceptual Model 'Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing' Phase 1 – Incorporating Foundation Dimensions	62
Figure 4.1.:	Conceptual Model 'Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing' Phase 2 – Incorporating Dimensions of Employee Wellbeing	79
Figure 4.2.:	Conceptual Model 'Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing' Phase 3 – Incorporating Dimension of Social Exchange Theory	82
Figure 5.0.:	Critical Realist developed by Bhaskar (2008)	85
Figure 5.1.:	Critical Realist adopted in this research setting	86
Figure 5.2.:	Summary of the Research Methodology Process	100
Figure 6.0.:	Open Codes	131
Figure 6.1.:	Axial Codes	132
Figure 6.2.:	Selective Codes	133
Figure 6.3.:	Prototype of the Onion Layer Model	134

Figure 6.4.:	The Key Terms	138
Figure 6.5.:	The Continuum of Positive and Negative Valence	175
Figure 6.6.:	Summary of Data Analysis Process	183
Figure 7.0.:	Individual Case Network – The Positive Valence of Work Community Context and Positive Wellbeing Effect	186
Figure 7.1.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes	189
Figure 7.1 (i).:	First Unilateral Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes	191
Figure 7.1 (ii).:	Second Unilateral Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes	193
Figure 7.1 (iii).:	Third Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes	194
Figure 7.1 (iv).:	Fourth Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes	195
Figure 7.2.:	Theoretical Model: Positive Job Performance Outcome despite Negative/Neutral Mediators	197
Figure 7.3.:	The Implementation of HRM and its Outcomes: Guardian versus Disrupter Theoretical Model	199
Figure 7.3 (i).:	The Implementation of HRM and its Outcomes: Ability versus Disability Theoretical Model	200
Figure 7.4.:	The Implementation of HRM and its Outcomes (Positive Valence)	202
Figure 7.5.:	The Implementation of HRM and its Outcomes (Negative Valence)	204
Figure 7.6.:	The Implementation of HRM and its Outcomes (Conflicting Valence)	205
Figure 8.0.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Employee Characteristics	342
Figure 8.1.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Unilateral Causality Link of Other Forces	352

Figure 8.2.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of HRM Implementation Factors	358
Figure 8.3.:	Example of Unilateral Causality Exchange Effect	364
Figure 8.4.:	Example of Reverse Causality Exchange Effect	365
Figure 8.5.:	Example of Simultaneity Ripple Causality Exchange Effect	366
Figure 8.6.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Work Climate and Culture	369
Figure 8.7.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Wellbeing	377
Figure 8.8.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Job Performance	382
Figure 8.9.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Personal Life	386
Figure 8.10.:	Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Organisation Outcome	392
Figure 8.11.:	Theoretical Model: Positive Job Performance Outcome Despite Negative/Neutral Mediators	397
Figure 8.12.:	The Implementation of HRM and its Outcomes: Guardian Versus Disrupter Theoretical Model	399
Figure 8.12 (i).:	The Implementation of HRM and its Outcomes: Ability versus Disability Theoretical Model	400
Figure 9.1.:	The Implementation of HRM and its Outcomes (Conflicting Valence)	456

## LIST OF TABLES

Table 4.0.:	Key HR Practices	66
Table 4.1.:	Key Workplace Relationships	69
Table 4.2.:	Hedonic Wellbeing Framework	73
Table 4.3.:	Eudaimonic Wellbeing Framework	75
Table 6.0.:	Examples of Transcription Data Excerpt	111
Table 6.1.:	Marcuschi, (2007) and Rajeswari (The Researcher) Norms of Denaturalised Transcription	117
Table 6.2.:	Marcuschi, (2007) and Rajeswari (The Researcher) Norms of Naturalised Transcription	121
Table 6.3.:	Braun and Clarke, (2006) and Rajeswari (The Researcher) Definition and Example of Classification of Data	122
Table 6.4.:	Example of Inductive Universal Rule	124
Table 6.5.:	Example of Deductive Universal Rule	125
Table 6.6.:	Example of Abductive Universal Rule	127
Table 6.7.:	Example and Description of Questions	129
Table 6.8.:	Example of Multiple Causality	136
Table 6.9.:	The Properties of Key Terms: Dimension	166
Table 6.10.:	The Properties of Key Terms: Theme	173
Table 6.11.:	The Properties of Key Terms: Features	174
Table 7.0.:	The Matrix Table Display – HR Practices and Hedonic Wellbeing Effect	207
Table 7.1.:	The Matrix Table Display – HR Practices and Eudaimonic Wellbeing Effect	208
Table 7.2.:	The Matrix Table Display – HR Practices and Dignity Wellbeing Effect	209
Table 7.3.:	The Matrix Display – Workplace Relations and Hedonic Wellbeing Effect	210
Table 7.4.:	The Matrix Display – Workplace Relations and Eudaimonic Wellbeing Effect	211

Table 7.5.:	The Matrix Display – Workplace Relations and Dignity Wellbeing Effects	212
Table 7.6.:	Compilation of Positive Valence Features	216
Table 7.7.:	Management Features	217
Table 7.8.:	Compilation of Negative Valence Features	221
Table 7.9.:	Mismanagement Features	223
Table 7.10.:	Compilation of the Key Terms Related to Other Forces	225
Table 8.0.:	List of Academic Contributions	332
Table 8.1.:	Positive Employee Characteristics Features	343
Table 8.2.:	Negative Employee Characteristics Features	344
Table 8.3.:	Positive Relations Features	359
Table 8.4.:	Negative Relations Features	360
Table 8.5.:	Positive Work Climate and Culture Feature	369
Table 8.6.:	Toxic Work Climate and Culture Feature	370
Table 8.7.:	Positive Employee Wellbeing Features	378
Table 8.8.:	Negative Employee Wellbeing Features	379
Table 8.9.:	Positive Job Performance Features	383
Table 8.10.:	Negative Job Performance Features	383
Table 8.11.:	Positive Personal Life Outcome Features	386
Table 8.12.:	Negative Personal Life Outcome Features	387
Table 8.13.:	Positive Organisation Outcome Features	393
Table 8.14.:	Negative Organisation Outcome Features	393



## **LIST OF APPENDICES**

APPENDIX A: INTERVIEW QUESTIONS	490
APPENDIX B: INFORMATION SHEET	493
APPENDIX C: CONSENT FORM	494
APPENDIX D: PROFILE OF RESEARCHER PARTICIPANTS	495

## **ABSTRACT**

Until today, a rich body of human resource management (HRM) research has focused on contributing to the neoclassical economic theory, for example, employee output (performance, productivity and competitive advantage) and organisational output (e.g., financial revenue, market share, development, performance, sales and customer retention). However, limited research has focused on the relationship between human resource management, employee outcome (wellbeing, job performance and personal life) and organisation outcome (e.g., reputation, recommendation etc). In addressing this gap, the current research investigates the relationship between human resource management implementation and its outcome. The research takes an overarching approach to explore how do employees evaluate the human resource management implementation context (human resource practices and workplace relations) and its outcomes. Forty-seven semi-structured interviews were conducted with various organisations, ranks, roles, and backgrounds to gain insight into the employees' evaluation. Furthermore, this research has adopted the qualitative approach by addressing the questions of 'how, what, why, when, and whom'. The data were coded and analysed employing thematic, case network and matrix analyses. The findings were presented in the format of the cross-case network, matrix and thematic analyses. The findings demonstrate the valence of human resource management implementation context which is either positive, negative or neutral, does effect the work climate and culture; and employee and organisation outcomes through the process of social exchange. The research suggests the need for a holistic approach to HRM implementation. Finally, this study considers the limitation and directions for future research.

**Keywords:** HRM, employee evaluation, HRM implementation context/factor, HR practices, workplace relations, employee and organisation outcomes; employee characteristics, values/vices, knowledge, attitude, employee wellbeing, HWB, EWB, dignity, job performance, personal life, SET, psychology contract theory, reciprocation, valence, causality.

## **CHAPTER 1: INTRODUCTION TO THE RESEARCH**

### **RESEARCH CONTEXT**

HRM has been discussed both in academic and practitioner fields, notably from the perspective of its theoretical and practical importance. Interest emerged as HRM was proven to have a positive impact on organisation performance (Guest, 1987; Becker & Gerhart, 1996; Huselid, 1995; Combs et al., 2006). Despite the evidence, the HRM-performance theory is complex and not as direct as suggested in the HRM literature. There is limited understanding of the mediating variables and their effect on the HRM-performance linkage, a gap referred to as the 'black box' (Purcell et al., 2003; Boselie, Dietz, Boon, 2005). Becker and Gerhart (1996), suggest the necessity to recognise intermediate outcomes as part of an indirect link to gain a complete understanding of how the HR architecture drives the firm performance. Correspondingly, Becker and Huselid (1998) emphasise the need to examine the various interdependencies underlying HR practices to fully comprehend how they interact with organisational performance. Thus, several authors (Purcell et al., 2003; Boselie, Dietz, Boon, 2005) have emphasised the need to explore the HRM black box, particularly in the angle of the mediating mechanism of HRM or better known as the HRM process theory.

Among the researchers that have elaborated the HRM process theory are Mintzberg (1978), Guest and Conway (2002), Wright and Nishii (2007), Purcell and Hutchinson (2007a), and Mello (2006). Mintzberg (1978) strategy model introduced the HRM process as deliberate strategies, unrealised strategies, and emergent strategies. Second, Guest and Conway's (2002) 'Psychological Contract Model' demonstrate the causal relationship between HR practices, individual and organisational characteristics, the psychological contract, employee attitudes and behavioural outcomes. Third, Wright and Nishii's (2007) 'Process model of SHRM' proposes the HR-performance linkage as follows: the intended HRM practices (decision makers' desired HRM practices), which influence the activation or enactment of actual HRM practices (implemented HRM practices). Employees will react affectively (attitudinal), cognitive (knowledge or skill), and/or behavioural based on perceived HR practice. These consistent reactions would result in organisational performance. Fourth, Purcell and Hutchinson (2007a) further developed Wright and Nishii's (2007) HR causal chain model by subdividing employees' reactions into employees' attitudes and behaviours. Fifth, Mello's

(2006) 'The Process of Strategic Management model' consists of a series of steps: (i) establish or examine the mission statement, (ii) analyse of external environment (competition and industry structure, government regulations, technology, market trends, and economic trends), (iii) organisation self-assessment (identified internal resources and management systems that affect its performance), (iv) establish goals and objectives, and (v) setting strategy.

Past studies concerning the HRM process model have identified issues in HRM implementation, such as a clear distinction between the intended HRM practices and the practices that are actually implemented (Wright & Nishii, 2007; Gilbert, De Winne and Sels, 2011) and disregarded in HRM implementation (Thompson, 2007). Hence, the causal link that explains the relationship between how HRM is being implemented and how it effects employee wellbeing is theoretically and empirically underdeveloped. Kehoe and Wright (2013) explain that HRM brings about the desired employee outcomes only when they are consistently experienced by the employees in the intended ways. By exploring the underlying mechanisms of this relationship, this research aims to contribute to the growing body of HRM process theory (Ehrnrooth & Björkman, 2012) and reveal the psychological processes through which employees evaluate an HRM implementation context to effect their wellbeing. Thus, this research will focus on exploring one of the important mediating mechanisms that link HRM and employee wellbeing, which is *HRM implementation*.

Numerous studies have also focused on HRM and its organisational-level benefits. However, little attention has been directed towards ascertaining the employee-level benefits (Godard, 2001; Macky & Boxall, 2007; Takeuchi, Chen & Lepak, 2009; Cañibano, 2011) of HRM. Supporters of the wellbeing theory have claimed that the impact of HRM on organisational performance is at the expense of employee wellbeing. Boselie, Dietz, and Boon (2005, pg.8) believed that the impact of HRM on an organisation's performance is 'typically depicted as being refracted through changes in employee attitudes and behaviours; and measures of employees experience proved somewhat rare'. Two perspectives, namely the mainstream and the critical perspectives, have contributed to the HRM-wellbeing theory. Three viewpoints have mainly represented both the mainstream and critical perspectives: Peccei's (2004) 'optimistic, pessimistic, and sceptical perspectives'; Van De Voorde, (2010) 'mutual gains and conflicting outcome models'; and Paauwe, Guest, and Wright (2013) 'weak mutual gains', 'strong mutual gains', and 'conflicting outcomes' models.

The mainstream perspective suggests that HRM effects employee wellbeing positively through the wellbeing dimensions, such as motivation, satisfaction, commitment, autonomy, growth, and empowerment. Both the optimistic view (Peccei, 2004) and the strong mutual gain approach (Paauwe, Guest, & Wright, 2013) represent the mainstream perspective. Van De Voorde, (2010) ‘mutual-gains perspective,’ advocates that employers (organisational performance) and employees (e.g., employee wellbeing specifically happiness, relationship, and health-related) mutually benefit from the implementation of HRM. Other studies have also attested that the mutual gain approach renders a positive link between HRM and employee attitude measures, such as organisational citizenship behaviours (Paré & Tremblay, 2007) and employee trust in management (Macky & Boxall, 2007).

The critical perspective, on the other hand, denotes that the employer or governance would exploit and manipulate the HRM through high work allocation, high work intensification, high work demand, huge responsibilities, huge workload, and tight dateline, among others. The aim is to maximise the employee and organisation outputs at the expense of employee wellbeing. A multilevel study by Kroon, Van De Voorde, and Van Veldhoven (2009), for example, found a strong relationship between HRM and work intensification. Both the pessimistic view (Peccei, 2004) and conflicting outcomes (Van De Voorde, 2010; Paauwe, Guest, & Wright, 2013) represent the critical perspective.

Despite the contributions of previous researchers to HRM-wellbeing theory, few studies have qualitatively explored the HRM implementation context and its effect on employees’ wellbeing. Hence, to unlock the black box between the HRM-performance linkage, the current research seeks to integrate four fundamental areas that have received little attention in the previous studies: (i) the process of HRM implementation, (ii) employee wellbeing as an HRM performance outcome, (iii) employee centred research, and (iv) a qualitative methodology.

Concerning the complexity of HRM architecture, this research aims to explore the HRM implementation context, focusing on HR practices and workplace relations. Boselie, Dietz, and Boon (2005) describe the HRM practice approach as a collection of multiple, discrete practices with no explicit or discernible link between the practices. Gillespie and Dietz (2009) define an HRM practice as the representation of the strategy and policy of an organisation. Armstrong and Taylor (2014) note that HRM practices aim to communicate an organisation’s goals,

control the employees' behaviour, and encourage their involvement and participation in the practices. Other scholars (Delery, 1998; Boxall et al., 2011) argue that while it is proven that HRM can contribute to an organisation's competitive advantage, it is important to identify the precise HRM practices that can contribute to such a relationship. Guest (1997) calls for further research on the employee experience in the context of HRM practices. Given the importance of HR practices within the HRM architecture, the current study intends to explore how the implementation of the following ten key HR practices (job allocation, policy, employee voice, resources, staffing, performance management, job characteristics, reward, work process; and learning and development) effect employee wellbeing.

Workplace relations are important given that the essence of HRM is about managing its human capital or the workforce (which can be classified as valuable, competent and unique) effectively. It is the leaders or employees who materialise the HRM implementation context, hence it is necessity to explore it from the workplace relations context, particularly whether their approach has made a difference during the HRM implementation context. Additionally, exploring these workplace relations, which embrace different hierarchy levels and roles, would allow us to understand "how" employees experience a complex social system. Specifically, six key workplace relations will be explored: leader, governance, colleague/peer, team members, administrative staff and work community. Throughout this research, the researcher will employ the phrase *HRM implementation context* to represent both HR practices and workplace relations.

This research seeks to address the HRM-wellbeing theory by adopting the dimension of employee wellbeing as an end itself and not merely as a means. This research will explore employees' wellbeing from their subjective wellbeing approach. WHO (2012) defines subjective wellbeing as 'all the various evaluations, positive and negative, that people make of their lives and the emotional reactions of people to their experiences'. Towards this end, the current research adopts two main frameworks that best represent employee subjective wellbeing: the Diener et al. (2002) Hedonic Wellbeing (HWB) framework and Ryff's (1989) four dimensions of Eudaimonic Wellbeing (EWB) framework.

Exploring the psychological process of HRM implementation, particularly how it effects employee wellbeing from an employees' perspective may lead to addressing the subsequent

area of the HRM-wellbeing theory. Several scholars (Godard & Delaney, 2000; Fiorito, 2002; Gibb, 2001) highlight that limited HRM research focuses on the employee perspective. Clark, Mabey, and Skinner (1998) denote that employees are the primary recipients and consumers of HRM, yet their voices have been unreasonably silenced. Other researchers (Sparham & Sung, 2007; Harley et al., 2007) attribute such limitations to past studies' reliance on managerial responses with little information or report on employee-level outcomes. Bowen and Ostroff (2004) assert that the signals or messages of HR systems are often interpreted dissimilarly by individuals because of their different life experiences, values, or preferences. As Guest (2001, p. 1099) point out:

*There is now a need for more research comparing the responses of managers responsible for developing and overseeing HRM practice and employees to identify levels of agreement about the operation of practices...such evidence as it is possible to glean from reports about levels of autonomy and consultation suggest that levels of agreement might be quite low.*

Therefore, it is important to understand the effect of HRM implementation context on employee wellbeing from the employees' perspective. To represent the employee perspective, this research employs the phrase *employee evaluation* for its association with the quantification of subjective judgement and the psychological process of employees. This process consists of discerning, judging, and interpreting the HRM implementation context based on employees' contracts, values, knowledge, and background. A qualitative approach was adopted to address employee perspectives in terms of how the employee evaluates the HRM implementation context. Most HRM studies involved a quantitative analysis, and very few studies have derived the findings from a qualitative approach. Results obtained from a qualitative study will be presented in the form of case-network, matrix and thematic analyses.

This research adopts Blau's (1964) SET to explore how the salient patterns of exchanges (work contract and social) are associated with the HRM implementation context; to influence employee evaluation, wellbeing, psychological contract, and reciprocation. The SET is defined as, 'favours that create diffuse future obligations, not precisely specified ones, and the nature of the return cannot be bargained about but must be left to the discretion of the one who makes

it' (Blau 1964, p. 93). Alfes et al. (2013) denote that the SET is based on the norms of reciprocity within social relationships.

To conclude, this research adopts overarching and holistic approaches to explore the relationship between HRM implementation context (HR practices and workplace relations) and employee wellbeing (HWB and EWB). The aim is to contribute towards exploring the 'black box' phenomenon of the HRM theories based on (1) the HRM process theory, and (2) the HRM-wellbeing theory. The sample of this research will be the cases in the UK. This introductory section sets out the research context and addresses the research gap, aim, and questions. The following section presents the research aim and questions; the importance and contribution of the study; and the structure of the thesis.

## **1.1. RESEARCH AIM AND QUESTIONS ADDRESSING THE HRM IMPLEMENTATION AND WELLBEING LINK**

'Research is guided by a question that captures what it is the researcher trying to understand through their data analysis' (Braun & Clarke, 2022). Originally, this research aims to address the primary gap between HRM-wellbeing theory by integrating four fundamental areas that have received limited attention: (i) the process of HRM implementation (ii) employee wellbeing as an HRM performance outcome (iii) the lack of employee-centred research, and (iv) the lack of qualitative studies. To address this gap, this research explores how employees evaluate the HRM implementation context to effect their wellbeing. The HRM implementation context captures both the HR practices and workplace relations by attempting to answer the following questions:

1. How do employees evaluate the HRM implementation context (HR practices and workplace relations) to effect their wellbeing?

1a: How do employees evaluate these ten dimensions of HR practices, to effect two dimensions of wellbeing?

➤ HR Practices



- i. Job allocation
- ii. Policy
- iii. Employee voice
- iv. Resources
- v. Staffing
- vi. Performance management
- vii. Job characteristics
- viii. Reward
- ix. Work process
- x. Learning and development
- Employee Wellbeing
  - i. HWB
  - ii. EWB

1b: How do employees evaluate these six dimensions of the workplace relations to effect two dimensions of wellbeing?

- Workplace Relations
  - i. Leader
  - ii. Governance
  - iii. Colleague/Peer
  - iv. Team members
  - v. Administrative staff
  - vi. Work community
- Employee Wellbeing
  - i. HWB
  - ii. EWB

## **1.2. THESIS STRUCTURE**

### **Chapter 1: Introduction to The Research**

The first section in Chapter 1 addresses the research background, gaps, justification and methodological approach of the study. The following section discusses the research aims and questions. The subsequent section presents the thesis structure.

### **Chapter 2: Models of Human Resource Management: Evolution, Contributions and Gaps**

This chapter presents the evolution, definition, contributions and gaps of the key SHRM models: the universal, contingency and resource-based view (RBV) model. This research chooses three main SHRM models that have significantly shaped the HRM field, the aim being to understand the theories, empirical contribution, general limitations of the study, and the overview of HRM research direction for the past three decades.

### **Chapter 3: HRM and Employee Wellbeing**

This chapter presents the issues surrounding HRM and the main SHRM models, from the perspective of this research. Inline to this, the following main HRM-wellbeing perspective: Peccei (2004), ‘optimistic, pessimistic and sceptical perspectives’; Van De Voorde (2010), ‘mutual gains and conflicting outcome perspective’; and Paauwe, Guest, and Wright (2013) ‘SHRM-wellbeing model’. The purpose is to better understand the HRM-wellbeing theories, processes, contributions, and limitations. The discussion within this chapter has led to identifying the fundamental gap within the HRM-wellbeing theory: (i) the process of HRM implementation context, (ii) employee wellbeing as a performance outcome, (iii) employee-centred research and (iv) qualitative studies. To better understand HRM implementation, the following section presents the HRM process models and discusses the contributions and issues surrounding the HRM process theory.

### **Chapter 4: The Conceptual Model**

This chapter presents the development of the proposed conceptual model, ‘Employees Evaluation between the HRM Implementation Context and its Effect on their

Wellbeing’. The chapter further explains and justifies the components of the model related to HR practices and workplace relations. The following section presents the development of the conceptual model phase two which incorporates an overview of employee wellbeing, HWB, and EWB framework to better understand the employee subjective wellbeing concepts and justifies the rationale for adopting the HWB and EWB framework. Finally, this research presents the complete final proposed conceptual model for this research which incorporates Blau’s (1964) SET and Rousseau’s (1994) psychological contract theory to explain how the salient pattern series of exchange (e.g., work contract and social) related to the HRM implementation context influences employee evaluation, wellbeing, psychological contract, and reciprocation. This conceptual model is adopted during the data analysis process.

### **Chapter 5: Research Methodology**

This chapter acts as a bridge between the theoretical and empirical stages of the research by addressing the research methodology and analytical design for this research. It begins by introducing the research philosophy, which is ‘critical realism’. The chapter then presents the methodological approach, which includes the qualitative method. The subsequent section illustrates the sampling strategy by describing the sampling technique, research participation information, and the country context. Thereafter, it addresses the data collection procedure and instrumentation design. Finally, the chapter presents the research ethics procedures adopted for this research.

### **Chapter 6: Qualitative Data Analysis**

This chapter describes the qualitative data analysis strategy used to fulfil the aim of the research. The first Section 6.1. presents the extended and updated research questions. Next, the process of qualitative data analysis process began by describing the thematic analysis. In the subsequent sections, transcription (Section 6.3), the classification of data (Section 6.4), the reasoning approaches (Section 6.5) and the coding process (Section 6.6) associated with the thematic analysis process were presented and discussed. The following Section 6.7 and 6.8 describes the case-network and matrix analyses that were adopted to analyse the data. Section 6.9 presents the classification of key terms into dimensions, themes and features. The final Section 6.10 displays the

research reliability and validity. The data analysis steps described are not continual steps but are intertwined and interdependent as shown in Figure 6.6.

### **Chapter 7: Presenting the Research Findings**

This chapter presents the research findings. The first Section 7.1 presents an example of an individual case network analysis outcome display. In the subsequent sections, Section 7.2 and 7.3 presents the research outcome of the cross-case network analysis outcome/theory models and matrix analysis outcome of the forty-seven individual case, respectively. Data display in the format of case network and matrix table displays were used to present the organised information that emerged from the analyses. Through the cross-case network analyses, the researcher extracts the features and phrases which describe how the employee evaluates the HRM implementation context and its outcomes and is presented systematically in the format of tables of rows and columns in Section 7.4. The final Section 7.5 demonstrated the thematic analyses supported with the evidence of data excerpt from the interviews under each heading of HR practices and workplace relations.

### **Chapter 8: Discussion**

This chapter discusses the research findings and the contribution to the theories as presented. The first section presents the qualitative research and employee perspective approach. The next three sections further discuss the three theoretical models as presented in chapter seven and further elaborated on through exploring the data and the literature on HRM implementation. The research shows that opening the black box on HRM implementation and its effects from the employee perspective, suggests that negative and positive valence can co-exist, and positive features do not necessarily compensate for negative features particular with respect to employee perceptions of wellbeing outcomes. The research suggests the need for a holistic approach to HRM implementation. The discussion session is summarised based on the evidence from the interviews.

### **Chapter 9: Professional Recommendations and Limitations**

This chapter presents the conclusion, practice and academic contributions; and limitations of this research. The first Section 9.1 presents a general conclusion of the

research, which summarise the objectives addressed, and the importance and contribution of the research. The practice implications are discussed in Section 9.2. This section is divided into four main sections. Section 9.2.1 provides recommendations for employee characteristics. The next Section 9.2.2 offers recommendations for the HRM angle of support/assistance/guidance. Subsequently, the third and fourth sections, Section 9.2.3 and 9.2.4 propose recommendations for HR practices and workplace relations. Section 9.3 presents recommendations for the state-the-of-art-HRM implementation and a holistic approach to HRM implementation. The limitations and suggestions for future research are provided in Section 9.4.

## **CHAPTER SUMMARY**

In this chapter, the research context, aims and questions are presented. Subsequently, the thesis structure with chapter summaries is provided as an overview and is further discussed in the following chapters.

The remainder of this thesis is organised in eight distinct chapters: the literature review (Chapter 2 - models of human resource management: evolution, contributions, and gaps; and Chapter 3 - HRM and employee wellbeing: employee wellbeing and HRM implementation), conceptual model (Chapter 4: phase 1 - incorporating foundation dimensions, phase 2 – incorporating dimension of employee wellbeing, and phase 3 – incorporating social exchange theory); the research methodology (Chapter 5 – research philosophy, methodological approach, sampling strategy, research participants, data collection, instrumentation design and research ethics), qualitative data analysis (Chapter 6 – the extended and updated research questions, thematic analysis, transcription, classification of data, inductive, deductive and abductive reasoning; NVivo, case network and matrix analyses; classification of key terms: dimension, theme, features and continuum; and reliability and validity), research findings (Chapter 7 – case network/theoretical model and matrix analyses outcome displays), discussion (Chapter 8 – detail discussion on the case network/theoretical model analyses outcome supporting with literature), conclusion, practice and academic contributions; and limitations (Chapter 9).

## **CHAPTER 2: MODELS OF HUMAN RESOURCE MANAGEMENT: EVOLUTION, CONTRIBUTIONS, AND GAPS**

### **INTRODUCTION**

This chapter presents the key items for the literature review to address: What is SHRM, its contribution and its limitation? To address this question, the evolution of SHRM, main SHRM models, its contribution and limitations are discussed. Several HRM models have been developed in the past, but they vary in terms of viewpoint and empirical support. While the current research does not focus on SHRM as an umbrella concept influencing employee wellbeing, such a perspective is considered relevant as SHRM has been found to impact HRM in general. This research chooses three main SHRM models that have significantly shaped the HRM field to understand their theoretical and empirical contributions, and to obtain an overview of the HRM research direction for the past three decades. The three main SHRM models are the universal, contingency and RBV models.

### **2.1 STRATEGIC HUMAN RESOURCE MANAGEMENT (SHRM)**

HRM is recognised as the key asset of any organisation (Goss, 1997) and is widely used in the English-speaking world (Boxall & Purcell, 2011, p. 2) to refer to the way the employment relationship is managed at work. HRM demonstrates the stages of adoption or formulation, implementation, and monitoring that an employer makes among a myriad of policies, practices, activities, and systems for managing people and achieving an organisation's goal.

The term SHRM emerged from the overarching term of *HRM*. The dynamics of SHRM evolved from the umbrella concept of HRM and its strategic linkage with an organisation's competitive strategy (Gulati & Monica, 2016). Nataraja and Alamri (2016, p. 93) refer to SHRM as a cross-disciplinary concept that has foundations in human resources, organisational theory, industrial relations, institutional economics, and strategic management. Regarding the historical perspective, academicians have noted that the SHRM approach has its foundations in US 'Harvard Group' (Beer et al.,

1984) and the 'Michigan/Columbia Group' (Fombrun, 1984). Beer et al., (1984) book then paved the way for the systems and stakeholder approach to HRM, and Fombrun, (1984) book proposes the functional, managerial approach school of HRM.

Campbell et al., (2011) indicate that a single definition of strategy that satisfies all strategists is difficult to realise. One of the earliest definitions of strategy suggests a conception of strategy as, 'the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals' Chandler (1962, p. 13). Pearce and Robinson (1994, p.3) refer to a strategic process as 'a set of decisions and actions that result in the formulation and implementation of plans designed to achieve a company's objectives.' Watson (1986, p. 133) describes strategy as 'the emergence of the concept of "employment strategy" or something like it, has signalled one of the more significant directions recently being followed by academic analysts'.

SHRM differs from traditional HRM in its emphasis on the adoption, formulation or coordination, integration, implementation, and primarily the strength of the "strategy" (Wai-Kwong, Preim, & Cocyota, 2001). SHRM emphasises a carefully built HR architecture, which consists of an internally consistent, combined, and synergetic system of HR practices, policies, principles, and activities that are consistent with an organisation's design, goal, strategy, as well as various people management initiatives. Researchers have agreed on the lack of consensus on the definition of SHRM and the uncertainty of the specific bundles constituting an SHRM. The definition is dependent on the context, dynamic, and interaction between internal factors (business strategy, organisational, and job characteristics) and external factors (political, economic, social, technology, legal, environment) of organisational performances outcome.

Schuler and Walker (1990, p. 7) defines SHRM as 'a set of processes and activities jointly shared by human resources and line managers to solve people-related business issues'. Keenoy (1997) maintains SHRM as 'for all the different meanings and practices associated with HR initiatives'. Furthermore, Boxall and Purcell (2008, p.1) refer to SHRM as the study of the employment relationship, referring to it as 'all those activities associated with the management of the people in firms'. Truss and Gratton (1994, p.

666) emphasise SHRM as ‘the overarching concept that links the management and deployment of individuals within the organisation to the business as a whole and its environment’. Budhwar (2000) views human resources as an asset to be strategically employed by management. Sahoo et al. (2011) explain SHRM as the strategic involvement of employees in an organisation to achieve the goals of the organisation.

Since the inception of SHRM, the role of the HR department has been devoted to guiding corporate business success (Tyson, 1987) and organisational changes (Storey, 1992). The strategic shift has elevated the scope of HRM to a macro perspective consisting of the overall configuration of HRM practices (Ferris et al., 1998). Moreover, SHRM has been found to more likely impact innovation business strategy (Chen & Huang, 2009) and professional skill-based employees. Initially, the adoption of SHRM saw resistance from both the unions and management. However, over time, SHRM has proven to support business goals and strategies and facilitate the achievement of various ranges of performance criteria (Huselid & Becker, 2011), such as positive financial, organisational, individual, economic, and stakeholder outcomes.

Regardless of the choice between a different set of SHRM, all the options are likely to produce the same result heterogeneously (Batt & Colvin, 2011). Central to the field of SHRM is the argument that the set of SHRM chosen by an organisation and its effective implementation determines to a large extent the organisation’s outcome. Among the many SHRM models, three primary models have mainly impacted the field of SHRM: the universal/best practices, contingency/best fit and RBV model. These models will be discussed in the following sections. This discussion is necessary as a means of identifying the precise focus, contributions, issues, and limitations of these models.

### **2.1.1. UNIVERSAL MODEL**

This section begins with the presentation of the most significant model within the SHRM literature—the universalism or universal model. Universalism refers to globally or ‘universally applicable’ (Wood, 1995). Among the earliest studies on the universal approach or best practices were conducted by Arthur (1994),



Osterman (1994), Huselid (1995), Delery and Doty (1996), and Pfeffer (1994). The popularity of the concept of best practices notably increased when Huselid (1995) published a study on the relationship between best practices and productivity and found a positive link to financial outcomes, higher productivity, and lower turnover.

The best practices can be distinguished between the isolation and integrative perspectives. The isolation perspective evaluates the value of individual best practices, whereas the integrative perspective evaluates these best practices in a different set of best practices or coherent systems of mutually enforcing practices based on their research context or practical application (e.g., organisational or business goals). These bundles of HRM practices are designed to motivate and enhance employees' skills, information, effort, motivation, and empowerment to meet organisational goals. Some researchers found that SHRM bundles, or systems, have more influence on organisational performance compared to individual HRM practices (Huselid, 1995).

Various researchers have categorised best practices into different bundles of HRM. Lepak et al. (2006) grouped best practices into three categories: (i) knowledge, skills, and abilities; (ii) motivation and effort; and (iii) opportunities. These practices would contribute effectively to organisation outcomes. Pfeffer (1994) listed seven best HRM practices and demonstrated that regardless of the industry, successful organisations are included in the HRM bundle, such as employee participation, employment security, empowerment, selective hiring, team-based production systems, extensive employee training, and performance contingent incentive compensation, which impact the organisation's outcome. Takeuchi et al. (2007, p.1069) describe the bundle of best practices as 'flexible job assignments, rigorous and selective staffing, extensive training and development, developmental and merit-based performance appraisal, competitive compensation, and extensive benefits'. Lawler (1986) denotes best practices as high involvement work practices that can be distinguished as high involvement and low involvement HRM strategies.

These bundles of best practices are known by many terms such as high-involvement work practices (Lawler, 1986), high-performance work practices (Huselid, 1994), sophisticated work practices (Koch & Mcgrath, 1996), high-commitment management practices (Walton, 1985), progressive HRM practices (Delaney & Huselid, 1996), high-performance work system (Huselid, 1995), and content-based approach (Huselid & Becker, 1996).

Research on best practices has seen unprecedented growth in the multinational, manufacturing, services, and high-technology sectors. According to Lepak and Shaw (2008), the logic of the emergence of best-practice ideas is the strategic value added to individual HRM practices. The universal model consists of an extensive range of best practices such as rigorous, autonomous, and selective staffing; decentralised or participative decision making; extensive off and on-job training and development; information sharing, flexible work assignments, competence-based performance appraisal and compensation; quality of work-life programs and internal mobility influence employees' involvement. These practices are considered important in determining workforce productivity, profitability, and growth. The best practices mentioned are designed to build human capital values and attitudes (e.g., quality decisions, greater competence, innovation, and increased feelings of personal meaning towards their job). Through these best practices, employees are enabled to take greater ownership of their jobs by demonstrating higher commitment, motivation, productivity, quality, empowerment, and autonomy.

The best-practice approach is proven to lead to superior organisational performance (Armstrong & Baron, 2002). Similarly, Delery and Doty (1996) assert that the universal model relates to organisational performance regardless of the type of organisation and business context. Combs et al.'s (2006) meta-analysis of ninety-two studies proved that best practices affected organisational performance positively particularly, in terms of financial and operational performances. Studies conducted by Wright et al. (2003) on fifty business units of a food company found high-performance work practices to have an important signalling impact on employee involvement and organisation revenue. The

universal model was also found to influence accounting profits among banks (Delery & Doty, 1996) and lead to far-reaching employee and organisational benefits in various organisational and cultural settings, such as job satisfaction (Messersmith et al., 2011) and organisational performance (Wright & McMahan, 1992). Wright et al. (2005) contend that the universal model allows employers to develop a committed workforce who can be trusted to use their discretion in conducting their job roles, which in turn, contributes to organisational success.

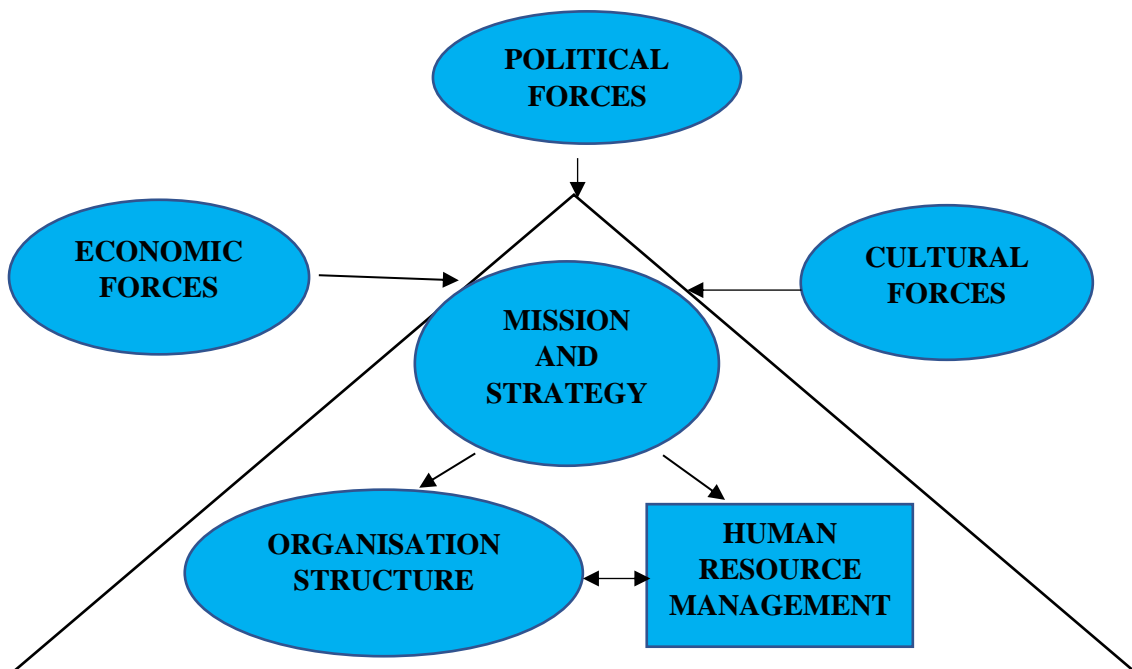
However, such an approach has been heavily criticised concerning its universalism view, and one-model-fits-all outlook (Cappelli & Crocker-Hefter 1996; Purcell, 1999). Wan-Jing and Huang (2005) consider the model to be premature for understanding the differences in both the internal and external organisational contexts, which could lead to the adoption of an HRM practice that does not fall into the best-practices formula.

### **2.1.2. CONTINGENCY MODEL**

The emergence of the contingency, best fit, matching model, or a fitting human resource system was viewed as the open systems of an HR strategy. Researchers such as (Hofer, 1975; Galbraith, 1977) have provided theoretical foundations for the contingency model. The origin of this model can be traced to the work of Fombrun (1984) and a preceding publication by Tichy (1982). An example of an early contingency model considered to be the key function was Devanna et al.'s (1984, p. 37) "matching model" (see Figure 2.0), which emphasises that HR strategy systems and an organisational structure 'should be managed in a way that is congruent with organisational strategy'.

The contingency model is measured by the degree of fit between external environmental conditions (political, economic, social, technology, legal, environment), organisational traits (mission, strategy, structure, values, climate, culture, context, technology, size, task etc), and managerial traits (e.g., role

behaviour, values, knowledge, expertise, experience etc) to achieve optimal organisation performance. Gratton and Truss (2003, p. 75) refer to fit as ‘a relationship between two discrete entities’. Devanna et al. (1981) assert that a tight fit between a strategy and an HRM should be the goal for an organisation to improve its net profit. Mintzberg et al. (2003) indicate that the notion of a strategy of fit is between an organisation’s activities and its goals. He distinguishes the strategy fit into three levels: the first-order fit (consistency of all activities with the overall organisational strategy), the second-order fit (organisational activities which reinforce and shape the strategy), and the third-order fit (optimisation of organisational efforts to achieve the overall goals of the organisation). In the same line of view, (Boxall, 1992) claims that the whole idea of “match” for contingency theory is to contribute towards the successful implementation of an SHRM.

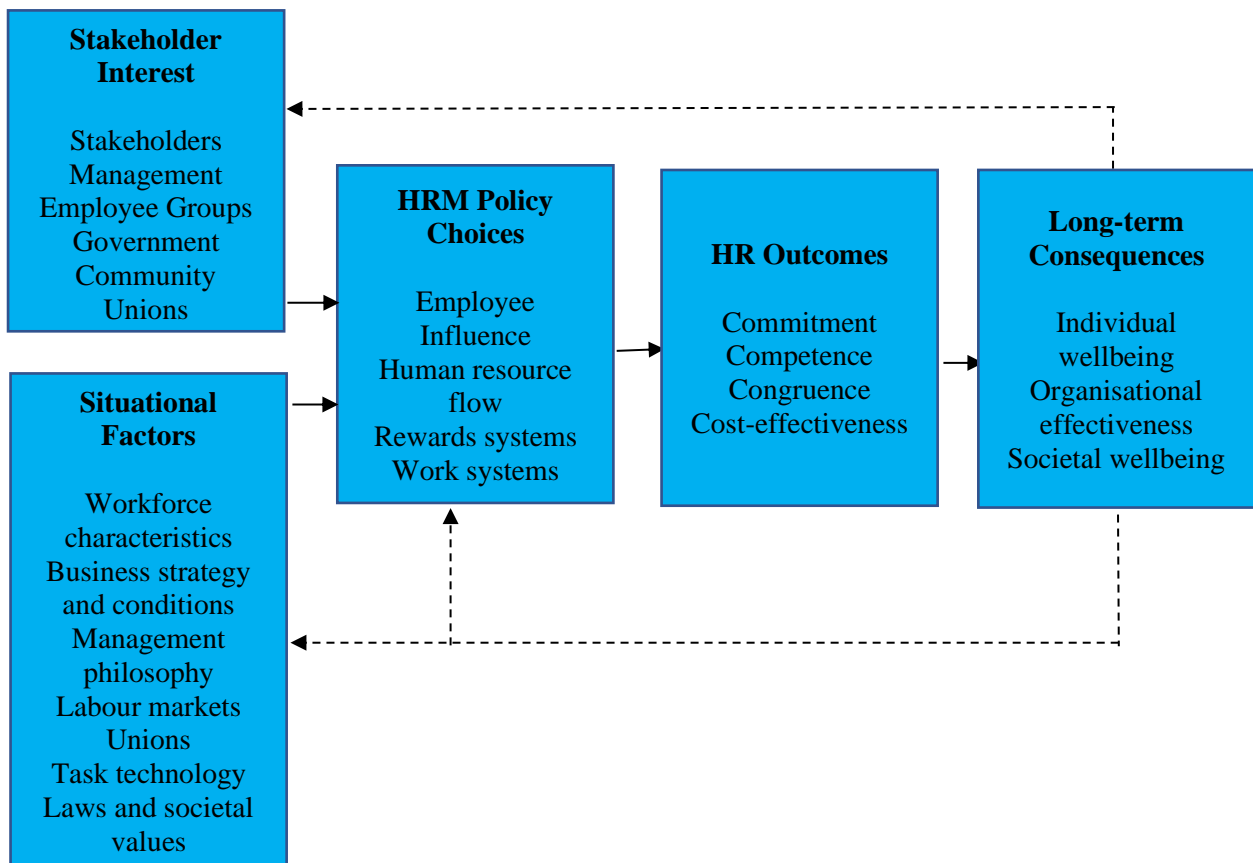


**Figure 2.0.: Matching Model of SHRM (Devanna et al., 1984)**

Beer et al.’s (1984) Harvard model approach of fit between an external competitive strategy and the internal HR strategy is the central tenet of the HRM contingency model. The main qualities of the Harvard model, according to Boxall (1996), are the recognition of different stakeholders’ interests,

cooperation, and commitment, instead of supervisory style and the view of HRM as an employee influence. Beer et al. (1984, p.4) describe the Harvard model (see Figure 2.1) as:

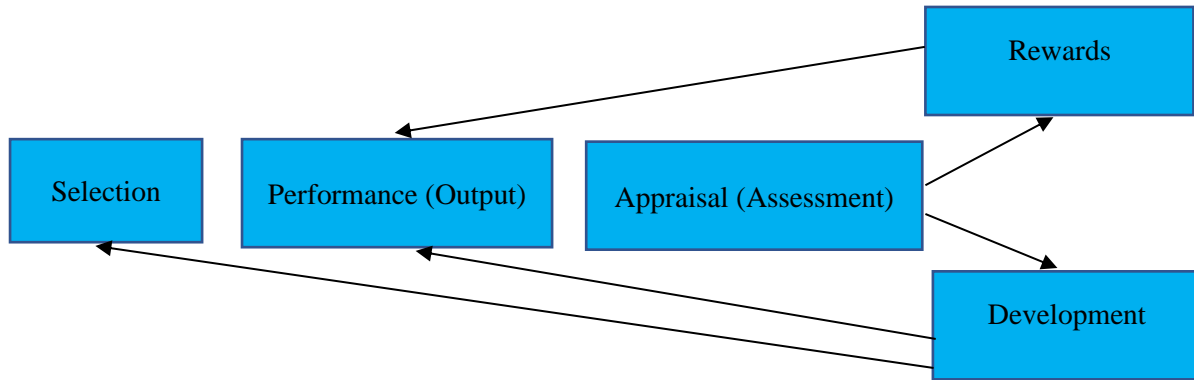
*when general managers develop a viewpoint of how they wish to see employees involved in and developed by the enterprise, and what HRM policies and practices might achieve these goals. Without either a central philosophy or a strategic view - which can be provided only by general managers - HRM is likely to remain a set of independent activities, each guided by its practice tradition.*



**Figure 2.1.: The Harvard Model (Beer et al., 1984)**

The Michigan school matching model developed by Fombrun, (1984) (see Figure 2.2) below proposed that the way to achieve organisational objectives is by applying the following five major functions of HRM: selection, performance,

appraisal, rewards, and development. These five functions need to be strategically aligned with an organisation's business strategy effectively because every function is interdependent, hence the identical value of each function for acceding to the organisation's goals.



**Figure 2.2.: Michigan School Matching Model**

Apart from the three main contingency models described above, clusters of categories are recommended by scholars of the contingency model. Van de Ven, Andrew, and Drazin (1985) expanded the contingency model to include selection, interaction, and systems approach. Porter (1980) then introduced three generic strategy models: the differentiation strategy, the focus strategy, and the cost-leadership strategy. A low-cost strategy aggressively seeks a mass and efficient production approach to minimise the cost hence gaining a competitive edge in terms of cost. The differentiation strategy concerns the development of competitive advantage by being unique and adding value to set off a company's products or services apart from those of its competitors and subsequently commanding a premium price. The focus strategy prioritises the concentration on a specific market, product line, or customer group, and may compete either in terms of differentiation or cost leadership (Porter, 1985). In refining Porter's model, Schuler and Jackson (1987) introduced matched competitive strategy-HR archetypes and propose a fit between competitive strategy and HR strategy, as well as an organisation's external and internal environment.

Regarding strategic fit, the contingency model is identified as a great facilitator in its achievement (Ayanda & Sani, 2011; Garcia-Carbonell et al., 2013). Studies by Datta, Guthrie and Wright (2005); and Youndt, Snell, Dean and Lepak (1996) highlight that the model is vital for understanding the alignment between the type and amount of HR investment with a firm's competitive environment and operational strategies. On the contrary, the limitation of the contingency model is that 'the notion of strategy has been combined in a purely normative manner, without adequate contextual analysis, to advocate certain superficially appealing prescriptions' (Boxall, 2007). Moreover, Becker and Huselid (1998) claim that there has been limited research to support a fit hypothesis. Evans (1986, p. 158) argued an excessive fit is 'the enemy of innovation, flexibility, and adaptation'.

### **2.1.3. RESOURCE-BASED VIEW (RBV)**

The emergence of RBV has its roots in economics (Penrose, 1959) who theorised organisation as a collection of productive resources, and it became popular with the work of (Wernerfelt, 1984). The model then evolved into an advanced SHRM and a wide range of other disciplines, such as marketing, management information systems, and operations research (Barney & Arikan, 2001).

The RBV model suggests a link between human capital and a firm's competitive advantage (Wright, Dunford & Snell, 2001; Lepak & Snell, 1999; Wright, McMahan & McWilliams, 1994). Hence, the RBV model draws attention to the strategic value of an organisation's internal resource: its human capital or "people". It is the people who personify features (such as knowledge, competencies, creativity, values, and talent) which can be classified as diversified, rare, non-substitutable, and imperfectly inimitable. Factually, it was the emphasis on people management that had led to the emergence of personnel management, which over time, gained recognition in the management literature.

According to Armstrong (1999), the RBV recognises that the strategic capability of an organisation depends on its resource capability, specifically the human resources or the people. Other scholars (Barney, 1991; Grant, 1991; Ulrich, 1991) assert that such competitive advantage stems from an organisation's possession of valuable, rare, and difficult-to-imitate resources, which influence an organisation's internal context. The RBV also regards organisational human resources as a vital force in harnessing various factors that have the potential to influence an organisation's competitive advantage (Ulrich, 1991; Hatch and Dyer, 2004). Laosirihongthong et al. (2014) advocate that the elements of RBV theory be based upon to develop, nurture, and maintain the core competencies of an organisation. Scholars have emphasised the role of a 'strategic HR specialist' to invest, retain, and develop valuable characteristics that can be referred to as core competencies. Core competencies create unique competencies, which are difficult to be imitated by competitors and have led to superior organisational performances.

In the last two decades, research on RBV has proven that sustainable core competitive advantage and performance can be achieved through its human capital (Wang & Shyu, 2008; Youndt, Snell, Dean, & Lepak, 1996). This model particularly adds value to knowledge-based firms or employees which facilitates (i) a constant knowledge sharing-and-learning process among the employees (Kang & Snell, 2009) and (ii) collective learning and improvement of an organisation's human resources (Lado et al., 1992). This theory is also seen to have an impact on service sectors and contribute to quality customer services (Liao, Toya, Lepak & Hong, 2009).

The limitation of this model is its narrow focus on internal resources. It also ignores the external environment entirely. Barney (2001) claims that the RBV theory simply provides a broad normative view for examining the implications of an HR strategy and organisational performance. Additionally, Kaufman (2015) claims that the RBV strategy model substantially displaces the product market-positioning model by neglecting external-based business strategies.



## **CHAPTER SUMMARY**

This review contributes to the HRM literature in the following ways. First, under the overarching term of HRM, this research reviews the main SHRM models (universal, contingency, RBV). The chapter also describes the evolution of these models and discussed their contribution, limitations, and the direction of the focus of these models for the past thirty years. The review also highlights the contribution of these models in the perspective of employee value, performance, and organisational performance and emphasises its general limitation. The next chapter will further introduce and discuss the limitations and issues surrounding the HRM models in the view of this research, which are employee wellbeing, HRM implementation, and employee-centred research.

## **CHAPTER 3: HRM AND EMPLOYEE WELLBEING**

### **INTRODUCTION**

This chapter focuses on the HRM-wellbeing link, the original aim of this research, by addressing the following research questions: (i) what are the HRM and SHRM contributions and limitations both generally and specifically in the setting of this research? (ii) where is the direction of HRM research leading? (iii) what are the HRM-wellbeing models, their contribution and the issues surrounding the HRM-wellbeing link? (iv) what are the HRM process models, its contribution and the issues surrounding the HRM-process link, especially in the viewpoint of employee wellbeing? To address these questions, the review of this research began by summarising the contributions and limitations of the main SHRM models which have been reviewed in the previous section, both generally and specifically in this research setting. The chapter will present and discuss (i) the main HRM-wellbeing models and their contributions and limitations; and (ii) the HRM process models, and their contributions and limitations especially in the context of employee wellbeing. The literature review aims to facilitate a better understanding of the concepts, contributions, and limitations surrounding the HRM-wellbeing theory and HRM process theory.

### **3.1. THE CALL FOR EMPLOYEE WELLBEING**

The above reviews in chapter two have illustrated the development and contribution of three main SHRM models – universal, contingency, and RBV – over the last thirty years. These models have gradually evolved from Taylor’s traditional approach to various theoretical models incorporating a focus on strategy with best practices, knowledge, competitive advantage, talent, and values, to achieve both positive employee and organisation outcomes. The universal model, for example, promotes best practices. Investment in the best practices has been shown to shape employees’ attributes (e.g., values, knowledge, skills, abilities) and ‘increase performance across all organisations’ (Huselid, 1995), particularly in productivity and financial performance. On the other hand, the scholars who emphasise the contingency approach have stressed the importance of “fit and match” between an internal environment

(business structure and strategy; and managerial traits) and an external environment (politic, economic, social, technology and market demand). Pertaining to the RBV, previous researchers have highlighted the internal perspective of ‘the value and investment of human capital or people’ and have shown evidence of organisations achieving superior sustainable competitive advantages. Additionally, Beer’s and RBV model emphasises the role of an employee as an important asset for achieving sustainable positive organisational performance. However, there are two broadly differing perspectives on how employees are conceptualised. Employees are either (i) a stakeholder in achieving performance outcomes, which is usually referred to as a reward or (ii) a source of valuable, competent, and unique human capital. The latter conceptualisation focuses on identifying the management processes and systems directed to shape and enhance human capital as a source of competitive advantage.

Despite the contribution of these models, they received much criticism for their broad (e.g., the universal and contingency models), normative (the Harvard model) or narrow perspective (the RBV model) and limitations (e.g., one-sided or biased managerial perspective, focusing on employee or organisational performance, and organisation level outcome). Guerrero and Barraud-Didier’s (2004) research highlight that the universal model studies have focused mainly on organisational-level outcomes rather than employee-level outcomes. Similarly, Boselie et al., (2005) argued that ‘HRM practices have been steadily introduced on the assumption they are positive to both organisational performance and employee well-being’. The positive link of these HRM practices has been proved (Combs et al., 2006) but the effect on employee outcomes is still argued (Cañibano, 2013). The organisational performance of these models assumes that all employees will receive the same HRM outcome, yet studies have shown that employees may have an outcome that is different from an organisation’s outcome. Other studies (Becker & Gerhart, 1996; Wright & Boswell, 2002; Boselie, Dietz & Boon, 2005) have shown the lack of mutual agreement about ‘the exact HRM practices that make up a coherent HRM system’. The current research concurs with Beardwell and Thompson (2014, pp.26) in the perspective that both the universal and contingency models are outdated, hence questioning their application today. Another view suggests that ‘the basic conceptualisation of SHRM has remained the same’ (Kaufman, 2015, p. 396).

The stakeholder perspective (Beer et al., 1984) puts employees as central to the achievement of performance outcomes. Thus, it is argued that a management process should be directed toward engaging employees in ways that motivate, develop, and reward, which are the needs of the employees alongside the organisation's needs. However, Beer's model appears to be a mere normative view rather than a means of achieving employee outcomes, as suggested at the empirical level. Regarding the contingency model, Boxall (2007) indicates that it ignores the fact that employee interest might make a difference in the degree of fit between two entities. Similarly, Buller and McEvoy (2012) indicate that the contingency model tends to over-emphasise the HR strategy fit than employee fit, which is the focus of the fit theory in SHRM. Boxall (2007) further indicates that the contingency model has led to the direction of passive human resources rather than something to active human beings. Guest (1999) claims that the contingency model presented by Fombrun, (1984) explicitly presents workers as another key resource for managers to exploit. Taking into consideration the RBV theory, Barney (2001, p. 53) claims that "implementation" was originally omitted as a theoretical convenience under the assumption that 'implementation follows, almost automatically'.

Hence, from the review of the main SHRM models, it can be deduced that an ideal SHRM model does not exist until today. Limited attention has been paid to the empirical outcome on the employee view between HRM implementation and employee wellbeing. Due to these limitations, we are uncertain whether the models have more substantial explanatory power on employee-centred research, HRM implementation, and employee wellbeing.

Moreover, the concept of performance in an organisation is usually reasoning to productivity and financial performance, ignoring the medium of employee wellbeing. Employee performance is commonly regarded as productivity and efficiency, which contributes to the organisational output, such as financial performance, which is biased and hypocritical. An organisation that prioritises financial performance can negatively impact employee wellbeing because of work intensification and job strain (Ramsay, Scholarios & Harley, 2000). This perception could be mainly due to the one-sided focus on improving organisational performance (Kaufman, 2015; Paauwe, Guest &

Wright, 2013). Hence, this leads to neglect of employee outcomes (Boxall, Ang & Bartram, 2011; Peccei et al., 2013; Purcell & Kinnie, 2008), which in the long term, proves to lead to negative employee wellbeing effect. Over a long period, the effect on employees' negative wellbeing is often severe enough to impact their job performance.

Bowen and Ostroff (2004) were among the first scholars to raise concerns about the one-sided focus of the HRM approach and emphasise the significance of the psychological processes that employees experience. This is because HRM does not directly influence organisation performance (Katou & Budhwar, 2007), but such an outcome is achieved through employees. Consequently, from the standpoint of employee wellbeing, critics have claimed that HRM has the potential to have a negative influence on employee experience (Ramsay, Scholarios & Harley, 2000) and risk employee wellbeing (Gallie, 2005; Tarafdar et al., 2007). The aim has always been to exploit collective human capital, hence maximising the full potential of the workforce (Bamberger & Meshoulam, 2000), thereby, increasing organisational performance.

The emerging issues as a result of the focus on the one-sided HRM as mentioned above have gradually shifted the HRM research towards examining the relationship between HRM and employee wellbeing. The following section describes three main HRM-wellbeing perspectives that seem to be critical contributions to the literature addressing the relationship between HRM and wellbeing: Peccei (2004), 'optimistic, pessimistic and sceptical perspectives'; Van De Voorde (2010), 'mutual gains and conflicting outcome perspectives'; and Paauwe, Guest, and Wright (2013) 'SHRM-wellbeing model'. These models are important to advance our theoretical understanding and limitations of the HRM-wellbeing theory.

### **I. Optimistic, Pessimistic, and Sceptical Model**

According to Peccei (2004), the HRM-wellbeing model establishes three perspectives: optimistic, pessimistic and sceptical. These perspectives are elaborated further.

- a. Optimistic perspective is the idea that HRM is beneficial and generally has a positive impact on employee wellbeing.
- b. The pessimistic perspective on the other hand views HRM as generally having a negative impact on employees' interests and wellbeing. Employee wellbeing is viewed as a trade-off to achieve financial and organisation performance.
- c. According to the sceptical perspective, HRM does not necessarily have a significant impact, either positive or negative, on employee wellbeing for several reasons, such as (i) poor implementation, or (ii) the impact may be moderated by other factors (e.g., employees age, skill, educational background). Additionally, in practice, the effects may be opposite on both sides that they end up cancelling each other out. For instance, greater job autonomy may give employees a sense of ownership of their job, but a high workload may increase their stress which cancels the satisfaction and happiness achieved through the sense of ownership.

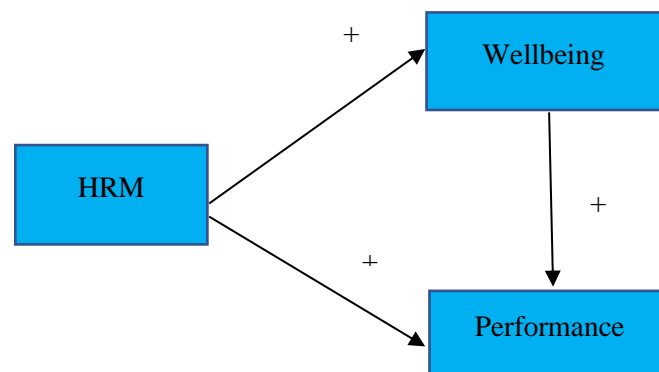
## **II. Mutual Gains and Conflicting Outcome Model**

Van De Voorde's (2010) SHRM-wellbeing model presents two different approaches: mutual gains and conflicting outcome perspectives. The mutual gain perspective is similar to Peccei's (2004) optimistic perspective and the conflicting outcome perspective is similar to both the pessimistic and the sceptical views.

### **▪ Mutual Gains Perspective**

The mutual gains perspective (see Figure 3.0) below basically promotes wellbeing mutually for the employers and employees.

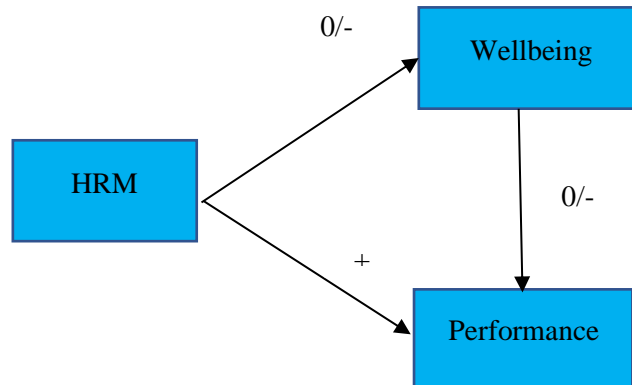
According to this perspective, employer and employee mutually benefit from the adoption of SHRM. Studies that have undertaken the mutual gains perspective have found positive links between HRM and employee attitude measures, such as job satisfaction (Wood & De Menezes, 2011) and organisational commitment (Newman, Thanacoody & Hui, 2011).



**Figure 3.0.: Van De Voorde (2010) Mutual Gains Perspective**

- **Conflicting Outcome Perspective**

The conflicting outcome perspective (see Figure 3.1) below or the competing approach is perceived not to have any effect – which is shown as the symbol of (0) or negative effect on employee wellbeing. In this view, SHRM is seen as advancing the organisation’s performance at the expense of employee wellbeing. Similarly, studies that have drawn the competing approaches show increasing work intensity (Gallie, 2005; Cañibano et al., 2012), stress (Tarafdar et al., 2007) high pressure, and burnout, among others.



**Figure 3.1.: Van De Voorde (2010) Conflicting Outcome Perspective**

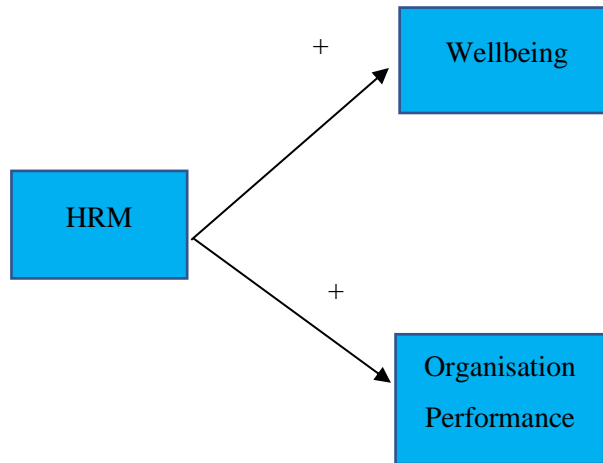
### **III. Paauwe, Guest and Wright's (2013) SHRM-Wellbeing Model**

Figures 3.2, 3.3 and 3.4 below demonstrate Paauwe, Guest, and Wright's (2013) 'SHRM-wellbeing model'. The model was developed following the combination of Peccei's (2004) and Van De Voorde's (2010) analyses. The model is categorised as 'weak mutual gains', 'strong mutual gains', and 'conflicting outcomes'. The model consists of three variables: HRM, wellbeing, and organisational performance.

- **Weak Mutual Gains**

The 'weak mutual gains' model (see Figure 3.2) below, the hypothesis proposes to have a direct positive outcome on both the employee wellbeing and organisation performance variables, but not between the wellbeing and organisation performance variables.

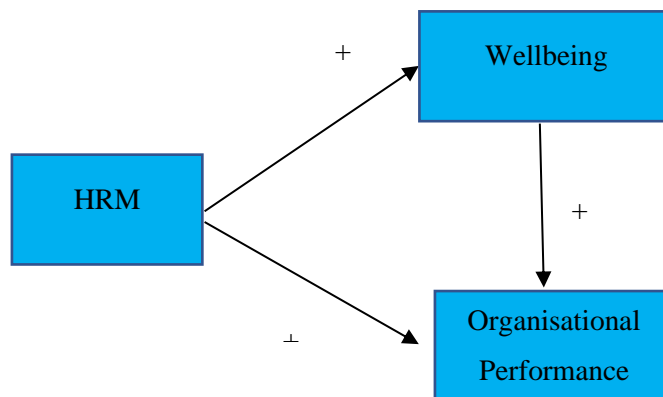




**Figure 3.2.: Paauwe, Guest, and Wright (2013) Weak Mutual Gains**

- **Strong Mutual Gains**

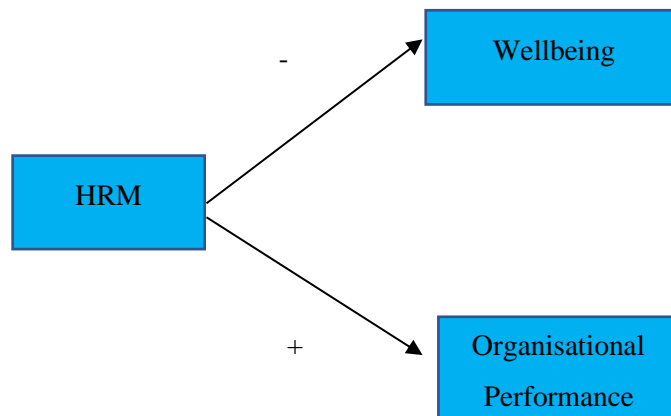
The ‘strong mutual gains’ model below (see Figure 3.3), the hypothesis proposes HRM to have a significantly positive impact on both wellbeing and organisational performance. Furthermore, wellbeing itself is hypothesised to have a significantly positive effect on the organisations’ performance.



**Figure 3.3.: Paauwe, Guest, and Wright (2013) Strong Mutual Gains**

- **Conflicting Outcomes**

On the contrary, the conflicting outcomes model below (see Figure 3.4), the hypothesis proposes HRM be beneficial to organisational performance but has a negative effect on employee wellbeing.



**Figure 3.4.: Paauwe, Guest, and Wright (2013) Conflicting Outcomes**

The HRM-wellbeing models above have shed light on how HRM effects employee wellbeing positively, neutrally and negatively. However, the models are based on quantitative analysis; thus, there is still much uncertainty on the precise nature of the link, particularly about how the employees evaluate an HRM implementation and explored it utilising a qualitative method. Similarly, Bartel (2004) asserts that research neglects to inquire to employees in regards to the HRM-wellbeing link, making assumptions about what is happening at the individual level and then focusing analyses and results on the organisational level by depending on leader or management perceptions of employee outcomes. Hence, despite the contribution of these models and given the significance of the issue, the current research argues that ‘limited studies have explored the HRM-wellbeing link’ (Harley et al., 2007; Boxall & Macky, 2014) and therefore, the findings are far from being conclusive. Additionally, addressing employee wellbeing is timely because HRM is increasingly being adopted in developed industrialised economies

(Wood & Bryson, 2009), and statistical evidence has shown a decline in employee wellbeing within the UK population.

Ramsay, Scholarios, and Harley (2000) found that the implementation of HRM is incomprehensive as it produces negative employee outcomes, such as work intensifications and high-stress levels. Similarly, Wright et al., (2003) indicate that the underlying mechanisms that explain how HRM relates to organisational performance are poorly established, both theoretically and empirically. Boxall and Purcell (2003) highlight the deficiency of studies on human issues relating to the formation and execution of strategy within the field of HRM. Gratton and Truss (2003) highlight an action or implementation dimension to signify the degree to which HR strategy is put into effect through daily experiences. They argue: 'A key message is that the bridging from business goals to employee performance requires not only policies but also a determination to act, as seen through actual practice' (2003: 75).

Thus, the following section presents the main HRM process theory models that seem to be important contributions to the literature addressing the HRM process: Mintzberg (1978) Types of Strategy Model; Guest and Conway (2002) Psychological Contract Model; Wright and Nishii (2007) Process Model of SHRM; Purcell and Hutchinson (2007a) The People Management (Performance Causal Chain) model; and Mello (2006) The Process Model of SHRM. These models are important to justify the need to explore employee evaluation associated with the HRM implementation-wellbeing theory.

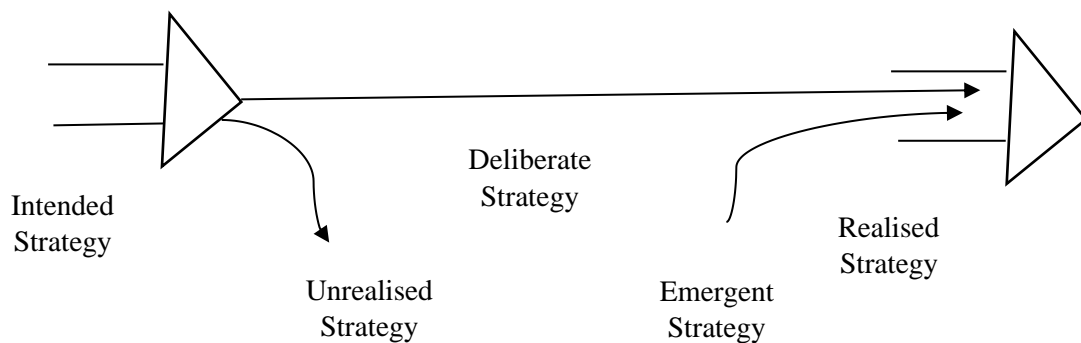
### **3.2. HRM IMPLEMENTATION**

In addressing the HRM-process theory, this section will first introduce the main HRM process models, and their contributions and further discuss the issues related to it. First, Mintzberg's (1978) 'Types of Strategy Model' introduces the difference between

deliberate strategies, unrealised strategies, and emergent strategies (see Figure 3.5) below, and further emphasises that although the strategy is planned in this way, it may also evolve “at the coalface”. Mintzberg (1978) defines the intended and realised strategies as:

- 1: *Intended strategies that get realised; maybe called deliberate strategies.*
- 2: *Intended strategies that do not get realised, perhaps because of unrealistic expectations, misjudgements about the environment, or changes either during implementation; may be called unrealised strategies.*
- 3: *Realised strategies that were never intended, perhaps because no strategy was intended at the outset or perhaps because, as in (2), those that were got displaced along the way; may be called emergent strategies.*

Boxall and Purcell (2003) state that the intended HRM is formulated by policymakers to achieve organisation success continuously, and Khilji and Wang (2006) claim that the realised HRM is actualised and implemented by an organisation or management.



**Figure 3.5.: Mintzberg's (1978) Types of Strategies Model**

Second, Guest and Conway's (2002) 'Psychological Contract Model' (see Figure 3.6) below shows the causal relationship between HR practices, individual and organisational characteristics, the psychological contract, employee attitudes and behavioural outcomes. The individual and organisation characteristics represent the demographic details. Guest and Conway (2002)

explain the employment relations from the state of psychological contract which represents fairness, trust and delivery of the deal. ‘Among a sample of 1,306 UK employment relations managers, 36 per cent said they used the concept of the psychological contract to help them manage the employment relationship and many more considered it potentially useful. Interestingly, several managers acknowledged that the exchange was not always fair and tended to favour the employer. The study explored the application of high-commitment human resource practices as part of the context of the psychological contract and found an association between their greater application and management reports of more positive employee attitudes and behaviour (Guest, 2004).’

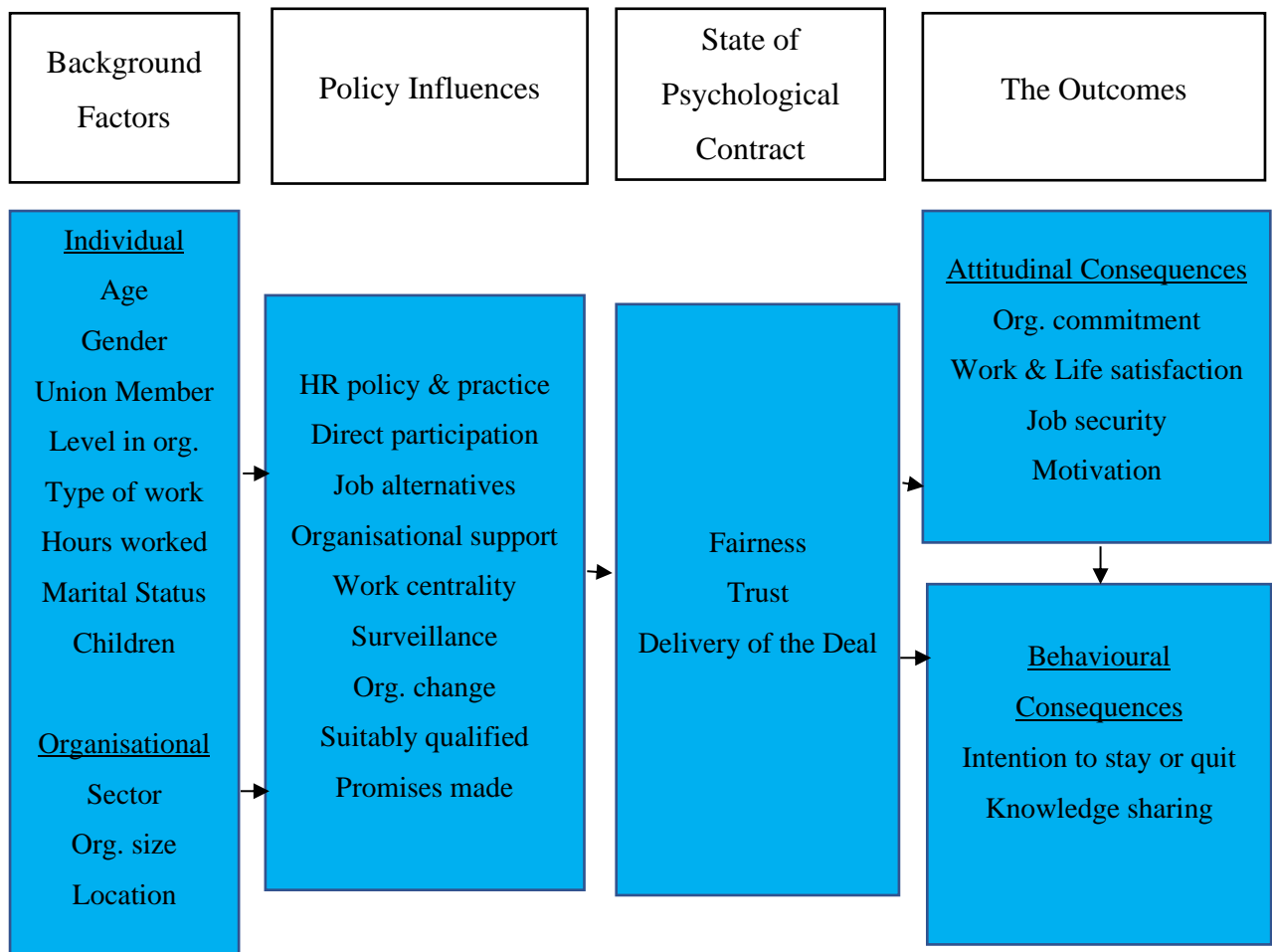


Figure 3.6.: Guest and Conway’s (2002) Psychological Contract Model

Third, Wright and Nishii's (2007) 'Process model of SHRM' (see Figure 3.7) below, proposes the HR-performance linkage as follows: the intended HRM practices (decision makers' desired HRM practices), which influences the activation or enactment of actual HRM practices (implemented HRM practices). Employees will react affectively (attitudinal), cognitive (knowledge or skill), and/or behavioural based on perceived HR practice. These consistent reactions would result in organisational performance. Below are the definitions for each concept as stated by Wright and Nishii (2007):

**Intended HRM Practices.** These practices represent the outcome of the development of an HR strategy that seeks to design an HRM system or practice that the firm's decision-makers believe will effectively elicit the employee responses desired.

**Actual HRM Practices.** Actual HRM Practices recognise that not all intended HR practices are implemented, and those that are may often be implemented in ways that differ from the initial intention.

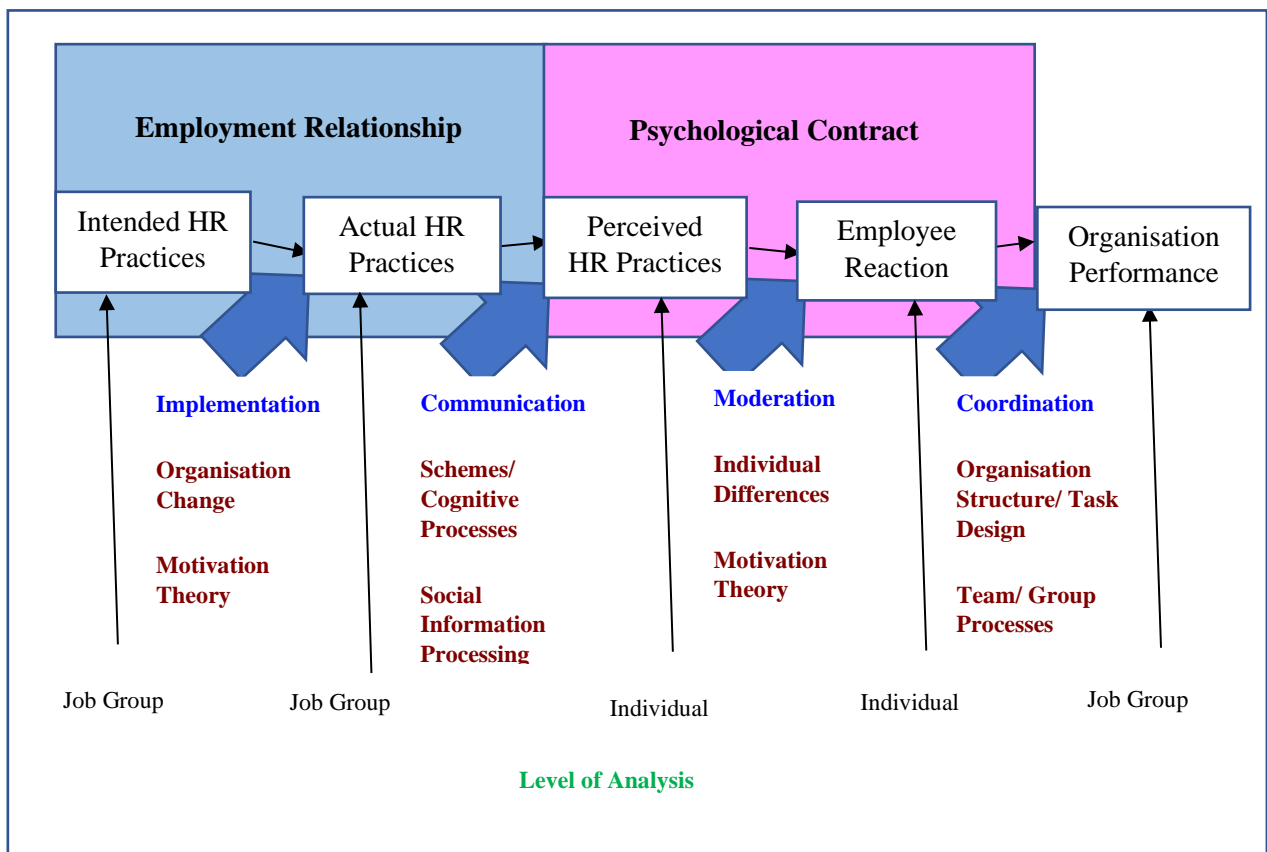
**Perceived HRM Practices.** The actual HR practices exist objectively yet must be perceived and interpreted subjectively by each employee in the focal group.

**Employee Reactions.** Based on the perceived HR practices, employees will react in some way. Each employee processes the information in a way that elicits some reactions, be they affective (attitudinal), cognitive (knowledge or skill) and/or behavioural. Affective reactions consist of reactions such as various aspects of job satisfaction and/or organizational commitment (often according to principles of social exchange theory). Cognitive reactions may include increased knowledge or skill. Behavioural reactions can be classified as reactions to the task, counterproductive, and discretionary behaviour (Lee & Allen, 2002). Task behaviour describes the kind of behaviour prescribed as part of the job. Increasing job-focused behaviour aimed at being more productive or making fewer mistakes exemplify task behaviour. Counterproductive behaviour describes negative behaviour aimed at either hurting the organization or at bettering one's position at the expense of the organization. The theft of goods, sabotage, or time theft (e.g., spending work time on personal activities) exemplify counterproductive behaviour. Discretionary behaviour consists of behaviour not prescribed by the organisation, but which is aimed at benefiting

the organisation. Going beyond job duties to satisfy a customer or performing non-prescribed preventative maintenance on a machine would be examples of discretionary behaviour.

In theory, the goal of designing and implementing HR practices is to do so in a way that leads to positive attitudinal reactions, increased cognitive skills relevant to the job and/or organisation, and increased productive task and contextual behaviours of employees. The question of interest, then, is whether HR practices successfully do so as to intend, and uncover the factors that explain the variance in the success with which they do so (i.e., the individual employee factors, organizational communication mechanisms, etc.).

**Performance.** For organizational-level outcomes to accrue, individuals' reactions must be consistent or complementary enough across one another to have a positive outcome at the level of the job group. Because the focus is on the job group, the performance outcomes most relevant are the employee and organizational outcomes. In some cases where employees within a job group have some level of interdependence, (e.g., assembly line workers), the performance outcomes at the job group level are reasonably obvious and objective (e.g., productivity, quality, scrap, etc.). In other cases where there is little interdependence among employees in the job group (e.g., clerical staff), the performance outcomes may be neither obvious nor easily quantified at the group level. In such cases, the performance outcomes expected should be increases in average individual performance.



**Figure 3.7.: Wright and Nishii's (2007) Process Model of SHRM**

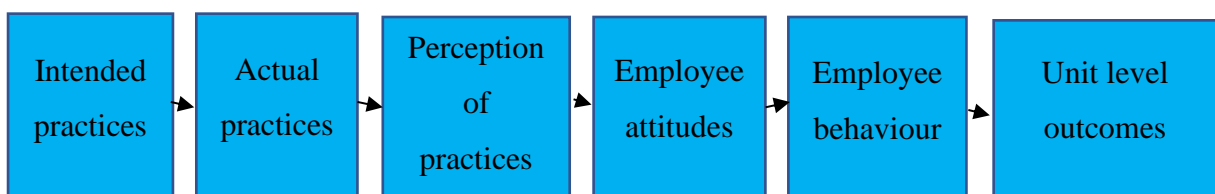
Fourth, Purcell and Hutchinson (2007a) further developed Wright and Nishii's (2007) HR causal chain model by subdividing employee reactions into employees' attitudes and behaviours (see Figure 3.8) below. It is the HRM implementation that is judged by employees in terms of how it affects their satisfaction. According to Purcell and Hutchinson (2007a):

*“Employee reactions are typically assessed attitudinally in levels of job satisfaction and affective organisational commitment. Employee outcomes are observable responses seen in task behaviour, discretionary behaviour as a form of organisational citizenship behaviour and attendance (or turnover and absence). It is these behaviours which influence organisational effectiveness, however defined, and ultimately, firm financial or economic performance (see Ostroff and Bowen, 2000; Gerhart, 2005; Fulmer et al., 2003 for evidence).”*



*The link between employees' experience of actual people management and their attitudes towards the firm, seen in affective commitment, is suggested by social exchange theory. Here, employees perceived organisational support embodied in HR practices applied or open to them is reciprocated by higher organisational citizenship behaviour and retention/attendance (Eisenberger et al., 2002). The central assumption is that 'HRM practices are viewed by employees as a "personalized" commitment to them by the organisation which is then reciprocated back to the organisation by employees through positive attitudes and behaviour' (Hannah and Iverson, 2004: 339). Perceived organisational support may be linked to particular policies of salience to employees, but it is the overall effect, the 'strength' of the HR system (Bowen and Ostroff, 2004), and employees' broader conceptions of the employment relationship which is critical (Hannah and Iverson, 2004: 338).*

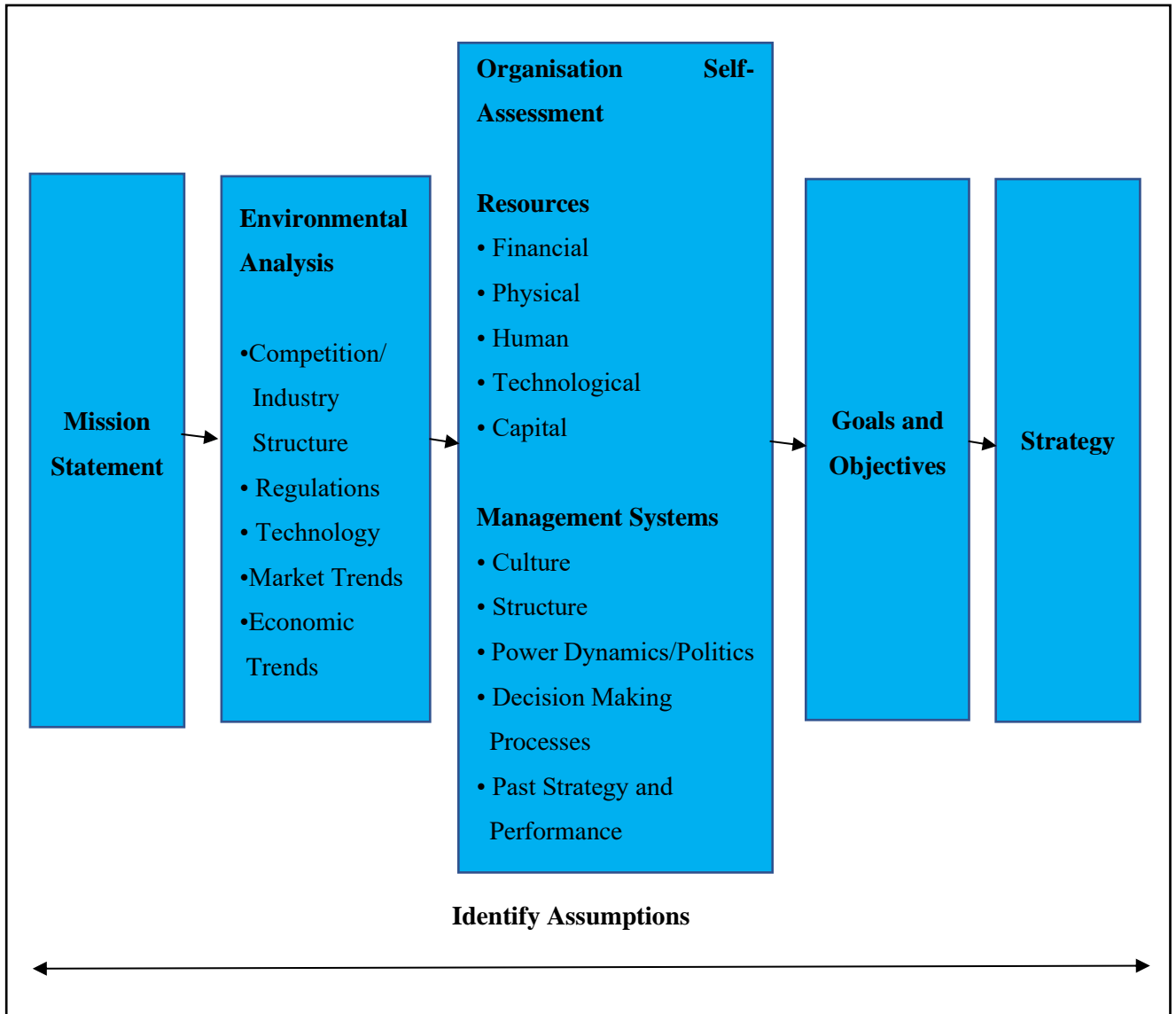
Purcell et al., (2004) also contend that the style of leadership behaviour ascertains people management. Similarly, Bowen and Ostroff (2004) explain that employees respond attitudinally and behaviourally to HRM practices based on the attributions they make about either the employer, leader, or management intentions in affecting particular HRM practices.



**Figure 3.8.: Purcell and Hutchinson (2007a) The People Management (Performance Causal Chain) Model**

Fifth, Mello's (2006) 'The Process of Strategic Management model' (see Figure 3.9) below consists of a series of steps: (i) establish or examine the mission statement, (ii) analyse of external environment (competition and industry

structure, government regulations, technology, market trends, and economic trends), (iii) organisation self-assessment (identified internal resources and management systems that affect its performance), (iv) establish goals and objectives, and (v) setting strategy.



**Figure 3.9.: The Process of Strategic Management (Mello, 2006)**

From a collective perspective within an organisation, the HRM implementation process is viewed to ‘send signals to employees that allow them to understand the desired and appropriate responses and form a collective sense of what is expected’ (Bowen & Ostroff, 2004) and subsequently overcome the limitation

of individual perception (Kehoe & Wright, 2013). While leaders or managers are responsible for the strategy design, in most practices, the implementation is carried out by the operational managers (Paauwe, Guest, & Wright, 2013) or by the line manager of different departments.

While there is indeed some evidence on issues surrounding HRM implementation, such as the intended HRM practices may often be ignored (Gore et al., 1992), poorly implemented (Wright & Nishii, 2006, p. 11; Khilji & Wang, 2006), or ‘exploited and mislead for self-serving purpose’ (e.g., high work intensification, high workload, huge responsibility, tight dateline). Similarly, Hamel and Prahalad, (1994) assert there is a huge gap between strategy formulation and implementation. Wright and Boswell (2002) assert that any study attempting to explore the relationship between HRM and organisational performance stands on firmer ground when assessing the implemented HRM practices rather than the intended HRM practices. This is because analysing the “implemented” HRM gives an accurate finding compared to the “intended” HRM. Other scholars (Chang, 2005; Kane, Crawford, & Grant, 1999) perceive that the quality of HRM in the organisation is measured by assessing the HRM practices in place or the intended HRM, rather than the effectiveness of their implementation (Gratton & Truss, 2003; Huselid et al., 1997).

Overall, the above-mentioned review of the main HRM process model has described the HRM processes from the initial step of formulation, to how employees process it, and finally how it leads to employee and organisational outcomes. Past research has also indicated the fundamental underdeveloped areas associated with the HRM implementation context, (i) not always aligned with each other, (ii) a clear distinction between the intended HR practices and the practices that are actually implemented, (iii) the intended HR practices may often be ignored, poorly implemented, exploited and mislead for self-serving purpose, (iv) inaccurate and exaggeration of managers’ or leaders’ reports, (v) one-sided focus on organisational performance, (vi) neglect of employees’ concern; and (vii) overly rationalistic conception. Thus, to contribute to the

main gap in HRM-wellbeing theory, this research focuses on the interdependencies of the underlying practices between the HRM-wellbeing theory – ‘the HRM implementation’, and its effect on employee wellbeing from a qualitative approach and employee perspective.

## **CHAPTER SUMMARY**

This review contributes to the HRM-wellbeing theory in the following ways. First, the review presents the summary of SHRM models reviewed in Chapter 2 in the context of its contributions (value, knowledge, employee performance, employee productivity, organisational performance, financial wellbeing, organisational output, etc.) and limitations (e.g., mainly organisational and managerial focuses; rather than employee wellbeing, quantitative analysis focus; bias or inaccurate report on intended HRM rather than the implemented HRM or employee perspective).

To address the HRM-wellbeing link, this research presents and discusses the emerging HRM-wellbeing models, which are the ‘optimistic, pessimistic and sceptical model’; ‘mutual gains and conflicting outcome model,’ and ‘SHRM-wellbeing model (weak mutual gains, strong mutual gains, and conflicting outcomes)’; its contributions, and limitations. The review of these models has contributed towards the mutual, sceptical, and conflicting perspectives; and subsequently, has identified the limitations in the angle of employee perspective on HRM implementation and its effect on their wellbeing.

To deepen the understanding of the HRM implementation process, the subsequent section presents the main HRM process models (e.g., the HRM processes from the initial step of formulation, to how employees process it, and finally, how it leads to employee and organisational outcomes), and the issues surrounding the HRM process theory (e.g., poorly implemented, absence of implementation, not accurately reported, bias managerial perception, one-sided focus, negative employee wellbeing). With a clear understanding of the underdeveloped areas of the HRM-wellbeing theory, the next chapter will present and discuss the development process of the proposed conceptual model for this research.

## **CHAPTER 4: THE CONCEPTUAL MODEL**

### **INTRODUCTION**

This chapter presents the proposed conceptual model based on the initial research aim and questions as presented in Section 1.1. The first section, Section 4.1 describes the development of the proposed conceptual model phase one and explains each component related to the incorporation of HR practices and workplace relations. Section 4.2 explains the development of the proposed conceptual model phase two which provides an overview of employee wellbeing, HWB, and EWB; and justifies the incorporation of these dimensions. The final section, Section 4.3 provides the rationale for undertaking the SET within the proposed conceptual model phase three. Here, the research concludes by proposing the final conceptual model, which includes all the dimensions related to HRM implementation context (HR practices and workplace relations), employee wellbeing (HWB and EWB), and the SET. The arrow represents the unilateral causality relation.

### **4.1 CONCEPTUAL MODEL PHASE ONE: INCORPORATING THE FOUNDATION DIMENSIONS**

The review in the previous chapter identifies four fundamental areas that have received limited attention: (i) the process of HRM implementation (ii) employee wellbeing as an HRM performance outcome (iii) the lack of employee-centred research, and (iv) the lack of qualitative studies. Therefore, this research presents the following research questions:

1. How do employees evaluate the HRM implementation context (HR practices and workplace relations) to effect their wellbeing?

1a: How do employees evaluate these ten HR practices to effect two dimensions of wellbeing?

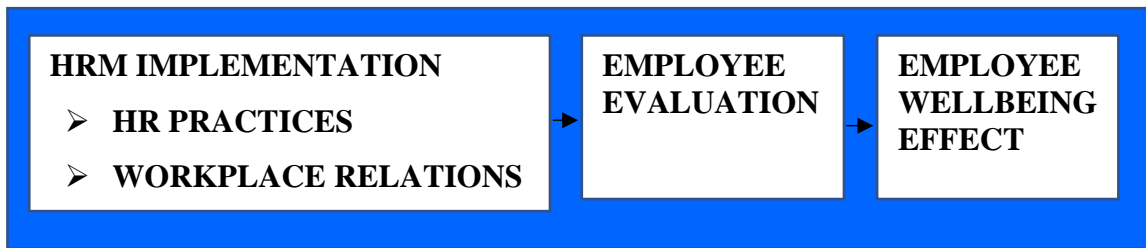
- HR Practices
  - i. Job allocation
  - ii. Policy

- iii. Employee voice
- iv. Resources
- v. Staffing
- vi. Performance management
- vii. Job characteristics
- viii. Reward
- ix. Work process
- x. Learning and development
- Employee Wellbeing
  - i. HWB
  - ii. EWB

1b: How do employees evaluate these six workplace relations to effect two dimensions of wellbeing?

- Workplace Relations
  - i. Leader
  - ii. Governance
  - iii. Colleague/Peer
  - iv. Team members
  - v. Administrative staff
  - vi. Work community
- Employee Wellbeing
  - i. HWB
  - ii. EWB

**Conceptual Model – Phase 1.** The proposed conceptual model phase one justifies the adoption of the foundation dimensions, which includes the dimensions of HRM implementation, HR practices, workplace relations, employee evaluation and employee wellbeing. Figure 4.0 below depicts the foundation proposed conceptual model: Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing.



**Figure 4.0.: Conceptual Model ‘Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing’ Phase 1 – Incorporating Foundation Dimensions**

**HRM.** Guest (1989) defines HRM as “one way” of managing an employment relationship. Armstrong and Taylor (2014) refer to HRM as employee management which aims to harness employees’ abilities and skills, without compromising their wellbeing to achieve the organisational objectives.

**HRM Implementation.** Among the researchers that have elaborated the HRM process theory are Mintzberg (1978), Guest and Conway (2002), Wright and Nishii (2007), Purcell and Hutchinson (2007a), and Mello (2006). Mintzberg (1978) strategy model introduced the HRM process as deliberate strategies, unrealised strategies, and emergent strategies. Second, Guest and Conway’s (2002) ‘Psychological Contract Model’ demonstrate the causal relationship between HR practices, individual and organisational characteristics, the psychological contract, employee attitudes and behavioural outcomes. Third, Wright and Nishii’s (2007) ‘Process model of SHRM’, proposes the HR-performance linkage as follows: the intended HRM practices (decision makers’ desired HRM practices), which influence the activation or enactment of actual HRM practices (implemented HRM practices). Employees will react either affectively (attitudinal), cognitive (knowledge or skill), and/or behavioural based on perceived HR practice. These consistent reactions would result in organisational performance. Fourth, Purcell and Hutchinson (2007a) further developed Wright and Nishii’s (2007) HR causal chain model by subdividing employees’ reactions into employees’ attitudes and behaviours. Fifth, The Process of Strategic Management model proposed by Mello (2006) consists of a series of steps: (i) establish or examine the mission statement, (ii) analyse of external environment (competition and industry structure, government regulations, technology, market trends, and economic trends),

(iii) organisation self-assessment (identified internal resources and management systems that affect its performance), (iv) establish goals and objectives, and (v) setting strategy.

Arthur & Boyles (2007) emphasise recognising between an organisation's proposed HR practices and its implemented practices that employees experience is seen as fundamental to understanding employees' reactions to HR practices, and thus the HRM-performance link. Thus, the intended HR practices maybe what reflect the management commitment rather than those that are implemented (Alvesson and Kärreman, 2007). Additionally, the actual implemented HRM is inextricably linked to a wider set of leadership behaviours, which aim to influence employee attitudes and behaviour and give direction; and establish the organisation's workplace climate and culture. Harley et al. (2010) clearly suggest that in order to expand our understanding of HRM's effect we need to move beyond 'simple "good vs bad" debates' (p. 741). Organisations must implement a set of human resource management practices that aim to implement more efficient organisational policies and increase employees' productivity and motivation (Gould-Williams, 2004). The present research aims to help solve the shortcoming in the existing literature on how HRM is being implemented and how it effects employee wellbeing so that we can understand the relationship between both sets of the HRM process theory and employee wellbeing outcomes. Concretely, on the one hand, the researcher focuses the attention on how the implementation of HRM effects employee wellbeing outcomes. On the other hand, the researcher extends the theoretical foundation by proposing a model that aims to increase our understanding of the mechanisms through which that effect occurs.

**Employee Evaluation of the HRM Implementation.** Guest (2002, p. 335) argues that 'a feature of both advocates and critics of HRM is their neglect of direct evidence about the role and reactions of workers'. Similarly, Wright and Nishii (2007) highlight that employers should pay less attention to HRM practices as policy documents to be followed, but rather they should pay more attention to how the employees experience the HRM practices that are instituted. Nishii et al. (2008) claim the need to analyse the HRM practices from an employee perspective to address the discrepancy between the employee and management perspectives. Legge (1998, p. 14) emphasised: 'When



reading accounts of HRM practice in the UK and North America it is noticeable the extent to which the data are (literally) the voices of management'. The HRM process models emphasise that employees' perceptions (Veld, Paauwe & Boselie, 2010) and employees' responses (Purcell & Kinnie, 2006) will have an influence on their behaviours and attitudes, which can have an impact on their performance. Guest (1999) advocates: 'The inside view should become more prominent if we are to gain a fuller understanding of the HRM phenomenon'.

Hence, taking into consideration of employees as the primary consumer of HRM, it is important to explore how employees evaluate the HRM implementation context to effect their wellbeing. The term *evaluation* is associated with the quantification of a subjective judgement and the psychological process of employees, which consists of the process of discerning, judging, and interpreting the HRM implementation context based on its contracts, values, knowledge, and background. This research aims to explore the employee perspective in focusing the HR practices and workplace relations relative to the HRM implementation context. The subsequent components will both discuss HR practices and workplace relations.

**HR Practices.** HR practices can be distinguished between "the isolation" and "the integrative perspectives". The isolation perspective evaluates the value of individual HR practice, whereas the integrative perspective evaluates the HR practices in a different set of practices or coherent systems of mutually enforcing practices based on their research setting or practical application (e.g., organisational or business goals, sector, industry etc).

This research does not adopt integrative perspectives. The integrative perspectives represent each bundle or model which constitutes a specific set of HR practices, depending on the research setting, which aims to contribute to a specific goal. The adoption of a specific bundle or model differs in the setting of the structure, practice, and sector of the organisations. Similarly, Boxall and Macky (2014) claim that there is no universally accepted strategic HR model because of the broad differences in the theoretical, empirical, and practical approaches. Other scholars (Gould-Williams, 2004; Barling et al., 2003) also note the lack of agreement in terms of the main HRM practices

constituting a coherent HRM bundle. Buller and McEvoy (2012) argue that although employers might adopt specific bundles that constitute a set of best practices, adopting such a measure does not mean they do not implement other HRM practices that suit their specific contexts and business environment. According to Wall and Wood (2005), the bundle approach does not provide a clear picture regarding which HRM practice may account more parsimoniously for any observed effect as the systems may include practices, each of which may enhance performance in its way. Kalmi and Kauhanen (2008) indicate that when individual HRM practices are examined in combination, their distinctive properties may be underplayed, leading to a lack of understanding of their unique independent effects on individual HRM practices. Since this research is looking across different organisations, it would not be suitable to adopt a specific bundle or model as different organisations may adopt different bundles.

In addressing the HRM Implementation-wellbeing theory, this research chose the isolation perspective to represent the HR practices and address the research question:

1a: How do employees evaluate these ten HR practices to effect their wellbeing?

Bowen and Ostroff (2004) describe HRM practices as communication of modes of practice and action from an employer to an employee, to achieve the organisation's goals. Armstrong (2006) denotes that HR practices form part of the systems that feed into the overall concept of HRM, and they can be adopted as the formal approaches to managing employees. Lepak and Snell (1999) claim that a strategic execution of HRM practices implies a unique consideration of each practice with other practices.

HR practices send signals and messages about an organisation, employee, and their behaviour, as well as shape employees' talent; therefore, the question of 'how employees evaluate the unique HR practices and their effect on their wellbeing' should not be underestimated. One can assume that when employees' evaluation is in line with the signals or messages sent by an organisation, they will successfully implement or assist the implementation of HRM practices sustainably. This is in line with previous researchers' (Buller & McEvoy, 2012; Antwi et al., 2016) suggestions that HRM practices be seen as effective if they are implemented successfully by the prescriptions of an organisation's strategy and thus create valuable strategic resources that sustain

organisational performance. In contrast, when employees' evaluation and the employers signal conflict, there is a possibility that implementation of HR practices will not be effective because of the presence of barriers in terms of differing perceptions, resistance, reduced commitment, lack of participation and involvement etc. Furthermore, continuous conflict in the psychological process can lead to an adverse effect on employee wellbeing. Correspondingly, Hannah and Iverson (2004, p. 339) assert that 'HRM practices are viewed by employees as a "personalised" commitment to them by the organisation which is then reciprocated back to the organisation by employees through positive attitudes and behaviour'.

Marchington and Grugulis (2000) assert that the list of ideal HRM practices is inaccurate because each practice is selected based on very limited evidence. The current research adopts ten commonly implemented HR practices (see Table 4.0) below, adopted by organisations of various sizes and industries. The current research does not choose all the HR practices from the broad list due to the limitation of time and nature of the qualitative study.

<b>HRM PRACTICES</b>	
i)	Job allocation
ii)	Policy
iii)	Employee voice
iv)	Resources
v)	Staffing
vi)	Performance management
vii)	Job characteristic
viii)	Reward
ix)	Work process
x)	Learning and development

**Table 4.0.: Key HR Practices**

**Workplace Relations.** Since employees are at the heart of an organisation to materialise the organisational goal, it is important to explore how its human capital is managed. It is the leaders or employees who materialise the HRM implementation, and therefore, the subject must be explored from the workplace relations context, particularly whether their approach makes a difference during the HRM implementation context. Uhl-Bien et al. (2000, p. 138) claim that ‘one critical element of HR systems that have not been well addressed . . . is the role of interpersonal relationships.’ Guest (1989) describes HRM as the “one way” of managing the employment relationship. According to Grant (2010), HRM strategy is seen as a means of achieving an organisational goal by any group or person within an organisational setting.

Different levels of exchange exist within the management of employees that present in a social system of an organisation, such as between the employer and employee; employer and different levels of management; supervisor and employees; between colleagues or peers; and employees and service providers, etc. Exploring these workplace relations, which embrace different hierarchy levels and roles, allows us to understand *how* employees experience the complex social system associated with an HRM implementation. The significant factors that constitute good workplace relationship management are anchored in effective HRM implementation context and daily work operations.

Much of the previous research on HRM was carried out using a quantitative approach, thus questioning how such complex workplace relations effect employee wellbeing during the HRM implementation context, as well as the advantage and issues they face, is difficult to understand from this approach. Understanding from an employee perspective is important to manage talented, competent, valuable, and unique human capital that exists within a complex social system. Accordingly, this research chooses the qualitative approach to explore the workplace relations context from employees’ perspectives. Bowen and Ostroff (2004) explain that a “strong” HRM is an HRM system in which the HRM practices create a social structure that integrates HRM goals, content, structure, and process, which send messages to the work community regarding virtuous organisational goals and practices, and subsequently individual goals and

behaviours. Thus, the second sub-research question in association with workplace relations sets out to explore:

1b: How do employees evaluate these six workplace relations to effect their wellbeing?

Managing a complex social system also involves translating the organisational values effectively (e.g., diversity, equality, fairness, support, cooperation, care etc) within the employees. It includes implementing policies proactively to minimise the problems or to handle the issues effectively (e.g., conflict management, sexual harassment, physical harassment, discrimination, violence, physical intimidation, bully etc). Jehn, Northcraft, and Neale (1999) assert that the impacts of workforce diversity are varied and complex, resulting in varied perspectives on its effects. Robertson and Cooper (2011) claim the employer, leader, or management has the responsibility to manage employee psychological wellbeing as it is linked to employee morale, productivity, and employee engagement. Similarly, Avolio, Walumbwa, and Weber (2009) propose that employers or leaders play an important role in an organisation and their behaviour has a significant impact on the work behaviour, performance, and wellbeing of their employees. Studies have shown that employees reflect a positive attitude towards an organisation when they view that they are being treated fairly (Moorman, 1991). Effectively managing human capital shows an exchange of values and skills such as cooperation, effective communication, complex problem solving and conflict management between employees (Kochan et al., 2003). Peroune (2007) asserts that effective workplace relations led to socialisation within the work community and therefore enable employees to work better together and share knowledge.

As indicated in the aforementioned section, the HR practices approach list is broad and the same applies to workplace relations. The list differs between the organisational structure, setting, size, and industry. Thus, this research adopts six key workplace relations (see Table 4.1) below, that are centrally adopted in most organisations regardless of the size and sector.

<b>WORKPLACE RELATIONS</b>	
i)	Leader
ii)	Governance
iii)	Colleague/Peer
iv)	Team members
v)	Administrative staff
vi)	Working community

**Table 4.1.: Key Workplace Relations**

The next sections will further describe the development of the proposed conceptual model phase two which incorporates the dimensions of employee wellbeing. Further, the researcher will describe the concept of wellbeing by providing an overview of employee wellbeing, HWB, and EWB. The aim is to better understand the wellbeing concepts and the rationale for adopting the HWB and EWB framework and justify the incorporation of these dimensions within the proposed conceptual model of phase two.

#### **4.2 CONCEPTUAL MODEL PHASE TWO: INCORPORATING THE DIMENSION OF EMPLOYEE WELLBEING**

**Conceptual Model – Phase 2.** This section presents the development of the proposed conceptual model phase two and justifies the incorporation of the dimensions of employee wellbeing. Following the discussion in the previous section, this section provides an overview of (i) employee wellbeing, (ii) HWB, and (iii) EWB. The aim is to answer the following questions: What is employee wellbeing? What are HWB and EWB frameworks? Towards this end, the next section will present an overview of employee wellbeing and justify the rationale to undertake HWB and EWB dimensions to represent employee subjective wellbeing. The aim is to answer the following questions: Why is it important to evaluate the HRM implementation context relative

to HWB and EWB effect? This research will incorporate both the HWB and EWB dimensions into the proposed phase of the second conceptual model.

**Employee Wellbeing.** The field of employee wellbeing is a concept that had a long history, and there exists a breadth of research within diverse disciplines such as sociology, psychology, industrial and organisational psychology, philosophy, organisational behaviour, business and management. Originally, wellbeing was viewed as physical health, meaning the absence of illness (Parkinson, 2007). In 1946, 'The World Health Organisation' (WHO) combined physical health and wellbeing and defined it with a broader connotation as 'a state of complete physical, mental, and social wellbeing'. However, in 2012, WHO updated the definition of wellbeing by incorporating two dimensions: subjective and objective. The objective dimension draws 'on an objective epistemology, using measurement tools and indicators such as income, educational level, and mortality rates (WHO, 2012)'. The subjective dimension includes 'all the various evaluations, positive and negative, that people make of their lives and the emotional reactions of people to their experiences' (WHO, 2012). Hence, it comprises 'an individual's experience of their life as well as a comparison of life circumstances with social norms and values' (WHO, 2012). In the field of positive psychology, personality traits such as growth (Deci, 1975) and character strength (Diener, 1984) have been proven to impact wellbeing positively.

Employee wellbeing is related to how employees experience the holistic aspect of wellbeing from the angle of work. Employee wellbeing is integral for an individual to function effectively in relative to psychological, emotional, and physical aspects. Weehuizen (2008) indicates that employees' mental health has been recognised as a basic need for organisational survival. Studies have proven that higher levels of wellbeing in the workplace leads to improved employee outcome, for example, increased level of happiness and productivity (Chadburn et al., 2017), motivation (Schaufeli & Taris, 2014), satisfaction (Guest, 1999), happiness (Peiro et al., 2014), efficiency and trust (Macky & Boxall, 2007).

Work plays an important role in our everyday lives (e.g., providing a reward, identity, meaning, experience, socialisation,), hence employers have the potential to have a

significant impact on their employees' wellbeing. WHO highlights, 'Globally, an estimated 264 million people suffer from depression, one of the leading causes of disability, with many of these people also suffering from symptoms of anxiety'. Besides, José (2019) reported:

- *Surveys from Lockheed Martin correlated productivity losses with health problems such as migraines (4.9% loss), allergies (4.1% loss), asthma (5.2% loss), influenza (4.7% loss), and depression (7.6% loss).*
- *Workplaces that don't contribute to wellness reduce productivity by 17.5%.*
- *59% of companies believe that workplace wellness can help reduce costs.*
- *67% of companies with workplace wellness programs reported that employees are more satisfied.*

According to Allianzcare.com:

- *In the UK the CIPD and Simply Health and Wellbeing Survey showed in 2018/9 depression and anxiety were responsible for 44% of work-related ill health and 54% of working days lost. Mental illness was also the most common cause of long-term sickness absence in the UK.*
- *The situation in the US was similarly challenging with 90% of employees in the Mental Health America survey agreeing that their workplace impacted their mental health. More than half believed they were not receiving enough support from their employer to help manage their stress. Most concerning of all was the fact that only 5% of employees believed their employer provided a safe space for those living with mental illness.*
- *In Singapore, there was also a pre-pandemic decline in mental health in the workplace with 1 in 7 employees saying they had been impacted by a mental illness in 2018 when compared to 1 in 8 in the same study in 2010.*



Burton (2010) claims that since employees spend most of their time at the workplace; therefore, the workplace represents one of the most important places to promote health and wellbeing. Taris and Schaufeli (2015) claim that the positive effects of employee wellbeing subsequently led to their positive experience with an organisation. Many factors contribute to employee wellbeing; however, this research specifically looks at how the HRM implementation context effects employee wellbeing.

Research on subjective wellbeing has its roots in HWB and EWB. Deci and Ryan (2008) and Vanhoutte, (2014) refer to subjective wellbeing as a combination of HWB and EWB. Two prominent terms for subjective wellbeing, *HWB* (Diener et al., 1985) and *EWB* (Ryan & Deci, 2001), emerged from ancient Greek. Page and Vella-Brodrick (2009) list HWB and EWB as the key criteria representing employees' mental health. Culbertson, Fullagar, and Mills (2010) assert HWB and EWB as two complementary perspectives towards understanding wellbeing. Ryan and Deci's (2001) research proves that both HWB and EWB approaches are correlated, thus indicating that wellbeing is probably best represented as a construct consisting of hedonic and eudaimonic components. Both HWB and EWB dimensions are defined in the following sections.

**Hedonic Wellbeing.** Aristippus first introduced the concept of hedonic by referring to happiness as 'the totality of one's hedonic moments.' From here, Diener et al., (1985) established the HWB model which consists of three primary dimensions: satisfaction with life (global judgments of one's life), the absence of negative affect (absence of unpleasant emotions and moods), and the presence of positive affect (experiencing many pleasant emotions and moods). According to Diener (1984), the important component of HWB is its subjectivity approach, which means that the assessment of wellbeing represents one's standards.

Various researchers have categorised HWB from different perspectives. For example, Ryan and Deci (2001) refer to HWB as a pleasure; Seligman and Pawelski (2003) indicate HWB as strength, virtue, and meaning of a good life; and Lavazza (2016) refers to HWB as happiness. Psychologists have analysed the hedonic perspective by focusing on an individual's subjective rating of happiness, and judgments about the

good/bad elements of his/her life (Erdogan, Bauer, Truxillo and Mansfield, 2012). Phillips (2006) links employee motivation to the hedonic tradition and claims that it alleviates an individual's freedom, self-preservation, and self-enhancement. HWB is proven to contribute to an individual in the context of work, health, community, and relationships (Stone & Mackie, 2014).

This research adopts two dimensions of Diener et al., (1985) HWB framework, which are 'satisfaction' and 'the presence of positive affect'. The researcher replaces the dimension of 'the absence of negative affect' with the dimension of 'presence of negative affect' to accurately represent negative wellbeing experiences. These HWB dimensions (see Table 4.2) below represent employees' subjective wellbeing.

<b>HEDONIC WELLBEING</b>	
i)	Satisfaction
ii)	The presence of positive affect
iii)	The presence of negative affect
<i>Diener et al. (1985) and Rajeswari – The Researcher</i>	

**Table 4.2.: Hedonic Wellbeing Framework**

**Eudaimonic Wellbeing.** EWB's roots lie in Aristotle's view of wellbeing, which refers to the quality of life-based on virtue, prudence, the realisation, and the application of one's best potential. The translation of EWB in Greek words is happiness, welfare, a life of pleasure, and human flourishing (Pierce, Gardner & Crowley, 2015). Various attempts have been made to classify EWB. Ryff (1989) suggests that the most prominent eudaimonia model includes self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth dimensions. The definition for each dimension is provided by Ryff (1989) as follows:

- a. Self-acceptance is described as possessing characteristics of self-actualisation, a positive attitude towards the self, optimal functioning, and maturity.

- b. Positive relations include having warm, satisfying, loving, trusting, empathetic, affectionate interpersonal relations and it is seen as an essential element in human flourishing.
- c. Autonomy is characterised by qualities such as self-determination, autonomous functioning, independence, resistance to enculturation and self-regulation of behaviour.
- d. Environmental mastery emphasises one's ability to create an environment through physical or mental activities.
- e. Purpose in life is believing that there is a clear comprehension of life's purpose, a sense of directedness, and intentionality.
- f. Personal growth aims to develop one's potential to grow and expand as a person.

Additionally, Ryan and Deci's (2001) influential work on EWB focuses on three psychological needs, which are autonomy, competence, and relatedness. Lavazza (2016) describes EWB as 'the cognitive and moral aspects that are part of a life considered good and significant'. Siegrist et al. (2006) touch on employees' quality of life and psychological status at work as a component of EWB. Steger, Kashdan, and Oishi (2008) demonstrate EWB as personal strengths, living virtuously, and contributing to the greater good. Waterman (1990a) refers to EWB as 'intrinsic motivation, flow and self-actualisation,' and Paschoal and Tamayo (2008) indicate it as job fulfilment.

Kozuszniki, Peiro, and Soriano (2019) distinguish EWB as both a trait and a state. The trait approach represents the changes of experience of an individual based on the environment, whereas the state approach identifies a person's momentary subjective feelings, emotions, and cognitive-affective appraisals. Fabioa and Kenny (2019) claim that EWB in the work context is an opportunity for employees to sustain and maximise their health and wellbeing. Bartels, Peterson, and Reina (2019) assert that EWB centres on individual flourishing and fulfilment of one's potential and draws heavily on human growth and development literature. The present research adopts four dimensions from Ryff's (1989) EWB model (see Table 4.3) to represent employee subjective wellbeing.

<b>EUDAIMONIC WELLBEING</b>	
i)	Purpose in life
ii)	Positive relations
iii)	Personal growth
iv)	Autonomy
<i>Ryff (1989)</i>	

**Table 4.3.: Eudaimonic Wellbeing Framework**

**The link between HRM and Employee Wellbeing.** Research examining the HRM-wellbeing link has contributed to both the positive and negative effects on wellbeing. The mainstream perspective suggests HRM effect employee wellbeing positively through improved job satisfaction, job commitment, autonomy, growth and empowerment etc. On the contrary, the critical perspective contends that employers or governance exploits and manipulates the HRM implementation through high job empowerment, high job intensification, high job demand, tight dateline, huge workload, mismanagement etc., the purpose being to maximise their output. Consistent with WHO:

*Work-related risk factors for health*

*There are many risk factors for mental health that may be present in the working environment. Most risks relate to interactions between types of work, the organisational and managerial environment, the skills and competencies of employees, and the support available for employees to carry out their work. For example, a person may have the skills to complete tasks, but they may have too few resources to do what is required, or there may be unsupportive managerial or organizational practices.*

*Risks to mental health include*

- *inadequate health and safety policies;*
- *poor communication and management practices;*

- *limited participation in decision-making or low control over one's area of work;*
- *low levels of support for employees;*
- *inflexible working hours; and*
- *unclear tasks or organizational objectives.*

Despite previous studies have addressed the HRM-wellbeing theory, the number is still limited, and the results are ambiguous and debatable, especially regarding the relationship between the HRM implementation process and employee wellbeing.

**The link between HRM Implementation and Employee Wellbeing (HWB and EWB).** Based on the review, most of the studies have reported evidence based on the managerial response, focusing on the HRM in place rather than the implemented HRM and the one-sided focus on HRM performance. Similarly, Aryee et al. (2012) point out that past research undertaking the HRM process approach has focused predominantly on the relationship between perceived HRM and its performance implications, rather than the implemented HRM, employee perspective, and its effect on employee wellbeing. Hence, this result might be inaccurate based on a biased management perspective, rather than the employee perspective.

Further, supporters of the wellbeing theory have highlighted the negative impact of HRM implementation (e.g., high work intensification, high work demand, high workload, huge responsibility, tight dateline etc) on employee wellbeing (e.g., stress, burnout, physical strain, depression etc). Thus, the focus of this research is to address the main research question which sets out to explore how employees evaluate the HRM implementation context (HR practices and workplace relations) to effect their wellbeing.

Most of the HRM researchers who focused on employee outcomes commonly examined motivation (Schaufeli & Taris, 2014), satisfaction (Guest, 1999; Demerouti et al., 2001), commitment (Tsui et al., 1997), happiness (Peiro et al., 2014), efficiency and trust (Macky & Boxall, 2007), organisational citizenship behaviours (Paré & Tremblay, 2007), stress (Ramsay, Scholarios, & Harley, 2000), exhaustion (Doi, 2005),

strain (Darr & Johns, 2008), tiredness and mental health (Harter et al., 2002), and physical health. While these past studies have examined the relationship between HRM and employee wellbeing, we cannot infer a similar outcome to the current research, which primarily focuses on *HRM implementation*. The findings of past research from the standpoint of employee wellbeing could either be derived from a quantitative methodology or are based on organisational or managerial perspectives. Past research could have reported on the wellbeing outcome of the intended HR practices rather than the actual HR practices which are implemented. Moreover, the findings of wellbeing outcomes could have focused on the narrow HR practices (e.g., specific or few HR practices such as learning and development, promotion, policies etc); specific HRM bundles (universal, contingency, RBV; ability, motivation and opportunity model; job demand model etc). Most of the past studies have also treated employee wellbeing as a secondary outcome rather than as an important outcome in and of itself (e.g., to mutually consider organisational outcome and employee wellbeing outcome). Hence, the current research is unique in the sense that no research has explored how employees evaluate the HRM implementation context, namely HR practices and workplace relations; and its effect on their wellbeing (HWB and EWB).

As discussed above, researchers have agreed that both the HWB and EWB frameworks represent a strong universal subjective wellbeing construct for understanding an individual's general wellbeing. Other researchers have also proposed that wellbeing at work can be conceptualised both from a hedonic perspective of pleasure and an experience of positive affect (Diener, 2000) and from a eudaimonic view of an experience (Sonnetag, 2015). This research argues that these frameworks are equally important to explore how employees evaluate the HRM implementation context (HR practices and workplace relations) to effect their wellbeing (HWB and EWB). In this perspective, HR practices and workplace relations are expected to produce varying levels of HWB and EWB outcomes.

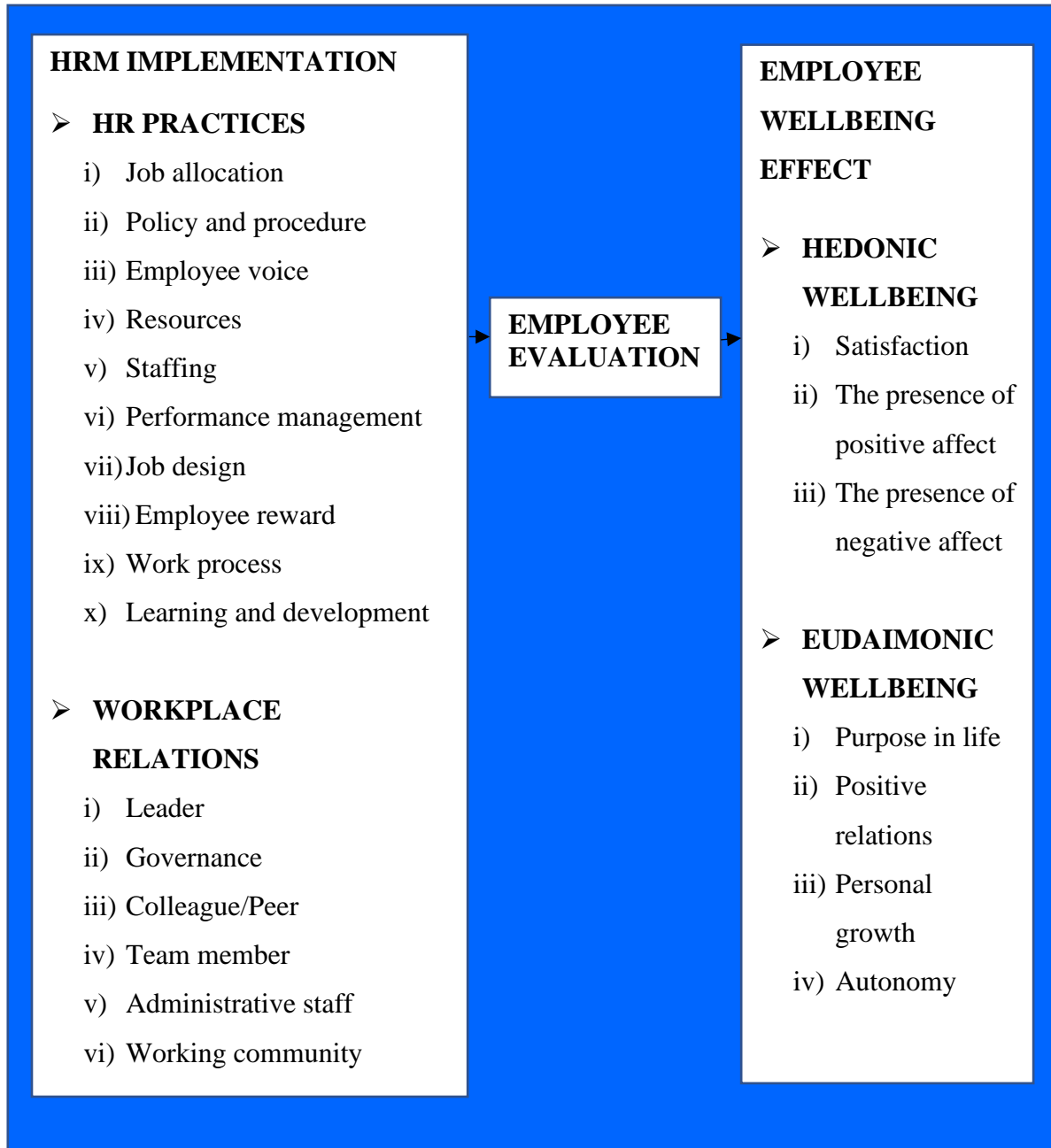
Although the wellbeing dimensions (such as motivation, satisfaction, happiness, commitment, stress, and strain) represent the dimensions of the HWB framework such as (the presence of satisfaction, the presence of positive affect, and the absence of positive affect), they do not represent the overarching term of wellbeing. Thus, this

research is interested to explore the difference between positive and negative hedonic subjective wellbeing dimensions related to the HRM implementation context to contribute to the HRM implementation-wellbeing relationship.

EWB is referred to as an employee's subjective evaluation of her/his ability to develop and optimally function within the organisation (Keyes, 1998 & Ryff, 1989). Compared to HWB, EWB is rarely analysed from a work angle. This research adopts four EWB dimensions (purpose in life, positive relations, personal growth, and autonomy). The dimension of purpose in life could represent the "meaning" that a job design, job characteristics, and learning and development provide to employees. Studies have provided evidence that meaningfulness is positively linked with internal work motivation (Renn & Vandenberg, 1995). The dimension of "positive relations" best represents employees' wellbeing in their interpersonal relationships in workplace relations.

Dimension such as "personal growth" represents practices such as training and development, as well as performance appraisal and promotion, which provide employees with an opportunity to learn, grow, and advance in an organisation. The dimension of autonomy represents the job allocation and work flexibility practices, which give employees freedom in work arrangement (e.g., working from home, working time etc) and work operation (e.g., implementing their ideas, flexibility in carrying out their work responsibility etc) and job empowerment. Job autonomy differs from traditional, control-based HRM forms of work (Barling et al., 2003; Beltrán-Martín et al., 2008).

Hence, this research is the first to adopt an overarching approach between employee perspective (employee evaluation), qualitative study, HRM implementation context (HR practices and workplace relations) and employee wellbeing (HWB and EWB). The aim is to offer new insights into the psychological process of employee evaluation. Figure 4.1 below shows the second phase of the conceptual model, 'Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing,' which incorporates three dimensions from the HWB framework and four dimensions from the EWB framework.



**Figure 4.1.: Conceptual Model ‘Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing’ Phase 2 – Incorporating Dimensions of Employee Wellbeing**

The following section will further describe the development of the proposed conceptual model phase three which incorporates the SET. Further, the researcher will explain how employees evaluate the exchange that occurs (e.g., work contract



and social) between the HRM implementation context and employee wellbeing effect.

#### **4.3 CONCEPTUAL MODEL PHASE THREE: INCORPORATING SOCIAL EXCHANGE THEORY**

**Conceptual Model – Phase 3.** This section presents the development of the proposed conceptual model phase three and justifies the incorporation of SET. SET was adopted to observe how the salient patterns of a series of exchanges (e.g., work contract and social) associated with the HRM implementation context (HR practices and workplace relations) influence employee evaluation (psychological process) on the effect of their subjective wellbeing (HWB and EWB). Work contract transaction or exchange includes the terms and conditions related to the work, pay, benefits etc. Social transaction or exchange is based on the exchange associated with interpersonal relationships (e.g., trust, cooperation, happiness, support).

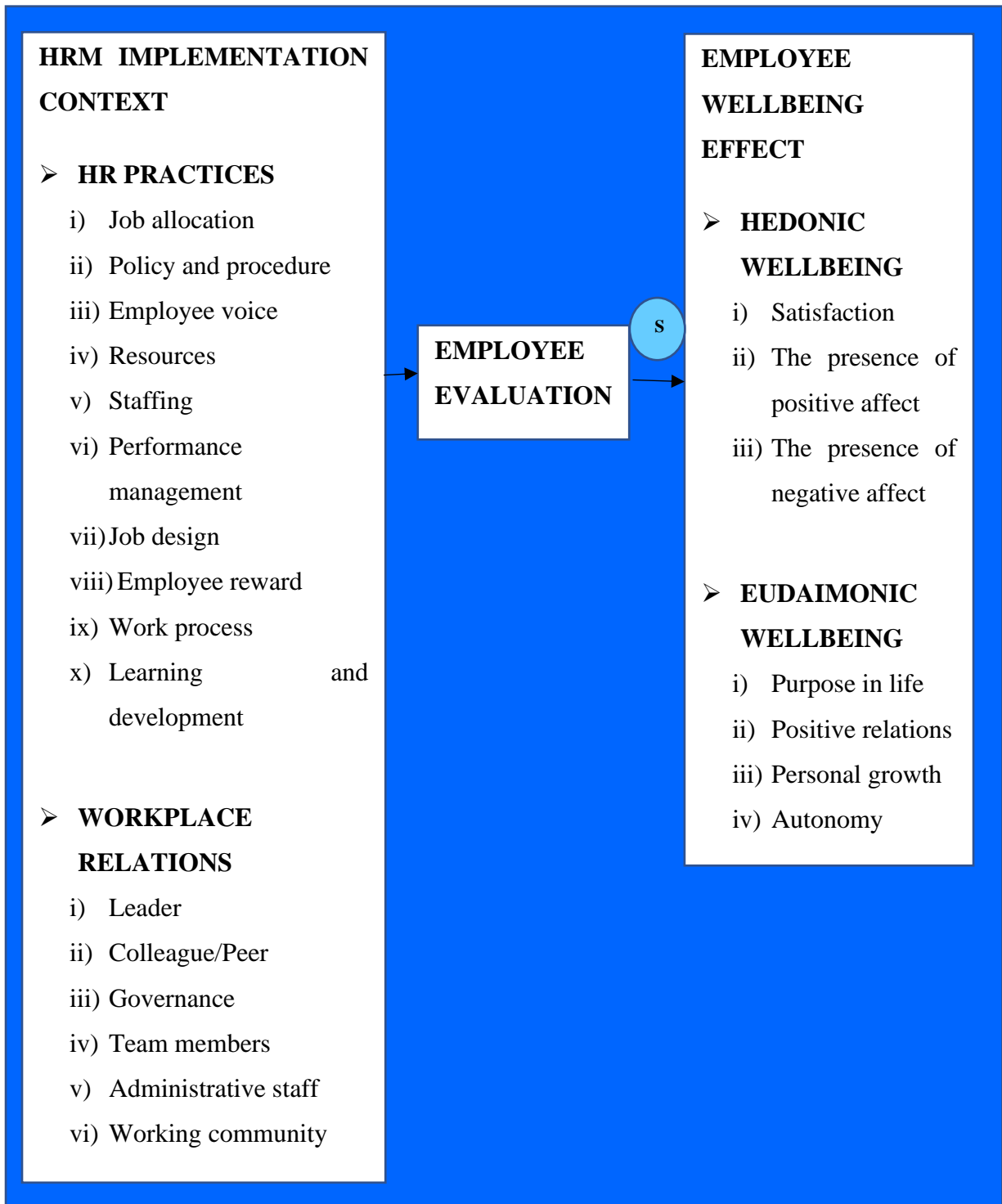
**Employee Exchange: Social Exchange Theory, Psychology Contract and Reciprocation.** Blau (1964, p. 93) defines the SET as ‘favours that create diffuse future obligations, not precisely specified ones, and the nature of the return cannot be bargained about but must be left to the discretion of the one who makes it’. The ‘favours that create diffuse future obligations’ could be described as an agreement that either establishes or violates an employee’s psychological contract, which will be further reciprocated through employee outcome. Additionally, Blau (1964) maintains that the SET is vital to understanding how complex interactions and processes may be understood in a social system. Rhoades and Eisenberger (2002) indicate that employees who draw socio-emotional benefits from their employers would instinctively feel obligated to reciprocate accordingly.

According to Rousseau (1994), the psychological contract of employment is ‘the understanding people have, whether written or unwritten, regarding the commitments made between themselves and their organisation’. Schein (1978) refers to the psychological contract as ‘a set of unwritten reciprocal expectations between an

individual employee and the organisation'. It can be inferred from these definitions that a psychological contract is considered an implicit contract in which an employee generates beliefs and holds expectations (Chen, Tsui, & Zhong, 2008, p. 528) and justifies his or her reciprocity exchange regarding the employment relationship (e.g., terms and conditions, facilities, activities, climate, relationships) to determine the perceived balance in exchanges (Greenberg & Scott, 1996; Wayne, Shore & Liden, 1997). Rousseau (1995) notes that a psychological contract can be positioned anywhere along a continuum bounded by two distinct theoretical types: relational contracts (long-term relationships) and transactional contracts (short-term relationships).

These exchanges can take place equally in a direct and indirect forms. A direct form exchange occurs between explicit work contracts (e.g., terms and conditions related to work, pay and benefits), and usually between two parties (the employer and the employee). An indirect form of exchange occurs through an implicit agreement within the social transactions.

Figure 4.2 below illustrates the final development of the proposed conceptual model 'Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing' by incorporating the final theory, the SET. This final conceptual model will be adopted towards answering the research questions.



\*The symbol 'S' in the figure above describes 'SET'.

**Figure 4.2.: Conceptual Model 'Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing' Phase 3 – Incorporating Dimension of Social Exchange Theory**

## CHAPTER SUMMARY

With a clear understanding of the limitation of the HRM-wellbeing theory which includes, (i) the process of HRM implementation, (ii) employee wellbeing as an HRM performance outcome, (iii) employee-centred research, and (iv) qualitative methodology; this research has constructed the proposed conceptual model: ‘Employees Evaluation between the HRM Implementation Context and its Effect on their Wellbeing’.

The first phase of the conceptual model incorporates the foundation dimensions of the HRM implementation context, HR practices, workplace relations, employee evaluation and employee wellbeing. Consecutively, the second phase of the proposed conceptual model incorporates the dimensions of employee wellbeing. Here, the research introduces a brief review of employee wellbeing, HWB, and EWB. Based on the review of past literature, the researcher suggests the HWB and EWB frameworks as the best models to represent the dimension of employee wellbeing. The rationale for adopting the HWB and EWB frameworks within the proposed conceptual model is further justified. Finally, this research explains the rationale for adopting the SET within the proposed conceptual model, which aims to explain how the exchange associated with the implementation of HRM context influences employee evaluation of their wellbeing. Here, the researcher concludes by proposing the final development of the conceptual model, which includes all the dimensions related to the HRM implementation context (HR practices and workplace relations), employee wellbeing (HWB and EWB), and the SET.

The conceptual model is adopted during the data analysis process. The review and construction of the conceptual model allow the researcher to collect appropriate information from the empirical interviews and subsequently make an original theoretical contribution. This marks the end of the theoretical foundation of the research, and the following chapter introduces the research methodology.

## **CHAPTER 5: RESEARCH METHODOLOGY**

### **INTRODUCTION**

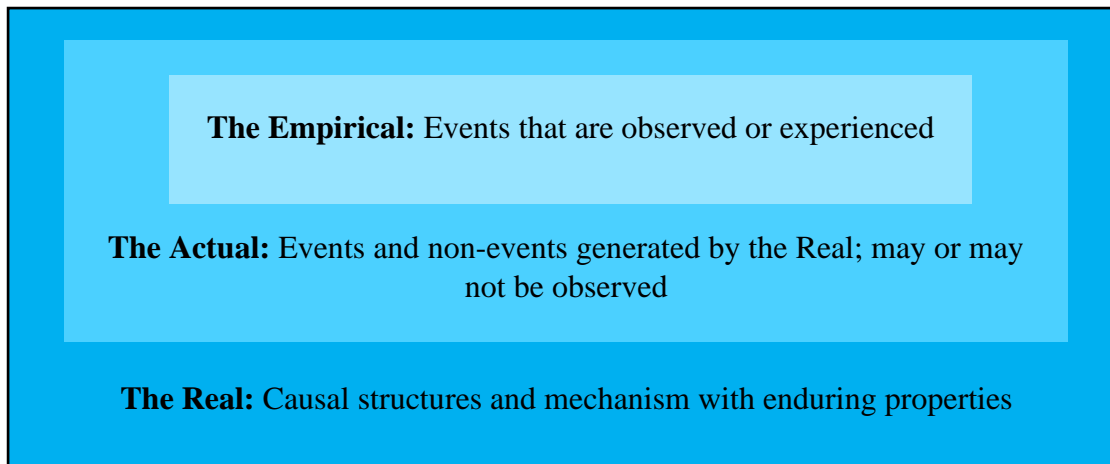
This chapter describes the overall methodology which represents the research process preceding the research analysis. Research methodology is a vehicle to find the best possible research outcome to the research questions. This research intends to explore the implementation of the HRM black box phenomenon in two ways: (1) HRM process theory, and (2) HRM implementation-wellbeing theory. The variety of techniques employed in the setting of qualitative research methodology is detailed in this chapter, to support the rigour (Gioia, Corley, & Hamilton, 2012), reliable and valid analysis (Flick, 2013). The first section presents the research philosophical viewpoint entails explaining the ontology and epistemology approach adopted by the researcher. The second chapter addresses the methodological approach and asserts the limitations in the angle of the HRM literature. The following sections describe the sampling strategy, research participants, data collection method, and instrumentation design. The final section presents the research ethics.

### **5.1 RESEARCH PHILOSOPHY**

Exploring the implementation of the HRM black box, leads this research to answer the complex question: how do employees evaluate the HRM implementation context, namely (i) HR practices and (ii) workplace relations, to effect their wellbeing? The implementation of HRM context occurs within social reality. It is embedded in how people, and their actions, influence the implementation of HRM context to effects employee wellbeing. Thus, this research pursues to understand the complexity of how the HRM implementation context is experienced by employees by adopting the philosophy of critical realism.

Introduced by Roy Bhaskar (1944–2014) (see Figure 5.0) below, the critical realism philosophy holds that reality is divided into three domains: the empirical, the actual, and the real (Bhaskar, 1998). Critical realism identifies the relationship between ontology and epistemology as ‘discrete-yet-related’ (Wright, 2013, p. 11) because ‘all

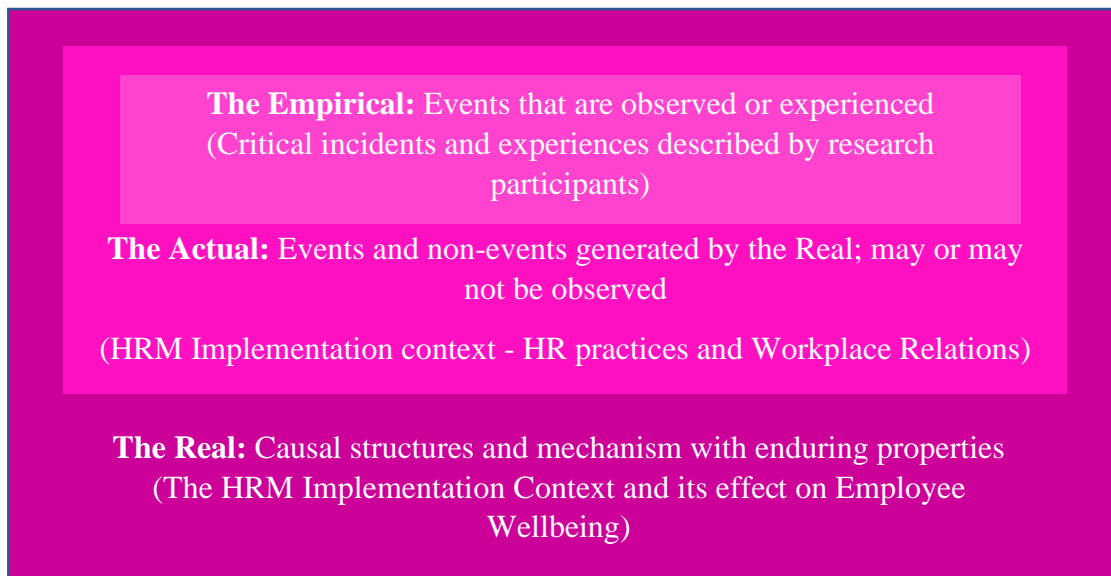
beliefs are socially, historically and linguistically constructed, so that all knowledge must be considered transient, and in which no truth-values or criteria of rationality can be said to exist outside of historical time' (Bhaskar 1998, p. 83).



**Figure 5.0.: Critical Realist developed by Bhaskar (2008)**

“The real domain” of the critical realism position or the ontological critical realism position describes that reality is not constructed in any way because it exists independently (Sobh & Perry 2006, p. 1199). According to this view, structures and mechanisms are real even if they are not activated or produce events.

All claims about the independent multi-layered reality can be uncovered by revealing and explaining the structural mechanisms (e.g., factors, causes, consequences) responsible for all sorts of events and behaviours happening in ‘the actual domain’. Such a notion is also known as an epistemological reality. Hence, critical realism aims to ‘gaze beyond the superficial realm of appearances’ to understand the ‘causal logics’ that underlie the social phenomenon being observed (Hay 2002, p. 122). In this research setting, the critical realism approach is particularly useful to understand the causal logic of how the employee evaluates the implementation of HRM context to effect their wellbeing, by unpacking the HRM black box to identify the underlying mechanism, which in the case of this research are between HRM process related to HR implementation context and employee wellbeing. Figure 5.1 below presents the critical realist model adopted from Bhaskar (2008) and presented in this research setting.



**Figure 5.1.: Critical Realist adopted in this research setting**

This research seeks to explore the empirical finding from the employee perspective, which is the ‘first-person account reality’, by adopting the semi-structured interview technique. From the viewpoint of social science, the subject matter is ‘people and their social reality, (Bryman 1988, p.52).’ Guided by these concepts from critical realism, this research applies the research methods such as the interview technique which entails the significant incident technique; and thematic, case network and matrix analyses; to analyse the real workplace complexities of the HRM implementation context by using a critical realist lens. First, applying the interview technique which entails the significant incident technique, through a critical realism lens, the research participant was asked to share their own real-world experience associated with the HRM implementation context and its effect on their wellbeing. These real-world experiences are described as significant incidents, which include their evaluation, experience and/or observation as a first-person account of reality. These significant incidents are representative of the real situation in the real workplace; hence it will shed light on employees’ reality, particularly *how* they evaluate the HRM implementation context to effect their wellbeing.

Next, this research applies the case network, thematic and matrix analyses method to present the research outcome. The research finding strengthens the actual and

empirical domain within the critical realism approach, by systematically reporting the evidence. The limitation in reporting the research outcome is that there are possibilities that the evidence we observe from the critical realist lens is a fallible, social, and subjective account of reality. This is because the critical realism perspective posits that reality is mind-independent. For example, employees have the freedom to view the continuous implementation of exploitative and abusive HR practices do not negatively effect their wellbeing. Hence, the reality always remains mind-independent.

Adopting the thematic, case network and matrix analyses through the lens of critical realism allows the researcher to analyse the link between the HRM implementation context and employee wellbeing based on the observable recurring patterns (e.g., the manner of implementation, causes, consequences) within the data set in the actual and empirical domain. Subsequently, the research findings are explained based on the observed recurring patterns which are close to reality in an accurate, meaningful, and holistic way. Such measures enabled minimising the bias of the data corpus from a narrow perspective, preconceived opinions, a specific background, or a specific motive. This research adopts the Blau (1964) SET to explain how the salient pattern of a series of exchanges in the HRM implementation context influences the process of employee evaluation from the viewpoint of their wellbeing.

## **5.2 METHODOLOGICAL APPROACH**

A qualitative approach was chosen to understand the employees' meaningful (Walker, 1985) and lived experiences (Corti & Thompson, 2004). Similarly, Creswell (2007) describes qualitative research as aims to understand the meaning of reality as ascribed by individuals. Additionally, Creswell (2010) claims qualitative research in Social Science runs through many philosophical conceptions based on a range of data collection analysis and interpretation methods. Denzin and Lincoln (2011) describe a qualitative study as a process of gathering information in a natural setting to interpret it. The exploratory approach is suitable when the issue to be studied is not very clear (Yin, 1994) and there is limited information to support the theory. Polit and Beck, (2010) describe:



*Quantitative researchers are perhaps more guilty than qualitative researchers of not paying attention to conceptual matters in an ongoing way. In many quantitative studies, researchers relegate the bulk of their conceptual energies to the early “conceptual phase” (Polit and Beck, 2008) of a study. Once the intellectual and creative work of formulating a problem, theoretical context, and study design have been completed, the implementation of the research plan can sometimes be rather mechanical. Yet, during data collection, thoughtful reflection about the setting, the participants, and the data themselves could foster insights that would contribute to generalised understandings. In many quantitative studies, there is also room for improvement during the “conceptual phase” for developing a strong theoretical or conceptual basis, to enhance analytic generalization.*

Past scholars have highlighted three methodological problems within HRM research. First, the research is often exclusively managerially focused and biased; and ignores employees’ perceptions (Boon et al., 2011; Boxall & Macky, 2014; Keenoy, 1997). Similarly, Godard & Delaney (2000) claims there has been a lack of employee-centred research. Legge (1998) states that most studies have focused on the “voices of management”, leading to an inadequate understanding of employee-level outcomes (Gould-Williams, 2004; Takeuchi, Chen & Lepak, 2009). Such lack of understanding has led to managers’ unitarist assumptions, which are believed to apply to employees as well (Thompson, 2011). Employees’ response differs from managers’ because the former is generated by the employees’ knowledge, value, and background. Employers may implement HRM that is consistent with their organisation’s outcome and may exploit their employees at the expense of the latter wellbeing. An understanding of employees’ views can provide insights into the effectiveness of an HRM implementation (Nishii et al., 2008).

Second, the burgeoning body of HRM has mainly answered the following questions: what are the distinguishing features of HRM, and do HRM influence employee performance, organisational performance, and/or financial wellbeing? These questions primarily analyse the impact of HRM on the various aspects of organisational

performance (Becker & Gerhart 1996; Becker & Huselid, 1998; Wright & Boswell 2002). Harney and Jordan (2008) highlight that HRM still seems reluctant to answer the *how* question. Bowen and Ostroff (2004) emphasise the importance of employees' views in translating the HRM practices into desired organisational outcomes, with the 'strength of the HRM system' being the main driver in this regard as employees are the main consumer of the HRM. Yet, little attention is given to answering the following question: 'How do employees evaluate HRM implementation to effect their wellbeing?', particularly from employees' perspective. Third, most studies on HRM have adopted a quantitative analysis approach and very few have derived findings from a qualitative approach.

Therefore, this research has chosen the qualitative approach to address the methodological limitation within the HRM research and to further explore and obtain detailed information to explain the complex issues within the HRM field. The present research on employee evaluation fits into the exploratory approach to address the research questions that focus on answering the *how* question. A semi-structured interview allows the identification of the significant incidents experienced by employees, particularly with the use of the significant incident technique.

### **5.3 SAMPLING STRATEGY**

Sampling is a key research feature following the difficulty for the researcher to directly assess and involve the entire population of interest. Hence, a sample is often studied to infer the actual population measures. Curtis et al. (2000, p. 1002) assert that sampling in qualitative research 'needs to be addressed rigorously and is fundamental to our understanding of the validity of qualitative research'.

In social and business management studies, sampling is generally categorised as non-probability sampling and probability sampling (Bryman, 2012). The non-probability sampling technique is often adopted in qualitative studies, whereas the probability sampling technique is typically adopted in quantitative studies. Since this is qualitative research, it undertakes the non-probability sampling technique. Three types of non-

probability sampling techniques—judgement sampling, convenient sampling, and snowball sampling - were thought to be the most appropriate for the current research following the difficulty of gaining access as well as the limited time and budgetary constraints. Research participants were approached via formal and informal contacts, using convenience and snowball samplings. Another voluntary sample was drawn from the initial sample using snowball sampling. Convenience sampling refers to the choice to obtain a convenient or easiest research sample (Jensen & Shumway, 2010).

Judgment sampling includes selecting research participants strategically by specifying the eligibility criteria of the recruitment sample. The eligibility criteria would ensure that the research participants selected, retain relevant knowledge and work experience related to their job. The research participants consisted of both professionals and non-professionals. Most of them have a professional work background thus acquiring sound knowledge and work experience. They assume various specialised roles involving constant decision-making in their daily job routine, and they would constantly update their knowledge related to their jobs. Some of the research participants fall under the non-professional work category; they primarily undertake routine job tasks through apprenticeship or training programmes. Nevertheless, they can be said to have attained sound knowledge related to their job either through their job tenure or educational background.

By interviewing the research participants from various backgrounds (e.g., roles, ranks, age, education level) and organisations, the possibility of functional bias could be minimised. Such a measure allowed for a holistic approach and in-depth understanding of the issues being explored. Braun & Clarke, (2022) state:

*Determining a participant group/data set size for thematic analysis is not as simple as identifying the “correct number” of participants or data items - for a start, there is the data type to consider, and the related consideration of the “volume” and richness of each data item, as well as considerations of homogeneity and heterogeneity.*

*Larger participant groups/data sets can be useful when the scope of the study is relatively broad, the topic is potentially “difficult to grab”*

*(Morse, 2000, p. 4) and/or sensitive for participants, and there is considerable diversity within the wider group of interest.*

In this research setting, the sample size was determined through the data saturation process, 'informational redundancy' (Sandelowski, 2008, p.875), to ensure that sufficient quality and meaningful set of information was collected. This process ensured that the data collection ceases once 'improvements become marginal' (Eisenhardt, 1989). As the interview process progressed, the research participants were chosen to contribute to the differentiation and validation of key terms of the research outcome. Initially, fifty-one interviews were conducted with research participants from various organisations. However, four researchers were omitted after considering their eligibility criteria and the outcome of the data set. (Appendix D presents the profile of the forty-seven research participants). The pseudonym was used for each research participant.

UK was chosen as the context country as employee wellbeing issues are on the rise. According to the recent findings from Vitality Health, the loss of productivity in the UK workforce has increased from 2014 to 2019. In 2014, employees lost twenty-three days to a loss of thirty-eight productive days per employee per year in 2019. The data show high rates of symptoms of work-related stress (56.4%), and (35.1%) of the employees reported feeling unwell because of the stress (vitality.co.uk). Reducing the impact of negative mental health issues is therefore a crucial step toward achieving holistic wellbeing from an individual, occupational, work community, extended community, and global perspectives.

#### **5.4 RESEARCH PARTICIPANTS**

Of the sample, 58.3% of research participants are female and 41.7% are male. Approximately 34% were aged between 21 and 30 years; 27% were aged between 31 and 40 years; 22.9% were aged between 41 and 50 years; 10.6% were aged between 51 and 60 years, and one research participant was aged between 18-20 years and 61–70 years. Their education level varied as follows: 31% were educated to undergraduate

degree level, 27% were to postgraduate level, and 20% to doctorate level. Approximately 35% of the employees work in private organisations and 65% work in the public sector.

## **5.5 DATA COLLECTION**

### **5.5.1 PRIMARY STAGE**

The data collection process comprised primary and secondary stages. The primary stage involved collecting secondary data through the review of books, academic journals, and employee wellbeing reports. The review of secondary data serves to confirm that the relevant knowledge has been considered. A search of academic journal databases was undertaken using the following keywords: qualitative study, transcription, critical realism, inductive, deductive and abductive reasoning; SHRM, HRM, HPWP, best fit, contingency, RBV, mutual-gain, conflicting outcome, employee wellbeing, HWB, EWB, dignity, and SET, among others. The most frequently referenced academic journals relevant to this research are the Academy of Management Journal, Journal of Management Studies, Journal of Applied Psychology, and The International Journal of Human Resource Management. Related published articles were also snowballed from the articles derived from the initial search. Examples of books referred to are the works of Beardwell and Thompson (2014); Paauwe, Guest, and Wright (2013); and Miles and Huberman (1994). A few doctorates and master modules were also used. Dictionary websites were also used to define and state the definition of key terms.

### **5.5.2 SECONDARY STAGE**

In this section, the researcher explains the data collection method. Braun and Clarke, (2022) state:

*Data quality is an important consideration before analysis begins. It is important to consider the fit between data collection methods and the research question, theoretical frameworks, analytic orientations and, for participant-generated data, the characteristics and needs of the participant group.*

This research adopts the semi-structured interview method to collect the primary data to address the research question: How do employees evaluate the HRM implementation context, namely (i) HR practices and (ii) workplace relations to effect their wellbeing? Kvale and Brinkmann, (2009) describe an interview can be realised as a social rhythm. Leech (2002, p. 665) defines a semi-structured interview as “elite interviewing”. This method is known to be flexible, open-ended, and have a manageable structure. The structure allows the discovery of unexpected issues and in-depth discussion with guaranteed anonymity. In the same line of view, Braun and Clarke, (2022) note:

*Thematic analysis prioritises a more flexible and fluid approach to interviewing that more closely resembles the “messier” flow of real-world conversation: questions and topics are carefully considered but the interview centers on the interaction and co-construction of meaning between researcher and participant; there is considerable scope for the researcher to be spontaneously responsive to the participant’s unfolding account. The goal is to be “on target while hanging loose” (Rubin & Rubin, 1995, p. 42), gaining an in-depth exploration of each participant’s story, not a uniformly structured account.*

Prior to the interviews, informal contacts were established via an official invitation letter delivered through email around June 2017. The research participants were given a consent form, an information sheet, and a handout. The handout provided an overview of the important issues related to employee wellbeing and served to familiarise the research participants with the awareness of employee wellbeing. The researcher proposed a one-hour interview session. Permission to record the interview was sought from the research participants. A

similar procedure was carried out for the pilot study. The use of a recorder allowed the researcher to fully participate in the interview process and follow up on interesting points.

The research participants were asked to reflect on and describe significant incidents in the setting of how they evaluate the HRM implementation context to effect their wellbeing. Besides, the researcher also goes beyond the written set of questions to get novel “theoretical insight” (Strauss and Corbin, 1990). Additionally, Corbin and Strauss (2015) elaborated sensitivity as ‘having insights as well as being tuned into and being able to pick up on relevant issues, events, and happenings during collection and analysis of the data’ (p. 78). The interview involved questioning the employees who are engaged in the reality of that process. The semi-structured interview, which is focused on the significant incident technique, allows the researcher to narrow down the focus and explore the significant incidents for each question. During the interval of interviews, the researcher validated the research participants’ input by summarising or questioning them on the interpretation by the researcher concerning the accurate meaning described by the research participants. This step further reduces the researcher’s misunderstanding or error and enhances the research input accuracy.

During the interview, the researcher kept to the schedule unless there was a need to extend the time. The interviews lasted between forty-five minutes to two hours. The venue of the interviews was at the research participant’s convenience, either at their office, house or via skype. The researcher ensures the venue provided a safe environment for both the interviewer and research participants. However, two interviews were held via video call due to the geographical distance. All the interviews were recorded using audio recordings on the laptop. The advantage of using audio recordings on the laptop is convenient to type the transcript while listening to the audio recordings and store the softcopy of the recordings. The researcher did not proceed with the video recording, with the intention to make the research participants feel comfortable and protect their identities. Further, the significant incidents and

relevant information described by the research participants are sufficient to conduct the analysis, and thus there is no need to interpret their facial expressions and body language.

Most of the interviews were conducted in the English language. Two interviews were conducted in the Tamil language (the researcher's mother tongue). One interview was conducted in a mixed language, adopting both the Tamil and English languages to make the research participant feel comfortable, as sometimes the research participant has difficulty explaining in English language. All the interviews went well and were completed approximately within the duration of three to four months. Further, the research participants were open and honest in their sharing and supportive in recommending other research participants.

## **5.6 INSTRUMENTATION DESIGN**

This section presents the development of the semi-structured interview questions (see Appendix A). According to Bryman (2012), a research instrumentation design includes various research tools such as open-ended and close-ended structured instruments. The semi-structured interview was established by administering pilot research and described further in the following section. The semi-structured interview questions consist of both close-ended and open-ended questions. The interview commenced with the researcher explaining the background of the research, which consisted of the research topic, aim, and objective. All the researchers were informed that they could ask a follow-up question to clarify any aspect. Eight demographic questions were included in the close-ended questions.

The open-ended questions consist of queries on the implementation of HRM context, namely, (i) HR practices and (ii) workplace relations. The first question serves as an icebreaker to allow the research participants to talk freely about their evaluation and the experience they enjoy the most about their job. The next question requests the research participants to describe their job routine. The following questions are divided into the



HR practices and workplace relations context. The questions were designed to answer the *how* questions, to provide significant incidents, and followed by more targeted, probing questions related between the HRM implementation context and their wellbeing. Besides, the open-ended questions revolve around discovering research participants 'experiences and sense-making (variously described as understandings, perceptions, motivations, needs, and views)' (Braun & Clarke, 2022). For instance, the main question queries, 'Can you describe to me the learning and development in your organisation?' The subsequent question asks the research participant to describe how it effected their wellbeing and provide an example of a significant incident.

The term significant incident was replaced from the term critical incident which was adopted from Flanagan (1954). The changes were made because the term significant better represents the research participants' descriptions. Flanagan (1954) developed the critical incident technique as a construct of methodology to study individual behaviour. The critical incident technique usually results in a specific description of the reality of the event (e.g., when, what, why, how), rather than a description of what the research participants think they do or of what they should do. The advantage of this approach is that it allowed the researcher to develop an understanding of employees' cognitive, experience, behavioural elements, and key players relating to critical incidents. In this research setting, the significant incidents refer to the HRM implementation context and its effects on employee wellbeing. The significant incident technique allowed the research participants to reflect, discern, judge, and interpret their experiences of the HRM implementation context and share about it.

Sharing on significant incidents requires the research participants to describe the details of the incident and thus minimise false information. This allowed the researcher to explore the significant incidents both from the empirical and theoretical context, and further minimise the bias. Similarly, Andersson and Nilsson (1964) state, that a critical incident technique can increase the reliability and validity of the research. Through this technique, this research can detect the significant incidents related to the HRM implementation context and employee wellbeing to understand their cognitive, experience, and behavioural elements between these links. By understanding the employees' cognitive, experience and behavioural elements, this research can identify

both the underlying issues and best practices related to HRM implementation context and employees' wellbeing link.

Throughout the interview process, the researcher used a prompt sheet as a useful mental checklist and guide. The purpose was to ensure that all relevant points were covered systematically. Moreover, immediately after each interview, the initial notes consisting of the key points were written neatly for reflection, a process noted as 'self-awareness' (Patton, 1990).

### **5.6.1 PILOT STUDY**

Prior to the actual data collection, a pilot study was conducted to test the research instrument which represents the semi-structured interview questions. The pilot study was also conducted to ensure the validity of the research instruments (Blaxter et al., 2001; Creswell, 2009). The pilot interview process would enhance the credibility of the findings and provide an opportunity for the researcher to adjust the data as essential. It was conducted on employees who have significant work experience. A total of five research participants were interviewed for the pilot study. Four of the research participants which undertake the pilot study are female and one research participant is male. Two of the research participants were aged between twenty-one and thirty years. One of them aged between thirty-one and forty years. Another two research participants were aged between forty-one and fifty years. Regarding the education level, two of the research participants have a postgraduate degree and three research participants were educated to a doctoral level.

The evaluation from the pilot study allowed the researcher to make minor adjustments to the interview questions as some of the terms were incomprehensible to the research participants from varying levels of knowledge and diverse background. Hence, sometimes the researcher adapts the professional terms to lay terms according to the understanding of the research participants. For example, the adjustments made were as follows:

- I. Instead of asking ‘how the HR policy is implemented’, the researcher questioned the research participant to ‘describe the HR policy in your organisation’ and facilitate the participant through the process. The researcher interchanged the term “implementation” to “describe”.
- II. As an alternative to asking how the research participant evaluated and experienced ‘the HRM implementation to effect his/her HWB and EWB’, the researcher simply asked, ‘how the research participant feel or how the implementation effects his/her wellbeing’ and include the sub-dimensions of HWB and EWB when needed. Here, the researcher transferred the word ‘evaluate and experience’ to ‘think and feel or effect’ and ‘HWB and EWB’ to simply ‘wellbeing’ and when required describe it as ‘happy, love, meaningful, satisfied, okay, frustrated, etc’.
- III. Examples were replaced for “significant incident”, and the researcher guided the research participant through the process.
- IV. Initially, the questionnaire was divided into two sets: one for the leader and one for the employee. However, during the interview process, some of the research participants belonging to the rank of a leader (particularly those who are in the middle and line management position) began to express their opinion both as a leader and as an employee. Therefore, the researcher merged both sets into the employee setting and directed the probe question to ask questions related to different ranks.

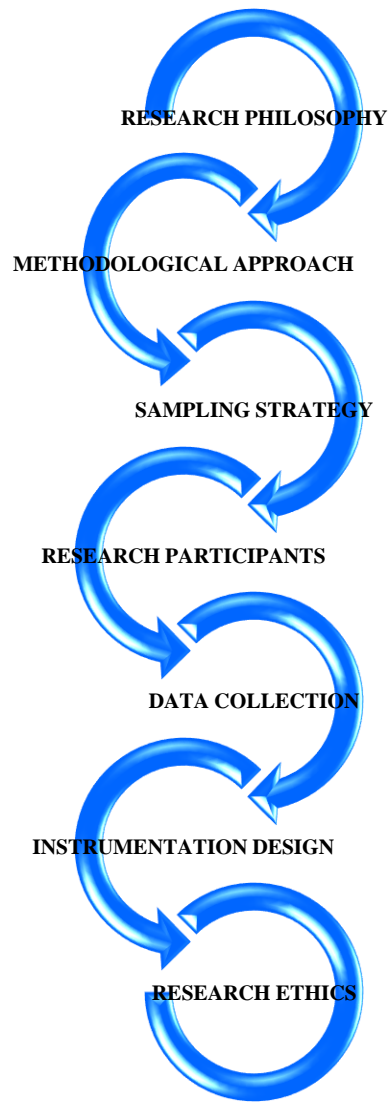
## **5.7 RESEARCH ETHICS**

This research applies the “duty of care” to all the research participants by ensuring the research ethics before undertaking the research. Several measures were taken to protect the research participants’ identity, including gaining approval from the university, providing an information sheet and consent form; and ensuring the validity and reliability of the research. The information sheet (see Appendix B) states (i) the aim of

the research, (ii) the names and contact details of the researcher, and (iii) the assurance of privacy, anonymity, and confidentiality of the research participants and their organisations. The purpose of the consent form (see Appendix C) is to secure the research participants' willingness to participate in the semi-structured interview. The research participants were assured that they have the right to withdraw at any time during the interview. Additionally, the research participants were also assured that all the data gathered will be used only for research purposes and thus would remain confidential. Wiles et al. (2008, p. 418) describe confidentiality as 'not disclosing any information gained from a researcher deliberately or accidentally in ways that might identify the individual'. Confidentiality allows the research participants to freely express their evaluation and experience. Each of them is identified by a pseudonym. All interviews were audio-recorded with the research participants' consent. The recordings were then transcribed and stored in a USB by the researcher.

## **CHAPTER SUMMARY**

'Good quality analysis depends on having good quality data (Connelly & Peltzer, 2016), even more than having a sufficient quantity of data. Data should ideally be rich, nuanced, complex, and detailed' (Braun & Clarke, 2022). This chapter has outlined the research methodology adopted with the aim to collect good quality data. Figure 5.2 below shows the summary of the research methodology process. The arrow in Figure 5.2 reflects a chain process which indicates that the research methodology process is iterative and linked to each other. The chapter illustrated and justified the research philosophy approach adopted, as well as the research design and practical aspects considered for the empirical stage. The data collection method, the instrumentation design, and the ethical positioning are presented and discussed. Hence, the next chapter will proceed with the strategies adopted for the good quality analysis of the rich, nuanced, complex, and detailed data quality.



**Figure 5.2.: Summary of the Research Methodology Process**

## **CHAPTER 6: QUALITATIVE DATA ANALYSIS**

### **INTRODUCTION**

This chapter describes the detailed data analysis strategy used to fulfil the research aim. According to Bryman (2012), the purpose of data analysis is to produce meaningful, interpretable, and understandable outcomes based on the research questions. The original aim of this research is to analyse the research question as presented in Section 1.1: How do employees evaluate the HRM implementation context (HR practices and workplace relations) to effect their wellbeing? However, through a rigorous analysis process and outcomes, the researcher extended and updated the research questions as presented in Section 6.1: How do employees evaluate the HRM implementation context (HR practices and workplace relations) and its outcomes?

In this research setting, the process of data analysis began by familiarising myself with the data. This was achieved by immersing in the breadth and content of the data corpus, through the process of listening to the recorded interviews and transcribing the interview. Further, the process of understanding the data corpus was facilitated through the guidance of research questions and the coding process. The process of transcribing allowed the researcher to familiarise herself with the data. Second, the researcher explains the classification of the data and the reasoning approach employed for data analysis. Third, the researcher discusses the coding process where the interview transcripts were converted to electronic format and analysed by using NVivo Pro 12 qualitative software. The following section describes the case network and matrix analyses, that were adopted to analyse the data. The subsequent section presents the classification of key terms. The final section presents the research's reliability and validity. The data analysis steps described are not continual steps but are intertwined and interdependent.

### **6.1 THE EXTENDED AND UPDATED RESEARCH QUESTIONS**

Braun & Clarke, (2022) note the initial research questions can be quite open and constitute a “starting point” that might become more focused or expand or even shift

focus, as data collection and analysis progresses. The research questions that were extended through a rigorous analysis process and outcomes include the dimensions of HR practice - get-together/community service activities, workplace relations – client/customer, work climate and culture; employee outcome – job performance and personal life; and organisation outcome. Below the researcher states the extended and updated research questions.

### PRIMARY RESEARCH QUESTION

1: How do employees evaluate the HRM implementation context (HR practices and workplace relations) and its outcomes?

### SECONDARY RESEARCH QUESTIONS

#### HR Practices

- 1a (i): How do employees evaluate these eleven dimensions of HR practices to effect the organisation's work climate and culture?
- 1a (ii): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent four dimensions of employee wellbeing?
- 1a (iii): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent the dimension of job performance?
- 1a (iv): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent the dimension of personal life?
- 1a (v) How do employees evaluate these eleven dimensions of HR practices to effect the dimension of organisation outcome?

#### Workplace Relations

- 1b (i): How do employees evaluate these seven dimensions of workplace relations to effect the organisation's work climate and culture?

- 1b (ii): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent four dimensions of their wellbeing?
- 1b (iii): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent the dimension of job performance?
- 1b (iv): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent the dimension of personal life?
- 1b (v) How do employees evaluate these seven dimensions of workplace relations to effect the dimension of organisation outcome?

Below the researcher has demonstrated the eleven dimensions of HR practices, seven dimensions of workplace relations and four dimensions of employee wellbeing.

#### HR Practices

- i) Job allocation
- ii) Policy
- iii) Employee voice
- iv) Resources
- v) Staffing
- vi) Performance management
- vii) Job characteristics
- viii) Reward
- ix) Work process
- x) Learning and development
- xi) Get-together/Community service activities

#### Workplace Relations

- i) Leader
- ii) Governance



- iii) Colleague/Peer
- iv) Work community
- v) Team members
- vi) Administrative staff
- vii) Client/Customer

#### Employee Wellbeing

- i) HWB
- ii) EWB
- iii) Dignity
- iv) Physical health

#### OTHER RELEVANT RESEARCH QUESTIONS

- 2: What are the representative details of the employee evaluation between the HRM implementation context (HR practices and workplace relations), and its effect on the organisation's work climate and culture; and employee and organisation outcomes?
- 3: Why the HRM implementation context (HR practices and workplace relations) are implemented as described?
- 4: When does the significant incident described occur?
- 5: Who is related to the significant incidents described?

## **6.2 THEMATIC ANALYSIS**

Braun & Clarke (2006, p. 79) defines thematic analysis as 'a method for identifying, analysing and reporting patterns (themes) within data' (Braun & Clarke, 2006: 79). DeSantis and Ugarriza (2000) explain thematic analysis as identifying common threads that extend across an entire interview or set of interviews. Braun & Clarke (2022) describes the process of thematic analysis as:

*Researchers must choose between a diverse range of approaches that can differ considerably in their underlying (but often implicit)*

*conceptualizations of qualitative research, meaningful knowledge production, and key constructs such as themes, as well as for analytic procedures.*

*Thematic analysis is best thought of as a family of methods with some elements in common—alongside some substantial divergences in philosophical assumptions, conceptualizations of key constructs, and analytic procedures (Braun & Clarke, 2020).*

*Understanding that thematic analysis is not one method, but a cluster of methods underpinned by different conceptual models and research values facilitates the practices of owning one's (theoretical and methodological) perspective (Elliott et al., 1999), and demonstrating sensitivity to (theoretical) context (Yardley, 2015), highlighted in quality standards and principles.*

In this research setting, the diverse process of thematic analysis involves adopting critical realism philosophy, analysing transcripts, applying the reasoning approach, coding the data, identifying themes within those data and presenting narrative analysis supporting with evidence. Braun & Clarke, (2006) state thematic analysis can be conducted within both realist/essentialist and constructionist paradigms; however, the result will be unique for each. The critical realism philosophy is suitable for the researcher to discover the actual attitudes, intentions, experiences and behaviour of the research participants, to unlock the HRM implementation black box. The key process of thematic analysis is further discussed in the following sections.

### **6.3 TRANSCRIPTION**

In this section, the researcher describes the transcripts' development process. The process of transcription is vital because the researcher uses transcripts as evidence of analytic claims. By illustrating the transcription process the researcher strengthens the trustworthiness and rigour of qualitative studies. In the same line of view, Davidson

(2009) asserts that ‘transcription is a practice central to qualitative research’. The first step of transcription consists of transferring the recorded data into the written form so that they can be studied and analysed in detail, and subsequently reveal the research outcomes. This process consists of the researcher relistening the interview recordings, by moving back and forth between the recordings and transcripts (Ashmore & Reed, 2000). Besides, the process of transcribing is not merely a technical procedure but rather involves interpretation and judgement act; and is therefore the first step in analysing the data. Similarly, Green et al. (1997) describe transcription as an interpretive and representational process. Bucholtz (2000) elaborates on the interpretive and representational process as:

*At the interpretive level, the central issue is what is transcribed; at the representational level, the central issue is how it is transcribed. Thus, transcription involves both decisions about the content (What does the transcriber hear on the recording and include in the transcript?) and decisions about form (How does the transcriber write down what she or he hears?).*

The researcher typed the transcript by adopting the hybrid transcription process and norms which consist of both the naturalised and denaturalised process. Similarly, Duranti (2007) asserts that most researcher adopts a hybrid transcription process. This process involves reflective accounts, as clearly explained by Lapadat, (2000, p. 210), ‘rather than seeking standards and conventions, interpretive researchers rely on critical reflections and contextualized negotiation of method’. Tables 6.0, 6.1 and 6.2 below display the transcription norms, both developed by the researcher and adopted from Marcuschi (2007). Table 6.0 below, presents the example of data excerpts which later is presented as an example in Table 6.1 ‘norms of denaturalised transcription’ and Table 6.2 ‘norms of naturalised transcription’. The aim of adopting these norms is to standardise the transcript for the reader to better understand it. Likewise, Bucholtz (2000) distinguishes the choice for the process of transcription as naturalised transcription and denaturalised transcription. Oliver et al. (2005) explains the continuum of naturalised and denaturalised transcription as:

*Transcription practices can be thought of in terms of a continuum with two dominant modes: naturalism, in which every utterance is transcribed in as much detail as possible, and denaturalism, in which idiosyncratic elements of speech (e.g., stutters, pauses, nonverbals, involuntary vocalizations) are removed.*

Most of the research participants spoke fluent English language, hence the researcher put minimum effort to denaturalise the transcript. Where needed the researcher edited the transcript so that the data excerpt and quotes will be readable for the reader to understand. In adopting the naturalised transcription process, the researcher preserves the originality of the conversation (e.g., expression signals, proverb or idioms; and questioning and/or talking by themselves in between their conversation) as it is and does not alter much the meaning of the sentence as long as it is understandable. Syllabic, words or phrase repetitions, are either preserved or edited depending on the necessity which is explained accordingly in both Table 6.1 and Table 6.2.

The interviews that were conducted in the Tamil language were later translated into English language by the researcher. Once the researcher has completed the transcription process, the researcher uploads the transcript in the NVivo software for the next analysis stage which is coding – which will be covered in detail in Section 6.6. The benefit for the researcher to conduct the transcribing process is the opportunity to reread the interview material and proceed with the analysis process. This process is further enhanced by listening to the original data alive.

## DATA EXCERPT

### **Data Excerpt 1**

#### Original Data Excerpt 1

Interviewer:

*What is the experience that you enjoy the most about this job?*

Research Participant:

*“Currently I am enjoying seeing different enjoy seeing aaa different languages speaking people ahmmm and also they are from different countries especially mostly they are from European countries which is eastern Europe or other European countries and lots of different we need a lot of understanding knowledge sometimes I can’t understand their language so we have to use guessing language ahmmm we also need to fulfil their need what they need where they want to go and what you know and how because sometimes for eg for £10 ticket they give £50 note and they don’t know how much is the ticket.”*

#### Modified Version of Data Excerpt 1

Interviewer:

*What is the experience that you enjoy the most about this job?*

Research Participant:

*“Currently I ~~am enjoying seeing different~~ enjoy seeing (aaa) different languages speaking people (ahmmm) and, they are from different countries (...) especially mostly they are from European countries which is eastern Europe or other European countries and lots of different (...) we need a lot of understanding ‘their’ knowledge. Sometimes I can’t understand their language, so we have to use guessing language (ahmmm), ~~we also need to fulfil their need, what they need, where they want to go/ and what you know...and how (...)~~ because sometimes e.g., for £10 ticket they give £50 note and they don’t know how much is the ticket.”*

*~ Ara ~*

#### **Data Excerpt 2**

Research Participant:

*“She has a paper; these are the things you have to do today. You can do that or if she wants to give me an extra job, she will send me an email and she will say, you can take your time, you can give ‘it’ to me at the end of the day, you don’t have to give it to me today or right now, you can give to me later. So, I feel as though “incomprehensible” ‘she*

*is' very lenient, and they understand that I am new to this sector and so the way they sort of give me 'the' job and stuff is very (aaaa)"*

Interviewer:

*Is very lenient?*

Research Participant:

*"Simplistic and lenient".*

*~ Irena ~*

### **Data Excerpt 3**

Research Participant:

*"Sometimes I need to cover up if there is any TA absence because this is 'a' very small independent school. So, 'the' workload is very high, and the pressure is very high as well."*

*~ Diya ~*

### **Data Excerpt 4**

Research Participant:

*"For example, I tell you one of my very big customers he, ~~he~~, (...) I won't say how much he is worth, but yeah (...) one certain day it happens that he gave me a call saying that he has missed something important out of a shop which we forgot. Our service team forgot to deliver him and being the service manager, you can say I have to take care of all these things, who is missing what. So (...) their day-to-day business shouldn't get affected. So, what I did, 'was' I called up my depot manager and 'requested' - so what best possibilities are there to deliver him the product. We didn't have much of options, then I suggested one of my sales managers go down personally, pick up those products and deliver 'them' to him personally so that the customers have trust, long-term trust 'in' us. Yeah, so that helps*

*us because if once the customer starts trusting us, the business permanently gets back to us.”*

*~ Eureka ~*

#### **Data Excerpt 5**

Research Participant:

*“See, in (confidential name of the place) I will say that mostly what happens is that, if somebody tells you, you know. Otherwise, you don’t know. Like information as you said, if somebody gives me ~~an~~ information then okay, I know about ‘it’ otherwise nobody is bothered.”*

*~ Canes Venatici ~*

#### **Data Excerpt 6**

Research Participant:

*“Shouting yeah, yeah. He was shouting at her, and she was saying I couldn’t hear her voice, but she was saying to him I am sick of you asking me to do or asking me for everything. And because he was now working in two schools, two and half days in each school, and he was wanting all the information from our school, all the ways working to then set up in the other school (...) it was a very complicated system, whatever was going on between them was ‘the’ difference of opinion and something that she felt that he was putting so much pressure on her and not taking responsibility for his work. So, she was doing the line share of the work and he was just taking it.”*

*~ Hercules ~*

#### **Data Excerpt 7**

Research Participant:

*“I had two spells of sickness in that last job. I had, I think four months, five months (...) no, not as long as that (...) I think three months and four months period of ‘the’ first year, was three and the second year was four, from stress and anxiety. And I had quite ‘a’ number of staff under me doing those five years who have time with stress and anxiety too. So, it’s very high. And yeah, just like this support, it isn’t there and (...) but it’s a topic for me that I personally (...) for a lot of other reason I find very interesting and very frustrated about.”*

*~ Esperanza ~*

**Table 6.0.: Examples of Transcription Data Excerpt**

DENATURALISED TRANSCRIPTION				
OCCURRENCE	DESCRIPTION	SIGNS	EXAMPLES	SOURCES
Sudden truncations	<p>When a researcher cuts a unit, it is possible to mark the suit with a bar (Marcuschi, 2007 as cited in Nascimento and Steinbruch, 2019).</p> <p>This could be due to the research participant unexpectedly shifting the topic or trying to relate the existing topic to a new topic. Besides the</p>	/	<p>[Refer to the modified version of Data Excerpt 1 in Table 6.0. above:</p> <p>Research Participant: <i>Sometimes I can’t understand their language, so we have to use guessing language (ahmmm), to fulfil their need, what they need, where they want to go/”]</i></p> <p>In the modified quote of Data Expert 1 as shown above - The</p>	<p>(Marcuschi, 2007 as cited in Nascimento and Steinbruch, 2019) and Rajeswari – The Researcher</p>



	<p>conversation could also be diverted because of interruption from other people or phone calls (Rajeswari – The Researcher).</p>		<p>researcher applies the bar because the research participant was diverting to another topic.</p>
<p>Doubts and assumptions</p>	<p>It is common not to understand parts of the speech. In this case, there are two options: (a) indicate them with the expression “incomprehensible” or (b) write in them what the researcher thinks to have heard (Marcuschi, 2007 as cited in Nascimento and Steinbruch, 2019).</p> <p>This could occur due to noise, low voice, technical problems – such as the laptop problem from the research participant side especially if it is video conferencing, and/or both the conversations from the researcher and</p>	<p>(a) “incomprehensible” (b) ( )</p>	<p>[Refer to Data Excerpt 2 in Table 6.0. above: Research Participant: <i>So, I feel as though “incomprehensible” ‘she is’ very lenient, and they understand that I am new to this sector and so the way they sort of give me ‘the’ job and stuff is very (aaaa)]</i></p> <p>The researcher marked the Data Excerpt 2 with the expression “<i>incomprehensible</i>” as the word is not clear.</p>

	research participant are overlapping (Rajeswari – The Researcher).			
Pause	The researcher applies the dotted sign in a curved bracket to indicate that the research participant has paused during the conversation. It could be because the researcher is reflecting and/or thinking, trying to recall her/his memories.	(...)	The dotted sign in the curved bracket (...) in the modified version of Data Excerpts 1, 4, 6 and 7 in Table 6.0. as shown above indicates that the research participant has paused during the conversation.	Sources: Rajeswari – The Researcher
Comma, Question mark, Full stop	These punctuation marks are applied during the transcription process to format the sentences so that the reader can understand the sentences in a standardised format.	(.) (?) (.)	The Data Excerpt 1 in Table 6.0. above distinguish the differences between the original version of the transcription, which is not modified or denaturalised, where these punctuation marks are not applied. However, the modified or denaturalised version of Data Excerpt 1 shows the application of the punctuation mark	

			applied in the original transcription to enable the reader to better understand the transcribed material and the data excerpt presented in the thesis. Similarly, the punctuation mark is applied to all the data excerpts displayed in Table 6.0. above.
Pseudonym	Each research participant's name and other names (e.g., people related to the significant incidents described by the employee, building name, name of a project etc) which have the potential to reveal the identity of the research participant is replaced with a pseudonym.	Ascella Centenary Regent Heart of Eternity Atlas	Refer to Appendix D for the pseudonym.
Abbreviation	It is common for the research participant to speak using abbreviations or jargon during the interview process.	TA SEN PE SENCO REP A & E	Data Excerpt 3 in Table 6.0. above provides an example of the abbreviation for TA which represent 'teaching assistant'.

	The researcher writes the abbreviations or jargon in capital letters.		
Add word	The researcher adds certain words in the process of formatting the transcript, marking it with the punctuation mark of apostrophe ‘’. These words may be missed by the research participant during their conversation either because the participant is speaking in a lay term, habitual practice, error, not well versed in speaking the language, English language is not her/his first language, thinking, reflecting and/or being emotional.	“	[Refer to Data Excerpt 2 in Table 6.0. above: Research Participant: <i>So, I feel as though “incomprehensible” ‘she is’ very lenient, and they understand that I am new to this sector and so the way they sort of give me ‘the’ job and stuff is very (aaaa)]</i>  The quote above shows the researcher added the word ‘she is’ and ‘the’ to make the sentence complete. This will assist the reader to understand the data excerpt.
Syllabic, statement and/or question repetitions	It is usual for the research participant and the researcher to repeat the same syllabic, statement	He, he Very, very	[Refer to Data Excerpt 4 in Table 6.0. above: Research Participant: <i>For example, I tell you one of my very big</i>

	<p>and/or question during the conversation. It could be because of habitual practice, error, could not hear clearly, an overlap of communication, unexpected interruptions, and/or to emphasise their expression, and importance of the description.</p> <p>In denaturalised transcript approach the researcher removes the repetitive words as it is deemed to be unnecessary.</p>		<p><i>customers he, he, (...) I won't say how much he is worth, but yeah (...) one certain day it happens that he gave me a call saying that he has missed something important out of a shop which we forgot.]</i></p> <p>The extract of the quote above which was taken from Data Excerpt 4 in Table 6.0., demonstrates the research participant repeated the syllabic 'he'. The reason could be because it is his habitual practice, and the research participant is thinking and repeating the noun 'he' to link to the subsequent sentence. However, the researcher removes the repetitive noun of 'he' as it is deemed unnecessary in denaturalised approach transcript.</p>	
Unnecessary words	It is common for the research participant to utter unnecessary	<i>we also need</i>	[Refer to the Modified Version of Data	

	<p>words or phrases during a conversation. It could be because of error, inexperience in speaking the language, English language is not her/his first language and/or being emotional. The researcher <del>strikethrough</del> the unnecessary word so that the reader will be able to understand the sentence better.</p>		<p>Excerpt 1 in Table 6.0. above:  Research Participant:  <i>Sometimes I can't understand their language, so we have to use guessing language (ahmmm), <del>we also need</del> to fulfil their need, what they need, where they want to go/"]</i></p> <p>The extract of the quote above which was taken from the modified version of Data Excerpt 1 in Table 6.0., demonstrates the phrase 'we also need' was <del>strikethrough</del> through as it is deemed not necessary.</p>	
--	--	--	---	--

**Table 6.1.: Marcuschi, (2007) and Rajeswari (The Researcher) Norms of Denaturalised Transcription**

NATURALISED TRANSCRIPTION				
OCCURRENCE	DESCRIPTION	SIGNS	EXAMPLES	SOURCES
Expression signals	They are reproductions of sounds whose	(aaa) (ahmmm) (oh) (hmmm)	[Refer to Modified Version of Data Excerpt 1 in Table 6.0.: Research Participant:	(Marcuschi, 2007 as cited in Nascimento

	<p>spelling is much discussed (Marcuschi, 2007 as cited in Nascimento and Steinbruch, 2019).</p> <p>The researcher preserves these expressions in a curved bracket. These expressions reflect the researcher and research participants' cognitive or emotional expression that carries a significant meaning in their description of the significant incidents or any other relevant information (Rajeswari - The Researcher).</p>	(ahhh)	<p><i>“Currently I enjoy seeing (aaa) different languages speaking people (ahmmm) and, they are from different countries (...) especially mostly they are from European countries which is eastern Europe or other European countries and lots of different (...) we need a lot of understanding ‘their’ knowledge. Sometimes I can’t understand their language, so we have to use guessing language (ahmmm), to fulfil their need, what they need, where they want to go/”]</i></p> <p>The extract of the quote above which was taken from the modified version of Data Excerpt 1 in Table 6.0., demonstrates the cognitive expression of signals such as (aaa) and (ahmmm) which reflects the research</p>	<p>and Steinbruch, 2019)</p> <p>and Rajeswari - The Researcher</p>
--	--	--------	--	--

			participant's process of thinking.	
Syllabic, statement and/or question repetitions	In the naturalised transcription approach the researcher keeps the repetitive word to reinforce the meaning behind it which could emphasise the fact that the research participant is trying to reinforce his/her emotions.	yeah, yeah	[Refer to Data Excerpt 6 in Table 6.0 above: Research Participant: <i>"Shouting yeah, yeah. He was shouting at her, and she was saying I couldn't hear her voice, but she was saying to him I am sick of you asking me to do or asking me for everything."</i> ]	Sources: Rajeswari - The Researcher
Words or phrase repetition	Some individual speaks in a style which can be observed by the repetition of certain words or phrase throughout their communication. The researcher preserves these words or phrases during the transcription process because it reflects the researcher and research participant's unique style.	Ok See I see Yeah Right You know Oh yeah You see Maximum	[Refer to Data Excerpt 5 in Table 6.0 above: Research Participant: <i>"See, in (confidential name of the place) I will say that mostly what happens is that, if somebody tells you, you know".</i> ]  The extract of the quote above which was taken from Data Excerpt 5 in Table 6.0., demonstrates the word 'see' which is regularly used by the research participant and reflects	



			her unique pattern of speaking.
Proverbs or idioms	Some research participants use proverbs or idioms throughout their conversations to represent and convey their messages.	<ul style="list-style-type: none"> <li>▪ Light-hearted.</li> <li>▪ I am sick of you.</li> <li>▪ Buy the bullet right strike.</li> <li>▪ Big fish eats little fish.</li> <li>▪ You could cut it with a knife, it was so severe.</li> <li>▪ Understand the road before you embark on it.</li> <li>▪ Thunder into the classroom when we were teaching.</li> <li>▪ We lifted it back from the ground.</li> </ul>	<p>[Refer to the Data Excerpt 6 in Table 6.0. above:</p> <p>Research Participant:  <i>“Shouting yeah, yeah. He was shouting at her, and she was saying I couldn’t hear her voice, but she was saying to him I am sick of you asking me to do or asking me for everything.”]</i></p> <p>The extract of the quote above which was taken from Data Excerpt 6 in Table 6.0., demonstrates the idiom ‘I am sick of you’ which is used by the research participant’s colleague during her argument with her boss.</p>
Question themselves and/or talk by themselves in between their conversation	It is common for the research participant to try to recall the details of the significant incident or other relevant	NA	<p>[Refer to the Data Excerpt 7 in Table 6.1. above:</p> <p>Research Participant:  <i>“I had, I think four months, five months</i></p>

	<p>information by questioning or talking to themselves during the interview conversation.</p>		<p><i>(...) no, not as long as that (...) I think three months and four months period of 'the' first year, was three and the second year was four from stress and anxiety.]</i></p> <p>The extract of the quote above which was taken from Data Excerpt 7 in Table 6.0., reveals the research participant trying to recall the details of her leave period by talking to herself first and then once she could recall it and is sure about it, she provides the details to the researcher.</p>	
--	---	--	--	--

**Table 6.2.: Marcuschi, (2007) and Rajeswari (The Researcher) Norms of Naturalised Transcription**

#### **6.4 CLASSIFICATION OF DATA**

In this section (see Table 6.3) below, the researcher presents the terms related to the classification of data, its definition, and supports it with examples. These terms will be applied throughout the thesis writing.

<b>TERMS</b>	<b>DEFINITION</b>	<b>EXAMPLE</b>	<b>SOURCES</b>
<b>Data Corpus</b>	Data corpus is defined as ‘all data collected for a particular research project’.	47 interviews were conducted with employees from diverse backgrounds.	Braun and Clarke (2006)
<b>Data Set</b>	The data set illustrates ‘all the data from the corpus that is being used for a particular analysis’.	The data set refers to all the interview data related to <ul style="list-style-type: none"> <li>➤ HR practices</li> <li>and</li> <li>➤ Workplace relations</li> </ul>	
<b>Data Item</b>	Data items indicate every ‘piece of data collected, which together make up the data set or corpus’.	Data items refer to all the individual interviews from the 47 interviews.	
<b>Data Excerpt</b>	In this research setting, a data excerpt refers to a passage or quotation taken from the transcript.	“Yes, we do, because it’s a small firm we have an HR manager, and she deals with all the HR stuff and then those on the financial services side of the business. She has two parts of the job and yeah, so she is pretty much the person we go to if there is anything is wrong.”	Rajeswari - The Researcher

**Table 6.3.: Braun and Clarke, (2006) and Rajeswari (The Researcher) Definition and Example of Classification of Data**

## 6.5 INDUCTIVE, DEDUCTIVE AND ABDUCTIVE REASONING

Below the researcher present, three fundamental reasoning approaches to analyse the qualitative data. These reasoning approaches are deductive, inductive and abductive. Employing these three reasoning approaches to data analysis can maximise the analytic acuity and enable precise key terms categorisation.

### 6.5.1 INDUCTIVE REASONING

Inductive reasoning is data-driven, ‘involves analysing data with little or no predetermined theory, structure or framework and uses the actual data itself to derive the structure of analysis’ (Burnard et al., 2008). Peirce (1958:217–18) illustrates that ‘induction seeks for facts.’ In the same line of view, Glaser and Strauss (1967:115) define inductive reasoning as:

*To make theoretical sense of so much diversity in his data, the analyst is forced to develop ideas on a level of generality higher in conceptual abstraction than the qualitative material being analysed.*

Peirce (1934:117) as cited in Timmermans & Tavory, (2012) explains inductive reasoning as:

*... starts with a collection of given cases and proceeds by examining their implied results to develop an inference that some universal rule is operative:*

*All observed A is C.*

*Thus, all A is C.*

*The inductive rule gains certainty with the multiplication of cases, although, as we noted above, the very definitions of A and C and the connection between them cannot themselves be explained by induction.*

In this research setting, the example of the inductive universal rule is:

<b>UNIVERSAL RULE</b>	<b>EXAMPLE</b>
<i>All observed A is C.</i>	Events, get-togethers, parties, celebrations, community services etc do effect employee wellbeing.
<i>Thus, all A are C.</i>	All types of HR get-together/community service activities (e.g., events, get-togethers, parties, celebrations, community services etc) organised by the leader/governance do effect employee wellbeing.

**Table 6.4.: Example of Inductive Universal Rule**

## **6.5.2 DEDUCTIVE REASONING**

Levin-Rozalis, (2004) describes deductive reasoning as:

*In deductive logic, there is a valid logical connection between the hypotheses and a previous theoretical assumption. The hypothesis is an explanandum, meaning that it is explained by deductive premises derived from a theory. There is nothing new in the hypothesis, nor is anything new permitted. The a priori theoretical assumptions are the explanans, which explains the hypothesis. No matter what else may be true in the world, or what other information may be discovered, the validity of the connection between the explanans (a priori premises) and the explanandum (hypothesis) is not affected. This method of formulating hypotheses holds good for research that examines a theory or tries to refute it. It assures the researcher that there*

*will be no deviation from the application of the theory in question.*

Tavory and Timmermans (2014) elaborate that deductive analysis leads to the researcher ‘fit ideas into a predetermined theoretical account’, examining empirical data to determine if it is true. Timmermans and Tavory, (2012) claim deduction analysis ‘suggest a reanalysis of existing data or new data-gathering rounds’. Peirce (1934:117) as cited in Timmermans & Tavory, (2012) explains deductive reasoning as:

*Deductive reasoning begins with a rule and proceeds through a case to arrive at an observed result, which either demonstrates the rule or falsifies it. Thus, the general form of the deduction is as follows.*

*All A are B.*

*C is A.*

*Thus, C is B.*

In this research setting, the example of the deductive universal rule is:

<b>UNIVERSAL RULE</b>	<b>EXAMPLE</b>
<i>All A are B.</i>	HRM implementation context does effect employee wellbeing.
<i>C is A.</i>	The leader role represents the workplace relations in the HRM implementation context.
<i>Thus, C is B.</i>	Thus, the leader role does effect employee wellbeing.

**Table 6.5.: Example of Deductive Universal Rule**

### 6.5.3 ABDUCTIVE REASONING

Brinkmann (2014, p.722) defines abduction reasoning as a qualitative research analysis outcome-driven ‘by astonishment, mystery, and breakdowns in one’s understanding’. Peirce (1934) illustrates abduction reasoning as a continuous process wherein “discovery” and “justification” are inseparable moments. The process of discovery is subjected to supporting it with evidence. Rosiek (2013) describes abduction analysis as:

*. . . through [abduction], new relations are created within the stream of experience that did not exist before. These novel relations are the product—in part—of the exercise of our judgment, judgments that intuitively anticipate future consequences, but that are also products of [a] sedimented past (p. 699).*

The logical process of discovery or termed “abduction” by (Peirce, 1960), is suitable or replaceable in analysis where both the deduction and induction fail us (Levin-Rozalis, 2003). Peirce, (1958) describes abduction as a process that seeks a theory. The abductive process was conducted through iteration between ideas, interpretation of the data, review of the literature and theories, and continuous discussion with supervisors. Peirce (1934:117) as cited in Timmermans & Tavory, (2012) explains abductive reasoning as:

*Abduction starts with consequences and then constructs reasons:  
The surprising fact C is observed.  
But if A were true, C would be a matter of course.  
Hence, there is a reason to suspect that A is true.*

In this research setting, the example of the abductive universal rule is:

UNIVERSAL RULE	EXAMPLE
<i>The surprising fact C is observed.</i>	Employee characteristics (e.g., values/vices, knowledge and attitude).

<i>C is A.</i>	Employee characteristics influence the HRM implementation context.
<i>Thus, C is B.</i>	Employees' values/vices, knowledge and attitude represent employee characteristics that influence the implementation of the HRM context.

**Table 6.6.: Example of Abductive Universal Rule**

## 6.6 NVIVO

This research uses a computer-assisted qualitative data analysis software package which is NVivo. NVivo (In vivo is Latin for 'within the living') refers to experimenting using a whole live system (Chipounov, Kuznetsov and Candea, 2011, p. 1). The software provides many options (e.g., store the data, document preparation, organising the data into a logical and manageable group, coding the data, locate words, features, phrases, themes, dimensions and segments of data; and thematising them into core categories, retrieval, memo writing and dynamic links to memos, documents and nodes; audit trail, a genuine archive and preservation for the researcher's data and visual representation). The software can accelerate the entire process and increase the 'validity of the research' (Hutchison et al., 2010). Hence, it is the task of the researcher to use all these available options in the NVivo programme to manage and analyse the data.

The reliability and validity of qualitative research have always been argued by academicians. Similarly, Kirk and Miller (1986, p.21) imply that validity in qualitative research "is ... a question of whether the researcher sees what he or she thinks he or she sees" to ensure there is evidence in the research findings for how data are interpreted. Therefore, the portrayal of reliability and validity of the application of NVivo is important (Golafshani, 2003) in the current research. Richards and Richards, (1991) suggest the application of the software during the qualitative data analysis process adds rigour to the qualitative research. In this research setting, where the researcher is using a big sample, adopting NVivo software will produce more reliable results as a result



human error is ruled out. The NVivo searching facilities allow the researcher to carry out quick and accurate searches and thus add to the validity of the finding outcome by ensuring that all the relevant coding is found.

### 6.6.1 CODING THE DATA

Saldaña (2012, p3) defines a code as ‘a word or short phrase that symbolically assigns a summative, salient, essence capturing and/or evocative attribute for a portion of language-based or visual data.’ Boyatzis (1998, p. 63) describes codes as ‘the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon’. Bowen and Ostroff (2004) explain thematic analysis coding reliability consists of:

*Themes developed early in the analytic process before or following some data familiarisation, and often reflect data collection questions. Themes as effectively input into the coding process rather than the output from it. Themes are conceptualised (implicitly) as “fossil[s] hidden in a rock” (King & Brooks, 2017, p. 220) or “diamonds scattered in the sand” (Braun & Clarke, 2016, p. 740), lurking in the data awaiting “discovery” by the researcher.*

*Such “themes” can be developed both inductively, following some data familiarisation, and deductively, from prior research or theory.*

According to Charmaz, (2008, p. 80) the aim of the coding process is that the:

*Researchers do not want to impose a pre-existing framework onto the data, but rather to let new themes emerge from it. Through keeping ‘close to the data’ continuously sifting through themes, idea fragments and seemingly unrelated*

*utterances, data categories can become thematically stabilized, defined and differentiated.”*

The coding process involves primarily the question of ‘how’ since the researcher aims to address how the HRM implementation context does effect the work climate and culture; and employee and organisation outcomes. However, later the researcher also codes the 5W (who, what, where, when, why) as the research findings support the research outcome and develops the theories. In the same line of view, Braun & Clarke (2013) state qualitative researchers are interested in understanding a varied range of events; these can be grouped into different “types” of questions. The Table 6.7. below displays examples of the questions that recommend “rich answers for the interpretation of the data” (Strauss & Corbin, 1990 as cited in Kaiser and Presmeg, 2019):

<i>How?</i>	<i>Which aspects of the phenomenon are dealt with? Which are left out?</i>
<i>What?</i>	<i>Which phenomenon is described?</i>
<i>Who?</i>	<i>Which people are involved? Which roles do they embody, or which ones are assigned to them?</i>
<i>When?</i>	<i>How long? Where? —In what way is the spatiotemporal dimension biographically relevant or important for single actions?</i>
<i>Why?</i>	<i>Which justifications are given or deducible?</i>
<i>Whereby?</i>	<i>Which strategies are used?</i>
<i>What for?</i>	<i>Which consequences are anticipated?</i>

**Table 6.7.: Example and Description of Questions**

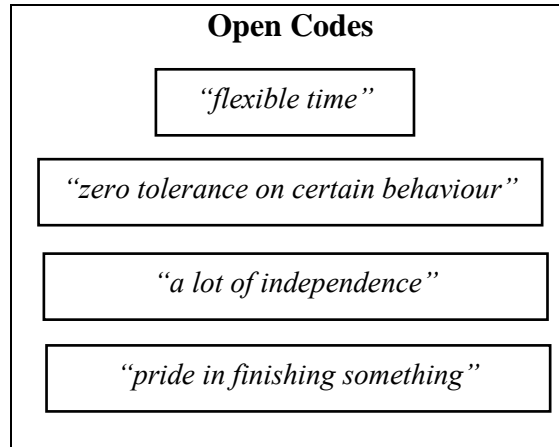
The coding process began with searching, selecting, and generating initial codes in the data set based on the research questions. The coding process is an iterative and evolving process for capturing meaning and novelty within the data set. Williams and Moser (2019) state, ‘Central to the coding process is ensuring that coding procedures are defined, rigorous, and consistently applied to conform with validity and reliability standards associated with qualitative research’.

This paper employs a three-step coding process which is ‘open, axial, and selective coding (Strauss & Corbin, 1990)’. This coding strategy enables an iterative, cyclical and evolving process in which the researcher is constantly comparing the data, applying data refinement, and consolidation techniques (Strauss & Corbin, 1990; Mey & Mruck, 2011). Hence, through these strategies, the researcher continuously reviews and refines the coding list which then led to further analysis and interrogation of the interview transcripts, the codes, and the flow of the process. This method assists the researcher to eliminate or merge duplicate codes.

#### **6.6.1.1 OPEN CODING**

In the first level of coding the ‘open coding’, the researcher code each data excerpt from each data item which includes the research participant’s description of a significant incident and other relevant information. The open coding was led by taking the textual data from the data set and breaking it up into discrete parts.

Figure 6.0. below shows examples of phrases and sentence fragments which represent the initial coding framework, ‘open coding’. The coding process began with searching and generating initial codes based on the research questions in the data set.



**Figure 6.0.: Open Codes**

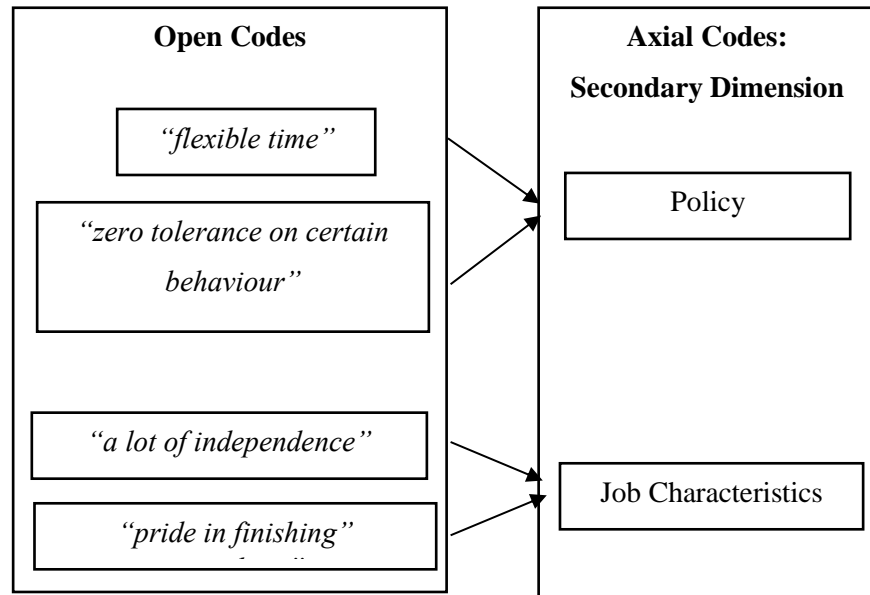
### 6.6.1.2 AXIAL CODING

In the second level of coding ‘axial coding’, the researcher focuses on aligning and merging the data coded in open coding to secondary dimensions, to develop core codes. Strauss, (1998, p. 109) describes “major (core) codes emerge as aggregates of the most closely interrelated (or overlapping) open codes for which supporting evidence is strong”. In contrast to the ‘open coding’, which focuses on identifying emergent themes, the ‘axial coding’ further refines, aligns, and categorises the themes. Williams and Moser (2019), illustrate axial coding as:

*The categories that are finalised from axial coding serve as the axis point or hub in axial coding.*

*In axial coding, the relationships among themes are explicitly stated, examined, and categorized.*

Figure 6.1. below demonstrates the open coding is further merge to secondary dimensions or axial codes.



**Figure 6.1.: Axial Codes**

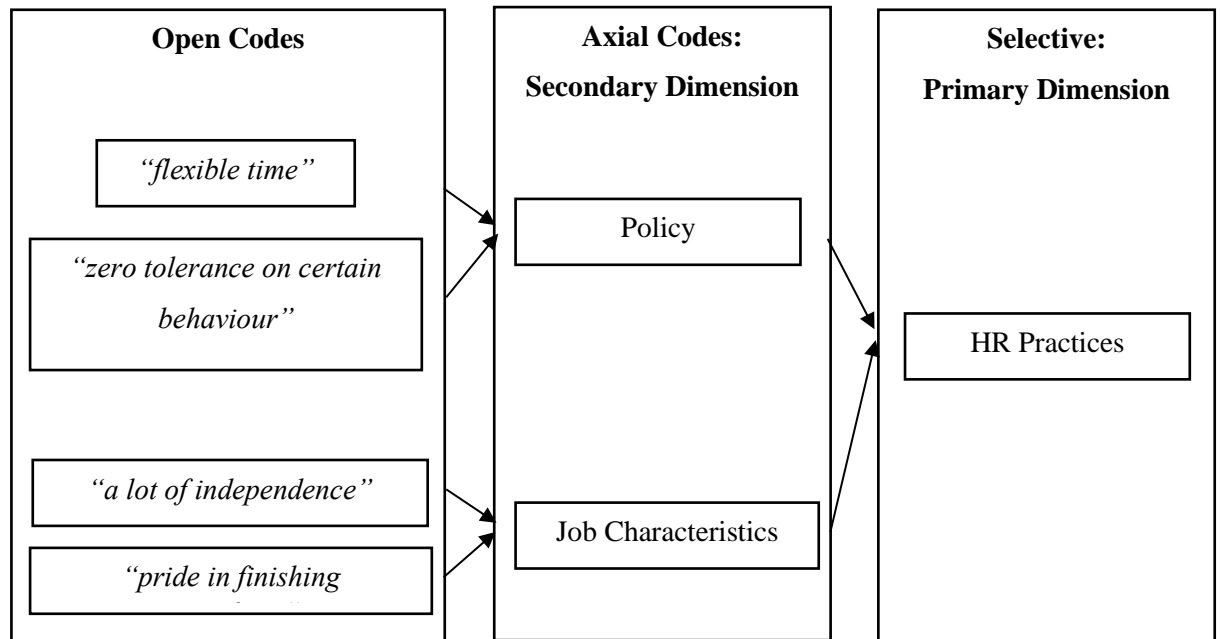
### 6.6.1.3 SELECTIVE CODING

The third level of coding ‘selective coding’ integrates the sub-dimension of organised data from axial coding in a systematic manner aligning and merging it into the primary dimension. Flick, (2009, p. 310) explains, “Selective coding continues the axial coding at a higher level of abstraction [through] actions that lead to an elaboration or formulation of the story of the case”. Kaiser and Presmeg, (2019) describe selective coding as:

*The goal of selective coding is to integrate the different categories that have been developed, elaborated, and mutually related during axial coding into one cohesive theory. To reach this goal, the results from axial coding are further elaborated, integrated, and validated. Thus, selective coding is quite similar to axial coding, but it is carried out on a more abstract level. The categories are theoretically integrated into a consistent overarching theory as they are subsumed under a core category that*

is linked to all other categories that were established in axial coding.

Figure 6.2. below demonstrates the axial coding is further merged to the primary dimension.



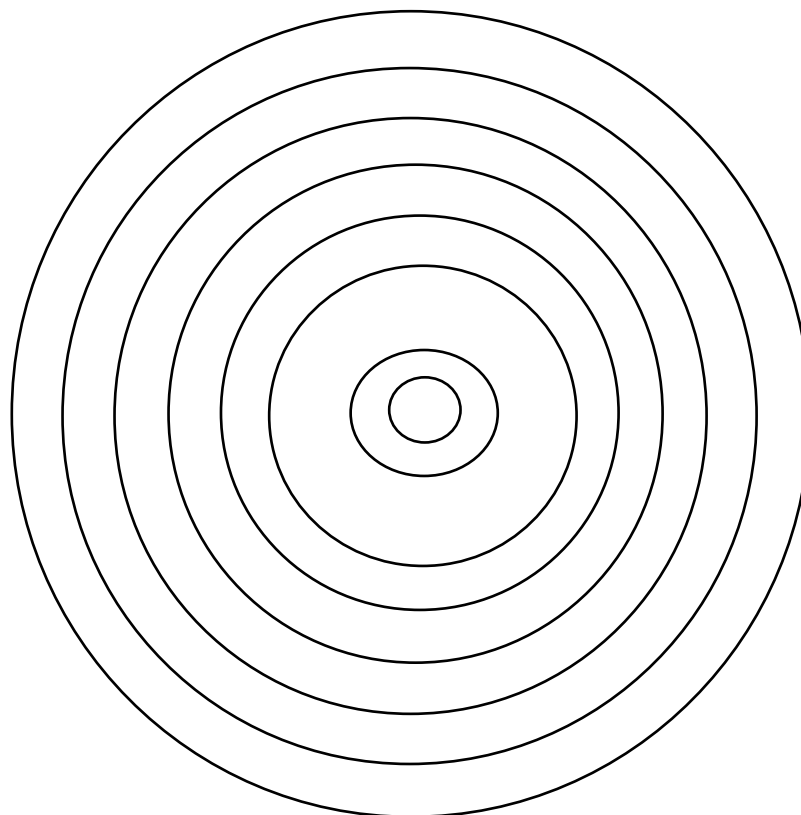
**Figure 6.2.: Selective Codes**

## 6.7 CASE NETWORK ANALYSIS

A case network analysis 'allowed for an in-depth examination of the issues' (Yin, 1994) and identification of the causal link between the important categories to answer the research question. Besides, the case network analysis provides more contextualised insights into how the research participants experience the HRM implementation context to effect the work climate and culture; and employee and organisation outcomes. This is in line with the "critical realist" research philosophy adopted in this research, as the research participants describe their significant incidents experienced or observed. The case-network analysis sought to reveal and develop similar, contrasting, logical, and

unique causality links across the cases; between the relationship between HRM implementation context and employee and organisation outcomes.

The analyses of the cross-case network outcomes are presented in the form of the onion layer figure – vertically (see Figure 6.3) below, process figure (see Figure 7.3) and hierarchy figure (e.g., see Figure 7.3[i]). The cross-case network analysis outcome is presented in the onion layer figure – vertically, because the outcome of unlocking the HRM implementation context black box, reveals the presence of several layers of dimensions and themes that do effect each other in the relationship between the HRM implementation context and its outcomes. Thus, the format of the onion layer figure best represents the coherence or fit, and holistic approach of the research outcome in addressing the research goal in a single figure. Further, the onion layer figure can also clearly show the multiple causality link such as (unilateral, reverse and simultaneity ripple effects) between the dimensions and themes associated with the relationship between the HRM implementation context and its outcomes.



**Figure 6.3.: Prototype of the Onion Layer Model**

The case network analyses were conducted in two steps: (i) individual case network analyses and (ii) cross-case network analyses. This process is in line with Yin's (2009) explanation, 'to maintain the independence of replication logic, each case was first analysed in its own right'. Forty-seven data items were analysed to address the research question. The individual case network aims to disentangle the details of each case which represents the research participant's significant incidents; combine parallel data either from a data set or a single significant incident. First, the network of codes and narratives that were causal in nature were extracted, categorised, and linked to answering the research question. Then, the data entries which are classified as 'dimensions and themes' were extracted from these narratives and were arranged in individual case network format. Causal patterns that do not represent addressing the research questions are discarded. This process served as the foundation for developing the individual case network analysis. An example of an individual case network analysis outcome is presented in Section 7.1. The second step entails systematic cross-case network analysis. This stage involved incorporating the data entries from all the forty-seven individual case networks into a single case network analysis outcome, which is referred to as a cross-case network.

The format of the process figure shows the unilateral causal relationship between the dimensions and themes in association with how the guardian and disrupter influence the HRM implementation context. The format of the hierarchy figure demonstrates the unilateral causal relationship between the dimensions and themes relative to how employee ability vs disability enables them to play the role of guardian and change the positive valence to negative valence. The dimensions and themes in association with the development of both the form of onion layer figure, process figure and hierarchy figure are presented in detail in chapters seven and eight. Examples of multiple causalities (unilateral, reverse and simultaneity ripple causality effect) are provided below in Table 6.8.:



<b>CAUSALITY</b>	<b>EXAMPLE</b>
<b>Unilateral causality effect</b> A causes B A $\longrightarrow$ B	The employee characteristics (attitude) are demonstrated to unilateral causally effect the HRM implementation factors (management vs mismanagement and positive vs negative relations).
<b>Reverse causality effect</b> B causes A A $\longleftarrow$ B	In reverse causality, the HRM implementation factors (management vs mismanagement and positive/negative relations) are displayed to effect the employee characteristics (positive/absence of values and/or presence of vices and presence/deficiency of knowledge), either to reinforce or conflict with their characteristics.
<b>Simultaneity Ripple Causality Effect</b>	Refer to Section 8.2.4

**Table 6.8.: Example of Multiple Causality**

Adopting the cross-case network analysis design improved the validity of the research as the inferences were drawn from the patterns observed across multiple cases of the data set. The main advantage of this design was to put the researcher in a better position to visualise, understand, analyse, and provide an explanation of the underlying causal mechanism across all the forty-seven cases to show the links and patterns between the dimension/theme associated with unlocking the HRM implementation black box.

## **6.8 MATRIX ANALYSIS**

The approach to the matrix analysis method can be traced back to the writings of Gordon and Langmaid (1988). The matrix analysis was conducted through NVivo software. The rationale behind the matrix analysis is directed at finding logically

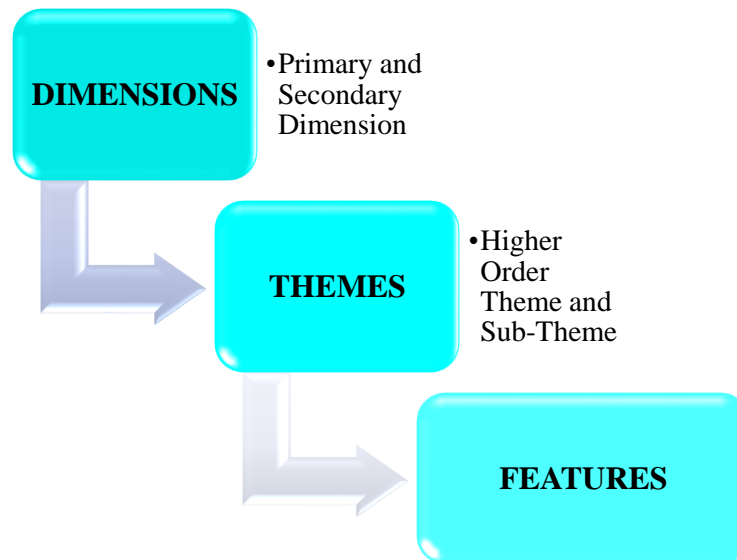
consistent and further validate the structure and contents of the case network analysis. Additionally, compared to the case network analysis – the matrix analysis shows the details of the relationship between specific HR practices and workplace relations, and the dimension of wellbeing. The matrix analysis outcome also displays meaningful patterns in a visual dimension.

This research presents the matrix findings outcome in L shaped matrix diagram. An L-shaped matrix diagram reflects ‘the “crossing” of two lists, set up as rows and columns’. This research assembles six matrix tables (see Section 7.3) from the forty-seven data items, based on two primary categories that represent two research questions which are HR practices and workplace relations. The matrix analysis stands as the reason to merge the two angles of this research which are (i) the implementation of HRM context and (ii) the employee wellbeing effect; into a coherent analysis format. Hence, the vertical row represents the HRM implementation context (HR practices and workplace relations), and the horizontal column represents subjective employee wellbeing (HWB, EWB and dignity). The matrix intersections allowed the researcher to examine the data in manageable chunks, observe the pattern or link, make comparisons, examine underlying relationships, and draw inferences between different HRM implementation contexts and their effect on different wellbeing dimensions. Colour coding and the word *YES* were used to highlight the presence of coding in the matrix cells. The empty matrix cells indicate that the participants mentioned nothing related to those coding. Different colours were applied to the cells to make the distinctions in the context of wellbeing dimensions visually detectable to the reader. The light turquoise colour represents the presence of wellbeing or employee positive wellbeing experience. On the other hand, the lavender colour represents the absence of wellbeing or employee negative wellbeing experience.

The description for each matrix table is provided under each matrix table display. The description outlines the relationship between the HRM context and the employee wellbeing effect in detail.

## 6.9 CLASSIFICATION OF KEY TERMS: DIMENSIONS, THEMES AND FEATURES

Figure 6.4 below shows the systematic categorisation of the words, phrases and fragments of sentences which have been coded and extracted from the interview transcript and case network analysis, into categories of dimension, theme and features.



**Figure 6.4.: The Key Terms**

The classification and compilation of these key terms are as an outcome of the coding, matrix and cross-case network analyses outcome and are further stated in the method column for each dimension and theme under Sections 6.9.1 and 6.9.2. Further, these classifications are distinguished into three continuums of valence. Shuman et al. (2013) describe valence as:

*Valence is “one of the most important scientific concepts at the heart of emotion experience” (Charland, 2005, p. 83). An important question, then, is “what is valence”? The term valence was introduced by Lewin (1951) who used it in his field theory to refer to the forces that attract individuals to desirable objects and repel them from undesirable ones. The concept has since been considerably extended, including, but not limited to, the designation of emotions as positively*

*or negatively valence (for reviews, e.g., Solomon and Stone, 2002; Colombetti, 2005). There is strong agreement that valence, expressed with terms such as positive-negative, good-bad, or pleasure-displeasure, captures something essential about affect (Ortony et al., 1990; Solomon and Stone, 2002; Russell, 2003; Charland, 2005; Colombetti, 2005; Barrett, 2006; Frijda and Scherer, 2009).*

In this research setting, the term *valence* is defined as the employee evaluation of the ‘quality’ associated with all the elements related to the HRM implementation context, for instance, the intrinsic goodness or badness of the implementation. The valence of exchange is divided into three continuums which are positive, negative and neutral valences.

This classification of key terms will be further elaborated on in the following sections. The attribute of presence and absence was added to the dimension and theme to accurately represent the research participant’s description and evaluation. For example, ‘the presence of positive affect’, ‘the presence of positive relations’ and ‘the presence of meaningful relations’ represents employees’ positive wellbeing effect. Contrastingly, ‘the absence of positive relations’, ‘the absence of personal growth’, and ‘the absence of satisfaction’ represent employees’ negative wellbeing effect.

### **6.9.1 DIMENSIONS**

Dimension is defined as ‘one of the elements making up a complete entity’ (www.Merriam-Webster.com). Hence, in this research setting, ‘dimension’ refers to all the primary key terms which represent the secondary dimensions, themes and features. The heading of dimension is further divided into the primary and secondary dimensions. The primary dimensions is the dominant dimension, whereas the secondary dimensions is the sub struct dimension which is part of the main dimension. This research consists of five primary dimensions, which are HR practices, workplace relations, work climate and culture; employee outcome (wellbeing, job performance and personal life), and

organisation outcome. The Table 6.9. below systematically presents the primary and secondary dimensions; the definition of secondary dimensions; the reasoning approach and the method employed to develop these dimensions.

<b>KEY TERMS: DIMENSION</b>					
<b>NO</b>	<b>PRIMARY DIMENSIONS</b>	<b>SECONDARY DIMENSIONS</b>	<b>DEFINITION OF SECONDARY DIMENSION</b>	<b>REASONING APPROACH</b>	<b>METHOD</b>
1.	HR practices	Job allocation	Job allocation implies coordinating, as well as delegating the job authority and responsibilities based on the job characteristics (e.g., workload, pace, demands, work content, intensity, role allocation, employee characteristics, employee talent and employee personalities) to meet the organisational goal.	Deductive	Coding, Matrix analysis, Case network analysis

		Employee voice	Employee voice is a mechanism for employees to express their opinions, ideas, feedback, concerns, and grievances on various aspects related to their work.	Deductive	Coding, Matrix analysis, Case network analysis
		Resource	Resources are all assets that are available to an organisation, e.g., 'human capital, financial resources, building, facility, equipment, technology, information, etc' to achieve the organisation's goals.	Deductive	Coding, Matrix analysis, Case network analysis
		Performance management	Performance management is a corporate management tool that helps managers and employees	Deductive	Coding, Matrix analysis, Case network analysis

			<p>mutually agree on their expectations, goals, and career progress to achieve the organisation's goals. In the same line of view, Beardwell, J. and Thompson, A. (2014, pp.426) state performance management as, 'an overarching term that embraces all the ways in which an organisation and those who control the activities within it coordinate and direct actions to achieve the organisation's goal'.</p>		
		Job characteristics	'Hackman and Oldham's (1975) Job Characteristics Model	Deductive	Coding, Matrix analysis, Case

			<p>comprises five core job dimensions: (a) skill variety, which indicates the extent to which an employee can use different skills in carrying out the work; (b) task identity, which is the extent to which an employee can complete the whole or identifiable piece of work; (c) task significance, which indicates the extent of the substantial effect of the job on other people; (d) autonomy, which refers to an employee's sense of substantial freedom, independence, and discretion to plan and</p>		network analysis
--	--	--	---	--	------------------



			<p>schedule his or her own work pace and method; and (e) feedback, which indicates how much employees know about their job performance from the job itself, supervisors, colleagues, or customers (Hackman and Oldham's (1975) as cited in Chen and Chiu, 2009)'. </p>		
		Reward	<p>Reward is a system that comprises both financial and non-financial benefits.</p>	Deductive	<p>Coding, Matrix analysis, Case network analysis</p>
		Work process	<p>Work process is a planned strategy to accomplish a particular goal which involves combinations of resources (e.g.,</p>	Deductive	<p>Coding, Matrix analysis, Case network analysis</p>

			people, tools etc).		
		Policy	<p>‘HR policies provide written guidance for employees and managers on how to handle a range of employment issues. They play an important role in practically and effectively implementing an organisation’s HR strategy. They also provide consistency and transparency for employees and managers, helping to enhance the psychological contract and create a positive organisational culture’ (www.cipd.co.uk).</p>	Deductive	Coding, Matrix analysis, Case network analysis

			Itika (2011) defines human resource policy as addressing the detailed areas of managing employees by assisting the process of making decisions regarding employees in an organisation.		
		Staffing	Staffing is the procedure used for employing employees for an organisation either based on full-time, contract, or temporary terms.	Deductive	Coding, Matrix analysis, Case network analysis
		Learning and development	Learning and development involve continuous professional development of employees, which includes both formal and	Deductive	Coding, Matrix analysis, Case network analysis

			<p>informal learning processes, to enhance the talent, values, and work ethic of employees across every level of the organisation (Guthrie, 2001; Barling et al., 2003).</p> <p>Jacobs and Washington (2003) note that employee development is associated with the learning of all employees from different levels, whether frontline employees, professionals, or managers.</p>		
		Get-together/ Community service activities	The get-together/ community service activities refer to both the social events and	Abductive	Coding, Matrix analysis, Case network analysis

			<p>corporate social activities held by the organisation to bring together the work community and contribute to its stakeholders.</p>		
2.	Workplace relations	Leader	<p>In this research setting, a leader represents any individual who exercises power, responsibility and supervision at different levels in an organisation. For example, a leader comprises roles such as top management, partner, middle management, operation managers, line managers, supervisors, and team leaders. Cameron and Quinn (1999, p. 41) define a leader as an individual who</p>	Deductive	<p>Coding, Matrix analysis, Case network analysis</p>

			plays the role of a mentor, facilitator, team-builder, and supporter. A leader is also described as being visionary, innovative, creative, and risk-oriented.		
		Governance	Governance is a discipline that consists of functions such as planning, organising, staffing, leading and controlling. Usually, managers or any other role related to the leader/ management is accountable for developing and carrying out the governance process.	Deductive	Coding, Matrix analysis, Case network analysis
		Colleague/Peer	A colleague is an associate or co-worker you work with.	Deductive	Coding, Matrix analysis, Case

			<p>Peer relationships refer to interpersonal relations between similar status, skill, or talent.</p> <p>Sias, Krone, and Jablin (2002) define peer relationships as an ‘equivalent status’ of interpersonal relationships.</p>		network analysis
		Team members	To work communally in a unit or group.	Deductive	Coding, Matrix analysis, Case network analysis
		Administrative Staff	An individual who performs ‘administrative, clerical, and support’ activity in an organisation (www.DictionaryUniversity.com)	Deductive	Coding, Matrix analysis, Case network analysis

			<p>).</p> <p>In this research setting, the administrative staff includes employees who provide support to the governance of the organisation which includes HR roles.</p>		
		Work community	<p>Work community represents the overarching term of all the key workplace relations that exist in an organisation.</p> <p>For instance, the work community comprises interpersonal relations between the employer and employee; employer and senior managers; employer and middle</p>	Deductive	<p>Coding, Matrix analysis, Case network analysis</p>



			<p>managers;  employer and  line managers;  supervisor and  employees;  between peers;  employees and  service  providers.  Hence, the work  community  looks at how  these multiple  interpersonal  relationships  work  communally to  achieve the  organisation's  outcome.  According to  Lepak et al.,  (2006), HRM  reflects the  social processes  creating a  collective  perception of the  work  atmosphere or  work climate.</p>		
		Client/Customer	'A customer is someone who buys something,	Inductive	Coding, Matrix analysis,

			<p>especially from a shop.’</p> <p>‘A client is a person or company that receives a service from a professional person or organisation in return for payment.’</p> <p>Sources: (www.grammar.collinsdictionary.com).</p>		Case network analysis
3.	Work climate and culture	NA	<p>Reichers &amp; Schneider, (1990) elaborated work climate as the shared perceptions of organisational policies, practices, and procedures; both formal and informal.</p> <p>A work culture consists of</p>	Deductive	Coding, Case network analysis

			shared beliefs and values established by leaders and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviours and understanding ( <a href="http://www.shrm.org/resourcesandtools.com">www.shrm.org/resourcesandtools.com</a> ).		
4.	Employee outcome	For details see the rows below which displays HWB, EWB, dignity, physical health, job performance and personal life.	In this research setting, employee outcomes include employee experiences as a result of the HRM implementation context. Through the cross-case network analysis method, this research has discovered three	Deductive	Coding, Case network analysis

			employee outcomes which are employee wellbeing, job performance, and personal life.		
Employee Wellbeing	For details see the rows below which displays HWB, EWB, dignity, and physical health.	In 2012, WHO updated the definition of wellbeing by incorporating two dimensions: subjective and objective. The objective dimension draws ‘on an objective epistemology, using measurement tools and indicators such as income, educational level, and mortality rates (WHO, 2012)’. The subjective dimension includes ‘all the various evaluations, positive and	Deductive	Coding, Case network analysis	

			negative, that people make of their lives and the emotional reactions of people to their experiences' (WHO, 2012).		
Hedonic wellbeing (HWB)	Satisfaction	Global judgments of one's life (Diener et al., 1985).	Deductive	Coding, Matrix analysis, Case network analysis	
	The presence of positive affect	PositivePsychology.com defines the term <i>affect</i> as the emotions or feelings that we experience and show, particularly in terms of how these emotions influence us to act and make decisions. Diener et al., (1985) define the presence of positive affect as experiencing many pleasant	Deductive	Coding, Matrix analysis, Case network analysis	

			emotions and moods. PositivePsychology.com refers to the presence of positive affect as positive emotions and expression.		
		The presence of negative affect	PositivePsychology.com defines the presence of negative affect as negative emotions and expressions.	Deductive	Coding, Matrix analysis, Case network analysis
Eudaimonic wellbeing (EWB)	Purpose in life	Purpose in life is believing that there is a clear comprehension of life's purpose, a sense of directedness, and intentionality (Ryff, 1989).		Deductive	Coding, Matrix analysis, Case network analysis
	Positive relations	Positive relations include having warm, satisfying, loving, trusting, empathetic,		Deductive	Coding, Matrix analysis, Case network analysis

			affectionate and interpersonal relations. The relations are seen as an essential element in human flourishing (Ryff, 1989).		
		Personal growth	Personal growth aims to develop one's potential to grow and expand as a person (Ryff, 1989).	Deductive	Coding, Matrix analysis, Case network analysis
		Autonomy	Autonomy is characterised by qualities such as self-determination, autonomous functioning, independence, resistance to enculturation and self-regulation of behaviour (Ryff, 1989).	Deductive	Coding, Matrix analysis, Case network analysis

	Dignity	For details see the rows below which displays inherent dignity, instrumentality and meaningful relations.	Brennan and Lo (2007, p.1) define dignity as ‘the status that dignitaries had—a quality that demanded reverence from the ordinary common person—the vulgar, in the original meaning of that term.’ Lee (2008) designates dignity as a ‘personal sense of worth, value, respect, or esteem that is derived from one’s humanity and individual social position; as well as being treated respectfully by others.’	Deductive Abductive	Coding, Matrix analysis, Case network analysis
		Inherent dignity	Brennan and Lo (2007 as cited in Lucas, 2015) define inherent dignity as an	Deductive	Coding, Matrix analysis, Case



			unconditional God-given dignity, foundations of all values and moral principles.		network analysis
		Instrumentality	Instrumentality dignity refers to treating employees merely as a replaceable resource, purely as an asset or instrument to exploit and manipulate them to achieve the organisation's maximum output and giving little or absence of consideration to employee wellbeing.  Islam (2012, p.237 as cited in Lucas, 2015) refers to workplace instrumentalities as 'employees	Abductive	Coding, Matrix analysis, Case network analysis

			are viewed as narrowly delimited role occupants, assumed to have no other interests or priorities than work, positioned as readily replaceable by someone or something that serves the organisation better?.		
		Meaningful relations	Meaningful relations can be described as the quality of interpersonal relations which are based on the exchange of values. It is distinguished between the presence of dignity (the presence of meaningful relations) and the absence of dignity (the	Abductive	Coding, Matrix analysis, Case network analysis

			<p>absence of meaningful relations).</p> <p>The difference between the dimension of meaningful relations and positive relations is that the presence of positive relations does not guarantee the presence of meaningful relations.</p> <p>Additionally, the dimension of meaningful relations is broader and deeper compared to the presence of positive relations. For example, an employee smiling or saying kind words to her/his peer can be classified as the</p>	
--	--	--	---	--

			<p>presence of positive relations. However, when a supervisor, a peer, or a team member provides continuous support and guidance to an employee (thus enabling the latter to grow and advance within the career), that can be classified as meaningful relations. Thus, meaningful relations establish and sustain the employee's relational psychological contract. This, in turn is reciprocated with positive job performance outcomes (e.g., loyalty, dedication, and</p>	
--	--	--	---	--

			organisational citizenship behaviour).		
	Physical health	NA	‘Physical health is the state of being free from illness or injury. It can cover a wide range of areas including a healthy diet, healthy weight, dental health, personal hygiene and sleep (www.boltonft.nhs.uk.com)’.	Deductive	Coding, Case network analysis
	Job performance	NA	In this research setting, job performance refers to employee engagement, loyalty and work outcomes.	Deductive	Coding, Case network analysis
	Personal life	NA	In this research setting, personal life refers to employees’ experience of their personal life (e.g., quality	Inductive	Coding, Case network analysis

			of personal life, work-life balance, the ability to fulfil family responsibility etc), as a consequence of their wellbeing experience relative to the HRM implementation context.		
5.	Organisation outcome	NA	In this research setting, organisation outcome refers to employees' perception, experience, intention, observation, comparison with other organisations, employee/customer retention, engagement, organisation citizenship behaviour, customers'	Inductive Deductive	Coding, Case network analysis

			overall experience; as a result of their wellbeing experience in the HRM implementation context.		
--	--	--	---	--	--

**Table 6.9.: The Properties of Key Terms: Dimension**

## 6.9.2 THEMES

Themes are characterised as ‘conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings and proverbs’ (Taylor & Bogdan, 1984, p.131). Braun & Clarke, (2006) define a theme as ‘captures something important about the data relative to the research question and represents some level of patterned response or meaning within the data set’. In this research setting, the heading of the theme is further divided into higher-order themes and sub-theme. Higher-order themes are themes which are developed in a deep and complex cognitive and analysis process. The higher-order themes are classified as employee characteristics and HRM implementation factors (management vs mismanagement and relations). Employee characteristics refer to the employees who are directly linked to the HRM implementation context. The employee characteristics include sub-themes of values vs vices, knowledge and attitude which are embedded within the HRM implementation context (management/mismanagement and relations) within the organisation. The presence of implementation vs absence of implementation/defective implementation represents the sub-theme of management vs mismanagement. Positive treatment vs negative treatment represents the sub-theme of positive relation vs negative relation. The Table 6.10. below systematically presents the higher-order themes, sub-themes, definition of sub-themes and attributes which

represents the valence of the sub-themes; the reasoning approaches and the methods employed to develop/discover these themes.

<b>KEY TERMS: THEME</b>					
<b>NO</b>	<b>HIGHER-ORDER THEME</b>	<b>SUB-THEME</b>	<b>DEFINITION OF SUB-THEME</b>	<b>REASONING APPROACH</b>	<b>METHOD</b>
1.	Employee Characteristics	Value vs Vice	<ul style="list-style-type: none"> <li>▪ Values are positive characteristics personify and inculcated by an individual either during their personal life, education and/ or work.</li> <li>▪ Vices are the negative characteristics possess and inculcated by an individual either during their personal life, education and/ or work.</li> </ul>	Abductive	Case network analysis
		Presence of Knowledge vs Deficiency/ Absence of Knowledge	<ul style="list-style-type: none"> <li>▪ In this research setting, knowledge is defined as awareness,</li> </ul>	Abductive	Case network analysis



			<p>qualification, exposure, experience, and expertise inculcated within an employee.</p> <ul style="list-style-type: none"> <li>▪ The attribute of presence of knowledge can be described as (awareness, qualification, exposure, experience, and expertise) in an employee.</li> <li>▪ The attribute of deficiency/ absence of knowledge can be defined as the lack or nonexistence of knowledge such as (awareness, qualification, exposure, experience, and expertise) in an employee.</li> </ul>		
		Positive vs Negative Attitude	<ul style="list-style-type: none"> <li>▪ Attitude is the mental outlook regarding</li> </ul>	Abductive	Case network analysis

			<p>someone or something.</p> <ul style="list-style-type: none"> <li>▪ The attribute of a positive attitude is a positive mental outlook which consists of positive characteristics such as values, worth, and optimism.</li> <li>▪ The attribute of a negative attitude is a negative mental outlook which is based on negative characteristics such as vices, non-constructive and pessimistic.</li> </ul>		
2.	Management vs Mismanagement	Presence of Implementation vs Absence/ Defective Implementation	<ul style="list-style-type: none"> <li>▪ In this research setting, the presence of implementation vs absence/ defective implementation refers to the valence of</li> </ul>	Deductive	Coding, Matrix analysis, Case network analysis

			<p>HRM implementation</p> <ul style="list-style-type: none"> <li>▪ Implementation is defined as ‘an act or instance of implementing something: the process of making something active or effective (www.Merriam-Webster.com).’</li> <li>▪ Khilji and Wang (2006) define ‘intended HRM as the practices formulated by policy-makers (HR managers and senior management), whereas implemented HRM refers to practices operationalised in organisations and experienced by employees.’</li> </ul>	
--	--	--	--	--

			<ul style="list-style-type: none"> <li>▪ The attribute of the presence of implementation can be described as the existence of the planned implementation to actual implementation</li> <li>▪ The attribute of absence/ defective implementation can be illustrated as the non-existence or poor implementation of the planned implementation to the actual implementation .</li> </ul>		
	Positive vs Negative Relation	Positive vs Negative Treatment	<ul style="list-style-type: none"> <li>▪ Treatment can be defined as ‘the way you deal with or behave towards someone or something’ (www.DictionaryCambridge.com).</li> </ul>	Abductive	Case network analysis

			<ul style="list-style-type: none"> <li>▪ The attribute of positive relations consists of work interpersonal relations that exchange positive values (e.g., care, kindness, support etc).</li> <li>▪ The attribute of positive treatment can be illustrated as good treatment. Positive treatment usually results from positive relations.</li> <li>▪ The attribute of negative relation is based on the work interpersonal relations that exchange vices (e.g., discrimination, hatred, harassment etc).</li> </ul>		
--	--	--	---	--	--

			<ul style="list-style-type: none"> <li>▪ The attribute of negative treatment can be explained as bad/poor treatment. Negative treatment usually results from negative relations.</li> </ul>		
--	--	--	---	--	--

**Table 6.10.: The Properties of Key Terms: Theme**

### **6.9.3 FEATURES**

Feature is defined as, a prominent quality of someone or something. In this research setting, features refer to the significant characteristic which represents the sub-theme. The Table 6.11. below shows examples of positive features which are extracted from Table 7.7 which represent the positive valence of the HRM context.

<b>FEATURES</b>
<ul style="list-style-type: none"> <li>▪ Presence of implementation</li> <li>▪ Fair</li> <li>▪ Safe</li> <li>▪ Tally</li> <li>▪ Perfect</li> <li>▪ Regular</li> <li>▪ Equality</li> <li>▪ Brilliant</li> </ul>

- Proactive
- Immediate
- Efficient
- Very clear
- Up to date
- Very good
- Challenging
- Very flexible
- Very modern
- Very organised
- Confirms with regulations
- Solve problems
- Realistic
- Innovativeness
- Significant meaning
- Growth
- Autonomy
- Belongingness
- Passion

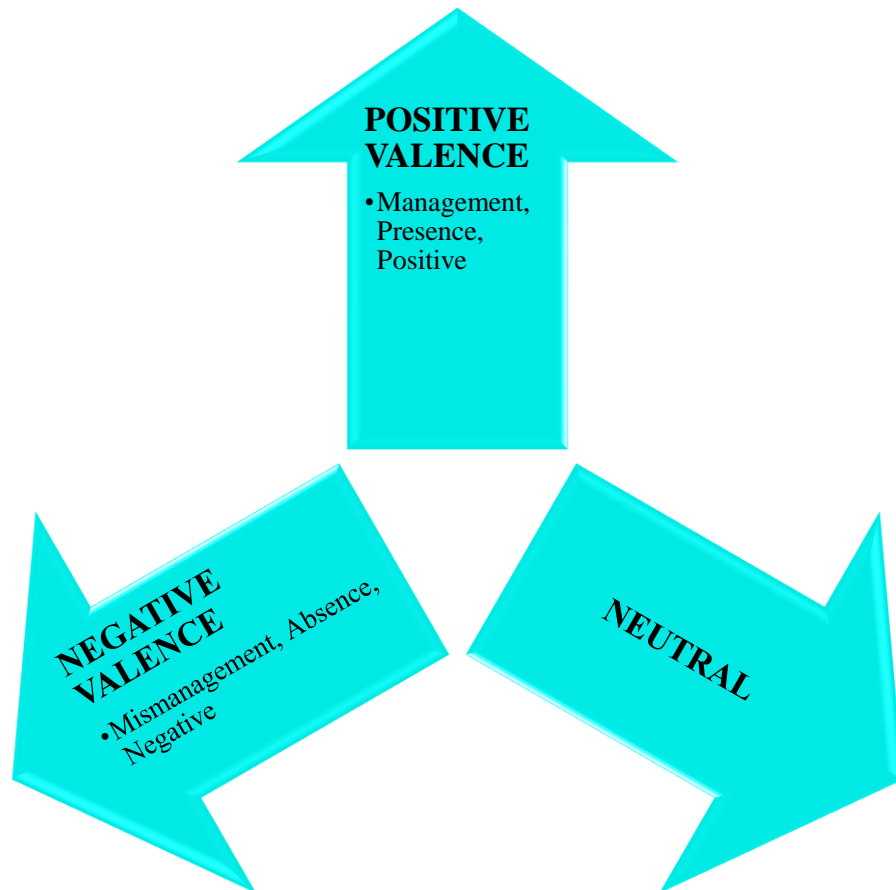
**Table 6.11.: The Properties of Key Terms: Features**

#### **6.9.4 CONTINUUM**

Figure 6.5 below demonstrates the classification of dimension, theme, and features into three continuums which are positive, negative and neutral valences. The continuum of positive valence is described as ‘management’, and the attributes of ‘presence and positive’ are added when describing the dimensions, themes and features. For instance, the presence of management, the presence of HWB and positive wellbeing. Whereas the continuum of negative valence is illustrated as ‘mismanagement’, and the attributes of ‘absence and

negative' are added when describing the dimensions, themes and features. For example, the presence of mismanagement, the absence of positive relations and negative wellbeing experiences.

The continuum of neutral describes an employee's wellbeing experience as neutral, neither positive nor negative. The neutral experience is a result of the employee justification and coping mechanism to deal with the negative valence of the HRM implementation context. For instance, the workload might be high, however, the employee justifies performing the high workload as her duty to contribute to the community and hence continuously deliver positive job performance outcomes.



**Figure 6.5.: The Continuum of Positive and Negative Valence**



## **6.10 RELIABILITY AND VALIDITY**

Reliability and validity are particularly vital in qualitative work, where the subjective nature of qualitative research may make it difficult to maintain objectivity and avoid bias. Besides, there is the possibility for the interpretation of the data to be influenced by the researcher's personality or background factors such as personality, age, gender, socio-economic category, and formal education. The researcher has adopted several measures to address the reliability, validity and minimise the research bias to produce an objective research outcome. In chapters five and six, the researcher explained in detail the methodological and data analysis approach adopted in this research to strengthen the rigour of the qualitative method employed by this research. Apart from that, in the following sections, the researcher further elaborates how the reliability, validity and research bias were addressed.

### **6.10.1 QUALITATIVE RESEARCH BIAS**

Bias can be explained as 'a strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement' ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)). Bias can lead to misinterpretation of reality and thereby affect the reliability and validity of research outcomes which can have important consequences for practice. This research reduces the bias in qualitative research design by addressing the procedural, measurement, interviewer, reporting, and participant biases, as discussed below. Being aware of any form of bias and controlling its effects from the start of the research, can lead to a more accurate finding.

Procedural bias is described as the pressure applied to a research participant during an interview section. The aim is to avoid bias from the beginning of research. In doing so, the researcher assured the research participants that they are free to ask any questions and provide any feedback if necessary, and they are allowed to withdraw from the interview process as they wish. Fortunately, none of the research participants withdrew from the interview process. They

answered most of the research questions and the average interview duration exceeded one hour. Most of the research participants were kind and recommended other participants which are suitable for the study.

Measurement bias was addressed by adopting a systematic NVivo process as described in the 'Coding the Data' section. Additionally, the case-network analysis was manually conducted by adopting Miles and Huberman's (1994) detailed systematic guidelines. Interviewer bias was countered by not attempting to influence the research participants' perceptions or answers. The reporting bias was addressed by reporting the findings objectively through a rigorous data analysis process as described in this chapter.

Participant bias or acquiescence bias is the possibility for the research participants to be dishonest about their responses or the tendency to agree with whatever the interviewer presents. This could be a result of the research participants' acquiescent personality or being influenced by the interviewer or the experiment environment. This can have a huge impact on the research outcomes. The researcher mitigates the research participant bias by ensuring them that their data is confidential so that they feel safe to reveal the truth. Additionally, this research presents all the information related to the research advertisement, formulation of the questions and findings in a judgement-free manner. The research question was formulated with the approach for the research participants to provide significant incidents; hence this approach ensures that the participants do not provide dishonestly or exaggerated responses, but it is based on a real-life event. The research findings were provided by observing patterns across the data set through the case network and matrix analyses and reporting the patterns in a meaningful and holistic way to answer the research questions. Such measures enabled minimising the bias of the analysis of the interview outcome from a narrow perspective, preconceived opinions, a specific background, or a specific motive.

### **6.10.2 RELIABILITY**

Miles and Huberman (1994, pp.278) describe reliability, dependability or auditability as (i) the ‘findings show meaningful parallelism across data sources,’ (ii) ‘coding checks made, and they show adequate agreement’, (iii) and to complete ‘data quality checks (e.g., for bias, deceit, informant knowledgeability)’. As described by Miles and Huberman (1994, pp.278), the reliability of this research was addressed through the following steps. First, through the case-network and matrix analyses, this research has produced observable patterns within the data set which shows (i) meaningful parallelism across the data. Second, the researcher performed (ii) ‘rigour coding checks’ and described the coding process in Section 6.6. The development of the coding then showed (iii) ‘adequate agreement’ as similar patterns that were identified from the multiple research participants seemed related to the primary and secondary codes. Subsequently, the researcher also performed (iv) a quality check on informants’ knowledgeability by adopting judgment sampling. This measure included selecting research participants by specifying the eligibility criteria of the recruitment sample. The eligibility criteria ensured that the research participants have relevant knowledge and work experience related to their job. Hence, through the third measure, this research fulfils the informant knowledgeability criteria and minimises deceit within the data quality.

### **6.10.3 VALIDITY**

Kane (2001) defines validity as the accuracy of an estimate. Maxwell (1992; pp.4) employs validity from critical realism (Bhaskar, 1989; Hammersley, 1992). He refers to it as ‘the applicability of the concept of validity presented here does not depend on the existence of some absolute “truth” or “reality” to which an account can be compared, but only on the fact that there exist ways of assessing accounts which do not depend entirely on features of the account itself, but in some way relate to those things that the account claims to be about’. This definition is in line with that of Maxwell (1992), who indicates that the

criteria for validity are relative to purposes and circumstances. Additionally, Hammersley and Atkinson (1983, p. 191) emphasise that ‘data in themselves cannot be valid or invalid; what is at issue are the inferences drawn from them’? In this research setting, ‘accounts or circumstances’ refer to the significant incidents and other relevant information described by the research participants. The researcher drew an inference from those significant incidents through the deductive, inductive, and abductive processes by linking them to the theories and data corpus.

This research further describes four categories of validity, which are descriptive validity, analytic or interpretive validity; theoretical validity, and generalisability validity (Maxwell, 1992). Maxwell (1992, pp. 6) describes descriptive validity as ‘the factual accuracy of their account’. Accordingly, the researcher ensures the accuracy of the findings by recording the interviews. This method allowed the researcher to listen to the interviews multiple times during the transcription process. Polit and Beck, (2010) state:

*If concepts, relationships, patterns, and successful interventions can be confirmed in multiple contexts, at varied times, and with different types of people, confidence in their validity and applicability will be strengthened. Indeed, the more diverse the contexts and populations, the greater will be the ability to sort out “irrelevancies” from general truths (Shadish et al., 2002). Yet, deliberate replication is often not seen as valuable and is sometimes actively discouraged for graduate students. Knowledge does not come simply by testing a new theory, using a new instrument, or inventing a new construct (or, worse, giving an inventive label to an old construct). Knowledge grows through confirmation.*

Maxwell (1992, pp. 8) defines interpretive validity as ‘the term meaning, I include intention, cognition, affect, belief, evaluation, and anything else that could be encompassed in what is broadly termed the “participants' perspective”’. Maxwell (1992, pp. 9) further claims that ‘their accuracy as applied to the

perspective of the individuals included in the account'. Firestone (1993) described analytic generalisation as, "When conditions vary, successful replication contributes to generalisability. Similar results under different conditions illustrate the robustness of the finding" (p. 17). The researcher addresses the analytic or interpretive validity by interpreting the research findings according to how the employees evaluate the HRM implementation context to effect the work climate and culture; employee and organisation outcomes by employing the case network and matrix analyses. In the same line of view, Polit and Beck, (2010) assert that:

*Ayres et al., (2003) provided an excellent discussion of how analytic generalisation (they used the term generalisability) can be strengthened through intensive within-case and across-case analysis. They noted that such immersion does not always occur and that some researchers "fail to go beyond the production of a list of themes or key categories" (p. 881). Without being thoroughly absorbed with one's data and with the details of the study context, researchers may also fall short in providing the thick descriptions upon which transferability depends.*

Maxwell (1992, pp. 10) indicates theoretical validity as 'an account's validity as a theory of some phenomenon'. Any theory has two components: (i) the concepts or categories that the theory employs and (ii) the relationships that are thought to exist among these concepts. Corresponding to these two aspects of a theory are the two aspects of theoretical validity: (i) the validity of the concepts themselves as they are applied to the phenomena and (ii) the validity of the postulated relationships among the concepts. The first refers to the validity of the blocks from which the researcher builds a model. These blocks are applied to the setting or phenomenon being studied. The second refers to the validity of the way the blocks are put together as a theory of this setting or phenomenon. Thus, relative to this research, the researcher validated the theory by linking the HRM process, wellbeing, job performance, personal life, organisation outcome, SET and reciprocation, which are studied in the context of employees in UK.

The research outcome as a result of the rigorous analysis is presented in chapter seven.

Yin (1984) denotes generalisability validity as the possible usefulness of a theory in making sense of similar persons or circumstances, rather than of an external sampling process and the drawing of conclusions about a specified population through statistical inference. The value of generalisations both in quantitative and qualitative research cannot be judged equally. Ayres et al. (2003) imply generalisation as:

*Just as with statistical analysis, the end product of qualitative analysis is a generalisation, regardless of the language used to describe it'' (p. 881).*

Thorne et al. (2009) describe generalisability validity as:

*When articulated in a manner that is authentic and credible to the reader, (findings) can reflect valid descriptions of sufficient richness and depth that their products warrant a degree of generalizability in relation to a field of understanding (p. 1385).*

‘Naturalistic generalisability’ (Stake, 1978) or ‘representational generalisation’ (Lewis et al., 2014) occurs when the research resonates with the reader’s engagement in vicarious, often implicit, experiences. These experiences could either be similar or different to the reader. Hence, a research outcome may be entirely valid in one setting but not in another. For example, when an employee encounters research on how work-related wellbeing is experienced, do the findings resonate with her/his personal work experiences, does she/he feel as if the research is about her/him, and/or are the data and results recognisable in terms of what she/he experienced. Or does the research not relate to her/him? If the former happens though, it might be suggested that the research demonstrate naturalistic generalisability or representational generalisation. Meaning the research bears similar resemblances to the readers’ experiences. To enable naturalistic generalisability or representational generalisation the researcher is

required to provide readers with enough detail of the research participants' lives through adequate evidence (e.g., interview data excerpt), to help readers link to their own lives. There is a possibility if the latter happens, the research presents new insight or differing perspectives. Therefore, relative to this research, the researcher validated the naturalistic generalisability of the research participants' responses by analysing the data corpus through cross-case network and matrix analyses by observing similar patterns based on the research participant evaluation and explanation. Hence, the researcher supports the research analysis with the data excerpt described by the research participants as evidence.

## **CHAPTER SUMMARY**

This chapter presents the data analysis methods and strategies employed in this research. Section 6.1 displays the extended and updated research questions as a result of the rigorous research analysis process and outcomes. The subsequent section presents thematic analysis, transcription, classification of data, the reasoning approaches, NVivo, case-network and matrix analyses; and classification of key terms. The final section presents the research's reliability and validity. These analysis methods aim to represent a structured approach to the analysis of qualitative data. This key principle of design coherence (Braun & Clarke, 2013) is very important in thematic analysis research. Hence, the research analysis fulfils the intention to explore the "black box" phenomenon of the HRM theories and produces trustworthy, robust, compelling, insightful, thoughtful, rich, complex, deep and nuanced research outcomes.

It is believed that the detailed data analysis description contributes to and strengthens the transparency, methodological accuracy, rigour, reliability, validity and quality of the data analysis method employed by the research. Similarly, Gioia, Corley, and Hamilton, (2012) assert such a description is essential for rigour analysis, especially in the management field where there is a concern for rigour analysis (Bertero et al., 2013). These, in turn, lead to the researcher providing reliable, effective, and sustainable recommendations. Figure 6.6 below displays the summary of the data analysis process. The arrow describes the direction of the data analysis process.

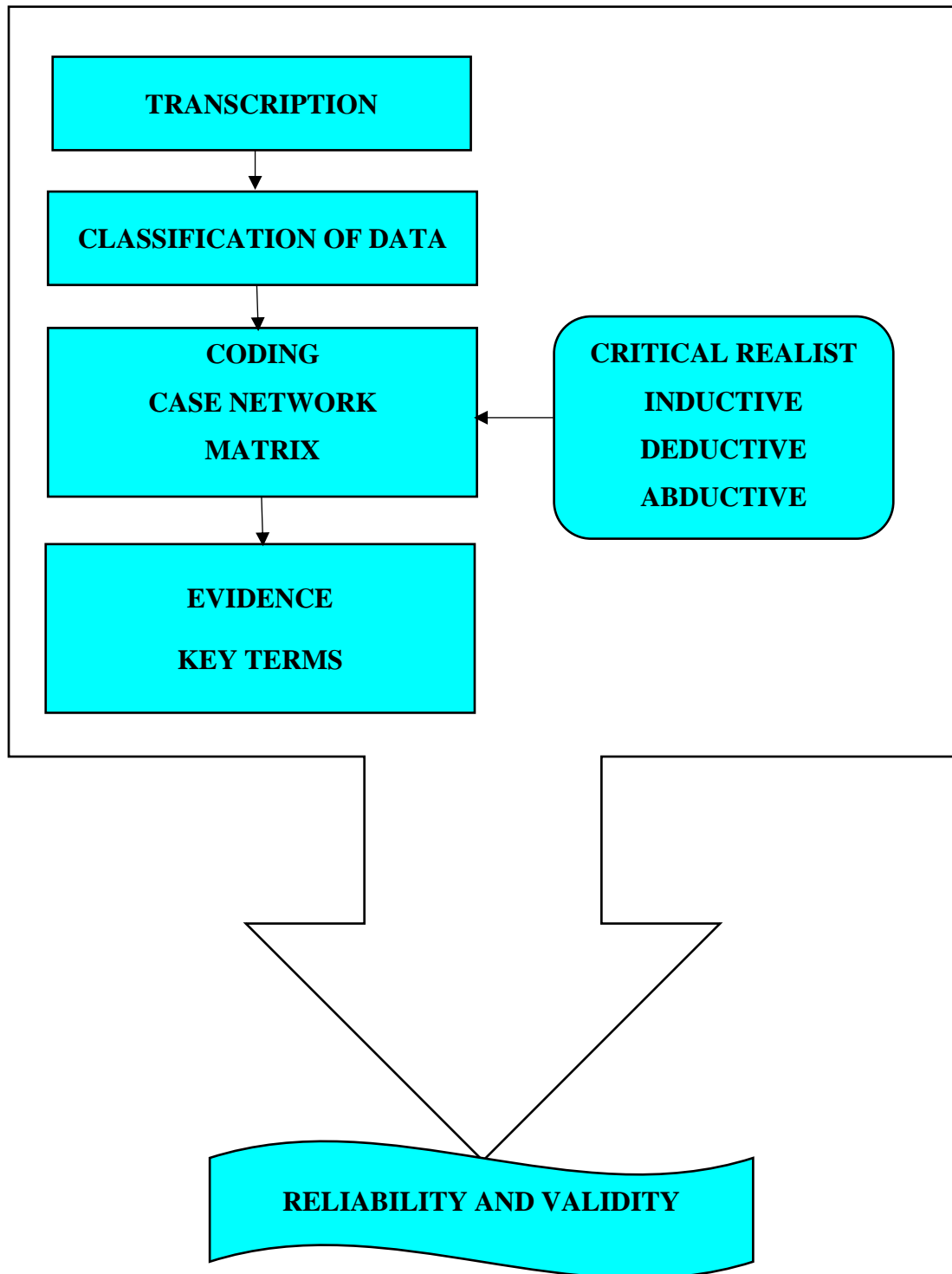


Figure 6.6.: Summary of Data Analysis Process



## **CHAPTER 7: PRESENTING THE RESEARCH FINDINGS**

### **INTRODUCTION**

The first section, Section 7.1 presents an example of an individual case network analysis outcome display. Sections 7.2 and 7.3 present the research outcome of the cross-case network and matrix analyses of the forty-seven cases, respectively. Data display in the format of case network/theory models and matrix tables displays were used to present the organised information that emerged from the analyses. The analyses display the unilateral, reverse and simultaneity ripple causality relationships of forty-seven data items thus allowing the researcher to understand how the HRM implementation context (HR practices and workplace relations) effect the work climate and culture; and employee and organisation outcomes. A total of three main cross-case network analyses are presented which represent the theoretical models.

Through the cross-case network analyses, the researcher extracts the features and phrases which describes how employee evaluate the HRM implementation context and its outcomes. The compilation of features is presented systematically in the format of tables of rows and columns in Section 7.4. The final section 7.5 demonstrates the thematic analyses supported by evidence from the interviews under each heading of HR practices and workplace relations. Polit and Beck, (2010) describe ‘the rich, highly detailed, and potentially insightful nature of qualitative findings make them especially suitable for extrapolation’.

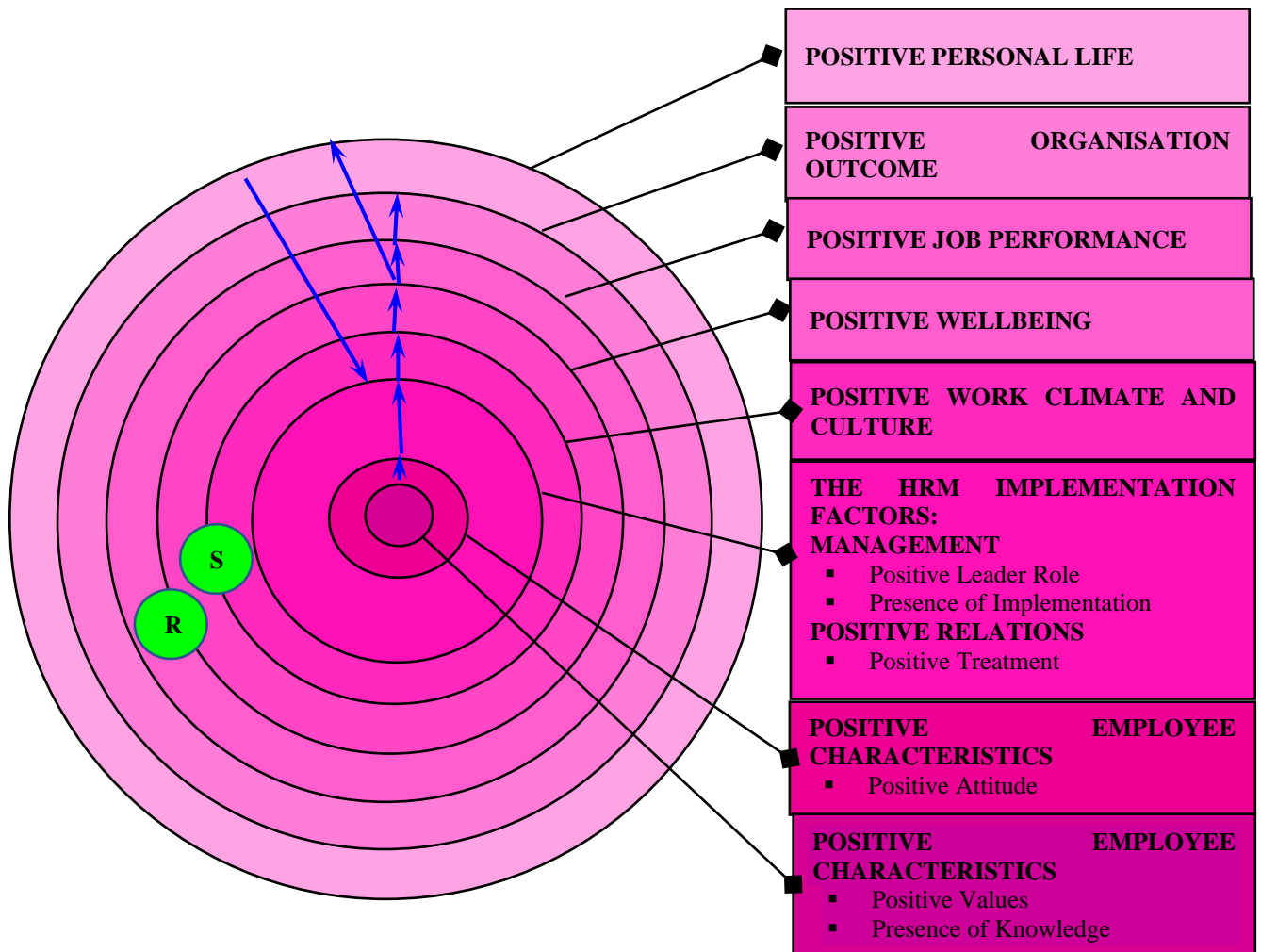
### **7.1 AN EXAMPLE OF AN INDIVIDUAL CASE NETWORK ANALYSIS OUTCOME DISPLAY**

This section presents an example of an individual case network outcome display, which represents the Atlas case. The aim is to illustrate the initial stage of development of the case network analysis outcome. The example of this case was chosen randomly from forty-seven cases. The Figure 7.0. below displays the unilateral, reverse and simultaneity ripple causality effect relationships from one data item thus allowing the researcher to understand how employees evaluate the work community context to effect

their wellbeing. The analysis outcome is presented in the form of layers of an onion, vertically. It represents eight dimensions and themes.

The dominant arrows are presented in the form of a tree with branches, in a nonlinear form, connecting to each dimension or theme. The arrows are presented from top to bottom in a linear form, displaying the relationship of each dimension or theme in each box to effect the next level of dimension or theme. The core cause/seed which represents the (i) positive employee characteristics (positive values and presence of knowledge) leads to effect (ii) positive employee characteristics (positive attitude), lead to effect (iii) the HRM implementation factors (management and positive relations), lead to effect (iv) positive work climate and culture, lead to effect (v) positive wellbeing, lead to effect (vi) positive job performance, and finally lead to effect (vii) positive organisation outcome. However, the arrow that represents the dimension of employee wellbeing is shown directly to effect his personal life outcome positively. In reverse causality, the dimension of personal life outcome is shown to effect the HRM implementation factor (presence of management and positive relations). In this case frame, the employee's positive characteristics represent Atlas, the leader role and the work community.

The symbol 'S' represents SET, and 'R' represents reciprocation. Established on the lens of SET, the series of the positive valence of employee wellbeing are exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently leads to establishing a supportive and positive work climate and culture; and effected his wellbeing positively. The employee's wellbeing experience is found to be causally linked to establishing and strengthening his psychological contract. Further, the established psychological contract is proven to be reciprocated through positive job outcomes, loyalty and lifting the organisation during a crisis. Moreover, the employee believes that the happy work climate and culture do effect his personal life positively where he looks forward to going to his job every day; and believes he will live longer and healthier due to less stress. The legend displays the primary and secondary dimensions; and higher-order and sub-themes of each layer.



\*The symbol 'S' in the figure above describes 'SET'.

\*The symbol 'R' in the figure above describes 'Reciprocation'.

**Figure 7.0.: Individual Case Network – The Positive Valence of Work Community Context and Positive Wellbeing Effect**

## **7.2 THE THEORETICAL MODELS DISPLAY: CROSS-CASE NETWORK ANALYSIS OUTCOME**

This section presents four theoretical models as a result of the cross-case network analysis outcome which explores the HRM implementation black box. The legend displays the primary and secondary dimensions; and higher-order and sub-themes of

each layer or level. In this research setting, the term ‘employee characteristics’ refers to employees who are directly linked to the HRM implementation context. Below the researcher presents the cross-case network analysis outcomes/theoretical models and provides explanations for each theoretical model.

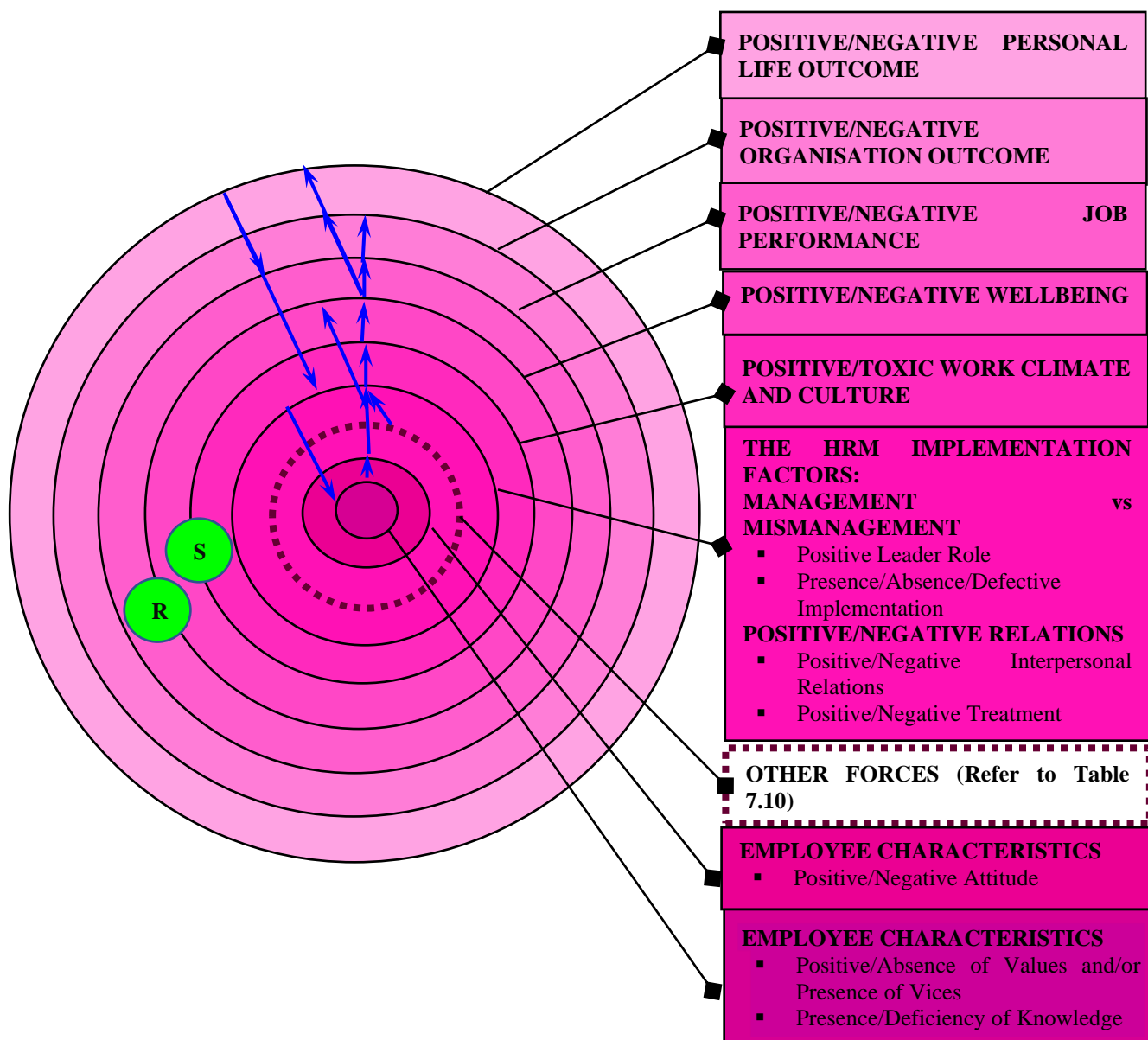
### **7.2.1 HOLISTIC THEORETICAL MODEL: THE IMPLEMENTATION OF HRM AND ITS OUTCOMES**

The ‘Holistic Theoretical Model: The Implementation of HRM and its Outcomes’ (see Figure 7.1) below shows the first cross-case network analysis outcome in the form of layers of an onion, vertically. It represents nine key dimensions and themes. The dominant arrows are presented in the form of a tree with branches, in a nonlinear form, connecting to each dimension or theme. The theoretical model presents both the unilateral, reverse and simultaneity ripple causality effect, between each dimension and theme. The term *HRM implementation factors* will be used throughout the research to represent the management vs mismanagement and positive vs negative relations. Four relationships can be extracted from the theoretical model and are demonstrated in a simplified form in Figures 7.1 (i), 7.1 (ii), 7.1 (iii) and 7.1 (iv) respectively.

Established on the lens of SET, the findings show that the positive valence of HRM context, namely (i) HR practices and (ii) workplace relations are associated with positive exchanges (work contract, social, value and knowledge) to effect the employees' wellbeing positively. The transfer of the salient pattern of positive exchange can be explained through the simultaneity ripple causality effect between the employee and work community, in which (i) the employees' positive wellbeing outcome has an effect on the work community's positive wellbeing and performance outcome, and (ii) the work community's wellbeing effect also has an effect on the positive employees' wellbeing and performance outcomes. The positive wellbeing further established and sustains a positive work climate and culture within the organisation. Positive wellbeing experiences established and strengthened their

psychological contract. The reinforced psychological contract is shown to be reciprocated with positive job performance outcomes.

Contrastingly, positioned on the SET, the findings show that the negative valence is associated with the negative exchanges (work contract, social, value and knowledge) and effect the employee wellbeing negatively. Moreover, the transfer of the salient pattern of negative exchange can be explained through the simultaneity ripple causality effect between the employee and work community in which (i) the employees' negative wellbeing outcome has an effect on the work community's negative wellbeing and performance outcome, and (ii) the work community's wellbeing effect also has an effect on the negative employees' wellbeing and performance outcomes. The negative wellbeing further created and endures a negative and toxic work climate and culture within the organisation and is shown to be reciprocated with negative job performance outcomes. Negative wellbeing experience is shown to violate their psychological contract. The violated psychological contract is proven to lead to negative job outcomes.



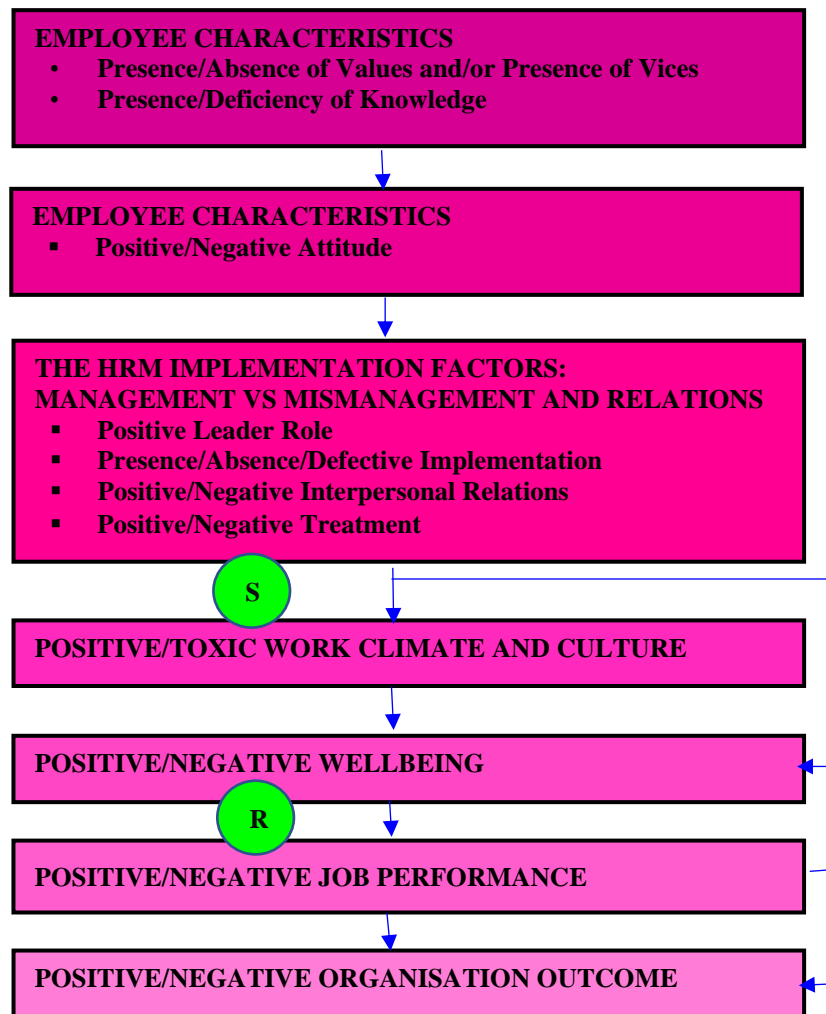
\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

**Figure 7.1.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes**

Figure 7.1(i) below demonstrates the first causal relationship extracted from Figure 7.1 in a vertical form. It represents seven key dimensions or themes. The arrows are presented from top to bottom in a linear form, displaying the relationship of each dimension or theme in each box to effect the next level of

dimension or theme. The causal relationship shows the theme of (i) employee characteristics (presence/absence of values and/or presence of vices; and presence/deficiency of knowledge), which lead to effect (ii) employee characteristics (positive/negative attitude), which lead to effect (iii) the HRM implementation factors (management/mismanagement and relations), which lead to effect (iv) positive/toxic work climate and culture outcome, which lead to effect (v) positive/negative wellbeing, which lead to effect (vi) positive/negative job performance, and finally lead to effect (vii) positive/negative organisation outcome. Additionally, the higher-order theme of management vs mismanagement is shown to effect both the work climate and culture; and the wellbeing directly. Similarly, the dimension of wellbeing is displayed to effect both the employee job performance and organisation outcomes directly. The dimension of the leader role seems to be prevalent when the researcher explores the causal analysis of the specific dimension of the positive valence of the work community context. Thus, the presence of a positive leadership role further strengthens the causality link between the positive valence of the HRM implementation embedded within the work community and the wellbeing effect.



\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

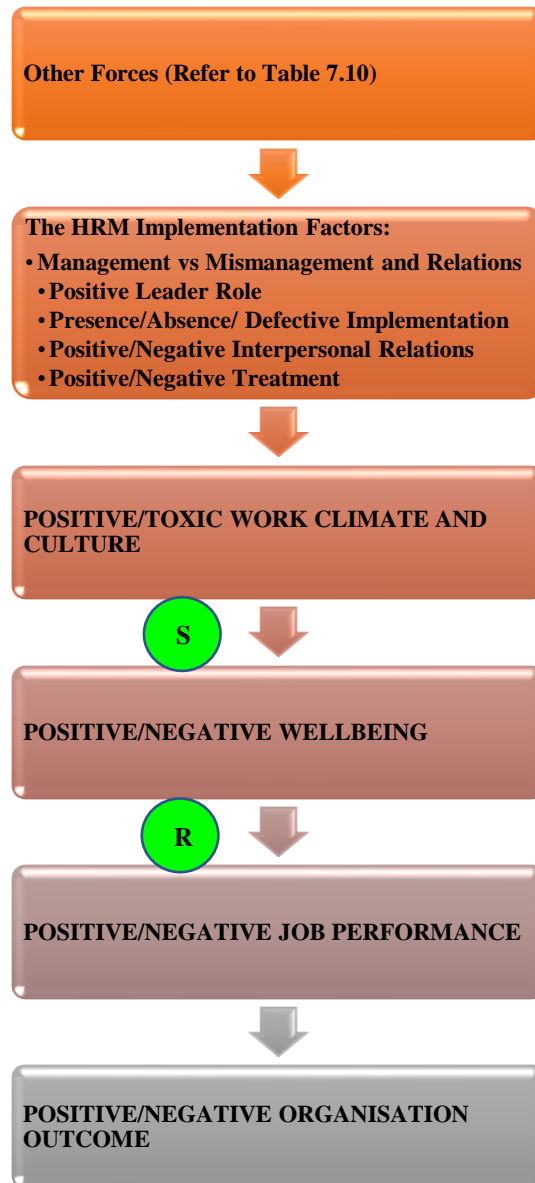
**Figure 7.1 (i): First Unilateral Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes**

Figure 7.1 (ii) below displays the second unilateral causality relationship extracted from Figure 7.1. It represents six key dimensions or themes. The arrows are presented from top to bottom in a linear form, displaying the relationship of each dimension or theme in each box to effect the next level. The causal relationship shows the theme of (i) other forces, which lead to effect (ii) the HRM implementation factors (management vs mismanagement and relations), which lead to effect (iii) positive/toxic work climate and culture,



which lead to effect (iv) positive/negative wellbeing, which lead to effect (v) positive/negative job performance, and finally lead to effect (vi) positive/negative organisation outcome.

The difference between Figure 7.1 (ii) below compared to Figure 7.1 (i) above is that instead of employee characteristics, other forces (such as politics, economics, trends, competitors, nature of the job, organisation size and sector; clients/customers, personal and family) do effect the next level of the dimension of management vs mismanagement.



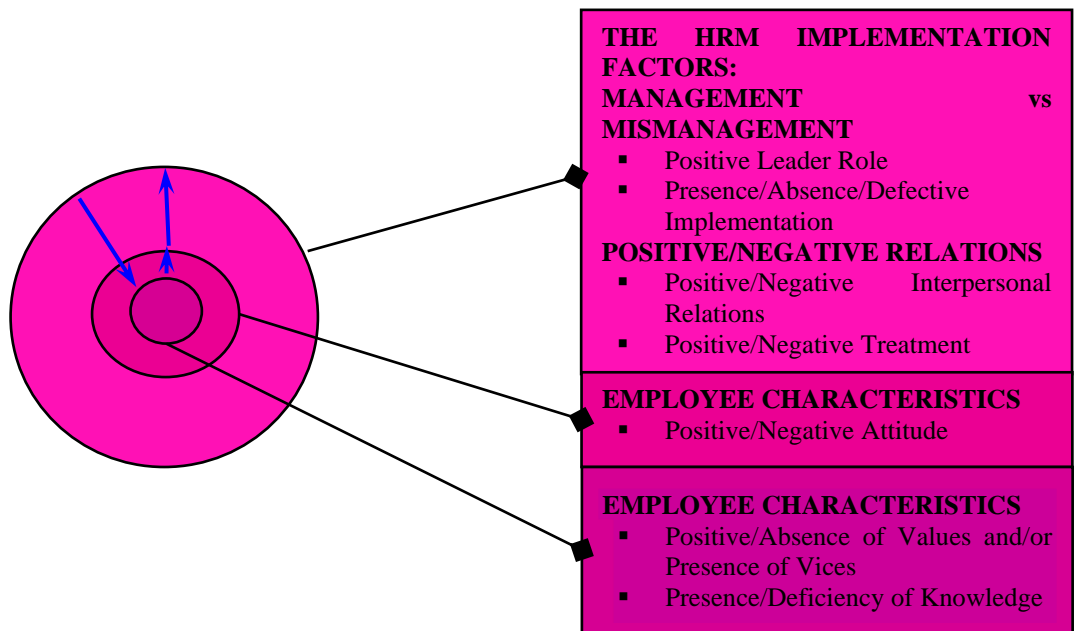
\*The symbol ‘S’ in the figure above represents ‘SET’.

\*The symbol ‘R’ in the figure above represents ‘Reciprocation’.

**Figure 7.1 (ii).: Second Unilateral Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes**

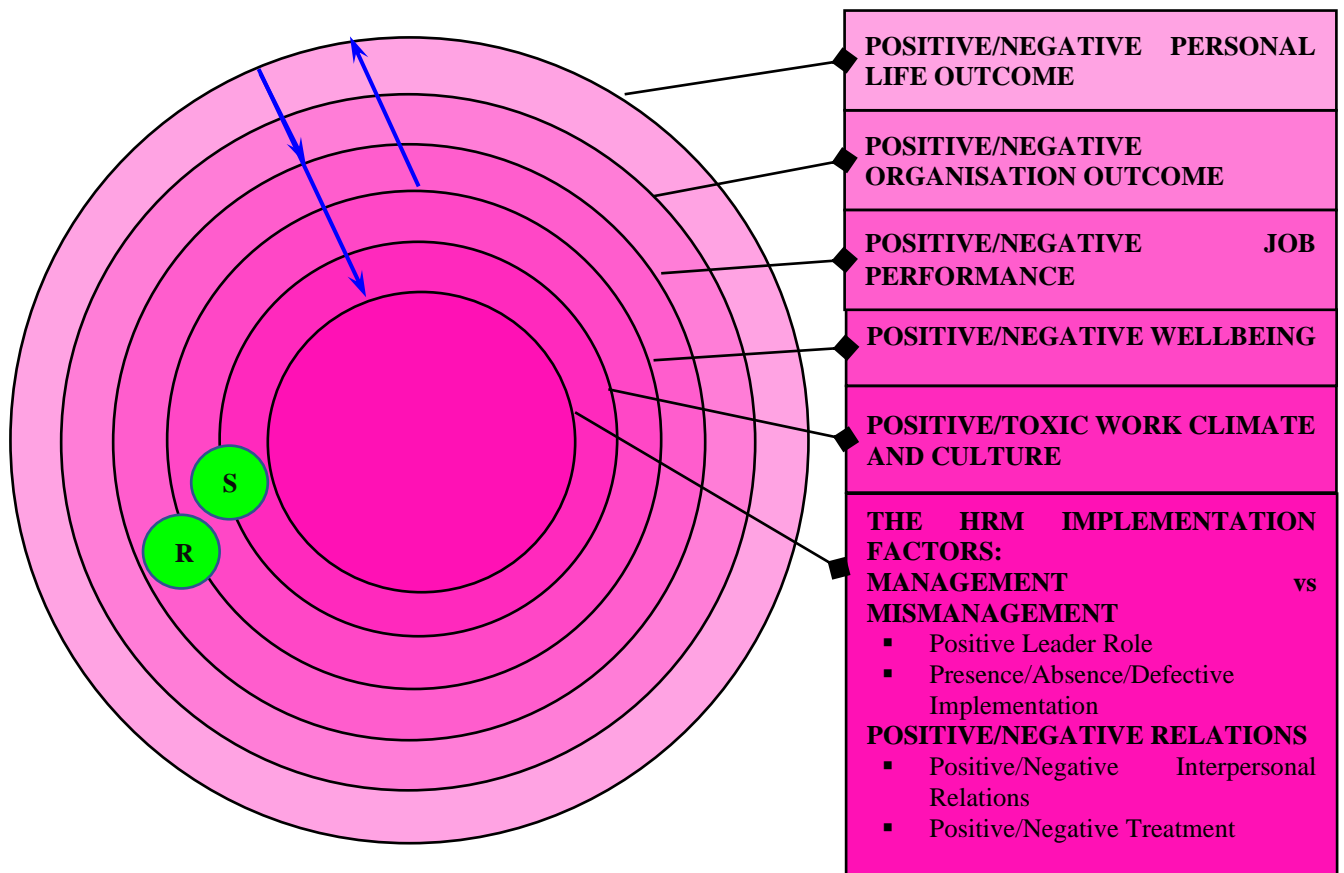
Figure 7.1 (iii) below shows the unilateral and reverse causality relationships. It represents three key dimensions or themes. The causal relationship demonstrates the theme of (i) employee characteristics (positive/absence of values and/or presence of vices and presence/deficiency of knowledge) which

lead to effect the (ii) employee characteristics (positive/negative attitude) and finally, lead to effect the (iii) HRM implementation factors (management vs mismanagement and relations). In reverse causally, the HRM implementation factors (management vs mismanagement and relations) are demonstrated to effect the employee characteristics (positive/absence of values and/or presence of vices and presence/deficiency of knowledge), either to reinforce or conflict with their characteristics.



**Figure 7.1 (iii): Third Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes**

Figure 7.1 (iv) below shows the fourth unilateral and reverse causality relationships. It represents six key dimensions or themes. The dimension of employee wellbeing is shown to directly effect their personal life outcome, and in reverse causality, the employee personal life outcome is shown to directly effect the employees' job performance and the HRM implementation factors (management vs mismanagement and relations) within the organisation.



\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

**Figure 7.1 (iv): Fourth Causality Relationship Extracted from Holistic Theoretical Model: The Implementation of HRM and its Outcomes**

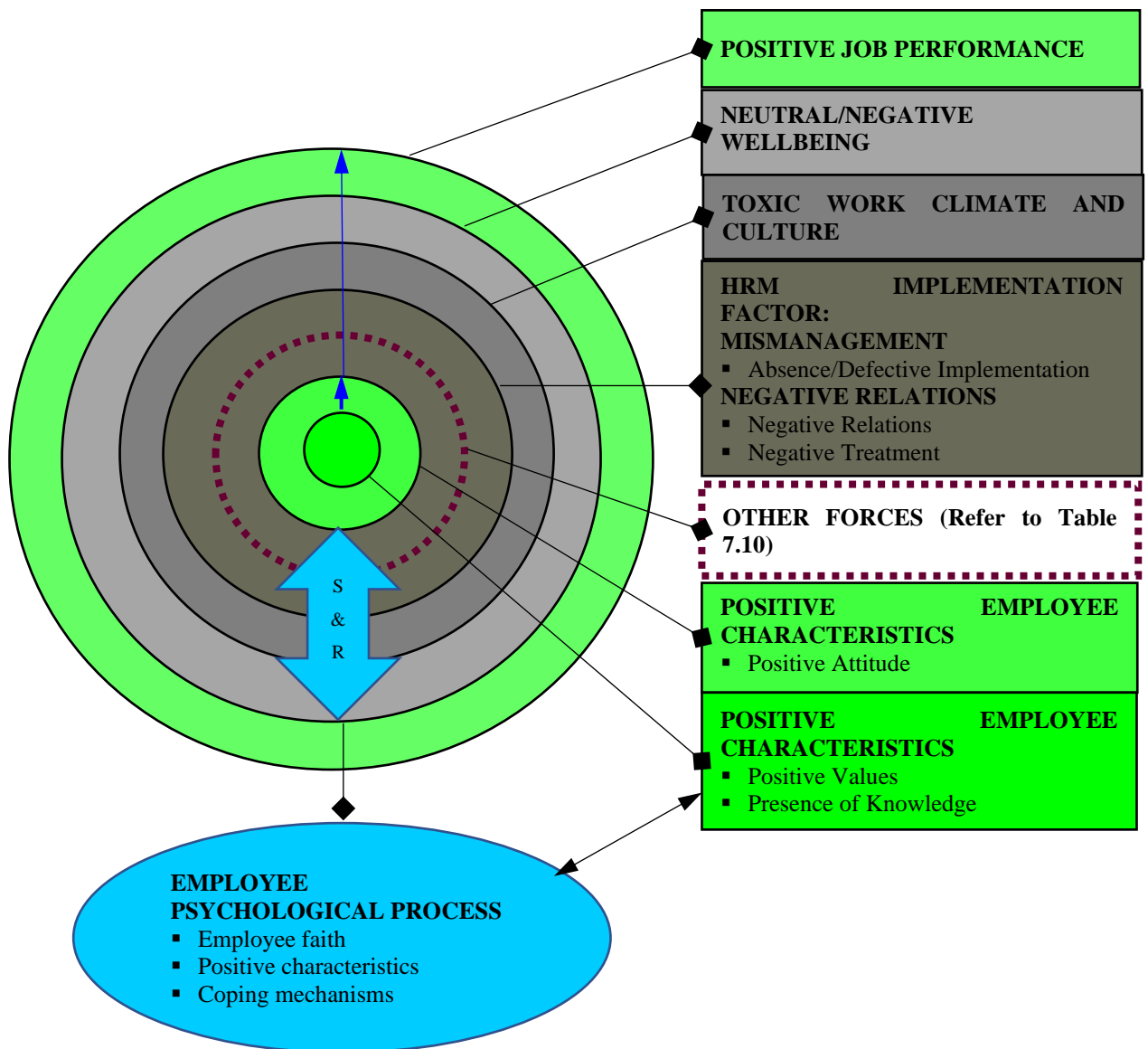
## **7.2.2 THEORETICAL MODEL: POSITIVE JOB PERFORMANCE OUTCOME DESPITE NEGATIVE/NEUTRAL MEDIATORS**

The 'Theoretical Model: Positive Job Performance Outcome Despite Negative/Neutral Mediators' (see Figure 7.2) below, demonstrates the second cross-case network analysis outcome in the form of layers of an onion, vertically. It represents seven key dimensions and themes. The arrows are presented from top to bottom in a linear form, displaying the relationship of each dimension or theme to effect the next level of dimension or theme. This

theoretical model displays that the positive employee characteristics do effects the positive job performance outcome despite the negative valence of HRM implementation factors and mediators such as (toxic work climate and culture, and neutral/negative wellbeing). This outcome is due to employee faith (God, spirituality, karma), positive characteristics (being optimistic, accepting it, living with principles, concentrating, patient, in control) and/or coping mechanisms etc.

In this theoretical model view, the exchange differs compared to the common social exchange which shows that positive exchange leads to positive job performance outcomes and negative exchange leads to negative job performance outcomes. Unlike the findings of other cross-case network analyses outcomes, this model shows the negative valence of HRM context is not reciprocated with negative job performance outcomes, but positively. The exchange between these relationships occurs not based on the valence of HRM implementation context and employee wellbeing outcome but directly from employee faith, positive characteristics and coping mechanism to the job performance outcome. Thus, although employees experience negative wellbeing, but due to their faith, positive characteristics and coping strategies, they can deliver positive job performance outcomes.

Nevertheless, although the employees might deliver positive job performance outcome, they still do perceive the organisation poorly and gives a bad recommendation. Besides, if they get other better opportunities, they are prepared to leave their current job. Hence, these organisations do not have the employees' loyalty, organisation citizenship behaviour and/or engagement.



\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

**Figure 7.2.: Theoretical Model: Positive Job Performance Outcome despite Negative/Neutral Mediators**

### **7.2.3 THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: GUARDIAN VERSUS DISRUPTER THEORETICAL MODEL**

‘The Implementation of HRM and its Outcomes: Guardian Versus Disrupter Theoretical Model’ (see Figure 7.3) below, shows the third cross-case network analysis outcome in the form of a process figure. It represents seven key dimensions and themes. The arrows are presented in a nonlinear form. The theoretical model demonstrates that although the organisation implements the positive valence of HRM, the disrupters (employees with negative characteristics) change the positive valence to negative valence. Hence, the researcher observes that during this process of disruption, the employee with positive characteristics plays the role of the guardian where they prevent the disruption by attempting to change the negative valence to the positive valence, monitor, sustain and protect it. However, not all employees with positive characteristics are able to change the negative valence into the positive valence of HRM implementation. This is based on the employee's ability and disability which are discussed in the following section.

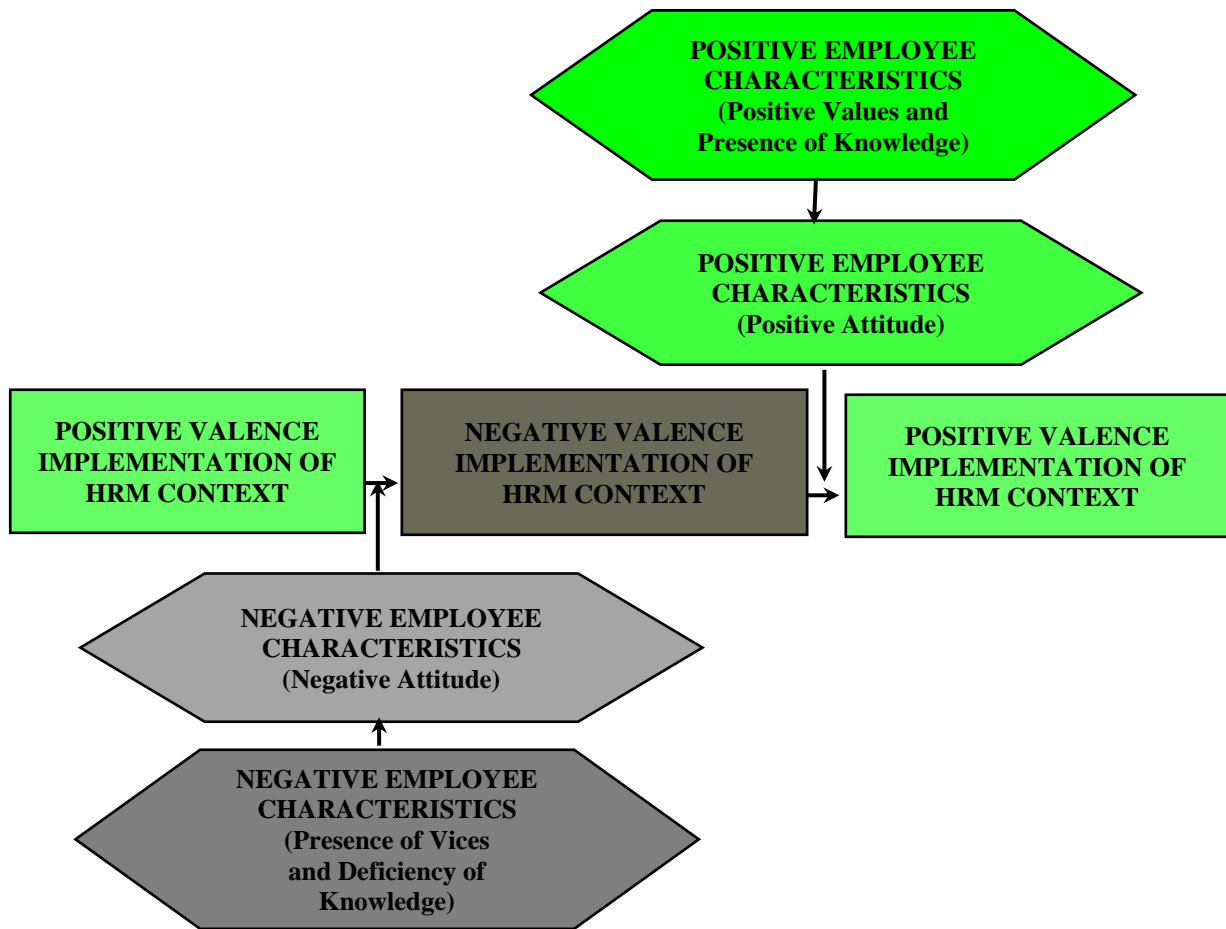


Figure 7.3.: The Implementation of HRM and its Outcomes: Guardian versus Disrupter Theoretical Model

### 7.2.3.1 THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: ABILITY VERSUS DISABILITY THEORETICAL MODEL

‘The Implementation of HRM and its Outcomes: Ability versus Disability Theoretical Model’ (see Figure 7.3 (i)) below demonstrates the extension from Figure 7.3 above. The theoretical model is presented in the form of a hierarchy figure. It represents ten key dimensions and themes. The arrows are presented from top to bottom in a linear form, displaying the relationship of each dimension or theme in each box to effect the next level. The figure shows the negative valence of HRM implementation context to conflict with employee positive characteristics. The research findings show employees with positive



characteristics either are able or disable to transform the negative valence into positive valence. There are many factors such as values, role, influence, power, policies, connections, support and culture within an organisation which ensure whether the employee either is able or disable to transform the negative valence of HRM implementation context to positive valence.

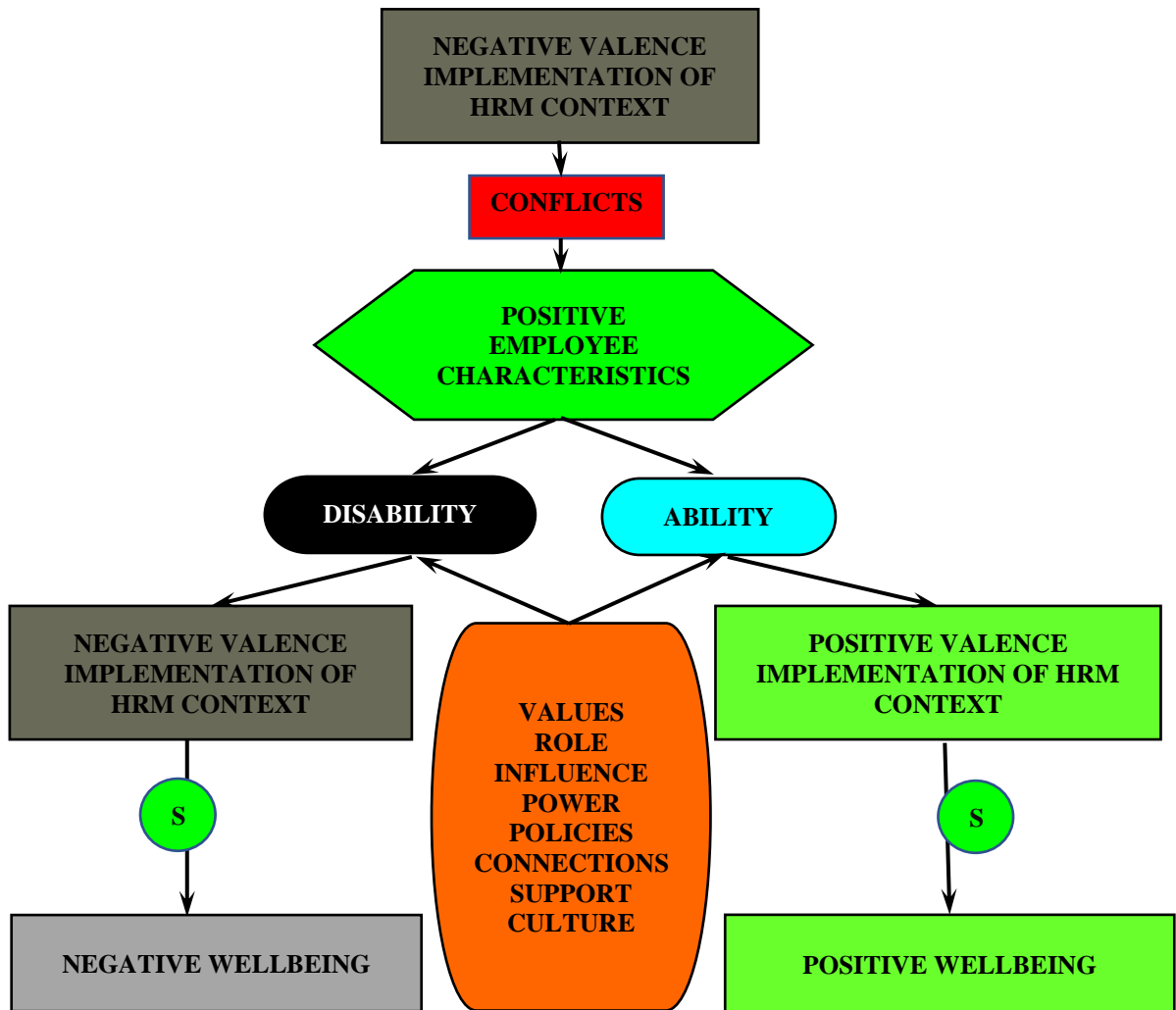
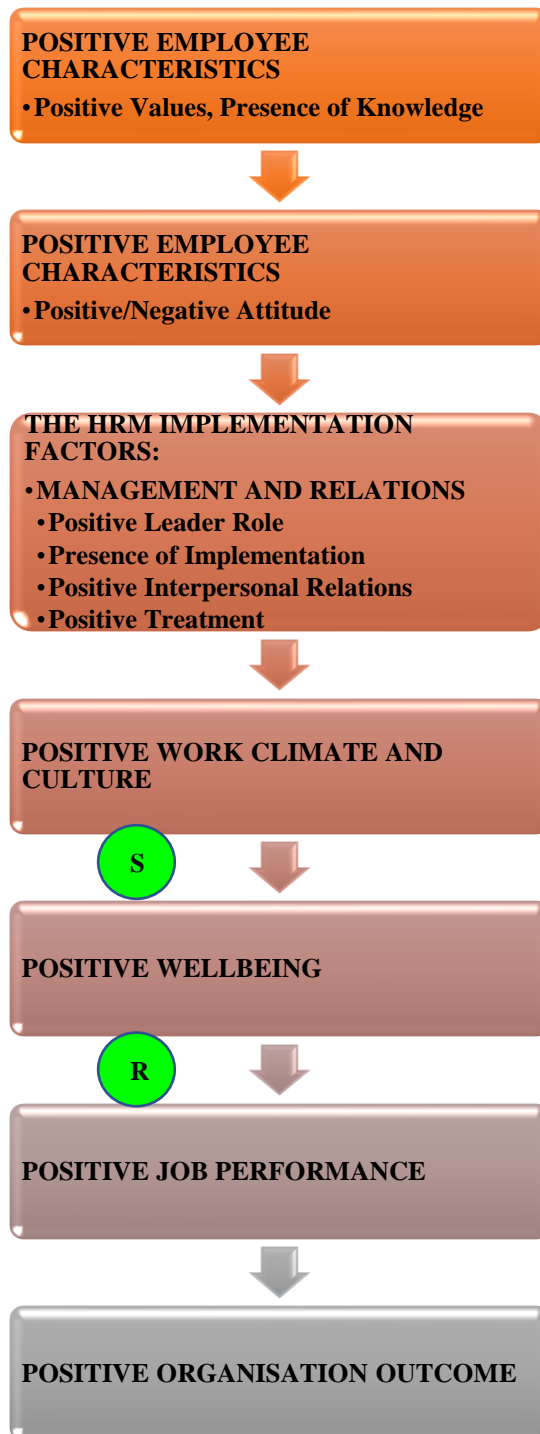


Figure 7.3 (i): The Implementation of HRM and its Outcomes: Ability versus Disability  
Theoretical Model

#### **7.2.4 THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: VALENCE OF HRM IMPLEMENTATION**

All the analysis outcome is distinguished between positive, negative and neutral valences. ‘The Implementation of HRM and its Outcomes (Positive Valence)’, Figure 7.4 below shows the causality link which represents the positive valence of HRM implementation context. It represents seven key dimensions and themes. The arrows are presented from top to bottom in a linear form, displaying the relationship of each dimension or theme in each box to effect the next level of dimension or theme. The model shows the theme (i) positive employee characteristics (presence of values and knowledge), which lead to effect (ii) positive employee characteristics (positive attitude), which lead to effect (iii) the HRM implementation factors (positive leadership role, management and positive relations), which lead to effect (iv) positive work climate and culture, which lead to effect (v) positive wellbeing, which lead to effect (vi) positive job performance, and finally lead to effect (vii) positive organisation outcome.

Established on the lens of SET, the findings show that the positive valence of HRM context, which represents HR practices and workplace relations is associated with positive exchanges (work contract, social, value and knowledge) to effect the employees' wellbeing positively. The transfer of the salient pattern of positive exchange can be explained through the simultaneity ripple causality effect between the employee and work community, in which (i) the employees' positive wellbeing outcomes have an effect on the work community's positive wellbeing and performance outcome, and (ii) the work community's wellbeing effect also has an effect on the positive employees' wellbeing and performance outcomes. The positive wellbeing further established and sustains a positive work climate and culture within the organisation. The positive wellbeing experience established and strengthens their psychological contract. The reinforced psychological contract is shown to be reciprocated with positive job performance outcomes.

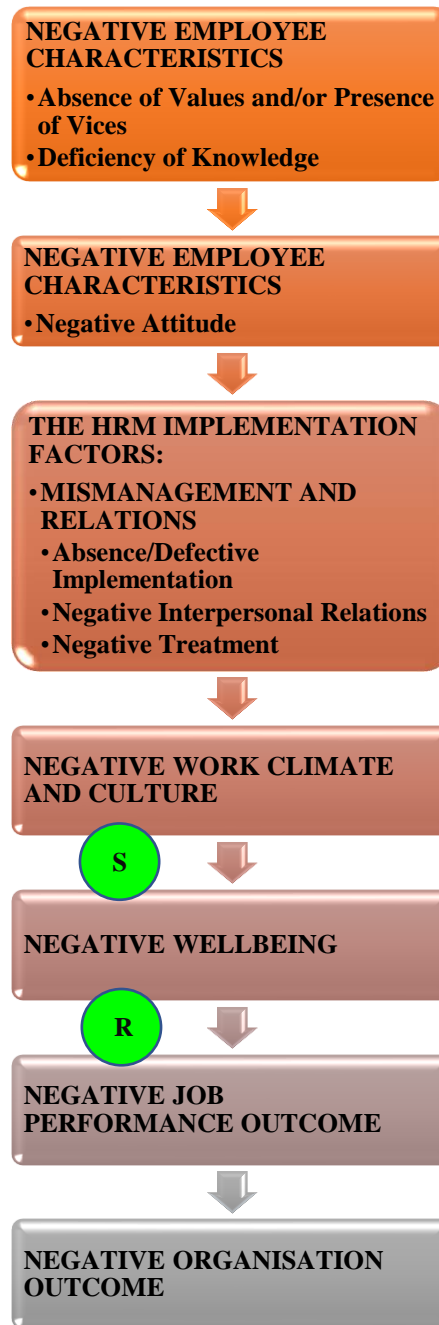


**Figure 7.4.: The Implementation of HRM and its Outcomes (Positive Valence)**

‘The Implementation of HRM and its Outcomes (Negative Valence)’, Figure 7.5 below shows the causality link which represents the negative valence of HRM implementation context. It represents seven key dimensions and themes. The arrows are presented from top to bottom in a linear form, displaying the

relationship of each dimension or theme in each box to effect the next level of dimension or theme. The model displays the theme of (i) negative employee characteristics (presence of vices and deficiency of knowledge), which lead to effect (ii) negative employee characteristics (negative attitude), which lead to effect (iii) the HRM implementation factors (mismanagement and negative relations), which lead to effect (iv) toxic work climate and culture, which lead to effect (v) negative wellbeing, which lead to effect (vi) negative job performance, and finally lead to effect (vii) negative organisation outcome.

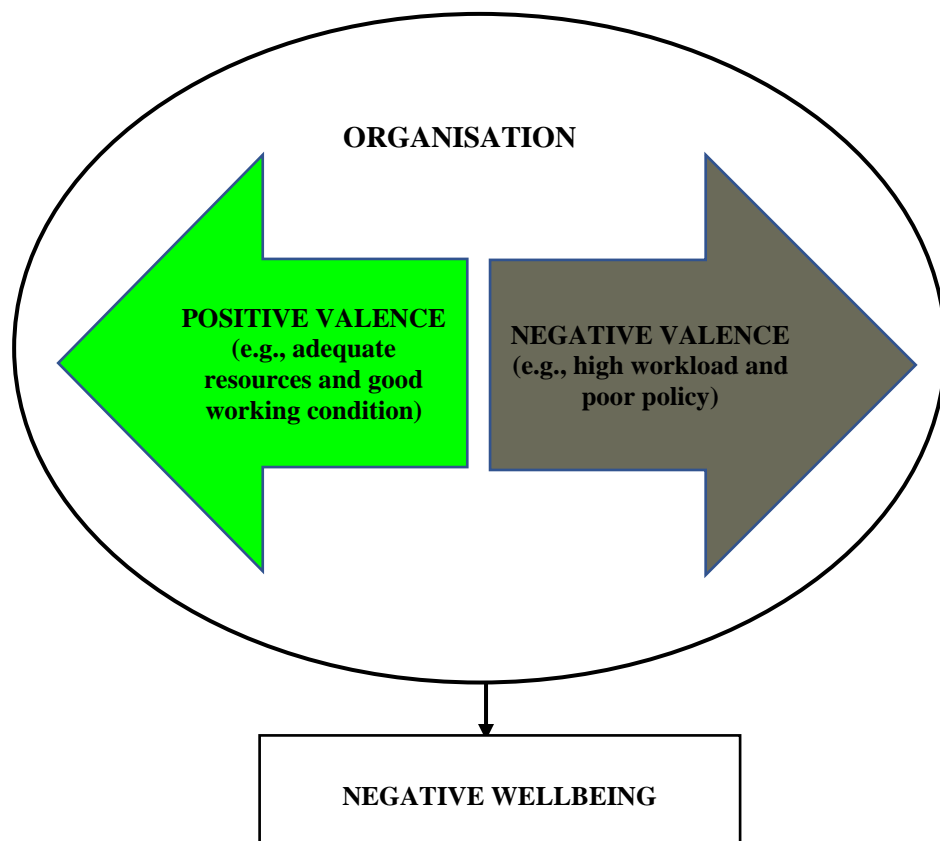
Positioned on the SET, the findings display that the negative valence is associated with the negative exchanges (work contract, social, value and knowledge) and effect the employee wellbeing negatively. Moreover, the transfer of the salient pattern of negative exchange can be explained through the simultaneity ripple causality effect between employee and work community in which (i) an employees' negative wellbeing outcome has an effect on the work community's negative wellbeing and performance outcome, and (ii) the work community's wellbeing effect also has an effect on the negative employees' wellbeing and performance outcome. The negative wellbeing further created and endures a negative and toxic work climate and culture within the organisation and is shown to be reciprocated with negative job performance outcomes. Negative wellbeing experience is shown to violate their psychological contract. The violated psychological contract is proven to lead to negative job outcomes.



**Figure 7.5.: The Implementation of HRM and its Outcomes (Negative Valence)**

Figure 7.6 below demonstrates two arrows which represent the positive and negative valence in opposite directions. The research shows that opening the black box on HRM implementation and its effects from the employee perspective, suggests that a negative and positive valence of HRM context can co-exist, and positive features do not necessarily compensate for negative features, particularly with respect to employee perceptions of wellbeing

outcomes. For instance, the employer/governance do implement the positive valence of adequate resources and good working condition but contrastingly they also implement the negative valence of high workload and poor policy. Hence, employees do experience wellbeing based on the weightage and frequency of both the positive and negative valence of the HRM implementation context. However, in this research setting most employees in this situation do experience negative wellbeing although the organisation has both the positive and negative valence of HRM implemented. This signifies the importance of holistic positive valence of HRM implementation context because the positive valence of HRM does not lead to positive wellbeing effect on employees amidst the presence of negative valence of HRM implementation context. The holistic approach will be further discussed in Section 9.3.2.



**Figure 7.6.: The Implementation of HRM and its Outcomes (Conflicting Valence)**

### **7.3 THE MATRIX TABLE DISPLAY**

This section presents the matrix network analysis outcome which addresses the research questions:

- How do employees evaluate the HR practices to effect their wellbeing?
- How do employees evaluate workplace relations to effect their wellbeing?

#### **7.3.1 THE MATRIX TABLE OUTCOME DISPLAY: HR PRACTICES AND WELLBEING EFFECT**

The L-Shaped Matrix Diagram below (see Table 7.0), shows the relationships of two groups of items, between eleven dimensions of HR practices and four dimensions of HWB. The vertical row in Table 7.0 presents the eleven HR practices and the horizontal column presents the four dimensions of HWB. All the HR practices are shown to effect both the presence of positive affect and negative affect. The justification for these relationships between HR practices and positive and negative affects occurs because all the wellbeing terms belong under the umbrella dimensions of positive and negative affects as an overarching category. The implementations of HR practices such as policy, reward, job characteristics, performance management, learning and development; and get-together/community service activities are shown to effect employees' satisfaction positively. The implementations of practices such as employee voice, job allocation, and staffing are shown to effect employees' satisfaction negatively (the absence of satisfaction).

	THE ABSENCE OF HEDONIC WELLBEING		THE PRESENCE OF HEDONIC WELLBEING	
HRM PRACTICES	SATISFACTION	PRESENCE OF NEGATIVE AFFECT	PRESENCE OF POSITIVE AFFECT	SATISFACTION
POLICY		Yes	Yes	Yes
REWARD		Yes	Yes	Yes
EMPLOYEE VOICE	Yes	Yes	Yes	
JOB ALLOCATION	Yes	Yes	Yes	
JOB CHARACTERISTICS		Yes	Yes	Yes
PERFORMANCE MANAGEMENT		Yes	Yes	Yes
STAFFING	Yes	Yes	Yes	
WORK PROCESS		Yes	Yes	
LEARNING & DEVELOPMENT		Yes	Yes	Yes
RESOURCES		Yes	Yes	
GET-TOGETHER/ COMMUNITY SERVICE ACTIVITIES		Yes	Yes	Yes

**Table 7.0.: The Matrix Table Display – HR Practices and Hedonic Wellbeing Effect**

The L-Shaped Matrix Diagram below (see Table 7.1), demonstrates the relationships of two groups of items, between eleven dimensions of HR practices and seven dimensions of EWB. The vertical row in Table 7.1 presents eleven HR practices and the horizontal column presents seven dimensions of EWB. The implementation of HR practices such as job allocation, job characteristics and resources effect the employees’ autonomy positively. All the HR practices except, staffing are shown to effect the employees’ personal growth positively. All the HR practices are shown to effect the presence and absence of positive relations as the implementation of HR practices is embedded within employee interpersonal relationships. Hence, all the research participants agreed that the presence of interpersonal relations does effect their wellbeing. The implementation of HR practices such as reward, job allocation, job characteristics, resources, get-together/community service activities effect employees’ EWB (purpose in life) positively. The implementation of HR



practices such as policy, employee voice, job allocation, job characteristics and staffing are shown to effect the absence of autonomy. Finally, all the HR practices except policy, resources and get-together/community service activities are shown to effect the absence of growth.

HRM PRACTICES	THE ABSENCE OF EUDAIMONIC WELLBEING			THE PRESENCE OF EUDAIMONIC WELLBEING			
	AUTONOMY	PERSONAL GROWTH	POSITIVE RELATIONS	AUTONOMY	PERSONAL GROWTH	POSITIVE RELATIONS	PURPOSE IN LIFE
POLICY	YES		YES		YES	YES	
REWARD		YES	YES		YES	YES	YES
EMPLOYEE VOICE	YES	YES	YES		YES	YES	
JOB ALLOCATION	YES	YES	YES	YES	YES	YES	YES
JOB CHARACTERISTICS	YES	YES	YES	YES	YES	YES	YES
PERFORMANCE MANAGEMENT		YES	YES		YES	YES	
STAFFING	YES	YES	YES			YES	
WORK PROCESS		YES	YES		YES	YES	
LEARNING & DEVELOPMENT		YES	YES		YES	YES	
RESOURCES			YES	YES	YES	YES	YES
GET-TOGETHER/ COMMUNITY SERVICE ACTIVITIES			YES		YES	YES	YES

**Table 7.1.: The Matrix Table Display – HR Practices and Eudainomic Wellbeing Effect**

The L-Shaped Matrix Diagram below (see Table 7.2), displays the relationships of two groups of items, between eleven dimensions of HR practices and four dimensions of dignity wellbeing. The vertical row in Table 7.2 presents the eleven HR practices and the horizontal column presents both the four dimensions of dignity wellbeing. Table 7.2 below demonstrates all the dimensions of HR practices to effect all the dimensions of both the positive and negative dignity wellbeing.

	THE ABSENCE OF DIGNITY		THE PRESENCE OF DIGNITY	
HRM PRACTICES	INSTRUMENTALITY	MEANINGFUL RELATIONSHIP	INSTRUMENTALITY	MEANINGFUL RELATIONSHIP
POLICY	Yes	Yes	Yes	Yes
REWARD	Yes	Yes	Yes	Yes
EMPLOYEE VOICE	Yes	Yes	Yes	Yes
JOB ALLOCATION	Yes	Yes	Yes	Yes
JOB CHARACTERISTICS	Yes	Yes	Yes	Yes
PERFORMANCE MANAGEMENT	Yes	Yes	Yes	Yes
STAFFING	Yes	Yes	Yes	Yes
WORK PROCESS	Yes	Yes	Yes	Yes
LEARNING & DEVELOPMENT	Yes	Yes	Yes	Yes
RESOURCES	Yes	Yes	Yes	Yes
GET-TOGETHER/ COMMUNITY SERVICE ACTIVITIES	Yes	Yes	Yes	Yes

**Table 7.2.: The Matrix Table Display – HR Practices and Dignity Wellbeing Effect**

### **7.3.2 THE MATRIX TABLE OUTCOME DISPLAY: WORKPLACE RELATIONS AND WELLBEING EFFECT**

The L-Shaped Matrix Diagram below (see Table 7.3), confirms the relationships of the two groups of items, between the seven dimensions of workplace relations and four dimensions of HWB. The vertical rows present seven dimensions of workplace relations and the horizontal rows present four dimensions of HWB. All the key workplace relations are shown to effect the employees’ HWB both positively (the presence of positive affect) and negatively (the presence of negative affect). Similar, in association with the relationship between HR practices and HWB, all the workplace relations are shown to effect the employees’ HWB both positively (the presence of positive affect) and negatively (the presence of negative affect). The justification for these relationships occurs because all the wellbeing terms belong under the umbrella

dimensions of positive and negative affects as an overarching category. The workplace relations of the leader are shown to effect the employees’ satisfaction negatively. The workplace relations of leader, work community and client/customer are shown to effect employees’ the presence of satisfaction wellbeing.

KEY WORKPLACE RELATIONS	THE ABSENCE OF HEDONIC WELLBEING		THE PRESENCE OF HEDONIC WELLBEING	
	THE ABSENCE OF SATISFACTION	THE PRESENCE OF NEGATIVE AFFECT	THE PRESENCE OF POSITIVE AFFECT	THE PRESENCE OF SATISFACTION
ADMINISTRATIVE STAFF		Yes	Yes	
GOVERNANCE		Yes	Yes	
COLLEAGUE/PEER		Yes	Yes	
LEADER	Yes	Yes	Yes	Yes
TEAM MEMBERS		Yes	Yes	
WORK COMMUNITY		Yes	Yes	Yes
CLIENT/CUSTOMER				Yes

**Table 7.3.: The Matrix Table Display – Workplace Relations and Hedonic Wellbeing Effect**

The L-Shaped Matrix Diagram below (see Table 7.4), shows the relationships of two groups of items, between seven dimensions of workplace relations and seven dimensions of EWB. The vertical rows present seven dimensions of HRM workplace relations, and the horizontal rows present seven dimensions of EWB. All the workplace relations are demonstrated to effect employees’ EWB, the dimension of ‘relations’, both positively and negatively; and the presence of personal growth. All the workplace relations do effect the dimensions of both the presence and absence of positive relations as the interpersonal relationships are embedded within employees' work life. Hence, all the research participants agreed that the presence of interpersonal relations does effect their wellbeing. The workplace relations of the leader are shown to effect the absence of autonomy. The workplace relations of governance, colleague/peer, leader and team members are shown to effect the employees’ personal growth negatively. Except for governance and colleague/peer, all the workplace relations are

demonstrated to effect the employees’ autonomy positively. Further, the leader role, work community and client/customer are displayed to effect the employees’ EWB (presence of purpose in life) positively.

	THE ABSENCE OF EUDAIMONIC WELLBEING			THE PRESENCE OF EUDAIMONIC WELLBEING			
KEY WORKPLACE RELATIONS	AUTONOMY	PERSONAL GROWTH	POSITIVE RELATIONS	AUTONOMY	PERSONAL GROWTH	POSITIVE RELATIONS	PURPOSE IN LIFE
ADMINISTRATIVE STAFF			Yes	Yes	Yes	Yes	
GOVERNANCE		Yes	Yes		Yes	Yes	
COLLEAGUE/PEER		Yes	Yes		Yes	Yes	
LEADER	Yes	Yes	Yes	Yes	Yes	Yes	Yes
TEAM MEMBERS		Yes	Yes	Yes	Yes	Yes	
WORK COMMUNITY			Yes	Yes	Yes	Yes	Yes
CLIENT/CUSTOMER			Yes	Yes	Yes	Yes	Yes

**Table 7.4.: The Matrix Table Display – Workplace Relations and Eudaimonic Wellbeing Effect**

The L-Shaped Matrix Diagram below (see Table 7.5), reveals the relationships of two groups of items, between seven dimensions of workplace relations and four dimensions of dignity wellbeing. The vertical rows present seven HRM workplace relations and the horizontal rows present four dimensions of dignity. Similar, pertaining to the relationship between HR practices and dignity wellbeing, all seven workplace relations are shown to effect all the dimensions of both positive and negative dignity wellbeing.

	THE ABSENCE OF DIGNITY		THE PRESENCE OF DIGNITY	
KEY WORKPLACE RELATIONS	INSTRUMENTALITY	MEANINGFUL RELATIONS	INHERENT	MEANINGFUL RELATIONS
ADMINISTRATIVE STAFF	Yes	Yes	Yes	Yes
GOVERNANCE	Yes	Yes	Yes	Yes
COLLEAGUE/PEER	Yes	Yes	Yes	Yes
LEADER	Yes	Yes	Yes	Yes
TEAM MEMBERS	Yes	Yes	Yes	Yes
WORK COMMUNITY	Yes	Yes	Yes	Yes
CLIENT/CUSTOMER	Yes	Yes	Yes	Yes

**Table 7.5.: The Matrix Table Display – Workplace Relations and Dignity Wellbeing Effects**

#### 7.4 COMPILATION OF KEY TERMS

Table 7.6 and 7.8 below presents the compilation of all the key terms which systematically shows the primary and secondary dimensions; higher-order and sub-themes; and features linked to addressing research question 1(a) and 1(b). Table 7.6 represents the compilation which denotes positive valence and Table 7.8 denotes the negative valence. The categorisation of features is based on the researcher’s observation of a salient and dominant pattern based on the research participants’ evaluation, and description of the significant incidents and relevant information regarding answering the research question. These findings will be further discussed in detail in the next chapter.

DIMENSIONS	THEMES	FEATURES
<b>HRM IMPLEMENTATION CONTEXT</b> <ul style="list-style-type: none"> <li>▪ HR PRACTICES</li> <li>▪ WORKPLACE RELATIONS</li> </ul>	<b>POSITIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ Positive Values</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faith</li> <li>▪ Loyal</li> <li>▪ Chirpy</li> <li>▪ Smiley</li> <li>▪ Lovely</li> <li>▪ Mature</li> <li>▪ Helpful</li> <li>▪ Reliable</li> <li>▪ Genuine</li> <li>▪ Sensitive</li> <li>▪ Talented</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Tolerance</li> <li>▪ Very nice</li> <li>▪ Respectful</li> <li>▪ Encourage</li> <li>▪ Very good</li> <li>▪ Wonderful</li> <li>▪ Trustworthy</li> <li>▪ Very friendly</li> <li>▪ Concentration</li> <li>▪ Accepts reality</li> <li>▪ Compassionate</li> <li>▪ Very supportive</li> <li>▪ Very cooperative</li> <li>▪ Ability to control</li> <li>▪ Closer connection</li> <li>▪ Benevolent motive</li> <li>▪ Very understanding</li> <li>▪ Togetherness/Unity/Inclusive</li> <li>▪ Accepting despite being yourself</li> <li>▪ Consciously connect with others</li> </ul>
	<b>POSITIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Presence of Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Expert</li> <li>▪ Experienced</li> <li>▪ Discuss failure</li> <li>▪ Knowledgeable</li> <li>▪ Provide guidance</li> <li>▪ Ability to discern</li> <li>▪ Ability to spot talent</li> <li>▪ Provide good feedback</li> </ul>
	<b>POSITIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Positive Attitude</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Special</li> <li>▪ Irreplaceable</li> <li>▪ Highly value</li> <li>▪ Unique/important asset</li> <li>▪ Not solely role conscious</li> <li>▪ Money is not the only priority</li> <li>▪ Success of the organisation comes from employee</li> <li>▪ Believe that the loss of talents can ruin the organisation</li> <li>▪ Step into subordinates' shoes/be part of them</li> <li>▪ Having a sense of understanding towards people from diverse backgrounds (e.g., culture, religion, country of origin etc.) and adapting accordingly</li> <li>▪ Believes if the issues are not solved immediately, they can escalate to bigger issues and employees will be working in unhappiness</li> </ul>
	<b>PRESENCE OF MANAGEMENT</b>	<ul style="list-style-type: none"> <li>▪ <b>Refer to Table 7.7 below.</b></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Leader Role</b></li> <li>▪ <b>Presence of Implementation</b></li> </ul>	
	<p><b>POSITIVE RELATIONS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Positive Interpersonal Relations</b></li> <li>▪ <b>Positive Treatment</b></li> </ul>	<p><b>POSITIVE INTERPERSONAL RELATIONS</b></p> <ul style="list-style-type: none"> <li>▪ United</li> <li>▪ Healthy</li> <li>▪ Faithful</li> <li>▪ Socialise</li> <li>▪ Comrade</li> <li>▪ Trustworthy</li> <li>▪ Recommend</li> <li>▪ Transparency</li> <li>▪ Very friendly</li> <li>▪ Mutual benefit</li> <li>▪ Family-oriented</li> <li>▪ Very understanding</li> <li>▪ Makes the job easier</li> <li>▪ Take care of employees</li> <li>▪ Healthy communication</li> <li>▪ Do not give up on employee</li> <li>▪ Concerns about personal life</li> <li>▪ Do not let go of the employee during their difficult time</li> </ul> <p><b>POSITIVE TREATMENT</b></p> <ul style="list-style-type: none"> <li>▪ Fine</li> <li>▪ Care</li> <li>▪ Kind</li> <li>▪ Polite</li> <li>▪ Smile</li> <li>▪ Guide</li> <li>▪ Excellent</li> <li>▪ Very nice</li> <li>▪ Cooperate</li> <li>▪ Considerate</li> <li>▪ Compliment</li> <li>▪ Appreciative</li> <li>▪ Very helpful</li> <li>▪ Good rapport</li> <li>▪ Greet each other</li> <li>▪ Very hospitable</li> <li>▪ Very supportive</li> <li>▪ Make everyone feel comfortable</li> <li>▪ Looking out for each other</li> <li>▪ Mutual respect for everyone without emphasising the importance of the hierarchy</li> <li>▪ Respecting each one's individuality and privacy</li> </ul>

<b>POSITIVE WORK AND CULTURE CLIMATE</b>	NA	<ul style="list-style-type: none"> <li>▪ Good</li> <li>▪ Open</li> <li>▪ Happy</li> <li>▪ Secure</li> <li>▪ Listens</li> <li>▪ Supportive</li> <li>▪ So refreshing</li> <li>▪ Very positive</li> <li>▪ Nice work environment</li> <li>▪ Calm and cool environment</li> <li>▪ Family-oriented work environment</li> </ul>
<b>WELLBEING</b> <ul style="list-style-type: none"> <li>▪ <b>PRESENCE OF HEDONIC WELLBEING</b> <ul style="list-style-type: none"> <li>➤ Presence of Positive Affect</li> <li>➤ Presence of Satisfaction</li> </ul> </li> <li>▪ <b>PRESENCE OF EUDAIMONIC WELLBEING</b> <ul style="list-style-type: none"> <li>➤ Presence of Positive Relations</li> <li>➤ Presence of Personal Growth</li> <li>➤ Presence of Purpose in Life</li> <li>➤ Presence of Autonomy</li> </ul> </li> <li>▪ <b>PRESENCE OF DIGNITY</b> <ul style="list-style-type: none"> <li>➤ Presence of Inheritance Dignity</li> <li>➤ Presence of Meaningful Relations</li> </ul> </li> </ul>	NA	<ul style="list-style-type: none"> <li>▪ Love</li> <li>▪ Pride</li> <li>▪ Relax</li> <li>▪ Proud</li> <li>▪ Valued</li> <li>▪ Loyalty</li> <li>▪ Passion</li> <li>▪ Vibrant</li> <li>▪ Positive</li> <li>▪ The best</li> <li>▪ Grateful</li> <li>▪ Fantastic</li> <li>▪ Freedom</li> <li>▪ Interesting</li> <li>▪ Ownership</li> <li>▪ Wonderful</li> <li>▪ Appreciated</li> <li>▪ Belongingness</li> <li>▪ Very motivating</li> <li>▪ New experiences</li> <li>▪ Good experience</li> <li>▪ Very comfortable</li> <li>▪ Completely satisfied</li> <li>▪ Sense of belongingness</li> <li>▪ Fun/Joyful/Happy/Enjoy</li> </ul>
<b>POSITIVE PHYSICAL HEALTH OUTCOME</b>	NA	<ul style="list-style-type: none"> <li>▪ Healthy</li> </ul>
<b>POSITIVE JOB PERFORMANCE</b>	NA	<ul style="list-style-type: none"> <li>▪ Deliver</li> <li>▪ Catered</li> <li>▪ Love the job</li> <li>▪ Work productively</li> <li>▪ Responsive service</li> <li>▪ Ability to do the job</li> </ul>



		<ul style="list-style-type: none"> <li>▪ Motivated to perform</li> <li>▪ Organisational citizenship behaviour</li> <li>▪ Ability to perform a very difficult task</li> <li>▪ Intended to give back to the organisation</li> <li>▪ Lifted the company during times of crisis</li> <li>▪ Loyalty to providing good customer service</li> <li>▪ Quality work performance and continuous progress</li> <li>▪ Provide sincere and quality customer service</li> <li>▪ Sense of contributing effectively to the progress of the organisation</li> <li>▪ Proof to the organisation by doing the best as a return towards their contribution to the employee</li> </ul>
<b>POSITIVE ORGANISATION OUTCOME</b>	NA	<ul style="list-style-type: none"> <li>▪ Retention</li> <li>▪ Role model</li> <li>▪ Good reputation</li> <li>▪ Good perception</li> <li>▪ Clients/Customers are loyal</li> <li>▪ Clients/Customers are happy</li> <li>▪ Clients/Customers appreciate</li> <li>▪ Clients/Customers impressed</li> <li>▪ Solid management and system</li> <li>▪ Clients/Customers compliments</li> <li>▪ Very successful and productive organisation</li> </ul>
<b>POSITIVE PERSONAL LIFE OUTCOME</b>		<ul style="list-style-type: none"> <li>▪ Grateful</li> <li>▪ Live longer</li> <li>▪ Purpose in life</li> <li>▪ New acquaintances</li> <li>▪ Serve the community</li> <li>▪ Keen to go to work every day</li> <li>▪ Aligns with employee religion</li> <li>▪ The work-related knowledge positively influences the upbringing of their children</li> <li>▪ Wiser (growth or enlightenment of knowledge and experience which affects the non-work-related aspects of employees)</li> </ul>

**Table 7.6.: Compilation of Positive Valence Features**

<b>PRESENCE OF MANAGEMENT FEATURES</b>	
<ul style="list-style-type: none"> <li>▪ Presence of values</li> <li>▪ Safe</li> <li>▪ Tally</li> <li>▪ Relax</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accept mistakes</li> <li>▪ Non-judgemental</li> <li>▪ Ad hoc meetings</li> <li>▪ Regular meetings</li> </ul>

<ul style="list-style-type: none"> <li>▪ Predict</li> <li>▪ Ethical</li> <li>▪ Perfect</li> <li>▪ Growth</li> <li>▪ Discuss</li> <li>▪ Diverse</li> <li>▪ Regular</li> <li>▪ Newness</li> <li>▪ Humane</li> <li>▪ Realistic</li> <li>▪ Brilliant</li> <li>▪ No issues</li> <li>▪ Excellent</li> <li>▪ Proactive</li> <li>▪ Guidance</li> <li>▪ Protective</li> <li>▪ Tolerance</li> <li>▪ Investigate</li> <li>▪ Very open</li> <li>▪ Very clear</li> <li>▪ Very good</li> <li>▪ Fair/Equal</li> <li>▪ Innovative</li> <li>▪ Autonomy</li> <li>▪ Immediate</li> <li>▪ Teamwork</li> <li>▪ Specialised</li> <li>▪ Opportunity</li> <li>▪ Supervision</li> <li>▪ Challenging</li> <li>▪ Encouraging</li> <li>▪ Short breaks</li> <li>▪ Very flexible</li> <li>▪ Very modern</li> <li>▪ Very efficient</li> <li>▪ Well managed</li> <li>▪ Very organised</li> <li>▪ Solve problems</li> <li>▪ Understandable</li> <li>▪ Delegate the job</li> <li>▪ Resolve conflicts</li> <li>▪ Open door policy</li> <li>▪ Amicable solution</li> <li>▪ Significant meaning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality facilities</li> <li>▪ Provide reminder</li> <li>▪ Adequate training</li> <li>▪ On-the-job training</li> <li>▪ Safety-related training</li> <li>▪ Sufficient resources</li> <li>▪ Share a common goal</li> <li>▪ Display good example</li> <li>▪ Supervise the employee</li> <li>▪ Well planned/Systematic</li> <li>▪ Can bypass the hierarchy</li> <li>▪ Continuous improvement</li> <li>▪ Confirms with regulations</li> <li>▪ Protect employees' interest</li> <li>▪ Implement corrective action</li> <li>▪ Do not unnecessarily interfere</li> <li>▪ Open to all sorts of discussions</li> <li>▪ Open, welcome and value ideas</li> <li>▪ Up to date with the current trend</li> <li>▪ Assist to reduce employees' stress</li> <li>▪ Aware of each other responsibility</li> <li>▪ Bring the best out of the employees</li> <li>▪ Arrange services to inculcate values</li> <li>▪ Intolerance of unacceptable behaviour</li> <li>▪ Ensure everyone gets along with each other</li> <li>▪ Reposition employees who cause a problem</li> <li>▪ Interact with every employee to ensure they are ok</li> <li>▪ Accept the reality that issues will arise and work to solve it</li> <li>▪ Information provided well in advance and in a systematic way</li> <li>▪ The external body protects the employee from being exploited</li> <li>▪ Each job allocation aligns and does not conflict with each other</li> <li>▪ Arrange activities for employees to get to know each other well</li> <li>▪ The job characteristics match with positive employee characteristics</li> <li>▪ Anticipate and well planned for emergencies and/or uncertainties</li> <li>▪ Multitasking as long as it is within the company statutory protocol arrangement</li> <li>▪ Give chance to employees to correct themselves or improve themselves in every aspect</li> <li>▪ Simplistic manner of reporting – just call the manager and the issue will be solved immediately</li> <li>▪ Value the independency of an individual and their decision-making as long as it is within the company statutory protocol arrangement</li> <li>▪ Accessible/Open to listen through multisource efficient communication mechanism.</li> </ul>
---	---

**Table 7.7.: Management Features**

<b>DIMENSION</b>	<b>THEME</b>	<b>FEATURES</b>
<b>HRM IMPLEMENTATION CONTEXT</b> <ul style="list-style-type: none"> <li>▪ <b>HR PRACTICES</b></li> <li>▪ <b>WORKPLACE RELATIONS</b></li> </ul>	<b>NEGATIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Absence of Values and/or Presence of Vices</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Lazy</li> <li>▪ Confused</li> <li>▪ Stereotype</li> <li>▪ Insensitive</li> <li>▪ Self-centred</li> <li>▪ Lack of care</li> <li>▪ Untrustworthy</li> <li>▪ Discriminative</li> <li>▪ Power struggle</li> <li>▪ Lack of cooperation</li> </ul>
	<b>NEGATIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Deficiency of Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Unqualified</li> <li>▪ Incompetent</li> <li>▪ Inexperienced</li> <li>▪ Lack of awareness</li> <li>▪ Lack of knowledge</li> </ul>
	<b>NEGATIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Negative Attitude</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Racist</li> <li>▪ Sexist</li> <li>▪ Do not care</li> <li>▪ Group thinks</li> <li>▪ Do not value employee</li> <li>▪ Intentionally cause trouble</li> <li>▪ Discriminative between rank</li> <li>▪ Do not view a problem as a problem</li> <li>▪ View employee as machine/disposable/replaceable/instrument</li> <li>▪ View employee voice as problematic/burden/challenging/threat</li> <li>▪ Solely profit-oriented despite the negative effect on employee wellbeing and safety</li> </ul>
	<b>MISMANAGEMENT</b> <ul style="list-style-type: none"> <li>▪ <b>Absence/Defective Implementation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Refer to Table 7.9. below.</b></li> </ul>
	<b>NEGATIVE RELATIONS</b> <ul style="list-style-type: none"> <li>▪ <b>Negative Interpersonal Relations</b></li> <li>▪ <b>Negative Treatment</b></li> </ul>	<b>NEGATIVE INTERPERSONAL RELATIONS</b> <ul style="list-style-type: none"> <li>▪ Cheat</li> <li>▪ Dodgy</li> <li>▪ Furious</li> <li>▪ Difficult</li> <li>▪ Helpless</li> <li>▪ Inhuman</li> <li>▪ No friends</li> <li>▪ Not united</li> <li>▪ Unfriendly</li> <li>▪ Pretentious</li> <li>▪ Not helpful</li> <li>▪ Untrustworthy</li> <li>▪ Take advantage</li> <li>▪ Absence of relationship</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Absence of family feeling</li> <li>▪ Attack or revenge oriented</li> <li>▪ Words and actions do not match</li> </ul> <p>NEGATIVE TREATMENT</p> <ul style="list-style-type: none"> <li>▪ Stern</li> <li>▪ Bully</li> <li>▪ Shout</li> <li>▪ Unfair</li> <li>▪ Ignore</li> <li>▪ Racism</li> <li>▪ Abusive</li> <li>▪ Injustice</li> <li>▪ Gang up</li> <li>▪ Conflicts</li> <li>▪ Aggressive</li> <li>▪ Favouritism</li> <li>▪ Humiliating</li> <li>▪ Do not smile</li> <li>▪ Inconsiderate</li> <li>▪ Unsupportive</li> <li>▪</li> <li>▪ Not treated well</li> <li>▪ Not encouraging</li> <li>▪ No mutual respect</li> <li>▪ Strict face all the time</li> <li>▪ Do not help each other</li> <li>▪ Treat employees as disposable</li> <li>▪ Cannot get along with each other</li> <li>▪ Inappropriate/unacceptable behaviour</li> <li>▪ Employees are not made to feel special</li> <li>▪ Discrimination (e.g., race discrimination, gender discrimination)</li> </ul>
<p><b>TOXIC CLIMATE CULTURE</b></p>	<p><b>WORK AND NA</b></p>	<ul style="list-style-type: none"> <li>▪ Fear</li> <li>▪ Cold</li> <li>▪ Risky</li> <li>▪ Hyper</li> <li>▪ Denial</li> <li>▪ Unsafe</li> <li>▪ Hostile</li> <li>▪ Chaotic</li> <li>▪ Insecure</li> <li>▪ Abusive</li> <li>▪ Helpless</li> <li>▪ Traumatic</li> <li>▪ Very difficult</li> <li>▪ High pressure</li> <li>▪ Unpredictable</li> <li>▪ Untrustworthy</li> <li>▪ Very unpleasant</li> <li>▪ Sad environment</li> <li>▪ Very unorganised</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Fragmented and volatile system</li> <li>▪ Do not view a problem as a problem</li> </ul>
<p><b>WELLBEING</b></p> <ul style="list-style-type: none"> <li>▪ <b>ABSENCE OF HEDONIC WELLBEING</b> <ul style="list-style-type: none"> <li>➤ Presence of Negative Affect</li> <li>➤ Absence of Satisfaction</li> </ul> </li> <li>▪ <b>ABSENCE OF EUDAIMONIC WELLBEING</b> <ul style="list-style-type: none"> <li>➤ Absence of Positive Relations</li> <li>➤ Absence of Personal Growth</li> <li>➤ Absence of Satisfaction</li> </ul> </li> <li>▪ <b>ABSENCE OF DIGNITY WELLBEING</b> <ul style="list-style-type: none"> <li>➤ Absence of Meaningful Relations</li> <li>➤ Presence of Instrumentality</li> </ul> </li> </ul>	NA	<ul style="list-style-type: none"> <li>▪ Sad</li> <li>▪ Pain</li> <li>▪ Guilty</li> <li>▪ Shock</li> <li>▪ Bored</li> <li>▪ Abused</li> <li>▪ Anxiety</li> <li>▪ Stressful</li> <li>▪ Peaceless</li> <li>▪ Unsecure</li> <li>▪ Frustrated</li> <li>▪ Going crazy</li> <li>▪ Demotivated</li> <li>▪ Disappointed</li> <li>▪ Not encouraging</li> <li>▪ Lack of relaxation</li> <li>▪ Negative interpersonal relations</li> </ul>
<p><b>NEGATIVE PHYSICAL HEALTH OUTCOME</b></p>	NA	<ul style="list-style-type: none"> <li>▪ Fever/cold</li> <li>▪ Depression</li> <li>▪ Mental strain</li> <li>▪ High pressure</li> <li>▪ Severe headache</li> <li>▪ Brain stops working</li> <li>▪ High blood pressure</li> <li>▪ Absence of relaxation</li> </ul>
<p><b>NEGATIVE JOB PERFORMANCE</b></p>	NA	<ul style="list-style-type: none"> <li>▪ Apathetic</li> <li>▪ Poor job quality</li> <li>▪ Do not give 100%</li> <li>▪ High absenteeism</li> <li>▪ Turnover intention</li> <li>▪ Unpleasant to work</li> <li>▪ Forced to do the job</li> <li>▪ Very difficult to work</li> <li>▪ Poor customer service</li> <li>▪ Work with compulsion</li> <li>▪ Not happy to go to work</li> <li>▪ Negative impact on customers</li> <li>▪ Continuous mistakes in the job</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Do only what is told to be done</li> <li>▪ Do not treat the job as a priority</li> <li>▪ Lack of knowledge to do the job</li> <li>▪ Could not perform the job as planned</li> <li>▪ Absence of organisational citizenship behaviour</li> <li>▪ Do not contribute anything special to the organisation</li> <li>▪ Service to customers is disrupted and could not be delivered as planned</li> <li>▪ Lack of updated knowledge related to laws and policies related to performing the job</li> </ul>
<b>NEGATIVE ORGANISATION OUTCOME</b>	NA	<ul style="list-style-type: none"> <li>▪ Brain drains</li> <li>▪ High turnover</li> <li>▪ Bad reputation</li> <li>▪ Clients/customers are upset</li> <li>▪ Negative impact on revenue</li> <li>▪ Do not trust the organisation</li> <li>▪ Clients/customers are furious</li> <li>▪ Working there only temporarily</li> <li>▪ Look for other job opportunities</li> <li>▪ Continuous resignation intention</li> <li>▪ Negative impact on clients/customers</li> <li>▪ Clients/customers becomes aggressive</li> <li>▪ Unwilling to recommend the organisation</li> <li>▪ Constant cancellation of service towards patients</li> <li>▪ Fragmented and volatile system (leads to difficulty in planning)</li> </ul>
<b>NEGATIVE PERSONAL LIFE OUTCOME</b>	NA	<ul style="list-style-type: none"> <li>▪ Poor quality of life</li> <li>▪ Attempt to commit suicide</li> <li>▪ Negative impact on bonuses</li> <li>▪ Absence of work-life balance</li> <li>▪ Coming home late every night</li> <li>▪ Unable to fulfil household chores</li> <li>▪ The family gets negatively affected</li> <li>▪ Clash between work and personal life</li> <li>▪ Sacrifice personal and family time for work</li> <li>▪ Interference of job in daily activities (eat, sleep, holiday)</li> </ul>

**Table 7.8.: Compilation of Negative Valence Features**

**PRESENCE OF MISMANAGEMENT FEATURES**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Absence of values</li> <li>▪ Bad</li> <li>▪ Blame</li> <li>▪ Passive</li> <li>▪ Unclear</li> <li>▪ Delayed</li> <li>▪ Jumbled</li> <li>▪ Injustice</li> <li>▪ Threaten</li> <li>▪ Hopeless</li> <li>▪ Outdated</li> <li>▪ Free rider</li> <li>▪ Unethical</li> <li>▪ Mismatch</li> <li>▪ Unreliable</li> <li>▪ Inefficient</li> <li>▪ Messed up</li> <li>▪ Unrealistic</li> <li>▪ Redundant</li> <li>▪ Conflicting</li> <li>▪ Demanding</li> <li>▪ Routine job</li> <li>▪ Hypocritical</li> <li>▪ Not listening</li> <li>▪ Manipulative</li> <li>▪ Dirty politics</li> <li>▪ Inconsiderate</li> <li>▪ Tight dateline</li> <li>▪ Individualistic</li> <li>▪ Discriminative</li> <li>▪ No time (busy)</li> <li>▪ High workload</li> <li>▪ Not sustainable</li> <li>▪ Not compatible</li> <li>▪ Too many rules</li> <li>▪ No improvement</li> <li>▪ Expose to danger</li> <li>▪ Lack of resources</li> <li>▪ High multitasking</li> <li>▪ Very unorganised</li> <li>▪ Poor management</li> <li>▪ On-the-job training</li> <li>▪ Difficult to manage</li> <li>▪ Race discrimination</li> <li>▪ Work intensification</li> <li>▪ Absence of guidance</li> <li>▪ Unresolved problems</li> <li>▪ Perilous work setting</li> <li>▪ Negative competition</li> <li>▪ Unnecessary processes</li> </ul> | <ul style="list-style-type: none"> <li>▪ Long working hours</li> <li>▪ Absence of job rotation</li> <li>▪ A long chain of command</li> <li>▪ Lack of right/outdated technology</li> <li>▪ Not rewarded according to the job</li> <li>▪ Expose employees to unsafe practices</li> <li>▪ Not stepping in employee shoe</li> <li>▪ Absence of the right qualified employee</li> <li>▪ Do not follow the planned practices</li> <li>▪ Do not prepare employees properly for the job</li> <li>▪ Absence of opportunities</li> <li>▪ Absence of intention to develop the employees</li> <li>▪ Absence of newness</li> <li>▪ Absence of unions</li> <li>▪ Absence of confidentiality</li> <li>▪ Surveys are carried out for the sake of formality, absence of values and no improvement as a result of that.</li> <li>▪ The result of the survey is false compared to the reality in the organisation.</li> <li>▪ Not allowed to complain</li> <li>▪ Outdated system</li> <li>▪ Performance management is not evaluated by the right qualified employee</li> <li>▪ Intentionally hinder employee performance by bringing them down</li> <li>▪ Not consulting with employees who are directly dealing with the HRM implementation or work-related process</li> <li>▪ Continuous understaffing - Not replacing the staff who have left</li> <li>▪ Continuous termination of agency employees under the policy of redundancy</li> <li>▪ Policies are simply copied from another organisation and implemented. These policies do not align with the organisation which implements them.</li> <li>▪ Absence/lack of adequate safety resources which expose the employee to the negative health condition</li> <li>▪ Control labour to control the labour cost although the organisation is making a huge profit.</li> <li>▪ Leaders save costs and do not invest in necessities although the organisation is making huge profits intending to earn higher bonuses.</li> <li>▪ Absence of social/informal networking event</li> <li>▪ Absence or breakdown of proper communication channel</li> <li>▪ Ineffective and inefficient process of delivering information</li> <li>▪ Absence of effective leadership and change management technique</li> <li>▪ Prolong unsolved issues between different managers</li> <li>▪ Not allowed to talk except during the 15 minutes break</li> <li>▪ A bitter rivalry between departments/employees</li> <li>▪ High and unnecessary bureaucratic procedures</li> <li>▪ For the sake of formality – for an external show</li> </ul> |
|---|--|

▪ Gender discrimination	
-------------------------	--

**Table 7.9.: Mismanagement Features**

Table 7.10 below presents the compilation of the key terms which systematically shows the primary and secondary dimensions; sub-themes; and key features linked to “other forces”, as presented in the theoretical model in Section 7.2. The first row represents the key terms related to “other forces”. The second row constitutes key terms associated with the employees' psychological process to deal with the stated other forces. The last row shows the employee wellbeing outcome which is neutral, neither positive nor negative because the employees justify the HRM implementation factors: management vs mismanagement and relations within the organisation in association to the other forces and apply their faith and/or positive characteristics and coping mechanism to deal with it. The categorisation of features is based on the researcher’s observation of the salient and dominant pattern of the research participants’ evaluation, and description of the significant incident and relevant information.

<b>PRIMARY DIMENSION</b>	<b>SECONDARY DIMENSION</b>	<b>THEME</b>	<b>FEATURES</b>
<b>OTHER FORCES</b>	<b>NA</b>	<ul style="list-style-type: none"> <li>▪ Organisation size and sector</li> <li>▪ Nature of job</li> <li>▪ Style of working</li> <li>▪ Economic</li> <li>▪ Competitors</li> <li>▪ Politic</li> <li>▪ Trend</li> <li>▪ Client/customer</li> <li>▪ Personal and family</li> </ul>	<p><b>ORGANISATION SIZE AND SECTOR</b></p> <ul style="list-style-type: none"> <li>▪ Family-owned</li> <li>▪ Small building</li> <li>▪ Financial constraints</li> <li>▪ Small and independent</li> </ul> <p><b>NATURE OF JOB</b></p> <ul style="list-style-type: none"> <li>▪ Risky</li> <li>▪ No time</li> <li>▪ Dangerous</li> <li>▪ Self-taught</li> <li>▪ Challenging</li> <li>▪ Understaffing</li> <li>▪ High turnover</li> <li>▪ Challenging clients</li> <li>▪ Top management does not want to hear issues</li> <li>▪ Top management only wants to hear results</li> </ul>



			<ul style="list-style-type: none"> <li>▪ Low paid compared to other organisations in a similar industry</li> <li>▪ Exist glass ceiling – limitation in terms of job growth/promotion</li> <li>▪ Expected to inherit the knowledge and skills related to the job as no training will be provided</li> </ul> <p><i>STYLE OF WORKING</i></p> <ul style="list-style-type: none"> <li>▪ Compete</li> <li>▪ Divide and rule</li> </ul> <p>ECONOMIC</p> <ul style="list-style-type: none"> <li>▪ Reduced funding</li> </ul> <p>COMPETITOR</p> <ul style="list-style-type: none"> <li>▪ Big organisations tend to buy small organisation</li> </ul>
<b>EMPLOYEE PSYCHOLOGICAL PROCESS</b>	<b>EMPLOYEE FAITH</b>	<ul style="list-style-type: none"> <li>▪ God</li> <li>▪ Spirituality</li> <li>▪ Karma</li> </ul>	NA
	<b>POSITIVE EMPLOYEE CHARACTERISTICS</b>	NA	<ul style="list-style-type: none"> <li>▪ Alert</li> <li>▪ Adapt</li> <li>▪ Control</li> <li>▪ Careful</li> <li>▪ Patience</li> <li>▪ Optimism</li> <li>▪ Tolerance</li> <li>▪ Acceptance</li> <li>▪ Independent</li> <li>▪ Concentration</li> </ul>
	<b>COPING MECHANISM</b>	<ul style="list-style-type: none"> <li>▪ Focus on/Trade-in</li> <li>▪ Self-talk</li> </ul>	<p><b>FOCUS ON/TRADE-IN</b></p> <ul style="list-style-type: none"> <li>▪ Survival</li> <li>▪ High salary</li> <li>▪ The positive Purpose in life</li> <li>▪ Supporting family</li> <li>▪ Serving the community</li> <li>▪ Positive colleagues/peers</li> <li>▪ Clients/Customers' experience (e.g., happiness and satisfaction)</li> </ul>

			<p><b>SELF-TALK</b></p> <ul style="list-style-type: none"> <li>▪ Temporary job</li> </ul> <p><b>OTHER COPING MECHANISM</b></p> <ul style="list-style-type: none"> <li>▪ Prioritise</li> <li>▪ Try to squeeze in</li> <li>▪ Personal initiative</li> <li>▪ Avoid negative people</li> <li>▪ Maintain calmful personal life</li> <li>▪ Try to solve the problem by themselves</li> </ul>
<b>EMPLOYEE WELLBEING</b>	<b>EMPLOYEE EXPERIENCE NEUTRAL</b>	NA	NA

**Table 7.10.: Compilation of the Key Terms Related to Other Forces**

## **7.5 THEMATIC ANALYSES**

This section presents analysis through writing a storyline to address the research questions and explain the causal relationship between several theories, which are HRM implementation context, work climate and culture; and employee and organisation outcomes. The thematic analysis is a ‘narrative storyline’ explaining the ‘data as a broad conceptualisation of the meaning of all the participants’ (Howell, 2009, p.71). In this research setting, the thematic analysis represents each HRM implementation context (HR practices and workplace relations) and culminates in a theory visualized through cross-case network analyses. The discussion intended to provide a thumbnail sketch of how the implementation of respective HR practices and workplace relations do effect the work climate and culture; and employee and organisation outcomes. The discussion is critically argued and compared between positive, negative and neutral valences. In sum, this section provides thematic analyses of holistic links of theories between the HRM implementation context and its outcomes. Examples of the excerpt representing the research participants' description of significant incidents and relevant information

are presented as evidence of the narrative storyline in italics. Additionally, the research participant's pseudonym is presented under each data excerpt and discussion.

### **7.5.1 HR PRACTICES**

This sub-section addresses the research question related to HR practices:

#### HR Practices

- 1a (i): How do employees evaluate these eleven dimensions of HR practices to effect the organisation's work climate and culture?
- 1a (ii): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent four dimensions of employee wellbeing?
- 1a (iii): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent the dimension of job performance?
- 1a (iv): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent the dimension of personal life?
- 1a (v) How do employees evaluate these eleven dimensions of HR practices to effect the dimension of organisation outcome?

Below the researcher has demonstrated the eleven dimensions of HR practices, seven dimensions of workplace relations and four dimensions of employee wellbeing.

#### HR Practices

- i) Job allocation
- ii) Policy
- iii) Employee voice
- iv) Resources

- v) Staffing
- vi) Performance management
- vii) Job characteristics
- viii) Reward
- ix) Work process
- x) Learning and development
- xi) Get-together/Community service activities

#### Employee Wellbeing

- i) HWB
- ii) EWB
- iii) Dignity
- iv) Physical health

#### OTHER RELEVANT RESEARCH QUESTIONS

- 2: What are the representative details of the employee evaluation between the HRM implementation context (HR practices and workplace relations), and its effect on the organisation's work climate and culture; and employee and organisation outcomes?
- 3: Why the HRM implementation context (HR practices and workplace relations) are implemented as described?
- 4: When does the significant incident described occur?
- 5: Who is related to the significant incidents described?

#### **7.5.1.1 POLICY**

This section presents a thematic analysis relative to the policy HR practice. The research participants describe the implementation of the positive valence of policies reflect elements of (i) leaders who act as a role model by practising the implemented policies, (ii) enforced and monitored, (iii) in favour of employees' interest, (iv) zero tolerance on

unacceptable behaviour, and (v) embrace values such as diversity, humane, ethical and flexible.

Bharani described the positive valence of implementation of policy from the standpoint of flexible work time regulation.

Research Participant:

*“To be honest I enjoy the flexible time here.”*

*“I think this (...) in one sense I am building my fundamental knowledge but in other sense, there is some kind of relaxation.”*

*~ Bharani ~*

Creator illustrated that the work community within the organisation is safe as they implement a zero-tolerance policy on unacceptable behaviour.

Research Participant:

*“There is a fine line, we have to go through every day. We have zero tolerance for certain behaviour, like people can be aggressive, or other sources of harassment. We don't take that lightly. We have 'a' very good policy on that. For instance, one person was dismissed immediately because of some violent behaviour towards another.”*

*~ Creator ~*

According to Creator, the policy is implemented efficiently and effectively. He further provides a case - where an employee was terminated immediately for displaying violent behaviour towards another employee. Thus, the presence of positive valence of policy is embedded within the work community, in the viewpoint of effective implementation to protect the work community from unacceptable

behaviour. This sends a clear signal and message to the work community on what is acceptable and unacceptable behaviour.

Ara illustrated the positive valence of policy which includes elements of being proactive and protective both towards the employees and clients, especially by having the necessary technology in place. Besides, Ara also explains that the policy is implemented humanely. For instance, if the weather is very bad and accidents occur, the company will ensure that everyone is safe, investigate and takes full responsibility for it. The company will not take any action against Ara.

Eureka exemplified the policy is implemented in favour of employees and ensured that it does not affect them negatively. He believes if the employees are affected negatively, then it does affect the entire chain of the work process. Further, he brought some changes to the organisation from the standpoint of implementing a flexible policy and having more trust in the employees. For example, if the truck drivers have completed their job earlier, then they are allowed to return the truck to the depot, have some coffee, relax, and return home earlier. In the past, truck drivers must abide by the time frame in place. These changes motivate them to finish their job effectively and shortly. Moreover, they are very cooperative towards him, in the sense they never say no to him. He also does not believe in firing his subordinates. If there are any issues related to the employees, he tries to mediate and solve the issues within the organisation, even though the issues can occur due to nonwork-related aspects. He accepts the reality that it is normal for issues to arise in organisations. Besides, he sees employees as important assets that need to be sustained. He also deems that if employees are simply fired it can ruin the organisation, as it takes time for the employee to be nurtured to perform their job.

The implementation of the positive valence of policy further maintains the positive interpersonal relations and treatments within the work

community. Over time, the norms of implementation of the positive valence of policy create and sustains a safe work climate for employees by providing a safe work community and work condition where everyone can operate effectively.

Established on the SET, the salient pattern of series of positive exchange as a result of positive valence implementation of policy (mutual beneficial employment contract, and presence of positive relations, positive values and knowledge); and positive work climate and culture do effect the research participants positive characteristics and wellbeing positively. Their wellbeing is effected positively in the perspective of HWB (presence of positive affect), EWB (presence of positive relations, personal growth and autonomy), dignity (presence of inheritance dignity and meaningful relations) and physical health. Furthermore, the positive valence implementation of the policy has reinforced employees' positive characteristics. The employees' positive wellbeing experience further established their relational psychological contract between the employer and employee and is reciprocated with effective job performance. These subsequently leads to positive organisation outcome in the viewpoint where the employees have a good reputation for the organisation and remain loyal. The positive wellbeing effect also leads to effect their personal life positively in the viewpoint where they experience both wellbeing and safety.

Contrastingly, according to the research participants the main issues associated with the negative valence implementation of policy possess elements such as (i) implemented for the sake of formality without any actual value on it, (ii) not holistically enforced and monitored, (iii) inhumane, (iv) outdated and do not comply with the current regulations, (v) copied from other best practice organisation which do not suit the intended organisation, (vi) employees' are unaware of the policies, (vii) employees are not trained on the policies, and (viii) presence of too many policies which makes it difficult for the employees to comply with

it. The negative valence implementation of policy further conflicts with their values.

Vela is required to ask for contributions of money from people even though he has explained that she/he cannot afford it because they have cancer/are on a benefit/looking after their mother.

Research Participant:

*The main problem I had with it 'is' when you talk into someone, and you sort of get the vibe that they can't afford it or you don't want to sort of like, like (incomprehensible). A couple of times I call people, 'and' I would chat for a bit. And then they tell me they have cancer, so they can't afford to donate. And the way it was structured in the script, you ask for someone to donate ten pounds per month. If they can't afford them, you then ask 'for' five pounds per month. You have to do that.*

*They make you do that. That's the thing I found hard because you asked for ten pounds, and they go - no I can't afford it, I am on benefits, or I have got cancer, or I have to think of the health of my mother, and you still have to ask them for five pounds.*

*~ Vela ~*

Centenary's client was given feedback which conflicts with his value by the governance and external assessor.

Research Participant:

*"Sometimes I am not very happy about certain things. For example, they will stay in 'an' air-conditioned room and make rules and regulations. This is what you should do, call her and this is what we should not follow. They can say to me that the client I am looking after should be given drink and food at 'a' certain time."*



*“There is a certain law set up in the care homes. Adina (confidential name of the client) for example, lunch ‘is’ supposed to be at twelve o’clock. Breakfast ‘is’ supposed to be at eight o’clock. However, you can get hungry at nine o’clock, we can get hungry at seven o’clock in the morning, ‘and’ we can be thirsty at seven o’clock or nine o’clock in the morning. So, these are the things ‘that’ should change. How can you assume somebody will get thirsty at three o’clock and hungry at twelve o’clock, you see which I think is not relevant, unless the food and drink are something that can’t be controlled and then we put the limit on them. If you can control it then there is no need for any limit on them. As long as whatever we do is in the framework of the care home; we can change it.”*

Interviewer:

*Being flexible?*

Research Participant:

*“Being flexible and ‘using’ our common sense! both. For example, Adina has a way of speaking, when he says sponge people think sponge means sponge, but it is not a sponge, it is soap. These are the type of things you need to understand. So, when the social worker comes there, she only comes like in a year once. She never understands all these words, but we are the ones who ‘work’ with them, so we understand.”*

Interviewer:

*So, what will the social worker do when they come once a year.*

Research Participant:

*“They will come and ask about the client's behaviour and everything.”*

Interviewer:

*Try to change many things? Will they interfere with your job?*

Research Participant:

*“Sometimes they will try to interfere.”*

Interviewer:

*Okay, how do you feel about it?*

Research Participant:

*“That is why I will explain to them. I will ask them all these questions. Do you know what is the meaning of it? They will never know, but we know, the people who always have contact with the client whom they are working with, we know the meaning, so they just can sit down and make one law assuming things when we are the one doing the practical work. So, they should listen to us, and they should do some changes according to our view. We always update in the care plan, new staff come and work with him, they will know the meaning of ‘it’, so that will make the smooth environment, to work with the person.”*

Interviewer:

*Have you been in a situation where the social care worker did not listen to your opinion?*

Research Participant:

*“Sometimes they do not listen to us. So, if they don’t listen to us, what do you do? We have to show them proof and evidence. That is why we have one chart which is known as the ABC behaviour chart. So, when some behaviour occurs, we will write it down; we will show it to them. So, certain things have to be changed, so that the behaviour will be controlled and then they also have the team which is called IST (Intensive support team), so they will get involved. So, when the intensive support team got involved, they have the right to make changes. We also will give some suggestions you see. Their work is to come and monitor the client’s behaviour and once they monitor, they will give us some guidelines to follow. So, once everything is done, they will assess it and then they will see whether they can do some changes, you know in the future.”*

*~ Centenary ~*

According to Centenary, the evaluation and direction given by the governance and external assessor are based on the written policy without taking into consideration the reality of the client. Centenary perceives this direction to be inhumane. First, the governance and external assessor implement policies assuming his client as an instrument rather than a human being, as well as an individual who needs special attention and care. Second, there was a conflict of opinions related to the theory and practice - it seems that the governance and assessor are purely looking from the theoretical perspective. Third, there is a lack of employee participation and the lack of requisite knowledge and experience obtained by the assessor relative to the work. However, from the experience of dealing with his client, Centenary was looking at both the theoretical and practical approaches. Centenary seems to overcome this situation by continuously negotiating with the governance and

external assessor. He appears to genuinely care for the wellbeing of the client.

Canes Venatici explained the implicit policy which is practised as the norm that does not allow the manager to have any relationship with the employees, even if it means to guide the employees. Similar practices have been observed among different managers who change within the organisation. Next, the policies are implemented based on favouritism. For instance, if they like the employee then she/he will be promoted even if they are two months old to the company compared to someone who is experienced, talented and loyal. Further, the employees must do whatever is asked to do with compulsion, despite their wellbeing condition and the fact it will affect their wellbeing negatively. If not, they will be replaced immediately.

The implementation of the negative valence of policy further allows for negative interpersonal relations and treatments between the work community. Over time, the norms of implementation of the negative valence of policy create and endure a toxic work climate and culture.

Positioned on the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of policy (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the viewpoint of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations and presence of instrumentality). Additionally, it also conflicts with their positive characteristics. The employees' negative wellbeing experience further violates their relational psychological contract between the employer and employee; and is reciprocated with negative job performance, reduced quality of job performance outcome and reduced commitment. These subsequently

leads to negative organisation outcome in the viewpoint where the employees have bad discretion and an absence of loyalty towards the organisation.

On another note, Diya described both the positive and negative valence implementation of the policies. According to her, the negative valence of implementation of policy is in the assessment where the organisation tends to copy the policy from another organisation which tends not to suit the intended organisation. Further, most employees are not aware of the policies implemented (e.g., safeguarding policies), because they do not read them. Besides, there are too many policies which make it difficult for the employees who are working under high pressure to comply with them. The positive valence of implementation of policy represents the work community within the organisation work as a family, they do assist each other when they need any clarifications about the policies of the organisation. Moreover, they work to improve the policies in place.

#### **7.5.1.2 LEARNING AND DEVELOPMENT**

This section presents a thematic analysis relative to the learning and development of HR practice. The research participants explained the positive valence implementation of learning and development hold fundamentals such as the (i) employer/governance providing up-to-date and complete, learning and development programmes based on the latest regulations, (ii) reminders for the learning and development programmes, (iii) job allocation and distribution is ensured not to conflict with employees learning and development programme, (iv) presence of employee voice to request any learning and development programmes deemed necessary/important, (v) presence of online training/e-learning with (detail and clear instructions, easily accessible and user-friendly technology), (vi) on the job training with supervision

and guidance; and (vii) environment which tolerates mistake and allows employees to grow. For example, learning and development programmes such as nonviolent crisis, intervention, moving and handling; food hygiene, language, medication, health and safety; IT, first aid training, fire safety, safeguarding and prevention are provided. For instance, Orlov illustrated the positive valence of implementation of excellent specialised training and the on-job opportunity to practice her skills.

Research Participant:

*“There is one-to-one training. There is only me and another senior person and there are two consultants. So, you are looking at two consultants, two trainees, so one-to-one. Very, very focused. Very, very direct because at this point of time, we are at that level where the skills are ready to be refined, make it more precise, you know. The new skills are very specialised field, they are not just generalised skills.”*

*“It is very, very good; very, very good; very good because with surgery and I am a hands-on person. You have to do it, to get the skills.”*

*“So even though you are doing the same surgery as you are removing the thyroid, it can be difficult or easy just depending on the patient’s body. So again, all that you need to do ‘is’ to have the experience. So, there is an opportunity that I am getting here. So, it is very, very good. That is why I said it’s wonderful even though it is hard, I mean. It can be difficult, it’s challenging, ‘and’ you can have bleeding along the way. When you learn you can have problems like complications, bleeding or like you cut the nerve ‘that’ area is all stepping stones. Those are all experiences to allow you to do better.”*

The implementation of the positive valence of learning and development programmes further maintains positive interpersonal relations and treatments between the work community. Over time, the norms of positive valence implementation of learning and development established and sustains a positive, motivated, and safe work climate and culture for employees where everyone can operate effectively.

Established on SET, the salient pattern of series of positive exchange as a result of positive valence implementation of policy (mutual beneficial employment contract, and presence of positive relations, positive values and knowledge); and positive work climate and culture do effect the research participants wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect and satisfaction) and EWB (presence of personal growth). Additionally, the positive valence of learning and development has reinforced their positive characteristics. The employees' positive wellbeing experience further established their relational psychological contract between the employer and employee; and is reciprocated by improved job performance, commitment, loyalty, and quality customer service. These subsequently leads to positive organisation outcome in the assessment where the employees have a good reputation for the organisation. The positive wellbeing effect does also lead them to experience positive life outcomes in the perspective where they experience both subjective wellbeing and feel safe.

The research participants described the negative valence implementation of learning and development programmes poses problems such as (i) inadequate learning and development programme, (ii) outdated knowledge or regulation related to the job, (iii) lack/absence of guidance from seniors/colleagues, (iv) unrealistic expectation from new employees, and (v) on-the-job training or

mentoring are provided by unqualified/negative characteristics employees (e.g. racist, unwilling to guide, intentionally cause hindrance etc). For example, Castula claimed that he was requested to do jobs with no training (e.g., job operation, health and safety regulations; and the latest law).

Research Participant:

*“When I got the job, I was told I was going to work throughout the day, what I was supposed to do. But with time since things have changed now, I have to do some stuff that I wasn’t trained to do (aaa) which makes it a bit more difficult. So, what happens is the thing (...) you have to learn from the people who use to work in that department. So, it’s not something which is laid down. (Aaa) I wonder if something had to happen ‘to’ me in that department because I wasn’t trained in that job, so I just wondered what would happen (...) but that’s something that’s there.”*

Interviewer:

*So, they don’t send you for training?*

Research Participant:

*“They didn’t when all these changes happen. I was trained in the grocery department. So, the operations of the grocery department are different from the operations of the fresh department because we are talking about two different products here. So, the fresh department is handled differently because of the products that they handle there, like fresh food, for example, this stuff there are heavier, the way you handle it. We used cages, they used trolleys. We used the lift. How to drive the trolleys, no one told us. It’s quite dangerous ‘to’ work, but someone has to do it.”*



*“There is hardly enough time for them to give you training because already we are short of staff. The time you take to do the training, already there is no one there. They are waiting, you should be there covering those hours on the shop floor (...) but they are sitting with training with about an hour or so which is quite a valuable time to the company. So, they would rather have you learn from the people on the shop floor, rather than give you training.”*

*“We learn from the people who have been there for a while, which is a good thing, but the problem is you have to be signed off. You have to be covered personally. I have gone for about two years without any training or refresher courses from my company and I have had to request that. It has been a while ‘since’ I haven’t had any refresher courses because things change. You have to have ‘a’ refresher course. You have to be updated. You have to know the new laws and stuff but nothing of that sort. So, if you go for about two years without refresher training, things have changed you are still operating in your old self, in your old laws and stuff. You make a mistake, and you are not covered by the current laws that you should have been taught about. You get into trouble, they will just produce the current law and say this is what happens, and this is what the law says, and we have worked through that, which is unfair.”*

Interviewer:

*Why are they not sending you for refresher training?*

Research Participant:

*“Like I have said.”*

Interviewer:

*The same reason, for two years?*

Research Participant:

*“I think it is more about the profit than anything else.”*

*~ Castula ~*

According to Castula, the lack of training leads to difficulty in performing his daily job routine as a result of the lack of updated knowledge and laws about the job; and safety and health regulations. Some of the nature of the job operation and the work setting are dangerous. This has added pressure to him and led him to have experienced fear and severe prolonged depression that leads to extreme self-destructive intention. There is also constant fear as he is not protected and exposed to hazardous consequences. He explained that one of the reasons for the lack of training is the high turnover and employees who have left had not been replaced.

Canes Venatici illustrated that the employees are not given proper and complete learning and development programme and are expected to learn on the job. However, the on-job training setting does not suit them to self-taught. This is because they are not assigned a specific experienced employee to teach and guide them. Further, since the work community is under high pressure of workload and understaffing; they could not allocate time to teach the new employees properly. They also mistreat the new employees in the sense that they expect them to perform the job equally good as the experienced employees' or they will shout at them. Similarly, the managers are not given proper learning and development programme as different manager governs their subordinates in an entirely different manner. For instance, some managers can be very organised, proactive, and caring. On the other hand, other managers can be confused and very disorganised. According to Canes Venatici, the managers who are very organised and proactive

have been trained and guided by superiors who personify similar characteristics.

The implementation of the negative valence of learning and development further allows for negative interpersonal relations and treatments between the work community. Over time, the norms of the negative valence of learning and development have created and endured a toxic and dangerous work climate and culture.

Positioned on the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of policy (bad employment contract, presence of negative relations, absence of values, and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the view of HWB (presence of negative affect), EWB (absence of positive relations and personal growth), dignity (absence of meaningful relations and presence of instrumentality) and physical health. Additionally, it also conflicts with their positive characteristics. The employees' negative wellbeing experience has further violated their relational psychological contract between the employer and employee, relative to the disappointment they experience and poor job performance outcomes (e.g., lack of growth and/or interest in their job, defective work, reduced productivity and quality; ineffective job performance outcome, display of unacceptable behaviour, and occurrence of work-related accidents). These subsequently leads to negative organisation outcome in the viewpoint where the employees have a bad perspective and high turnover intention towards the organisation.

On a different note, Eureka defined that their organisation only provides basic learning and development programmes such as product-based and system-based training etc. The managers are expected to inherit everything before they join the workforce and to continuously self-

taught themselves from job experience. Similarly, their subordinates are expected to independently learn from them – on-the-job training. However, basic guidance will be provided.

### **7.5.1.3 JOB ALLOCATION AND CHARACTERISTIC**

This section presents a thematic analysis relative to the job allocation and characteristic HR practices. The research participants revealed the positive valence of job allocation consists of elements such as a standardised job allocation which includes (i) task variety, (ii) job crafting (iii) protection from being exploited by external bodies, (iv) sound policies to enforce the boundary of job allocation; (v) job allocation and distribution is within the working hours, (vi) rewarded fairly according to the job allocation and distribution, (vii) ability to predict, plan and allocate the job allocation during unexpected situations, (viii) good voice mechanisms, (ix) open-door policy to listen to employees who face challenges in accomplishing their job allocation, (x) well planned and realistic goals, and (xi) take into consideration of the right quantity, pace, and dateline. For example, Ara explained the positive valence implementation of job allocation from the perspective where it is standardised.

Interviewer:

*How would you describe the workload in your company?*

Research Participant:

*“Workload is high but it is limited.”*

Interviewer:

*Okay.*

Research Participant:

*“According to ‘the’ time limit we can’t do more than (...) if we drive four hours, we have to take minimum half an hour driving break or forty-five minutes. This is the law. So, this law is generated by the company ‘and’ they can’t break it. So, we have to fulfil it. And also, we are monitored by the driving vehicle licensing authority directly. We have a tacho. ‘Do’ you know what does tacho means? Tacho means it has a chip on it, like a mobile phone, so someone you know if you carry your mobile which is registered on your name they can track you, where you are, where you are going, in which location you are in. So, like that we have a tacho, which has a chip on it and they can see how many hours we are driving, how many hours ‘and’ which hours we are not driving and which bus we are driving and what speed we are driving and how many times we are ‘having’ breaks.”*

Interviewer:

*Oh, okay. I see.*

Research Participant:

*“So, this is also very convenient for us because ‘the’ company can’t force us.”*

*“To do more hours”.*

*“You know, you have to do like this, you go fast, you have to finish quickly (...)”*

Interviewer:

*I get it, I get it. So, the system is very good, well-protected.*

Research Participant:

*“So, we can concentrate. Take enough time. Of course, lots of concentration (...) working with a machine.”*

Interviewer:

*The machine is the bus right.*

Research Participant:

*“That’s ‘what’ I am telling. It’s the engine. Yeah.”*

Interviewer:

*Okay. Okay.*

Research Participant:

*“It’s a moving machine.”*

Interviewer:

*So, what do you mean when you say the workload is high? Can you explain?*

Research Participant:

*“Workload is high means the customers, different ‘types’ of customers. Okay. The customers don’t think we are travelling ‘on’ public transport; they are thinking it’s like a taxi. Some people think okay if you are in a taxi, you can tell the driver can you go this way, can you go that way? But you can’t tell the bus driver, can you go this way, can you go that way, I have to be there ‘at’ this time.”*

Interviewer:

*Yeah.*

Research Participant:

*“That kind of pressure they try to put.”*

Interviewer:

*Oh.*

Research Participant:

*“But we don’t deal. We say okay you can’t say that, or you have to sit down, otherwise, you have to look for another alternative. So, we have to communicate. Sometimes while we drive, they will talk to us, you know, while you are driving if you talk in a language which you can’t understand, it’s a kind of pressure.”*

Interviewer:

*I get it. I think your job is a multitasking job.*

Research Participant:

*“Oh yes, yeah, yeah. Driving, customer service ‘and’ selling. Selling means is a kind of marketing you know.”*

Interviewer:

*Yeah, exactly.*

Research Participant:

*“So, okay, someone coming, the ticket price is ten pounds, ‘the customer’ only has seven pounds, so I can ‘make’ a decision. I can take the seven pounds ‘and’ I can give him a ticket for seven pounds. But this is, I have to see (...) ‘if’ he is genuine or not, you know. If he has*

*a credit card, or I mean if he has a bank card and he has money in the bank, 'I will inform him' go on, get the money and get the next bus."*

Interviewer:

*Okay, I get it.*

Research Participant:

*"Because we can't lose our company income."*

*"Because our company, what you call, the income is important."*

Interviewer:

*Yeah. So how do you feel about multitasking?*

Research Participant:

*"Yeah. It's interesting."*

Interviewer:

*It's interesting, okay.*

Research Participant:

*"Yeah. It's enjoyable you know."*

Interviewer:

*Okay.*

Research Participant:

*"If you do 'the' same thing every day, always, sometimes it's boring."*

Interviewer:

*Okay, yes.*



Research Participant:

*“So, when you do different things and different you know, it will balance your mind.”*

Interviewer:

*Yes, exactly. Feel more interesting.*

*~ Ara ~*

According to Ara, the employees' job allocation is monitored by the external body through the implementation of the tacho. This ensures they are being protected from over workload. Further through the implementation of the monitoring system, the organisation cannot pressurise them to finish their work quickly. This enables them to fully concentrate on their job and ensure the safety of everyone, especially while on the road.

The research participant described the positive valence of job characteristics consisting of details such as (i) knowledge growth, (ii) autonomy, (iii) matching their passion, (iv) new experiences, and (v) challenge. For instance, Maha Lakshmi described the positive valence of job characteristics which gives him autonomy in his daily job operation.

Research Participant:

*“There is a lot of independence associated with it. So, I could within ‘a’ reasonable limit, set my hours.*

*So, I knew where I would choose what to focus on. So that’s good.”*

*~ Maha Lakshmi ~*

The implementation of the positive valence of job allocation and characteristics further maintains positive interpersonal relations and treatments between the work community. Over time, the norms of

implementation of the positive valence of employee voice established and sustains a positive, supportive, and safe work climate and culture.

Established on SET, the salient pattern of a series of positive exchanges as a result of positive valence implementation of job allocation and characteristics (mutual beneficial employment contract, positive values and knowledge); and positive work climate and culture do effect the research participants' wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect), EWB (presence of personal growth and autonomy) and dignity (presence of inheritance dignity). Employees' positive wellbeing experience establishes their relational psychological contract and is reciprocate with positive job performance outcomes. For instance, doing the job with love, passion, happiness, gratefulness, freedom, and satisfaction. Furthermore, the positive valence of job allocation and characteristics have reinforced their positive characteristics. The employees' positive wellbeing experience further established their relational psychological contract between the employer and employee; and is reciprocated by improved positive job performance, commitment, loyalty, and quality customer service. These subsequently leads to positive organisation outcome in the viewpoint where the employees have a good reputation, gratitude, and love for the organisation. Besides, it also effects their positive personal life outcome in the view where their characteristics, passion, intention, and interest match their daily job. Hence, they feel the job is part of their life and it contributes a significant meaning to them.

Contrastingly, the research participants describe the negative valence implementation of job allocation poses problems such as (i) high workload, (ii) high multitasking, (iii) high job demand, (iv) high work intensification, (v) tight dateline, (vi) huge responsibility and (vii) working extra hours without pay. The job allocation and distribution exceed the contractual work time limit. This results because of

understaffing and the presence of free riders. For example, Heart of Eternity claimed its approximately million-dollar profit company and that the organisation focuses on profit above employee wellbeing. To achieve profit, the employer exploits the employees to the maximum.

Research Participant:

*“Huge workload and tight dateline. For example, I have one project. The company I work, they have ‘a’ dateline.”*

*“I start my job ‘on’ Saturday ‘at’ nine o’clock.”*

*“I finish my job ‘on’ Sunday evening ‘at’ four o’clock.”*

*“Non-stop, because ‘of’ the job that I do, I don’t want to effect the client’s working environment. That’s the key.*

*My client is ‘an’ insurance company, car insurance company.*

*If the client is not working for one hour, he can lose millions of pounds. So, most of the migration job, I do on the weekend. So stressful job you know, it is stressful, I can’t eat properly, I can’t sleep properly.”*

*“Because the environment I am working ‘in’ is a small IT company, I am the only guy who is responsible for all the clients. So, sometimes I’m working in software, sometimes in networking, sometimes in Cisco, (...) multitasking, so sometimes I’m working this, sometimes I’m working that. If any problem comes (...) ‘to’ my mind, I am going to calculate with all kinds of stuff, I need to apply this. So, handling problems for all kinds of clients from ‘the’ various environment, this is a tough job.”*

*~ Heart of Eternity ~*

The implementation of the negative valence of job allocation and characteristics further allows for negative interpersonal relations and treatments between the work community. Over time, the norms of negative valence implementation of job allocation created and endures a toxic, unfriendly, and tense work climate and culture.

From the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of job allocation (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the perspective of HWB (presence of negative affect), EWB (absence of positive relations), dignity (presence of instrumentality and absence of meaningful relations) and physical health. Further, it also conflicts with their positive characteristics. The employees' negative wellbeing experience further violates their relational psychological contract between the employer and employee and is reciprocated with negative job performance in the perspective of reduced quality of job performance outcome and poor-quality service. These subsequently leads to negative organisation outcome in the viewpoint where they have bad discretion, absence of organisational citizenship behaviour and poor service quality towards the organisation.

For instance, Ascella said that compared to many state-of-the-art places where she has worked previously, this is the worst organisation that she had been part of and will never recommend it to anyone. The negative wellbeing effect does also lead to a negative personal life outcome in the view of poor quality of life and being exhausted. For instance, Heart of Eternity stated the high work demand does effect his daily personal life activity (e.g., eating, sleep and holidays) because it's interrupted by work. Furthermore, Diya claimed she needs to sacrifice her personal time and thus this negatively affects her family responsibility.

On the other note, Ara explained that his job characteristics are challenging as he is on the road every day dealing with many different types of clients and ensuring their safety. His experience was neutral neither positive nor negative and he copes with positive characteristics such as being patient, in control, focused, and alert. With these coping strategies, mostly he can perform his job effectively.

#### **7.5.1.4 WORK PROCESS**

This section presents a thematic analysis relative to the work process HR practice. The research participants described the positive valence implementation of the work process which consists of specifics such as (i) systematic, (ii) planned in advance, and (iii) predictive of uncertainties. The implementation of the positive valence of the work process further maintains positive interpersonal relations and treatments between employees and the work community. Over time, the norms of the implementation of the positive valence of the work process have established and sustained a positive, motivated, and safe work climate and culture for employees where everyone can operate effectively.

Established on the SET, the salient pattern of series of positive exchange as a result of positive valence implementation of work process (mutual beneficial employment contract, and presence of positive relations, positive values and knowledge); and positive work climate and culture do effect the research participants wellbeing positively. Their wellbeing is effected positively in the viewpoint of EWB (presence of personal growth and positive relations), HWB (presence of positive affect), dignity (presence of meaningful relations) and physical health. Furthermore, the positive valence of the work process has reinforced their positive characteristics. The employees' positive wellbeing experience further establishes their relational psychological contract between the employer and employee; and is reciprocate with effective

job performance, commitment, loyalty, and quality customer service. These subsequently leads to positive organisation outcome in the perspective where the employees have a good reputation for the organisation. Positive employee wellbeing does also lead to positive personal life outcomes in the assessment where they experience being healthy and safe.

The findings of this research display the negative valence implementation of work process poses issues such as (i) outdated, (ii) conflicting, (iii) jumbled and (iv) not well-planned. Outdated and conflicting work processes are implemented mainly due to poor leadership, poor governance, and lack of time due to understaffing, huge workload, and high job demand, among others. Hence, the negative valence of the work process creates a great deal of confusion and frustration for the employee who carries out the processes. Ascella clarified the negative valence of the work processes from the viewpoint of inefficient and delayed work processes.

Research Participant:

*“The work processes get longer because there is not enough resource in the offices and clinics. You see the capacity of patients that they are getting and because they do not have the technology, it just takes longer to do everything. Everything takes longer, and it has an impact.”*

*“Then (...) the doctor concerning and supposed to be available in the clinic and then he decided he can't be there because he has to be somewhere else and all these patients are booked, and you have to ring every single of them and reschedule the appointment. It's not easy and that can take you a whole day. And then you have to book the room and you have to book the nurse and everything, so 'that' they can take the blood pressure. I can't stand*

*that when they say reschedule the clinic, it's just like (ahhhh) I want to go home. I am sorry but we have to cancel your appointment because so and so (...) then they get angry because you are cancelling the appointment, yeah you know."*

*"That used to happen a lot, that happens a lot - clinic getting cancelled appointment, getting rescheduled. Sometimes when I was there, and I was looking at the patient and when some of them come every three months, some of them come every six months, some of them come yearly three times, six times (...) there will be all twelve months before they are seeing, that is just ridiculous."*

*~ Ascella ~*

According to Ascella, there seems to be constant cancellation of service towards patients, which leads to poor customer service. Since one task is linked to the other tasks, thus cancelling the patient appointment leads to cancelling all the other tasks that are related to it. This process requires a substantial amount of time. The problems seem to be constant and unresolved, leading to frustration both for her and the patients. Besides, there seem to be insufficient resources compared to the number of patients received by the hospital. All of these lead to negative patients' reactions in the sense of being disappointed and furious towards her.

Similarly, Castula illustrated the negative valence of the work process from the perspective where he was requested to do jobs with no training related to the job operation, health and safety regulations, and the latest law.

Interviewer:

*So, you are trying to say the work process is not systematic?*

Research Participant:

*“No, it used to be, it should be, but that is not what is happening at the moment. The moment you get into that building you need to be prepared, ‘so’ that anytime you could be moved to another department, it could be checked out. So, that’s how things are, you know. The system and procedures are there for everyone to be trained and work along ‘with’ that process and work through the system, but that is not happening on the ground. You are trained to do something else, but you find yourself doing something different compared to what you used to do.”*

*~ Castula ~*

According to Cora the negative valence of performance review consists of elements such as being conducted by a senior who lacks knowledge, incompetent, does not listen and is not the direct superior who deals with him and his projects. Hence, the process of the performance review is simply carried out for the sake of the formality of ticking the boxes and values are absent.

Research Participant:

*“I recently had a few months back. I didn’t like the process we had. I think the person conducting the appraisal doesn’t know what they want. They are just doing it because they hire a senior person. They haven’t been trained ‘to’ understand why they are doing it.*

*So, for example, that person just wanted to tick the box, oh that person’s appraisal. Wasn’t so understanding in taking in what have been said. So yeah, I think the appraisal process can be improved while the person can be trained a bit more to actually give more value to the*



*appraisal rather than just seeing it as an exercise - oh I need to do my (...) yeah (...) those guys appraisal, yeah.”*

**Interviewer:**

*Can you like explain what you mean, how do you see whether they understand what they are doing and they see the value in it? Can you describe it?*

**Research Participant:**

*“I think there are many factors to it. For one being I don’t know whether the person is listening. Secondly, are they competent enough to do it? They might be in that role because they got promoted there mainly (incomprehensible).*

*Yeah, I mean it’s just a tick box (incomprehensible) ‘that’ depends on the person, the company got right (...) that person just follows the process but is that process ‘the’ finest or refined. How much value does it have? You know it’s a, you are just doing the box, in terms of ticking the boxes. Oh, I have done the person’s appraisal. Done, finish. Is that so?*

*Yes, at the same time that person who is doing my appraisal isn’t the person I have been directly involved with managing my projects to give all the fair evaluation.*

*That’s why I have made it very clear in my appraisal. And I mentioned that how are you the right person to give me the appraisal right now. And I remember I just came back from offshore, and it’s scheduled that*

*appraisal the day after I just came back without knowing it, meant to be I think two weeks later because that person was going on leave or the meeting that has been put forward. So, I was in a state 'where' I was tired. I couldn't prepare much. So, I was thinking somebody who is not my project manager, it's like okay.*

*I was very vocal in that appraisal, very. And we had my senior project engineer next to me, so he is learning. I was asking whether I have been a bit too harsh to that guy; no, no you said the truth. You said what you needed to be said. I said, all right thank you."*

*~ Cora ~*

The implementation of the negative valence of the work process further allows for negative interpersonal relations between the employees and the work community. Over time, the norms of the negative valence of the work process have created and endures a toxic, untrustworthy, unreliable and dangerous work climate and culture.

Positioned on the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of the work process (bad employment contract, presence of negative relations, absence of values, and absence/deficiency of knowledge); and toxic work climate and culture do effect the secretary and customer assistant wellbeing negatively. Their wellbeing is effected negatively in the viewpoint of HWB (presence of negative affect), EWB (absence of personal relations and personal growth), dignity (absence of meaningful relations and instrumentality) and physical health. Further, it also conflicts with their positive characteristics. The employees' negative wellbeing experience further violates their relational psychological contract between the employer and employee; and is reciprocated with their disability to perform the given task properly, negative job performance and poor

customer service. These subsequently leads to negative organisation outcome in the perspective where the employees have bad discretion and high turnover intention towards the organisation. The negative wellbeing effect does also lead to negative personal life outcomes in the assessment of the poor quality of life and attempted to self-destruct.

Diya rationalised the negative valence implementation of the work process due to the nature of the organisation which is a small independent institution. Besides, there is also financial constraint and therefore it leads to understaffing. The understaffing is the core reason which leads to the negative valence of the work process where it is unorganised and poor services outcome to the clients.

On the other note, Eureka illustrated the implementation of positive and negative valence implementation of work processes within the organisation. It is a family-owned business; hence he does not have much influence in bringing changes to the organisation. The work process which is implemented in the organisation includes not following a proper chain of a hierarchy of command and communication. The positive aspect is that - makes it easier to deal with anyone informally and quicker. However, the negative aspect of it is that since the information can be passed informally, sometimes the right person is left out from receiving the information or the content of the information is not accurately delivered.

#### **7.5.1.5 EMPLOYEE VOICE**

This section presents a thematic analysis relative to employee voice HR practice. The research participants described the leader/governance positive attitude towards implementing positive valence of employee voice such as (i) welcome, (ii) open, (iii) value, (iv) acknowledging unresolved issues may lead to other serious consequences and (v)

believing listening to employees allows them to work happily. Furthermore, the positive valence of employee voice is implemented by approaching the employees through the presence of various direct voice mechanisms (e.g., employee involvement or participation activities, employee grievance, survey, teamwork, meetings, letterbox, email message, notifications, drop box, union, the incident report and open-door policy etc) and it is implemented either immediately or regularly; and effectively. As these issues are raised regularly through a multi-source feedback mechanism, the employees are aware in advance of the issues which are going to be discussed by the time they attend the meeting. This approach reflects the value of efficiency and transparency. These issues are then discussed and solved during the regular meetings. The proactive and efficient implementation of the positive valence of employee voice through various mechanisms was evaluated by the employees as being listened to. Besides, they assess their needs and the work community's needs are considered important and valued despite their rank and roles. Creator who works in a large multinational postal service and courier company described the positive valence of employee voice procedure implemented in the organisation.

Research Participant:

*“So, what they do, they have their representative. So, every two months or every three months they have these meetings, so they take the view of each staff on the ground level.”*

Interviewer:

*The line workers?*

Research Participant:

*“Yes, the line workers and we sit down every two to three months with management, with ‘the’ union.”*

Interviewer:

*Every two months?*

Research Participant:

*“Every two months or three months depends at least three times or four times a year. These representatives will raise their concerns if there are any, and that will be taken into account, and it will be sorted out as quickly as possible and also so many other (incomprehensible) in our office (...)”*

Interviewer:

*“Thank you. I want to touch on one aspect you mention, which is an issue in the workplace. You did mention that the line employees do inform their manager, and it is brought to a higher level, but in reality, the issues faced in many organisations are sometimes not being passed through. So, what is your thought or opinion about it?”*

Research Participant:

*“I mean I would say it tends to change from organisation to organisation. I can only speak about what I go across, but I know certain issues might cause more concern than others, (ahmmm) as far as we are concerned, we only deal with daily issues. Any problems come across; we deal with ‘them’ head-on, some might take a longer time. So, those kinds of things are the ones that come up during the face-to-face meetings.”*

Interviewer:

*Oh, the serious one.*

Research Participant:

*“Other than that, the minor issues you know more or less are tackled on that day and will be solved because we know these things might lead to a bigger problem, so we try to resolve it as quickly as possible.”*

Interviewer:

*If they are not happy with their direct supervisor, are they allowed to come to you?*

Research Participant:

*“Yeah”*

Interviewer:

*Grievances or concerns plan?*

Research Participant:

*“We got a grievance plan. We try to resolve it right ‘in’ the first instance. If it is not resolved, then it goes to the next level and if it is even not resolved there, it goes to the next stage, the third stage where the independent people will be involved.”*

Interviewer:

*Independent means outsider?*

Research Participant:

*“I mean outsider, the first two levels.”*

Interviewer:

*Can you explain? I think it is important.*

Research Participant:

*“If there is an issue comes, the person involved will have a one-to-one with the line manager to see what is exactly wrong, if it can be resolved it will be resolved at that point in time. Bear in mind, ‘that’ even the person who is concerned can have a witness with him, he can have a colleague or a union representative with him on his side. That is how we operate.”*

Interviewer:

*You all don’t revenge him? (laugh)*

Research Participant:

*“No because as I said, we all (...) everything has a certain standard, everything has a certain procedure, this is the first thing. The second thing ‘is’ if it does not resolve there, it goes to higher management within the organisation, even at that stage the person involved can have a union representative or whomever he likes within his branch. If it does not resolve even there, obviously then it is beyond the parameters, so, it goes to next level because the amicable solution couldn’t be agreed because there is something, something, which is not right that can be you know talked too, so it goes to the next level. At that time, an independent judiciary can be involved, and we will have our representative as well.”*

Interviewer:

*Like lawyer?*

Research Participant:

*“Because these things are very rare.”*

Interviewer:

*Yeah, it is nice to know how the process works.*

Research Participant:

*“So, or the union, most of the time the union will be representative.”*

*~ Creator ~*

According to Creator, the medium for employee voice includes meetings held several times within a year where the governance takes into consideration of the employees' views through their representatives. Further, the manager claims the issues that were raised will be resolved quickly, however it depends on the weightage of the issues. Some issues will be resolved head-on, whereas other issues will be brought to the meeting. If the issues are not solved in the first stage, then the issues can be brought to the next level to find an amicable solution. Through this positive valence of employee voice mechanisms, the manager states that they take employees' wellbeing seriously.

The implementation of the positive valence of employee voice maintains positive interpersonal relations and treatments between the work community. Over time, the norms of positive valence implementation of employee voice established and sustains a positive, supportive, and safe work climate and culture.

Established on the SET, the salient pattern of a series of positive exchanges as a result of the positive valence implementation of employee voice (mutual beneficial employment contract, presence of positive relations, positive values and presence of knowledge); and the positive work climate and culture do effect the research participants wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect), EWB (presence of positive relations) and dignity (presence of inherent dignity and



meaningful relations). Furthermore, the positive valence of employee voice has reinforced their positive characteristics. The employees' positive wellbeing experience further establishes and strengthens their relational psychological contract between the employer and employee; and is reciprocated with effective job performance, commitment, loyalty, organisational citizenship behaviour and quality customer service. These subsequently leads to positive organisation outcome in the perspective where the employees have a good reputation, trust, feeling of belongingness, and a sense of ownership of the organisation. The positive wellbeing outcome does also lead to positive personal life outcomes in the perspective where they experience health, feeling heard, supported, and safe.

According to the research participants the negative valence of employee voice includes the employer/governance negative attitude viewing it as (i) opposing, (ii) challenging, (iii) threatening and (iv) burdensome. Additionally, the negative valence of employee voice poses problems such as (i) lack of confidentiality and protection, (ii) very complicated, (iii) hopelessness, (iv) slow, (v) unfairness, and (vi) punishing the victims who complaints by threatening them, sending them to disciplinary meetings, intentionally creates obstacles during their daily job routines, demotivates, or transfers them to another department.

For instance, Canes Venatici explained the negative attitude of the employer related to the negative valence of employee voice in the standpoint where they are not allowed to complain, they do not want to hear any ideas, do not care attitude, and view it as a burden. Further, the employee voice process is not protected, unreliable and in return, the employee who complains is being threatened. The surveys are only being implemented for the sake of formality, the results are false compared to the reality, and the absence of improvement from the survey outcomes. The implementation of the negative valence of employee voice further allows for negative interpersonal relations and

treatments between the work community. Over time, the norms of negative valence implementation of employee voice created and endures a toxic and unsafe work climate and culture.

From the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of employee voice (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the viewpoint of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations and presence of instrumentality). Further, it also conflicts with their positive characteristics. Their negative wellbeing experience consequently violates the relational psychological contract between the employer and employee and is reciprocated with negative job performance and reduced dedication. These subsequently leads to negative organisation outcome in the perspective where they have bad discretion and absence of organisation citizenship behaviour towards the organisation. The negative wellbeing effect does also lead to their negative personal life outcome in the perspective of poor quality of life and being exhausted.

In the opinion of the union, Irena described that she is not aware of the functions of the union. On the other hand, Ara claimed he is not a member of the union. However, he said that despite the employees' pay or do not pay for the union – they will still accompany them to the meetings. Diya illustrated the institution does not have a union and asserted that it must have a union.

#### 7.5.1.6 RESOURCES

This section presents a thematic analysis relative to the resources of HR practice. The research participants have described the positive valence implementation of resources provided by the organisations, which includes information and good facilities (e.g., prayer room for all faiths, nice canteen, disability toilet, pool table, technology, full heating system, full air condition system, and very new Mercedes Benz coaches). For instance, Cassiopeia illustrated the technology allows him to work from home with flexible time as it is available 24/7.

Interviewer:

*How would you describe the facility, technology and working conditions?*

Research Participant:

*“The technology is very good.”*

Interviewer:

*Okay.*

Research Participant:

*“The technology is very good means we have (incomprehensible) it was online (incomprehensible) and when we are working for our (incomprehensible) say how much money we spent we put it in the system. This company is using a system, so we can extract whatever (incomprehensible) for that project, so we can download and keep it. If you receive any materials outside or any subcontractor receives something or somebody in the main office, they will allocate that money to a particular code. So, for an example, if it is for men's power supply it will all be under one code, so we can see all men's power supply in one*

*(incomprehensible) and then any particular type of subcontract electrical work road work, it was all like differently defined. So, 'I can' access it 24 hours 24/7.*

*So, 'the' technology-wise was good. As I said we use to work from home also. We have our laptop, and all the access is there so we can work."*

*~ Cassiopeia ~*

The implementation of the positive valence of resources further maintains the positive interpersonal relations and treatments between the employees and the work community. Over time, the norms of positive valence implementation of resources established and sustains a positive and safe work climate and culture for employees where everyone can operate effectively.

Established on the SET, the salient pattern of a series of positive exchanges as a result of positive valence implementation of policy (mutual beneficial employment contract, and presence of positive relations, positive values and knowledge) reinforced the research participants' positive characteristics and effected their wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect), EWB (presence of positive relations and autonomy), dignity (presence of meaningful relations and inheritance dignity) and physical health. The positive valence of HRM resources is ensured to send positive signals to the work community to effect their wellbeing positively. The employees' positive wellbeing experience further leads to establishing and strengthening their relational psychological contract between the employer and employee; which is reciprocated by their effective job performance and quality customer service. These subsequently leads to positive organisation outcome in the perspective where the employees have a good reputation

for the organisation. The positive wellbeing effect does also lead to a positive personal life outcome in the perspective where they experience wellbeing, support and safety.

The research participants described the negative valence of resources in the perspective of (i) lack of essential resources (e.g., facilities to carry the heavy load of things, basic tools), (ii) outdated technology (e.g., slow computer), (iii) absence/inefficient information delivery and (iv) an unsafe working environment (e.g., fire hazard) to be detrimental to their mental, emotional, and physical health. Inadequate facilities and technology, particularly in jobs revolving around danger, can lead to fatal and serious accidents, thus creating continuous fear among employees working in such conditions. Here, the employer completely ignores the fact that the lives of their employees are in danger and insists that the employees continue to work in such conditions.

For instance, Eureka described the information is not delivered effectively and efficiently due to the outdated system and inefficient processes. This does affect both the company's revenue and his bonuses, as sometimes he already quoted the older price to the clients and then he is updated with the latest price list. Moreover, he claims the infrastructure, equipment and technology used by the organisation are outdated. According to him, this mainly occurs because it is a family-owned business. As stated by Canes Venatici, the only manner to receive information is if someone provides her with the information. Although there is a notice board – there is no information related to the work available on it. The lack of information does disrupt the employees' service to the customers. For example, they would have taken the order and then they are told the products are not available. This also leads to a chaotic work climate and culture, where the information is provided late on the screen, and then the employees will shout to inform the updated information to others. Besides, she also mentions that the employees do not communicate with each other until something goes wrong.

Subsequently, this leads them unable to deliver the ordered products which leads the customers to react with disappointment and anger. She said this occurs due to the governance, as she has worked for the same organisation in two different stores. According to her, the other store manages process the information well. The implementation of the negative valence of resources further allows for negative interpersonal relations and treatments between the employees and the work community. Over time, the norms of negative valence implementation of resources created and endures a toxic, chaotic and furious work climate and culture.

From the lens of SET, the salient pattern of a series of negative exchanges as a result of negative valence implementation of resources (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the perspective of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations). Further, it also conflicts with their positive characteristics. The employees' negative wellbeing experience consequently violates the relational psychological contract between the employer and employee and is reciprocated with negative job performance and reduced dedication. These subsequently leads to negative organisation outcome in the standpoint where they have bad discretion and absence of organisation citizenship behaviour towards the organisation. The negative wellbeing effect does also lead to a negative personal life outcome in the viewpoint of poor quality of life and being exhausted.

Diya described both the positive and negative valence of resources provided by the organisation. In the perspective of positive valence, most of the time the information is provided in advance but sometimes it is given last minute due to unavoidable circumstances. From the

viewpoint of the negative valence of resources, she illustrated since it is a small independent institution there is a financial constraint because the school is dependent on student fees. Hence, there is a lack of resources such as a small building, IT technology etc.

#### **7.5.1.7 PERFORMANCE MANAGEMENT AND REWARD**

This section presents a thematic analysis relative to the performance management and reward HR practice. The research participants explained the positive valence of performance management is implemented with the (i) presence of good feedback, (ii) presence of opportunity for career growth, (iii) employees are allowed to voice their opinion about the performance management process and system, and (iv) enforced both internally and externally. For example, Diya expressed the positive valence of implementation of performance review in the perspective where her work is observed both internally (by the governance) and externally (Ofsted) according to the need.

Interviewer:

*How do they carry out performance management in your institute? They also call it performance appraisal or performance review.*

Research Participant:

*“For myself, because I was asked to deliver lessons as well as a covered teacher, when I started to deliver the lesson 3/4 times (...) they observed me and then they gave me feedback, how I did because I was employed as a TA. Then slowly, they put me ‘in a’ teaching position. So, last whole year I was a teacher.”*

Interviewer:

*Oh.*

Research Participant:

*“Yes, I taught them (incomprehensible) year three and year two.”*

Interviewer:

*So, you were promoted from TA to the teacher.*

Research Participant:

*“Teacher, yes. I didn’t have qualifications as a teacher.”*

Interviewer:

*I get it.*

Research Participant:

*“I was an unqualified teacher.”*

Interviewer:

*Is it allowed?*

Research Participant:

*“It is allowed in this country.”*

Interviewer:

*Oh, wow. But apart from that, do they evaluate you yearly. It depends on the organisation, some conduct three months once, some conduct six months once, and some conduct yearly performance review.*

Research Participant:

*“No.”*



Interviewer:

*No, okay. So, it's just in the beginning?*

Research Participant:

*“ ‘At’ the beginning and then sometimes here and there they will come and sit down and observe us (...) teacher observation.”*

Interviewer:

*Okay.*

Research Participant:

*“How we deliver the lesson. What went well, what went wrong. How can we improve it?”*

Interviewer:

*Ahhhh.*

Research Participant:

*“They give us feedback.”*

Interviewer:

*Feedback. What's your opinion about their feedback?*

Research Participant:

*“That's good, that's good.”*

Interviewer:

*So, do you think it's fair and good feedback?*

Research Participant:

*“Yes, good feedback. Because Ofsted, they normally visit every school.”*

Interviewer:

*Oh, so the one who is giving the feedback is not from the school, it's the external agency?*

Research Participant:

*"No. Every month or where 'needed', here and there (...) whenever they inspect me that was from the school, okay, and then suddenly external agency Ofsted will visit the school and they will monitor our work. How the teaching 'is' going on. How the management, 'the' managerial area, the office work, how it is going on (...) that's something different. That happens for every school in UK. All the schools will be monitored."*

Interviewer:

*Okay, okay. I see. From what you have said I can see there is an opportunity for professional growth, am I right?*

Research Participant:

*"Yes, there is an opportunity because I felt I joined as a TA and then if you, if anyone work in that organisation honestly, and then they will have the opportunity to be promoted. Yes."*

Interviewer:

*So, is the system fair?*

Research Participant:

*"It's fair."*

*~ Diya ~*

Eureka explained the positive valence of implementation of performance management in the viewpoint where he has more faith in his subordinates, as he believes each employee comes from a different background and thus learns at a different pace. For example, he shared one incident where his governance intends to terminate a new subordinate after observing his performance for the first three months. However, Eureka convinced the governance to give more time, and today that subordinate is one of the best salesmen in the organisation. In terms of promotion Eureka claimed that there is limited opportunity to be promoted as it is a family-owned business, hence the glass ceiling exists.

The research participants illustrated the implementation of the positive valence of reward in the perspective where the employees are rewarded fairly which includes promotion, working overtime; and based on their performance and loyalty. For instance, Ara described the positive valence of reward in the standpoint where the employees are being paid overtime and employees' loyalty is being rewarded through celebration and gifts. The overtime payment is also included if the coach breaks down.

Interviewer:

*Yeah, you did mention that you can accomplish all the tasks within working hours.*

Research Participant:

*"Yeah, within the hours."*

Interviewer:

*Yeah, but if it goes extra.*

Research Participant:

*“Yeah, if you see my duty board, it’s all set sign-on time, sign-off time, meal break, prayer time. So, these is the hours I will work.”*

Interviewer:

*Okay, but if you have to work extra, are they paying you?*

Research Participant:

*“They will pay me, but (...) okay, while I am driving ‘if’ my coach breaks down right ‘and’ if it’s not fixed for six hours, so in that case, I mean my driving hours is okay I will not go over the driving hours because it’s less than which I have to drive. But my working hours is I can work sixteen hours a day according to the company law and British law. I can work sixteen hours a day but driving hours ‘is’ only ten hours maximum (...) nine hours. So, other hours are like if I have a breakdown, it will ‘be’ covered.”*

Interviewer:

*Okay.*

Research Participant:

*“You get it.”*

Interviewer:

*I get it, completely.*

*~ Ara ~*

The implementation of the positive valence of performance management and reward further maintains positive interpersonal relations and

treatments between the work community. Over time, the norms of implementation of the positive valence of performance management and reward established and sustains a positive, supportive, and safe work climate and culture.

Established on the SET, the positive exchange as a result of positive valence implementation of performance management and reward (mutual beneficial employment contract, and presence of positive relation, positive values and knowledge); and the positive work climate and culture do effect the research participants wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect and satisfaction), EWB (presence of purpose in life, personal growth and positive relations), dignity (presence of inherent dignity and meaningful relations) and physical health. Furthermore, the positive valence implementation of performance management and reward have reinforced their positive characteristics. The employees' positive wellbeing experience consequently establishes and strengthens their relational psychological contract between the employer and employee; and is reciprocated by effective job performance, commitment, and quality customer service. These subsequently leads to positive organisation outcome in the view where the employees have a good reputation and trust towards the organisation. Moreover, the employees' positive wellbeing effect leads to a positive personal life outcome where the employees feel secure and satisfied.

The research participants rationalised the negative valence implementation of performance management, which is not reviewed by the right qualified employee and the expectation set is unrealistic. For instance, Cora claimed the expectation set for him is unrealistic and as a result, he could not give 100%; and is reciprocated with reduced focus and quality of work outcome. However, after he raised the issue, contract staff is being recruited to address the issue.

Interviewer:

*Do you think the work outcome expectation they have of you is realistic?*

Research Participant:

*“No.”*

*“I think there is so much trust in me right now in the company, they say oh that guy can deliver. A lot of people get mentors, or they get constant sort of monitoring. But for me nowadays, give it to him and he will deliver it. But sometimes there’s ‘a’ time where yeah, it’s just a lot of workloads (...) and if they have been just paid a bit more attention, a bit more monitoring, that could have been avoided in the first place, yeah.”*

Interviewer:

*You think they are not planning and managing it better. Oh, once the project is going to fail, they push it to you because they know you are going to deliver it.*

Research Participant:

*“Oh yeah, I have had that a lot of times. A lot of my projects, oh man it's going wrong (...) he could fix it. Oh yeah, that guy could fix it. It's like (ahhhhh) (...).”*

Interviewer:

*But when everything is coming to you how do you feel?*

Research Participant:

*“Oh, not great.”*

Interviewer:

*Yeah, but are they doing anything about it?*

Research Participant:

*“Oh yeah. Right now (incomprehensible) a lot of contractors, ‘and’ project engineers, plus they hire especially for projects. Once the project is finished, they let go of them. So, you are on ‘a’ contract basis while I am on ‘a’ fix.*

*We got two new guys starting this week, just specifically for a project. So, I know that project is not going to come to me. I know that I just can focus on my project and finish the remaining ones that I have.*

*Because I am very vocal about that. I will say I can’t do it if you keep giving me projects. The quality will go down. I can’t allocate all my time to everything jumping in and out ‘of’ projects. We are working on one project, and ‘if’ you focus on it, give 100%. But when you have so many, you are just juggling, and it doesn’t (...) you can’t just jump from one to another like that and expect to pick up straight away where you left out. You got to take away some time and absorb it again. Oh yeah, so this is what I have been doing.”*

*~ Cora ~*

Canes Venatici explained that performance management is implemented based on favouritism. Someone new, who has been working there for just two months can be promoted to a higher position compared to employees’ who are experienced, talented and loyal, just because these employees are quiet, unpopular, and not favourable. Further, she

rejected her performance review given by somebody who is not superior to her. Hence, it was just carried out for the sake of formality. Since the employee is not superior to her and unaware of her job, Canes Venatici was given a bad evaluation which was subsequently rejected by her.

The research participants described the negative valence of the reward as not fair. According to Ambika, the reward is unfair because it is discriminated against based on the employees' age.

Interviewer:

*Do they give increments, like salary increments?*

Research Participant:

*“Yeah, like you get paid more if you are older.*

*If you are older like I was thirty-one and I would have more (...) my wage was higher than the people who were twenty years old.*

*I don't think that's fair.”*

*~ Ambika ~*

Additionally, Eureka claimed the reward is unfair compared to other organisation which operates in a similar business within the industry. Canes Venatici revealed the reward (e.g., the appointment of an employee of the month) is selected randomly based on favouritism and not given based on their performance. The implementation of the negative valence of performance management and reward further allows for negative interpersonal relations and treatment between the employees and the work community. Over time, the norms of implementation of the negative valence of performance management and reward created and endure a toxic and unsafe work climate and culture.



From the lens of SET, the negative exchange as a result of the negative valence of reward (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the perspective of HWB (presence of negative affect) and EWB (absence of positive relations). Additionally, it also conflicts with their positive characteristics. The employees' negative wellbeing experience further violates the relational psychological contract between the employer and employee and is reciprocated with poor job performance and reduced dedication. These subsequently leads to negative organisation outcome in the viewpoint where they have a bad discretion and absence of organisation citizenship behaviour towards the organisation.

On the other hand, other research participants explained that the reward is decent. For example, Aquila clarified that the nature of the industry is such that an employee does not aim to become a millionaire. According to her, she does it because of her passion (e.g., knowing about the world and sharing about it with the world). Thus, the wellbeing experience is not the result of the reward that they receive but based on their passion.

Interviewer:

*What about the reward? Basically, what is your opinion about the reward?*

Research Participant:

*"They did give some bonuses and things but (...) yeah, I don't think too much of that."*

Interviewer:

*Do you think it's reasonable or do you think they should pay more?*

Research Participant:

*“Yeah, but you know that’s the thing (...) in the kind of (...) that the industry (...) that we are talking about (...) you never go into it to become a millionaire.”*

Interviewer:

*Okay so (...)*

Research Participant:

*“You are very conscious of the fact (...) you are never going to be a millionaire for doing what one does, but you do it because you are passionate about it, or you like knowing about the world or you like telling people about the world (...) whatever it is.”*

Interviewer:

*Okay.*

Research Participant:

*“So, I wish yeah (...) in an ideal world I wish they will pay more, it's okay.”*

*~ Aquila ~*

### **7.5.1.8 STAFFING**

This section presents a thematic analysis relative to the staffing HR practice. The research participants described the negative valence of implementation of staffing mainly from the perspective of understaffing - where the number of staff does not match the amount of workload distribution. These issues mainly occur due to two paradoxical reasons which are either (i) the employer aims to maximise the profit by exploiting the employees, or (ii) financial constraints. Understaffing

leads to an overload of job allocation, high multitasking and poor implementation of policy. For instance, Cepheus described that understaffing occurs during weekends.

Research Participant:

*“If there is anything to mention, we would express that there is not enough staff. That’s what we will say. If there is enough staff, then it's okay (...) all of us can share the workload (...) then it's okay.”*

Interviewer:

*So, when you inform them about the lack of staff, are they taking it seriously? What do you think?*

Research Participant:

*“They are taking it seriously and calling other staff to request for them to work on the weekend, but mostly no one prefers to work on Saturday and Sunday.”*

Interviewer:

*Oh. So, does that mean that apart from weekends, there are adequate staff on other days?*

Research Participant:

*“Yes, but what we are expecting, we want manpower on Saturday and Sunday if they employ employees then it will be easy for us.”*

*~ Cepheus ~*

Confirming to Cepheus, the lack of employees seems to be the main concern. Other problems entangled with it are poor implementation of job allocation and policy enforcement. It seems most of the employees refused to work on weekends which leaves her and the rest of the employees to cover for them and experience the burden of over workload.

Eureka illustrated the negative valence of implementation of staffing in the view of three or four employees is doing the job of twenty employees. According to him, the understaffing leads to at times his brain stop working due to over workload.

Interviewer:

*How would you describe the workload in your organisation?*

Research Participant:

*“Immense.”*

Interviewer:

*Why do you think that occurs? What’s the root cause?*

Research Participant:

*“The level of work is too much.”*

Interviewer:

*Okay.*

Research Participant:

*“And the staffs are not good. Like not too many people are there to take care of the business.”*

Interviewer:

*So, you think there is the absence of a sufficient, right number of staff.*

Research Participant:

*“Yeah, the number of staff isn’t sufficient, where I believe twenty staff should be working for one particular organisation and there we are working as three or four of them.”*

Canes Venatici revealed the negative valence of implementation of staffing in the perspective of the governance trying to control the labour cost by exploiting the limited number of employees to gain more bonuses for themselves. The system is such that if the governance can show less labour cost and higher profit then they will earn more bonuses. The implementation of the negative valence of staffing further allows for negative interpersonal relations and treatments between the work community. Over time, the norms of negative valence implementation of staffing created and endures a toxic and unsafe work climate and culture.

Positioned on the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of staffing (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the view of HWB (presence of negative affect), dignity (presence of instrumentality) and physical health. Further, the negative wellbeing effect conflicts with their positive characteristics. The employees' negative wellbeing experience consequently violates their relational psychological contract between the employer and employee and is reciprocated with negative job performance in the perspective of reduced quality of job performance outcome and poor-quality service. These subsequently leads to negative organisation outcome in the viewpoint where they have bad discretion, absence of organisational citizenship behaviour and poor service quality towards the organisation. The negative wellbeing effect does also lead to negative personal life outcomes in the assessment of poor quality of life and being exhausted.

On the other note, Diya explained the implementation of staffing to be neutral; neither positive nor negative.

Interviewer:

*What would you describe as the greatest challenge that you have encountered so far working over there?*

Research Participant:

*“Greatest challenge is to ‘be’ dealing with behavioural issues because they have been implementing behavioural policies. Dealing with challenging behaviour without a TA is challenging for the teacher. Some children ‘are’ very aggressive (...) they kick the chair, throw things everywhere, ‘and’ they won’t care about other children. So, maintaining, teaching seventeen, eighteen children as one adult individual is hard.”*

Interviewer:

*Without the TA.*

Research Participant:

*“Without the TA, without another adult. So, if a child is throwing things and running and distracting others, I have to send another child to go out of the class and get an adult.”*

*“So that was ‘the’ main (...) I face (...) that was challenging for me and stressful during that time. So, either I have to move all of the children out of the classroom from that particular time or I need to take that child out of the classroom. If the child refuses, I need to look at all the other child safeguarding issues.”*

*“So that is challenging.”*

According to Diya, the education institute is understaffed but she accepts it because it is a private religious school which has limited resources including financial resources. Hence, she works there with the primary aim to serve the community. Although she faces challenges due to understaffing such as high workload, high pressure from governance and sometimes dealing with aggressive children behaviour without support; she is still able to deliver positive job performance outcomes. However, she experiences the presence of HWB (negative affect). This leads to effect her personal life outcome negatively because she feels exhausted when she returns home and disrupts her fulfilling her family responsibility.

#### **7.5.1.9 GET-TOGETHER/COMMUNITY SERVICE ACTIVITIES**

This section presents a thematic analysis relative to the get-together/community service activities HR practice. The get-together/community service activities initially were not included within the ten key HR practice contexts of the proposed conceptual framework (see Table 4.0); however, the findings of the research clearly show the HRM implementation associated to get-together/community service activities do effect employee and organisation outcomes.

The research participants illustrated the positive valence of implementation of get-together/community service activities in the perspective where the organisation arrange these activities to bring employees and the extended community together, get to know each other better, strengthen their bond and contribute to the society. For instance, Diya described the employees getting together during the festive season once a year, breaking the fast together and sharing the

home cook food with everyone. According to her, the get-together activities strengthen their bond and it is a good time to relax.

The implementation of the positive valence of get-together/community service activities further sustains their positive interpersonal relations and treatments between the work community and the extended community where they live. Over time, the norms of positive valence implementation of get-together/community service activities established and sustain a positive, supportive, and safe work climate and culture.

Established on the SET, the salient pattern of a series of positive exchanges as a result of positive valence implementation of get-together/community service activities (presence of positive relations, positive values and knowledge); and the positive work climate and culture do effect the research participants' wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect), EWB (presence of positive relations and purpose of life) and dignity (presence of inherent dignity and meaningful relations). Furthermore, the positive valence of implementation of get-together/community service activities has reinforced their positive characteristics. The employees' positive wellbeing experience consequently established and strengthens their relational psychological contract between the employer and employee and is reciprocated with effective job performance. These subsequently leads to positive organisation outcome where the employees have a good reputation for the organisation. The positive wellbeing effect does also lead to a positive personal life outcome in the view where they experience purpose and meaning in their life.

On the other note, the research participants described both the presence of positive and negative valence implementation of get-together/community service activities arranged by the organisation. According to Golden Eye, the positive valence of activities arranged by



the organisation is related to corporate social responsibility and for the clients (students). Further, through these activities, she can build her network. However, there is a lack of activities arranged for employees.

Interviewer:

*Are you aware of whether the university implements corporate social responsibility activities?*

Research Participant:

*"I think they do a lot."*

Interviewer:

*So, what is your thought about it? Have you participated in corporate social responsibility activities?*

Research Participant:

*"No (...) no."*

Interviewer:

*Okay. Do they have any other events or get-togethers?*

Research Participant:

*"Yeah, they have a lot."*

Interviewer:

*I mean do they implement for your job, in the setting for employees.*

Research Participant:

*"No."*

Interviewer:

*No.*

Research Participant:

*“I think they do mainly for students and business, and they do want to contribute to society as well. And they are doing this business breakfast. In the union, they have careers week, so they (...) and they also have the enterprise centre, and they encourage students to open like doing start-up business (...) they have funding. So, I think it’s good.”*

Interviewer:

*Yeah, but as an employee working here, what is your thought about the events or get-togethers arranged for employees?*

Research Participant:

*“I think they should.  
I think in the UK networking is everything.”*

*“In terms of proper networking, if not I don’t think you can succeed here.”*

*“Even lecturers, many (...) many of them were saying to me, you have to expand your LinkedIn network and you have to go to the events. You have to give your business card; you have to take a business card. You have to follow up with the people, otherwise, you can’t succeed.”*

Interviewer:

*Oh.*

Research Participant:

*“That’s how I understood it works here.”*

*Yeah, they like events. They like to do this.”*

Interviewer:

*So as an employee you would prefer if they held events and get-togethers?*

Research Participant:

*“Yeah (...) yeah.”*

*~ Golden Eye ~*

Corresponding to Eureka, the positive valence implementation of social activities/events is arranged both for the teammates and clients.

Research Participant:

*“Yes, we have events. Like we have exhibitions, we have parties.”*

Interviewer:

*Exhibitions? Can you further explain it?*

Research Participant:

*“Exhibitions, where we work with many branches like coke, pepsi, all ‘the’ big brands that you can talk about. So, we organise the exhibitions where all these big companies come and display the products and encourage them to buy from it.”*

Interviewer:

*Oh, okay. How about for the employees' get-together?*

Research Participant:

*“Employees yes, we have yearly once or twice where we party around and all drink, food and all these things, small parties around.”*

Interviewer:

*Okay. So, what's your thought about it?*

Research Participant:

*"Yeah, it's good."*

Interviewer:

*Why?*

Research Participant:

*"It's good because we understand more of each other outside the office environment; so, what we are doing, what we are discussing and a bit of fun time. Okay, like sometimes I have this responsibility to take my employees to a football match. So, I had the option to take them. So, we used to go 'and' have fun in a football match and know each other more so sometimes."*

Interviewer:

*Yes, many of them believe that. They believe that by having events, you can get to know more about each other.*

Research Participant:

*"Yeah, I believe that too."*

Interviewer:

*Yeah.*

Research Participant:

*"But sometimes you can get info which is not appropriate, useful and that gives you decisions (...)"*

*okay he can be this sort off, can be that sort off, that can be sometimes quite harmful.”*

Interviewer:

*Oh, okay.*

*~ Eureka ~*

According to Eureka, the social activities/events which are arranged for clients allow them to know about the company and their products better. Additionally, the social activities/events arranged for the employees allow them to understand each other better and have a fun time. However, the negative valence of implementation of social activities sometimes leads to obtaining unnecessary information which subsequently influences the work-related decision that could be harmful.

Canes Venatici described the positive valence of implementation of service activities for the community in the view of maintaining a peaceful and clean environment. The negative valence of implementation of get-together activities is that some employees cannot afford to financially sponsor the events being organised. Hence, it is less effective as these employees will avoid participating in these get-together events.

Interviewer:

*Okay. Do they have CSR activities?*

Research Participant:

*“Like they perform a lot of social responsibility activities like in a (confidential name of the place) areas you will see that it is not very noisy. They will have boards everywhere saying that this is a quiet zone, and ‘that’ you need to be quiet. You can’t make honk the horns or maybe you can’t shout loud or anything.”*

Interviewer:

*In (confidential name of the place) itself?*

Research Participant:

*“Yeah, surrounding (incomprehensible) surrounding like we have a drive-thru people coming in, the whole area is boarded with (...)”*

Interviewer:

*So, in your opinion, it is social responsibility?*

Research Participant:

*“Of course, yes. They have lots of buildings around, people staying in it. If you see people shouting, ‘and’ honking, they get disturbed by the environment as well. They keep the (confidential - name of place) as well as around I think up to (...) I don’t know how much but up to point two miles or five miles, they try to keep the area clean like people from our store whoever is responsible will go out with a big bag and take out all the litters around, so that the society around is not disturbed, is not (...) does not create any trouble for them or make it dirtier.”*

Interviewer:

*Okay, thank you. Do they arrange any get-togethers or events for all the employees to come together?*

Research Participant:

*“Yeah, they do have. Like sometimes they do organise football matches or bowling. They go out bowling or sometimes if somebody is leaving the store they will go out for farewell dinner or something like this. They keep*

*organising things. It depends upon individuals who want to join (incomprehensible)”*

Interviewer:

*What do you think about it? You think it’s effective because usually, they arrange these events for a motive – to bring all the employees together so that they are united, engaged, and happy to work there. So, what do you think?*

Research Participant:

*“Yeah, it is. But if you are working in a place like (confidential name of the place) there are quite a few numbers of people who are (...) who (...) they are only based on this income that comes from (confidential name of the place). So, for them going out ‘to’ parties like this they can’t financially support. These parties don’t financially support.”*

Interviewer:

*But I thought the organisation sponsors these get-together events.*

Research Participant:

*“No, no. They like (...) we all contribute if we are going out for a place for food. So, mostly they select a place where it is buffet like we have (...) like per person, how much we have to pay. So accordingly, they decide. Okay, this is the amount that you have to pay, and you go, most of the time. Maximum people don’t turn up for this kind of meeting because they don’t find it useful as well as they think that they are going to spend money which they don’t consider they should be doing it.”*

Interviewer:

*Oh, usually I hear the organisation sponsor it.*

Research Participant:

*“No. They have one Christmas party. What they do, they will only yeah, they only provide I think it’s just the venue that they have. Rest if you were to eat drink you have to spend all by yourself.”*

Interviewer:

*Okay.*

*~ Canes Venatici ~*

The implementation of the negative valence of get-together/community service activities further allows for negative interpersonal relations and treatments between the work community. Over time, the norms of negative valence implementation of staffing created and endure a toxic and unsafe work climate and culture.

Positioned on the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of get-together/community service activities (bad employment contract, presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect the research participants wellbeing negatively. Their wellbeing is effected negatively in the view of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations). The employees’ negative wellbeing experience further violates their relational psychological contracts between the employer and employee and is reciprocated with negative job performance in the perspective of reduced quality of job performance outcome and poor-quality service. These subsequently leads to negative organisation outcome in the viewpoint where they have bad discretion, absence of organisational



citizenship behaviour and poor service quality towards the organisation. The negative wellbeing effect does also lead to negative personal life outcomes in the assessment of poor quality of life and being exhausted.

## **7.5.2 WORKPLACE RELATIONS**

This sub-section addresses the research question related to workplace relations:

### Workplace Relations

- 1b (i): How do employees evaluate these seven dimensions of workplace relations to effect the organisation's work climate and culture?
- 1b (ii): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent four dimensions of their wellbeing?
- 1b (iii): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent the dimension of job performance?
- 1b (iv): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent the dimension of personal life?
- 1b (v) How do employees evaluate these seven dimensions of workplace relations to effect the dimension of organisation outcome?

Below the researcher has demonstrated the eleven dimensions of HR practices, seven dimensions of workplace relations and four dimensions of employee wellbeing.

### Workplace Relations

- i) Leader
- ii) Governance

- iii) Colleague/Peer
- iv) Work community
- v) Team members
- vi) Administrative staff
- vii) Client/Customer

#### Employee Wellbeing

- i) HWB
- ii) EWB
- iii) Dignity
- iv) Physical health

#### OTHER RELEVANT RESEARCH QUESTIONS

- 2: What are the representative details of the employee evaluation between the HRM implementation context (HR practices and workplace relations), and its effect on the organisation's work climate and culture; employee and organisation outcomes?
- 3: Why the HRM implementation context (HR practices and workplace relations) are implemented as described?
- 4: When does the significant incident described occur?
- 5: Who is related to the significant incidents described?

#### **7.5.2.0 LEADER**

This section presents a thematic analysis associated with the leaders' role in workplace relations. The research participants explained the positive valence of HRM implementation, interpersonal relations, and treatment by their superiors who have been very welcoming, helpful, supportive, caring, efficient, listening, trustworthy, faithful and provide good guidance at every step. Hence, the supervisors personify and reflect values, presence of knowledge/expertise and experience.

For example, Orlov described the leader as providing necessary documentation and guidance as required for the work and outside of the work scope (e.g., accommodation).

Research Participant:

*“Because they have good, in the sense they have catered to me. They have helped me too. You know the managers, they are very, very, how do you say (...) they are very understanding, very friendly, I am sure because they work with medical doctors for so long. How do you say, they helped me to get started so much you know; to refer to a bank, get the letter from the bank.”*

*~ Orlov ~*

According to Aurora Butterfly, the values embedded within the leader are further reflected within the practice of job distribution and promotion.

Research Participant:

*“I have known my supervisor since 2010 and we have never had ‘a’ problem. We always trust each other, very helpful. We have faith ‘in’ each other, and he trusts me. He gives me responsibility and he helps me a lot with my career, and he really does, in terms of my career and recommendation. At the same time, I do my work. Yeah, there is a lot (...) there is mutual benefit.”*

*~ Aurora Butterfly ~*

Regent illustrated the positive valence of implementation of clear work processes, clear guidance, accessible governance (open door policy) and treatment by his superior as having contributed to clear and smooth job operation.

Research Participant:

*“Yeah, it is not like I’m the manager and you cannot come to the room. Anytime, you can go and ask him. He will help you. He does not interfere throughout the day. ‘In the’ morning, he explains everything, which is stated in the paper. You follow them and if you do not understand anything, you can ask.”*

*~ Regent ~*

Bharani explained of the positive interpersonal relationships with her supervisor reflect the presence of an effective supervisory relationship.

Interviewer:

*How is your relationship with your supervisor?*

Research Participant:

*“Good.”*

Interviewer:

*Are you happy?*

Research Participant:

*“Yes.”*

Interviewer:

*Would you like to provide an example?*

Research Participant:

*“I have two supervisors. I am a practitioner, so I don’t practice in one area. So, I need economics, and I need law. They decided to have two supervisors, which I want, I appreciate it and that’s the one thing, and both are very experienced (aaa) I think so, they are well*

*aware of how the actual practice is going on, so their advice is very practical.”*

Interviewer:

*Okay.*

Research Participant:

*“Both in my working paper and my working place, at the same time.”*

*~ Bharani ~*

Corresponding to Diya, her superior has worked as a teacher before, hence she can put herself in the shoes of the employees. Thus, she is very understanding and helpful. Besides, Irena described her superior continuously keeps an eye on the work community to ensure everyone gets along with each other and compliments them. Over time, established on SET - the positive valence of leadership is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently leads to establishing and sustaining a positive, supportive and caring work climate and culture within the organisation.

Additionally, both the positive valence of leadership (mutual beneficial employment contract, and presence of positive relations, positive values and knowledge) and positive work climate and culture do effect the employees' and work community's mutual wellbeing positively. Moreover, the positive valence of leadership has reinforced their positive characteristics. Their wellbeing is effected positively in the perspective of HWB (presence of positive affect), EWB (presence of positive relations and personal growth), dignity (presence of inheritance dignity and meaningful relations) and physical health. The employees' positive wellbeing experience further establishes and strengthens the psychological contract between the employer and employee; and is

reciprocated with effective job performance, commitment, loyalty, and quality customer service. These subsequently leads to positive organisation outcome in the viewpoint where the employees have a good reputation about the organisation and are loyal to the organisation.

On the other hand, the research participants also described both the positive and negative valence of leadership. For instance, Eureka defined the positive valence of leadership in the standpoint where he always steps in the shoes of his subordinates and stops thinking that he is a boss. Likewise, he believes that other leaders should have similar attitudes. Further, he provides websites and links to subordinates who need counselling services. However, Eureka described the negative valence of leadership, from the perspective of his relationship with his boss. He said, his relationship with his boss is quite challenging, as he is very busy, only wears the hat of the role of boss and refuse to step in the shoe of his subordinates; the presence of lack transparency in communication, lack of care towards subordinates and solely prioritise results and business above all - even above employee welfare. Canes Venatici noted the positive valence of a leader in the view where there are certain shifts the subordinates are especially happy to work because of the managers' positive characteristics and treatment (e.g., wonderful, lovely, enjoyable, fun, well planned, flexible, communicate effectively and very organised). However, she stated the negative valence of leadership in the viewpoint where the leader continuously shows a strict face, unfriendly, unfair, confused, absence of effective communication, very unorganised, messed up, mismanages and threatening etc.

### **7.5.2.1 GOVERNANCE**

This section presents a thematic analysis associated with the governance role of workplace relations. The research participants demonstrated the negative valence of governance, which reflects mismanagement and the

presence of negative relations within the organisation. The governance reflects elements such as (i) refusing to step in the employees' shoes to understand them, (ii) presence of a high chain of command, (iii) very unorganised and messed up; (iv) absence of support, (v) absence of genuine relationship, (vi) lack of job security, (vii) place employees under high pressure and (viii) denial of the existence of problems within the organisation. For example, Regent explained the negative valence of HRM implementation and treatment in the view of lack of support by the governance both in terms of technology, employee voice, and absence of a genuine relationship.

Interviewer:

*How would you describe your relationship with the work community?*

Research Participant:

*“There is no time for ‘a’ relationship. You can’t speak in the workplace.”*

Interviewer:

*You can't speak? Is there a policy?*

Research Participant:

*“There is no policy. When you're working in a line, you need to concentrate on your work. As I told you if there is ‘investment in’ technology development you don't need to concentrate. Once you have reached the level, the machine will automatically stop. But the problem is you need to check on each ball. You need to blow the ball and if ‘there is an error’ the ball will burst.”*

Interviewer:

*You did mention concentration, so how ‘do’ you feel about it?*

Research Participant:

*“That’s a big headache. You can’t concentrate, every time and every minute. That’s very hard for humans. If you ‘invest in’ technology development, it will be very easy. Even if I’m concentrating every minute, I can’t contribute to a proper and perfect job. I will make mistakes. If ‘there is a balance between work’ and you’re talking to your colleagues, there is some relaxation. Then your mind will be free, and you can do your work properly. Eight hours or thirteen hours, you’re doing the same work, same work, same work, (...) concentrating, mentally you will be upset.”*

*“There are a lot of things they can improve. There is no point if the team leader or manager is kind but that is not ‘directly related to the’ work. The problem is the kind thing cannot make people happy.”*

Interviewer:

*What is your suggestion?*

Research Participant:

*“They need to concentrate, so make them better, that is it. So whatever improvement needs to be done on the technology. Until then if I am working you know, I won’t be peaceful, relaxed. Just think if you concentrate on ‘the’ routine for eight hours, what will happen to your mind after ‘a’ few years? After ‘a’ few years, you will get mad, because the mind will collapse. So that is the main thing. Even after eight hours when you come out, you will feel like, you know, I cannot explain that you can feel like stress on your mind because you are doing*



*work for more than eight hours continuously (...) to your mind, that's the problem."*

*"What they want, they want us to do our job, that's it. They don't want 'to have' any relationship; they only want work-wise relationships. They will not take care; they will act like take care."*

*~ Regent ~*

Conforming to Regent, the lack of the right technology and high job demands require continuous high mental intensity. Subsequently, this leads him to have a severe negative impact on his mental wellbeing which can severely damage his mind over a long period. Here, Regent provided his idea based on his educational qualification and past work experience.

Anela described the high number and continuous termination of employees working in the production site under the ground of redundancy to effects the employees' job security.

Research Participant:

*"It's just that's how they manage people. Like for example, you know having redundancy all that stuff (...) you know so when we don't make 'a' profit, we need to take all our workers out of the company"*

Interviewer:

*Oh.*

Research Participant:

*"Its kind you know (...)"*

Interviewer:

*Not secure?*

Research Participant:

*“Yeah, the job... what I heard is that the workers there (...) they feel insecure because they always think they might be one of the redundancy people to go out.”*

*“So now there is a new management team coming in you know, to solve this kind of problems (...) like they always (...) like a new way having a morning breakfast meeting, talking to people (...) you know (...) like call the people, production people (...) let’s have a cup of tea or coffee in the morning, ask questions (...) okay what’s your problem (...) you know. Just share with the (...) he is a new management leader. So, he is trying to do it in a different way like, you know try to approach people the lower, you know (...) worker. What’s your problem (...) you know (...) asking them and then they (...) you know (...) they try to talk and then he will take note and then try to talk to HR. How can we improve but the thing is (...) you know? We are happy with this new management team but it’s like they just (incomprehensible) in front of us but at the back nothing to be done you know. You get what I mean?”*

Interviewer:

*I get it.*

Research Participant:

*“They feel unsecured, you know (...) because the management team say now you have to know that you are in a good position (...) you are not going to be (...) what (...)”*

Interviewer:

*Sacked?*

Research Participant:

*“Taken away from the (...)*

*So, they are not happy, you know. They are not happy with the production team. They always feel that am I going to be one of them, they are going to throw me away or something (...)*

*So, the way they work (...) the way they feel (...) affects the way they work.”*

Interviewer:

*Can you further describe the insecurity?*

Research Participant:

*“When they are not feeling happy to go to work (...) when they feel insecure (...) like for example (...) you know (...) not a permanent worker (...) you know. So, it’s different from a contract worker right (...) so like contract worker you know like two years but this one anytime you can (...) the company (...)”*

Interviewer:

*Oh, you are talking about the workers who don’t have a contract, is it?*

Research Participant:

*“For the workers in the production, you know (...) the workers that they don’t have ‘a’ contract, I think they are through ‘an’ agency or whatsoever (...) yeah.”*

~ Anela ~

As reported by Anela, although new governance had been appointed to handle the issue of post fear faced by the employees by assuring them that their job is secure, the employees do not buy it. This is because the employees do not completely trust the governance when they have observed their colleagues are being terminated and wonder whether they will be the next ones to be terminated.

French Blue clarified the presence of mismanagement in the viewpoint of disorganisation, lack of proper chain of communication and high chain of command. Further, the governance and most of the employees accept it as a norm without acknowledging and addressing the issues that need to be resolved.

Research Participant:

*“Generally, the environment here is that you have to be on your toe. It’s not organised, it’s very unorganised and you know (...) what comes to you when you don’t expect it, so you know.”*

Interviewer:

*I get it. So how do you feel about it?*

Research Participant:

*“I prefer a more organised and ‘a’ more structured, systematic way of doing it.”*

Interviewer:

*Why?*

Research Participant:

*“Because you can plan for it, simply. That’s it. Because you can plan for it. You know what you are doing next. So that way for instance if I want to go on holiday, for*

*instance, I can go on holiday regardless of you know (...) concerns there are events coming or things like that.”*

Interviewer:

*Why do you think it occurs?*

Research Participant:

*“See the main (...) well there is a couple of things isn’t it. ‘The’ first thing is communication. How communication is dealt ‘with’ within an organisation right. So, there could be ‘a’ breakdown of communication, right? There could be some emails sent, which are like for instance if the dean sends an email to the HOD (...) the head of the department may see it after two hours or maybe one hour. Similarly, that email maybe is directed to someone else, maybe a lecturer, right? Then the HOD will send the email to the unit coordinator, and the unit coordinator passed it on. So, there is a breakdown in communication. That also depends on the chain of command. So, the hierarchy that is structured (...) so the structure of the organisation that affects it as well (...) right. So, there is communication, there’s a hierarchy, ‘and’ a structure of the organisation. Then of course is the culture (...) yeah (...) so it’s all. ‘The’ culture I think for me is very important, the organisational culture because if the culture is that you are expected to be proactive and you are expected to get things done ‘at’ the last minute, then that’s how it’s going to be. And the culture accepts the fact this is how it’s going to be then that’s it; you have to work with it. If the people, dean, or HR, all of them,*

*they don't see it as a problem and that's how everyone is going to accommodate to that.*

*If they recognise it as a problem and they try to work around it, it's good. I know a friend who works here and (confidential name of the place) as well. So, what he was saying 'is' that over there in (confidential name of the place) it's more systematic, it's more structured, means you will be informed well in advance; what you need to do and what needs to be done and everything is more systematic. Whereas over here it's not as systematic. It's the culture because the culture is that you have to be proactive over here, whereas 'in' the culture over there you have to plan in advance. Does that make sense?"*

Interviewer:

*It does. It's brilliant.*

*~ French Blue ~*

Eureka unveiled the negative valence of implementation of governance in the view of the lack of support and assistance provided to the employees. Hence, Eureka sometimes takes the initiative to assist his subordinates in need. According to Eureka, since the employees belong to the organisation, the governance needs to provide support and assistance to the employees. Further, he adds, when they are shown that they matter, it can lead to boost and motivate them, and in return, they will give 100% to the organisation. Otherwise, they become demotivated. Over time, based on the SET - the negative valence implementation by the governance is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently created and endures a negative and dangerous work

climate and culture within the organisation.

Additionally, both the negative valence implementation of governance (bad employment contract, presence of negative relations, absence of values, and absence/deficiency of knowledge) and toxic work climate and culture do effect the research participants' wellbeing negatively. Furthermore, the negative valence of governance conflicts with employees' positive characteristics. Their wellbeing is effected negatively in the view of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations and presence of instrumentality). Moreover, the series of negative exchanges certainly violated the relational psychology contract between the employer and employee; and is reciprocated with poor job quality (e.g., many errors due to high mental intensity), frustration towards the employer, demotivated, and reduced efficiency and proactiveness. These subsequently leads to negative organisation outcome in the view where the employees have a bad perspective and high turnover intention towards the organisation. The negative wellbeing also does affect their negative personal life outcome in the assessment where they worry about their sustainable mental health and survival.

On the other note, Diya illustrated the positive and negative valence of governance. Diya described the positive valence of governance from the standpoint that if she requires short breaks due to high work pressure as a result of understaffing; and if the students are behaving in an aggressive and/or uncontrollable manner, the governance allows her to take breaks and sometimes assigns the administrative staff to cover for her. On the other hand, she defined the negative valence in the perspective of high pressure from the governance coupled with high workloads; and continuous changes of governance leading to stress at work.

### 7.5.2.2 COLLEAGUE/PEER

This section presents a thematic analysis in association with the colleague/peer role in workplace relations. The research participants illustrated the positive valence of colleagues/peers which includes providing employees guidance, compliment, cooperation, support, and assistance during their work. These were implemented through good coordination, communication mechanism and reporting structure, in their everyday job in terms of job planning, allocation, and delegation. Hence, values such as good understanding, flexibility, cooperation, and trust are continuously exchanged within the interpersonal relationships among the colleagues in their everyday job. Additionally, they claim they have no issues with their colleagues/peers; and have good and positive relations. For example, Creator explained the positive valence of support and treatment among colleagues in their everyday job in terms of flexible job arrangements, proactive and efficient work processes daily.

Research Participant:

*“Mainly our colleagues. And also, timewise, for example, I normally do the late shifts, I normally start at two and finish at eight. That is our operation. Even if I am late, the person who is in charge in the morning, he will leave a chronicle description of what has gone through, that makes things easier.”*

*~ Creator ~*

Orlov illustrated the positive valence of support and treatment from peers when she was faced with bullying behaviour from a very senior anaesthetic doctor.

Research Participant:

*“Oh, he was saying, okay, the story was that I was there to start the day at seven o’clock or seven-thirty. He was late, he was there at eight-thirty, maybe because he*



*wants to do something, but he didn't tell me, but he was late. It was because I was new to the team (...) we have to have a meeting at eight o'clock (...) we waited for my colleague to come (...) he questioned the cases on the list, like why what happened, that sort of things. He made it very difficult and very unpleasant to work with that day. As a result, we have to cancel some patients because it was a very non-happy environment. It was quite surprising. I didn't think that would happen, obviously. It seems it was not the first time. So, I came in, 'and' I was early in the job here, I didn't know the situation. That's why my colleague was able to complain. This is not the first time that they have contended with him, so that's why (...) they have a meeting with him. This consultant was removed from our list. He was repositioned."*

*~ Orlov ~*

Since Orlov is new to the team, she described the anaesthetic doctor's bullying behaviour exchange as a shocking experience for her and creates a very unpleasant working environment for the team. The incident does not occur for the first time and since she was new to the team; her colleagues who were present during the incident reported it to HR and hospital manager. As a result, the anaesthetic doctor was requested to attend a meeting and the outcome was he was removed from their list and repositioned. Hence, with the enactment of a zero-tolerance policy on unacceptable behaviour, the presence of ethical and supportive team members, and HR department staff; the issue was resolved immediately.

Over time, established on the SET - the positive valence of colleague/peer is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently established and sustains a positive, supportive, safe, and happy work

climate and culture within the organisation. Additionally, both the positive valence of colleague/peer (presence of positive relations, positive values, and knowledge) and positive work climate and culture do effect the research participants' wellbeing positively. Moreover, the positive valence of colleagues/peers has reinforced their positive characteristics. Their wellbeing is effected positively in the viewpoint of the presence of HWB (presence of positive affect and satisfaction), EWB (presence of positive relations, autonomy, and growth), and dignity (presence of inherent dignity and meaningful relations). The employees' positive wellbeing experiences further established and strengthen their relational psychological contract between the employer and employee; and are reciprocated with the ability to endure challenging situations, effective job performance outcomes, loyalty, and good discretion about the organisation.

On the other note, Eureka noted his relationship with his peer/partner as neutral. He described their relationship as competitive, due to the work style implemented by the employer which is based on division. The employer believes if the partners start to discuss and share the information then the organisation will incur a loss.

### **7.5.2.3 TEAM MEMBER**

This section presents a thematic analysis in association with the team members' role in workplace relations. The research participants described both the positive and negative valence implementation of team members within their organisation. According to them, the valence depends on the type of team members they worked with. Their positive characteristics are reinforced, and wellbeing is positively effected when they exchange positive values (e.g., happiness, trust and care) and knowledge between the team members. Additionally, they experience

positive wellbeing when they experience meaningful interpersonal relations while working with the team members such as being friends.

The positive valence implementation of team members (presence of positive relations, positive values, and knowledge) has effected the research participants' wellbeing positively. Moreover, the positive valence implementation of team members has reinforced their positive characteristics. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect), EWB (presence of positive relations and personal growth), dignity (presence of inheritance dignity and meaningful relations) and physical health. The positive wellbeing experiences further established and strengthen the relational psychological contract between the employer and employee, and are reciprocated with effective job performance especially when they are working with positive valence team members.

Contrastingly, the research findings show they experience the negative valence of team members when they do not get along with each other due to team members' negative characteristics and bad attitudes (e.g., deceptive, lack of guidance, mistreatment, difficulty to work with, free-rider and taking advantage of others); and bitter competition. These actions further lead the employee to react with anger, verbal argument, make more mistakes, and not advance in their career. For instance, Tania Australis described that she could not get along with some of her team members because of bitter competition and senior team members who possess a bad attitude and negative characteristics.

Interviewer:

*I felt a lot of 'the' team members I was working with, there was all fun and jokes but there was always this level of competition, and they were always like oh, what's she is doing, what's he is doing, and I don't like that. So, on a personal level I enjoyed it with people you*

*know that understood my situation more and yeah, I feel like band seven were doing that one as well.”*

Interviewer:

*Yeah, I get it. On the peer level, you kind of saw people perceiving it as a competition.*

Research Participant:

*“Even like on a personal level which I didn’t like so that’s why.”*

Interviewer:

*Okay. Apart from that did you go through any bad experiences because you mention ‘some people’ which means it probably could be neutral or it could be bad?*

Research Participant:

*“So, I would say ‘the’ bad experience that I particularly remember was with the band six.”*

*“The way it worked is that when you treat a person (...) is two people always together (...) so it’s a band five or band six. So, I was the band five and she was the band six. So, when we are in a room treating a patient, it’s just me and her. She wouldn’t (...) she’s (...) I was in my first few weeks, and I was learning a new technique, it was like a breath-holding technique, something that I have never done before. So, I was trying my best to sort of learning things, ask her questions but she wouldn’t give me any feedback. She wouldn’t help me learn and she would kind of make it seem like I didn’t know anything (...) in front of the students that I was teaching at the same time as well. So, I felt like I had no respect*

*and it made me very angry, but I kept telling myself it was like (...) it was okay, it was your first few weeks (...) come on get used to it (...) get used to it (...) take that much time. And then I notice the other girl started with me (...) she was trained by someone else (...) she got signed off very quickly and I was like I don't understand why I am not getting signed off and then (...)"*

Interviewer:

*What is signed off mean?*

Research Participant:

*"So, before you treat a patient by yourself without any supervision you need to get signed off, especially if it's a new technique, because this was a new technique I had to get signed off."*

Interviewer:

*Oh.*

Research Participant:

*"And she wouldn't let me get signed off. She said, oh I have ten years of experience, so how can you do it so soon (...) wouldn't help me learn. And even I ended up making more mistakes because I kept thinking I was doing something wrong and even if it wasn't my mistake, she will put the blame on me so (...)"*

Interviewer:

*Even if it is not your mistake.*

Research Participant:

*“No. So, even then she will blame me. And because I was new to the work culture around there, she knew how to handle ‘the’ situation and the blame kept coming on me. And in a hospital when you make a big mistake it can go on a datix we call it (...) and a datix is a big problem.”*

*“(...) we are having a few issues like I am (incomprehensible) to learn, but luckily before all of this happened, we had a verbal argument. In a hospital (...) it is very (...) I very rarely kind of speak in a louder tone because one - its hospital, two - I am always in my job role and then when she said something like you have done this, you have done that and she raised her voice and got very angry, I gave her like ‘a’ prompt response. I was like actually, that was your fault that you didn’t pick on when I picked up on and that’s when we solve the solutions and then she just went quiet, went straight to band seven (...) because she was not there, she can’t do this, she can’t do that and the list of things I couldn’t do and the band seven have to listen to both our sides.”*

*~ Tania Australis ~*

Confirming to Tania Australis, a senior team member was appointed to work along with her and teach her. Tania Australis claimed the senior team member acquired a bad attitude, deceptive, refuse to teach, mistreat and was difficult to work with. This leads her to react with anger, have verbal arguments and make more mistakes in her job. Further, the lack of guidance leads her not to advance in her career compared to her peers. Whereas she could get along with team members who understood her.

Fortuna described the difficulty to work with team members who do not do their fair share of jobs properly.

Research Participant:

*“Some people whom I work with I have seen (...) I do my job very clean, whereas they don’t do their job properly. I don’t like it.”*

*“They only work for money. But for me, I want money but at the same time, I want the job to be done properly and cleanly.”*

*~ Fortuna ~*

The negative valence implementation of team members (presence of negative relations, absence of values and absence/deficiency of knowledge) does effects the research participants' wellbeing negatively. Moreover, the negative valence implementation of team members conflicts with their positive characteristics. Their wellbeing is effected negatively in the viewpoint of HWB (presence of negative affect), EWB (absence of personal growth and positive relations), dignity (presence of instrumentality and absence of meaningful relations) and physical health. The employees' negative wellbeing experience further violates their relational psychological contract between the employer and employee and is reciprocated with negative job performance in the perspective of making more errors and reduced quality of job performance outcome. These subsequently leads to negative organisation outcome in the view where the employees have bad discretion and high turnover intention towards the organisation. Further, the negative wellbeing experiences also lead to effect on their personal life outcome. Although both Anela and Cepheus's wellbeing were negatively effected, they were able to transform the negative valence of the team members' job operation into a positive valence and deliver their positive job performance outcome.

#### **7.5.2.4 ADMINISTRATIVE STAFF**

This section presents a thematic analysis in association with the administrative staffs' role in workplace relations. The research participants described the positive valence implementation of administrative staffs in providing support which includes efficient IT service, correcting an error in the system, and when the employee needs a break.

Over time, established on the SET - the positive valence of administrative staff is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently established and sustains a positive and supportive work climate and culture within the organisation. Equally, the positive valence implementation of administrative staff (presence of positive relations, positive values and knowledge) and the positive work climate and culture do effect the research participants' wellbeing positively. Furthermore, the positive valence of leadership has reinforced their positive characteristics. Their wellbeing is effected positively in the view of HWB (presence of positive affect), EWB (presence of positive relations), dignity (presence of meaningful relations) and physical health. The employees' positive wellbeing experiences further established and sustains their relational psychological contract between the employer and employee and are reciprocated with effective job performance outcomes and good discretion about the organisation.

In contrast, the research participants illustrated the negative valence of support and treatment from administrative staffs in their daily operations. Further, the negative valence of administrative staff reflects values such as the absence of trustworthiness and lack of confidentiality. These expose them to danger. For instance, Ascella noted the negative valence of implementation of support and treatment from her colleagues and administrative staffs in her daily operations.



Research Participant:

*I am a trustworthy person because if somebody weren't there, I would make sure that (...) like important thing (...) like (...) I will keep up someone's messages for them, I will open their post and give it to the consultant. You must be trustworthy with your colleague but when I was not there, no one did it for me, so you just think it's not encouraging is it?*

~ Ascella ~

As reported by Ascella, there is an absence of value such as trustworthiness and care among her colleagues and administrative staffs in her department. For example, they do not take or pass important messages or letters during her absence. She compares her work experience with many state-of-the-art organisations that she had worked previously and claimed that the colleagues and administrative staffs she worked with in the past organisations were good and trustworthy.

Canes Venatici explained the negative valence implementation of administrative staffs in the view where the HR staffs do not handle employees' complaints confidentiality and thus, exposes them to danger. This further lead everyone to know about the employee that was complained and in return, she/he receives threats from that employee. Canes Venatici views the HR administrative staffs as untrustworthy and she avoids seeking their assistance. Instead, she tries to solve the problem by herself.

Over time, based on the SET, the negative valence of team members is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently created and endures a toxic, dangerous and untrustworthy work climate and culture within the organisation. Mutually, the negative valence implementation of administrative staffs (presence of negative relations, absence of

values and absence/deficiency of knowledge) and toxic work climate and culture do effect the research participants' wellbeing negatively. Moreover, the negative valence implementation of administrative staffs' conflicts with their positive characteristics. Their wellbeing is effected negatively in the view of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations and presence of instrumentality). The employees' negative wellbeing experiences violated their relational psychological contract; and are further reciprocated with poor job quality, absence of feeling of belongingness (working only for money) and no dedication to their job. These subsequently leads to negative organisation outcome in the view where the employees have a bad perspective and high turnover intention towards the organisation.

On the other note, during the interview, the research participants do claim the administrative department such as the HR department does exist, but they are not aware of the HR functions, and they have only one staff who handles employee status and recruitment but works only temporarily – two or three days a week.

#### **7.5.2.5 WORK COMMUNITY**

This section presents a thematic analysis in association with the work community workplace relations. The research participants defined the positive valence of interpersonal relations within the work community such as the presence of teamwork and family spirit embedded within the implementation of job multitasking, despite the presence of different ranks and roles within their daily job operations. These positive interpersonal relations reflect positive values and treatments such as understanding, trustworthiness, cooperation, knowledge sharing, unity, respect, equality, hospitability, assistance, and support. The leader also sets a good example by practising teamwork and multitasking and

further enhances the implementation of these practices within the work community.

Over time, established on the SET - the positive valence of the work community is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently established and sustains a positive and supportive work climate and culture within the organisation. Equally, the positive valence of the work community (presence of positive relations, positive values and knowledge); and positive work climate and culture do effect the research participants' wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect), EWB (presence of positive relations), dignity (presence of meaningful relations) and physical health. Furthermore, the positive valence of the work community has reinforced their positive characteristics. The employees' positive wellbeing experience established their relational psychology contract both between the employer and the work community. The positive wellbeing experience is reciprocated with effective job performance outcomes especially during the time of crisis, leading to a successful organisation and loyalty from the employees. For instance, during the time of crisis, Atlas refused to leave the organisation, although was recommended by the leader. He mentioned that together with the work community they lifted the company four times, which reflects a high sense of loyalty.

Contrastingly, Briollette of India explained the negative valence of HRM implementation and treatment embedded within the work community which includes mismanagement, bitter competition, poor work process, lack of resources, poor governance, high workload, high work demand and long working hours leading to the employees within the work community being unfriendly.

Interviewer:

*How would you describe your relationship with the work community?*

Research Participant:

*“What with everybody in the hotel who works there.”*

Interviewer:

*Generally, how would you describe it?*

Research Participant:

*“(Ahem), probably not great most of the time, especially if you are working in the morning and there were people working in the evening. Often it was like they don’t have respect because they will leave very messy. So, you get there in the morning and it’s not really clean and you then have more jobs to do. So, it’s kind ‘of’ like having more jobs to do and I don’t think they always have that. And there were often people have issues with another department because it will get a bit hostile. The restaurant and the champaign bar, because they are very closely linked but different managers, different people, different employees and sometimes people would like to be avoiding each other.”*

Interviewer:

*Why? What’s the reason?*

Research Participant:

*“Because we were working so closely together, but we were separate, you know. They will want to come and get drinks from us, oh, we would have run out of*

*glasses. They wouldn't give us glasses, we wouldn't have any glasses, even though all the stuff is shared. It made it difficult for each other, they both were difficult.”*

Interviewer:

*Overall, what's your experience?*

Research Participant:

*“There is a lot of rivalry between departments, and people were just not willing to help when you needed. So, the restaurant (...) when you were busy, you needed help, they weren't always prepared to do that for you (ahem), and I don't think we were treated well. There was some part (...) you work so hard for so little money and long, long hours. And so, I have enjoyed it, I have made some friends out there. But at the same time, it wasn't a company I would recommend to work.”*

Interviewer:

*Why do you think they have rivalry between departments?*

Research Participant:

*“I don't know why. They just (...) each department has its own team and then, other departments like-kind 'of' get in their way. Everyone would say, oh, this department is better. It's not like one whole collective (...)*

*And some of the managers didn't get along, which makes it tricky. If they didn't get along with your*

*department, they made it difficult for them. They didn't help each other out and then no one helped out each other.”*

*~ Briquette of India ~*

Over time, based on the SET, the negative valence of the work community is exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently created and endures a toxic, stressful, hostile and untrustworthy work climate and culture within the organisation. Mutually, the negative valence of the work community (presence of negative relations, absence of values and absence/deficiency of knowledge); and toxic work climate and culture do effect Briquette of India's wellbeing negatively. Her wellbeing is effected negatively in the view of HWB (presence of negative affect), EWB (absence of positive relations) and dignity (absence of meaningful relations and presence of instrumentality). Further, the negative valence of the work community also conflicts with her positive characteristics. The continuous negative exchange has violated her psychological contract between the employer and employee and led to a bad judgement about the organisation and states that she will never recommend the organisation to anyone.

#### **7.5.2.6 CLIENT/CUSTOMER**

This section presents a thematic analysis in association to the client/customer role in workplace relations. The workplace relation which represents the client/customer role initially was not included within the six key workplace relations contexts of the proposed conceptual framework (see Table 4.1). However, the findings of the research clearly show the HRM implementation of some organisations is closely linked to their client/customer and the effects on employee and

organisation outcomes. Hence, the dimension of client/customer is indirectly associated with the dimension of workplace relations.

The research participants stated the positive valence of interpersonal relations with clients in the perspective of receiving compliments and appreciation from them, to effect their wellbeing positively. Further, the governance within these organisations implements positive management and relations, which holds details such as (i) rewarding well-behaved clients (e.g., students), (ii) presence of technology (e.g., CCTV) to investigate the clients/customers' complaints, (iii) right job allocation and distribution, (iv) efficient work process, (v) care for both employee and clients/customers; (vi) build a trustworthy relationship between both the employees and clients/customers; and (vii) presence of the right amount of staff.

Established on SET, the salient pattern of a series of positive exchanges of the relationship between the employees and their clients in the view of (presence of positive relations and positive values) has reinforced the research participants' positive characteristics and does effect their wellbeing positively. Their wellbeing is effected positively in the viewpoint of HWB (presence of positive affect and satisfaction), EWB (presence of positive relations), dignity (presence of meaningful relations and inheritance dignity) and physical health. The positive wellbeing effect subsequently sustains their relational psychological contract and is reciprocated with positive job performance outcomes in the assessment of overcoming the challenges, working hard and delivering the best quality service to the clients. This consequently leads to positive organisational outcomes in the perspective where both the employees and clients have a good reputation and feel happy and loyal to the organisation.

Ara explained he does receive both good and bad customers. When encountering bad customers, he copes by applying positive

characteristics such as being tolerant, patient, in control, careful, and alert; and continues to deliver quality customer service and good job performance. Further, he claims the customers are also allowed to complain and the organisation will investigate the cases through the implemented CCTV system in the buses. Diya stated the positive and negative valences of interpersonal relations with the clients in the viewpoint of providing the students with education, promoting children's wellbeing and inculcating values within them by providing rewards for the best-behaved children and organising community services. As a result of the positive valence, she also sends her two children to the educational institute where she works. She noted the negative valence of interpersonal relations with the clients (students), in the standpoint of dealing with their challenging behaviour (e.g., aggressive and cannot be controlled etc). This comprises high job allocation, high pressure from the governance and understaffing implemented within the organisation. However, she accepts the reality of the financial constraint and continues to deliver positive job performance outcomes. This is because of her faith in God and she views her work as a service to her community as it is a religious school.

According to the research participants, the negative valence of clients/customers possesses elements such as reacting and behaving in an inappropriate, aggressive and furious manner. However, some of the clients/customers' negative reactions and behaviour is as a result of the mismanagement and negative interpersonal relations implemented within the organisation, such as the (i) absence of policy to protect the employees, (ii) absence of learning and development programmes towards the employees which leads to poor customer service, (iii) absence of learning and development programmes to educate the clients/customers, (iv) inefficient work processes which lead to late customer service, (v) constant cancellation of service delivery, (vi) bitter rivalry between departments and (vii) understaffing. For example, Blue Moon clarified the negative valence implementation of the absence of



complete training, support, and treatment from colleagues leads to effect on her service to the customers.

Research Participant:

*“I got to learn, he thought to me about the tills for about twenty minutes. And that was it, that was my training.”*

*“It’s really bad because I had gone into this job excited and I taught in a job (...) like in my first job, I was paid to be there but I was just (ahmmm) like under someone’s wing, so they were like (...), they were showing me how to be a waitress, how to operate the coffee machine and by the next day it became second nature. But for this one, I have no training and it was so bad because there are so many different elements to this business. There is bike management but also selling and marketing and also like learning about radios, speakers and just everything that went into cars. And one time this guy was asking me about (incomprehensible) I have to get my colleague, and no one was free, and I was just like (...) I had ‘to’ google it. I had to go to the back and google it. I didn’t know where anything was kept. I don’t know which key is which. Luckily, that was easy to sort out. But yeah, I felt like any way you need training. Just to understand the road before you embark on it.”*

*~ Blue Moon ~*

To operate her job effectively, Blue Moon needs to be equipped with multiple skills and various product knowledge. However, she lacks complete training except for the first 20 minutes which leads to hindrance to her daily job operation and service to the customers. Moreover, there were no colleagues to support and guide her. Thus, this further disappoints her because she had high expectations when she entered the job. This consequently led to the absence of a feeling of

belongingness towards the company. According to her, she just goes to work to earn an income and cannot wait to go back home.

Ascella described the negative valence of service in the viewpoint where the patients' appointments are continuously cancelled.

Research Participant:

*“And then what happened because the patient will say what if I am sick and then you have to tell them if you get sick, call the ambulance, come to A & E. Some of them will ring up and say I am really ill, I need to see a doctor, but you can't see a doctor because there is no appointment slot, there is no other booking slot left, come to A & E and the patients are (incomprehensible) to come to A & E because they know when they come there, they're going to be for hours on the end, but what can you do?”*

*“...and it has an impact on the patients as well, which is what I worry about. The impact on the patient, not even on me, the employee.”*

*~ Ascella ~*

Ascella is in a helpless position of not being able to do anything. This leads the clients to react furiously with her because of not being able to see the doctor. Further, their appointments are being rescheduled very late compared to the original timeline. She is sad to observe that the work processes in the organisation do effect the clients' health negatively.

Positioned on the lens of SET, the salient pattern of a series of negative exchanges as a result of the negative valence of interpersonal relations between the employees and clients (presence of negative relations, absence of values and absence/deficiency of knowledge) has effected

the research participants wellbeing negatively. Their wellbeing is effected negatively in the view of HWB (presence of negative affect), EWB (absence of positive relations and personal growth), and dignity (absence of meaningful relations and presence of instrumentality) negatively. Additionally, the negative wellbeing experience also conflicts with their positive characteristics. The negative wellbeing experiences additionally violated their relational psychological contract and further reciprocated with poor job quality, absence of feeling of belongingness (working only for money) and poor quality of customer service. This subsequently leads to the negative organisation outcome in the perspective where the employees have a bad perspective and high turnover intention towards the organisation.

## **CHAPTER SUMMARY**

In sum, this research has fulfilled the aim of the research to unlock the HRM implementation black box by addressing the extended and updated research question: How do employees evaluate the HRM implementation context (HR practices and workplace relations) and its outcomes? The novel research gap findings addressed in this research are the HRM-wellbeing theory in the context of (HWB, EWB, dignity and physical health), the HRM process theory (HRM implementation context, namely, (i) HR practices and (ii) workplace relations) and HRM-personal life theory. The findings were presented through both the display of cross-case network figures/theory models and matrix tables. Additionally, the findings were supported by thematic analyses, and evidence of the significant incidents and relevant information from the interviews. These are discussed under the heading of HR practices and workplace relations. Further, the key terms which represent the outcome of the findings are systematically presented in the table format. Consequently, through the quality data analysis process the researcher was able to produce quality research outcomes.

## CHAPTER 8: DISCUSSION

### INTRODUCTION

This chapter discusses the research findings and the contribution to the theories. The present research aims to fill the theoretical gap by exploring how do employees evaluate the HRM implementation context (HR practices and workplace relations) and its outcomes. By doing so, this research has answered the call by previous researchers (Becker & Gerhart, 1996; Ehrnrooth & Björkman, 2012; Guest, 1997; and Sanders, Dorenbosch & De Reuver, 2008) to untangle the mediating relationship between the HRM process, which has an impact on employee outcome (e.g., wellbeing, job performance and personal life) and organisational outcome (e.g., organisational performance, competitive advantage, development and reputation).

Table 8.0 below shows the list of academic areas this research contributes. This chapter is further divided into four sections. Each section describes the contribution of the theoretical models. The first section discusses the qualitative study and employee perspective. The next three sections further discuss the three theoretical models/cross-case network outcomes as presented in chapter seven. The discussion session is supported by evidence from interviews. The final section presents the chapter summary.

1.	<b>QUALITATIVE STUDY</b>
2.	<b>EMPLOYEE PERSPECTIVE (EMPLOYEE PSYCHOLOGY PROCESS AND EVALUATION)</b>  ➤ <b>How</b> <i>(The original and primary research question proposed)</i>  ➤ <b>What, Why, When, Whom</b> <i>(The extended research questions addressed as the outcome of the research analysis and findings)</i>
3.	<b>HRM PROCESS THEORY</b>  ➤ <b>11 HR PRACTICES</b>

	<p><i>(Originally 10 HR practices were proposed. However, as the outcome of the research analysis and findings, the HR practice of 'get-together/community service activities' was added.)</i></p> <p>➤ <b>7 WORKPLACE RELATIONS</b></p> <p><i>(Originally 6 workplace relations were proposed. However, as the outcome of the research analysis and findings, the workplace relation of 'Client/Customer' was added.)</i></p> <p>➤ <b>EMPLOYEE CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>❖ <b>Values/Vices</b></li> <li>❖ <b>Knowledge</b></li> <li>❖ <b>Attitude</b></li> </ul>
4.	<p><b>EMPLOYEE EXCHANGE</b></p> <p>➤ <b>Social Exchange Theory</b></p> <ul style="list-style-type: none"> <li>❖ <b>Unilateral Causality Exchange Effect</b></li> <li>❖ <b>Reverse Causality Exchange Effect</b></li> <li>❖ <b>Simultaneity Ripple Causality Exchange Effect</b></li> </ul> <p><b>PSYCHOLOGICAL CONTRACT AND RECIPROCATION</b></p>
5.	<p><b>WORK CLIMATE AND CULTURE</b></p> <p>➤ <b>HRM Implementation -Work Climate and Culture Theory</b></p>
6.	<p><b>EMPLOYEE OUTCOMES</b></p> <p>➤ <b>HRM Implementation -Wellbeing Theory</b></p> <ul style="list-style-type: none"> <li>❖ <b>HWB</b></li> <li>❖ <b>EWB</b></li> <li>❖ <b>Dignity</b></li> <li>❖ <b>Physical Health</b></li> </ul> <p>➤ <b>HRM Implementation - Job Performance Theory</b></p> <p>➤ <b>HRM Implementation -Personal Life Outcome Theory</b></p>
7.	<p><b>ORGANISATION OUTCOME</b></p> <p>➤ <b>HRM Implementation -Organisation Outcome Theory</b></p>

**Table 8.0.: List of Academic Contributions**

## 8.1 QUALITATIVE RESEARCH AND EMPLOYEE PERSPECTIVE

Past scholars have highlighted the methodological problems within HRM research. The research is often exclusively managerially focused and biased; and ignores employees' perceptions (Gibb, 2001; Boon et al., 2011; Boxall & Macky, 2014; Keenoy, 1997; Godard & Delaney, 2000; Fiorito, 2002). Legge (1998) states that most studies have focused on the "voices of management", leading to an inadequate understanding of employee-level outcomes (Gould-Williams, 2004; Takeuchi, Chen and Lepak, 2009). Clark, Mabey, and Skinner (1998) denote that employees are the primary recipients and consumers of HRM, yet their voices have been unreasonably silenced. Other researchers (Sparham & Sung, 2007; Harley et al., 2007) attribute such limitations to past studies' reliance on managerial responses with little information or report on employee-level outcomes. Guest (2001, p. 1099) points out:

*There is now a need for more research comparing the responses of managers responsible for developing and overseeing HRM practice and employees to identify levels of agreement about the operation of practices...such evidence as it is possible to glean from reports about levels of autonomy and consultation suggest that levels of agreement might be quite low.*

Apart from that, many studies have focused on the reports from managers which again represent the presence of HRM practices, activities, and policies but not on their sound implementation (Becker & Huselid, 2006). Nishii et al., (2008) assert that to examine effectively the influence of HRM practices on employee outcomes, it is important not to rely solely on managers' perspectives and approaches to HRM practices at a strategic level. As Guest (1999, p. 5) highlights, 'From its conception, human resource management reflected a management agenda to the neglect of workers' concerns'. Additionally, he also notes:

*Particularly HR managers, are tempted to exaggerate the extent to which HRM has been implemented. Furthermore, it is easy to gain a misleading impression through questions about the presence, for example, of training opportunities or quality circles. They may exist but only have relevance to a minority of those working for an*

*organisation. Workers' accounts will give a far more accurate assessment of the extent of use of practices. Second, by comparing the attitudes of those who report the presence of HR practices against those who do not experience them, we can gain some assessment of how they effect workers' attitudes and behaviour. Linked to this, it will be important to identify whether the experience of a greater number of HR practices has a correspondingly greater association with workers' outcomes.'*

Guest (2002, p. 335) argues that 'a feature of both advocates and critics of HRM is their neglect of direct evidence about the role and reactions of workers'. Similarly, Wright and Nishii (2007) highlight that employers should pay less attention to HRM practices as policy documents to be followed, but rather they should pay more attention to how the employees experience the HRM practices that are instituted. In the same line of view, several scholars (Godard & Delaney, 2000; Fiorito, 2002; Gibb, 2001) highlight the limited HRM research focused on the employee perspective. Other researchers (Sparham & Sung, 2007; Harley et al., 2007) attribute such limitations to the past studies' reliance on managerial responses with little information or report on employee-level outcomes. As stated by Legge (1998, p. 14): 'When reading accounts of HRM practice in the UK and North America it is noticeable the extent to which the data are (literally) the voices of management'. Schneider, Parkington, and Buxton (1980) claimed there is proof that aggregated employee judgments relate strongly to key business outcomes.

Such lack of understanding has led to managers' unitarist assumptions, which are believed to apply to employees as well (Thompson, 2011). Employees' response differs from managers' because the former is generated by the employees' knowledge, value, and background. Employers may implement HRM that is consistent with their organisation's outcome and may exploit their employees at the expense of the latter wellbeing. Bowen and Ostroff (2004) were among the first scholars to raise concerns about the one-sided focus of the HRM approach and emphasise the significance of the psychological processes that employees experience. This is because HRM does not directly influence organisation performance (Katou & Budhwar, 2007), but such an

outcome is achieved through employees. The HRM process models emphasise that employees' perceptions (Veld, Paauwe & Boselie, 2010) and employees' responses (Purcell & Kinnie, 2008) will have an influence on their behaviours and attitudes, which can have an impact on their performance. An understanding of employees' views can provide insights into the effectiveness of an HRM implementation (Nishii et al., 2008). Additionally, Nishii et al. (2008) claim the need to analyse the HRM practices from an employee perspective to address the discrepancy between the employee and management perspectives. These perceptions may be better than the proximal predictors of individual attitudes and behaviours as they accurately represent the employees' perceptions.

Hence, taking into consideration of employees as the primary consumer of HRM, it is important to explore how employees evaluate the HRM implementation context to effect their wellbeing. Due to the dearth of research on the angle of employee perspective, this research sought to explore employees' perspectives by considering their evaluation. As Guest (1999) advocates: 'The inside view should become more prominent if we are to gain a fuller understanding of the HRM phenomenon'. This statement refers to employees' views. Research from the perspective of employees' evaluation associated with an HRM implementation is an effective method to evaluate employers' approach toward the effectiveness of this implementation and its consequences.

A qualitative approach was adopted to address employee perspectives in terms of how employees evaluate the HRM implementation context. Most HRM studies involved a quantitative analysis, and very few studies have derived the findings from a qualitative approach. Results obtained from a qualitative study will be presented in the form of case-network, matrix and thematic analyses. To represent the employee perspective, this research adopts the term *employee evaluation* for its association with the quantification of subjective judgement and the psychological process of employees. This process consists of discerning, judging, and interpreting the HRM implementation context based on employees' contracts, values, knowledge, and background.



Initially, this research adopted a qualitative design to gain an in-depth understanding by addressing the *how* question. However, through rigorous analysis outcome other questions such as *what, why, when and whom* were addressed by the researcher. In line with the question of ‘why’, Woodrow and Guest’s (2014) claim as to ‘why this occurs’ remains limited given the dearth of research on the HRM implementation process. In this research setting, ‘why’ this occurs mainly are related to the justification or reasons for the manner of the HRM implementation context. The ‘*what*’ question relates to the details of the story of the significant incident described by the research participants. The ‘*when*’ question is associated with the timeline, and ‘*whom*’ links to the employees and individuals related to the significant incidents and relevant information of the HRM implementation context and its outcome. Addressing the questions of *how, what, why, when and whom* further strengthen the accuracy of the research findings outcome in a holistic manner. By exploring such a perspective, this research has contributed to the normative view of the Harvard model, which emphasises the importance of employee interest (Beer et al., 1984). This research provides empirical evidence that employee interest is vital for achieving sustainable positive employee and organisational outcomes.

## **8.2 HOLISTIC THEORETICAL MODEL: THE IMPLEMENTATION OF HRM AND ITS OUTCOMES**

‘Holistic Theoretical Model: The Implementation of HRM and its Outcomes’ (see Figure 7.1) which is presented in chapter seven shows the first and holistic approach to cross-case network analysis outcome in the form of layers of an onion, vertically. It represents nine key dimensions and themes. In this section, the researcher will describe how each dimension and theme is both unilateral, reverse and simultaneity ripple causally linked to each other.

## 8.2.1 EMPLOYEE CHARACTERISTICS

While unpacking the HRM implementation black box, this research found two primary causes to effect the implementation of HRM context, which are (i) employee characteristics and (ii) other forces. This section will focus on explaining the themes of employee characteristics. The following section will discuss the themes of other forces. The employee characteristics were directly related to the employees who have the power, responsibility and influence in the HRM implementation context. Additionally, Paauwe, Guest, & Wright, (2013) notes while leaders or managers are responsible for the strategy design, in most practices, 'the implementation is carried out by the operational managers' or by the line manager of different departments.

Figure 8.0 below shows both the unilateral and reverse causality effects. The first two layers of the onion of the cross-case network represent the employee characteristics. The core cause/seed of employee characteristics represents the themes of presence/absence of values, and/or presence of vices; and the presence/deficiency of knowledge. The second layer of employee characteristics represents the positive/negative employee attitude. This research found the differences between the positive and negative valence of HRM implementation context are associated with the employees' characteristics which consist of values/vices, knowledge and attitude.

In association with employee attributes, Huselid (1995) and Wright et al., (1994) claim past research assumes implicit, multilevel relationships among HRM practices, individual employee attributes, and organisational performance. Although the universal model investment in the best practices has been shown to shape employees' attributes (e.g., values, knowledge, skills, abilities), the focus is one-sided which is sole to 'increase performance across all organisations' (Huselid, 1995), particularly on productivity and financial performance, neglecting employee wellbeing outcome. Guest and Conway's (2002), 'Psychological Contract Model' shows the causal relationship between HR practices, individual and organisational characteristics, the psychological

contract, employee attitudes and behavioural outcomes. However, the individual characteristics represent the demographic details such as age, gender, union member, level in the organisation, type of work, hours worked, marital status and children. Wright and Nishii (2007), 'Process model of SHRM' propose the HR-performance linkage as follows: the intended HRM practices influence the activation of actual HRM practices. Employees will react affectively (attitudinal), cognitive (knowledge or skill), and/or behavioural based on perceived HR practice. These consistent reactions would result in organisational performance. Further, Wright and Nishii (2007) describe affective (attitudinal) reactions as entailing 'various aspects of job satisfaction and/or organisational commitment (often according to principles of social exchange theory)'. Purcell and Hutchinson (2007a) further developed Wright and Nishii's (2007) HR causal chain model by subdividing employee reactions into employees' attitudes and behaviours. It is the HRM implementation that is judged by employees in terms of how it affects their satisfaction. According to Purcell and Hutchinson (2007a):

*Employee reactions are typically assessed attitudinally in levels of job satisfaction and affective organisational commitment. Employee outcomes are observable responses seen in task behaviour, discretionary behaviour as a form of organisational citizenship behaviour and attendance (or turnover and absence). It is these behaviours which influence organisational effectiveness, however, defined, and ultimately, firm financial or economic performance (see Ostroff and Bowen, 2000; Gerhart, 2005; Fulmer et al., 2003 for evidence).*

*The link between employees' experience of actual people management and their attitudes towards the firm, seen in affective commitment, is suggested by social exchange theory. Here, employees perceived organisational support embodied in HR practices applied or open to them is reciprocated by higher organisational citizenship behaviour and retention/attendance (Eisenberger et al., 2002). The central assumption is that*

*'HRM practices are viewed by employees as a "personalised" commitment to them by the organisation which is then reciprocated back to the organisation by employees through positive attitudes and behaviour' (Hannah and Iverson, 2004: 339). Perceived organisational support may be linked to particular policies of salience to employees, but it is the overall effect, the 'strength' of the HR system (Bowen and Ostroff, 2004), and employees' broader conceptions of the critical employment relationship (Hannah and Iverson, 2004: 338).*

Mello (2006) stated:

*Leader values and integrity did not get much attention in the early research on effective leadership, but interest in them has increased in recent years (Brown & Trevino, 2006). Values such as honesty, altruism, compassion, fairness, courage, and humility are emphasised in servant leadership theory (Greenleaf, 1970), spiritual leadership theory (Fry, 2003), and authentic leadership theory (Avolio, Gardner, Walumbwa, Luthans, & Mayo, 2004; George, 2003). Proponents of these theories contend that leaders whose behaviour reflects these values will be more effective. However, research on these subjects is still very limited, and more studies are needed to understand how leader values influence the use of specific behaviours and the effects of the behaviours.*

Beheshti (2019) asserted that:

*96 per cent of employees believe showing empathy is an important way to advance employee retention*

*Empathy is an essential part of emotional intelligence, the ability to identify and manage one's own emotions and be mindful of the emotions of others. Engagement and empathy are inextricably linked, as employees are unlikely to feel truly respected and empowered in an organisation that does not*

*show empathy. A recent report on workplace empathy reveals mixed results in this area. Employees are nearly unanimous in agreeing on the importance of empathy—yet 92% feel empathy remains undervalued. Moreover, while 92% of CEOs feel their organisation is empathetic, only 50% of their employees say their CEO is empathetic. Empathy must start at the top which is one reason why teaching emotional intelligence figures so prominently in my work as an executive coach. Empathy may be a soft skill, but it pays off in improved business outcomes.*

Consequently, past research gives less importance to the concept of values, referring to only those that would be beneficial to the employees and organisation outcomes (e.g., performance, high productivity, competitive advantage, efficiency, innovativeness etc).

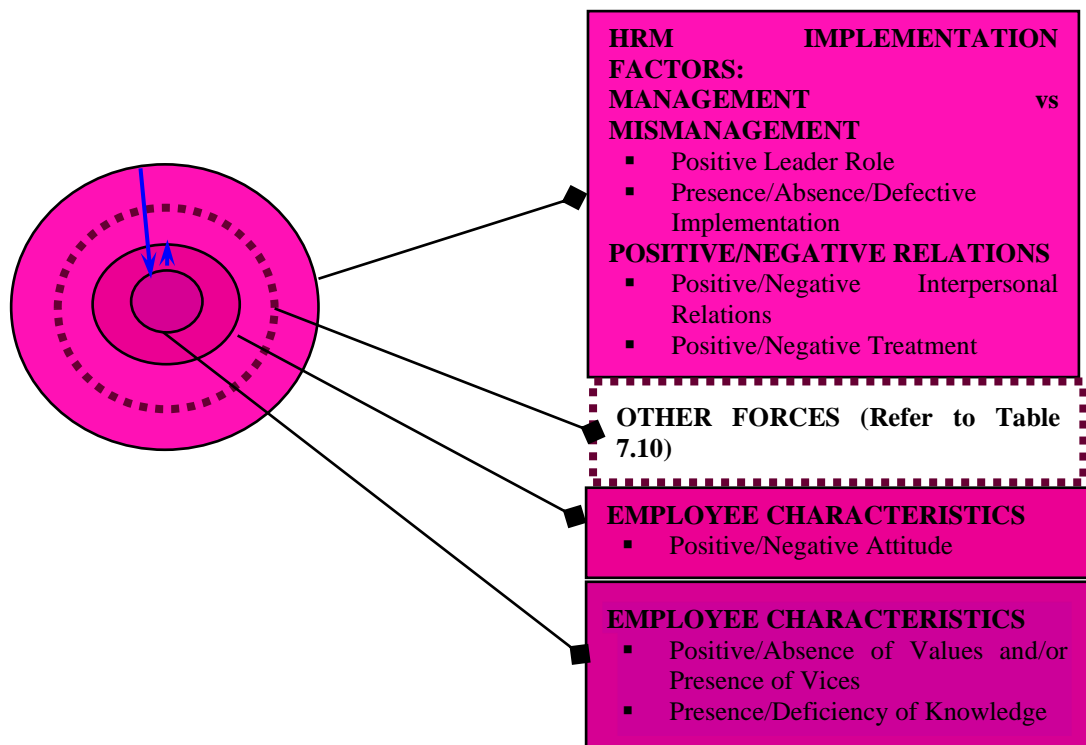
In comparison to the past research addressing the employee attributes such as employee characteristics and attitude, the theme of employee characteristics in this research setting represents values/vices, knowledge and attitude personified by employees either during personal life, education and/or work (see Table 8.1 and 8.2) below. Further, the core layer/seed of presence/absence of values, and/or presence of vices; and the presence/deficiency of knowledge are shown to unilateral causally effect the employees' positive/negative attitude. Subsequently, the employees' positive/negative attitudes are shown to unilateral causally effect the HRM implementation factors (management/mismanagement and relations) of the organisation. In reverse causality, the HRM implementation factors (management/mismanagement and relations) within the organisation are shown to effect the employee characteristics (value/vices and knowledge), either reinforce (both positive and negative characteristics) or conflict with (positive characteristics). Therefore, this research is the first to explicitly address employee characteristics as one of the core causes/seeds to effect the HRM implementation context which affects employee and organisation outcomes.

The research findings reveal that together with talent (which represents knowledge, abilities, and skills), the values personified by the leader/employees tend to make a difference in the HRM implementation context. The mere presence of *values/vices* is seen to influence the attitude and behaviours of leaders/employees, which influences the HRM implementation context. The employee characteristics embedded within the employees and HRM implementation context led to either positive/negative exchange and do effect the employee and organisation outcomes accordingly. As found in this research, the employee characteristics (values/vices and knowledge) can be grouped into four categories: (i) leaders and/or employees who personify positive employee characteristics (values, requisite/advanced knowledge/expertise, and positive attitude), (ii) leader and/or employees who personify only values but absence/poor requisite knowledge/expertise, (iii) leader and/or employees who personify only requisite/advance knowledge but presence of vices, and (iv) leader and/or employees who personify negative employee characteristics (vices/bad characteristics, poor/absence of knowledge, and negative attitude).

Leaders and/or employees who personify positive employee characteristics (values, advanced knowledge/expertise, and positive attitude) were found to implement positive valence HRM context. The leader and/or employees personify only values, but the absence/poor requisite knowledge/expertise was found to implement the combination of both the positive and negative valence of HRM context. Hence, the findings show they will perform poorly in areas they do not possess the requisite knowledge due to the absence or lack of expertise, skills, and abilities. In the same line of view, leaders and/or employees who personify only requisite/advanced knowledge, but the presence of vices bring about the similar outcome of a mixed consequence of the positive and negative valence of HRM implementation context. Although the leaders or employees may possess requisite/advanced knowledge, the presence of vices is shown to influence their decision, talent, interaction, and behaviour during the HRM implementation context. Finally, the leader and/or employees who personify negative employee characteristics (vices/bad characteristics, and poor/ absence of knowledge) lead to the negative valence of HRM

implementation. Employees with negative characteristics is a threat to an organisation in the angle to achieve sustainable positive organisation outcome and a hindrance to a healthy work community. Employees who must work with such a leader, employee, and/or work community have shown severe negative employee outcomes (wellbeing, job performance and personal life).

The causal link which is shown below in Figure 8.0, was extracted from Figure 7.1, chapter seven. Tables 8.1 and 8.2 below show examples of key features which represent the theme of value/vices, knowledge, and attitude. The tables are extracted from the compilation of Tables 7.7 and 7.9 in chapter seven.



**Figure 8.0.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Employee Characteristics**

DIMENSIONS	THEMES	FEATURES
<b>HRM IMPLEMENTATION CONTEXT</b> <ul style="list-style-type: none"> <li>▪ <b>HR PRACTICES</b></li> </ul>	<b>POSITIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Positive Values</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Faith</li> <li>▪ Loyal</li> <li>▪ Chirpy</li> <li>▪ Smiley</li> <li>▪ Lovely</li> <li>▪ Mature</li> </ul>

<ul style="list-style-type: none"> <li>▪ <b>WORKPLACE RELATIONS</b></li> </ul>		<ul style="list-style-type: none"> <li>▪ Helpful</li> <li>▪ Reliable</li> <li>▪ Genuine</li> <li>▪ Sensitive</li> <li>▪ Talented</li> <li>▪ Tolerance</li> <li>▪ Very nice</li> <li>▪ Respectful</li> <li>▪ Encourage</li> <li>▪ Very good</li> <li>▪ Wonderful</li> <li>▪ Trustworthy</li> <li>▪ Very friendly</li> <li>▪ Concentration</li> <li>▪ Accepts reality</li> <li>▪ Compassionate</li> <li>▪ Very supportive</li> <li>▪ Very cooperative</li> <li>▪ Ability to control</li> <li>▪ Closer connection</li> <li>▪ Benevolent motive</li> <li>▪ Very understanding</li> <li>▪ Togetherness/Unity/Inclusive</li> <li>▪ Accepting despite being yourself</li> <li>▪ Consciously connect with others</li> </ul>
	<p><b>POSITIVE EMPLOYEE CHARACTERISTIC</b></p> <ul style="list-style-type: none"> <li>▪ <b>Presence of Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Expert</li> <li>▪ Experienced</li> <li>▪ Discuss failure</li> <li>▪ Knowledgeable</li> <li>▪ Provide guidance</li> <li>▪ Ability to discern</li> <li>▪ Ability to spot talent</li> <li>▪ Provide good feedback</li> </ul>
	<p><b>POSITIVE EMPLOYEE CHARACTERISTIC</b></p> <ul style="list-style-type: none"> <li>▪ <b>Positive Attitude</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Special</li> <li>▪ Irreplaceable</li> <li>▪ Highly value</li> <li>▪ Unique/important asset</li> <li>▪ Not solely role conscious</li> <li>▪ Money is not the only priority</li> <li>▪ Success of the organisation comes from employee</li> <li>▪ Believe that the loss of talents can ruin the organisation</li> <li>▪ Step into subordinates' shoes/be part of them</li> <li>▪ Having a sense of understanding towards people from diverse backgrounds (e.g., culture, religion, country of origin etc.) and adapting accordingly</li> <li>▪ Believes if the issues are not solved immediately, they can escalate to bigger issues and employees will be working in unhappiness</li> </ul>

**Table 8.1.: Positive Employee Characteristics Features**



<b>DIMENSION</b>	<b>THEME</b>	<b>FEATURES</b>
<b>HRM IMPLEMENTATION CONTEXT</b> <ul style="list-style-type: none"> <li>▪ <b>HR PRACTICES</b></li> <li>▪ <b>WORKPLACE RELATIONS</b></li> </ul>	<b>NEGATIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Absence of Values and/or Presence of Vices</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Lazy</li> <li>▪ Confused</li> <li>▪ Stereotype</li> <li>▪ Insensitive</li> <li>▪ Self-centred</li> <li>▪ Lack of care</li> <li>▪ Untrustworthy</li> <li>▪ Discriminative</li> <li>▪ Power struggle</li> <li>▪ Lack of cooperation</li> </ul>
	<b>NEGATIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Deficiency of Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Unqualified</li> <li>▪ Incompetent</li> <li>▪ Inexperienced</li> <li>▪ Lack of awareness</li> <li>▪ Lack of knowledge</li> </ul>
	<b>NEGATIVE EMPLOYEE CHARACTERISTIC</b> <ul style="list-style-type: none"> <li>▪ <b>Negative Attitude</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Racist</li> <li>▪ Sexist</li> <li>▪ Do not care</li> <li>▪ Group thinks</li> <li>▪ Do not value employee</li> <li>▪ Intentionally cause trouble</li> <li>▪ Discriminative between rank</li> <li>▪ Do not view a problem as a problem</li> <li>▪ View employee as machine/disposable/replaceable/instrument</li> <li>▪ View employee voice as problematic/burden/challenging/threat</li> <li>▪ Solely profit-oriented despite the negative effect on employee wellbeing and safety</li> </ul>

**Table 8.2.: Negative Employee Characteristics Features**

Under each heading below, the researcher provides examples of discussion which represent the significant incidents and other relevant information from the interviews. The cases represent how the employees' characteristics which consist of (i) values/vices, (ii) knowledge and (iii) attitude do effect the management/mismanagement and relations within the organisation. This causal link is shown and further discussed in Section 8.2.3.

## *POLICY*

Eureka's positive characteristics brought some changes within the organisation from the standpoint of implementing a flexible policy and having more trust in the employees. For instance, if the truck drivers have completed their job earlier, they are allowed to return the truck to the depot, have some coffee, relax, and return home earlier. In the past, truck drivers must abide by the time frame given to them. The changes motivate them to finish their job effectively and earlier. Further, they are very cooperative towards him - never say no to him. Next, Eureka does not believe in firing his subordinates. If there are any issues related to the employees, he tries to mediate and solve the issues within the organisation, even though the issues can occur due to nonwork-related aspects. He accepts the reality that it is normal for issues to arise in organisations. Moreover, he sees employees as important assets that need to be sustained. He also believes that if employees are simply fired it can ruin the organisation, as it takes time for the employee to be nurtured to perform their job effectively.

Diya described the positive characteristics embedded within the work community that allows the employees to assist each other when they need any clarifications about the policies of the organisation.

Contrastingly, the research participants clarified the negative valence of implementation of policy which conflicts with their values. As a fundraiser, Vela is required to ask for money from the people even though they have explained they cannot afford it because of reasons such as cancer/on the benefit/looking after the mother. Additionally, Centenary's client was given feedback by the governance and external assessor which conflicts with his value. The evaluation and direction are given based on the written policy without taking into consideration the real circumstances associated with the client. Centenary perceives this direction to be inhumane. First, the governance and external assessor implement policies assuming his client as an instrument rather than a human being, as well as an individual who needs special attention and care. Second, there was a conflict of opinions related to theory and practice. It seems that the management and the assessor are purely looking from the

theoretical perspective. There was also a lack of employee participation, requisite knowledge and experience, possessed by the assessor relative to the work. However, from the experience of dealing with his client, Centenary was looking from both theoretical and practical approaches. Centenary seems to overcome this situation by continuously negotiating with the governance and external assessor. He appears to genuinely care for the wellbeing of the client. Canes Venatici explained that the implicit policy which is practised reflects that managers are not allowed to have any relationship with the employees, even if it means guiding or providing advice to them. Next, the policies are implemented in preference of favouritism. For instance, if they like the employee then she/he can be promoted even if they are two months old to the company, compared to someone qualified, experienced, talented and loyal. Further, the employees must do whatever is ordered by the governance with compulsion, despite their condition of wellbeing. If not, they will be replaced immediately.

#### *LEARNING AND DEVELOPMENT*

Irena clarified the positive characteristics embedded within the work community which allow them to tolerate her work-related mistakes, assist her kindly and non-judgemental. Hence, she has the room to continuously learn and improve herself.

#### *JOB CHARACTERISTICS*

The research participants explained that they cope with their challenging job with positive characteristics such as being patient, in control, concentrating, alert; and performing their job effectively.

#### *WORK PROCESSES*

Irena described the positive characteristics of her leader in providing guidance enables her to learn quickly about her job and complete it earlier compared to the dateline provided.

On the other hand, Cora elucidated the issues within the implementation of the performance management is conducted by a senior who acquire negative characteristics which include lack of knowledge, incompetent, not listening and is not his direct superior who deals with him or his projects.

#### *EMPLOYEE VOICE*

The research participants defined the positive attitude they have towards implementing the positive valence of employee voice holds elements such as they welcome it, being open to it, valuing it, looks at it as serious and important. They perceive if the issues are not solved immediately, it may lead to other serious consequences. Further, they want to resolve the issues immediately because they want their employees to work in a positive and happy environment. The proactive and efficient implementation of the positive valence of employee voice through various mechanisms was evaluated by the employees as being listened to; their needs and the work community needs are considered as important, and they are being valued despite different ranks and roles.

Contrastingly, Canes Venatici explained the negative attitude of the employer related to the negative valence of employee voice in the perspective where they are not allowed to complain, do not want to hear any ideas, do not care attitude and view it as a burden. Further, the employee voice process is non-confidential and unreliable, and the employee who complains is threatened. The surveys are only being implemented for the sake of formality, the results are false compared to the reality of the organisation, and there is no positive effect and improvement from the survey outcomes.

#### *PERFORMANCE MANAGEMENT AND REWARD*

Eureka illustrated the positive valence of performance management which is embedded with the positive features that hold fundamentals such as the presence of good feedback and there is the presence of opportunities for career growth. He noted that he has more faith in his subordinates, as he believes each employee comes from different background and thus learns at a different pace. For instance, Eureka shared one incident where his governance wants to

terminate one of the new subordinates after observing his performance for the first three months. However, he convinced the governance to give more time to the new employee who is from a different background, and today that subordinate is one of the best salesmen.

#### *GET-TOGETHER/COMMUNITY SERVICE ACTIVITIES*

The research participants demonstrated the positive fundamentals embedded within the get-together/community service activities in the perspective that they are able to strengthen their bond and contribute to their extended community.

#### *LEADER*

The research participants explained the positive valence of treatment and support received from their superiors have been very welcoming, helpful, caring, efficient, listening and trustworthy at every step. For instance, the doctor described the superior as providing necessary documentation and guidance as required for the work and outside of the work scope (e.g., accommodation). According to the Aurora Butterfly, these values are further reflected within the practice of job distribution and promotion. Additionally, Diya stated her superior has worked as a teacher before, hence she can put herself in the shoes of the employees and thus she is very understanding and helpful. Regent illustrated the positive valence of implementation of clear work processes, clear guidance, accessible governance (open door policy) and positive treatment by his superior contributed to clear and smooth job operation. Bharani explained the positive interpersonal relationships with her supervisor which reflects the presence of an effective supervisory relationship. Irena described her superior as continuously keeping an eye on the work community, ensuring everyone gets along with each other and compliments her.

Moreover, Eureka defined the positive valence of leadership which reflected he steps in the shoes of his subordinates and stops thinking that he is a boss. He asserts other leaders also should act similarly. However, Eureka described the negative valence of leadership, in the perspective of his relationship with his boss as quite challenging, because he is very busy, only wears the hat of the role

of boss and refuses to step in the shoe of his subordinates; lack of transparency in communication, lack of care towards subordinates and solely prioritise results and business above all - even above the employee welfare. Furthermore, Canes Venatici noted the positive valence of leaders in the assessment where there are shifts that they are happy to work because of their managers' positive characteristics and treatment (e.g., wonderful, lovely, enjoyable, fun, well planned, flexible, communicate effectively and very organised). However, she stated the negative valence of leadership in the view where the leader reflects negative characteristics such as continuously showing a strict face, not friendly, unfair, confused, absence of effective communication, very unorganised, messed up, mismanage and threatening etc.

#### *GOVERNANCE*

Diya illustrated the positive features of admin support during high work pressure as a result of understaffing. Besides, if the students are behaving in an aggressive/uncontrollable manner, the governance allows her to take breaks and assign the administrative staff to cover the class.

#### *COLLEAGUE/PEER*

The research participants exemplified the support given by their colleagues/peers in providing them guidance, compliment, cooperation, support, and assistance during their work. For example, Orlov described the positive valence of support and treatment from her colleagues when she was faced with bullying behaviour from her superior, which leads her superior to be transferred. Further, it created a safe and pleasant environment to work in. Hence, the research participants claimed that they have no issues with their colleagues/peers; and have good and positive relations with them.

#### *TEAM MEMBER*

Diya stated the negative features of team members in the opinion of the presence of employees who are free riders, and who take advantage of using other employees instead of doing their fair share of work. This leads to a high and injustice workload.

### *ADMINISTRATIVE STAFF*

The research participants described the positive characteristics of administrative staff in providing support which includes efficient IT service and correcting an error in the system.

In contrast, Ascella explained the negative characteristics and treatment from her colleagues and administrative staff in her daily operations in her department. There is an absence of value such as trustworthiness and care among them as they do not take or pass important messages or letters during her absence. Furthermore, the secretary did compare her experience to the state-of-the-art organisations that she had worked in previously and claimed that the colleagues and administrative staffs she worked with in the past organisations were good and trustworthy. Moreover, Canes Venatici clarified the negative valence of administrative staff in the viewpoint where the HR staff do not handle employees' complaints confidentiality. Further, they also expose the employees to danger by leaking both the identity of the person who complains and the details of the complaints. Thus, in return the employee who lodges the complaints receives threats. Hence, Canes Venatici views the HR administrative staff as untrustworthy and unreliable; and she avoids seeking their assistance and tries to solve any problem by herself.

### *WORK COMMUNITY*

The research participants defined the positive valence of interpersonal relations within their work community. Despite ranks and roles, there is the presence of teamwork and family spirit embedded with the implementation of job multitasking. These positive relations which are embedded within the work community reflect positive values and treatments such as understanding, trustworthiness, cooperation, knowledge sharing, unity, respect, equality, hospitality, assistance, and support. The leader also sets a good example by practising teamwork and multitasking and further enhances the implementation of these practices within the work community.

In contrast, Briquette of India explained the negative characteristics embedded within the work community. Examples include practices such as mismanagement, bitter competition, poor work process, lack of resources, poor governance, high workload and demand; and long working hours which leads to the work community being unfriendly. The mismanagement is reflected through poor work coordination between the employees within and between the departments. The practice of negative competition and poor work community is mirrored through continuous tensions, lack of support, and cooperation within the organisation's interpersonal workplace relationships.

### **8.2.2 OTHER FORCES**

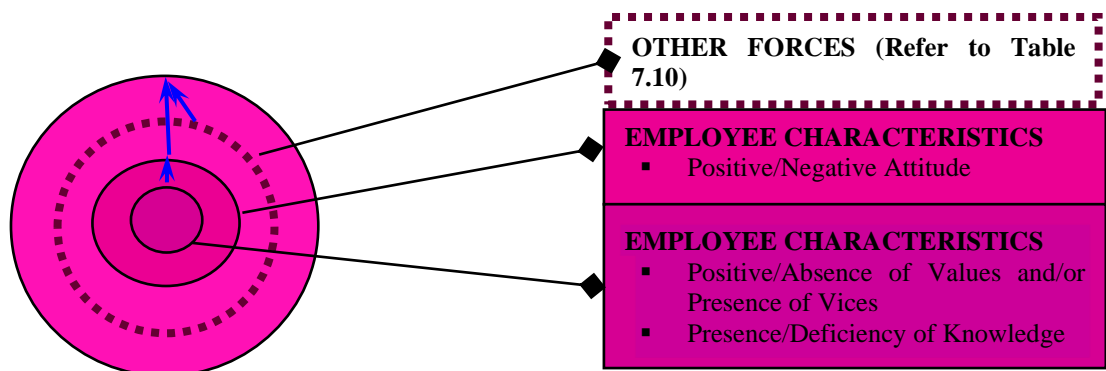
The main aim of this research is to explore the black box of HRM implementation context, namely (i) HR practices and (ii) workplace relations. As per mentioned above two causes, namely, (i) employee characteristics and (ii) other forces were discovered to effect the HRM implementation context. The first cause, which is employee characteristics is described in the section above. This section describes the second cause, 'other forces'.

These HRM models below have addressed the other forces, especially from the viewpoint of the environment. Mintzberg's (1978) 'Types of Strategy Model' claims, 'strategy formation in most organizations can be thought of as revolving around the interplay of three basic forces: (a) an environment that changes continuously but irregularly, with frequent discontinuities and wide swings in its rate of change, (b) an organisational operating system, or bureaucracy, that above all seeks to stabilise its actions, despite the characteristics of the environment it serves, and (c) a leadership whose role is to mediate between these two forces, to maintain the stability of the organisation's operating system while at the same time insuring its adaptation to environmental change'. Strategy can then be viewed as the set of consistent behaviours by which the organisation establishes for a time its place in its environment, and strategic change can be viewed as the organisation's response to environmental change,



constrained by the momentum of the bureaucracy and accelerated or dampened by the leadership’. According to Mintzberg (1978) the ‘intended strategies that do not get realised, perhaps because of unrealistic expectations, misjudgements about the environment, or changes in either during implementation; these may be called unrealised strategies’. Mello (2006) proposes the analysis of the external environment (competition and industry structure, government regulations, technology, market trends, and economic trends) during the process of strategic management. The researchers who emphasise the contingency approach have stressed the importance of “fit and match” between an internal environment (business structure and strategy; and managerial characteristics) and the external environment (politic, economic, social, technology and market demand).

Based on the findings of this research, other forces consist of organisation size and sector, nature of job, style of working, economic, competitors, politics, trends, clients/customers, personal and family. Other forces refer to the forces which are uncontrollable by the research participants but do influence the implementation of HRM factors, (i) management/mismanagement and (ii) relations. Figure 8.1 below shows the development from Figure 8.0 above, which shows the presence of ‘other forces’. The features which represent the ‘other forces’ are shown above in Table 7.10.



**Figure 8.1.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Unilateral Causality Link of Other Forces**

Under each heading below, the researcher discusses the research findings supported by the evidence from the interviews which represents the theme of other forces. The explanation is based on how the 'other forces' do effect the HRM implementation factors (management/mismanagement and relations) within the organisation.

### *POLICY*

Centenary's client was given feedback which conflicts with his value by the governance and external assessor. Hence, in this significant incident setting, the external assessor is categorised under 'other forces'. According to the research participant, the external assessor gives evaluation and direction merely based on the written policy without taking into consideration the real circumstances related to the client. Centenary perceives this direction to be inhumane. First, the governance and external assessor implement the policies assuming his client as an instrument rather than a human being, as well as an individual who needs special attention and care. Second, there was a conflict of opinions between the theory and practice; it seems that the governance and external assessor is purely looking from the theoretical perspective. There was also a lack of employee participation, requisite knowledge and experience possessed by the external assessor relative to the work. However, from Centenary's experience, he was looking at his client both from theoretical and practical approaches. Centenary seems to overcome this situation by continuously negotiating with the governance and external assessor. He appears to genuinely care for the client's wellbeing.

### *WORK COMMUNITY*

Atlas defined the positive valence of interpersonal relations within the work community. There is the presence of teamwork and family spirit embedded within the implementation of job multitasking, despite their ranks and roles. These positive relations which are embedded within the work community reflect positive values and treatments such as understanding, trustworthiness, cooperation, knowledge sharing, unity, respect, equality, hospitality, assistance, and support. The leader also set a good example by practising

teamwork and multitasking and further enhances the implementation of these practices within the work community. The positive wellbeing experience was reciprocated through employees' loyalty and effective job performance outcome, especially during time of crisis. For instance, during a crisis, Atlas refused to resign, although was recommended by his superior. He mentioned that together with the work community, they lifted the company four times which reflects the high sense of loyalty both from within himself and the work community. In this significant incident setting - the crisis which was caused by the competitor is categorised under the dimension of 'other forces'.

#### *JOB CHARACTERISTICS AND CLIENT/CUSTOMER*

Ara explained his job characteristics to be challenging as he is on the road every day dealing with many different types of clients and ensuring their safety. Hence, in this significant incident setting, the nature of the job is categorised as 'other forces' because Ara does not have full control over the type of customer he attends to and other aspects related to his job while he is on the road (e.g., bad weather and accidents etc). His experience was neutral, neither positive nor negative and he copes with positive characteristics such as being patient, in control, focused, alert; and can perform his job effectively.

Diya stated both the positive and negative valence of interpersonal relations with her clients who are students. She described the positive valence of interpersonal relations with her clients in the view that the institute promotes education which emphasises children's wellbeing and inculcation of values by rewarding the best-behaved child, and further organising and engaging in community service activities. Due to the experience of positive valence, she sends her two children to the educational institute where she teaches. Contrastingly, she noted the negative valence of interpersonal relations with her clients, which includes the challenging behaviour of the students (e.g., being aggressive and cannot be controlled etc). In this significant incident setting, the 'other forces' are related to the type of client/students received by the institute.

### **8.2.3 THE HRM IMPLEMENTATION FACTORS: MANAGEMENT VERSUS MISMANAGEMENT AND RELATIONS**

Among the researchers that have elaborated on the HRM process theory are Mintzberg (1978), Guest and Conway (2002); Wright and Nishii (2007), Purcell and Hutchinson (2007a), and Mello (2006). Mintzberg (1978) strategy model introduced the HRM process as an intended (formulated) strategy, an emergent (unplanned) strategy, and a realised strategy (implemented) strategy, and further emphasised that although a strategy is planned in such a way, it may also evolve 'at the coalface'. Purcell et al. (2004) people management-performance causal chain model proposes a causal link of the HRM process between the intended practice (the practice which was formulated to implement it) and the actual practice (the practice which is actually implemented).

The main aim of this research was to unpack the HRM black box by exploring the mediating mechanism of HRM which represents the HRM process theory. Boselie, Dietz, and Boon, (2005) assert there is a limited understanding between the mediating variables and their effect on the HRM-performance linkage, a gap referred to as the 'black box.' Danford et al., (2008) claim there is still some ambiguity surrounding the exact nature of the "HR and performance link". Similarly, recent empirical findings indicate that the relationship between HRM, and indirect and direct involvement with performance outcomes is rather uncertain (Jaewon et al., 2010). How HRM is implemented is increasingly considered significant in determining whether the desired and planned HRM outcomes are realised (Guest & Bos-Nehles, 2013). Employees need well-implemented HRM to achieve superior outcomes. For example, employee voice practice might be well designed based on best practices, and the latest trend from a great organisation, but employees will not perceive it as such unless it is implemented effectively within the organisation. In this 'HRM black box', the critical link is how the implementation of HRM mutually effect employee and organisation outcomes.

WHO suggests:

*A healthy workplace can be described as one where workers and managers actively contribute to the working environment by promoting and protecting the health, safety and wellbeing of all employees. An academic report from 2014 suggests that interventions should take a 3-pronged approach:*

- *Protect mental health by reducing work-related risk factors.*
- *Promote mental health by developing the positive aspects of work and the strengths of employees.*
- *Address mental health problems regardless of cause.*

*Interventions and good practices that protect and promote mental health in the workplace include:*

- *implementation and enforcement of health and safety policies and practices, including identification of distress, harmful use of psychoactive substances and illness and providing resources to manage them;*
- *informing staff that support is available;*
- *involving employees in decision-making, conveying a feeling of control and participation; organisational practices that support a healthy work-life balance;*
- *programmes for the career development of employees; and*
- *recognising and rewarding the contribution of employees.*

Wright and Boswell (2002) assert that any study attempting to explore the relationship between HRM and organisational performance stands on firmer ground when assessing the implemented HRM practices rather than the intended HRM practices. This is because analysing the “implemented” HRM gives an accurate finding compared to the “intended” HRM. Kehoe and Wright (2013)

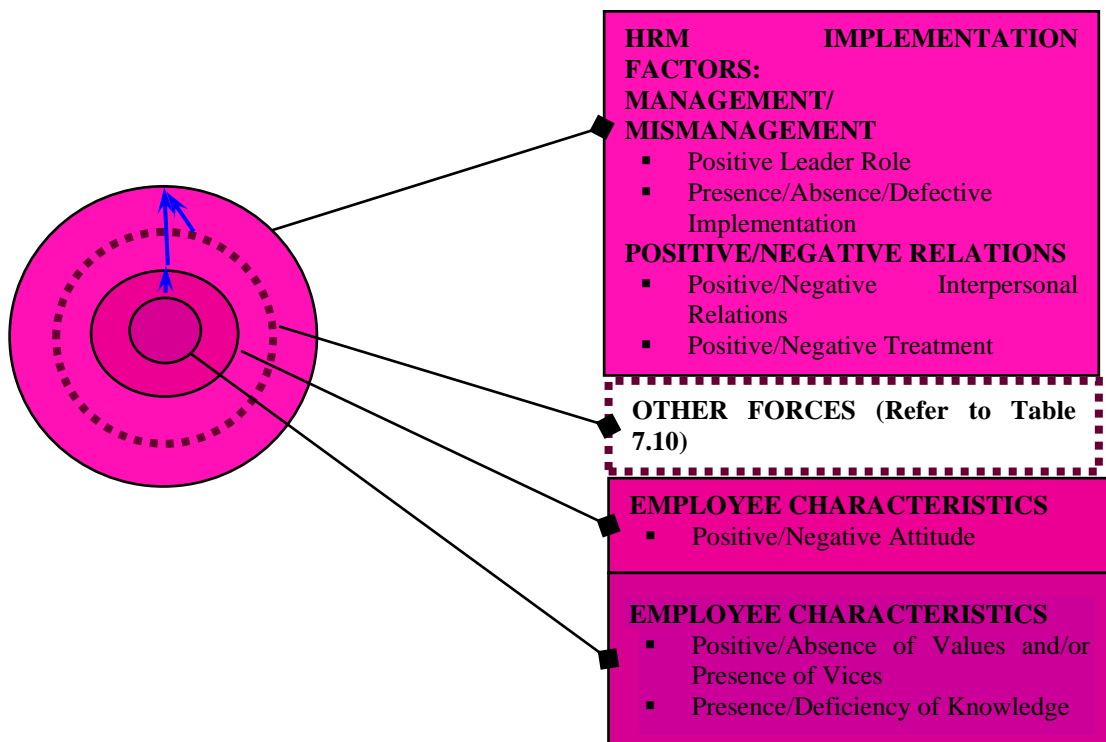
explain that HRM brings about the desired employee outcomes only when they are consistently experienced by the employees in the intended ways. By exploring the underlying mechanisms of this relationship, this research aims to contribute to the growing body of HRM process theory (Ehrnrooth & Björkman, 2012) and reveal the psychological processes through which employees evaluate an HRM implementation context to effect their wellbeing. Becker and Gerhart (1996), suggest the necessity to recognise intermediate outcomes as part of an indirect link to gain a complete understanding of how the HR architecture drives the firm performance. Correspondingly, Becker and Huselid (1998) emphasise the need to examine the various interdependencies underlying HR practices to fully comprehend how they interact with organisational performance.

The findings of this research have contributed to the HRM process theory, by addressing how the HRM implementation context (HR practices and workplace relations) effect the dimensions of work climate and culture; and employee and organisation outcomes. Figure 8.2 below shows the development from Figure 8.1 above, where both the employee characteristics (employee attitude) and other forces are displayed to effect the HRM implementation factors either positively or negatively. In reverse causally, the HRM implementation factors (management/mismanagement and relations) do effect the employee characteristics (presence/absence of values, and/or presence of vices and presence/deficiency of knowledge)

The presence of management consists of the themes of positive leadership roles and the presence of implementation. The presence of positive relations includes themes such as positive interpersonal relations and treatments. Table 7.7 presents the positive features which represent the dimension of the presence of management and Table 8.3 represents the dimension of positive relations. The presence of mismanagement consists of the themes of the absence of implementation. The presence of negative relations includes themes such as negative interpersonal relations and treatments. Table 7.9 presents the negative features which represent the dimension of the presence of mismanagement and

Table 8.4 represents the dimension of negative relations. The tables of 8.3 and 8.4 are extracted from the compilation of Tables 7.7 and 7.9 in chapter seven.

Discussion supported with evidence from the interviews relative to the HRM implementation factors (presence of management/mismanagement and relations) are provided in chapter seven under the heading of ‘thematic analyses’ for each HR practice and workplace relations. Hence, this research is the first to explicitly address the HRM implementation context, namely (i) eleven HR practices and (ii) seven workplace relations and explore its effect on work climate and culture; and employee and organisation outcomes. Additionally, this research is also the first to unpack the HRM implementation factors and reveal the themes of management/mismanagement (leader role and implementation) and relations (interpersonal relations and treatment). Furthermore, this research is also the first to discover the employee attitude to effect the HRM implementation factors.



**Figure 8.2.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of HRM Implementation Factors**

DIMENSIONS	THEMES	FEATURES
<p><b>HRM IMPLEMENTATION CONTEXT</b></p> <ul style="list-style-type: none"> <li>▪ <b>HR PRACTICES</b></li> <li>▪ <b>WORKPLACE RELATIONS</b></li> </ul>	<p><b>POSITIVE RELATIONS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Positive Interpersonal Relations</b></li> <li>▪ <b>Positive Treatment</b></li> </ul>	<p><b>POSITIVE INTERPERSONAL RELATIONS</b></p> <ul style="list-style-type: none"> <li>▪ United</li> <li>▪ Healthy</li> <li>▪ Faithful</li> <li>▪ Socialise</li> <li>▪ Comrade</li> <li>▪ Trustworthy</li> <li>▪ Recommend</li> <li>▪ Transparency</li> <li>▪ Very friendly</li> <li>▪ Mutual benefit</li> <li>▪ Family-oriented</li> <li>▪ Very understanding</li> <li>▪ Makes the job easier</li> <li>▪ Take care of employees</li> <li>▪ Healthy communication</li> <li>▪ Do not give up on employee</li> <li>▪ Concerns about personal life</li> <li>▪ Do not let go of the employee during their difficult time</li> </ul> <p><b>POSITIVE TREATMENT</b></p> <ul style="list-style-type: none"> <li>▪ Fine</li> <li>▪ Care</li> <li>▪ Kind</li> <li>▪ Polite</li> <li>▪ Smile</li> <li>▪ Guide</li> <li>▪ Excellent</li> <li>▪ Very nice</li> <li>▪ Cooperate</li> <li>▪ Considerate</li> <li>▪ Compliment</li> <li>▪ Appreciative</li> <li>▪ Very helpful</li> <li>▪ Good rapport</li> <li>▪ Greet each other</li> <li>▪ Very hospitable</li> <li>▪ Very supportive</li> <li>▪ Make everyone feel comfortable</li> <li>▪ Looking out for each other</li> <li>▪ Mutual respect for everyone without emphasising the importance of the hierarchy</li> <li>▪ Respecting each one's individuality and privacy</li> </ul>

**Table 8.3.: Positive Relations Features**



DIMENSION	THEME	FEATURES
<b>HRM IMPLEMENTATION CONTEXT</b> <ul style="list-style-type: none"> <li>▪ <b>HR PRACTICES</b></li> <li>▪ <b>WORKPLACE RELATIONS</b></li> </ul>	<b>NEGATIVE RELATIONS</b> <ul style="list-style-type: none"> <li>▪ <b>Negative Interpersonal Relations</b></li> <li>▪ <b>Negative Treatment</b></li> </ul>	<b>NEGATIVE INTERPERSONAL RELATIONS</b> <ul style="list-style-type: none"> <li>▪ Cheat</li> <li>▪ Dodgy</li> <li>▪ Furious</li> <li>▪ Difficult</li> <li>▪ Helpless</li> <li>▪ Inhuman</li> <li>▪ No friends</li> <li>▪ Not united</li> <li>▪ Unfriendly</li> <li>▪ Pretentious</li> <li>▪ Not helpful</li> <li>▪ Untrustworthy</li> <li>▪ Take advantage</li> <li>▪ Absence of relationship</li> <li>▪ Absence of family feeling</li> <li>▪ Attack or revenge oriented</li> <li>▪ Words and actions do not match</li> </ul> <b>NEGATIVE TREATMENT</b> <ul style="list-style-type: none"> <li>▪ Stern</li> <li>▪ Bully</li> <li>▪ Shout</li> <li>▪ Unfair</li> <li>▪ Ignore</li> <li>▪ Racism</li> <li>▪ Abusive</li> <li>▪ Injustice</li> <li>▪ Gang up</li> <li>▪ Conflicts</li> <li>▪ Aggressive</li> <li>▪ Favouritism</li> <li>▪ Humiliating</li> <li>▪ Do not smile</li> <li>▪ Inconsiderate</li> <li>▪ Unsupportive</li> <li>▪</li> <li>▪ Not treated well</li> <li>▪ Not encouraging</li> <li>▪ No mutual respect</li> <li>▪ Strict face all the time</li> <li>▪ Do not help each other</li> <li>▪ Treat employees as disposable</li> <li>▪ Cannot get along with each other</li> <li>▪ Inappropriate/unacceptable behaviour</li> <li>▪ Employees are not made to feel special</li> <li>▪ Discrimination (e.g., race discrimination, gender discrimination)</li> </ul>

**Table 8.4.: Negative Relations Features**

#### **8.2.4 EMPLOYEE EXCHANGE: SOCIAL EXCHANGE THEORY, PSYCHOLOGY CONTRACT AND RECIPROCATION**

This research adopts Blau's (1964) SET and Rousseau's (1994) psychological contract theory to explain the salient pattern series of exchanges between the relationship of HRM factors (management/mismanagement and relations); and employee and organisation outcomes. Similarly, Guest and Conway (2002) clarify the employment relations from the state of psychological contract which represents fairness, trust and delivery of the deal. 'Among a sample of 1,306 UK employment relations managers, 36 per cent said they used the concept of the psychological contract to help them manage the employment relationship and many more considered it potentially useful. Interestingly, several managers acknowledged that the exchange was not always fair and tended to favour the employer. The study explored the application of high-commitment human resource practices as part of the context of the psychological contract and found an association between their greater application and management reports of more positive employee attitudes and behaviour (Guest, 2004).' In the same line of view, Wright and Nishii (2007) describe the employees' affective reactions according to principles of social exchange theory. Likewise, Purcell and Hutchinson (2007a) adopted the SET:

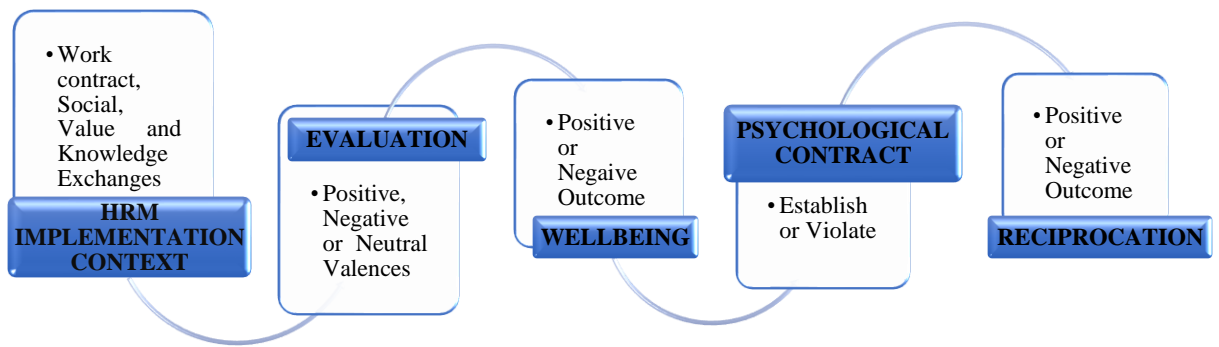
*“The link between employees' experience of actual people management and their attitudes towards the firm, seen in affective commitment, is suggested by social exchange theory. Here, employees perceived organisational support embodied in HR practices applied or open to them is reciprocated by higher organisational citizenship behaviour and retention/attendance (Eisenberger et al., 2002). The central assumption is that 'HRM practices are viewed by employees as a “personalised” commitment to them by the organisation which is then reciprocated back to the organisation by employees through positive attitudes and behaviour' (Hannah and Iverson, 2004: 339).*

Established on the SET and psychological contract theory, this research findings display how the salient pattern series of the work contract, social, value, and knowledge exchanges associated with the positive and negative valence of HRM implementation context (HR practices and workplace relations) influences employee evaluation, psychological contract, reciprocation, employee and organisation outcomes. Work contract transactions include, among others, the terms and conditions related to the work, pay and benefits; whereas social transaction or exchange is based on the exchange associated with the interpersonal relationships (e.g., trust, cooperation, happiness, support, care etc). Figure 8.4 below, shows an example of the symbol 'S' and 'R', which are applied in all the theoretical models/cross-case network displays where it is necessary. The symbol 'S' represents 'SET' and 'R' represents 'Reciprocation'.

Additionally, this research extends Blau's (1964) SET into the valence and the demonstration of the effect in the viewpoint of how these exchanges influence employee evaluation and wellbeing. In this research, the term *valence* is defined as the employees' evaluation of the 'quality' associated with all the elements related to the HRM implementation context, for example, the intrinsic goodness or badness of the implementation. The valence of exchange is divided into three continuums which are positive, negative and neutral valences. Positive exchange occurs when the employees believe that a balanced exchange has occurred or the exchange has contributed positively to an outcome (e.g., the agreement has been met, the employee has been rewarded fairly etc). Positive exchange is seen to establish employees' relational psychology contracts. On the contrary, when the other party has violated the psychological contract (e.g., unfair promotion, biased treatment etc), a negative social exchange occurs, such as reduced trust, loyalty, and lower commitment. Hence, the negative exchange is seen to violate employees' relational psychological contract. The findings ascertain that although employees' primary aim is to earn money, the negative valence of HRM implementation context does not guarantee their retention, organisational citizenship behaviour, commitment, and loyalty towards the organisation. Therefore, employees within these organisations work based on transactional psychology contracts and always look for an opportunity to move

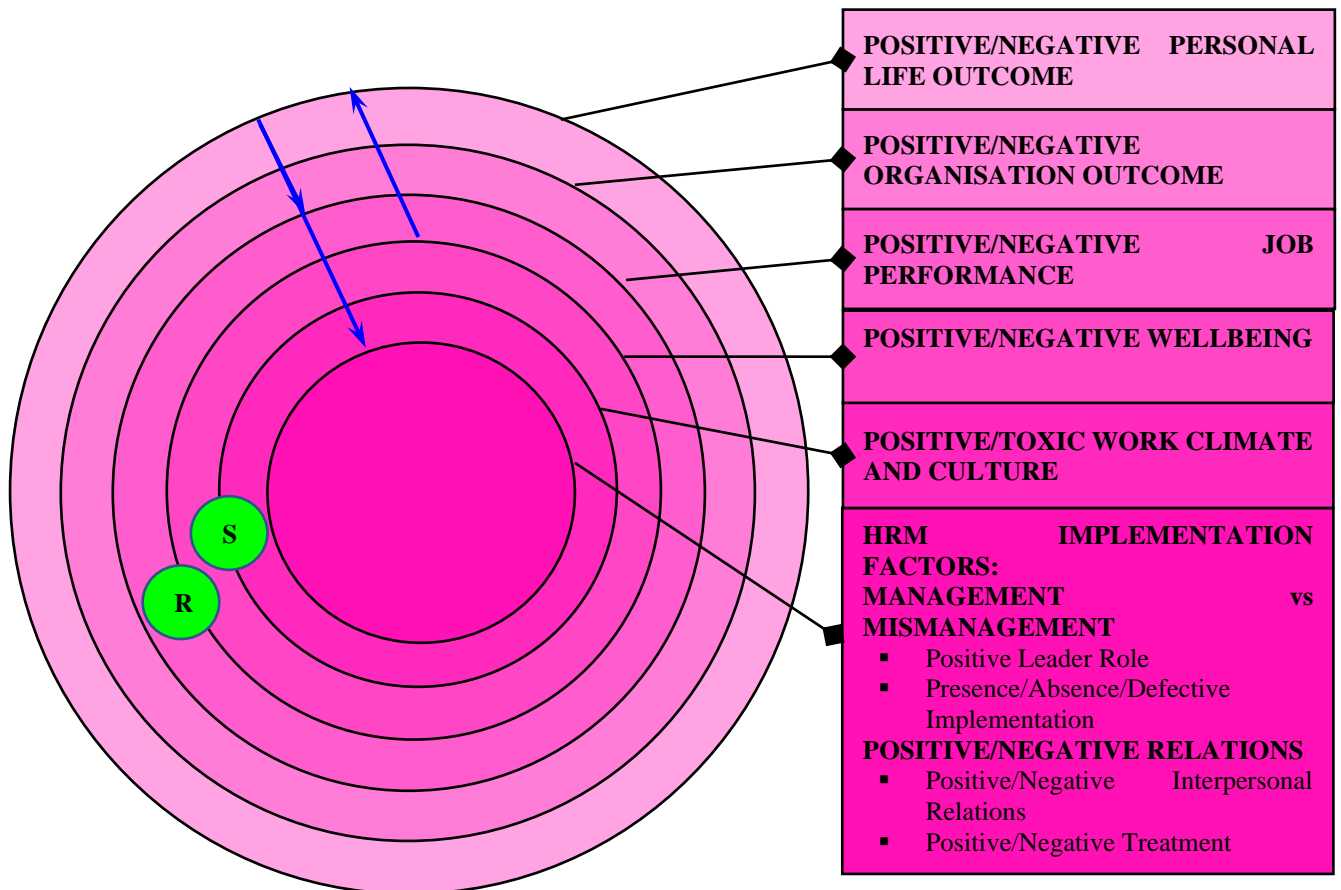
to other organisations. This proves that the transactional psychology contract (which includes, terms and conditions related to the work, pay, and benefits) can be a short-term exchange. This is a loss for the employer, particularly if they are losing highly competent, valuable, and irreplaceable employees. The loss will also cost the organisation to lose its competitive advantage. Neutral exchange occurs mostly due to their faith in God, positive characteristics (e.g., resilience, toughness, selflessness, service-oriented), spirituality, positive thinking, and coping mechanism. The demonstration of the effect can be described in three forms which are, (i) unilateral causality effect, (ii) reverse causality effect and (iii) simultaneity ripple causality effect between the employees and the work community. Thus, this research is the first to explicitly discover and explain the three demonstrations of the effect of the SET. The explanation with the demonstration of examples for these three demonstrations of the effect of the SET is provided in the following paragraphs.

Figure 8.3 below shows an example of the ‘unilateral causality effect’ of employee exchange and reciprocation based on the SET and psychological contract theory. The salient pattern series of positive exchanges associated with the positive valence of HRM implementation context is shown to effect employee wellbeing positively. The employees’ wellbeing experience is found to causally establish and strengthen or violate their psychological contract. The positive wellbeing experience is shown to establish and strengthens their relational psychological contract. Subsequently, the established psychological contract is proven to be reciprocated with positive job performance and personal life outcomes. In contrast, the salient pattern series of negative exchange related to the negative valence of HRM implementation context is shown to effect employee wellbeing negatively. The employees' negative wellbeing experience violates their relational psychological contract and is reciprocated with negative job performance and personal life outcomes.



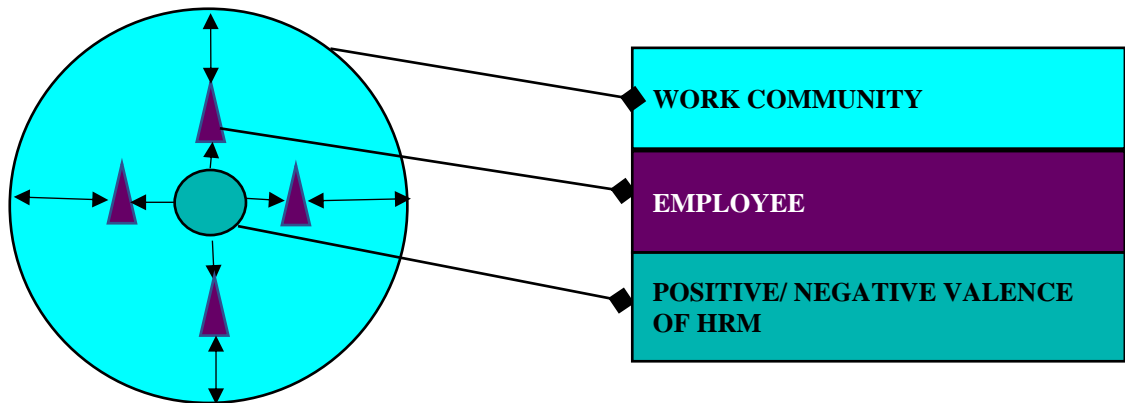
**Figure 8.3.: Example of Unilateral Causality Exchange Effect**

Figure 8.4 below which is extracted from Figure 7.1 demonstrates the example of the reverse causality effect. The employees' wellbeing experience is shown to unilateral causally effect their personal life outcomes. In reverse causality effect, their personal life outcome directly does effects the HRM implementation factors (management/mismanagement and relations) and job performance.



**Figure 8.4.: Example of Reverse Causality Exchange Effect**

Figure 8.5 below shows an example of the simultaneity ripple causality effect between the employee and the work community exchange. The figure displays how employees' wellbeing experience effects the work community's wellbeing through a ripple effect. Simultaneously, the collective work community's wellbeing affects the employees' wellbeing. However, this explanation is only applicable when all or majority of the employees within the organisation have a similar wellbeing effect, either positive or negative.



**Figure 8.5.: Example of Simultaneity Ripple Causality Exchange Effect**

From the research findings, the SET can be perceived to send signals about the HRM implementation context to the work community. Bowen and Ostroff (2004), indicate that the consistency of HRM messages determines the way employees perceive an organisation's HRM practices. Based on a collective perspective within an organisation, the HRM implementation process is viewed to 'send signals to employees that allow them to understand the desired and appropriate responses and form a collective sense of what is expected' (Bowen & Ostroff, 2004) and subsequently overcome the limitation of individual perception (Kehoe & Wright, 2013).

Guest (1999) claims, 'worker reactions become not just a means to an end in understanding the linkages between practice and outcomes but an end in themselves'. Although an HRM implementation might be designed to send a message or signal to employees on what is to be expected from the employer's perspective, the findings show that the employees did not passively accept the message or signals but evaluated them based on their contract, values, knowledge and/or background. Similarly, Rousseau (2001) argues that employees' past experiences with HRM practices influence the way they perceive and interpret HRM practices in their current organisation.

## 8.2.5 WORK CLIMATE AND CULTURE

This research contributes to the ‘HRM implementation-work climate and culture theory’, which addresses the research question:

- How do employees evaluate the HRM implementation context, namely HR practices and workplace relations to effect the organisation's work climate and culture?

Bowen and Ostroff’s (2004) framework focus on climate as of the ‘interest in multilevel relationships, since both psychological climates - as individual-level perceptions - and organisational climate - as a shared perception at the firm level - have been positioned as mediators of the relationship between HRM practices and performance (e.g., Kopelman et al., 1990; Ostroff & Bowen, 2000). Additionally, in strategic perspectives on HRM, the climate is an appropriate construct, based on the recent emphasis on climates around strategic objectives that are purported to enhance effectiveness (e.g., Schneider, 2000)’. Studies by Takeuchi, Chen, and Lepak (2009) and Lawler et al., (2011) found that the HRM implementation that includes managerial support constitutes a supportive climate. Bowen and Ostroff (2004) assert the processes by which climate interconnect are poorly understood. In accordance with [blog.smarp.com](http://blog.smarp.com):

*Good Company Culture Increases Revenue by 4X*

*In a major long-term study, companies that had the best corporate cultures, that encouraged all-around leadership initiatives and that highly appreciated their employees, customers and owners grew 682 per cent in revenue.*

*During the same period of evaluation — 11 years — companies without a thriving company culture grew only 166 per cent in revenue. This means that a thriving company culture leads to more than four times higher revenue growth.*

*Company culture and employee engagement go hand in hand and a business focusing on employee engagement and improving*

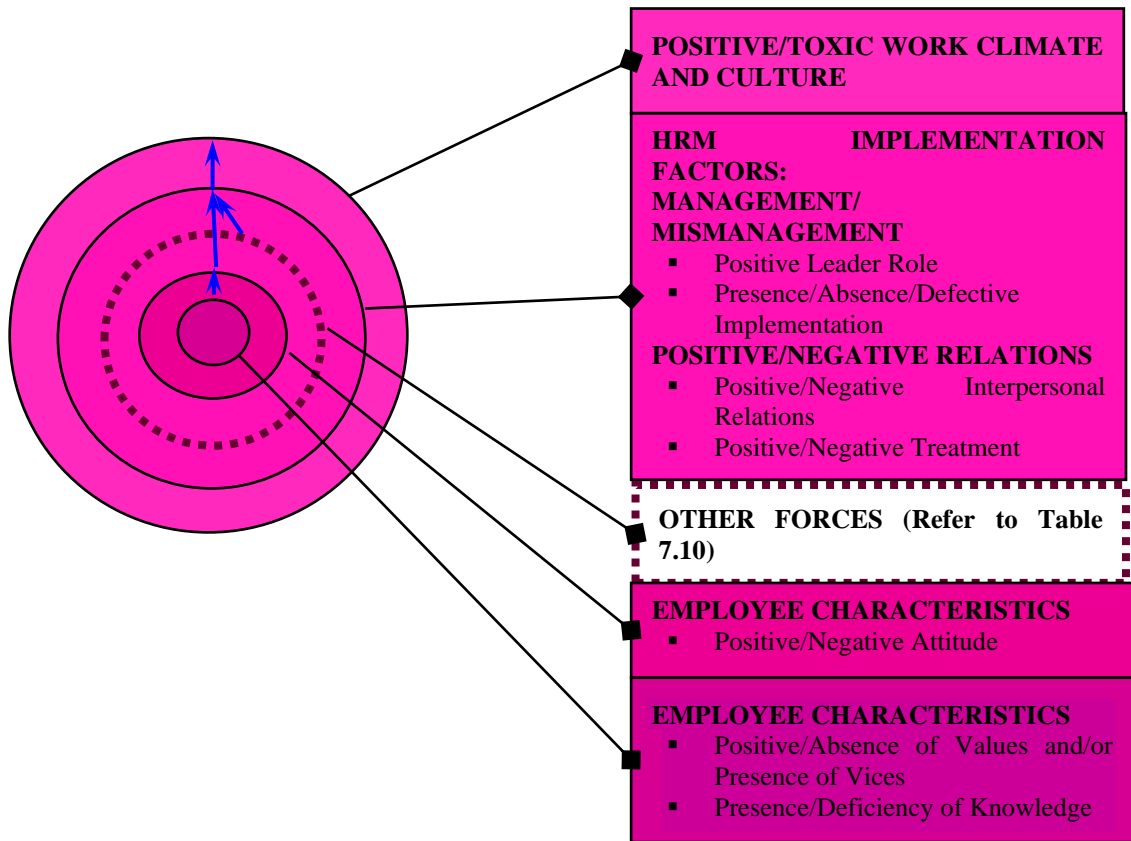


*their company will enjoy the benefits of increased revenue, increased productivity and increased employee engagement.*

*47 per cent of people actively looking for a new job pinpoint company culture as the main reason for wanting to leave, so if you want to improve both employee retention and profitability, improving company culture should be one of your business priorities.*

Thus, limited research has addressed and explained the implementation of HRM-work climate and culture theory. Figure 8.6 below shows the development from Figure 8.2. The figure demonstrates the HRM implementation factors (management/mismanagement and relations) to effect the dimension of work climate and culture within the organisation. The features which represent the 'work climate and culture' are shown below in Tables 8.5 and 8.6 respectively. These tables were extracted from Tables 7.6 and 7.8 above.

According to the research findings, the salient pattern of a series of positive exchanges as a result of the positive valence of HRM implementation factors (presence of management and positive relations) between the employees and work community, established and sustains a positive work climate and culture within the organisation. However, the salient pattern series of negative exchange from the negative valence of HRM implementation factors (presence of mismanagement and negative relations) between the employees and the work community, created and endures a toxic work climate and culture within the organisation. The research findings emphasise the importance of the HRM implementation context in establishing the right work climate and culture. Similarly, Beheshti (2019) claims: 'Healthy and engaged employees, in concert with a strong workplace culture, are the secret sauce for business success'. Discussion in related to the work climate and culture supported with evidence from the interviews are provided in Section 7.5 under the heading of 'thematic analyses' for each HR practice and workplace relations.



**Figure 8.6.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Work Climate and Culture**

DIMENSIONS	THEMES	FEATURES
POSITIVE WORK AND CLIMATE AND CULTURE	NA	<ul style="list-style-type: none"> <li>▪ Good</li> <li>▪ Open</li> <li>▪ Happy</li> <li>▪ Secure</li> <li>▪ Listens</li> <li>▪ Supportive</li> <li>▪ So refreshing</li> <li>▪ Very positive</li> <li>▪ Nice work environment</li> <li>▪ Calm and cool environment</li> <li>▪ Family-oriented work environment</li> </ul>

**Table 8.5.: Positive Work Climate and Culture Feature**

DIMENSION	THEME	FEATURES
<b>TOXIC CLIMATE AND CULTURE</b>	<b>NA</b>	<ul style="list-style-type: none"> <li>▪ Fear</li> <li>▪ Cold</li> <li>▪ Risky</li> <li>▪ Hyper</li> <li>▪ Denial</li> <li>▪ Unsafe</li> <li>▪ Hostile</li> <li>▪ Chaotic</li> <li>▪ Insecure</li> <li>▪ Abusive</li> <li>▪ Helpless</li> <li>▪ Traumatic</li> <li>▪ Very difficult</li> <li>▪ High pressure</li> <li>▪ Unpredictable</li> <li>▪ Untrustworthy</li> <li>▪ Very unpleasant</li> <li>▪ Sad environment</li> <li>▪ Very unorganised</li> <li>▪ Fragmented and volatile system</li> <li>▪ Do not view a problem as a problem</li> </ul>

**Table 8.6.: Toxic Work Climate and Culture Feature**

## **8.2.6 EMPLOYEE AND ORGANISATION OUTCOMES**

Until today, a rich body of HRM research has focused on contributing to the neoclassical economic theory, for example, employee output (performance, productivity and competitive advantage) and organisational output (e.g., financial wellbeing, development, performance and sales). The SHRM models (universal, contingency, and RBV) received much criticism for their broad (e.g., the universal and contingency model), normative (the Harvard model) or narrow perspective (the RBV model) and limitations (e.g., focusing on managerial perspective, the biased report from managerial perspective; focusing on employee performance or organisational performance and organisation level outcome). Guerrero and Barraud-Didier's (2004) research highlight that the universal model studies have focused mainly on organisational-level outcomes rather than employee-level outcomes. The stakeholder perspective (Beer et al.,

1984) puts employees as central to the achievement of performance outcomes. Thus, it is argued that a management process should be directed toward engaging employees in ways that motivate, develop, and reward, which are the needs of the employees alongside the organisation's needs. However, Beer's model appears to be a mere normative view rather than a means of achieving employee outcomes, as suggested at the empirical level.

The concept of performance in an organisation is usually referred to as productivity and financial performance, ignoring the medium of employee wellbeing. Employee performance is commonly regarded as productivity and efficiency, which contributes to the organisational output, such as financial performance, which is biased and hypocritical. This perception could be mainly due to the one-sided focus on improving organisational performance (Kaufman, 2015; Paauwe, Guest & Wright, 2013). Hence, this leads to neglect of employee outcomes (Boxall, Ang & Bartram, 2011; Peccei et al., 2013; Purcell and Kinnie, 2008), which in the long term, proves to lead to negative employee wellbeing effects. HRM does not directly influence organisation performance (Katou & Budhwar, 2007), but such an outcome is achieved through employees. Also, supporters of wellbeing claim that employers achieve the organisation's goal at the risk of their employees' wellbeing.

This research's findings contribute to the HRM-outcome theory, which includes both employee and organisation outcomes. The research findings address the gap in past research by contributing to employee outcomes which include dimensions such as employee wellbeing, job performance and personal life outcomes, and organisation outcomes (e.g., employee perception, organisation reputation, employee retention, organisation citizenship behaviour etc). The following section 8.2.6.1 describes the employee outcomes, which consist of wellbeing, job performance and personal life outcomes. The subsequent section 8.2.6.2 describes the organisations' outcomes.

## 8.2.6.1 EMPLOYEE OUTCOMES

### 8.2.6.1.1 WELLBEING

Despite the contribution of the HRM-wellbeing models (Peccei, 2004 ‘Optimistic, pessimistic and sceptical perspectives’, Van De Voorde, 2010 ‘Mutual gains and conflicting outcome perspective’, and Paauwe, Guest, and Wright, 2013 ‘SHRM-wellbeing model’, mainstream perspective and the critical perspective and given the significance of the issue, the current research argues that ‘limited studies have explored the HRM-wellbeing link’ (Harley et al., 2007; Boxall & Macky, 2014) and therefore, the findings are far from being conclusive. While past studies have examined the relationship between HRM and employee wellbeing (Schaufeli & Taris 2014; Guest, 1999; Demerouti et al., 2001; Tsui et al., 1997; Peiro et al., 2014; Macky & Boxall, 2007; Paré & Tremblay, 2007; Ramsay, Scholarios, & Harley, 2000; Doi, 2005; Darr and Johns, 2008; Harter et al., 2002), we cannot infer a similar outcome about the current research setting, which primarily focuses on the mediating mechanism of *HRM implementation*. The findings of past research from the standpoint of employee wellbeing could either be derived from a quantitative methodology or are based on organisational or managerial perspectives. Moreover, the findings of wellbeing outcomes could have focused on the narrow HR practices (e.g., specific or few HR practices such as learning and development, promotion, policies etc); specific HRM bundles (universal, contingency, RBV; ability, motivation and opportunity model; job demand model etc). The findings on wellbeing could also be biased to enhance employee performance (e.g., efficiency, productivity) and organisational outcome (e.g., maximise output and growth). Furthermore, researchers (Godard, 2001; Macky & Boxall, 2007; Takeuchi,

Chen & Lepak, 2009; Cañibano, 2011) claim little attention has been directed towards ascertaining the employee-level benefits of HRM. Supporters of the wellbeing theory have claimed that the impact of HRM on organisational performance is at the expense of employee wellbeing.

For thirty years, SHRM models (universal, contingency, and RBV) have been introduced on the assumption that they are beneficial to both organisational performance and employee wellbeing (Boselie et al., 2005). Yet, limited attention has been paid to the empirical outcome on the employee view between HRM implementation and employee wellbeing. Due to these limitations, we are uncertain whether the models have more substantial explanatory power on employee-centred research, HRM implementation, and employee wellbeing.

In sum, few studies have qualitatively explored the HRM implementation context and its effect on employees' wellbeing. Most of the past studies have also treated employee wellbeing as a secondary outcome rather than as an important outcome in and of itself (e.g., to mutually consider organisational and employee wellbeing outcomes). Additionally, addressing employee wellbeing is timely because HRM is increasingly being adopted in developed industrialised economies (Wood & Bryson, 2009), and statistical evidence has shown a decline in employee wellbeing within the UK population. There is still much uncertainty on the precise nature of the link, particularly regarding how the employees evaluate an HRM implementation and explored it utilising a qualitative method.

The current research has looked at employee wellbeing as an important outcome in and of itself and has proposed a holistic approach to wellbeing by exploring the dimensions of HWB,

EWB, dignity and physical health. The first relationship-focused within the implementation of HRM-employee outcome theory is the implementation of ‘HRM implementation-wellbeing theory’, which addresses the research question:

- How do employees evaluate the HRM implementation context, namely HR practices and workplace relations to effect the employee outcome which represents four dimensions of employee wellbeing (HWB, EWB, dignity and physical health)?

The current research is unique in the sense that no research has explored how employees evaluate the HRM implementation context, namely 11 HR practices and 7 workplace relations; and its effect on their wellbeing. Although initially the research only aims to explore two primary dimensions of wellbeing (HWB and EWB), the research findings discover the HRM implementation context do also effect employees' dignity and physical health. In the same line of view, Beheshti (2019) reported that:

*61 per cent of employees are burned out on the job*

*CareerBuilder's survey on stress in the workplace also finds that 31 per cent of respondents report extremely high levels of stress at work. The survey documents how those high-stress levels manifested in poor physical health (fatigue, aches and pains, weight gain) and compromised mental health (depression, anxiety, anger). These findings emphasise the connections between wellness and engagement, and how stress undermines both. The best strategies to combat the plague of burnout are holistic approaches. Workshops on stress*

*management and resilience will lead to a workforce that is healthier, more engaged, and more productive.*

By addressing the implementation of the HRM-wellbeing theory, this research enlightens our understanding of the HRM implementation-wellbeing theory, hence filling the gap in the existing studies.

Figure 8.7 below shows the development from Figure 8.6 above, where both the HRM implementation factors (presence of management/mismanagement and relations); and work climate and culture are shown to unilateral causally and directly effect the dimension of employee wellbeing. The symbol 'S' represents the exchanges between the HRM implementation factors (management/mismanagement and relations).

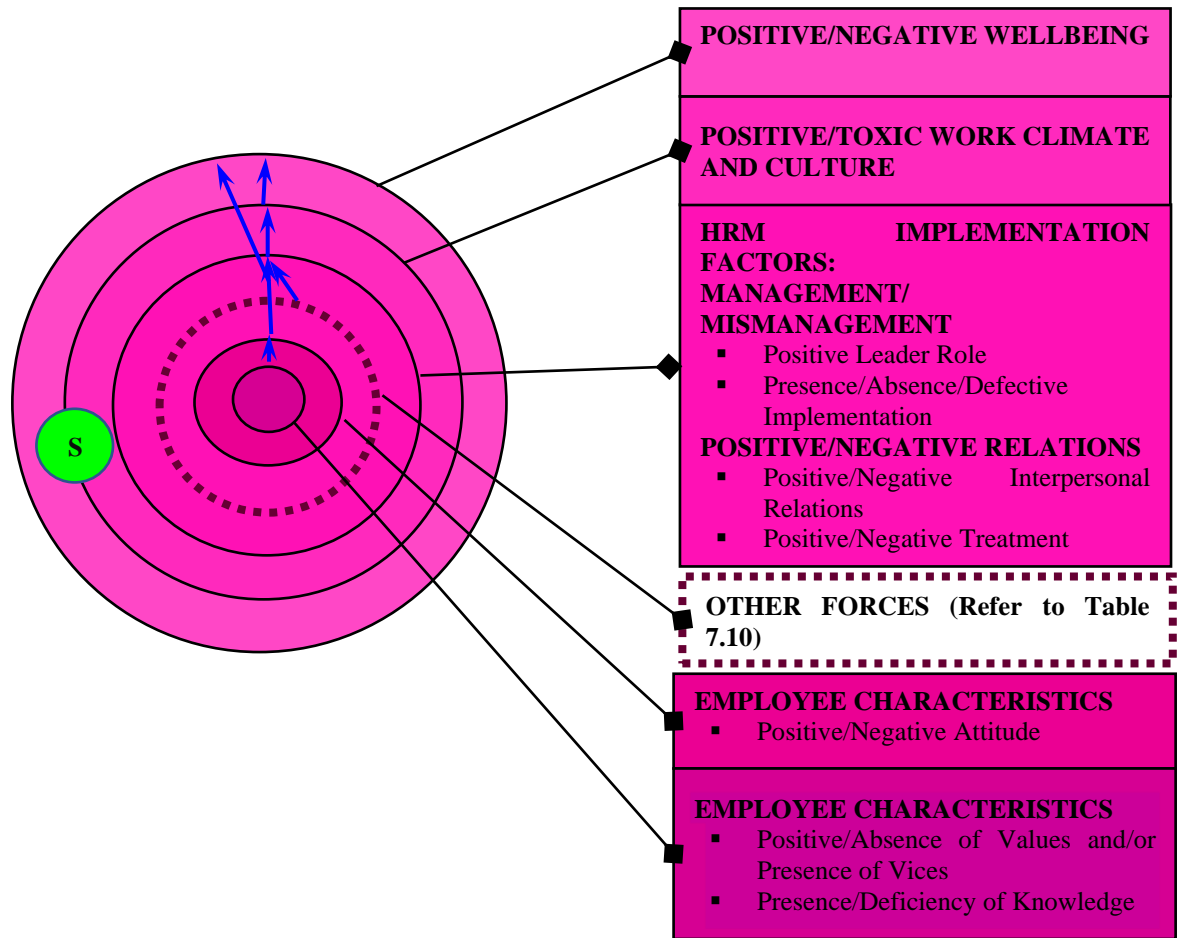
The employee wellbeing experience is found to causally link to their psychological contract, either to establish and strengthen or to violate it. A positive wellbeing experience is shown to establish and strengthen their psychological contract. The established psychological contract is proven to be reciprocated with positive job performance outcomes. The finding is in line with Peccei's (2004) optimistic perspective and Van De Voorde's (2010) mutual gains outcome perspective. Peccei's (2004) optimistic perspective is the idea that HRM is beneficial and generally has a positive impact on employee wellbeing. The mutual gains perspective promotes wellbeing mutually for the employers and employees. According to this perspective, employer and employee mutually benefit from the adoption of SHRM. Studies that have undertaken the mutual gains perspective have found positive links between HRM and employee attitude measures, such as job satisfaction (Wood &



De Menezes, 2011) and organisational commitment (Newman, Thanacoody & Hui, 2011).

The negative wellbeing experience violates their psychological contract and is reciprocated with negative job performance outcomes. These negative wellbeing effects are reciprocated with poor job performance. The negative wellbeing effect is in line with the 'frog theory', which proposes that as human beings, we have limitations, and therefore, continuous exploitation and abuse of employees will lead to poor employee performance in the long run. The finding is in line with Peccei's (2004) pessimistic perspective which views HRM as generally having a negative impact on employees' interests and wellbeing. Employee wellbeing is viewed as a trade-off to achieve financial and organisation performance.

The features which represent the dimension of 'employee wellbeing' are shown below in Table 8.7 and 8.8 respectively, which is extracted from Table 7.6 and 7.8 above. Discussion supported with evidence from the interviews related to employee wellbeing is provided in Section 7.5 under the heading of 'thematic analyses' for each HR practice and workplace relations.



\*The symbol 'S' in the figure above represents 'SET'.

**Figure 8.7.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Wellbeing**

DIMENSIONS	THEMES	FEATURES
<b>WELLBEING</b> <ul style="list-style-type: none"> <li>▪ <b>PRESENCE OF HEDONIC WELLBEING</b> <ul style="list-style-type: none"> <li>➤ Presence of Positive Affect</li> <li>➤ Presence of Satisfaction</li> </ul> </li> <li>▪ <b>PRESENCE OF EUDAIMONIC WELLBEING</b></li> </ul>	NA	<ul style="list-style-type: none"> <li>▪ Love</li> <li>▪ Pride</li> <li>▪ Relax</li> <li>▪ Proud</li> <li>▪ Valued</li> <li>▪ Loyalty</li> <li>▪ Passion</li> <li>▪ Vibrant</li> <li>▪ Positive</li> <li>▪ The best</li> <li>▪ Grateful</li> <li>▪ Fantastic</li> <li>▪ Freedom</li> <li>▪ Interesting</li> </ul>

<ul style="list-style-type: none"> <li>➤ Presence of Positive Relations</li> <li>➤ Presence of Personal Growth</li> <li>➤ Presence of Purpose in Life</li> <li>➤ Presence of Autonomy</li> <li>▪ <b>PRESENCE OF DIGNITY</b></li> <li>➤ Presence of Inheritance Dignity</li> <li>➤ Presence of Meaningful Relations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Ownership</li> <li>▪ Wonderful</li> <li>▪ Appreciated</li> <li>▪ Belongingness</li> <li>▪ Very motivating</li> <li>▪ New experiences</li> <li>▪ Good experience</li> <li>▪ Very comfortable</li> <li>▪ Completely satisfied</li> <li>▪ Sense of belongingness</li> <li>▪ Fun/Joyful/Happy/Enjoy</li> </ul>
<p><b>POSITIVE PHYSICAL HEALTH OUTCOME</b></p>	<p>NA</p>	<ul style="list-style-type: none"> <li>▪ Healthy</li> </ul>

**Table 8.7.: Positive Employee Wellbeing Features**

DIMENSION	THEME	FEATURES
<p><b>WELLBEING</b></p> <ul style="list-style-type: none"> <li>▪ <b>ABSENCE OF HEDONIC WELLBEING</b></li> <li>➤ Presence of Negative Affect</li> <li>➤ Absence of Satisfaction</li> <li>▪ <b>ABSENCE OF EUDAIMONIC WELLBEING</b></li> <li>➤ Absence of Positive Relations</li> <li>➤ Absence of Personal Growth</li> <li>➤ Absence of Satisfaction</li> <li>▪ <b>ABSENCE OF DIGNITY WELLBEING</b></li> <li>➤ Absence of Meaningful Relations</li> </ul>	<p>NA</p>	<ul style="list-style-type: none"> <li>▪ Sad</li> <li>▪ Pain</li> <li>▪ Guilty</li> <li>▪ Shock</li> <li>▪ Bored</li> <li>▪ Abused</li> <li>▪ Anxiety</li> <li>▪ Stressful</li> <li>▪ Peaceless</li> <li>▪ Unsecure</li> <li>▪ Frustrated</li> <li>▪ Going crazy</li> <li>▪ Demotivated</li> <li>▪ Disappointed</li> <li>▪ Not encouraging</li> <li>▪ Lack of relaxation</li> <li>▪ Negative interpersonal relations</li> </ul>

➤ Presence of Instrumentality		
<b>NEGATIVE PHYSICAL HEALTH OUTCOME</b>	NA	<ul style="list-style-type: none"> <li>▪ Fever/cold</li> <li>▪ Depression</li> <li>▪ Mental strain</li> <li>▪ High pressure</li> <li>▪ Severe headache</li> <li>▪ Brain stops working</li> <li>▪ High blood pressure</li> <li>▪ Absence of relaxation</li> </ul>

**Table 8.8.: Negative Employee Wellbeing Features**

### **8.2.6.1.2 JOB PERFORMANCE**

Although past studies have focused on the HRM-performance theory, the primary focus has always been on the intended HRM (Gilbert, De Winne & Sels, 2011; Gore et al., 1992), poorly implemented (Wright & Nishii, 2006, p. 11; Khilji & Wang, 2006), one-sided HRM perspective which focuses on managerial perspective and employee outcomes which emphasise on (productivity, efficiency etc). Organisations that prioritise financial performance can negatively impact employee wellbeing as a result of work intensification and job strain (Ramsay, Scholarios & Harley, 2000). From the standpoint of employee wellbeing, critics have claimed that HRM has the potential to have a negative influence on employee experience (Ramsay, Scholarios & Harley, 2000) and risk employee wellbeing (Gallie, 2005; Tarafdar et al., 2007). The aim has always been to exploit collective human capital, hence maximising the full potential of the workforce (Bamberger & Meshoulam, 2000), and thereby, increase the organisational performance. Guest (1999) claims that the contingency model presented by Fombrun (1984) explicitly presents workers as another key resource for managers to exploit. Over a long period,

the effect on employees' negative wellbeing is often severe enough to impact their job performance.

Limited studies have focused on the HRM implementation-job performance theory; especially in the angle which represents the dimension of employee wellbeing as an HRM performance outcome. By addressing the relationship between the HRM implementation context and employee wellbeing as an HRM performance outcome (job performance), this research enlightens our understanding of the implementation of HRM-job performance theory, hence filling the gap in the existing studies. Thus, the second relationship addressed within the implementation of HRM implementation-employee outcome theory is the 'HRM implementation-job performance theory', which addresses the research question:

- How do employees evaluate the HRM implementation context, namely HR practices and workplace relations to effect the employee outcome which represents the dimension of job performance?

Figure 8.8 below shows the development from Figure 8.7 above, where the dimension of employee wellbeing is demonstrated to unilateral causal effect on employee job performance. The symbol 'R' represents the reciprocation which occurs as a result of employee wellbeing experience on their job performance. The representation of the features of positive and negative job performance are shown in Tables 8.9 and 8.10 below, which were extracted from Tables 7.6 and 7.8.

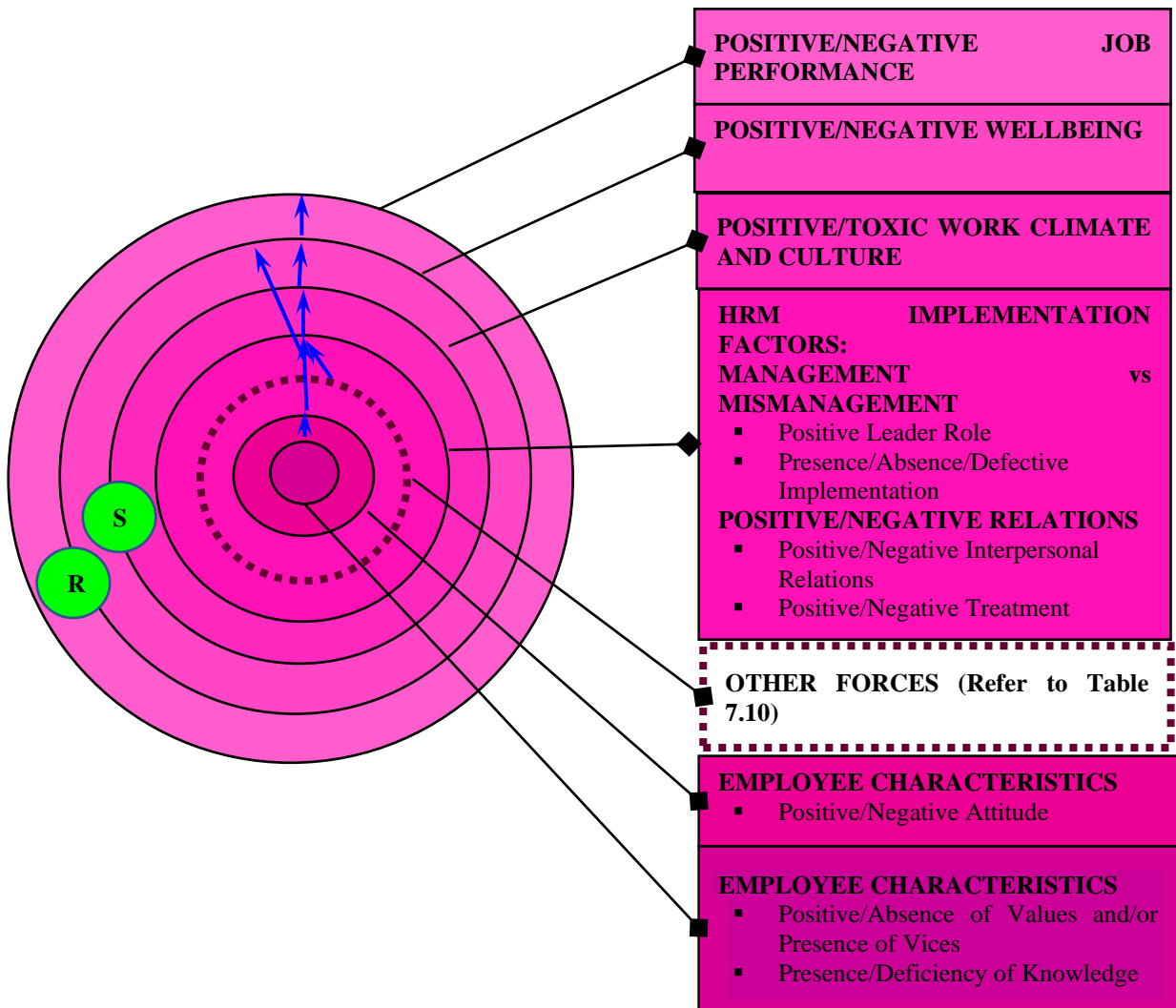
The findings of this research show the employees' positive wellbeing experience further established their relational psychological contract between the employer and employee and

is reciprocated with positive or effective job performance outcomes.

On the contrary, this research findings demonstrate that the negative employees' wellbeing experience further violates the psychological contract between the employer and employee; and is reciprocated with negative or poor job performance. Hence, the findings ascertain that although employees' primary aim to work is for income (economy exchange), the negative valence of HRM implementation does not guarantee their retention, organisational citizenship behaviour, commitment, and loyalty towards the organisation. Therefore, employees within these organisations, always look for an opportunity to move to other organisations. This proves that a work contract transaction (which includes, terms and conditions related to the work, pay, and benefits) can be a short-term exchange. This is a loss for the employer, particularly if they are losing highly competent, valuable, competent and irreplaceable employees. The loss will also cost the organisation to lose its competitive advantage.

The negative wellbeing and job performance research finding are in line with the critical perspective, which denotes that the employer or governance would exploit and manipulate the HRM through high work allocation, high work intensification, high work demand, huge responsibilities, huge workload, and tight dateline, among others. The employer/governance aims to maximise the employee and organisation output at the expense of employee wellbeing. Both the pessimistic view (Peccei, 2004) and conflicting outcomes (Van De Voorde, 2010; Paauwe, Guest, & Wright, 2013) represent the critical perspective. Employee wellbeing is viewed as a trade-off to achieve financial and organisation performance.

Discussion supported with evidence from the interviews related to employee job performance is provided in Section 7.5 under the heading of ‘thematic analyses’ for each HR practice and workplace relations.



\*The symbol ‘S’ in the figure above represents ‘SET’.

\*The symbol ‘R’ in the figure above represents ‘Reciprocation’.

**Figure 8.8.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Job Performance**

DIMENSIONS	THEMES	FEATURES
POSITIVE JOB PERFORMANCE	NA	▪ Retention

		<ul style="list-style-type: none"> <li>▪ Role model</li> <li>▪ Good reputation</li> <li>▪ Good perception</li> <li>▪ Clients/Customers are loyal</li> <li>▪ Clients/Customers are happy</li> <li>▪ Clients/Customers appreciate</li> <li>▪ Clients/Customers impressed</li> <li>▪ Solid management and system</li> <li>▪ Clients/Customers' compliments</li> <li>▪ Very successful and productive organisation</li> </ul>
--	--	---

**Table 8.9.: Positive Job Performance Features**

<b>DIMENSION</b>	<b>THEME</b>	<b>FEATURES</b>
<b>NEGATIVE JOB PERFORMANCE</b>	<b>NA</b>	<ul style="list-style-type: none"> <li>▪ Apathetic</li> <li>▪ Poor job quality</li> <li>▪ Do not give 100%</li> <li>▪ High absenteeism</li> <li>▪ Turnover intention</li> <li>▪ Unpleasant to work</li> <li>▪ Forced to do the job</li> <li>▪ Very difficult to work</li> <li>▪ Poor customer service</li> <li>▪ Work with compulsion</li> <li>▪ Not happy to go to work</li> <li>▪ Negative impact on customers</li> <li>▪ Continuous mistakes in the job</li> <li>▪ Do only what is told to be done</li> <li>▪ Do not treat the job as a priority</li> <li>▪ Lack of knowledge to do the job</li> <li>▪ Could not perform the job as planned</li> <li>▪ Absence of organisational citizenship behaviour</li> <li>▪ Do not contribute anything special to the organisation</li> <li>▪ Service to customers is disrupted and could not be delivered as planned</li> <li>▪ Lack of updated knowledge related to laws and policies related to performing the job</li> </ul>

**Table 8.10.: Negative Job Performance Features**



### 8.2.6.1.3 PERSONAL LIFE

The third relationship focused on the implementation of HRM-employee outcome theory is the ‘HRM implementation-personal life outcome theory’, which addresses the research question:

- How do employees evaluate the HRM implementation context, namely HR practices and workplace relations to effect the employee outcome which represents the dimension of personal life?

By addressing the relationship between the HRM implementation context and personal life outcome, this research enlightens our understanding of the implementation of HRM-performance theory, hence filling the gap in the existing studies. Rare studies have addressed the HRM implementation context and its effect on employees' personal life outcomes. One of the reasons could be because organisations usually treat employees' work and personal life as distinct. Beheshti (2019) reveal that:

*87 per cent of employees expect their employer to support them in balancing work and personal commitments*

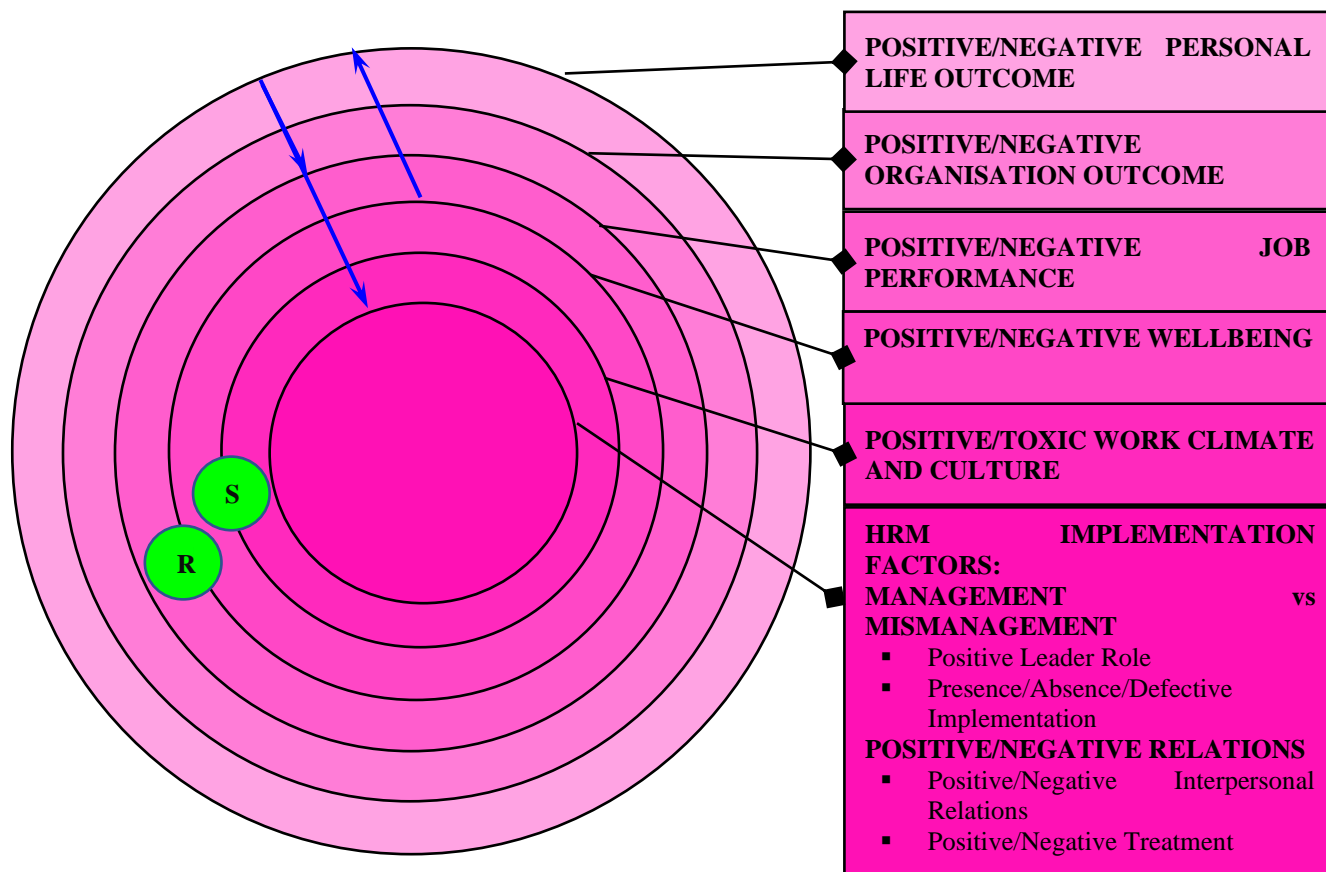
*A recent Glassdoor survey reminds us that our conception of wellness has to go beyond traditional health measures. Although the idea of work-life balance is frequently misunderstood, employees are looking for help and support in attending to the non-work areas of their life. Employers can do so by being willing to offer flexible work schedules, and by encouraging employees to utilise vacation time.*

Initially, the intended focus of the research was not to explore the dimension of personal life outcome, however, the findings of

this research clearly show both the unilateral and reverse causality effect. The research findings demonstrate that employees' wellbeing experiences do unilaterally causally effect their personal life outcomes. In reverse causality, their personal life outcome directly does effects the HRM implementation factors (management/mismanagement and relations), and job performance.

These relationships are clearly shown in Figure 8.9 below which was extracted from Figure 7.1 above. The details of the features of positive and negative personal life outcomes are shown in Tables 8.11 and 8.12 below, which were extracted from Tables 7.6 and 7.8 above. Hence, although in reality work and personal life is viewed as separate entity, they are interlinked to each other. Over time, employees' wellbeing experiences as a consequence of their work do effect their personal life and in reverse, their personal life outcome does effects their work aspects (HRM implementation factors and job performance). Thus, to achieve sustainable job performance outcomes, the organisation must ensure positive and sustainable employee wellbeing outcomes.

Discussion supported with evidence from the interviews related to employee personal life outcomes are provided in Section 7.5 under the heading of 'thematic analyses' for each HR practice and workplace relations.



\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

**Figure 8.9.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Personal Life**

DIMENSIONS	THEMES	FEATURES
POSITIVE PERSONAL LIFE OUTCOME		<ul style="list-style-type: none"> <li>▪ Grateful</li> <li>▪ Live longer</li> <li>▪ Purpose in life</li> <li>▪ New acquaintances</li> <li>▪ Serve the community</li> <li>▪ Keen to go to work every day</li> <li>▪ Aligns with employee religion</li> <li>▪ Wiser (growth or enlightenment of knowledge and experience which effects the non-work-related aspects of employees)</li> <li>▪ The work-related knowledge positively influences the upbringing of their children</li> </ul>

**Table 8.11.: Positive Personal Life Outcome Features**

DIMENSION	THEME	FEATURES
NEGATIVE PERSONAL OUTCOME	LIFE	<ul style="list-style-type: none"> <li>▪ Poor quality of life</li> <li>▪ Attempt to commit suicide</li> <li>▪ Negative impact on bonuses</li> <li>▪ Absence of work-life balance</li> <li>▪ Coming home late every night</li> <li>▪ Unable to fulfil household chores</li> <li>▪ The family gets negatively affected</li> <li>▪ Clash between work and personal life</li> <li>▪ Sacrifice personal and family time for work</li> <li>▪ Interference of job in daily activities (eat, sleep, holiday)</li> </ul>

**Table 8.12.: Negative Personal Life Outcome Features**

### 8.2.6.2 ORGANISATION OUTCOMES

Past studies have addressed the HRM and organisation outcome relationship primarily in the angle of financial revenue, market share, sales, growth, productivity and customer retention. The universal model, for instance, promotes best practices and has been shown to ‘increase performance across all organisations’ (Huselid, 1995), particularly on productivity and financial performance. Pertaining to the RBV model, previous researchers have highlighted the internal perspective of ‘the value and investment of human capital or people’ and have shown evidence of organisations achieving superior sustainable competitive advantages. Blog.smarp.com claims today employer is facing a ‘war of talent’ as a result of the crisis of talent:

*... that because of the shortage of skills businesses are currently facing and employees' expectations (they don't just look at the benefits, they also consider the company's values and the development opportunities you offer), it became more challenging for businesses to retain top talent. Today, more than a third of workers are searching actively or casually for a job.*

*According to a 2021 study, 73 per cent of employees would consider leaving their jobs for the right offer, even if they wouldn't be looking for a job at the moment.*

*Changing jobs isn't all about the money, either, as 74 per cent of younger employees would accept a pay cut for a chance to work at their ideal job, and 23 per cent of those seeking a job wouldn't need a pay increase to take a new position.*

For thirty years, HRM models have been introduced on the assumption that they are beneficial to both organisational performance and employee wellbeing (Boselie et al., 2005). The organisational performance of these models assumes that all employees will receive the same HRM outcome, yet studies have shown that employees may have an outcome that is different from an organisation's outcome. Limited studies have addressed the relationship between HRM implementation context and its effect on organisation outcome, especially from the assessment of employee wellbeing experience. This research contributes to the 'HRM implementation-organisation outcome theory', which addresses the research question:

- How do employees evaluate the HRM implementation context, namely HR practices and workplace relations to effect the organisation's outcome?

The intended focus of the research was not to explore the dimension of organisation outcome; however, the findings of this research clearly show the employees' wellbeing and job performance outcome unilaterally and directly effect the organisation outcome. The research findings contributed to organisation outcomes in the viewpoint of employee perception, organisation reputation, employee retention, organisation citizenship behaviour, customer overall satisfaction, customer retention etc. Wright and Nishii (2007) state discretionary behaviour consist of behaviour not prescribed by the organisation, but

which is aimed at benefiting the organisation. Going beyond job duties to satisfy a customer or performing non-prescribed preventative maintenance on a machine would be examples of discretionary behaviour. In the same line of view, Beheshti (2019) claim:

*Disengaged employees cost U.S. companies up to \$550 billion a year*

*An exhaustive report by The Engagement Institute—a joint study by The Consulting LLP—underscores how important engagement is to the bottom line. Interestingly, the majority of respondents recognise why they are not fully engaged. They list compelling missions, highly trusted relationships, and well-designed jobs as things they are looking for leadership to provide. This is another reason why communication is crucial to a healthy organizational culture. Employees will tell you what they need to be engaged if you listen to them.*

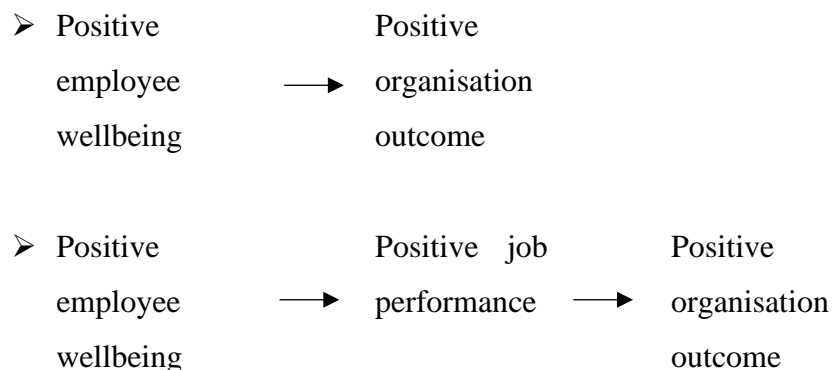
*89 per cent of workers at companies that support wellbeing initiatives are more likely to recommend their company as a good place to work*

*In my consulting practice, I have seen that the critical factor in determining the success of wellness programs is the involvement and commitment of senior leadership—a fact confirmed by a report by the American Psychological Association. In organisations where employees do not view leadership as committed to their wellbeing, only 17% would recommend the company as a good place to work. The report stresses that employee wellbeing cannot be addressed through a silo program but is instead a reflection of the broader culture and climate within the organisation.*

Additionally, José (2019) states:

- *Surveys from Lockheed Martin correlated productivity losses with health problems such as migraines (4.9% loss), allergies (4.1% loss), asthma (5.2% loss), influenza (4.7% loss), and depression (7.6% loss)*
- *Companies with engaged employees report 37% lower absenteeism levels, up to 65% lower employee turnover, 10% higher customer satisfaction; 21% higher productivity, and 22% higher profitability.*
- *Gallup research found that companies with engaged staff have higher earnings per share, outperforming peers by as much as 147%.*

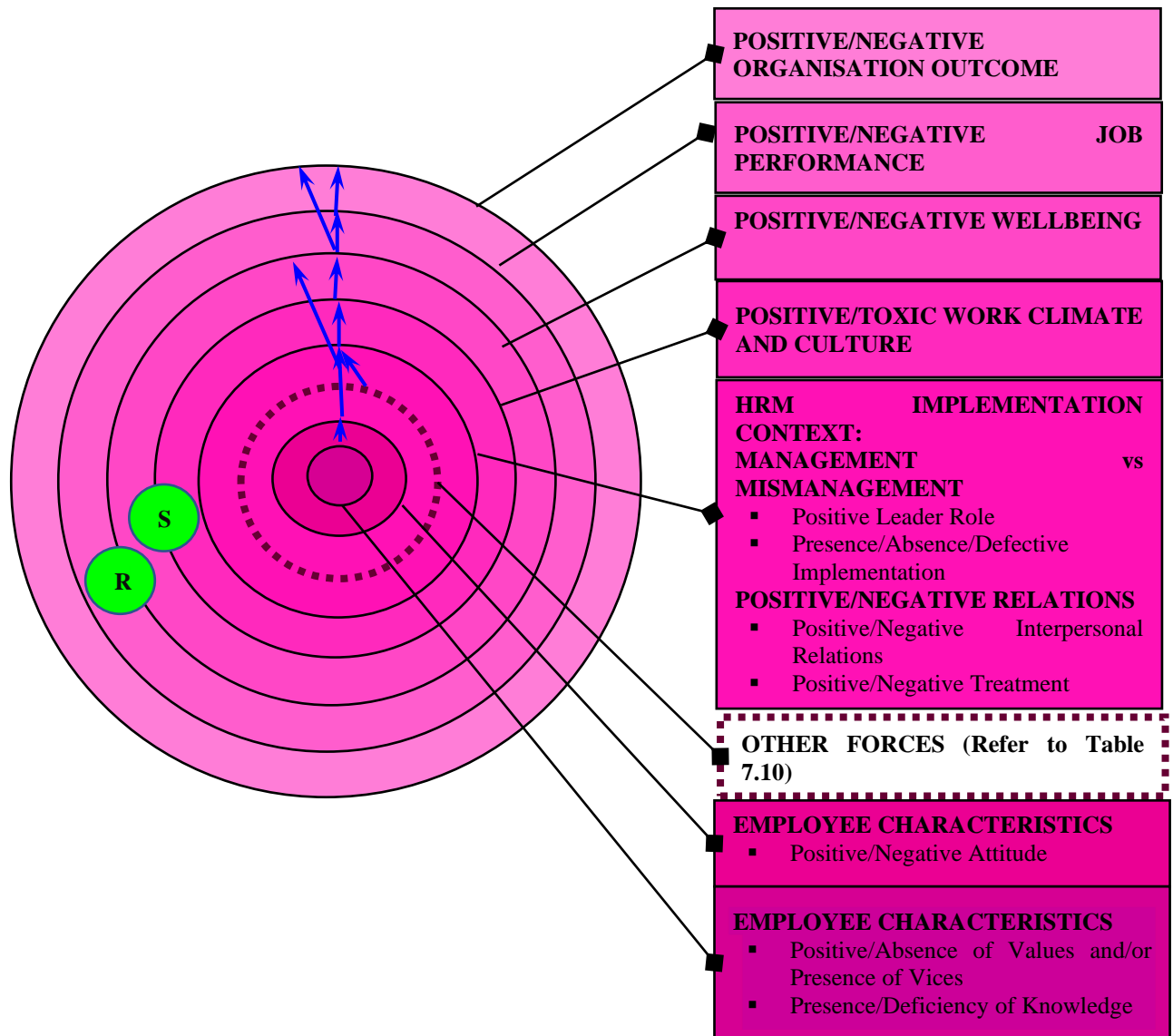
By addressing the relationship between the HRM implementation context and organisation outcome, this research enlightens our understanding of the implementation of HRM-organisation outcome theory, hence filling the gap in the existing studies. Figure 8.10 below was extracted from the Figure 7.1 above, where employee wellbeing and job performance are shown to directly effect the organisations' outcome as shown below:



- Negative employee wellbeing → Negative organisation outcome
- Negative employee wellbeing → Negative job performance → Negative organisation outcome

The details of the features of positive and negative organisation outcomes are shown in Tables 8.13 and 8.14 below, which were extracted from Tables 7.6 and 7.8. Discussion supported with evidence from the interviews related to organisation outcome are provided in Section 7.5 under the heading of ‘thematic analyses’ for each HR practice and workplace relations.





\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

**Figure 8.10.: Holistic Theoretical Model: The Implementation of HRM and its Outcomes – The Causality Link of Organisation Outcome**

DIMENSIONS	THEMES	FEATURES
<b>POSITIVE ORGANISATION OUTCOME</b>	NA	<ul style="list-style-type: none"> <li>Retention</li> <li>Role model</li> <li>Good reputation</li> <li>Good perception</li> <li>Clients/Customers are loyal</li> <li>Clients/Customers are happy</li> <li>Clients/Customers appreciate</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Clients/Customers impressed</li> <li>▪ Solid management and system</li> <li>▪ Clients/Customers' compliments</li> <li>▪ Very successful and productive organisation</li> </ul>
--	--	---

**Table 8.13.: Positive Organisation Outcome Features**

<b>DIMENSION</b>	<b>THEME</b>	<b>FEATURES</b>
<b>NEGATIVE ORGANISATION OUTCOME</b>	<b>NA</b>	<ul style="list-style-type: none"> <li>▪ Brain drains</li> <li>▪ High turnover</li> <li>▪ Bad reputation</li> <li>▪ Clients/customers are upset</li> <li>▪ Negative impact on revenue</li> <li>▪ Do not trust the organisation</li> <li>▪ Clients/customers are furious</li> <li>▪ Working there only temporarily</li> <li>▪ Look for other job opportunities</li> <li>▪ Continuous resignation intention</li> <li>▪ Negative impact on clients/customers</li> <li>▪ Clients/customers becomes aggressive</li> <li>▪ Unwilling to recommend the organisation</li> <li>▪ Constant cancellation of service towards patients</li> <li>▪ Fragmented and volatile system (leads to difficulty in planning)</li> </ul>

**Table 8.14.: Negative Organisation Outcome Features**

The findings of positive wellbeing, job performance and organisation outcome are similar to Paauwe, Guest and Wright's (2013) 'strong mutual gains' model hypothesis which proposes HRM to have a significantly positive impact on both wellbeing and organisational performance. Furthermore, wellbeing itself is hypothesised to have a significantly positive effect on the organisation's performance.

### **8.3 THEORETICAL MODEL: POSITIVE JOB PERFORMANCE OUTCOME DESPITE NEGATIVE/NEUTRAL MEDIATORS**

The second theoretical model below (see Figure 8.11) shows the important mediating mechanisms (employee psychological process) between the link of employee positive

characteristics and job performance outcome; despite the neutral/negative mediators (other forces, negative valence of HRM implementation factors, toxic work climate and culture and neutral/negative wellbeing outcome). The findings of the negative valence of HRM implementation factors are in line with the critical perspective, which denotes that the employer or governance would exploit and manipulate the HRM through high work allocation, high work intensification, high work demand, huge responsibilities, huge workload, and tight dateline, among others. The aim is to maximise the employee and organisation output at the expense of employee wellbeing. Both the pessimistic view (Peccei, 2004) and conflicting outcomes (Van De Voorde, 2010; Paauwe, Guest, & Wright, 2013) represent the critical perspective. A multilevel study by Kroon, Van De Voorde, and Van Veldhoven (2009), for example, found a strong relationship between HRM and work intensification. Moreover, the concept of performance in these organisations is referred to as productivity and financial performance, ignoring the medium of employee wellbeing. Employee performance is commonly regarded as productivity and efficiency, which contributes to the organisational output, such as financial performance, which is biased and hypocritic. This perception could be mainly due to the one-sided focus on improving organisational performance (Kaufman, 2015; Paauwe, Guest & Wright, 2013). Hence, this leads to neglect of employee outcomes (Boxall, Ang & Bartram, 2011; Peccei et al., 2013; Purcell & Kinnie, 2008), which in the long term, proves to lead to negative employee wellbeing effect. Bowen and Ostroff (2004) were among the first scholars to raise concerns about the one-sided focus of the HRM approach and emphasise the significance of the psychological processes that employees experience.

The research findings display how positive job performance outcome is achieved despite the neutral/negative mediators, which is through employee psychological process that consists of employee faith (God, spirituality, karma), positive characteristics (being optimistic, living with principles and practise values such as concentrating, patient, in control) and/or coping mechanism (trading it off with other gains etc). The exchange process presented in this theoretical model differs compared to the common social exchange process which shows that positive exchange leads to positive job performance outcomes and negative exchange leads to negative job performance outcomes. Unlike the findings of other theoretical models, this model

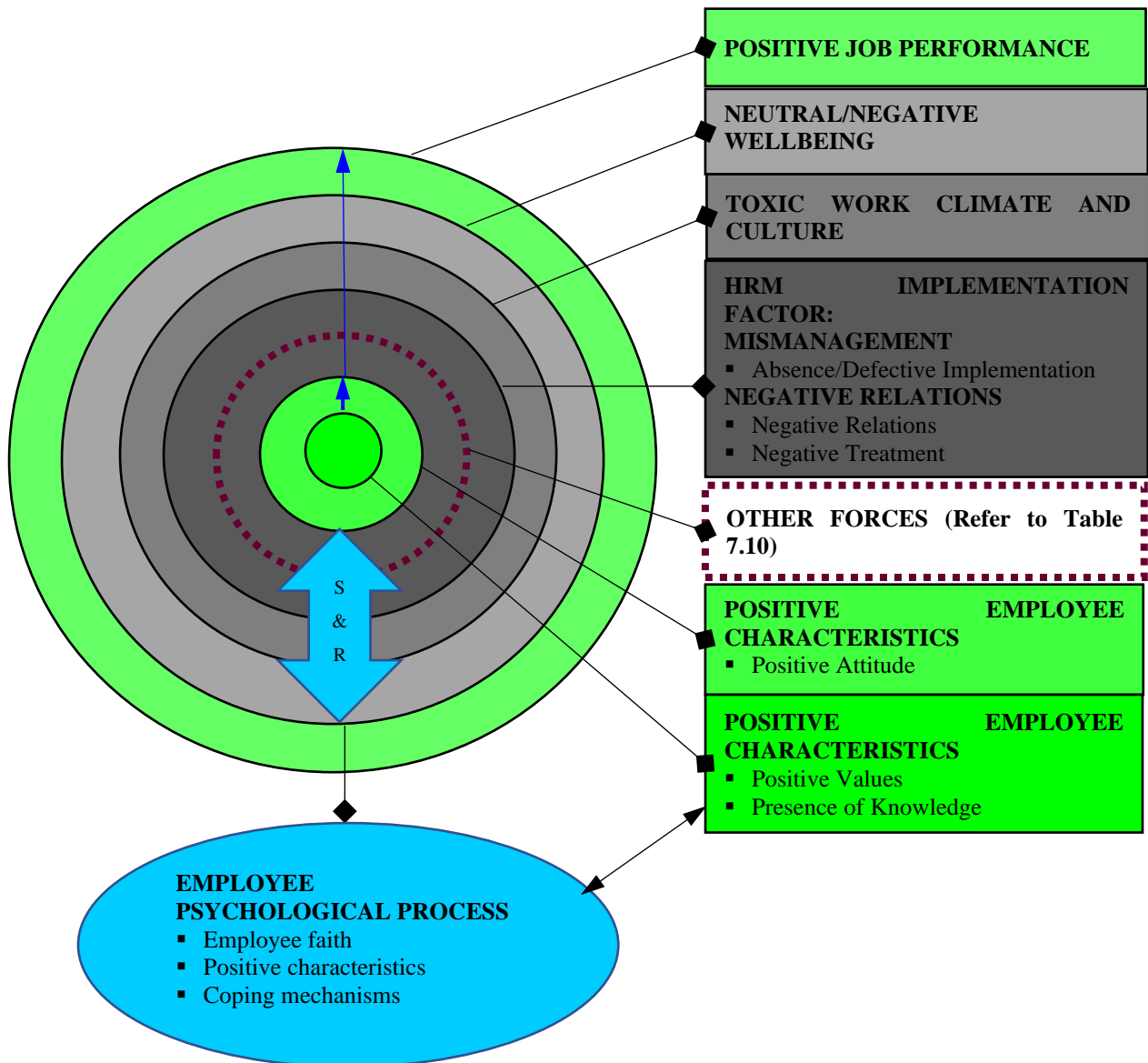
shows the negative valence of the HRM context is not reciprocated with negative job performance outcomes, but positively. The exchange between these relationships occurs not based on the HRM implementation context and employee wellbeing but directly grounded on the relationship between employee characteristics and job performance outcome. Thus, although employees experience negative wellbeing; however, with their faith, positive characteristics and/or coping strategies they are able to deliver positive job performance outcomes.

The finding of this theoretical model is unique in the sense, that it has contributed to the employee perspective and psychological process of how they evaluate, what they experience and how they cope with neutral/negative mediators (other forces, negative valence of HRM implementation factors, toxic work climate and culture and negative wellbeing outcome) and continues to deliver positive job performance outcome. Nevertheless, although employees might deliver positive job performance outcomes, they still do perceive the organisation poorly, gives bad recommendations and absent organisation citizenship behaviour. If they get other better opportunities, they are prepared to leave their current job. Thus, these organisations do not have the employees' respect, loyalty, organisation citizenship behaviour and/or engagement. The findings demonstrate there is an absence of fit between the employee and the organisation's interests. The conclusions are in line with Buller and McEvoy's (2012) statement which indicates that the contingency model tends to over-emphasise the HR strategy fit than employee fit, which is the focus of the fit theory in SHRM. Boxall (2007) further indicates that the contingency model has led to the direction of passive HR rather than something to active HR.

In sum, the findings concur with critics who state that organisation that prioritises financial performance can have a negative influence on employee experience (Ramsay, Scholarios & Harley, 2000) and risk employee wellbeing (Gallie, 2005; Tarafdar et al., 2007). The aim has always been to exploit collective human capital, hence maximising the full potential of the workforce (Bamberger & Meshoulam, 2000), and thereby, increasing organisational performance. The finding is in line with Peccei's (2004) pessimistic and sceptical perspectives; Van De Voorde's (2010) and Paauwe, Guest and Wright's (2013) conflicting outcome perspectives. The pessimistic perspective views

HRM as generally having a negative impact on employees' interests and wellbeing. Employee wellbeing is viewed as a trade-off to achieve financial and organisation performance. According to the sceptical perspective, HRM does not necessarily have a significant impact, either positive or negative, on employee wellbeing for several reasons, such as (i) poor implementation, or (ii) the impact may be moderated by other factors (e.g., employees age, skill, educational background). Van De Voorde's (2010) conflicting outcome perspective/competing approach is perceived not to have any effect – which is shown as the symbol of (0) or negative effect on employee wellbeing. In this view, SHRM is seen as advancing the organisation's performance at the expense of employee wellbeing. Similarly, studies that have drawn the competing approaches show increasing work intensity (Gallie, 2005; Cañibano et al., 2012), stress (Tarafdar et al., 2007) high pressure, and burnout, among others. Paauwe, Guest and Wright's (2013) conflicting outcomes propose HRM to be beneficial to organisational performance but have a negative effect on employee wellbeing.

Thematic analysis is presented under each heading below, supported by evidence from interviews.



\*The symbol 'S' in the figure above represents 'SET'.

\*The symbol 'R' in the figure above represents 'Reciprocation'.

**Figure 8.11.: Theoretical Model: Positive Job Performance Outcome Despite Negative/ Neutral Mediators**

*POLICY*

According to the Centenary, his client was given feedback by the governance and external assessor which conflicts with his positive characteristics. The evaluation and direction are given based on the written policy without taking into consideration of the reality circumstances associated to the client. Centenary perceived this direction to be inhumane. First, the governance and external assessor implement the policies assuming

his client to be an instrument rather than a human being, as well as an individual who needs special attention and care. Second, there was a conflict of opinions in related to the theory and practise; it seems that the governance and the external assessor is purely looking it from the theoretical perspective. There was also the lack of employee participation, requisite knowledge and experience possessed by the assessor in relation to the work. However, from the experience of dealing with his client, Centenary was looking both from the theoretical and practical approaches. Since Centenary personify the positive characteristics to genuinely cares for his client, he overcome the situation by continuously negotiating with the governance and external assessor, and was successful in achieving his outcome.

### *JOB CHARACTERISTICS*

Ara explained his job characteristics is challenging because he is on the road everyday dealing with many different types of clients to ensure their safe journey. He copes with his positive characteristics such as being in control, tolerance, patience, concentration, and alert. With these coping strategies, mostly he is able to perform his job effectively. Similarly, Diya described her job characteristics in the perspective of the clients - her students' behaviour can be very challenging (e.g., being aggressive, out of control etc). However, she handles it with her positive characteristics of being patient and thereby is able to perform her job positively.

Eureka explained her job characteristics is challenging because he is dealing with sales. Everyday some unexpected situations occur, such as the supplier did not deliver the products and thus, they could not deliver the products as promised. However, he views these challenges as an adventure in his career and thus look forward to it and simultaneously is able to overcome these challenges successfully and deliver his job effectively.

### *WORK PROCESSES*

Diya described the negative valence of work process occurs due to understaffing, high work load, high pressure from governance, financial constraint and it's a small independent school. However, she still performs her job effectively because of her positive attitude toward the organisation, which is to contribute to her community.

## 8.4 THE IMPLEMENTATION OF HRM AND ITS OUTCOMES: GUARDIAN VERSUS DISRUPTER THEORETICAL MODEL

The third theoretical model below shows (see Figure 8.12) the third cross-case network analysis outcome which is replicated from Figure 7.3. The theoretical model demonstrates that although the organisation implements the positive valence of HRM implementation context, there do exist “disrupters” – employees with negative characteristics who disrupt the organisation. Hence, the researcher observes that during this process of disruption, the employee with positive characteristics plays the role of “the guardian” of the organisation and attempts to change the negative valence into the positive valence, sustaining and protecting it.

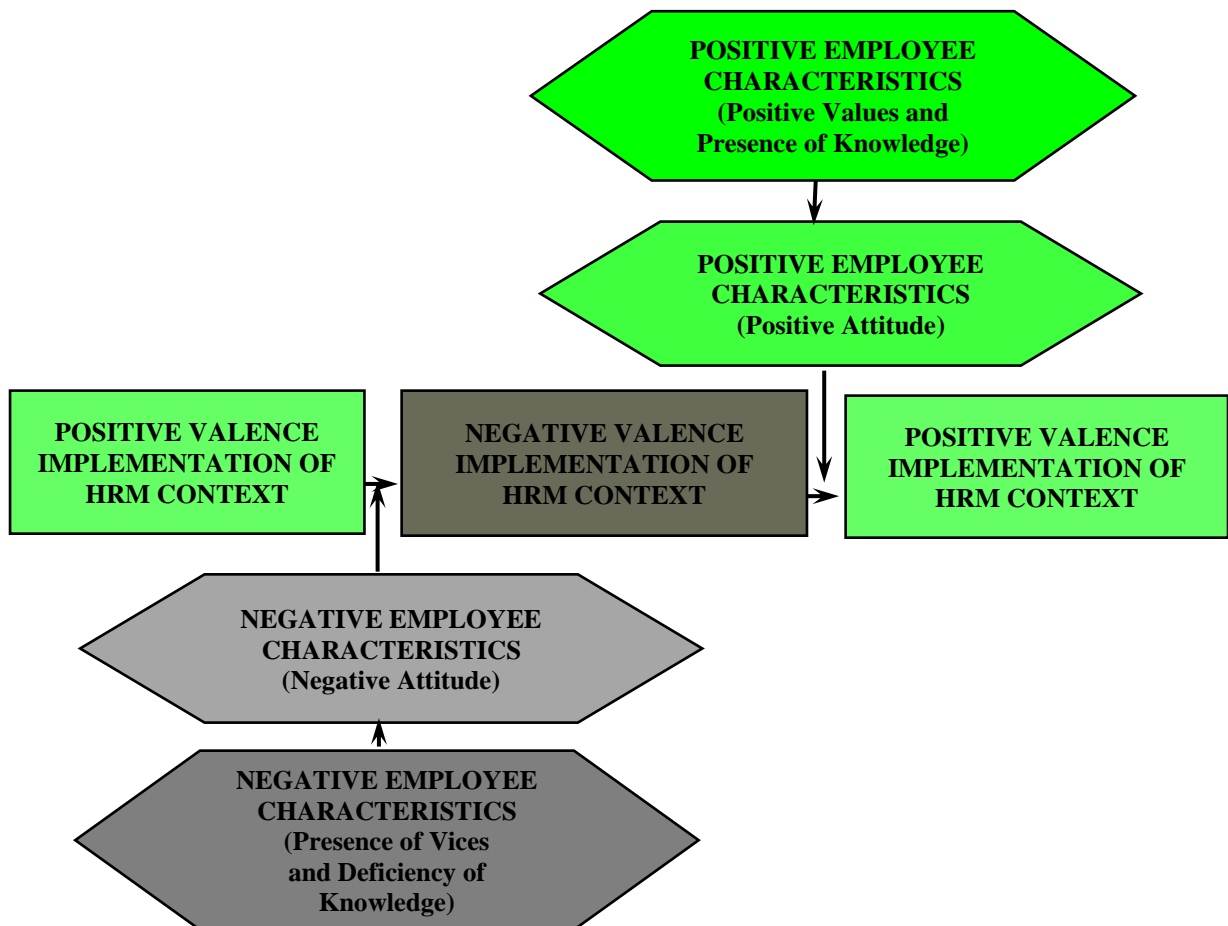
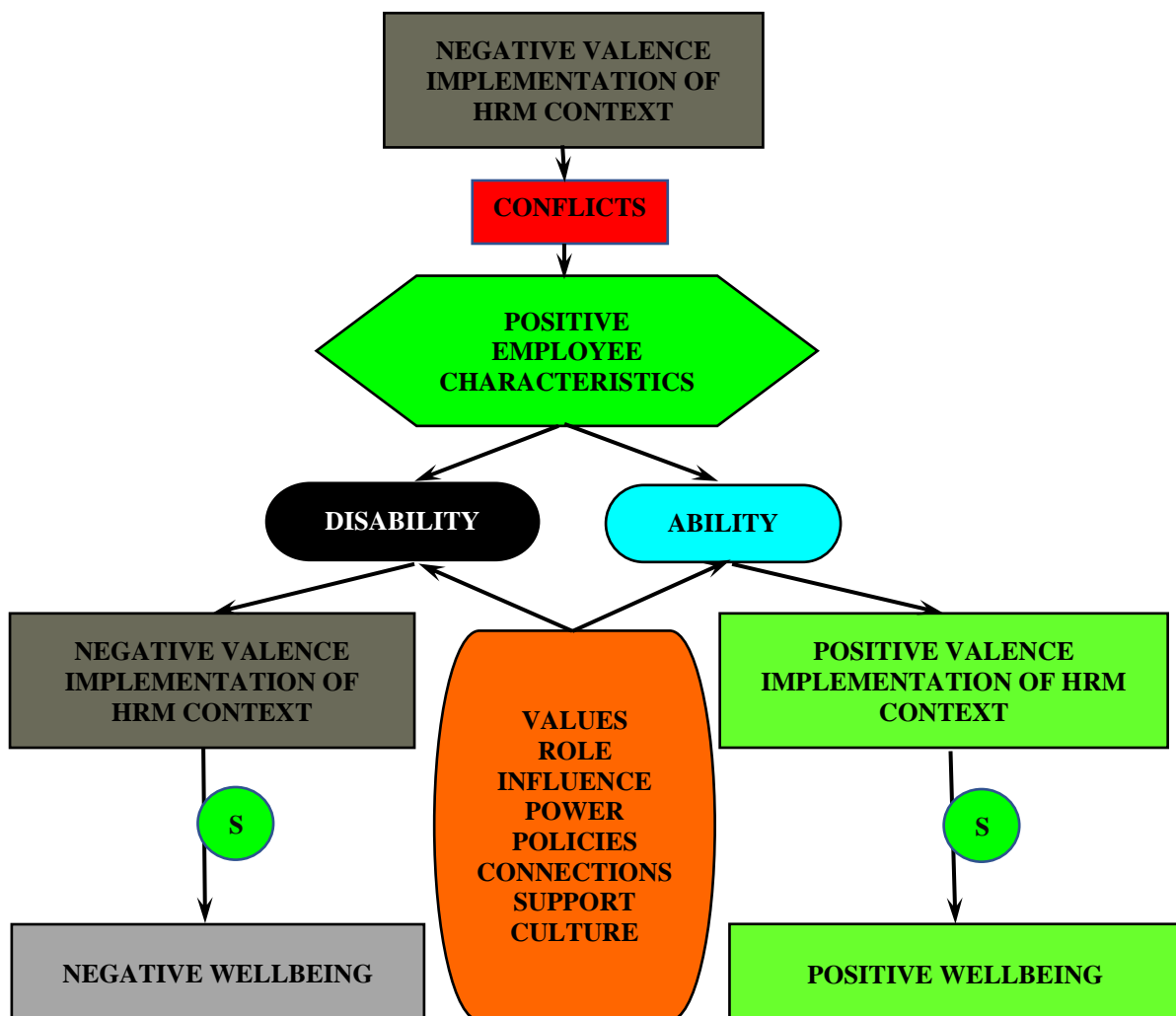


Figure 8.12.: The Implementation of HRM and its Outcomes: Guardian Versus Disrupter Theoretical Model



Figure 8.12 (i) below demonstrates the extension from Figure 8.12 which is replicated from Figure 7.3 (i). The figure demonstrates the factor of the ‘ability or disability’ which enables the employees to change the negative valence into positive valence. There are many factors such as values, role, influence, power, policies, connections, support and culture within an organisation which determine whether the employee either is able or disable to transform the negative valence of HRM implementation context into positive valence.



**Figure 8.12 (i).: The Implementation of HRM and its Outcomes: Ability versus Disability Theoretical Model**

Although the reality of guardians and disrupters (see Figure 8.12); and employees who are able and disable to transform the negative valence into the positive valence of HRM

(see Figure 8.12 [i]) exist in organisations, rare research has explicitly addressed them. Hence, both the theoretical models (Figure 8.12 and 8.12 [i]) are novel and unique in the view where they have explicitly addressed the employees who play the role of guardian and disrupter; and the ability and disability to transform the negative valence into positive valence. Thematic analysis is presented below, supported by evidence from interviews.

### *PEER*

Orlov illustrated the positive valence of support and treatment from peers when she was faced with bullying behaviour from her superior. Since she was new to the team, she described her supervisor's bullying behaviour to exchange a shocking experience with her. Hence, in this frame of significant incident, her supervisor is associated as the "disrupter", where his intentional negative behaviour created a very unpleasant working environment for Orlov and her team. The bullying incident described does not occur for the first time and since she was new to the team; her peers who were present during the incident reported it to HR. Thus, relative to this significant incident setting her peers are related to "the guardian" and the employee who have the ability to change the negative valence to the positive valence in the HRM context. As a result, the supervisor was requested to attend a meeting and the outcome was his repositioning.

## **CHAPTER SUMMARY**

This chapter has discussed in detail the findings of chapter seven. The novel gap deliberated is associated with the HRM implementation-wellbeing theory which includes employee wellbeing dimensions such as (HWB, EWB, dignity and physical health), the HRM process theory (the HRM implementation context - HR practices and workplace relations) and HRM implementation-employee outcome (personal life outcome). Additionally, the theories that have been extended and strengthened are employee perception (employee evaluation), SET, psychological contract, reciprocation, work climate and culture; employee outcome (job performance), organisation outcome and qualitative study (how, what, why, when and whom). These relationships have been addressed by limited research. In sum, this chapter has discussed the findings from chapter seven in detail and supported it with examples of data excerpts from

the interviews. This research has provided holistic and strong findings, both theoretically and empirically.

## **CHAPTER 9: CONCLUSION, PRACTICE AND ACADEMIC CONTRIBUTIONS; AND LIMITATIONS**

### **INTRODUCTION**

This chapter presents the conclusion, practice and academic contributions; and limitations of this research. The first Section 9.1 presents a general conclusion of the research, which summarise the objectives addressed, the importance, and the contribution of the research. The practice implications are discussed in Section 9.2. This section is divided into four main sections. Section 9.2.1 provides recommendations for employee characteristics. The next Section 9.2.2 provides recommendations in relation to the HRM angle of support/assistance/guidance. Subsequently, the third and fourth sections, Section 9.2.3 and 9.2.4 provide recommendations for HR practices and workplace relations. The subsequent Section 9.3 presents the summary of the implication of finding for approaches to HRM implementation which highlights the challenges of the ‘State-of-the-Art-HRM Implementation’ and the key contribution of the ‘Holistic Approach Towards HRM Implementation’. In the final Section 9.4, the researcher discusses the limitations of the research and suggestions for future research.

### **9.1 GENERAL CONCLUSION: THE IMPORTANCE AND CONTRIBUTION OF THE RESEARCH**

This section offers a general conclusion of the research. The first part shows a reminder of the updated research questions addressed in this research.

#### **PRIMARY RESEARCH QUESTION**

- 1: How do employees evaluate the HRM implementation context (HR practices and workplace relations) and its outcomes?

## SECONDARY RESEARCH QUESTIONS

### HR Practices

- 1a (i): How do employees evaluate these eleven dimensions of HR practices to effect the organisation's work climate and culture?
- 1a (ii): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent four dimensions of employee wellbeing?
- 1a (iii): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent the dimension of job performance?
- 1a (iv): How do employees evaluate these eleven dimensions of HR practices to effect employee outcomes which represent the dimension of personal life?
- 1a (v) How do employees evaluate these eleven dimensions of HR practices to effect the dimension of organisation outcome?

### Workplace Relations

- 1b (i): How do employees evaluate these seven dimensions of workplace relations to effect the organisation's work climate and culture?
- 1b (ii): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent four dimensions of their wellbeing?
- 1b (iii): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent the dimension of job performance?
- 1b (iv): How do employees evaluate these seven dimensions of workplace relations to effect employee outcomes which represent the dimension of personal life?
- 1b (v) How do employees evaluate these seven dimensions of workplace relations to effect the dimension of organisation outcome?

Below the researcher has demonstrated the eleven dimensions of HR practices, seven dimensions of workplace relations and four dimensions of employee wellbeing.

#### HR Practices

- i) Job allocation
- ii) Policy
- iii) Employee voice
- iv) Resources
- v) Staffing
- vi) Performance management
- vii) Job characteristics
- viii) Reward
- ix) Work process
- x) Learning and development
- xi) Get-together/Community service activities

#### Workplace Relations

- i) Leader
- ii) Governance
- iii) Colleague/Peer
- iv) Work community
- v) Team members
- vi) Administrative staff
- vii) Client/Customer

#### Employee Wellbeing

- i) HWB
- ii) EWB
- iii) Dignity
- iv) Physical health

## OTHER RELEVANT RESEARCH QUESTIONS

- 2: What are the representative details of the employee evaluation between the HRM implementation context (HR practices and workplace relations), and its effect on the organisation's work climate and culture; and employee and organisation outcomes?
- 3: Why the HRM implementation context (HR practices and workplace relations) are implemented as described?
- 4: When does the significant incident described occur?
- 5: Who is related to the significant incidents described?

Based on the research's key findings, implications of the research and key contributions are presented. The updated aim of the research to explore: 'how employees evaluate the HRM implementation context and its outcomes,' was achieved through the objectives presented below.

### **Research Objective 1. To explore how employees evaluate the HRM implementation context to effect the organisation's work climate and culture.**

The first objective explored how the employee evaluates the HRM implementation context to effect the organisation's work climate and culture. The research findings show that the HRM implementation factors (management/mismanagement and relations) implemented within an organisation established and sustains the work climate and culture within an organisation. According to the research findings, the positive valence of HRM implementation factors (presence of management and positive relations) established and sustains the positive work climate and culture. However, the negative valence of HRM implementation factors (presence of mismanagement and negative relations) created and endures a toxic work climate, atmosphere and culture. The series of HRM implementation factors are exchanged through simultaneity ripple causality effect between the employees and the work community, which subsequently leads to establish and sustains, either a positive or toxic work climate and culture within the organisation. Hence, this research contributed to the HRM implementation-work climate and culture theory.

**Research Objective 2. To explore how employees evaluate the HRM implementation context to effect employee outcomes which represent employee wellbeing.**

The second objective explored how employees evaluate the HRM implementation context to effect employee wellbeing. This research found that a similar pattern of valence produces a similar employee wellbeing outcome. The positive valence effects (which consist of a series of positive exchanges) are demonstrated to effect employee wellbeing positively. In contrast, the negative valence effects, which consist of a series of negative exchanges are shown to effect employee wellbeing negatively. Thus, this research has further contributed to and strengthened the HRM implementation-wellbeing theory by describing how the series of exchanges (work contract, value, knowledge and social) influence employee evaluation and subsequently effect their wellbeing.

**Research Objective 3. To explore how employees evaluate the HRM implementation context to effect employee outcomes which represents the dimension of job performance.**

The third objective explored how employees evaluate the HRM implementation context to effect employee job performance outcomes. From the perspective of HRM implementation-performance theory, the research explanation is based upon Rousseau's (1994) psychological contract theory. Through the adoption of this theory, the researcher demonstrates how employees' wellbeing either establishes or violates their psychological contract, which is further reciprocated through their job performance outcome. Positive wellbeing is shown to established and strengthen employee relational psychological contracts and is reciprocated with positive job performance outcomes (e.g., effective job performance, good quality work, and good customer service). On the other hand, the negative wellbeing experience is shown to violate employee relational psychological contract and is reciprocated with negative job performance outcomes (e.g., poor job performance, poor quality work, and bad customer service).

However, this relationship outcome is exceptional within the relationship where employees apply their positive characteristics to deliver positive job performance outcomes despite negative mediators (negative HRM implementation factors, toxic



work climate and culture) and neutral/negative employee wellbeing experiences. This relationship shows the negative valence of the HRM context is not reciprocated with negative job performance outcomes, but positively. The exchange between these relationships occurs not based on the HRM implementation context and employee wellbeing but directly on employee characteristics to the job performance outcome. Thus, although employees experience negative wellbeing due to their faith, positive characteristics and/or coping strategies they do deliver positive job performance outcomes.

**Research Objective 4. To explore how employees evaluate the HRM implementation context to effect employee outcomes which represents the dimension of personal life.**

The fourth objective explored how employees evaluate the HRM implementation context to effect employee personal life outcomes. The research findings demonstrate the employees' wellbeing experiences do unilaterally causally effect their personal life outcomes. A positive wellbeing outcome is displayed to effect employees' personal life positively and a negative wellbeing outcome is shown to effect employees' personal life negatively. In reverse causality, employees' personal life outcomes directly do effect the HRM implementation factors (management/mismanagement and relations), and job performance. Therefore, this research has contributed to and strengthened the 'HRM implementation-personal life outcome theory'.

**Research Objective 5. To explore how employees evaluate the HRM implementation context to effect the dimension of organisation outcome.**

The fifth objective explored how employees evaluate the HRM implementation context to effect the organisation's outcome. The findings of this research show the employees' wellbeing and job performance outcome unilateral causally and directly effect the organisation's outcome. Positive employees' wellbeing and job performance demonstrate positive organisation outcomes, and negative employees' wellbeing and job performance display negative organisation outcomes. By addressing the relationship between the HRM implementation context and organisation outcome, this research contributes to the 'HRM implementation-organisation outcome theory', hence filling the gap in the existing studies.

### **Key and summary of contribution.**

Overall, the research findings show the importance of holistic positive valence of HRM implementation context because the positive valence of HRM does not have positive wellbeing effects on employees amidst the presence of negative valence of HRM implementation context.

## **9.2 OPENING THE BLACK BOX ON IMPLEMENTATION: LITERATURE AND PRACTICE IMPLICATIONS**

Organisations today have recognised the potential for people to be a crucial source of competitive advantage (Pfeffer, 1994). Similarly, studies of great workplaces (100 Best Companies to Work for in America) emphasise that great reputation and outcome are achieved through the effective management of the collective human capital (Carvalho & Areal, 2016). Research on the investment of collective human capital (Takeuchi et al., 2007) has proven to achieve sustainable and superior organisational performance. Schuler and Macmillan (1984) assert that the HRM architecture over the years has led to competitive advantage through the effective management of its 'human' resources which represents its human capital. For example, Florin, Lubatkin and Schulze's (2003) examination of the influence of human and social capital has proven that the factor positively impacts both accounting returns and sales growth. The similarity between these HRM models is the idea that the impact of HRM on organisational performance mainly goes through its human capital or employees (Paauwe, Guest & Wright, 2013). Therefore, organisations have a high responsibility to significantly invest in the work community's wellbeing.

Despite the importance of employee wellbeing, most organisations prioritise organisational goals in relation to financial revenue, market share, sales, growth, and productivity at the expense of employee wellbeing. This leads to the negative valence of HRM implementation, such as high workload, high work intensification, conflicting work processes and understaffing as the employer aims to exploit the resources to gain maximum profit. The work community's wellbeing is compensated through the exploitation of employees through the negative valence of HRM implementation. Guest

(2002) indicates that exploitative HRM is concerned only with the effective utilisation of employees. Studies by Sparham and Sung (2007) have shown that the increase in work demands and pressure leads to impeding employee wellbeing.

However, an HRM implementation is not necessarily exploitative when it is used together coherently to mutually benefit the employer and employee. By implementing the positive valence of HRM implementation, employees and organisations would mutually benefit through improved employee wellbeing and quality of job performance. The findings clearly show that the mere presence of a work contract exchange (e.g., terms and conditions related to the work, pay and benefits) does not guarantee employee wellbeing and positive job performance outcome. However, in the long term, the values and knowledge exchanges are shown to effect employees' wellbeing and performance. Correspondingly, Kossivi et al. (2016) claim monetary compensation as a short-term factor in retaining employees. The current findings support this claim as the presence of value, knowledge, attitude and positive relations exchanges; were found to result in a sustainable long-term outcome in terms of employee wellbeing and performance.

Hence, HRM as one of the most valuable assets of all the activities associated with the people management in an organisation needs to be implemented effectively across all levels to ensure employees' wellbeing. Effective talent management needs to be implemented, to achieve a sustainable organisational outcome. Talent management is crucial to achieving positive valence or state-of-the-art HRM implementation. According to CIPD, talent management includes activity 'to attract, identify, develop, engage, retain and deploy individuals who are considered particularly valuable to an organisation'.

The following subsections provide professional recommendations based on the research findings. This section is divided into four sections. The first Section 9.2.1 provides professional recommendations for 'employee characteristics' which is the core cause/seed. The second Section 9.2.2 was labelled as 'Support/Assistance/Guidance' which provides recommendations for the findings of the HR practices and workplace relations which is mainly associated with this category.

Further, professional recommendations were provided for HR practices (Section 9.2.3) and workplace relations (Section 9.2.4) respectively, which comprises the rest of HR practices and workplace relations which were not included under the category of support/assistance/guidance.

### **9.2.1 EMPLOYEE CHARACTERISTICS**

The employee characteristics can be divided into (i) presence/absence of values and/or presence of vices, presence/deficiency of knowledge and (ii) positive/negative attitude. The employee characteristics which represent the presence/absence of values and/or presence of vices and presence/deficiency of knowledge are shown to effect the dimension of positive/negative attitude. Subsequently, the employee characteristics which represent the positive/negative attitude is demonstrated to effect the dimension of HRM implementation factors (management/mismanagement and relations). In reverse causality, the HRM implementation factors (management/mismanagement and relations) implemented within the organisation are displayed to effect the employee characteristics (presence/absence of values and/or presence of vices), either to enforce or conflict with their positive characteristics. The positive valence of HRM implementation context/factors is shown to enforce employees' positive characteristics. Whereas the negative valence of HRM context/factors is presented to conflict with employees' positive characteristics. Hence, the research findings discover both the unilateral and reverse causality relations between the employee characteristics and the HRM implementation context (HR practices and workplace relations) and factors (management/mismanagement and relations).

Consequently, the researcher strongly recommends that it is vital for leaders and employees to personify a good combination of values and knowledge because such a factor would make a difference between the positive and negative valence of the HRM implementation context. This is especially applicable for the employees who directly have the power, responsibility and influence

towards the HRM implementation context. Additionally, Paauwe, Guest, & Wright, (2013) note that while leaders or managers are responsible for the strategy design, in most practices, ‘the implementation is carried out by the operational managers’ or by the line manager of different departments.

Below the researcher further provides recommendation based on the research findings for all the HR practices and workplace relations, which is embedded with values/vices and knowledge. The recommendation is provided with the aim to promote a value-based HRM implementation context.

## **9.2.2 SUPPORT/ASSISTANCE/GUIDANCE**

In this section, the researcher provides recommendations for the HR practices (work process, employee voice, resources, job allocation and characteristics) and workplace relations (colleague/peer and team member; and administrative staff) which are directly associated with the category of ‘support, assistance and guidance’. Further, the recommendations are supported by the literature.

### **9.2.2.1 WORK PROCESS**

The work process HR practice aims to support, assist and guide employees by providing the standard procedures of how to perform their work. The findings of this research show the negative valence implementation of work process poses issues such as (i) outdated, (ii) conflicting, (iii) jumbled and (iv) not well-planned. Outdated and conflicting work processes are implemented mainly due to poor leadership, poor governance, and lack of time due to understaffing, huge workload, and high job demand, among others. Hence, the negative valence of the work process creates a great deal of confusion and frustration for the employee who carries out the processes. This indicates that either the leader or the employee does not acquire adequate

knowledge, cares less about achieving an effective and efficient daily work operation and is not committed or less interested in the job execution.

On the other hand, the research findings suggest the positive valence of a work process holds elements such as (i) proactive (planned in advance) and well planned (systematic), (ii) clear, (iii) efficient, (vi) refined which ensures the smooth function of a job operation and (v) predictive of uncertainties. Hence, the positive valence of the work process will minimise discrepancies through effective planning of job coordination and delegation. The current research found that some large organisations have good coordination of chunks of chains of work processes that involve carrying out tasks from various departments from various states. These organisations have excellent and trustworthy communication through various mechanisms to (i) continuously update what is going on within the organisation, (ii) ensure if there is any work process that needs to be adjusted as a result of unpredictable circumstances or challenges, and (iii) ensure that the organisation is able to meet the organisation's outcome. Hence, the positive valence of work process implementation demonstrates that both the employer and employees are well planned to anticipate and face challenges. Thus, the positive valence of work processes allows both the leader and the employee to carry out their daily job operation effectively and efficiently. These work processes should not be mistaken to involve routine jobs, but rather processes that include careful planning of complex and multitasking roles; and teamwork. Job enrichment is integrated well within these work processes. The processes are established as a culture that cumulatively contributes to improving job performance. Hence, the researcher recommends the positive valence of the work process being implemented and preventing the negative valence of the work process as discovered by the research findings.

### **9.2.2.2 EMPLOYEE VOICE**

The employee voice HR practice aims to support, assist and guide employees by listening to them and implementing the corrective actions which lead to positive employee outcomes. The findings of the research demonstrate the negative valence of employee voice including the employer/governance negative attitude viewing it as opposing, challenging, threatening and burdensome. Additionally, the negative valence of employee voice poses issues such as (i) lack of confidentiality and protection, (ii) very complicated, (iii) hopelessness, (iv) slow, (v) unfairness, and (vi) punishes the victims who complaints by threatening them, sending them to disciplinary meetings, intentionally creating obstacles during their daily job routines, demotivates, or transfers them to another department. Such a consequence results from the presence of vices and bad characteristics, a negative attitude, lack of awareness, and poor knowledge, among others. Consequently, the negative valence of implementation of the work process and consequences do not encourage the employees to voice up.

On the other hand, the findings of the research show the positive valence of the employer/governance positive attitude which holds details such as (i) welcome, (ii) open, (iii) value, (iv) acknowledging unresolved issues may lead to other serious consequences and (v) believing listening to employees allows them to work happily. Furthermore, the positive valence of employee voice is implemented by approaching the employees through the presence of various direct voice mechanisms (e.g., employee involvement or participation activities, employee grievance, survey, teamwork, meetings, letterbox, email, message, notifications, drop box, union, the incident report and open-door policy etc) and it is implemented either immediately or regularly, and effectively. Examples include providing opportunities for employees to request any learning and development programmes that they need for self-progress or to update their knowledge related to law; policies, health

and safety in the view of their work; or to request any resources they need to operate their job effectively. The employer or governance that implements the positive valence of employee voice is aware of the importance of employee voice and reflects good corporate governance to be socially responsible to employees and genuinely care for the welfare of their employees.

Based on the problems associated with the negative valence of the employee voice mechanism, the researcher suggests the employees' voice mechanism needs to be implemented in a simplified, efficient and secure manner, as the research participants claimed that they are not motivated to give their ideas or share their concerns through the established complicated and insecure employee voice mechanism. Additionally, the employees need to be educated and trained on the importance of employee voice. Furthermore, sound policies to implement and monitor employee voices should be enforced in the organisation.

The governance should also ensure that either the leader or the employees who handle the employees' voice process do acquire relevant problem-solving and conflict management skills. The purpose is to ensure that the right advice is provided to motivate employees' active participation and involvement; and resolve the issues. When the leader handles with care and justice, the employees will be more willing to come forward as they trust that the system will contribute to them accordingly. Moreover, the researcher recommends the positive valence of employee voice being implemented and prevents the negative valence of employee voice as discovered by the research findings.

Employees' view needs to be included together with the managers' view to achieve a mutually beneficial outcome. A better understanding of the employees' experiences is helpful to improve the HRM implementation and mitigate the negative effects on their wellbeing. Similarly,



Wilkinson (1998) emphasises the need for employers to encourage employees to express their complaints openly and independently. Studies have demonstrated the positive links between high involvement in HRM and employee outcomes (Greenberg et al., 2005; Wood & De Menezes 2011), such as positive work-related attitudes and behaviours towards the organisation (Wood, Van Veldhoven, Croon & De Menezes, 2012). Similarly, Levine (1995) concludes the advantages of employee involvement led to better decisions, more committed implementation, improved communication, cooperation, and loyalty. Bainbridge (1998) and Walsworth (2010) assert that continuous employee involvement in an organisation reduces the power distance between the management and employees, which leads to discrepancies in the formalisation of organisation activities. Correspondingly, studies have also highlighted the need for active employee involvement and participation in organisations and decision-making activities (Barling et al., 2003; Combs et al., 2006; Kalmi & Kauhanen, 2008). Ryan and Deci (2000) emphasise practices such as teamwork and employee involvement positively influence employees' intrinsic motivation, which encourages them to overcome challenges at work. Studies by Wagner (1994) indicate that the presence of employee participation systems in an organisation positively affects an organisation's performance. Guest (1999) claims:

*by refusing to take workers' accounts of their reactions seriously, ends up being more insulting to workers than any management action. It is the logic of proclaiming workers as 'willing slaves' when those same workers feel free.*

Beheshti (2019) asserts:

*Organizations that view engagement as a feeling conduct employee surveys and offer perks to improve the results.*

Employees who feel their voice is heard are 4.6 times more likely to feel empowered to perform their best work

*Today's collaboratively minded employee expects communication to be a two-way street. As this Salesforce report also finds, ensuring that employees' voices are heard needs to be part of a larger push for equality and inclusiveness in the workplace. Companies with greater gender and ethnic diversity consistently outperform the competition. They more accurately reflect the diversity of society and reach more potential customers, and they incorporate a broader range of perspectives into their decision-making and strategy. Inviting more people to the table, and ensuring their voices are heard, is a win-win for everyone.*

### **9.2.2.3 RESOURCES**

All the type of resources available in the organisation (e.g., financial, facility and technology etc) intends to support, assist and guide the employee to achieve both the employee and organisation outcomes. The research participants describe the negative valence of resources from the perspective of (i) lack of essential resources (e.g., lack of facilities to carry the heavy load of things, lack of basic tools), (ii) outdated technology (e.g., slow computer), (iii) absence/inefficient information delivery and (iv) unsafe working environment (e.g., fire hazard) to be detrimental to their mental, emotional, and physical health. Inadequate facilities and technology, particularly in jobs revolving around danger, can lead to fatal and serious accidents. This creates continuous fear among employees working in such conditions. Here, the employer completely ignores the fact that the lives of their employees are in danger and insists that the employees continue to work in such

conditions. Contrastingly, the research participants described the positive valence of resources hold elements such as the employer/governance equipping employees with the necessity/latest resources (e.g., facilities, materials, technology etc.) and safe workplace conditions which reflects the employer's commitment to the employee.

The employer/governance needs to provide a good voice mechanism which allows the employees to request resources required to operate their job effectively or express any concern (e.g., risk hazards in their workplace, depleted technology etc). Additionally, according to the research participants, the employer/governance need to immediately cater to employees' request and concerns which reflects the care of the employer. The researcher recommends the positive valence of resources being implemented and prevents the negative valence of resources as discovered by the research findings.

Studies have shown that organisation which support the employees with resources leads to positive employee and organisation outcomes. Edwards and Peccei (2010) claim organisations that provide support to employees with adequate resources, facilities, and technology can be seen as valuing their employees' wellbeing. Brough et al. (2009) highlight that the relationships between work, safety, and health hazards have an impact on employee wellbeing. Christian et al. (2011) emphasised that good work conditions lead to employee engagement.

Dennis (2021) said:

*Making access to help available is always one of the most important steps in aiding mental health.*

*“It is all about communication. Companies must communicate the benefits and support they are offering. It's vital that employees know how to access any help, and that they're encouraged to do so.”*

Veitch (2011) says the conditions of employees in workspaces can impact their health and wellbeing because they spend much of their waking time in those workspaces. Beheshti (2019) illustrates:

*70 per cent of employers have improved their physical environments to encourage healthy behaviours*

*Research by Willis Towers Watson demonstrates how a growing number of employers are defining workplace health as a central part of company culture and strategy. Standalone wellness programs attract limited employee engagement and produce limited returns. Companies finally understand that wellness must permeate every aspect of an organization. Reshaping the physical environment to encourage healthy behaviour includes adding healthy foods to breakrooms and restaurant delivery menus, ergonomic workstations, and appropriate lighting.*

According to [blog.smarp.com](http://blog.smarp.com):

*The very first thing you need to take a look at when it comes to improving employee engagement is your internal communication.*

*Indeed, your internal communication strategy is one of the key drivers of employee engagement.*

*When a company has a great internal communications strategy in place, employees feel more informed, secure and motivated to achieve the company's goals.*

*What's more, effective internal communications lower frustration in the workplace, which is strongly connected with employee engagement.*

*Think about it: the typical knowledge worker spends 2.5 hours a day searching for information. When key information is missing, employees need to look for it by themselves. They end up browsing their Intranets and G-Drives for hours and calling their colleagues for help.*

#### **9.2.2.4 JOB ALLOCATION AND CHARACTERISTIC**

Job allocation is defined as the HRM between human capital roles and tasks; which support, assist and guide employees to achieve the organisation's output goals of a task or project. The design and implementation of individual goals in an organisation are tied to achieving an overall organisational goal. Additionally, the research findings demonstrate the positive valence of job characteristics aligns with the employees' passion, personality and qualifications.

The research findings show the negative valence implementation of job allocation poses issues such as (i) high workload, (ii) high multitasking, (iii) high job demand, (iv) high work intensification, (v) tight dateline, (vi) huge responsibility and (vii) working extra hours without pay. The job allocation and distribution exceed the contractual work time limit. This results because of understaffing and the presence of free riders. An employer who focuses purely on profit is seen to treat her/his employees merely as an instrument and a replaceable resource and exploits them to maximise their labour output, particularly by allocating unrealistic goals. These leader or employees reveals vices or bad characteristics, such as discrimination, stereotypes and racism, during the negative valence of job allocation implementation. For example, a certain employee will be picked on with the aim to distribute them the job design or job characteristics which they know will be detrimental to their health (e.g., brain tumour etc), forcing the latter to decide to resign.

These leaders/employees would also target and pick on certain employees and give them a higher workload and huge responsibility, among others.

Studies have shown that if HRM is simply a means of intensifying workload and job demand, it eventually leads to stress (Böckerman, Brysonb & Ilmakunnas, 2012) and job dissatisfaction (Macky & Boxall, 2008; White et al., 2003). Demerouti et al. (2001) claim that the presence of huge job workloads and responsibility, among others, would lead to employees' expending additional resources to maintain performance. Correspondingly, Godard's (2001) study shows that HRM practices would risk overloading employees with huge responsibilities, which would negatively affect their wellbeing in terms of work-related pressure. Doi (2005) claims that role ambiguity leads to exhaustion and weakened health. This would lead to their withdrawing from their organisation to recover from exhaustion (e.g., absenteeism, emergency leaves).

An employer/governance who cares for their employees' wellbeing is shown to allocate well planned and realistic goals to the latter, taking into consideration of the right quantity, pace, and dateline; based on their job characteristics. Further, the job allocation consists of a standardised job allocation which includes (i) task variety, (ii) job crafting (iii) protection from being exploited by external bodies, (iv) sound policies to enforce the boundary of job allocation; (v) job allocation and distribution is within the working hours, (vi) rewarded fairly according to the job allocation and distribution, (vii) ability to predict, plan and allocate job allocation during unexpected situations, (viii) good voice mechanisms and (ix) open-door policy to listen to employees who face challenges in accomplishing their job allocation. The research findings show a good job crafting ensures that the leader matches the employees' personality with the task they are required to perform so that they will give the best, have a greater purpose in doing what they love, look

forward to going to work, enhance their organisation citizenship behaviour and have a meaning in their life. Similarly, Wrzesniewski and Dutton (2001) and Berg, Dutton and Wrzesniewski (2008) describe an effective 'job crafting' is implemented together with the job allocation, which centres on the various work tasks performed by employees. WHO declares the risk to mental health consists of, 'job content, such as unsuitable tasks for the person's competencies or a high and unrelenting workload. Some jobs may carry a higher personal risk than others (e.g., first responders and humanitarian workers), which can have an impact on mental health and cause symptoms of mental disorders or lead to harmful use of alcohol or psychoactive drugs. The risk may be increased in situations where there is a lack of team cohesion or social support (www.who.int.com).' In accordance with blog.smarp.com:

*1 in 3 Professionals Cite Boredom as Their Main Reason to Leave Their Jobs*

*According to a 2018 Korn Ferry Survey, the majority — 33 per cent — of those changing jobs cite boredom and the need for new challenges as the top reason why they are leaving.*

*Making sure employees have enough challenges and variation in their workday is one of the most important managerial tasks. Without the ability to develop themselves and learn, employees, lose motivation and start to look elsewhere for a job.*

*Personal development is naturally good for the company as well, and as employees develop their skills and competencies, their work product becomes more refined and the company becomes more profitable.*

The unexpected situations in the viewpoint of job allocation and distribution arise due to new challenges and changes in datelines, among

others. As a result of the positive valence of job allocation, employees within these organisations can provide authentic service with happiness to their customers, without the requirement for employees to manage their outward emotional displays as part of their formal job requirements (Diefendorff, Richard & Croyle 2006). The researcher recommends the positive valence of job allocation being implemented and preventing the negative valence of job allocation as discovered by the research findings.

The research participants described the positive valence of job characteristics consisting of elements such as (i) growth of knowledge, (ii) autonomy, (iii) matching their passion, (iv) new experiences, and (v) challenge. The dimension of autonomy represents the job allocation and work flexibility practices, which give employees freedom in work arrangement (e.g., working from home, working time) and work operation (implementing their ideas, flexibility in carrying out their work responsibility) and job empowerment. Job autonomy differs from traditional, control-based HRM forms of work (Barling et al., 2003; Beltrán-Martín et al., 2008). These subsequently promote mutually their personal and career growth and effect their HWB (presence of positive affect) and EWB (presence of personal growth and autonomy).

Furthermore, the research findings show, that the positive alignments of job characteristics lead to positive employee wellbeing and job performance. For instance, employees love what they do, look forward to their work every day, do not feel it is as their work but more than that - part of their life, not primarily working for financial gain, enhance their organisational citizenship behaviour and have a purpose in life. Hence, the researcher recommends the positive valence of job characteristics is implemented where it aligns with their passion, personality and qualification. Furthermore, the researcher recommends the positive valence of job allocation being implemented and preventing the negative valence of job allocation as discovered by the research findings.



#### **9.2.2.5 COLLEAGUE/PEER AND TEAM MEMBER**

The research findings demonstrate the positive valence of support and treatment among colleagues/peers and team members in their everyday job which holds particulars such as (i) flexible job arrangement, (ii) proactive and efficient work processes, and (iii) knowledge transfer, support and guidance daily. These were implemented through good coordination, communication mechanism and reporting structure, in their everyday job in terms of job planning, allocation and delegation. Hence, values such as good understanding, flexibility, cooperation, trust, ethic, care, protection, compliment, cooperation, and assistance are continuously transmitted between the interpersonal relationships among colleagues in their everyday job. The employees experience positive wellbeing when they experience meaningful interpersonal relations while working with their colleagues/peers and team members such as being friends.

Contrastingly, the research findings show they experience the negative valence of team members when they do not get along with each other due to their negative characteristics and bad attitudes (e.g., deceptive, lack of guidance, mistreatment, difficulty to work with, free-rider - taking advantage of others, and bitter competition). These actions further lead the employee to react with anger, verbal arguments, make more mistakes in their job, and not advance in their career.

Kossivi et al., (2016) and Baptiste (2008) found that positive relationship with co-workers leads to employee retention and influence job satisfaction. Organisations that adopt practices such as teamwork have been shown to engage employees, improve the quality of care (Fried, Topping & Rundall 2000; Pearson et al., 2008), and generate employees' intrinsic motivation (Ryan & Deci 2000). Similarly, Beheshti illustrates:

*Highly engaged teams show 21 per cent greater profitability*

*This finding by Gallup punctuates the fact that employee engagement consists of concrete behaviour, not an abstract feeling.*

*The report finds that the most successful organisations make employee engagement central to their business strategy.*

*Why are engaged teams more profitable? Those teams who score in the top 20% in engagement realise a 41% reduction in absenteeism, and 59% less turnover. Engaged employees show up every day with passion, purpose, presence, and energy.*

Based on the research findings, the researcher suggests that values and knowledge should be transferred within the interpersonal relations between colleagues/peers and team members so that they can work along to achieve the organisation's goal. Further employees, interpersonal relations should be monitored to avoid any bad apples which could harm the employee and organisation outcome in the long run. Hence, the researcher recommends the positive valence of interpersonal relations of colleague/peer and team members being implemented and prevent the negative valence of interpersonal relations as discovered by the research findings.

#### **9.2.2.6 ADMINISTRATIVE STAFF**

The research findings demonstrate the positive valence of administrative staff in providing support, assistance and guidance in the view of (i) providing efficient IT service, (ii) correcting an error in the system, and (iii) providing support when the employee needs a break. In contrast, the research findings show the negative valence of support and treatment

from the colleagues and administrative staff in their daily operations which reflects values such as the absence of trustworthiness and lack of confidentiality. These expose the employees to danger. Research participants also claim the HR department does exist, but they are not aware of the HR functions and the organisation only has temporary staff (e.g., one staff who handles employee status and recruitment who only works two or three days a week).

Since the administrative staff plays an important role to support the governance/employees to perform their job effectively, they should be ensured to be reliable, trustworthy and efficient. Hence, the researcher recommends the positive valence of administrative staff being implemented and prevents the negative valence of administrative staff from being implemented as discovered by the research findings. Furthermore, employees need to be made aware of the functions associated with the HR department. This is because some organisations view HR functions only limited to paperwork, thus it would be good for these organisations to place more value and expand their HR functions. Consequently, this will minimise the issues faced in the organisation, reduce the burden of these roles being placed on employees who hold many other roles, and elevate employee and organisation outcomes.

Additionally, rare research participants described the presence of wellbeing initiatives either by the HR or employer of the organisation. They have asserted that the employees in the organisation do badly need these types of support, but it is unavailable for them and their subordinates. Corresponding to WHO:

*Mental health interventions should be delivered as part of an integrated health and wellbeing strategy that covers prevention, early identification, support and rehabilitation. Occupational health services or professionals may support organisations in*

*implementing these interventions where they are available, but even when they are not, a number of changes can be made that may protect and promote mental health. The key to success is involving stakeholders and staff at all levels when providing protection, promotion and support interventions and when monitoring their effectiveness.*

*Available cost-benefit research on strategies to address mental health points towards net benefits. For example, a recent WHO-led study estimated that for every US\$ 1 put into scaled up treatment for common mental disorders, there is a return of US\$ 4 in improved health and productivity.*

### **9.2.3 HR PRACTICES**

In this section, the researcher provides professional recommendations for the HR practices which are not included in Section 9.2.2, which include policy, learning and development; performance management and reward; staffing and get-together/community service activities. Further, the recommendations are supported by the literature.

#### **9.2.3.1 POLICY**

The research findings reveal the negative valence implementation of policy causes issues such as (i) implemented for the sake of formality, (ii) not holistically enforced and monitored; (iii) inhumane, (iv) outdated and do not comply with the current regulations, (v) copied from other best practice organisation which do not suit the intended organisation, (vi) employees' are unaware and not trained on the policies, and (vii)

presence of too many policies which makes it difficult and complicated for the employees to comply with it. When the policies are not holistically enforced and monitored, it gives room for employers to abuse, exploit or expose employees to dangerous work settings or unethical culture (e.g., injustice, race and gender discrimination; sexual harassment, violence etc). Clearly, the negative valence of implementation of policies and procedures shows that the employees are viewed merely as an instrument or replaceable objects who are not valued. The employer or leaders might also put economic gain over the employees' life by jeopardising their health and safety and poorly implementing policies and procedures.

The findings of this research indicate that the implementation of the positive valence of HRM policies reflect (i) leaders who act as a role model by practising the implemented policies, (ii) enforced and monitored, (iii) ethically in favour of employees' interest, (iv) zero tolerance on unacceptable behaviour, and (v) embrace diverse, humane, ethical, and flexible values. A leader who acts as a role model is a leader who personifies values such as equality towards the work community and would show respect to all the employees within the work community, irrespective of their ranks, roles, and backgrounds. Hence, these leaders would also inspire others to practice similar values. Similarly, Theriou and Chatzoglou (2014) claim that HRM forms the final communication about the accepted manners of employees' role behaviour in an organisation and designates the ultimate output of HR strategy and policies.

Policies play an important role in effectively implementing an organisation's HR strategy. The implemented policies either uphold the quality standard or leads to the poor-quality standard of the organisation, in terms of quality of work and acceptable behaviour. Based on the research findings, the value-based and highest standard of policies should be enforced, updated, educated, followed and monitored by all

employees in the organisation, especially by the leader/governance. Hence, the researcher recommends the positive valence of policy being implemented and prevents the negative valence of policy as discovered by the research findings. Further, the organisation can ensure that the policies are in line with WHO recommendations:

*Bullying and psychological harassment (also known as “mobbing”) are commonly reported causes of work-related stress by workers and present risks to the health of workers. They are associated with both psychological and physical problems. These health consequences can have costs for employers in terms of reduced productivity and increased staff turnover. They can also have a negative impact on family and social interactions.*

*An important element of achieving a healthy workplace is the development of governmental legislation, strategies and policies as highlighted by the European Union Compass work in this area. A healthy workplace can be described as one where workers and managers actively contribute to the working environment by promoting and protecting the health, safety and wellbeing of all employees. An academic report from 2014 suggests that interventions should take a 3-pronged approach:*

- *Protect mental health by reducing work-related risk factors.*
- *Promote mental health by developing the positive aspects of work and the strengths of employees.*
- *Address mental health problems regardless of cause.*

*At a global policy level, WHO's Global Plan of Action on Worker's Health (2008-2017) and Mental Health Action Plan (2013-2030) outline relevant principles, objectives and implementation strategies to promote good mental health in the workplace. These include: addressing social determinants of mental health, such as living standards and working conditions; activities for prevention and promotion of health and mental health, including activities to reduce stigmatisation and discrimination; and increasing access to evidence-based care through health service development, including access to occupational health services.*

*To assist organisations and workers, WHO have produced the "Protecting Workers' Health" series which provides guidance on common issues such as harassment and stress that can affect the health of workers. As part of the Mental health Gap Action Programme (mhGAP), which provides tools for evidence-based health care, WHO's technical instruments for early identification and management of alcohol and drug use disorders and for suicide prevention can also be relevant for mental health in the workplace. WHO is developing and testing IT-supported self-help tools to address common mental disorders, harmful use of alcohol and psychological distress in low-and middle-income countries.*

### **9.2.3.2 LEARNING AND DEVELOPMENT**

The research findings reveal the negative valence implementation of learning and development bears issues such as (i) inadequate learning and development programme, (ii) outdated knowledge or regulation related to the job, (iii) lack/absence of guidance from seniors/colleagues,

(iv) unrealistic expectation from new employees, and (v) ineffective on-the-job training or mentoring - depends on (e.g., their intention and willingness; and the values and knowledge they acquire). If the peer is willing and happy to teach, then the employee would have the requisite knowledge and skill about the job. However, if the peer has vices such as being racist and discriminative, then they would make the training uncomfortable and difficult to learn, and they might intentionally provide inaccurate or poor training. The negative valence of implementation of learning and development leads to the negative valence of HRM implementation context and job performance outcome (e.g., lack of growth and/or interest in their job, defective work, reduced productivity and quality, ineffective job performance outcome, display of unacceptable behaviour, and occurrence of work-related accidents). Additionally, the lack of training and education particularly in health and safety procedures would create fear among the employees, particularly those who are required (i) to perform high untrained risk jobs in a high-risk workplace or (ii) to handle dangerous equipment. These employees express the fear of the consequences on their lives, particularly when the job requires them to deal with perilous work conditions regularly. The employer who implements the negative valence of learning and development reflects ignorance, inadequate knowledge, lack of commitment and lack of care in the workforce development. They merely view the employees as an instrument or replaceable resource. What is even more shocking is that the leader/governance fails to think of how the employees will operate without basic or sufficient knowledge or skills.

In contrast, the positive valence implementation of learning and development embraces elements such as the (i) employer/governance provides up to date and complete, learning and development programmes with the latest regulations, (ii) reminders for the learning and development programmes, (iii) job allocation and distribution is ensured not to conflict with their learning and development programme,



(iv) presence of employee voice to request any learning and development programmes, (v) presence of online training or e-learning with (detail and clear instructions, easily accessible and user-friendly technology), and (vi) on the job training with supervision and guidance. For instance, the learning and development programmes such as nonviolent crisis, intervention, moving and handling; food hygiene, language, medication, health and safety; IT, first aid training, fire safety, safeguarding and prevention are provided for employees. The wellbeing dimension that is specifically observed to effect employees learning and development is EWB (presence of personal growth).

Learning and development are at the brain of employee job performance. To perform their job effectively, employees need to be equipped with knowledge and skills. Based on the suggestions of the research findings, the employer/governance should ensure the employees are provided with the (i) right and updated knowledge and skills through suitable medium, (ii) on the job training is provided by the right superior/mentor/peer/colleague who personify positive characteristics and presence of knowledge/expertise/experience, and (iii) work community culture which continuously exchanges knowledge, support, guide and assists each other to develop each other. Thus, the researcher recommends the positive valence of learning and development be implemented and prevents the negative valence of learning and development as discovered by the research findings.

The employers' commitment can be observed by their contribution to the development of their employees. Guthrie (2001) and Barling et al. (2003) claimed that when employers consider their human capital as a valuable source which contributes to sustainable competitive advantage, they are committed to building a valuable and highly compatible human capital pool. Consonantly [blog.smarp.com](http://blog.smarp.com), 'According to the SHRM study, 30 per cent of employees considered career development opportunities for learning and personal growth in general very

important, yet only 30 per cent were happy with their current situation'. Beltrán-Martín et al. (2008) showed that the means to achieve organisational effectiveness lies around developing high quality and inimitable human capital pool. Correspondingly, Huselid (1995), Way (2002), and Zacharatos et al. (2005) indicate that comprehensive learning and development contribute to a high-level quality of collective human capital. Kroon and Freese (2013) explain that employers who provide continuous learning and development opportunities for employees lead to high commitment and retention of employees. In the same line of view, Nilsson and Ellstrom (2012) suggested that an organisation's investments in practices such as training and development, staffing, motivation and maintenance are vital in influencing how the employees experience and behave at work. Ryan and Deci (2000) claim that a greater internalisation of values includes more behavioural effectiveness and better assimilation of the individual within his or her social group. Garavan (1991, p.17) associates employees' learning and development with an organisation's strategy as being 'concerned with the management of employee learning for the long-term keeping in mind the explicit corporate and business strategy'. Studies by Delery (1998), Wood (1999), Barling et al. (2003), and Walton (1999) imply that learning and development strategies within an organisation are in place to improve performance through a process that assures that the learning is facilitated and controlled to enhance employees' competences. Pee and Kankanhalli (2009) assert that a system of knowledge management and transfer is put in place for the value maximisation and learning processes, which can assist the development of a competent workforce in an organisation. Delery (1998) and Dunford et al. (2001) further assert that employees who acquire valuable work-related skills would develop a sense of belonging to the organisation and serve as a source of sustainable competitive advantage for the organisation. Babakus et al. (2003) studies prove that the implementation of customer service training programmes sends a strong top management's commitment to service quality and has a direct

impact on the employees' job satisfaction. Bowen and Ostroff (2004) state 'a firm's HRM practices must develop employees' skills, knowledge, and motivation such that employees behave in ways that are instrumental to the implementation of a particular strategy.'

Staff development can be delivered through (i) a range of approaches such as formal and informal skill enhancement workshops, career development programs, and various mentoring activities that can improve employees' expertise (Huselid, 1995; MacDuffie, 1995); (ii) off-the-job and on-the-job training, educational programmes and seminars, job rotation and self-study tutorials (Jacobs & Washington 2003); and (iii) specialised training courses, tuition reimbursement for advanced education and internal mentorship programmes. Through these programmes, high-quality employees who share a similar vision can be educated and trained in relation to their HRM implementation and daily job operations (e.g., accepted behaviours, healthy work lifestyle, reporting channels, employee rights). Additionally, the learning and development programmes serve to enhance employees' values, talent, work ethic, and skills across all levels of the organisation.

According to the research findings, leaders or employees who have received continuous learning and development programmes are in a better position to implement the positive valence of the HRM context. Education and training enable employees to better understand the features of positive valence or state-of-the-art HRM implementation and effectively apply them in their work operation. Those who have received up-to-date learning and development programmes describe the commitment of the employer to provide continuous various types and specialised training programmes. Well-trained leaders or employees indicate that they are well informed about the organisation's policies, including the health and safety issues relating to their jobs. These employees show growth within their job.

### 9.2.3.3 PERFORMANCE MANAGEMENT AND REWARD

The research findings show the negative valence of performance management poses issues such as (i) setting an unrealistic expectation, (ii) reviewed by an unqualified employee, (iii) implemented for the sake of formality rather than having any actual value in it, (iv) absence of justice, (v) favouritism; and (vi) inaccurate evaluation and feedback. The research participants also mentioned that the lack of feedback on their job performance has caused the stagnation of their growth with no prospect for promotion. The research findings demonstrate the negative valence of reward causes issues such as (i) unfairness, (ii) discrimination based on the employees' age and (iii) favouritism.

On the other hand, the research findings show the positive valence of implementation of performance management in the perspective of (i) presence of good feedback, (ii) presence of opportunity for career growth, (iii) a fair system, (iv) presence of employee voice for employees to express any concerns in related to their performance management system, (v) reviewed both internally and externally, and (vi) the reviewer personify values such as humane, faith and encouragement during the evaluation process. Furthermore, the research findings show the positive valence of reward consists of elements where employees are fairly rewarded which includes promotion, working overtime, and based on their performance and loyalty. Beheshti (2019) contends that:

*89 per cent of HR leaders agree that ongoing peer feedback and check-ins are key for successful outcomes*  
*A recent report on the importance of employee recognition finds clear and regular feedback to be critical. The report also stresses the importance of what it calls values-based recognition. Feedback and recognition should always tie back to a company's core values and mission. Employees want to be reminded*

*that their work has purpose and meaning. This is another reminder that employee engagement should not be relegated to the HR department, but instead, be featured as a central part of overall business strategy.*

In accordance with [blog.smarp.com](http://blog.smarp.com):

*37 per cent of Employees Consider Recognition the Most Important*

*One study asked what would be the most important thing a manager or a company could do that would help the employee be successful and 37 per cent — the majority — cited recognition as the most important method of support.*

*Taking employees for granted is a sure-fire way to drop down the levels of employee engagement.*

*Instead, you need to make sure that your employees feel heard and valued. Recognition leads to increased motivation, a sense of pride and to increased self-confidence at work, which in turn increases employee initiatives and taking responsibility for one's own work product.*

*A recent report shows that 84% of highly engaged employees were recognised the last time they went above and beyond at work compared to only 25% of actively disengaged employees.*

*Only 29 per cent of Employees Are Happy with Career Advancement Opportunities*

*According to SHRM's 2017 Employee Job Satisfaction and Engagement Report, only 29 per cent of employees are "very satisfied" with current career advancement opportunities available to them in the organisation they work for.*

*However, 41 per cent consider this a very important factor in job satisfaction, so companies should pay close attention to making sure employees feel they can advance in their careers without leaving the company.*

Based on the suggestions of the research findings, the employer/governance should implement value-based performance management which will contribute to the employee development and review by the right employee who personifies value and expertise. Furthermore, employees should be rewarded fairly based on their performance. Thus, the researcher recommends the positive valence of performance management and reward being implemented and prevent the negative valence of performance management and reward being implemented as discovered by the research findings.

#### **9.2.3.4 STAFFING**

In relation to the negative valence of staffing, the research finding bears issues such as understaffing - where the number of staff does not match the amount of workload distribution. These issues mainly occur due to two paradoxical reasons which are either (i) the employer aims to maximise the profit by exploiting the employees, or (ii) financial constraints. Understaffing leads to an overload of job allocation, high multitasking and poor implementation of policy.

Hence, the researcher recommends the positive valence of staffing being implemented, by having the right number of employees based on the amount of workload, especially by the organisation which generates positive financial revenue. Furthermore, the organisation could also opt to invest in high-end technology or outsource the workload so that the employees are not exploited and burdened with an overload of job allocation.

#### **9.2.3.5 GET-TOGETHER/COMMUNITY SERVICE ACTIVITIES**

The research findings demonstrate the negative valence of get-together/community service activities poses issues such as (i) absence of activities, (ii) only favoured employees are invited to attend, and (iii) the employees who are invited to attend cannot afford it. In contrast, the research findings show the positive valence of get-together/community service activities which hold elements such as (i) presence of activities, (ii) it held regularly/during special occasions and (iii) everyone is welcomed.

Employees in huge corporations hardly have time to socialise, connect with others, and get to know each other better. Hence, activities like social gatherings, sports day and community services bring the work community from diverse ranks and roles together and allow them to work together, exchange values, break barriers and bind the work community; and their extended family and community together. Further, the implementation of corporate social responsibility activities provides an opportunity for the work community to contribute to their extended community. These initiatives further create an experience of belongingness and family spirit. De Dreu and Weingart (2003) emphasise that by establishing a supportive meaningful interpersonal workplace relationship, organisational members would feel psychologically satisfied and committed.

Based on the suggestion of the research findings, the employer/governance should encourage the positive valence of get-together/community service activities which ensures everyone is welcomed, can afford to participate and has benefitted from it. The researcher recommends the positive valence of get-together/community service activities are being implemented and prevent the negative valence of get-together/community service activities as discovered by the research findings.

## **9.2.4 WORKPLACE RELATIONS**

In this section, the researcher provides professional recommendations supported by literature for the workplace relations (leader and governance; work community and client/customer) which is not included in Section 9.2.2. Two wellbeing dimensions - EWB (positive relations) and dignity (meaningful relations) are specifically observed to effect employees' wellbeing corresponding to workplace relations. One could justify this is because of the presence of interpersonal relations that employees come across and experience during an HRM implementation and work operation. The presence of positive or meaningful workplace relations with others is shown to improve the quality of interpersonal relations, overall relationship coordination, social integration, social acceptance, social support, workplace diversity, and social coherence.

### **9.2.4.1 LEADER AND GOVERNANCE**

The findings of the present research suggest that the key workplace relationship—leadership—plays the most important role in achieving the positive valence of HRM implementation. In the current research, leadership refers to any individual who exercises power and supervision within different levels in an organisation (e.g., top management, partner, middle management, operation managers, line managers, supervisors,



team leaders), depending on the size and sector of the organisation. Generally, leaders exercise more power and influence compared to other work roles in an organisation. Thus, the presence of a leader's values and knowledge has more influence during the HRM implementation. If a leader places equal value on his or her employees' wellbeing as financial value, it is reflected through the management and positive relations as described above. Mello (2006) claims:

*Most of the research on the outcomes of leadership behaviour examines relationships only for individual leaders. However, organisations have many leaders who can influence important decisions and determine how successfully they are implemented (Mintzberg, Raisinghani, & Theoret, 1976; Schweiger, Anderson, & Locke, 1985). Sometimes two or more leaders have shared responsibility for an activity or project, and sometimes leaders have different but interdependent responsibilities. The performance of an organization depends in part on the level of cooperation and coordination among interdependent leaders (Yukl, 2008; Yukl & Lepsinger, 2004).*

*Several scholars have discussed how shared or distributed leadership is related to the team or organisational effectiveness (e.g., Brown & Gioia, 2002; Carson, Tesluk, & Marrone, 2007; Denis, Lamothe, & Langley, 2001; Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009; Pearce & Conger, 2003). However, more research is needed to discover how the use of specific behaviours by different leaders can influence their effectiveness.*

Hence, apart from the leaders' role, this research addresses the governance of the organisation which represents a group of top

management who are responsible to manage the organisation as they also play an important role. In sum, both the leader's and governance roles send a positive message to employees and the work community about how they are being viewed (e.g., they are being respected, valued, mattered), which subsequently sustains and enhances employees' wellbeing.

The research findings reveal the negative valence of leaders and governance, which reflects mismanagement and the presence of negative relations within the organisation. In this perspective, the leader/governance viewed employees merely as an instrument or replaceable resources and prioritises financial outcomes compared to employee wellbeing. Therefore, they manipulate and exploit the existing HRM implementation context to gain maximum output by implementing (e.g., high work intensification, workload, responsibilities; tight dateline, unrealistic goals) for their self-serving and beneficial purpose. Additionally, the negative valence of leader/governance reflects features such as refusing to step in the employees' shoes to understand them, absence of transparency and effective communication; the presence of a high chain of command; dirty politics, unhealthy competition, unfair promotion based on discrimination or favouritism, lack of care and solely prioritise results and business above all - even above employee welfare. The negative valence of leader/governance holds details such as (i) mistreatment, (ii) unfriendly, (iii) unfairness, (iv) confused, (v) very unorganised and messed up, (vi) absence of support, (vii) lack of assistance, (viii) absence of genuine relationship, (ix) lack of job security, and (x) put employees under high pressure and denial of the existence of problems within the organisation. Their governance is motivated by fear and they would instil employees' fear by threatening and exposing them to hazardous work conditions and unacceptable behaviour (e.g., sexual harassment, racism, bullying, violence, discrimination); and punishing the victim. In the same line of view, [blog.smarp.com](http://blog.smarp.com) discloses:

- *Interact/Harris Poll shows that 91% of the surveyed employees think that their leaders lack communication skills.*
- *In relation to the Edelman Trust Barometer, almost 1 in 3 employees don't trust their employers.*

The research findings show the positive valence of leaders and governance including the presence of management and positive relations within the organisation. According to the findings, when the leader places equal value on their employees' wellbeing as much as financial value, it is reflected through the positive valence of HRM implementation which embraces fundamentals such as (i) building the employees, (ii) listening to the employees' and practice accessible management (open door policy); (iii) safe working environment, (iv) clear effective policies (e.g., protect the employees from unacceptable behaviour and danger), (v) adequate resources (e.g., technology, facilities, materials), (vi) implement various activities (e.g., social get-together activities, informal programmes, events, programmes, community services), (vii) well planned and clear work process, (viii) flexible and right job distribution; (ix) fair promotions based on qualification, talent, knowledge/expertise/experience; and (x) effective and caring supervisory relationship. Additionally, the positive valence of implementation of HR practices, interpersonal relations, treatment by their superiors have been very welcoming, helpful, supportive, caring, efficient, trustworthy wonderful, lovely, enjoyable, fun, communicate effectively, very organised at every step, stepping in employees' shoe – to understand them, ensure everyone gets along with each other within the work community, compliments them and provide good guidance at every step. Hence, the supervisors personify and reflect values, presence of knowledge/expertise and experience.

Studies by Schuler and Macmillan (1984) emphasise the importance of the leader's role as the factor which could formulate, execute, and control HRM, as well as the organisation's competitive advantage. Previous studies (Chirkov & Ryan, 2001; Pelletier et al., 2001) have revealed that supervisors who exhibit autonomy-supportive behaviours have a positive effect on their subordinates' wellbeing, compared to supervisors who are oriented toward controlling their subordinates. Madlock's (2008) study concludes a positive relationship between supervisors' communicative skills and their subordinates' satisfaction with their job. Another case study of the HRM of a German company reveals that the trust between managers and employees reflects the company's state of employee relations (Kanter, 2003; Zimmerman, 1991). Storey (1987) highlights that 'communication, motivation and leadership' within an organisation result in employees' commitment and improved performance. Guest and Conway's (2004) study on 1,000 workers revealed that supervisory leadership was the strongest factor associated with organisational commitment, positive psychological contracts, work satisfaction, loyalty to customers, colleagues and supervisors and experience excitement at work. Other studies (Baptiste, 2008; Foote and Li-Ping Tang, 2008) have shown that relationship with supervisor and co-workers leads to employees' job satisfaction.

Hence, any positive valence or state-of-the-art HRM implementation suffers from a leader who acquires negative characteristics (e.g., evil, bad, corrupt, toxic, discriminative) and inadequate relevant knowledge (e.g., lack of know-how, absence/poor knowledge, lack of experience). Truss (2009) asserts that an HRM implementation is often compromised because of poor management. Hope-Hailey et al., (2005) claim that line managers are not capable of handling the HRM implementation. As Monk (1998) notes: 'In the wrong hands' HRM becomes both a sharp weapon to prise workers apart from their union and a blunt instrument to bully workers'. Mello (2006) states that 'the effects of the specific component behaviours also depend on how much the leader is trusted

by people he or she wants to influence. Most types of leadership behaviour can be used in ethical or unethical ways, and a leader who is not trusted will have less influence'. These continuous negative exchanges effect employees' wellbeing negatively and further violate their psychological contract and are reciprocated with poor job performance outcomes (e.g., lack of commitment, reduced interest, high absenteeism, and turnover).

Thus, the right leader and team of leaders (e.g., middle, operation and line managers) who share and are committed to a similar vision, values, and knowledge (e.g., sound appreciation and understanding of all features of the positive valence of HRM implementation) need to be recruited and promoted to materialise the positive valence or the state-of-the-art HRM implementation with the aim to alleviate holistic employee outcome (wellbeing, job performance and personal life). This is mainly due to the fact that leaders 'may serve as interpretive filters' (Kozlowski & Doherty, 1989) of the HRM implementation to all group members. It also reflects the management's attitude towards the employee outcome. Alnaqbi (2011) claims employees can determine how committed the employer is to them by looking at the practices that are implemented, which in turn can affect the commitment that the employee shows. Similarly, Guest (2011) indicates that leaders perceive HRM practices may influence their decision to choose how to implement the practices. The reason is that they are the sole key agents who cognitively represent the organisation in the psychological contract between employees and organisations (Tekleab & Taylor, 2003). Beheshti (2019) reported that:

*In organisations where employees do not view leadership as committed to their wellbeing, only 17% would recommend the company as a good place to work.*

87 per cent of employees expect their employer to support them in balancing work and personal commitments

*A recent Glassdoor survey reminds us that our conception of wellness has to go beyond traditional health measures. Although the idea of work-life balance is frequently misunderstood, employees are looking for help and support in attending to the non-work areas of their life. Employers can do so by being willing to offer flexible work schedules, and by encouraging employees to utilise vacation time.*

*The embrace of employee wellness and engagement as strategic imperatives is a significant paradigm shift in the business world, one that will only grow stronger in the coming year. Evolved leaders will bring a spirit of innovation to their employee engagement and wellness initiatives and give them the same energy and care as their core products and services. Employee engagement and wellness are about protecting your human capital, your most valuable asset. Organisations that ensure their employees flourish and thrive will always be ahead of the curve.*

Leaders and the governance have the responsibility to eliminate the negative valence of HRM implementation as it is detrimental to sustainable employee and organisation outcomes. Furthermore, the leader and governance need to be continuously trained to materialise, maintain, and improve sustainable positive valence of HRM implementation context across all levels within the organisation, to contribute to the organisation's goal. The researcher recommends the positive valence of leader/governance be implemented and prevent the

negative valence of leader/governance as discovered by the research findings.

#### **9.2.4.2 WORK COMMUNITY**

The work community represents the overarching term for all the workplace relations that are present in an organisation (e.g., employer, senior managers, supervisor, colleague/peer, team member, employees and service provider), depending on the size and sector of the organisation. These relationships/roles also work communally to achieve the organisation's goal. Kozlowski and Klein (2000, p. 30) claim that the collective employee attitudes and behaviours refer to a shared construct, which 'describes the characteristics that are common to - that is, shared by - the members of a unit'. Correspondingly, Lepak et al., (2006) regard HRM as a mechanism for delivering employee performance by creating a supportive work environment to provide the employees with a journey to work communally.

The findings of the research show the negative valence of the work community causes issues such as (i) lack of support, (ii) poor policy implementation, (iii) unhealthy competition and (iv) practising unacceptable behaviour as a norm. The negative valence of the work community leads to various workplace relations problems, such as the tension between relationships, unwillingness to share resources, absence of guidance, absence of knowledge sharing, and intentionally hindering the job performance of other employees. These outcomes lead to effect their wellbeing negatively and violate their psychological contract, which is reciprocated through poor job performance, poor quality of interpersonal workplace relations, high absenteeism, a decline in physical health, bad reputation, and high turnover.

In contrast, the findings of the research demonstrate that organisations which reflect the positive valence of the work community demonstrate that positive values and requisite knowledge are integrated and transmitted effectively through the HRM implementation and daily work operation between the work community and employees. These organisations reflect high positive, meaningful, quality, and supportive relationships through every form of interpersonal relationship across supervisory, governance, peer, teamwork and administrative levels. Such an approach would bind the work community together with values, such as understanding, trustworthiness, care, cooperation, mutual respect, support, knowledge sharing, kindness, and help.

Although the primary aim of employees is to earn income, the presence of positive relations within the work is indicated to effect their wellbeing positively and subsequently establish their psychological contract, which is then reciprocated with positive job outcome. Those who experience these positive and meaningful relations would show high appreciation, loyalty, and happiness to belong to such organisations. The positive relations also contribute to the optimal functioning of the employee and establish the feeling of belongingness within the work community. This leads to employee loyalty, retention, and a positive organisational reputation. Collectively, the quality relations within an organisation create a strong work community. Hence, the researcher recommends the positive valence of the work community be implemented and prevent the negative valence of the work community as discovered by the research findings.

Studies have emphasised the important role of HRM in establishing positive relations within the work community. Studies by Takeuchi, Chen, and Lepak (2009) and Lawler et al., (2011) found that the HRM implementation that includes managerial support constitutes a supportive climate. Research has also shown that HRM contributes to developing a work setting that encourages a diverse work community by



applying remarkable effort to interpersonal coordination (Ely, 2004 & Rico, Molleman, Sánchez-Manzanares, & Van der Vegt, 2007). Consequently, it is crucial for an employer to manage a work community effectively as these features of human capital are less likely to be freely traded (Doeringer & Piore 1971), particularly if they are valuable, competent, and unique. Guest (1999) highlights that it is vital to view employees:

*as means rather than objects. Only by winning the commitment of employees is it possible to achieve corporate goals. The focus must therefore be placed much more centrally on workers and on winning their hearts and minds.*

#### **9.2.4.3 CLIENT/CUSTOMER**

The research findings show the negative valence of client/customer bears issues such as clients/customers reacting and behaving in an inappropriate, aggressive and furious manner. Some of the clients/customers negative reactions and behaviour is as a result of the mismanagement and negative interpersonal relations implemented within the organisation, such as the (i) absence of policy to protect the employees, (ii) absence of learning and development programmes for employees which leads to poor customer service, (iii) absence of learning and development programmes to educate the clients/customers, (iv) inefficient work processes which lead to late customer service, (v) constant cancellation of service delivery, (vi) bitter rivalry between departments and (vii) understaffing.

In contrast, the research findings reveal the positive valence of relations with clients/customers embraces elements such as (i) rewarding well-behaved clients (e.g., students), (ii) the presence of technology (e.g., CCTV) to investigate the clients/customers complaints, (iii) right job

allocation and distribution, (iv) efficient work process, (v) care for both employees and clients/customers; (vi) build a trustworthy relationship between both the employees and clients/customers; and (vii) presence of the right amount of staff.

The researcher recommends the organisation support the employees by implementing the positive valence of management and positive relations to ensure they can provide the best customer service. Additionally, the research suggests the leader/governance need to educate the clients, equipped employee with the updated learning and development programme, distribute the right amount of job allocation, implement the policy to protect both the employees and clients/customers, presence of efficient work process, reward well behaved clients, implement the technology to enable investigation where necessary, create positive work climate and culture. and establish trustworthy relations between the employer/employees and clients/customers.

### **9.3 SUMMARY OF THE IMPLICATION OF FINDING FOR APPROACHES TO HRM IMPLEMENT**

In this section, the researcher introduces and provides professional recommendations for the ‘State-of-the-Art HRM Implementation’. In Section 9.3.1 the researcher further discusses the challenges of the ‘State-of-the-Art-HRM Implementation’. The subsequent Section 9.3.2, introduces and provides professional recommendations for the ‘Holistic Approach Towards HRM Implementation’.

Since employees are at the heart of an organisation and the most important asset in an organisation, it is the utmost responsibility of the employer to ensure the employees’ wellbeing is sustained and enhanced. In sum, the findings of the present research suggest that the employer should adopt and materialise the state-of-the-art HRM implementation, which embraces fundamentals of (i) predictive and proactive (prevention mechanism should be prioritised and instilled, instead of addressing the

problems with the aim to save time), (ii) holistic wellbeing (mental, emotional and physical) and care, (iii) progressive (materialise the “implementation process” in the direction to minimise the defect, review and continuous improvement), (iv) sustainable, solid (strong and stable) and fluid (flexible and adjustable), (v) farsighted (future oriented), (vi) perfect (absence or minimal error; highest quality and excellent standard), (vii) holistic benefit (mutually beneficial across all levels), (viii) emergent (able to anticipate and accommodate unpredictable circumstances), (ix) simplify, (x) well aligned with work community which reflects positive and healthy workplace interpersonal relations, and (xi) value-based (values should be embedded with the organisation goals and strategies - plan and enforcement; and employee and organisations outcomes).

All the above-mentioned features must be present to guarantee the holistic benefit of HRM implementation. These characteristics can be adjusted based on the internal factors (employee characteristics, talent and skills; business goal and strategies; work culture, nature of the industry, and organisational sector and size) and external factors (political, economic, social, technology, legal, competitors, culture). In the same line of view, Paauwe, Guest, & Wright, (2013) found that the implementation of a full set of advanced HR policies and practices is good for organisations and their customers. The challenge is to effectively implement all the chosen HR practices embedded within a work community; as the practices may conflict with each other, with the employee’s personality, talent and values; and interpersonal relations by having differing aims and objectives. Hence, the researcher highly recommends that an HR specialist be elected within an organisation to implement the state-of-the-art HRM implementation carefully and successfully by analysing the internal factors (employee characteristics, talent and skills; business goal and strategies; work culture, nature of the industry, and organisational sector and size) and external factors (political, economic, social, technology, legal, competitors, culture).

The positive valence of HRM implementation or the state-of-the-art HRM implementation is a step in the right direction towards resolving the problems related to employee wellbeing and performance. Past studies have proven HRM to positively effect employee wellbeing, such as job satisfaction (Mohr & Zoghi, 2008; Guest, 1999;

Demerouti et al., 2001), organisational commitment (Bryson & White, 2008), and happiness (Peiro et al., 2014). Besides, several researchers (Oswald et al., 2009; Böckerman, Bryson & Ilmakunnas, 2012) have proven that happier workers are more productive at work. Studies have also shown that positive experience at work has corresponding effects on other life aspects (Judge & Watanabe, 1994; Kabanoff, 1980). Of critical importance here is that employee wellbeing is the core need for employees to function and perform sustainably in an organisation. Hence, the positive valence of HRM implementation needs to be prioritised by employers to sustain employee wellbeing. Furthermore, employees' wellbeing at work improves their overall quality of life because they would spend a considerable/long amount of time at work. The employees who evaluated their organisation highly as a result of the positive valence of HRM implementation and positive wellbeing effect were shown to contribute to a good organisation reputation, which leads to high employees/customers retention, good recommendation and overall positive experience of customers.

The negative valence of HRM implementation is a direct threat to employee wellbeing and an indirect threat to employees' outcomes (job performance and personal life) and organisation outcome. Over time, the negative employee wellbeing effect (e.g., high-stress level, burnout, depression), health (e.g., severe headache, high blood pressure, body pain), deteriorate their quality of life and lead to poor job performance (e.g., presentism, low productivity, low efficiency or high absents). Such consequences further lead to (i) unnecessary organisational expenditures to address high turnover, particularly of irreplaceable and valuable employees; (ii) recruiting and training new employees, (iii) medical expenses, and (iii) leaves and compensations, among others. Further, Darr and Johns (2008) indicate that employees use absenteeism as a coping response to illness. Additionally, organisations reflect a toxic culture as a result of the negative valence of HRM implementation and subsequently. Further, the negative wellbeing effects would lead to issues of retaining valuable employees and a bad organisation reputation. Consequently, their reputation will determine their brand name, thus having difficulty attracting good employee candidates. Das and Baruah (2013) assert that employee retention is vital for the long-term health and success of organisations.

### 9.3.1 CHALLENGES IN STATE-OF-THE-ART HRM IMPLEMENTATION

Given the reality of today's turbulent business environment, it would be challenging to effectively adopt a state-of-the-art HRM implementation. The reality can be either due to internal or external environments which are toxic, ignorant, turbulent, fragile, fragmented and precarious; complex, uncertain (e.g., crisis); evolutionary and dynamic changes (e.g., organisational restructuring, downsizing, competitive, globalisation, business environment, faster changes in customer and market demands). In the same line of view, the research findings have stated the examples of challenges encountered by the research participants in their organisation under the dimension of 'other forces' (see Section 8.2.2.) and how it effects the HRM implementation factors (management/mismanagement and relations) within the organisation.

Guest (1995) and Truss et al. (1997, p. 70) claimed that the reality is 'hard' because the interests of organisations sometimes prevail over those of the individuals. Legge (1998) also asserts that while management may claim the rhetoric of a new approach and a new concern for employees, the reality is harsher. Lambrechts et al. (2008) note that an organisational change is influenced by the external or internal environment. Similarly, Mintzberg (1978) claims:

*In general terms, strategy formation in most organisations can be thought of as revolving around the interplay of three basic forces: (a) an environment that changes continuously but irregularly, with frequent discontinuities and wide swings in its rate of change, (b) an organisational operating system, or bureaucracy, that above all seeks to stabilise its actions, despite the characteristics of the environment it serves, and (c) a leadership whose role is to mediate between these two forces, to maintain the stability of the organization's operating system while at the same time insuring its adaptation to environmental change. Strategy can then be viewed as the set of consistent behaviours by which the organisation establishes for a time its*

*place in its environment, and strategic change can be viewed as the organization's response to environmental change, constrained by the momentum of the bureaucracy and accelerated or dampened by the leadership.*

However, given the impact that the HRM implementation has on employee and organisation outcomes, it is imperative for any organisation which has the power and influence to effectively adopt the state-of-the-art HRM implementation should materialise it. Any organisation that has already implemented the state-of-the-art HRM implementation should be a role model. Any limitation or loopholes within the implementation subsequently could effect the employees' wellbeing negatively since all these aspects are connected to an overarching scale. For example, if an organisation implements an excellent facility but poor policy then these contradicting implementations will effect employee wellbeing negatively. The importance of a holistic approach to HRM implementation will be discussed in the following section.

### **9.3.2 HOLISTIC APPROACH TOWARD HRM IMPLEMENTATION**

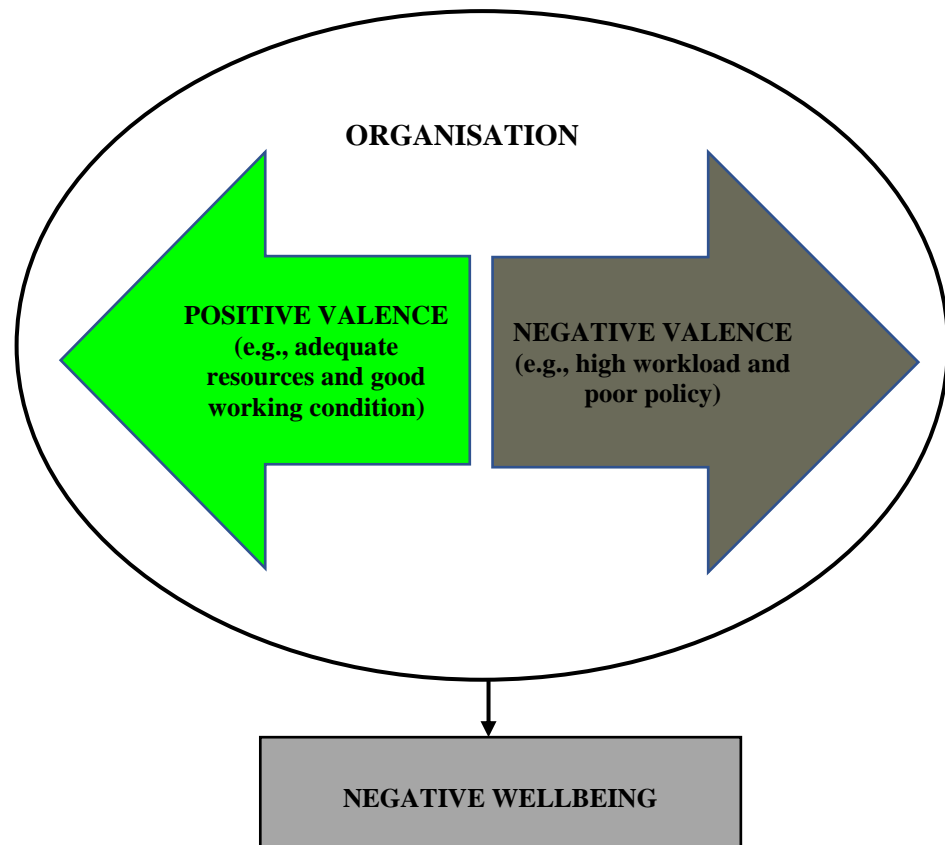
According to the research findings, to achieve the positive valence or state-of-the-art HRM implementation, it is essential to implement all the HR practices and workplace relations effectively in a holistic manner. This depends on the set of HR practices and roles that the employer chooses to implement, based on the internal factors (employee characteristics, talent and skills; business goal and strategies, work culture, nature of the industry, and organisational sectors and size) and external factors (political, economic, social, culture, technology, legal, competitors). The research shows that opening the black box on HRM implementation and its effects from the employee perspective, suggests that a negative and positive valence HRM context can co-exist, and positive features do not necessarily compensate for negative features, particularly with respect to employee perceptions of wellbeing outcomes.

The research finding is in line with Peccei's (2004) sceptical view which suggests that when the implementation of HR practices is not implemented in an aligned manner and given the same importance, then the benefit effects end up cancelling each other out. Similarly, Guest (1999) point out: '...that all too often in the past, management had failed to align their human resource systems with business strategy and therefore failed to utilise their human resources to the full; and in a rapidly changing and ever more competitive world this had become an essential requirement for corporate success'. Studies by Jiang, Lepak, Hu and Baer (2012), found that a well-aligned HRM enhances employees' skills and abilities and gives them the autonomy and opportunities to apply their skills. Other scholars (Hope-Hailey et al., 2005; Khilji & Wang, 2006) note that not every organisation succeeds in effectively implementing all the HRM practices successfully, and as a result, the implementation of all the HRM practices is not always aligned with each other. Buller and McEvoy (2012) and Antwi et al., (2016) suggest that HRM practices be seen as effective if they are implemented successfully under the prescriptions of an organisation's strategy and thus create valuable strategic resources that sustain organisational performance. A well-aligned HRM is also linked to a variety of organisational outcomes, including human capital and financial performance. Apart from implementing a well-aligned HRM, the work community's collective wellbeing needs to be intertwined with an organisation's vision and mission; its internal business strategy, structure, systems and goal; and its HR architecture, culture, work community, policies, principles and activities. The aim is to mutually benefit all. Thus, this research justifies the importance of a *holistic* approach toward the state-of-the-art HRM implementation. To achieve holistic employee wellbeing (mental, emotional, physical and relational), it is important to ensure that all key HRM practices are implemented effectively.

Figure 9.1 below which was replicated from Figure 7.6 reflects the implementation of the positive and negative valences of HRM implementation context which is shown to be in an opposite direction. This indicates the valence of HRM implementation context is not pushing in one direction to achieve the mutual goal of positive employee and organisation outcome. The research

finding demonstrated was as a result of some organisations do implement both the positive and negative valences of HRM implementation. As a result of that, employees do experience the wellbeing outcome based on the weightage and frequency of positive and negative valences of HRM implementation context. However, in this research setting most employees do experience negative wellbeing although the organisation implements both the positive and negative valences of HRM. For example, the research shows that when one HR practice is implemented positively (e.g., adequate resources and good working conditions) but another HR practice is implemented negatively (e.g., high workload and poor policy), leads to negative employee wellbeing. The same pattern is observed within the workplace relations context; for example, one positive valence implementation of workplace relations (e.g., kindness) does not complement another negative valence implementation of workplace relations (e.g., sexual harassment). Similarly, the presence of positive valence of workplace relations (e.g., friendly), but accompanied with the negative valence of HR practice (e.g., lack of basic learning and development programme/resources to operate effectively), is shown to effect employee wellbeing negatively.





**Figure 9.1.: The Implementation of HRM and its Outcomes (Conflicting Valence)**

The holistic approach toward HRM implementation context will minimise the negative effect and elevate the positive employee and organisation outcomes. The positive valence of HRM implementation needs to be ensured across the HRM implementation context, all the HR practices and workplace relations. An HRM implementation needs to be aligned with the work community (e.g., leader and/or employees) who personify positive values and requisite or advanced knowledge. Any misalignment or loophole in the HRM implementation has the potential to create conflicting wellbeing outcomes and deteriorate employee wellbeing.

When the positive valence of HRM implementation is successfully implemented across all HR practices and workplace relations, their mutually reinforcing characteristics are activated to produce beneficial effects both to

elevate employee and organisation outcomes. The underlying importance here is that no matter which set of HR practices an organisation chooses to implement, the employer needs to ensure that all the HR practices are given equal importance and the same applies to the workplace relations. Such a measure is to avoid a conflicting outcome.

#### **9.4 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

As with the previous studies, this researcher is aware that it has limitations and future research will present new evidence and provide further development on the subject. This section will discuss the limitations, how the researcher addresses these and the scope for future research.

The first limitation of this research is the focus on employee evaluation which represents the employee perspective. Thus, it lacks holistic and critical evaluation from other workplace relations (e.g., top management, middle management, line management, supervisor, team leader, disabled employees, suppliers etc). Although this research has covered a few interview commentaries from the leader's perspective, the main research focus was from an employee's perspective. Hence, the employee perspectives could differ from other workplace relations perspectives. Since this research is designed to take into consideration of employee evaluation, it could not be determined if employees themselves were perpetrators which accounts for the negative valence of the HRM implementation context. Perpetrators here mean the employees may have exaggerated the input; provide biased or inaccurate input; as a result of limited knowledge, experience or fear of the employer or governance within the organisation etc. Having said this, all the research participants from various organisations and backgrounds cannot exaggerate their input. Thus, this research has addressed this limitation by adopting the thematic, case network and matrix analyses which observe and agrees on a similar pattern and causal link to the research outcome. Past scholars have highlighted that HRM research is often exclusively managerially focused and biased; and ignores employees' perceptions (Boon et al., 2011; Boxall & Macky, 2014; Keenoy, 1997; Godard & Delaney, 2000; Fiorito, 2002; Gibb, 2001;

Sparham & Sung, 2007; Harley et al., 2007; Guest, 2001, p. 1099; Becker & Huselid, 2006; Nishii et al., 2008; Legge, 1998, p. 14). Such lack of understanding has led to managers' unitarist assumptions, which are believed to apply to employees as well (Thompson, 2011). Employees' response differs from managers' because the former is generated by the employees' knowledge, value, and background. Employers may implement HRM that is consistent with their organisation's outcome and may exploit their employees at the expense of the latter wellbeing. Bowen and Ostroff (2004) were among the first scholars to raise concerns about the one-sided focus of the HRM approach and emphasise the significance of the psychological processes that employees experience. This is because HRM does not directly influence organisation performance (Katou & Budhwar, 2007), but such an outcome is achieved through employees. In the same line of view, several scholars (Godard & Delaney, 2000; Fiorito, 2002; Gibb, 2001; Wright and Nishii, 2007; Guest, 2002, p. 335; Nishii et al. 2008) highlight the limited HRM research focusing on employee perspective. The HRM process models emphasise that employees' perceptions (Veld, Paauwe & Boselie, 2010) and employees' responses (Purcell & Kinnie, 2008) will have an influence on their behaviours and attitudes, which can have an impact on their performance. Clark, Mabey, and Skinner (1998) denote that employee are the primary recipients and consumers of HRM, yet their voices have been unreasonably silenced. An understanding of employees' views can provide insights into the effectiveness of an HRM implementation (Nishii et al., 2008). As Guest (1999) advocates: 'The inside view should become more prominent if we are to gain a fuller understanding of the HRM phenomenon'. This statement refers to employees' views. Hence, future research needs to continue to explore from the employee perspective and other workplace relations perspectives to receive an honest and unbiased input in relation to the effectiveness of HRM implementation within an organisation.

The second limitation is related to the research sample. Although the research sample is based on research participants from different ranks, roles, organisations, and geographical areas, they were sampled only from those in the UK. Hence, some aspects of the findings may not be generalised because the structure, system, culture, internal and external environments; and the nature of organisations varies from one country to another. However, the current findings are validated by observing similar patterns

within the collective evidence and other academic publications. Further, the qualitative nature of the research has provided depth and richness through in-depth exploration. Future research may explore the subject in a different organisation setting and country to contribute both theoretically and empirically to the state-of-the-art HRM implementation as employee wellbeing is a global issue. José (2019) notes: ‘Workforce unwellness could be costing the global economy 10-15 per cent of annual economic output’. WHO states: ‘Depression and anxiety have a significant economic impact; the estimated cost to the global economy is US\$ 1 trillion per year in lost productivity (www.who.int.com)’.

Third, this research is limited in the sense that not all HR practices, workplace relations; employee and organisation outcomes were explored. Future studies may explore other aspects of HR architecture, which comprises the HRM implementation context, such as the HRM structure, system, different bundles, HR practices, and workplace relations. While this research has focused on some employee outcomes (wellbeing, job performance and personal life) and organisation outcomes, future research may expand on the existing or other dimensions of employee and organisation outcomes. For example, future research may focus on the impact of some recent highlighted similar global events such as covid or different pandemics, remote and/or hybrid working, lockdown, recession, natural disasters, and terrorist and/or racism attacks on the workplace, employer and employee outcomes. These events certainly have created new challenges both for the employer and employees. Workplace wellness data from Champion Health revealed: ‘An astounding 90% of UK employees thought the pandemic had an impact on their mental health. Of these, 40% said it had a moderate or significant impact on their wellbeing. Almost 60% experienced some symptoms of depression and 26% experienced moderate to severe levels of anxiety in 2020 (www.allianzcare.com). Additionally, Allianzcare.com reveal the remote working effect: ‘84% of UK businesses said they have observed presenteeism, where employees regularly work more than their allocated hours or work when they are ill. This practice is detrimental to overall health and wellbeing and there is likely to be a move to tackling this as we move to a hybrid working model’.

The fourth limitation consists of other forces. Past studies such as Mintzberg (1978), Devanna et al. (1984), and Mello (2006) have addressed the other forces, especially from the viewpoint of the environment. Based on the findings of this research, other forces consist of organisation size and sector, nature of job, style of working, economic, competitors, politics, trends, clients/customers, personal and family. Other forces refer to the forces which are uncontrollable by the research participants but do influence the HRM implementation factors, (i) management/mismanagement and (ii) relations. Future research may further explore or expand on the other forces that do effect HRM implementation.

Fifth, this research presents a universal and holistic theoretical model (see Figure 7.1) which consist of universal dimensions and themes which can be implemented in different setting, sector, industry, internal and external environments; country and culture with adjustments. Hence, future research can implement the theoretical model to their context and may explore either the micro perspectives (each layer individually) or macro perspectives (employ the entire model and probably discover more layers).

Sixth, future research may undertake a time-based analysis of mode (longitudinal research) to understand the effect of an HRM implementation on employee and organisation outcomes over a longer period, in one or more organisations. This will provide more accurate findings on the sustainability of employee and organisation outcomes.

Seventh, this research has proposed a holistic approach to HRM implementation. Overall, the research findings show the importance of holistic positive valence of HRM implementation context because the positive valence of HRM does not have a positive wellbeing effect on employees amidst the presence of negative valence of HRM implementation context. Hence, future research could be directed toward examining how a holistic approach might materialise. The challenges which lead to the negative valence of HRM implementation context in an organisation should further be explored to produce sound scientific solutions. The aim is to minimise the challenges and to materialise the holistic approach toward state-of-the-art HRM implementation.

In a conclusion, this research has provided future research avenues. There is a huge scope for future research to refine and build upon and strengthen the findings, as well as minimise the limitations of the current study.

## **CHAPTER SUMMARY**

In this chapter, the researcher has presented the key theoretical contributions between the HRM implementation context and its outcomes. The researcher provides professional recommendations which can be categorised into employee characteristics, support, assistance and guidance; HR practices and workplace relations. Drawing together the findings, the research proposes a holistic approach to HRM implementation that recognises the interplay between different negative and positive aspects of the implementation context. The evidence, scrutinised through case network and matrix analyses demonstrate that overall, the positive valence of HRM does not have a positive wellbeing effect on employees amidst the presence of negative valence of HRM implementation context. A holistic approach to understanding the HRM implementation context recognises the interplay between features of the context and the importance of understanding how each element might be weighted when evaluated by employees. In the final section, the researcher addresses the limitations of this research and proposes recommendations for future research. In summary, we close with directions for future researchers and practitioners' thinking, analysis, and actions on this new strength towards (i) the holistic approach towards the state-of-the-art HRM implementation, (ii) emphasis on employees' positive characteristics and (iii) materialise the professional recommendations.

## REFERENCES

Alfes, K., Shantz, A., Truss, C. and Soane, E. (2013) 'The link between perceived human resource management practices, engagement and employee behaviour: a moderated mediation model', *The International Journal of Human Resource Management*, 24(2), pp.330-351.

Allianzcare.com., viewed on 14 February 2022, ([www.allianzcare.com](http://www.allianzcare.com))

Alnaqbi, W. (2011) 'The relationship between human resource practices and employee retention in public organisations: an exploratory study conducted in the United Arab Emirates'. <https://ro.ecu.edu.au/theses/424>

Alvesson, M., & Kärreman, D. (2007) 'Unraveling HRM: Identity, ceremony, and control in a management consulting firm', *Organization Science*, 18, pp. 711–723.

Andersson, B.E. and Nilsson, S.G. (1964) 'Studies in the reliability and validity of the critical incident technique', *Journal of Applied Psychology*, 48(6), pp. 398–403.

Antwi, J.O., Antwi, C.O., Ampadu, S. and Osei-Boateng, M. (2016) 'Assessing the human resource management practices of public banks from employees' perspective: case study of selected branches of Ghana commercial bank, Kumasi', *Global Journal of Human Resource Management*, 4(1), pp.13-3.

Armstrong, M (1999) *A Handbook of Human Resource Management Practice*. 7<sup>th</sup> edn. London: Kogan, pp.117.

Armstrong, M. (2006) *A Handbook of Human Resource Management Practice*. 10<sup>th</sup> edn. London: Kogan Page.

Armstrong, M. and Baron, A. (2002) *Strategic HRM: The Key to Improved Business Performance*. London: CIPD

Armstrong, M. and Taylor, S. (2014) *Armstrong's Handbook of Human Resource Management*. London: Kogan Page Publishers.

Arthur, M. B. (1994) 'The boundaryless career: a new perspective for organizational inquiry', *Journal of Organizational Behavior*. 15, pp.295-306

Arthur, J. B., & Boyles, T. (2007) 'Validating the human resource system structure: A level-based strategic HRM approach', *Human Resource Management Review*, 17, pp.77–92.

Aryee, S., Walumba, F. O., Seidu, E. Y. M. and Otake, L. E. (2012) 'Impact of high-performance work systems on individual- and branch-level performance: Test of a multilevel model of intermediate linkages', *Journal of Applied Psychology*, 97, pp.287–300.

Ashmore, M., & Reed, D. (2000). Innocence and nostalgia in conversation analysis: The dynamic relations of tape and transcript. *Forum: Qualitative Social Research*, 1(3), (n. p.). Retrieved June 24, 2009, from <http://www.qualitative-research.net/index.php/fqs/article/view/1020/2199>

Avolio, B. J., Walumbwa, F. O. and Weber, T. J. (2009) 'Leadership: Current theories, research, and future directions', *Annual Review of Psychology*, 60, pp.421–449.

Ayanda, O.J. and Abdulkadir, D.S. (2011) 'An Evaluation of Strategic Human Resource Management (SHRM) Practices in Nigerian Universities: The Impact of Ownership Type and Age', *European Journal of Economics, Finance and Administrative Sciences*, 32(7), pp.7-25.

Ayres, L., Kavanagh, K., Knafl, K., (2003) 'Within-case and across-case approaches to qualitative data analysis', *Qualitative Health Research*, 13, 871–883.

Babakus, E., Yavas, U., Karatepe, O. and Avci, T. (2003) 'The effect of management commitment to service quality on employees' affective and performance outcomes', *Journal of the Academy of Marketing Science*, 20(10), pp.1–15.

Beheshti, N. (2019, January 16). 10 Timely Statistics about the Connection between Employee Engagement and Wellness. <https://www.forbes.com/sites/nazbeheshti/2019/01/16/10-timely-statistics-about-the-connection-between-employee-engagement-and-wellness/?sh=58281ee22a03>

Bainbridge, S. (1998) 'Privately ordered participatory management: An organizational failures analysis,' *Delaware Journal of Corporate Law*, 23(3), pp.979–1076.

Bamberger, P. and Meshoulam, I. (2000) *Human Resource Management Strategy*. Thousand Oaks, CA: Sage.

Baptiste, N.R. (2008) 'Tightening the link between employee wellbeing at work and performance: a new dimension for HRM', *Management Decision*. 46, pp.284–309.

Barling, J., Iverson, R. and Kelloway, K. (2003) 'High-quality work, job satisfaction, and occupational injuries', *Journal of Applied Psychology*, 88(2), pp. 276–283.

Barney, J. B. (1991) 'Firm resources and competitive advantage', *Journal of Management*, 17, pp.99–120.

Barney, J. B. (2001) 'Is the resource-based "view" a useful perspective for strategic management research?', *Academy of Management Review*, 26(1), pp.41-56.

Barney, J.B. and Arian, A.M. (2001) The Resource-Based View: Origins and Implications. In: Hitt, M.A., Freeman, R.E. and Harrison, J.S., Eds., *The Blackwell Handbook of Strategic Management*, Wiley-Blackwell, Hoboken, 124-188.

Bartel, A.P. (2004) 'Human resource management and organizational performance: evidence from retail banking', *Industrial and Labor Relations Review*, Vol. 57 No. 2, pp. 198-203.

Bartels, A.L., Peterson, S.J. and Reina, C.S. (2019) 'Understanding wellbeing at work: Development and validation of the eudaimonic workplace wellbeing scale', *Plus One*, 14(4).



- Batt, R. and Colvin, A. (2011) 'An employment systems approach to turnover: HR practices, quits, dismissals, and performance an employment systems approach to turnover: HR Practices, quits,' *Academy of Management Journal*, 54(54), pp.695–717.
- Beardwell, J. and Thompson, A. (2014) *Human Resource Management. A Contemporary Approach*. 7th edn. FT Publishing International.
- Becker, B. E. and Gerhart, B. (1996) 'Human resources and organizational performance: Progress and prospects', *Academy of Management Journal* (Special Issue: Human Resources and Organizational Performance), 39(4), pp.779–801.
- Becker, B. E. and Huselid, M. A. (1998) 'High performance work systems and firm performance: A synthesis of research and managerial implications', *Research in Personnel and Human Resource Management*, 16, pp.53-101.
- Becker, B.E. and Huselid, M.A. (2006) Strategic Human Resources Management: Where Do We Go from Here? *Journal of Management*, 32, pp.898.
- Beer, M., Spector, B., Lawrence, P. R., Quinn Mills, D. and Walton, R. E. (1984) *Managing Human Assets*. New York: Fress Press.
- Beltrán-Martín, I., Roca-Puig, V., Escrig-Tena, A. and Bou-Lluser, J. (2008) 'Human resource flexibility as a mediating variable between high performance work systems and performance', *Journal of Management*, 34(5), pp.1009-1044.
- Berg, J., Dutton, J. and Wrzesniewski, A. (2008) 'What is job crafting and why does it matter', Regents of the University of Michigan.
- Bertero, C. O., Alcadipani, R., Cabral, S., Faria, A., & Rossoni, L. (2013) 'Os desafios da produção de conhecimento em administração no Brasil [The challenges of management knowledge production in Brazil]'. *Cadernos Ebape.Br*, 11, 181–196.
- Bhaskar, R. (1989) *Reclaiming reality*. London: Verso.
- Bhaskar, R. (1998) *Philosophy and scientific realism*. In Margaret Scotford Archer (edn.), *Critical Realism: Essential Readings*. Routledge. pp.16-47.
- Bhaskar, R. (2008) *A Realist Theory of Science*. London: Verso (originally published by Harvester Press 1978).
- Blau, P.M., (1964) *Exchange and Power in Social Life*. New York: Wiley.
- Blaxter, L., Hughes, C. and Tight, M. (2001) *How to Research*. 2nd edn. London, UK: Open University Press.
- Blog.smarp.com., viewed on 2 March 2022, <https://blog.smarp.com/employee-engagement-8-statistics-you-need-to-know>

Böckerman, P., Brysonb, A. and Ilmakunnas, P. (2012) 'Does high involvement management improve worker wellbeing?' *Journal of Economic Behavior & Organization*, 84, pp.660-680.

Bolton NHS FT., viewed on 8 July 2020, ([www.boltonft.nhs.uk.com](http://www.boltonft.nhs.uk.com)).

Boon, C., Den Hartog, D.N., Boselie, P. and Paauwe, J. (2011) 'The relationship between perceptions of HR practices and employee outcomes: examining the role of person-organisation and person-job fit', *International Journal of Human Resource Management*, 22(1), pp.138–162.

Boselie, P., Dietz, G. and Boon, C. (2005). 'Commonalities and contradictions in HRM and performance research', *Human Resource Management Journal*, 15(3), 67–94.

Bowen, D.E., and Ostroff, C. (2004) 'Understanding HRM-Firm performance linkages: the role of the "strength" of the HRM system', *Academy of Management Review*, 29(2) pp. 203-221.

Boxall, P. (1992) 'Beginnings of a new theoretical sophistication?', *Human Resource Management Journal*, 2, pp. 60-79.

Boxall, P. (1996) 'The Strategic human resource management: beginning of a new theoretical sophistication?', *Human Resource Management Journal*, 2(3), pp.60-79.

Boxall, P. (2007) 'Strategic Human Resource Management: Beginnings of A New Theoretical Sophistication?' *Human Resource Management Journal*, 2(3), pp.60 – 79

Boxall, P. and Purcell, J. (2003) *Strategy and Human Resource Management*. New York: Palgrave Macmillan.

Boxall, P. & Purcell, J. (2008) *Strategy and Human Resource Management* (2nd ed.). Basingstoke, Hampshire: Palgrave MacMillan.

Boxall, P., Ang, S. and Bartram, T. (2011) 'Analysing the 'black box' of HRM: Uncovering HR goals, mediators, and outcomes in a standardized service environment', *Journal of Management Studies*, 48(7), pp.1504-1532.

Boxall, P. and Purcell, J. (2011) *Strategy and Human Resource Management*. 3rd edn. Houndmills: Palgrave Macmillan.

Boxall, P. and Macky, K. (2014) 'High-involvement work processes, work intensification and employee wellbeing', *Work, Employment and Society*, 28(6), pp.963–984.

Boyatzis, R. E., (1998) *Transforming Qualitative Information: Thematic Analysis and Code Development*. Thousand Oaks, CA: Sage.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology,' *Qualitative Research in Psychology*, 3(2), pp.77-101. ISSN 1478-0887

- Braun, V., and Clarke, V. (2013) *Successful qualitative research: A practice guide for beginners*. Sage Publications
- Braun, V. and Clarke, V. (2022) ‘Conceptual and Design Thinking for Thematic Analysis’ *Qualitative Psychology*, 9(1), 3–26.
- Brennan, A. and Lo, Y. S., (2007) ‘Two conceptions of dignity: honour and self-determination’. In Malapss, J. and Lickiss, N. (Eds), *Perspectives on Human Dignity: A Conversation*. Dordrecht: Springer, pp.43–58.
- Brinkmann, S. (2014). ‘Doing without data’. *Qualitative Inquiry*, 20(6), 720–725.
- Brough, P., O’Driscoll, M., Kallilath, T., Cooper, C. L. and Poelmans, S. A. Y. (2009) ‘Workplace Psychological Health: Current Research and Practice’. Cheltenham: Edward Elgar.
- Bryman, A. (1988) ‘Quantity and Quality in Social Research’. London: Routledge.
- Bryman, A. (2012) *Social Research Methods*. 4th edn. Oxford: Oxford University Press.
- Bryson, A. and White, M. (2008) ‘Organizational commitment: Do workplace practices matter?’ Centre for Economic Performance, Discussion Paper No. 881, the London School of Economics and Political Science.
- Bucholtz, M. (2000) ‘The politics of transcription’, *Journal of Pragmatics*, 32(2000), pp.1439–1465.
- Budhwar, P. (2000) ‘A reappraisal of HRM models in Britain’, *Journal of General Management*, 26(2), pp.72–91.
- Buller, P.F., and McEvoy, G.M., (2012) ‘Strategy, Human Resource Management and performance: Sharpening line of sight’, *Human Resource Management Review* 22(1), pp.43-56.
- Burnard, P., Gill, P., Stewart, K., Treasure, E., and Chadwick, B. (2008) ‘Analysing and presenting qualitative data’, *British Dental Journal* 204 (8), pp 429-432.
- Burton, J. (2010) ‘WHO Healthy Workplace Framework and model: background and supporting literature and practice [online]’. Geneva: World Health Organization.
- Cameron, K.S. and Quinn, R.E. (1999) *Diagnosing and Changing Organizational Culture: Based on The Competing Values Framework*. Addison-Wesley, Reading, MA.
- Campbell, D., Edgar, D. and Stonehouse, G. (2011) *Business Strategy: An Introduction*. UK: Palgrave Macmillan
- Cañibano, A. (2011) ‘Exploring the negative outcomes of flexible work arrangements. The case of a consultancy firm in Spain’, Paper presented at the British Academy of Management Conference, London

- Cañibano, A., Basilio, O. and Sanchez, M.P. (2012) 'Organizational innovations: an exploratory study of negative effects', in Sveiby, K.E., Grinperberg, P. and Segercrantz, B. (Eds), *Challenging the Innovation Paradigm*, Routledge, London.
- Cañibano, A. (2013) 'Implementing innovative HRM: trade-off effects on employee well-being', *Management Decision*, Vol. 51 No. 3, pp. 643-660. <https://doi.org/10.1108/00251741311309706>
- Cappelli, P., and Crocker-Hefter, A. (1996) 'Distinctive human resources are firms' core competencies', *Organizational Dynamics*, 24(3), 7–22.
- Carvalho, A. and Areal, N. (2016) 'Great Places to Work: Resilience in Times Of Crisis,' *Human Resource Management*, 55(3), pp. 479–498.
- Chadburn, A., Smith, J. and Milan, J. (2017) 'Productivity drivers of knowledge workers in the Central London office environment', *Journal of Corporate Real Estate*, 19(2), pp. 66-79.
- Chandler, A. D. (1962) *Strategy and Structure: Chapters in The History of The Industrial Enterprise*. Cambridge, M.I.T. Press.
- Chang, E. (2005) 'Employees' overall perception of HRM effectiveness', *Human Relations*, 58, pp.523–544.
- Charmaz, K. (2008) 'Constructionism and the grounded theory'. In: Holstein JA, Gubrium JF, eds. *Handbook of constructionist research*. New York: The Guilford Press, pp. 397-412.
- Chen, Z. X., Tsui, A. S., and Zhong, L. (2008) 'Reactions to psychological contract breach: A dual perspective', *Journal of Organizational Behavior*, 29, pp.527–548.
- Chen, C. J., and Huang, J. W. (2009) 'Strategic human resource practices and innovation performance - The mediating role of knowledge management capacity', *Journal of Business Research*, 62(1), pp.104–114.
- Chen, C., and Chiu, S. (2009) 'The Mediating Role of Job Involvement in the Relationship between Job Characteristics and Organizational Citizenship Behavior.' *The Journal of Social Psychology*, pp. 149, 474-494. <https://doi.org/10.3200/SOCP.149.4.474-494>
- Chipounov, V., Kuznetsov, V. and Candea, G. (2011) S2E: A platform for in-vivo multipath analysis of software systems. In *Proceedings of the International Conference on Architectural Support for Programming Languages and Operating Systems*.
- Chirkov, V. I. and Ryan, R. M. (2001) 'Parent and teacher autonomy support in Russian and U.S. adolescents: Common effects on wellbeing and academic motivation', *Journal of Cross-Cultural Psychology*, 32, pp.618–635.
- Christian, M. S., Garza, A. S., and Slaughter, J. E. (2011) 'Engagement: A quantitative review and test of its relations with task and contextual performance', *Personnel Psychology*, 64, pp.89–136.

CIPD., viewed on 30 May 2020, (<https://www.cipd.co.uk/>).

Clark, T., Mabey, C. and Skinner, D. (1998) 'Experiencing HRM: the importance of the inside story' in C. Mabey, D. Skinner and T. Clark (eds) op cit, 1-13.

Combs, J., Liu, Y., Hall, A. and Ketchen, D. (2006). 'How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance', *Personnel Psychology*, 59(3), pp.501–528.

Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Newbury Park: Sage.

Corti, L., & Thompson, P. (2004) *Secondary analysis of archive data*. In C. Seale, G. Gobo, J. F. Gubrium, & Silverman, D. (Eds.), *Qualitative research practice*. pp. 327-343. London: Sage.

Creswell, J. (2009) *The Oxford Dictionary of Word Origins*. 2nd ed. Oxford, UK: Oxford University Press.

Creswell, J.W. and Clark, V.L.P. (2007) *Designing and Conducting Mixed Methods Research*. Thousand Oaks: Sage.

Creswell, J. W. (2010) *Projeto de pesquisa: métodos qualitativo, quantitativo e misto [Research design: Qualitative, quantitative, and mixed methods approaches]* (3rd ed). Trad. Magda Lopes, Rev. téc. Dirceu da Silva. Porto Alegre, Brazil: Artmed.

Culbertson, S.S., Fullagar C.J. and Mills M.J. (2010) 'Feeling good and doing great: the relationship between psychological capital and wellbeing', *Journal of Occupational Health Psychology*, 15(4), pp.421.

Curtis, S., Gesler, W., Smith, G., & Washburn, S. (2000) 'Approaches to sampling and case selection in qualitative research: examples in the geography of health', *Social Science & Medicine*, 50, 1001–1014. doi: 10.1016/S0277-9536(99)00350-0

Danford, A., Richardson, M., Stewart, P., Tailby, S. and Upchurch, M. (2008), 'Partnership, high performance work systems and quality of working life', *New Technology, Work and Employment*, 23 (3), pp. 151-66.

Darr, W., and Johns, G. (2008) 'Work strain, health, and absenteeism: A meta-analysis', *Journal of Occupational Health Psychology*, 13, pp.293–318.

Das, B. L., and Baruah, M. (2013) 'Employee retention: A review of literature', *Journal of Business and Management*, 14(2), pp.08-16.

Datta, D. K., Guthrie, J. P., & Wright, P. M. (2005) 'Human resource management and labor productivity: Does industry matter?', *Academy of Management Journal*, 48, pp.135–145.

Davidson, C. (2009) 'Transcription: Imperatives for qualitative research'. *International Journal of Qualitative Methods*, 8, pp.1–52.

Deci, E. L. (1975) *Intrinsic Motivation*. New York: Plenum

Deci, E. L. and Ryan, R. M. (2008) 'Facilitating optimal motivation and psychological wellbeing across life's domains', *Canadian Psychology*, 49(1), pp.14-23.

De Dreu, C. K., and Weingart, L. R. (2003) 'Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis', *Journal of Applied Psychology*, 88(4), 741–749.

Delaney, J. T. and Huselid, M.A. (1996) 'The impact of human resource management practices on perceptions of organizational performance', *Academy of Management Journal*, 39(4), pp.949–969.

Delery, J. E. (1998) 'Issues of fit in strategic human resource management: Implications for research', *Human Resource Management Review*, 8, pp.289-309.

Delery, J. E., and Doty, D. H. (1996) 'Models of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions', *Academy of Management Journal*, 39, pp.802–835.

Dema.az.gov., viewed on 4 February 2022, <https://dema.az.gov/sites/default/files/Publications/AR-Terrorism%20Definitions-BORUNDA.pdf>

Demerouti, E., Bakker, A.B., Nachreiner, F. and Schaufeli, W.B. (2001) 'The job demands-resources model of burnout', *Journal of Applied Psychology*, 86, pp.499–512.

Dennis, S. (2021, January 18). Latest global mental health statistics are a warning to employers. <https://www.thehrdirector.com/business-news/health-and-wellbeing/latest-global-mental-health-statistics-provide-a-warning-to-employers/>

Denzin, N.K. and Lincoln, Y.S. (2011) *The Sage Handbook of Qualitative Research*. Sage.

DeSantis L, Noel Ugarriza D.N. (2000) The concept of theme as used in qualitative nursing research, *Western Journal of Nursing Research*, 2000; 22 (3), pp.351–372. doi:[10.1177/019394590002200308](https://doi.org/10.1177/019394590002200308)

Devanna, M.A., Fombrun, C. and Tichy, N. (1981) 'Human Resources Management: A strategic perspective', *Organizational Dynamics*, Winter: 5167.

Devanna, M. A., Fombrun, C. J. and Tichy, N. M. (1984) 'A framework for strategic human resource management'. In C.J. Fombrun, N.M. Tichy, & M.A. Devanna (Eds.), *Strategic Human Resource Management*. New York and Chichester: Wiley.

DictionaryCambridge., viewed on 10 July 2020, (<https://www.dictionary.university/>)

DictionaryMerriam-Webster., viewed on 18 April 2019, (<https://www.merriam-webster.com/dictionary/>)

DictionaryUniversity., viewed on 15 June 2020, (<https://www.dictionary.university/>)

Diefendorff, J.M., Richard, E.M. and Croyle, M.H. (2006) 'Are emotional display rules formal job requirements? Examination of employee and supervisor perceptions', *Journal of Occupational and Organizational Psychology*, 79, pp.273–298.

Diener, E. (1984) 'Subjective wellbeing', *Psychological Bulletin*, 95(3), pp.542–575.

Diener, E. (2000) 'Subjective wellbeing: The science of happiness and a proposal for a national index', *American Psychologist*, 55, pp.34–43.

Diener, E., Emmons, R. A., Larsen, R. J. and Griffin, S. (1985) 'The satisfaction with life scale', *Journal of Personality Assessment*, 49(1), pp.71-75.

Diener, E., Lucas, R. E., & Oishi, S. (2002) Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 463–73). Oxford University Press.

Doeringer, P. and Piore, M. (1971) *International Labor Markets and Manpower Analysis*. Lexington, MA: Heath.

Doi, Y. (2005) 'An epidemiologic review on occupational sleep research among Japanese workers', *Industrial Health*, 43(1), pp.3-10.

Dunford, J.E., Thompson, K., Coxon, F.P., Luckman, S.P., Hahn, F.M., Poulter, C.D., Ebetino, F.H., & Rogers, M.J. (2001) 'Structure-activity relationships for inhibition of farnesyl diphosphate synthase in vitro and inhibition of bone resorption in vivo by nitrogen-containing bisphosphonates', *The Journal of Pharmacology and Experimental Therapeutics*, 296(2), pp.235-42.

Duranti, A. (2007) Transcripts, like shadows on a wall. *Mind, Culture and Activity*, 13(4), 301–310.

Edwards, M. and Peccei, R. (2010) 'Perceived organizational support, organizational identification, and employee outcomes: Testing a simultaneous multifoci model', *Journal of Personnel Psychology*, 9(1), pp.17-26.

Ehrnrooth, M. and Björkman, I. (2012) 'An integrative HRM process theorization: Beyond signalling effects and mutual gains', *Journal of Management Studies*, 49, pp.1109–1135.

Ely, R. J. (2004) 'A field study of group diversity, participation in diversity education programs, and performance', *Journal of Organizational Behavior*, 25(6), pp.755–780.

Eisenhardt, K. M. (1989) 'Building theories from case study research', *Academy of Management Review*, 14, pp.532-550.

Erdogan, B., Bauer, T.N., Truxillo, D.M. and Mansfield, L.R. (2012) 'Whistle while you work a review of the life satisfaction literature', *Journal of Management*, 38(4), pp.1038–83.

Evans, A.P.L. (1986) The Strategic Outcomes of Human Resource Management, *Human Resource Management*, 25(1), pp. 149-167.

- Fabioa, A.D. and Kenny, M.E. (2019) 'Resources for enhancing employee and organizational wellbeing beyond personality traits: The promise of Emotional Intelligence and Positive Relational Management,' *Personality and Individual Differences*, 151.
- Ferris, G. R., Arthur, M. M., Berkson, H. M., Kaplan, D. M., Harrell-Cook, G. and Frink, D. D. (1998) 'Toward a social context theory of the human resource management organization effectiveness relationship', *Human Resource Management Review*, 8, pp.235-264.
- Fiorito, J. (2002) Human resource management practices and worker desires for union representation', in Bennett, J. and Kaufman, B. (Eds), *The Future of Private Sector Unionism in the United States*, M.E. Sharpe, Armonk, NY.
- Firestone, W.A., (1993) 'Alternative arguments for generalizing from data as applied to qualitative research'. *Educational Researcher*. 22, 16–23.
- Flanagan, J.C. (1954) *The Critical Incident Technique*. Psychological Bulletin. 51(4).
- Flick, O. (2009) *An Introduction to Qualitative Research*: Sage Publications.
- Flick, U. (2013) *Introdução à metodologia de pesquisa: Um guia Para iniciantes [Introducing research methodology: A beginner's guide to doing a research project]*. Trad. Magda lopes, rev. Téc. Dirceu da silva, Porto Alegre, Brazil: Penso.
- Florin, J., Lubatkin, M. and Schulze, W. (2003) 'A social capital model of high-growth ventures', *Academy of Management Journal*, 46(3), pp.374-384.
- Fombrun, C. (1984) 'The extremal context of Human Resource Management', In Fombrun, C, Tichy, N.M. and Devanna, M.A. (eds) *Strategic Human Resource Management*. New York: Wiley.
- Foote, D.A. and Li-Ping Tang, T. (2008) 'Job satisfaction and organizational citizenship behavior (OCB) does team commitment make a difference in self-directed teams?', *Management Decision*, 46, pp.933–947.
- Fried, B. J., Topping, S. and Rundall. T. (2000) ' "Groups and teams in organizations." In health care management', *Organization Design and Behavior*, edited by S.Shortell and A.Kaluzny, pp.154–90. Albany, NY: Delmar Publishers.
- Galbraith, J. (1977) *Organizational Design*. Reading, MA: Addison-Wesley.
- Gallie, D. (2005) 'Work pressure in Europe: 1996-2001: trends and determinants', *British Journal of Industrial Relations*, 43(3), pp.351-75.
- Garavan, T.N. (1991) 'Strategic human resource development', *Journal of European Industrial Training*, 15(1), pp.17-30.



Garcia-Carbonell, N.G., Alcazar, F.M. and Gardey, G.S. (2013) 'A Theoretical Model about the double strategic fit of the HRM strategy: Employees' perceptions as connector between formulated and implemented HR practices', *Intangible Capital*, 9(4), pp.991-1020.

Gibb, S. (2001) 'The state of human resource management: evidence from employees' view of HRM systems and staff', *Employee Relations*, 23(4), pp.318-36.

Gilbert, C., De Winne, S., and Sels, L. (2011) 'The influence of line managers and HR department on employees' affective commitment', *The International Journal of Human Resource Management*, 22(8), pp.1618-1637.

Gillespie, N. and Dietz, G. (2009) 'Trust repair after an organization-level failure', *Academy of Management Review*, 34(1), pp.127–145.

Gioia, D. A., Corley, K. G., and Hamilton, A. L. (2012) 'Seeking qualitative rigor in inductive research: Notes on the Gioia methodology', *Organizational Research Methods*, 16, 15–31. <https://doi.org/10.1177/1094428112452151>

Glaser, Barney G. and Anselm L. Strauss. (1967) 'The Discovery of Grounded Theory'. New York: Aldine.

Godard, J. (2001) 'High performance and the transformation of work? The implications of alternative work practices for the experience and outcomes of work', *Industrial and Labor Relations Review*, 54(4), pp.776-805.

Godard, J. and Delaney, J.T. (2000) 'Reflections on the 'high performance' paradigm's implications for industrial relations as a field', *Industrial and Labor Relations Review*, 53(3), pp.482-502.

Gordon, W., & Langmaid, R. (1988) 'Qualitative market research. A practitioner's and buyer's guide'. Farnham, United Kingdom: Gower Publishing.

Golafshani, N. (2003) 'The Qualitative Report Understanding Reliability and Validity in Qualitative Research', *Understanding Reliability and Validity in Qualitative Research*.

Gore, C., Murray, K. and Richardson, B. (1992) *Strategic Decision-Making*. London, Villiers House.

Goss, D. (1997) *Human Resource Management: The Basic*. London: International Thompson Business Press.

Gould-Williams, J. (2004) 'The effects of 'high commitment' HRM practices on employee attitude: The views of public sector workers', *Public Administration*, 82(1), pp.63–81.

Grammar.CollinsDictionary., viewed on 15 August 2020, ([www.grammar.collinsdictionary.com](http://www.grammar.collinsdictionary.com)).

Grant, R. M., (1991) 'The Resource-Based Theory of competitive advantage: Implications for strategy formulation', *California Management Review*, 33(3), pp.114-135.

Grant, R. M., (2010) *Contemporary Strategy Analysis and Cases: Text and Cases*. New York: John Wiley and Sons.

Gratton, L. and Truss, C. (2003) 'The three-dimensional people strategy: putting human resources policies into action', *Academy of Management Executive*, 17(3), pp.74-86.

Green, J. Franquiz, M. and Dixon, C. (1997) 'The myth of the objective transcript: Transcribing as a situated act', *TESOL Quarterly*, 31(1), pp.172-17. <https://doi.org/10.2307/3587984>

Greenberg, J. and Scott, K.S. (1996) 'Why do workers bite the hands that feed them? Employee theft as a social exchange process,' in *Research in Organizational Behavior: An Annual Series of Analytical Essays and Critical Reviews* (18), eds. B.M. Staw and L.L. Cummings, Greenwich, CT: JAI Press, pp.111–156.

Greenberg, E., Sikora, P., Grunberg, L. and Moore, S. (2005) 'Work teams and organizational commitment: Exploring the influence of the team experience on employee attitudes. Workplace Change Project Working Paper No.12, Institute of Behavioral Science, University of Colorado, Boulder

Guerrero, S. and Barraud-Didier, V. (2004) 'High-involvement practices and performance of French firms', *The International Journal of Human Resource Management*, 15(8), pp.1408-1423

Guest, D. E. (1987) 'Human resource management and industrial relations', *Journal of Management Studies*, 24, pp.503–21.

Guest, D. E. (1989) 'Human Resource Management: Its implications for industrial relations and trade unions', In Storey, J. (ed.) *New Perspectives on Human Resource Management*. London: Routledge

Guest, D. E. (1995) 'Human resource management, trade unions and industrial relations', in Storey, J. (Ed.), *HRM: A Critical Text*, Routledge, London.

Guest, D. E. (1997) 'Human resource management and performance: a review and research agenda', *The International Journal of Human Resource Management*, 8(3), pp. 263-76.

Guest, D. E. (1999) 'Human resource management – the workers' verdict', *Human Resource Management Journal*, 9(3), pp. 5-26.

Guest, D. E. (2001) 'Human resource management: when research confronts theory', *International Journal of Human Resource Management*, 12(7), pp.1092-106.

Guest, D. E. (2002) 'Human resource management, corporate performance and employee wellbeing: building the worker into HRM', *Journal of Industrial Relations*, 44(3), pp.335-58.

Guest, D. E. (2011) 'Human resource management and performance: Still searching for some answers', *Human Resource Management Journal*, 21, pp.3–13.

- Guest, D., and Conway, N. (2002) Communicating the psychological contract: An employer perspective. *Human Resource Management Journal*, 12, pp.22–38
- Guest, D., and Conway, N. (2004) Employee Wellbeing and the Psychological Contract: a Report for the CIPD, London: CIPD.
- Guest, D. E., and Bos-Nehles, A. (2013) HRM and performance: The role of effective implementation. In J. Paauwe, D. Guest, & P. Wright (Eds.), *HRM and performance: Achievements and challenges* (pp. 79–96). Chichester: Wiley.
- Gulati, J. K. and Monica. (2016) ‘Linkage between business strategy and human resource strategy to gain competitive edge for an organizational success’, *International Journal of Engineering Technology Science and Research*, 3(1), 62-66.
- Guthrie, J. P. (2001) ‘High-involvement work practices, turnover, and productivity: Evidence from New Zealand’, *Academy of Management Journal*, 44(1), pp.180-90.
- Hamel, G. and Prahalad, C.K. (1994), *Competing for the Future*, Harvard Business School Press, Boston, MA.
- Hammersley, M. (1992) *What's wrong with ethnography?* London: Routledge.
- Hammersley, M., and Atkinson, P. (1983) *Ethnography: Principles in practice*. London: Tavistock.
- Hannah, D. and Iverson, R. (2004) ‘Employment relationships in context: implications for policy and practice’, In Coyle-Shapiro, L. Shore, S. Taylor, and L. Tetrick (Eds), *The Employment Relationship: Examining Psychological and Contextual Perspectives* (pp. 332–350). Oxford: Oxford University Press.
- Harley, B., Allen, B. and Sargent, L. (2007) ‘High performance work systems and employee experience of work in the service sector: The case of aged care’, *British Journal of Industrial Relations*, 45(3), pp.607–633.
- Harley, B., Sargent, L. and Allen, B. (2010) ‘Employee responses to “high performance work system” practices: an empirical test of the disciplined worker thesis’, *Work Employment Society*, 24, pp. 740–60.
- Harney, B., and Jordan, C. (2008) Unlocking the Black Box: Line Managers and HRM Performance in A Call Centre Context, *International Journal of Productivity and Performance Management*, 57(4), pp. 275–296.
- Harter, J.K., Schmidt, F.L. and Hayes, T.L. (2002) ‘Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: a meta-analysis’, *Journal of Applied Psychology*, 87(2), pp.268-279.
- Hatch, N.W. and Dyer, J.H., (2004) ‘Human Capital and Learning as a Source of Sustainable Competitive Advantage’, *Strategic Management Journal*, 25(12), pp.1155-1178.

- Hay, C. (2002) *Political Analysis: A Critical Introduction*. Palgrave Basingstoke.
- Hofer, C. W. (1975) 'Toward a contingency theory of business strategy', *Academy of Management Journal*, 18, pp.784-810.
- Hope-Hailey, V., Farndale, E. and Truss, C. (2005) 'The HR department's role in organisational performance', *Human Resource Management Journal*, 15(3), pp.49–66.
- Howell, D. (2009) 'Occupational therapy students in the process of interprofessional collaborative learning: A grounded theory study', *Journal of Interprofessional Care*, 23 (1), pp. 67-80.
- Hutchison, P., Fox, E., Laas, A.M., Matharu, J., & Urzi, S. (2010) 'Anxiety, outcome expectancies, and young people's willingness to engage in contact with the elderly,' *Educational Gerontology*, 36, pp.1008–1021.
- Huselid, M. A. (1994) 'Documenting HR's effect on company performance', *HR Magazine*, 39(1), pp.79.
- Huselid, M. A. (1995) 'The impact of human resource management practices on turnover, productivity, and corporate financial performance', *Academy of Management Journal*, 38(3), pp.635–672.
- Huselid, M. A. and Becker, B. E. (1996) 'Methodological issues in cross-sectional and panel estimates of the human resource–firm performance link', *Industrial Relations*, 35, pp.400–422.
- Huselid, M. A., Jackson, S. E. and Schuler, R. S. (1997) 'Technical and strategic human resource management effectiveness as determinants of firm performance', *Academy of Management Journal*, 40, pp.171–188.
- Huselid, M. A. and Becker, B. E. (2011) 'Bridging micro and macro domains: Workforce differentiation and strategic human resource management', *Journal of Management*, 37(2), pp.421–428.
- Itika, J. (2011) *Fundamentals of human resource management: Emerging experiences from Africa*, Leiden: African Studies Centre.
- Jacobs, R. and Washington, C. (2003) 'Employee development and organizational performance: a review of literature and directions for future research', *Human Resource Development International*, 6(3), pp.343-354.
- Jaewon, K., MacDuffie, J.P. and Pil, F.K. (2010), 'Employee voice and organizational performance: team versus representative influence', *Human Relations*, 63(3), pp. 371-94.
- Jehn, K. A., Northcraft, G. B. and Neale, M. A. (1999) 'Why differences make a difference: A field study of diversity, conflict and performance in workgroups', *Administrative Science Quarterly*, 44(4), pp.741–763.

- Jensen, R. R., and Shumway, J. M. (2010) Sampling our world. In: B. Gomez and J.P. Jones III, eds. *Research methods in geography*. West Sussex, UK: Blackwell Publishing Ltd. pp.77-90.
- Jiang, K., Lepak, D. P., Hu, J. and Baer, J. C. (2012) 'How does human resource management influence organizational outcomes? A metaanalytic investigation of mediating mechanisms,' *Academy of Management Journal*, 55, pp.1264–1294.
- José, C. A. D. S (2019, March 18) These Statistics Prove That Wellness Improves The Workplace Experience. <https://allwork.space/2019/03/these-statistics-prove-that-wellness-improves-the-workplace-experience/>
- Judge, T.A. and Watanabe, S. (1994) 'Individual differences in the nature of the relationship between job and life satisfaction', *Journal of Occupational and Organisational Psychology*, 67(2), pp.101–107.
- Kabanoff, B. (1980) 'Work and nonwork: a review of models, methods, and findings', *Psychological Bulletin*, 88(1), pp.60–77.
- Kaiser, G. and Presmeg, N. (2019) 'Compendium for Early Career Researchers in Mathematics Education', *ICME-13 Monographs*. Springer Nature Switzerland AG: The Springer.
- Kalmi, P. and Kauhanen, A. (2008) 'Workplace innovations and employee outcomes: evidence from Finland', *Industrial Relations*, 35(3), pp.430-459.
- Kane, B., Crawford, J. and Grant, D. (1999) 'Barriers to effective HRM', *International Journal of Manpower*, 20, pp.494–515.
- Kane, M.T. (2001) Current Concerns in Validity Theory. *Journal of Educational Measurement* Winter, 38(4), pp. 319-342
- Kang, S. C. and Snell, S. A. (2009) 'Intellectual capital architectures and ambidextrous learning: A framework for human resource management', *Journal of Management Studies*, 46(1), pp.65–92.
- Kirk, Jerome and Miller, Marc L. (1986) 'Reliability and Validity in Qualitative Research'. *London: Sage*.
- Kanter, R.M. (2003) 'Leadership and the psychology of turnarounds', *Harvard Business Review*, 81(6), pp.58-67.
- Katou, A. A. and Budhwar, P. S. (2007) 'Human resource management systems and organizational performance: A test of a mediating model in the Greek manufacturing context', *International Journal of Human Resource Management*, 17(7), pp.1223–1253.
- Kaufman, B. (2015) 'Evolution of strategic HRM as seen through two founding books: A 30th anniversary perspective on development of the field', *Human Resource Management*, 54(3), pp.389–407.

- Keenoy, T. (1997) 'Review article: HRMism and the languages of re-presentation,' *Journal of Management Studies*, 34, pp.825–41.
- Kehoe, R. R. and Wright, P. M. (2013) 'The impact of high-performance human resource practices on employees' attitudes and behaviors', *Journal of Management*, 39, pp.366–391.
- Keyes, C. L. M. (1998) 'Social wellbeing', *Social Psychology Quarterly*, pp.121–40.
- Khilji, S.E. and Wang, X. (2006) 'Intended' and 'implemented' HRM: the missing linchpin in strategic human resource management research', *International Journal of Human Resource Management*, 17, pp.1171-1189.
- Koch, M. J. and Mcgrath, R. G. (1996) 'Improving labor productivity: Human Resource Management policies do matter', *Strategic Management Journal*, 17(5), pp.335–354.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K. and Thomas, D. (2003) 'The effects of diversity on business performance: Report of the diversity research network', *Human Resource Management*, 42(1), pp.3–21.
- Kossivi, B., Xu, M. and Kalgora, B. (2016) 'Study on determining factors of employee retention', *Open Journal of Social Sciences*, 4, pp.261-268.
- Kozlowski, S. W. J. and Doherty, M. L. (1989) 'Integration of climate and leadership: examination of a neglected issue', *Journal of Applied Psychology*, 74(4), pp.721–742.
- Kozlowski, S. W. J. and Klein, K. J. (2000) 'A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes', In K. J. Klein & S. W. J. Kozlowski (eds.), *Handbook of Organizational Behavior*, pp. 187–223.
- Kozusznik, M.W., Peiro, J.M. and Soriano, A. (2019) 'Daily eudaimonic wellbeing as a predictor of daily performance: A dynamic lens,' *Plos One*, 14(4).
- Kroon, B., Van De Voorde, K. and Van Veldhoven, M. (2009) 'Cross-level effects of high-performance work practices on burnout: Two counteracting mediating mechanisms compared', *Personnel Review*, 38(5), pp.509 – 525
- Kroon, B. and Freese, C. (2013) 'Can HR practices retain flexworkers with their agency?', *International Journal of Manpower*, 34(8) pp. 899-917.
- Kvale, S. and Brinkmann, S. (2009) 'Interviews: Learning the craft of qualitative research interviewing', (2nd ed.). London, United Kingdom: Sage.
- Lado, A. A., Boyd, N. G. and Wright, P. (1992) 'Competency-Based model of sustainable competitive advantage: toward a conceptual integration', *Journal of Management*, 18(1), pp.77-91.
- Lambrechts, O., Demeulemeester, E. and Haroelen, W. (2008) 'Proactive and reactive strategies for resource-constrained project scheduling with uncertain resource availabilities', *Journal of Scheduling*, 11(2), pp.121-136.

- Laosirihongthong, T., Prajogo, D.I. and Adebajo, D. (2014) 'The relationships between firm's strategy, resources and innovation performance resources-based view perspective', *Production Planning & Control*, 25(15), pp.1231-1246.
- Lapadat, J. C. (2000) 'Problematizing transcription: Purpose, paradigm and quality,' *Social Research Methodology*, 3(3), 203–219.
- Lavazza, A. (2016) 'Happiness, Psychology, and Degrees of Realism,' *Frontiers in Psychology*, 7:1148.
- Lawler, E. E. (1986) 'High-Involvement Management. Participative Strategies for Improving Organizational Performance,' San Francisco, CA: Jossey-Bass.
- Lawler, J., Chen, S., Wu, P., Bae, J. and Bai, B. (2011) 'High-performance work systems in foreign subsidiaries of American multinationals: An institutional model', *Journal of International Business Studies*, 42, pp. 202–220
- Lee, M. Y. K. (2008) 'Universal human dignity: some reflections in the Asian context', *Asian Journal of Comparative Law*, 3, pp.283–313.
- Leech, B. L. (2002) 'Interview methods in political science', *Political Science & Politics*, 35(04), pp.663-664.
- Legge, K. (1998) 'The morality of HRM' in op cit C. Mabey, D. Skinner and T. Clark (eds). London: Sage.
- Lepak, D. P. and Snell, S. A. (1999) 'The human resource architecture: Toward a theory of human capital allocation and development', *Academy of Management Review*, 24, pp.31–48.
- Lepak, D.P., Liao, H., Chung, Y. and Harden, E.E. (2006) 'A conceptual review of Human Resource Management systems in Strategic Human Resource Management Research,' *Research in Personnel and Human Resource Management*, 25, pp.217–271.
- Lepak, D.P. and Shaw, J. (2008) 'Strategic HRM in North America: Looking to the future,' *The International Journal of Human Resource Management*, 19(8), pp.1486–1499.
- Levin-Rozalis, M. (2004) 'Searching for the unknowable: A process of detection—Abductive research generated by projective techniques'. *International Journal of Qualitative Methods*, 3(2), pp.1–18
- Levin-Rozalis, M., & Shafran, N. (2003) 'A sense of belonging: A tracer study of Almaya's Parents Cooperative Kindergarten'. *Early Childhood Development: Practice and Reflection* No. 19. The Hague: Bernard van Leer Foundation.
- Lewis, J., et al., (2014) 'Generalising from qualitative research'. In J. Ritchie, J. Lewis, C. McNaughton Nicholls, and R. Ormston, eds., *Qualitative research practice*, 2<sup>nd</sup> ed. London: Sage, 347-366.

- Liao, H., Toya, K., Lepak, D.P. and Hong, Y. (2009) 'Do they see eye to eye? Management and employee perspectives of High-Performance work systems and influence processes on service quality', *Journal of Applied Psychology*, 94, pp.371–391.
- Lucas, K. (2015) 'Workplace Dignity: Communicating Inherent, Earned, and Remediated Dignity,' *Journal of Management Studies*, 52(5): pp. 621-646.
- MacDuffie, J. (1995) 'Human resource bundles and manufacturing performance: Organizational logic and flexible production systems in the world auto industry', *Industrial and Labor Relations Review*, 48(2), pp.197-221.
- Macky, K. and Boxall, P. (2007) 'The relationship between 'high performance work practices' and employee attitudes: An investigation of additive and interaction effects', *The International Journal of Human Resource Management*, 18(4), pp.537–567
- Macky, K. and Boxall, P. (2008) 'High-involvement work processes, work intensification and employee wellbeing: a study of New Zealand worker experiences', *Asia Pacific Journal of Human Resources*, 46, pp.38–55.
- Madlock, P. E. (2008) 'The link between leadership style, communicator competence, and employee satisfaction', *Journal of Business Communication*, 45(1), pp.61–78.
- Marchington, M. and Grugulis, I. (2000) "'Best Practice" Human Resource Management: perfect opportunity or dangerous illusion', *International Journal of Human Resource Management*, 11(6), pp.1104-24.
- Maxwell, J.A. (1992) Understanding and validity in qualitative research. *Harvard Educational Review*, 62 (3), pp.279-300.
- Mey, G., and Mruck, K. (2011) 'Grounded-Theory-Methodologie: Entwicklung, Stand, Perspektiven [Grounded theory methodology: Development, status quo, and perspectives]'. In G. Mey & K. Mruck (Eds.), *Grounded theory reader* (pp. 11–48). Wiesbaden: VS Verlag für Sozialwissenschaften.
- Mello, J. A. (2006) *Strategic Human Resource Management*. Thomson/South-Western.
- Messersmith, J. G., Patel, P. C. and D. P. (2011) 'Unlocking the Black Box: Exploring the Link Between High-Performance Work Systems and Performance', *Journal of Applied Psychology*, 96(6), pp.1105–1118.
- Miles, M. B. and Huberman, A. M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE.
- Mintzberg, H. (1978) 'Patterns in Strategy Formation', *Management Science*, 24(9), pp.934-48.
- Mintzberg, H., Lampel, L, Quinn, J. and Ghoshal, S. (2003) *The Strategic Process*. 4th edn. Prentice Hall publishing, New Jersey.



Mohr, R. and Zoghi, C. (2008) 'High-involvement work design and job satisfaction', *Industrial and Labor Relations Review*, 61(3), pp.275-296.

Monk, J. (1998) 'Government and Trade Unions', *British Journal of Industrial Relations*. 0007–1080 pp.125–135.

Moorman, R. H. (1991) 'Relationships between organizational justice and organizational citizenship behaviors: do fairness perceptions influence employee citizenship?', *Journal of Applied Psychology*, 76(6), pp. 845-55.

Nascimento, L. D. S and Steinbruch, F. K (2019) "The interviews were transcribed", but how? Reflections on management research, *RAUSP Management Journal*, 54(4), pp.413-429. 10.1108/RAUSP-05-2019-0092.

Nataraja, S., and Alamri, M. S. (2016) Strategic human resource management in Saudi Arabia's service sector. *Journal of Competitiveness Studies*, 24(1-2), 91-102.

Newman, A., Thanacoody, R. and Hui, W. (2011) 'The impact of employee perceptions of training on organisational commitment and turnover intentions: A study of multinationals in the Chinese service sector', *International Journal of Human Resource Management*, 22(8), pp. 1765-1787.

Nilsson, S. and Ellström, P-E. (2012) 'Employability and talent management: challenges for HRD Practices', *European Journal of Training and Development*, 36(1), pp.26-45.

Nishii, L.H., Lepak, D.P. and Schneider, B. (2008) 'Employee attributions of the "why" of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction', *Personnel Psychology*, 61(3), pp.503-545.

Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005) 'Constraints and opportunities with interview transcription: Towards reflection in qualitative research', *Social Forces*, 84(2), pp.1273–1289.

Osterman, P. (1994) How Common is Workplace Transformation and Who Adopts it? *ILR Review*. 47(2) pp. 173-188.

Oswald, A. J., Proto, E. and Sgroi, D. (2009) *Happiness and Productivity*. IZA Discussion Paper No. 4645.

OxfordLearnersDictionaries., viewed on 4 May 2020, ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com))

Paauwe, J., Guest, D. and Wright, P. (2013) *HRM And Performance: Achievements and Challenges*. Hoboken, NJ: Wiley.

Page, K. M. and Vella-Brodrick, D. A. (2009) 'The "what," "why" and "how" of employee wellbeing: A new model', *Social Indicators Research*, 90(3), pp.441–458.

Paré, G. and Tremblay, M. (2007) 'The influence of high-involvement human resources practices, procedural justice, organizational commitment, and citizenship behaviours on

information technology professionals' turnover intentions', *Group and Organization Management*, 32(3), pp. 326-357.

Parkinson, J. (2007) Review of scales of positive mental health validated for use with adults in the UK: Technical report. Health Scotland, a WHO Collaborating Centre for Health Promotion and Public Health Development.

Paschoal, T., & Tamayo, A. (2008) Construção e validação da escala de bem-estar no trabalho [Construction and validation of the work well-being scale], *Avaliação Psicológica*, 7(1), pp. 11-22. doi:10.1590/S1415-65552012000200006

Patton, M. Q. (1990) *Qualitative evaluation and research methods*. (2nd ed.). Sage Publications, Inc.

Pearcell, J. A. and Robinson, R. B. Jr. (1994) *Strategic Management: Formulation, Implementation and Control*. USA, Richard D. Irwin Inc.

Pearson, S., Schneider, E., Kleinman, K., Coltin, K. and Singer, J. (2008) 'The impact of pay-for-performance on health care quality in Massachusetts', 2001-2003', *Health Affairs*, 27(4), pp.1167-76.

Peccei, R. (2004) *Human Resource Management and The Search for The Happy Workplace*. Erasmus Research Institute of Management (ERIM). ISBN 90-5892-059-3

Peccei, R., Van De Voorde, K. and Van Veldhoven, M. (2013) 'HRM, wellbeing and performance: a theoretical and empirical review', in D.E. Guest, J. Paauwe and P.M. Wright (eds), *Human Resource Management and Performance: Achievements and Challenges*, Oxford: Wiley-Blackwell.

Pee, L.G. and Kankanhalli, A. (2009) 'A model of organisational knowledge management maturity based on people, process, and technology', *Journal of Information & Knowledge Management*, 8(2), pp.79-99.

Peirce, C. S. (1958) 'Collected Papers of Charles Sanders Peirce'. Vol. 7, *Science and Philosophy*, edited by A. W. Burks. Cambridge, MA: Harvard University

Peirce, C. S. (1960) 'Collected papers (8 vols.)'. C. Hartshorne & P. Weiss (Eds.). Cambridge, MA: Harvard University Press.

Peiro, J.M., Tordera, N., Lorente, L., Rodríguez, I., Ayala, Y. and Latorre, F. (2014) 'Sustainable wellbeing in the workplace: conceptualisation, precedents and challenges', *Psiencia Latin American Journal of Psychological Science*, 1.

Pelletier, L. G., Fortier, M. S., Vallerand, R. J. and Briere, N. M. (2001) 'Associations among perceived autonomy support, forms of self-regulation, and persistence: A prospective study. *Motivation and Emotion*, 25, pp.279-306.

Penrose, E. T. (1959) *The theory of the growth of the firm*, [S.l.]: Blackwell, 1959 (1963).

- Pfeffer, J. (1994) 'Competitive advantage through people: Unleashing the power of the work force', Boston: Harvard Business School Press.
- Peroune, D. L. (2007) 'Tacit knowledge in the workplace: the facilitating role of peer relationships' *Journal of European Industrial Training*, 31(4), 244-258.
- Phillips, D. (2006) *Quality of Life: Concept, Policy, and Practice*. London: Routledge.
- Piercea, J. L., Gardner, D.G. and Crowley, C. (2015) 'Organization-based self-esteem and wellbeing: empirical examination of a spillover effect,' *European Journal of Work and Organizational Psychology*.
- Polit, D. F. and Beck, C. T., (2010) 'Generalization in quantitative and qualitative research: Myths and strategies', *International Journal of Nursing Studies*, 47, pp.1451-1458.
- PositivePsychology.com, viewed on 14 March 2020, (<https://positivepsychology.com/>)
- Porter, M. E. (1980) *Competitive strategy*. New York. NY: The Free Press.
- Porter, M. E. (1985) *Competitive Advantage*. New York: Free Press
- Purcell, J. (1999) 'Best practice and best fit: chimera or cul-de-sac', *Human Resource Management Journal*, 9(3), pp.26-41.
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. and Swart, J. (2003) *Understanding the People and Performance Link: Unlocking the black box*. London: Chartered Institute of Personnel and Development.
- Purcell, J., Kinnie, N., Hutchinson, S., Swart, J. and Rayton, B. (2004) *Vision and Values: Culture and Values as Sources of Competitive Advantage*. London: CIPD.
- Purcell, J. and Hutchinson, S. (2007a) 'Front-line managers as agents in the HRM–performance causal chain: theory, analysis and evidence', *Human Resource Management Journal*. 17 (1).
- Purcell, J. and Kinnie, N. (2008) 'Human Resource Management and business performance', in *The Oxford Handbook of Human Resource Management*, eds. P. Boxall, J. Purcell, and P. Wright, New York: Oxford University Press.
- Ramsay, H., Scholarios, D. and Harley, B. (2000) 'Employees of high-performance work systems: Testing inside the black box', *British Journal of Industrial Relations*, 38(4), pp.501-531.
- Reichers, A. E. and Schneider, B. (1990) 'Climate and culture: An evolution of constructs.' In B. Schneider (Ed.), *Organizational climate and culture*, pp. 5–39. San Francisco: Jossey-Bass.
- Renn R.W. and Vandenberg R.J. (1995) 'The critical psychological states: an underrepresented component in job characteristics model research', *Journal of Management*, 21, pp.279–303.

Rhoades, L., and Eisenberger, R. (2002) 'Perceived organizational support: A review of the literature', *Journal of Applied Psychology*, 87, pp.698-714.

Richards, Lyn and Richards, Tom. (1991) 'The Transformation of Qualitative Method: Computational Paradigms and Research Processes. In Nigel G. Fielding, & Raymond M. Lee (Eds.), *Using Computers in Qualitative Research* (pp.38-53). London: Sage.

Rico, R., Molleman, E., Sánchez-Manzanares, M. and Van der Vegt, G. S. (2007) 'The effects of diversity faultlines and team task autonomy on decision quality and social integration', *Journal of Management*, 33(1), pp.111–132.

Robertson, I. and Cooper, C. (2011) 'Wellbeing: Productivity and Happiness at Work'. Palgrave MacMillan.

Rosiek, J. L. (2013) 'Pragmatism and post-qualitative futures.' *International Journal of Qualitative Studies in Education*, 26(6), 692–705. <https://doi.org/10.1080/09518398.2013.788758>

Rousseau, D. M. (1994) Two ways to change and keep the psychological contract: theory meets practice, Executive Summary for the International Consortium for Executive Development Research, Lausanne, Switzerland.

Rousseau, D. M. (1995) *Psychological Contracts in Organizations: Understanding Written and Unwritten Agreements*. London: Sage

Rousseau, D. M. (2001) 'Schema, promise and mutuality: The building blocks of the psychological contract', *Journal of Occupational and Organizational Psychology*, 74, pp.511-541.

Ryan R. M. and Deci E. L. (2000) 'Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing', *American Psychological Association*, 55, pp.68–78.

Ryan, R. M. and Deci, E. L. (2001) 'On happiness and human potentials: A review of research on hedonic and eudaimonic wellbeing', *Annual Review of Psychology*, 52, pp.141–166.

Ryff, C. D. (1989) 'Happiness is everything, or is it? Explorations on the meaning of psychological wellbeing', *Journal of Personality and Social Psychology*, 57(6), pp.1069.

Sahoo, C. K., Das, S. and Sundaray, B. J. (2011) 'Strategic Human Resource Management: Exploring the key drivers', *Employment Relations Record*, 11(2), pp.18-32.

Saldaña, J. (2012) *The Coding Manual for Qualitative Researchers*. Sage.

Sandelowski, M. (2008) Theoretical saturation. In L.M. Given (Ed.) *The SAGE encyclopedia of qualitative research methods*, volume 2 (pp. 875–876). Thousand Oaks, CA: Sage.

Sanders, K., Dorenbosch, L. and De Reuver, R. (2008) 'The impact of individual and shared employee perceptions of HRM on affective commitment: Considering climate strength', *Personnel Review*, 37, pp.412–415.

- Schaufeli, W. B. and Taris, T. W. (2014) 'A critical review of the job demands-resources model: Implications for improving work and health', In G.F. Bauer & O. Hämmig (Eds.) *Bridging occupational, organizational and public health* (pp. 43–68). Amsterdam: Springer.
- Schein, E. A. (1978) *Career Dynamics: Matching Individuals and Organizational Needs*. Reading, Mass: Addison-Wesley.
- Schneider, B., Parkington, J. J., and Buxton, V. M. (1980). Employee and customer perceptions of service in banks. *Administrative Science Quarterly*, 25, pp.252–267.
- Schuler, R. S. and Macmillan, I. C. (1984) 'Gaining competitive advantage through Human Resource Management Practices', *Human Resource Management*, 23(3), pp.247-255.
- Schuler, R. S. and Jackson, S. (1987) 'Linking competitive strategies with Human Resource Management practices', *The Academy of Management Executive*, 1(3), pp.207–219.
- Schuler, R. S. and Walker, J. W. (1990) 'Human Resource strategy: Focusing on issues and actions', *Organisational Dynamics*, Summer: pp.5-19.
- Seligman, M. E. P. and Pawelski, J. O. (2003) 'Positive Psychology: FAQs', *Psychological Inquiry*, 14, pp.159–163.
- Shuman, V., Sander, D. and Scherer, K. R. (2013) 'Levels of valence', *Frontiers in Psychology*, 4(261). doi: 10.3389/fpsyg.2013.00261
- SHRM.org., viewed on 10 September 2020, ([www.shrm.org/resourcesandtools.com](http://www.shrm.org/resourcesandtools.com))
- Sias, P. M., Krone, K. J. and Jablin, F. M. (2002) 'An ecological systems perspective on workplace relationships.' In M. L. Knapp & J. Daly (Eds.), *Handbook of interpersonal communication* (3rd ed.) (pp.615–642). Newbury Park, CA: Sage.
- Siegrist, J., Wahrendorf, M., Knesebeck, O., Jürges, H. and Börsch-Supan, A. (2006) 'Quality of work, wellbeing, and intended early retirement of older employees: Baseline results from the SHARE study', *European Journal of Public Health*, 17(1), pp.62–68.
- Sobh, R. and Perry, C. (2006) 'Research design and data analysis in realism research', *European Journal of Marketing*, 40(11/12), pp.1194-1209.
- Sonnentag, S. (2015) 'Dynamics of wellbeing', *Annual Review of Organizational Psychology and Organizational Behavior*, 2, pp.261–93.
- Sparham, E. and Sung, J. (2007) 'High performance work practices - Work intensification or 'win-win'?' Centre for Labour Market Studies Working Paper No. 50, University of Leicester
- Steger, M. F., Kashdan, T. B., & Oishi, S. (2008a) Being good by doing good: Daily eudaimonic activity and wellbeing. *Journal of Research in Personality*, 42, pp.22-42.
- Stake, R. E. (1978) The case study method in social inquiry. *Educational researcher*, 7, 5–8.10.3102/0013189X007002005

Stone, A. A. and Mackie, C. (2014) *Subjective Wellbeing: Measuring Happiness, Suffering, And Other Dimensions of Experience*. National Academies Press.

Storey, J. (1987) 'Developments in the management of human resources: an interim report', Warwick Papers in Industrial Relations, No. 17, IRRU, Warwick Business School, University of Warwick, Coventry.

Storey, J. (1992) *Developments in The Management of Human Resources: An Analytical Review*. Blackwell, Cambridge, MA.

Strauss, A. (1998) 'Qualitative analysis for social scientists'. *New York: Cambridge University Press*.

Strauss, A., & Corbin, J. (1990) *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park: Sage.

Takeuchi, R., Lepak, D. P., Wang, H. and Takeuchi, K. (2007) 'An empirical examination of the mechanisms mediating between high-performance work systems and the performance of Japanese organizations', *Journal of Applied Psychology*, 92(4), pp.1069–1083.

Takeuchi, R., Chen, G. and Lepak, D. (2009) 'Through the looking glass of a social system: Cross-level effects of high-performance work systems on employees' attitudes', *Personnel Psychology*, 62, pp.1–29.

Tarafdar, M., Tu, Q., Ragu-Nathan, B.S. and Ragu-Nathan, T.S. (2007) 'The impact of technostress on role stress and productivity', *Journal of Management Information Systems*, 24 (1), pp.301-28.

Taris, T.W., and Schaufeli, W.B. (2015) 'Individual wellbeing and performance at work: A conceptual and theoretical overview'. In M. van Veldhoven, & R.Peccei (Eds.). *Wellbeing and performance at work: The role of context* (pp.15–34). London, United Kingdom: Psychology Press.

Tavory, I., & Timmermans, S. (2014) 'Abductive analysis: Theorizing qualitative research'. The University of Chicago Press.

Taylor, S. J., & Bogdan, R. (1984) 'Introduction to qualitative research methods: The search for meanings.' New York: John Wiley & Sons.

Tekleab, A. G. and Taylor, M. S. (2003) 'Aren't there two parties in an employment relationship? Antecedents and consequences of organization–employee agreement on contract obligations and violations', *Journal of Organizational Behavior*, 24, pp.585–608.

Theriou, G. N. and Chatzoglou, P. (2014) 'The impact of best HRM practices on performance.' *Employee Relations*, 36(5), pp.535-561.

Thompson, P. (2007) 'Making Capital: Strategic Dilemmas for HRM', in S. C. Bolton and M. Houlihan (eds) *Searching for the Human in Human Resource Management*, pp. 81–100. London: Palgrave.

- Thompson, P. (2011) 'The trouble with HRM'. *Human Resource Management Journal*, 21(4), pp.355–367.
- Thorne, S., Armstrong, E., Harris, S., Hislop, T., Kim-Sung, C., Oglov, V., et al., (2009) 'Patient real-time and 12-month retrospective perceptions of difficult communications in the cancer diagnostic period'. *Qualitative Health Research*, 19, pp. 1383–1394.
- Tichy, W. F., 1982 'Design, Implementation and Evaluation of a Revision Control System' Department of Computer Science Technical Reports. Paper 323. <https://docs.lib.purdue.edu/cstech/323>
- Timmermans, S., & Tavory, I. (2012) 'Theory construction in qualitative research: From grounded theory to abductive analysis.' *Sociological Theory*, 30(3), 167–86
- Truss, C. (2009) 'Changing HR functional forms in the UK public sector', *International Journal of Human Resource Management*, 20(4), pp.717–737.
- Truss, C. and Gratton, L. (1994) 'Strategic human resource management: A conceptual approach', *The International Journal of Human Resource Management*, 5(3), pp.663-686.
- Truss, C., Gratton, L., Hope-Hailey, V., McGovern, P. and Styles, P. (1997) 'Soft and hard models of human resource management: a reappraisal', *Journal of Management Studies*, 34(1), pp.53-73.
- Tsui, A. S., Pearce, J. L., Porter, L. W. and Tripoli, A. M. (1997) 'Alternative approaches to the employee organisation relationship: |Does investment in employees pay off?' *Academy of Management Journal*, 40(5), pp.1089-1121.
- Tyson, S. (1987) 'The management of the personnel function', *Journal of Management Studies*, 24(5), pp.523–532.
- Uhl-Bien, M., Graen, G. and Scandura, L. (2000) 'Indicators of leader–member exchange (LMX) for strategic human resource management systems,' *Research in Personnel and Human Resources Management*, 18, pp. 137–185.
- Ulrich, D. (1991) 'Using Human Resources for Competitive Advantage." In *Making Organizations Competitive*, edited by Kilman, I and Associates (Eds) Kilman R. San Francisco: Jossey-Bass.
- Van de Ven, Andrew H. and Robert Drazin (1985) 'The concept of fit in contingency theory', In Barry M, Staw and L, L, Cummings (eds.). *Research in Organizationai Behavior*, 7, pp.333-365, Greenwich. CT: JAI Press.
- Van De Voorde, F. C. (2010) HRM, employee wellbeing and organizational performance: A balanced perspective. Ridderkerk: Ridderprint.
- Vanhoutte, B. (2014) 'The multidimensional structure of subjective wellbeing in later life', *Journal of Population Ageing*, 7(1), pp.1-20.

- Veitch, J. A. (2011) 'Workplace design contributions to mental health and wellbeing', *Healthcare Papers*, 11, pp.38-46.
- Veld, M., Paauwe, J. and Boselie, P. (2010) HRM and strategic climates in hospitals: does the message come across at the ward level? *Human Resource Management Journal*, 20(4), pp.339–356.
- Vitality.co.uk., viewed on 27 April 2020, (<https://www.vitality.co.uk/business/healthiest-workplace/findings/>)
- Wagner, W. (1994) 'The Fallacy of Misplaced Intentionality in Social Representation Research', *Journal for the Theory of Social Behaviour*, 24(3), pp. 243-165.
- Wai-Kwong, F. P., Priem, R. L. and Cycyota, C. S. (2001) The performance effects of human resource managers' and other middle managers' involvement in strategy making under different business-level strategies: The case of Hong Kong, *International Journal of Human Resource Management*, 12(8), pp.1325-1346.
- Walker, R. (1985) *Applied Qualitative Research*. Aldershot, Gower.
- Wall, T. D. and Wood, S. J. (2005) 'The romance of human resource management and business performance, and the case for big science,' *Human Relations*, 58(4), pp.429–462.
- Walsworth, S. (2010) 'Unions and employment growth: The Canadian experience', *Industrial Relations: A Journal of Economy and Society*, 49(1), pp.142-156.
- Walton, J. (1999) *Strategic Human Resource Development*, Harlow: Financial Times/Prentice Hall.
- Walton, R. E. (1985) 'From control to commitment in the workplace', *Harvard Business Review*, 63(2), pp.77–84.
- Wang, D. S. and Shyu, C. L. (2008) 'Will the strategic fit between business and HRM strategy influence HRM effectiveness and organizational performance?', *International Journal of Manpower*, 29(2), pp.92–110.
- Wan-Jing, C. A. and Huang, T. C. (2005) 'Relationship between strategic human resource management and firm performance: A contingency perspective', *International Journal of Manpower*, 26(5), pp.434-449.
- Waterman, A. S. (1990a) 'Personal expressiveness: Philosophical and psychological foundations', *Journal of Mind and Behavior*, 11, pp.47–74.
- Watson, T. J. (1986) *Management, Organisation and Employment Strategy*. London: Routledge.
- Way, S. A. (2002) 'High performance work systems and intermediate indicators of firm performance within the US small business sector', *Journal of Management*, 28(6), pp.765-785.



- Wayne, S. J., Shore, L. M. and Liden, R. C. (1997) 'Perceived organizational support and leader member exchange: A social exchange perspective,' *Academy of Management Journal*, 40(1), pp.82–111.
- Weehuizen, R. (2008) *Mental Capital The economic significance of mental health*, PhD thesis, University of Strasbourg.
- Wernerfelt, B. (1984) 'A resource-based view of the firm', *Strategic Management Journal*, 5, pp.171-180.
- White, M., Hill, S., McGovern, P., Mills, C. and Smeaton, D. (2003) '“High-performance” management practices, working hours and work–life balance', *British Journal of Industrial Relations*, 42, pp.175–195.
- WHO. (2012) *Measurement of and target-setting for wellbeing: an initiative by the WHO Regional Office for Europe*.
- Wiles, R., Crow, G., Heath, S. and Charles, V. (2008) 'The management of confidentiality and anonymity in social research', *International Journal of Social Research Methodology*, 11(5), pp.417-428.
- Wilkinson, A. (1998) 'Empowerment: theory and practice', *Personnel Review*, 27(1), pp.4056.
- Williams, M., and Moser, T. (2019) 'The Art of Coding and Thematic Exploration in Qualitative Research', *International Management Review*, 15(1)
- Wood, S. (1995) 'The four pillars of HRM: are they connected?', *Human Resource Management Journal*, 5(5), pp.48-58.
- Wood, S. (1999) 'Human resource management and performance', *International Journal of Management Reviews*, 1(4), pp.367-413.
- Wood, S. and Bryson, A. (2009) High involvement management. In: Brown, W., Bryson, A., Forth, J., Whitfield, K. (Eds.), *The Evolution of the Modern Workplace*. Cambridge University Press, Cambridge, pp.151–175.
- Wood, S. and De Menezes, L. (2011) 'High involvement management, high-performance work systems and wellbeing', *The International Journal of Human Resource Management*, 22(7), pp.1584–1608
- Wood, S., Van Veldhoven, M., Croon, M. and De Menezes, L. (2012) 'Enriched job design, high involvement management and organizational performance: The mediating roles of job satisfaction and wellbeing', *Human Relations*, 65(4), pp.419-445
- Woodrow, C. and Guest, D. E. (2014) 'When good HR gets bad results: Exploring the challenge of HR implementation in the case of workplace bullying', *Human Resource Management Journal*, 24, pp.38–56.

Wright, A. (2013) *Christianity and Critical Realism: Ambiguity, Truth and Theological Literacy*. UK: Routledge.

Wright, P. M., and McMahan, G. C. (1992) 'Theoretical perspectives for strategic human resource management', *Journal of Management*, 18(2), pp.295–320.

Wright, P. M., McMahan, G.C. and McWilliams. A. (1994) 'Human Resources and sustained competitive advantage: A Resource-based Perspective', *International Journal of Human Resource Management*, 5, pp.301-26.

Wright, P. M., Dunford, B. B. and Snell, S.A. (2001) 'Human Resources and the Resource Based View of the Firm', *Journal of Management*, 27(6), pp.701–720.

Wright, P. M., and Boswell, W. R. (2002) 'Desegregating HRM: A review and synthesis of micro and macro human resource management research', *Journal of Management*, 28, pp.247–276.

Wright, P. M., Gardner, T. M. and Moynihan, L. M. (2003) 'The impact of HR practices on the performance of business units', *Human Resource Management Journal*, 13(3), pp.21–36.

Wright, P. M., Gardner, T., Moynihan, L. and Allen, M. (2005) 'The relationship between HR practices and firm performance: Examining causal order', *Personnel Psychology*, 58, pp.409–446.

Wright, P. M., and Nishii, L. H. (2007) 'Strategic HRM and organizational behavior: Integrating multiple levels of analysis (CAHRS Working Paper #07-03). Ithaca, NY: Cornell University, School of Industrial and Labor Relations, Center for Advanced Human Resource Studies. <http://digitalcommons.ilr.cornell.edu/cahrswp/468>

Wrzesniewski, A. and Dutton, J. (2001) 'Crafting a job: Revisioning employees as active crafters of their work', *Academy of Management Review*, 26(2), pp.179-201.

Who.int., viewed on 19 March 2022, ([www.who.int.com](http://www.who.int.com)).

Yin, R. K. (1984) *Case Study Research: Design and Methods*. Sage Publications. Beverly Hills.

Yin, R. K. (1994) *Case Study Research: Design and Methods*. 2nd edn. London: SAGE.

Yin, R. K. (2009) *Case Study Research: Design and Methods*. 4th edn. Thousand Oaks, CA: Sage.

Youndt, M. A., Snell, S. A., Dean, J. W. and Lepak, D. P. (1996) 'Human resource management, manufacturing strategy, and firm performance', *Academy of Management Journal*, 39(4), pp.836–866.

Zacharatos, A., Barling, J. and Iverson, I. D. (2005) 'High-Performance Work Systems and Occupational Safety', *Journal of Applied Psychology*, 90(1), pp.77–93.

Zimmerman, F. M. (1991) *The Turnaround Experience: Real-World Lessons in Revitalizing Corporations*. McGraw-Hill, New York, NY.

## APPENDICES

### APPENDIX A: INTERVIEW QUESTIONS

#### DEMOGRAPHIC DATA

D1	What is your gender? I. Male II. Female
D2	What is your age? I. 18 - 24 years II. 25 - 30 years III. 31 – 40 years IV. 41 – 50 years V. 51- 59 years VI. 60 years and over
D3	What is your level of education? I. Lower than Bachelor's degree II. Bachelor's degree III. Master's degree IV. Doctoral degree V. Other_____
D4	Can you tell me your career history to date?
D5	How long have you been with this organisation?
D6	Please indicate your job title.
D7	Length of time in current position.

D8	<p>Employment type?</p> <p>I. Full-time employed</p> <p>II. Part-time employed</p>
----	--

## HRM PRACTICES

HRM1	Describe the experience you enjoy the most about your job each day or week, in your organisation.
HRM2	Tell me about your daily job routine.
HRM3	<p>I. Can you describe to me the _____ in your organisation?</p> <p>II. How do you experience the implementation process of ____?</p> <p>III. Can you provide me with an example (critical incident)?</p> <p>PROBES ‘ ____ ’</p> <ul style="list-style-type: none"> <li>i. Job allocation</li> <li>ii. Policy</li> <li>iii. Employee voice</li> <li>iv. Resources</li> <li>v. Staffing</li> <li>vi. Performance management</li> <li>vii. Job characteristics</li> <li>viii. Reward</li> <li>ix. Work process</li> <li>x. Learning and development</li> </ul>
HRM4	a) Describe the most significant challenge you have encountered with your job.

	b) What was your experience & examples (critical incident)?
--	---

**WORKPLACE RELATIONS**

WR1	<p>I. Can you describe to me your relationship with _____?</p> <p>II. How do you experience your relationship with _____ in relation to the HRM implementation?</p> <p>III. Can you provide me with an example (critical incident)?</p> <p style="text-align: center;">PROBES ‘ ___ ’</p> <ul style="list-style-type: none"> <li>i. Leader</li> <li>ii. Governance</li> <li>iii. Colleague/Peer</li> <li>iv. Work community</li> <li>v. Team members</li> <li>vi. Administrative staff</li> </ul>
-----	---

HRM6: Overall how would you describe your work experience.

- Throughout the interview, the researcher uses the term hedonic wellbeing and eudaimonic wellbeing dimensions as probes.

## **APPENDIX B: INFORMATION SHEET**

### **INFORMATION SHEET**

1. **The Researcher involved:** Rajeswari

2. **Invitation paragraph:**

You are cordially invited to take part in a research study. Before you decide, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully. If anything, you read is not clear or you would like more information, you are welcome to ask questions. Take time to decide whether you wish to take part in this research. Your participation will be a valuable addition to our research findings and could lead to a greater understanding of how human resource management effects employees' wellbeing.

I will describe the research and go through the information sheet. A copy will be given to you. Additionally, you will be asked to sign a consent form. Once you decide to take part, you are still free to withdraw at any time and without giving a reason.

3. **The purpose of this research.**

To generate greater awareness among academicians and practitioners, in relation to how employees experience the HRM implementation context to influence their wellbeing.

4. **Is it confidential?**

Your responses to the questions will be kept confidential. Each interview will be assigned a pseudonym to help ensure that personal identifiers are not revealed during the analysis.

5. **What will happen to the results of the research study?**

The findings will be used by the researcher to assist the PhD research.

6. **Contact for further information**

Email: shivrajes1@gmail.com

Thank you for reading this.

**APPENDIX C: CONSENT FORM**

---

**CONSENT FORM**

---

**Title of the research: Exploring the Black Box Between the Implementation of Human Resource Management and Its Outcome from Employees' Perspective: A Qualitative Study**

**Name of Researcher: Rajeswari**

Please initial all boxes.

- 1. I confirm that I have read and understood the information sheet for this research. I have been given the opportunity to consider the information, ask questions about the research project and answer voluntarily.
  
- 2. I understand that my participation is voluntary and that I can withdraw at any time without giving any reason.
  
- 3. The procedures regarding confidentiality have been clearly explained to me.
  
- 4. I agree to take part in the above research.

\_\_\_\_\_  
Name of Participants                      Date                      Signature

\_\_\_\_\_  
Name of Person                      Date                      Signature  
taking the consent

## APPENDIX D: PROFILE OF RESEARCH PARTICIPANTS

	Individual Traits					Organisation Traits	
	Pseudonym	Gender	Age	Education Level	Position	Sector	Size of Organisation
1	Ascella	F	51 - 60	Bachelor's Degree	Secretary	Public	Large Healthcare Service Sector
2	Centenary	M	51 - 60	Bachelor's Degree	Key Support Worker	Private	Large Residential Care Home
3	Regent	M	31 - 40	Diploma	Line Staff	Private	Large Outdoor Manufacturer
4	Heart of Eternity	M	31 - 40	Master's Degree	Lead Technical Analyst	Private	IT System and Support Specialists Company
5	Atlas	M	31 - 40	PhD	Technical Support Specialist	Private	Biotechnology Company
6	Alasia	M	61 - 70	Diploma	Lawyer	Private	Middle Legal Firm
7	Canopus	F	21 - 30	Master's Degree	Consultant	Public	Education Institute
8	Creator	M	41 - 50	Master's Degree	Manager	Public	Large Multinational Postal Service and Courier Company
9	Bharani	F	41 - 50	Bachelor's Degree	Researcher	Public	Education Institute
10	Orlov	F	41 - 50	Master's Degree	Doctor	Public	Large Healthcare Service Sector
11	Aurora Butterfly	F	41 - 50	PhD	Academician	Public	Education Institute



12	Castula	M	31 - 40	Bachelor's Degree	Customer Assistant	Private	Large Multinational Groceries and General Merchandise Retailer
13	Lyra	F	21 - 30	Bachelor's Degree	Phlebotomist	Private	Large Healthcare Service Sector
14	Cora	M	21 - 30	Master's Degree	Engineer	Private	Offshore Engineering Services Company
15	Briquette of India	F	21 - 30	Bachelor's Degree	Food and Beverage Assistant	Private	Large Hotel Accommodation Sector
16	Ambika	F	31 - 40	PhD	Crew Member	Private	Large Fast-Food Company
17	Maha Lakshmi	M	21 - 30	PhD	Researcher	Private	Research Institute
18	Anela	F	31 - 40	Master's Degree	Food Product Developer	Private	Large Food Production Company
19	Excelsior	M	21 - 30	Master's Degree	Inventory Auditor	Private	Large Inventory Services Company
20	Aquila	F	41 - 50	PhD	Senior Broadcast Analyst and Presenter	Public	Large Broadcasting Corporation
21	Golden Eye	F	21 - 30	Master's Degree	Research Associate	Public	Education Institute
22	Blue Moon	F	21 - 30	Bachelor's Degree	Fitter	Private	Large Retailer of Automotive and Cycling Products

23	Tania Australis	F	21 - 30	Master's Degree	Therapy Radiographer	Public	Large Healthcare Service Sector
24	Cassiopeia	M	51 - 60	Bachelor's Degree	Quantity Surveyor	Private	Large Construction and Infrastructure Services Company
25	Amarillo Starlight	M	41 - 50	PhD	Research Assistant	Private	Research Institute
26	Vela	M	21 - 30	Bachelor's Degree	Fundraiser	Private	Fundraising Agency
27	Premier Rose	F	51 - 60	Bachelor's Degree	Academician	Public	Education Institute
28	Alya	F	31 - 40	PhD	Academician	Public	Education Institute
29	Fortuna	F	41 - 50	Secondary School	Care Assistant	Private	Home Care Agency
30	Phoenix	M	31 - 40	PhD	Academician	Public	Education Institute
31	French Blue	M	21 - 30	PhD	Academician	Public	Education Institute
32	Cepheus	F	31 - 40	Higher Secondary	Care Assistant	Private	Residential Care Home
33	Lesotho Legend	M	31 - 40	Master's Degree	Guard Officer	Private	Large Intelligence-Led Security Company
34	Millennium Star	M	21 - 30	Master's Degree	Engineer	Private	Large Quality Assurance and Risk Management Company
35	Dresden Green	F	21 - 30	ACCA	Account Assistant	Private	Entertainment Company

36	Carina	F	21 - 30	A-Level	Retail Assistant	Private	Large Fashion Retailer
37	Sarawathy	F	21 - 30	Postgraduate Diploma	Production Assistant	Private	Pharmaceutical Company
38	Eridanus	F	21 - 30	Bachelor's Degree	Actress	Private	Talent Agency
39	Earth Star	M	31 - 40	Diploma	Postman	Public	Large Multinational Postal Service and Courier Company
40	Hercules	F	51 - 60	Bachelor's Degree	Student Support Mentor	Public	Education Institute
41	Empress Eugénie	F	21 - 30	Bachelor's Degree	Financial Advisor	Private	Digital Personal Finance Company
42	Esperanza	F	41 - 50	Bachelor's Degree	Manager	Public	Large Employment Support and Training Services Company
43	Canes Venatici	F	31 - 40	PhD	Crew Trainer	Private	Large Fast-Food Company
44	Eureka	M	31 - 40	Master's Degree	Manager	Private	Large Food Supplier Company
45	Diya	F	41 - 50	NVQ (National vocational qualification) Level 3	Teaching Assistant	Private	Small Independent Education Institute
46	Ara	M	41 - 50	GSCE A-Level	Bus Driver	Public	Large Multinational Public Transport Company
47	Irena	F	18 - 20	Bachelor's Degree	Admin Support	Public	Local Authority