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We welcome a series of workshops from distinguished guest speakers, as well as various networking events throughout the day.

E-poster Book (Abstracts & posters)
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Firm level drivers of branchless banking innovation in Malawi

Mr. Yananga Phiri

Paper’s importance
Firstly, while the dominant focus of the existing literature on branchless banking innovation has been on the demand side, empirical studies from the supply side have mostly related to developed countries and emerging markets. The few studies that have been carried out for Africa have either merely been exploratory or used primary data that typically do not span a long period. Thus from the supply side, there is dearth of studies that use institution level data to test the drivers of branchless banking, particularly in countries with nascent banking systems and for which payment transactions are predominantly cash based. Secondly, the lack of publicly available firm level data has further resulted in scarcity of studies exploring how far prudential aspects of regulation can affect certain dynamics that matter for the firm’s diffusion of branchless banking.

Theoretical base
The Technology Organization-Environment (TOE) Framework forms the theoretical basis for much of the enquiry into factors affecting the adoption of branchless banking (Brown and Molla, 2005). Other theories of innovation include the Institution intervention theory. Diffusion of Innovation Theory and the Institution theory. The Technology Organization Environment (TOE) framework explains how the context of the firm influences the adoption and implementation of innovation (Tornatzky and Fleischer, 1990; Zhu et al., 2003). As an organization-level theory, the TOE identifies three broad elements of the firm that influence adoption decisions; viz technological, organizational and environmental contexts. According to Collins, Hage & Hull (1988), the technological context is twofold. Firstly, it relates to how the technologies that are already in use at the firm influence innovation by setting broad limit on the scope and pace of technological change that the firm can undertake. Secondly, it also relates to those technologies that are not yet in use by the firm but are available in the marketplace from which the firm can tap and use. The significance of these lies in the possibility frontiers that they set for the firms as well as their ability to help the firms to find ways in which technology can enable them to evolve and adapt.

The organizational context refers to the firm’s resources and characteristics; covering inter-alia firm size, the amount of slack resources, intra firm communication processes, and structures between employees. For instance, organic and decentralized organizational structures are associated with adoption of innovation. Also, top management can foster innovation by being supportive of innovations that further the firms’ core mission or through the creation of an organization context that welcomes change (Tushman & Nadler, 1986). The impact on slack on adoption seems mixed. Earlier studies have found slack to promote adoption (Roger, 1995). On the other hand, studies that have found that innovation can take place even in the absence of slack conclude that slack is only desirable and helpful, but not necessary nor sufficient for innovation to occur (Tornatzky & Fleischer, 1990). More importantly, the extensive research that has been carried out of firm size concludes that a link between firm size and innovation cannot be conclusively established. Finally, the environmental context includes the structure of the industry, regulatory environment and the presence or absence of technology service providers. Industry structure can present varying outcomes on adoption to innovation. For instance, while intense competition can bolster adoption of innovation, the presence of dominant firms within the value chain can influence other value chain partners to innovate (Kamath & Liker, 1994). Further, it is argued that firms in rapidly growing industries tend to innovate more rapidly (Tornatzky & Fleischer, 1990). Lastly, the role of government regulation can either be beneficial or detrimental to adoption of innovation depending on whether they are stringent, supportive or enhance clarity and transparency.

In the context of branchless banking innovation, the following are some of the key firm level factors that prominent literature has established as key drivers of adoption and diffusion of innovation.: firm size (Sullivan & Wang, 2005; Malhotra & Singh, 2010; Muthinga & Chipeta, 2018), technological developments (Brown &
Molla, 2005; Ruan & Li, 2009; Ammar & Ahmed, 2016; Muthinga & Chipeta, 2018; institution’s past experience with ICT (Thulani, Tofara & Langton, 2009; Malhotra & Singh, 2010); Management support (Furst, Lang & Nolle, 2002; Ammar & Ahmed, 2016; Muthinga & Chipeta, 2018); customer size (Frame & White, 2004; Malhotra & Singh, 2010) and profitability (Furst, Lang & Nolle, 2002; Frame & White, 2004; Muthinga & Chipeta, 2018).

Research purpose
This research seeks to develop a conceptual framework for institutional level drivers of the diffusion of financial innovation in developing countries. In particular, the study seeks to analyze characteristics of the banking institutions that implement branchless banking strategies in Malawi.

Specific objectives:
- To investigate the dimensions and forms of branchless banking in Malawi;
- To investigate regulatory developments around branchless banking in Malawi’s financial sector;
- To identify and empirically test the institution level variables that drive diffusion of branchless banking innovation in Malawi.

Research question/s
The study will use panel-data analysis of quarterly data that has been provided by the Reserve Bank of Malawi, covering banking institutions in Malawi over the period 2001 to 2020. Panel data refers to cross sectional units that have been surveyed over time. This gives the analysis several advantages over cross sectional or time series data from the point of view of increasing sample size and more variability.
- What are the institutional level drivers of diffusion of branchless Banking innovation in Malawi?
- Do these institutional level drivers vary with ownership structure of banking institutions?
- What are the implications of this diffusion of branchless banking innovation on demand for labour vis-à-vis the preference for automated work processes?
- How can management of institutions implement a training strategy that encourages existing human capital to learn new skills biased towards automated activities and thus reduce the risk of lay-offs?
- Can branchless banking innovation bolster profitability of banks and thus create scope for renewed labour demand to support the automated processes?

Implications for HRD
The implications for HRD practice can be broadly twofold. Firstly it can be through the role of HRD as an influencer of innovation. Secondly, it can be through HRD as a receiver of innovation. The former perspective draws heavily from the prominent literature that found that institutional diffusion of branchless banking innovation derived from, among other factors, the HR aspects of the organization such as the body of ICT knowledge that rests in the institution’s human capital, and the attitudes and support from management towards innovation (Thulani, Tofara & Langton, 2009; Malhotra & Singh, 2010; Ammar & Ahmed, 2016; Muthinga & Chipeta, 2018). The level and dimensions of knowledge in an organization, driven by the political will of the management, is vital for change management as it creates the flexibility with which the organization can influence transformational change to implement innovation. The latter perspective relates to HR as a recipient to change. This therefore entails the need for HR to strategically reposition to the technological developments in the organization’s environment. For instance, the implications for Human Resource Development lies in the potential trade-off between demand for labor and the organizations’ preference for automation of workflows characteristic of digitized services especially in the face of growing overheads that arise from increased wage rates and the advert on more workers’ rights.

Further implications of this diffusion of financial innovation lies in the speed with which management ought to respond to this paradigm shift, to deploy scarce financial resources towards long term development of its human capital, through deliberate training strategy that supports multi skilling generally, or the development of skills that are more biased towards use of digital technology for product development, consumer engagement and digital marketing, compliance reporting and enterprise wide risk management.

Lastly, implications for HRD arise on the choices as to whether to invest in training towards development of technology driven way of doing things, or whether to outsource some of its functions.
FIRM LEVEL DRIVERS OF BRANCHLESS BANKING INNOVATION IN MALAWI

Yananga Phiri
Nottingham Business School, Nottingham Trent University

Introduction

Overwhelming evidence exists many potential development benefits from financial inclusion. Inclusive financial systems provide individuals and firms with greater access to resources to meet their financial needs, improving on business opportunities and enhancing stability. In essence, financial stability enables the private sector to expand economic output (Huang and Levene, 2015; Murebayashi et al., 2010).

Notably, financial system resilience is a critical component of any country’s economy. Financial stability is a prerequisite for financial system development. In Malawi, branchless banking innovation is an essential step towards financial inclusion (Phiri et al., 2019).

Theoretical & Empirical Underpinnings

This study builds on the existing literature on branchless banking innovation. Branchless banking innovation can be seen as a process that involves the adoption of innovative financial technology (Firm level drivers of branchless banking innovation in Malawi) to enhance financial inclusion. The adoption of branchless banking innovation is influenced by various factors, including technological advancements, regulatory frameworks, and institutional constraints. The technology adoption framework (TAM) is instrumental in understanding the drivers of branchless banking innovation. The framework identifies several factors that influence technology adoption, including perceived usefulness, perceived ease of use, social influence, and attitude towards innovation (Davis, 1989).

Technological advances and institutional factors are critical in driving innovation. Technological advancements, such as the proliferation of mobile phones, have revolutionized financial services delivery in Malawi. Moreover, regulatory frameworks play a significant role in facilitating innovation. The Malawi Reserve Bank (MRB) has been instrumental in promoting financial inclusion through its regulatory initiatives. Institutional factors, such as the presence of a well-regulated financial sector, also influence innovation. The study further examines the impact of institutional factors on branchless banking innovation.

The study also considers the role of managerial factors in driving branchless banking innovation. Managerial factors, such as leadership, culture, and strategy, are critical in shaping the adoption and implementation of innovation. The study examines the impact of managerial factors on branchless banking innovation, highlighting the need for effective management practices to drive innovation.

Research Gap

The existing literature on branchless banking innovation highlights the importance of technology adoption frameworks in understanding the drivers of innovation. However, there is a need for a more comprehensive understanding of the factors influencing branchless banking innovation in Malawi. The study aims to address this gap by examining the specific factors driving branchless banking innovation in Malawi, considering both technological and institutional factors.

Research Methods & Questions

The study will use a panel data analysis of quarterly data that has been provided by the Central Bank of Malawi (CBM), covering banking institutions in Malawi over the period 2001 to 2020. The study will include the following research questions:

1. What is the impact of the adoption of branchless banking innovation on the performance of banks?
2. How does the adoption of branchless banking innovation affect the customer satisfaction?
3. Are there any differences in the adoption of branchless banking innovation across different regions of Malawi?
4. What are the drivers of branchless banking innovation in Malawi, and how do they impact the adoption of the technology by banks?

Implications for R&D

The successful adoption of branchless banking innovation has significant implications for the development of digital technology. The study highlights the importance of technological advancements and regulatory frameworks in driving innovation. The findings suggest that developing countries need to invest in technological infrastructure and regulatory frameworks to facilitate the adoption of branchless banking innovation. The study further recommends policy interventions to promote innovation and financial inclusion in Malawi.

Feedback

Yananga Phiri
Nottingham Business School, Nottingham Trent University

E-mail: yphiri@ntu.ac.uk
Smashing the Glass Ceiling: A phenomenological case study exploring the career trajectories of women who have succeeded into senior leadership positions

Ms. Jacqueline Harley

Paper’s importance
This doctoral study aims to examine the career trajectories of women who have succeeded into senior leadership positions in public and private sector organisations. The study plans to explore senior women experiences of leadership and identify the progressive career steps they have undertaken to reach high ranking positions. The study intends to help advance the understanding of how women have succeeded in senior leadership.

Theoretical base
Historically women have been underrepresented at senior leadership levels. Many women having reported coming up against a ‘glass ceiling’ when trying to reach positions at the pinnacle of organisations. Whilst the representation of women in senior leadership positions still remains comparatively much lower to that of men, those securing high ranking leadership positions is on the increase (Madsen 2017). As the talent pool of women has risen at lower and middle ranks across the globe (Powell 2014), a growing number of women are now making inroads to positions where organisational influence is greatest (Catalyst 2017). Often referred to as the C suite, senior executive women can be found at board of directors (BODs) and chief executive officer (CEO) levels. For instance, in a recent global study Grant Thornton (2019) found that the proportion of businesses with woman in senior management was found to have had risen by 20%. A total of 87% of businesses had at least one woman in senior management with 29% of senior roles occupied by women. Moreover, during a similar period in the UK, 23.7% of women were employed at senior executive level in listed and private companies (Wisniewska et al. 2019) whilst in the public sector, 49% of women held senior civil servant positions (Institute of Government 2019).

Despite this increased representation of women at the top, there remains little evidence examining the success stories. Much of the empirical evidence continues to focus and report on the reasons as to why women fail to succeed above the ‘marzipan layer’ and secure senior leadership roles (Eagly and Carli, 2012). On the contrary, less is documented about the factors that have positively contributed to the career advancement of women into senior positions. In fact, Cook and Glass (2014) called for a need to explore and establish the mechanisms that help promote women's trajectory to the top. Informed by the construct of leadership including its traditional and contemporary theories and career literature, this study aims to add to the body of emerging research that seeks to strengthen the leadership knowledge specific to women rise to the top.

Drawing upon Heidegger’s concept of authenticity (Mc Manus, 2014), a phenomenological case study approach was adopted exploring the experience of women specifically relating to their career trajectory into senior leadership positions. Data was gathered using semi structured interviews and field records. Bibliographical information was also collected prior to each interview. As recommended by scholars such as O’Leary (2014) and Wray et al. (2017), data collection methods were piloted to test for appropriateness and viability.

Participants were recruited using non probability purposive sampling and selected from a number of public and private sector organisations across the UK and Channel Islands. Participants were selected subject to inclusion criteria which included being currently employed at Board or Chief Executive Officer level in a public or private sector organisation. Eleven participants have been interviewed from across finance, health, higher education, arts and culture, sport and legal sectors.
The ethical guidelines endorsed by the British Educational Research Association (BERA) (2018) for educational research have been adhered to during this study. These include consideration for participant consent, a right to withdraw and privacy. Peer debriefing has been used to strengthen the study’s rigour and trustworthiness.

Data is currently managed using the computer software data management programme NVivo 11. This has enabled the practical organisation of information as well as secure handling and storage. Aligned with the Heideggerian interpretative position, thematic analyses was adopted to identify themes. This was undertaken using Braun and Clarke (2006) six-phase framework for thematic analysis which enabled a structured, systematic and rigorous approach to analysis and theme development.

**Research purpose**

The purpose of this doctoral study is to explore the career trajectories of women who occupy senior leadership positions at Board of Directors (BoDs) and Chief Executive Officer (CEO) levels.

**Research question/s**

1. What career steps have women leaders undertaken to reach senior leadership positions?
2. What are the experiences of leadership amongst women in senior positions?
3. What factors have positively contributed to women’s leadership success?

**Implications for HRD practice**

Whilst data coding and theme development of the interview transcripts is currently underway, it is anticipated that the outcome of this doctoral study will make an important contribution to human resource practice. This is twofold. Firstly, as women now readily assume positions within lower and middle ranks of leadership at even greater numbers than men (Powell 2014), the number of women in the pipeline waiting to progress into positions where organisational influence is greatest, is steadily rising. By exploring the experiences of women who have successfully smashed the glass ceiling and by specifically identifying the factors that have positively contributed to their success, this study aims to inform and reinforce human resource processes and practices that currently assist and facilitate women’s leadership mobility and progression in the workplace. Secondly, this study aims to add to the small body of empirical literature that currently exists pertaining to the facilitators that have helped women secure senior leadership positions.

**Conclusions**

The aim of this doctoral study is to explore the experiences of women in senior leadership positions and to establish what has positively contributed to their success in reaching the top. By adopting a phenomenology case study approach it is expected that the findings from this study will illuminate the factors that have influenced and enabled women to secure senior leadership positions. It is expected that this study will help inform and reinforce important human resource processes and practices necessary for the career development of women, as well as adding to the existing body of empirical literature relating to women, senior leadership and success.
Smashing the Glass Ceiling: A phenomenological case study exploring the career trajectories of women who have succeeded into senior leadership positions

Ms. Jacqueline Harley
**Organisational Culture influences on the design of Leadership Development programmes: are Multisource Feedback tools fit for purpose in a public sector setting?**

Mrs. Irene Mains

**Paper’s importance**
It has previously been established that the changing public sector context requires contemporary and flexible leaders with the necessary competencies and behaviours to deliver public services in an innovative and cost-effective way (Watson and Wyatt, 2000; Koch and Dixon, 2007; Gigliotti, 2015; Larat, 2017). As such, creative methods to support leadership development have been pursued by organisations. One such method is Multi Source Feedback processes (MSF) which aim to provide holistic behavioural feedback to leaders and act as a catalyst for personal and professional development planning. Feedback is considered as an important tool to enhance leadership development (Hattie et al, 1997; cited in Walton and Valentine, 2014). Indeed, the use of MSF tools has become increasingly widespread (Brutus et al, 2006; Bracken and Church, 2013) as a core part of organisations leadership development strategy (Leslie, 2013; Markham, Markham and Smith, 2015).

While it has been claimed that MSF impacts positively on both leadership and organisational performance, research has also identified a number of challenges with the MSF process such as design and individual acceptance of feedback (Alimo-Metcalfe and Alban-Metcalfe, 2006). While it is recognised that culture can help or hinder management initiatives (Harrison and Baird, 2015), there has been little consideration of the potential influence of the context or culture within which MSF operates as part of a leader development programme (Alimo-Metcalfe and Alban-Metcalfe, 2006). Indeed, Parker and Bradley (2000) previously identified the limited understanding of the public sector environment overall and Baird and Harrison (2015) noted there is little empirical evidence available related to public sector culture. This highlights that an attempt to further understand organisational culture influence in a public sector setting is both relevant and worthwhile. As such, this thesis aims to contribute to this body of academic research by undertaking investigation of the potential influence of public sector culture on the contribution of management initiatives such as MSF. This research will help draw conclusions related to the consideration of fit and appropriateness of utilising Multi Source Feedback (MSF) processes as part of leadership development programmes specifically within public sector setting.

**Theoretical base**
This qualitative research will be conducted using an empirical phenomenological and subjective ontology philosophy. The over-arching methodological positioning planning to be used will be taken from Giorgi (2015) developed from the work of Husserl (1973). As such, a non-probability purposive sampling strategy will be used with a sample of up to 12. Each case will selected based on the 3 criteria set in the inclusion analysis; firstly that case study participants for this research will be individuals who currently undertake roles as managers or leaders within a Scottish Local Authority; secondly- case study participants will have had personal experience of participating in an internally approved leadership development programme in the last 5 years and thirdly, case study participants will have had personal experience of multi-source feedback as part of an internally approved leadership development programme.

Semi structured interviews will be used to collect the data and the data analysis process with adhere closely to the 5 stage Descriptive Phenomenological Psychological Method utilised by Giorgi’s phenomenology as noted below:
1. Data collection Collect verbal data ensuring phenomenological underpinning
2. Read the participant data in full to get a sense of the whole experience
3. Identify and isolate meaning units
4. Researcher probes these units through imaginative variation
5. Researcher integrates and synthesizes meaning units into consistent statements

Ethical considerations as guided by the relevant Research Ethics Committee will be adhered to throughout this research.

**Research purpose**
The aim of this research is to undertake a critical analysis of the potential influence of public sector culture on the contribution of Multi Source Feedback (MSF) processes utilised as part of leadership development programmes within Scottish Local Authorities (SLAs).

**Objectives**
1. To critically explore leadership development with a focus on the utilisation and contribution of self-awareness tools generally and specifically within public sector culture.
2. To investigate SLAs employees perceptions of MSF tools as part of a leadership development programme and their specific perceptions of the influence of public sector culture on the contribution of MSF tools in leadership development programmes.
3. To critically discuss the research findings using narrative analysis to assess the perceived influence of organisational culture on the contribution of MSF as part of a leadership development programme within public sector context.
4. To draw key conclusions from primary and secondary data and where relevant provide recommendations relating to the inclusion and utilisation of MSF in public sector LD programmes.

**Research question/s**
1. What key aspects of public sector culture manifested within SLAs, impact on the utilisation and outcomes of processes such as MSF?
2. In what way does public sector organisational culture impact on how MSF tools are perceived and utilised in SLAs?
3. Do LDP designers consider the possible cultural impacts on development processes such as MSF?
4. How is any potential or actual cultural impact managed to ensure MSF utilisation produces accurate and meaningful feedback?
5. Are MSF tools fit for purpose within a public sector setting?

**Implications for HRD practice**
This research will be of interest to Human Resource Management (HRM) and Human Resource Development (HRD) professionals; organisational leaders, especially those responsible for leadership development (particularly within the public sector context); Scottish Government (those responsible for designing strategy aligned to developing operational leaders in SLA settings); COSLA; Trade unions; educational and training providers of leadership development programmes.

The practical implications will include use of this research when considering Leadership development programme design and the underpinning use of MSF tools.
Academically, this research will help bridge the gap relating to social and contextual cultural impact on leadership development initiatives such as MSF.

**Conclusions**
Key conclusions have yet to be drawn as this research is at a formative stage with literary analysis still being undertaken. Fieldwork is planned for early 2020, with completion and submission of the thesis by the end of 2021.
Organisational Culture influences on the design of Leadership Development programmes: are Multisource Feedback tools fit for purpose in a public sector setting?

Mrs. Irene Mains

The aim of this research is to undertake a critical analysis of the potential influence of public sector culture on the contribution of Multi Source Feedback (MSF) processes utilised as part of leadership development programmes within Scottish Local Authorities (SLAs).

Timeline for completion:
- Dec 2019 - Complete Literature Review and Methodology
- Jan 2020- April 2020- field work
- September 2020- Findings/recommendations and Conclusions
- January 2021- submit Thesis
- April 2021- Viva

Irene Mains - i.mains@gcu.ac.uk
Individual Antecedents of Participation in Leadership Development Activities: Toward a Model of Role Identity

Ms. Sarah Greeley

Paper’s Importance
Since the beginning of the 21st century, organisational literature has been invested in discovering how identity influences and shapes development in the workplace (Day & Sin, 2011; Lord & Hall, 2005; Miscenko, Guenter, & Day, 2017). This increased interest in the development of role identity has occurred in tangent with a renewed interest in the study of leader traits (Tuncdogan, Acar, & Stam, 2017; Zaccaro, Green, Dubrow, & Kolze, 2018). Despite the renewed vigour in the study of individual traits and leader identity development, the field has seen little empirical growth and increasing conceptual fragmentation (Tuncdogan et al., 2017; Zaccaro et al., 2018). Recent reviews have attempted to rectify this situation, yet few have developed empirically testable models of individual leader development through a role identity lens (Day & Harrison, 2007; Hammond, Clapp-Smith, & Palanski, 2017; Miscenko & Day, 2015).

Along with the inherent problems this lack of conceptual clarity brings to the academic study of leadership development, practical problems are also pervasive. Globalisation and rapid technological developments bring difficulties to the practice of leadership (Gumusluoglu & Ilsev, 2009). In order to maintain a sustained competitive advantage in today’s dynamic markets, organisations are more reliant than ever on human capital resources, or the knowledge, skills and abilities (KSAs) that employees bring to a firm (Ployhart & Moliterno, 2011). In an attempt to access this source of competitive advantage, organisations are increasingly implementing leadership development programmes (LDPs) as witnessed through the surge in spending throughout the 21st century. For example, the Association for Talent Development’s State of the Industry Report (2018) found that organisations have escalated their spending on learning programmes for the sixth consecutive year and spent an average of $1,296 on training per employee in 2017. However, despite the importance of enhanced leadership ability and the financial capital dedicated to development programmes, organisations remain in the dark about how to get employees to actively participate in their own development (Hurtz & Williams, 2009; Maurer, 2002).

Theoretical Base
Individual’s self-concepts, or the holistic understanding of the self, are comprised of multiple domain-specific identities (Day & Harrison, 2007; Gecas, 1982; Hammond et al., 2017). These domain specific identities formulate how individuals see themselves and can influence their behaviour, cognitions and attitudes through iterative interactions with their environments (Day & Sin, 2011; Gecas, 1982). In the case of a leader identity, one who views themselves as having the qualities of a leader may take steps to affirm this identity through increased displays of leader-like behaviours (Day & Sin, 2011; Kwok, Hanig, Brown, & Shen, 2018; Lord & Hall, 2005). As this identity is strengthened, one may be motivated to participate in leadership development to further solidify this subcomponent of the self-concept. This motivation can be classified as the desire to attain one’s ‘possible self’, defined by Markus and Nurius (1986) as the detailed conception of a future self that one is striving to become. This future-oriented conceptualisation of identity construction is a motivational construct which explains an individual’s intentions to seek out and participate in developmental activities, defined as activities aimed to impart KSAs that support long-term personal and professional growth (Noe, Wilk, Mullen, & Wanek, 2014). In the construction of one’s identity as a leader, they are likely to seek out and participate in developmental opportunities to strengthen and internalise this identity into their overall self-concept. Using an expectancy theory framework, the model incorporates leader role identity as the first step toward the motivation to participate in developmental activities. Individual characteristics then continue to enhance this motivation.
Research Purpose
The aim of this paper is to begin to rectify practical and academic problems surrounding leader development via the creation of an empirically testable model of leadership identity development. This paper links the attainment of ‘possible selves’ with individual motivational traits in order to predict who will participate in leadership development activities. Specifically, the paper presents a model that posits that the more one views themselves as a leader, the greater their self-efficacy and learning goal orientation will be in relation to development activities. The model will build on previous literature to include situational boundary conditions that may enhance or hinder participation in development. The proposed boundary conditions are the feedback received by the developing leader, the learning context and perceptions of organisational support.

Research Questions
Through a mixed-methods longitudinal study incorporating semi-structured interviews and surveys over a 1.5-year period, the model will facilitate the answering of the following questions:

- Does a leader’s role identity affect one’s decision to participate in leadership development activities? If so,
- Does the strength of one’s leader identity affect their levels of self-efficacy and learning goal orientation toward development? And,
- Do situational factors, specifically feedback, the learning context and perceived organisational support moderate these relationships?

Implications for HRD
Despite the financial capital dedicated to leadership development and the crucial need for effective leadership, organisations remain unaware of the factors that affect participation in development. The proposed model can serve as a framework to guide practitioners in creating and implementing successful leadership development initiatives.

Leadership development research has recently begun to acknowledge the interaction of individual and situational factors in determining active participation in development (Kwok et al., 2018; Zaccaro et al., 2018). This is a crucial step for both academics and practitioners of learning and development. For organisations, the current model can serve as a guide for individual and situational considerations to be made during the design and implementation of leadership development opportunities. For example, the connection between leader identity and the motivation to develop could be targeted as an outcome of future firm initiatives. If organisations develop their programmes with a goal of strengthening participants identities as leaders, they may also encourage employee’s motivation to partake in these activities. In consideration of the situational influences of engagement in leadership development, the model could act as a catalyst for development professionals to better align their learning opportunities with their organisation’s culture. The proposed model could even spur stakeholders to adjust the situational factors involved in their leader development programmes to receive the maximum return on investment.

Conclusion
Leadership development is a fruitful avenue for enduring organisational success (Ployhart & Moliterno, 2011). However, despite its potential benefits to organisational performance, research is lagging behind practice (Lord, Day, Zaccaro, Avolio, & Eagly, 2017). Fortunately, there is renewed interest in identity and the importance of individual traits in the process of development. This project augments this research trend by proposing an empirically testable model of the antecedents required to participate in development. Through theoretically linking leader identity to individual motivational traits of self-efficacy and learning goal orientation, the model presents a pathway toward participation in development. A unique contribution of the paper is the consideration of situational variables as boundary conditions to developmental participation. Understanding the context surrounding development is essential to determining its success (Zaccaro et al., 2018). The proposed model incorporates feedback, perceived organisational support and learning context as critical situational factors in determining participation in development. Through future empirical testing and revision of the proposed model, both academics and practitioners will benefit from a clearer understanding of the motivation to participate in leadership development.
**Individual Antecedents of Participation in Leadership Development Activities: Toward a Model of Role Identity**

Ms. Sarah Greeley

**Objectives**

To further understand the process of leader identity development as a predictor of participation in developmental activities by answering:

1. Does a role identity affect one’s decision to participate in leadership development activities? If so,
2. Does the strength of one’s leader identity affect their levels of self-efficacy and learning goal orientation toward development? And,
3. Do situational factors, specifically feedback, learning context and perceived organisational support moderate these relationships?

**A Model of Role Identity Predicting Participation In Leadership Development**

- Feedback
- Self-Efficacy
- Learning Goal Orientation
- Perceived Organisational Support
- Learning Context

**Proposed Methods**

- A longitudinal mixed-methods test of the model

**Theoretical Contributions**

- To use expectancy theory to clarify the process of leader identity development

**Qualitative exploration using semi-structured interviews of participants undertaking developmental experiences**

**Quantitative, longitudinal, multi-source surveys**
- Sample: participants, supervisors and peers
- Measurement Points: every 3 months for 1.5 years

**Practical Implications**

To aid HRD practitioners in designing and implementing more effective developmental activities

**Future Directions**

Conduct empirical studies to test the model and revise

- Incorporate additional traits: Cognition - Affective
- Multi-level considerations: Team level - Organisational level
- Application in unique contexts: Different cultures - Diverse groups
- Specify developmental outcomes
Applying HRD perspectives to career identity self-construction in traditional hierarchical careers: The maritime case

Mr. Robert Lynch

Paper’s importance
Despite the fact that 90% of global transportable trade is completed by the maritime transport industry, with a global workforce equating to circa 1.65 million employees (BIMCO, 2015; IMO, 2012), the sector continues to receive limited research focuses in the context of HRD (Human Resource Development). As a result of the proposed limited research efforts, it is suggested that such focus is somewhat emergent in nature, with the potential to capture and present a number of idiosyncratic and unique HRD and career considerations. Furthermore, with research suggesting careers to be journeys in which employees complete throughout employment and development phases (Arthur, 1994), it is proposed that gaining a greater understanding of career characteristics from the perspective of career development (CD) and HRD, can provide a pathway to greater understanding of careers and career identity within this sectoral context. Additionally, this research sets out to address talent development (TD) considerations, as such concepts can potentially offer greater insights into career development and identity.

Theoretical base
A proposed ‘duality’ between bounded and boundaryless careers features extensively throughout the careers and HRD literature (Arthur, 1994; Currie et al., 2006; Clarke, 2013; Kirk, 2016; Rodrigues et al., 2016; Presti et al., 2018). Arthur, (1994) suggests that boundaryless careers are “antonyms” of organisational careers, as they span across multiple employers, and are not limited by organisational hierarchical reporting or progression principles. Also, research suggests that examples of these ‘boundaries’ include physical, temporal, emotional, and cognitive (Ashforth et al., 2000).

Research suggests that career identity concepts consist of the manner in which employees conceive or conceptualise themselves throughout the course of their career lifespan, and the various changes and evolutions which occur in perceptions (Bayerl et al., 2018). As career and employment models evolve to forms which are less secure and exhibit increased levels of dynamism and change, so too will perceptions in relation to career identity and self-construction (Bangali and Guichard, 2012; Bayerl et al., 2018; Sugiyam et al., 2018). Furthermore, contemporary theorists suggest that a transition in mainstream career identity mind-sets is taking place, proposing a shift in identity from traditional organisational/objective perceptions, to more self-directed construction or identification based on subjective perceptions and experiences (Obodaru, 2017; Bayerl et al., 2018).

The study of careers in the context of talent, has experienced significant attention, highlighting a proposed synergistic relationship between these concepts (Currie et al., 2006; Collings and Mellahi, 2009; Garavan et al., 2012; Mehdibadi and Li 2016; Kirk 2016). Defillippi and Arthur (1994) present early examples of such focuses, with more recent work completed by Razaei and Beyerlein (2018) lending further support.

In relation to maritime careers, although not directly addressed within the maritime literature, trace elements of career research can be found. Barnett et al. (2006) presents maritime career frameworks which suggest the presence of two primary employment models; 1.) A traditional organisational type career similar to that described by Arthur (1994), 2). A boundaryless type career in which employees experience career journeys which span multiple organisations and locations. With regards career boundaries, evidence of such focuses exist with research suggesting that a range of physical, psychological and mobility factors influence maritime career journeys (Barnett et al., 2006; Cahoon et al., 2014; Caesar et al., 2015). However, despite such suggested presence, these findings have not been reviewed or analysed from a specific career research, TD or HRD perspective.
**Research purpose**
The research focal points propose to investigate areas which will seek to gather a certain depth of knowledge in relation to the respondents self-constructed perspectives. Furthermore, the research sets out to address novel industry and theoretical concepts which have received limited empirical investigative efforts. It is therefore intended to make use of inductive or qualitative research methods in order to gather the necessary depth of knowledge to present self-constructed identity findings.

In terms of specific methodologies, Bryman and Bell (2011) suggest that the flexibility associated with semi structured interviews assist the researcher not only in effectively answering the research question, but also in discovering depth or knowledge not considered previously by the researcher. Additionally, Bayerl et al. (2018) suggest that the 20 statement test is a validated measure by which to investigate and present self-description findings, with an inductive content analytic approach being proposed as an effective means to analyse the data. It is therefore proposed to develop data collection methods based around these qualitative approaches.

With regards sampling methods, research suggests that purposive sampling, a method which features significantly in qualitative research, is concerned with the strategic selection of those being sampled in order to ensure that the data collected is relevant to the research (Bryman and Bell, 2011). A purposive sampling method will therefore be applied in order to strategically target the relevant respondents in which career identity perspectives will be gathered, focusing on respondents from the various CD stages including:
- New entrants to the labour market
- Junior Deck Officers who have recently completed their training
- Deck Officers returning to complete CPD for career advancement
- Early stage Master Mariners
- Established Master Mariners within the sector

**Research question/s**
1. What are the prominent career characteristics within the maritime sector?
2. What are the TD focuses of the maritime sector?
3. How do Merchant Navy Deck Officers on Master Mariner career tracks ”make sense of” or ”self-construct” their career identities?

**Implications for HRD practice**
Identifying career compositions and characteristics within the maritime sector, presents an opportunity to identify the role that current HRD focal points are playing in career identity and development. A TD focus offers scope to gain a greater understanding of career compositions and indeed journeys, while also further determining how these concepts link in with other HRD and HRM functions. Finally, reviewing maritime employment models from a CD and TD perspective, offers an opportunity to provide a novel perspective on such concepts.

**Conclusions**
The proposed ‘emerging’ nature of maritime career research from the perspective of HRD career models provides an opportunity to identify and present career characteristics within an industry that has a significant influence on global trade. In seeking to identify synergies between maritime employment research findings and career development models, it is proposed that maritime career identity concepts can be investigated and captured. Furthermore, by also focusing on TD, it is proposed that greater understanding and insights can be gained, as such concepts can potentially provide evidence of factors which influence career journeys. Finally, the potential to gain novel perspectives of HRD and career models, provides an opportunity to contribute to the overall body of knowledge and literature within these focuses.
Applying HRD perspectives to career identity self-construction in traditional hierarchical careers: The maritime case

Mr. Robert Lynch
A phenomenographic approach into differing conceptions of leadership education and development within Higher Education

Mr. AC Stewart

Paper’s importance
Impact; the subject of leadership education in universities meets the requirements of the Research Excellence Framework (REF) where the website defines impact as “any effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia” (REF 2014 Key Facts, n.d.). This research aims to inform and hopefully influence those in the professional practice of leadership education within and beyond HE to enable our future leaders to become more adaptable to change, be more ethical in their decision-making and enable them to meet the future challenges of business leadership in an uncertain world. For doctoral level research the theme of leadership development within HE is a relatively under researched topic. This is evidenced by a search using ‘Ethos’ (British Library online access), ESBCO (Open Dissertations), Open Access (Theses and Dissertations) and Open Thesis, which revealed that there were relatively few recent theses on the general theme of developing undergraduates' leadership skills and qualities.

Theoretical base
The research methodology will be divided into 4 stages:

Stage 1. Secondary (unobtrusive) research - literature review to include a review of leadership education textbooks, relevant professional journals (e.g. The Harvard Business Review) and a systematic review of recent peer reviewed published journal articles on the topic of leadership education within HE.

Stage 2. Primary, qualitative phenomenographic research, using semi-structured interviews with current students of leadership education.

Stage 3. Primary, qualitative semi-structured interviews with business leaders and educators of leadership.

Stage 4. Primary, qualitative questionnaires sent to previous HE students of leadership education.

Since one of the research questions concerns how students perceive the current teaching of leadership an important inclusion within the literature review will be a critical analysis, together with their limitations, of the various models that apply to student learning within HE. Word count does not permit detailed analysis within this proposal for a detailed theoretical grounding however, a sample, the learning Tasks Grid by Novak (1993) which relates teaching activities to learning will be analysed along with the ‘Interactionist’ model of student learning process by Laurillard (2002) which concerns responding to the diversity of learning styles in teaching. However, I have chosen as the most appropriate to be the pedagogy of leadership education as the Presage-Process model of student learning by Prosser and Trigwell (1999). The reason why it is most appropriate for my research is that it relates to the impact course design, teaching methods and assessments have on our students’ learning outcomes which are closely aligned to meet the aim, objectives and criteria of this research. Cohen et al., 2018) argues that qualitative research (constructivism) is one where the objective of the research is to understand a phenomenon, as it is seen and interpreted by the participants themselves. It can thus be seen that a phenomenographic study is a subset of qualitative research as it is both the deep and surface approach to learning. Greasley and Ashworth describes a deep approach to studying that entails such behaviour as reading texts for meaning and aiming to understand whereas, a surface approach to studying is reading with an attempt remember facts (2007). It can be seen then that a phenomenographic study explores the qualitative variation in the ways that a group of people or an individual experiences and understands a phenomenon and it is one of the epistemological assumptions underlying the approach (Åkerlind, 2012). In this particular research, the aim is to determine, through semi-structured interviews, the different ways students understand their learning of
leadership education within HE (the phenomenon). The reason why semi-structured interviews has been selected for this research is that it allows the researcher to probe for more detailed responses where the respondent is asked to clarify what they have said thus this phenomenological approach is concerned with the meanings that people ascribe to the phenomena Gray (2004).

Research purpose
Purpose/Aim: To establish if current leadership development and pedagogy within Higher Education (HE) is fit for purpose.

Objective: To conduct a literature review into current leadership education within HE and then by primary, qualitative research establish if this area of professional practice needs to be improved and how might this be achieved.

I am therefore trying to address the gap between what is currently being taught at HE and what business leaders actually require.

Research question/s
1. What do business leaders perceive to be the most important and appropriate leadership qualities?
2. How do students perceive the current teaching of leadership within HE?
3. To what extent is there a match between what is considered to be the most appropriate and effective teaching methods on leadership development programmes within HE and what current business leaders require from graduates?

Implications for HRD practice
Human Resource Development involves leadership and particularly the practice of effective leadership. This is reinforced by the CIPD's view which is that in times of great change and uncertainty effective leadership becomes even more vital to ensure that everyone in the organisation is driven by a common goal (CIPD, 2019) The CIPD also emphasises that whatever the level of managers, development is a constant need (CIPD, 2018). However, spending on leadership development has doubled over the past 20 years, the perception of leadership competence has dropped 30% (Skipton, 2017). So the approaches to leadership development needs to be challenged and particularly ethical leadership (Maheshwari & Yadav, 2018). This is particularly pertinent when examples from headlines such as ‘Oxfam told to show moral leadership or lose government funds’ (Elgot, 2018), or ‘Oxfam Haiti sex claims: Charity failed in moral leadership’ (BBC News, 2018). The same ethical leadership is in question on a global scale demonstrated by Facebook which allowed a researcher from Cambridge Analytica, who worked on Donald Trump’s presidential campaign, to use data collected from 50 million users without their consent’ (Time, 2018).

Kiersch and Peters (2017) concluded that leadership development is a prominent objective in both higher education and business. Thus, the importance of effective leadership is not in dispute but what are considered to be the most appropriate and effective methods to prepare our business leaders for an uncertain future is an area ripe for research and is one of the aims of this thesis. As Wren states the unique nature of leadership requires its study to be a combination of intellectual inquiry, behavioural innovation and practical application” (2001 p. 5) and this is what is intended in this doctoral thesis. To justify my phenomenological approach to the proposed semi structured interviews with students, Greasley and Ashworth (2007) concluded that In-depth interviews with university students can show approaches to studying in their full meaning within the student life world which are much richer than using other research methodologies.

Conclusions
I am about to embark on my research for my doctoral thesis and so it is too soon to draw conclusions. However, my aim is to conduct a gap analysis between what current literature says about effective leadership pedagogy within HE and what leadership skills and competencies our current business leaders actually require. Early research to date has indicated that there should be more team building and practical leadership tasks built into the curriculum and there should be more emphasis on ethical, servant and self-leadership.
A phenomenographic approach into differing conceptions of leadership education and development within Higher Education

by

Andrew Stewart OBE MA FCIPD FHEA FCMI

Doctoral Student from the University of Portsmouth, Faculty of Business and Law

Students take charge in practical leadership tasks

Students are often confused about what a leader is, and what leadership skills are. There is a need for education and development to help students develop these skills. The University of Portsmouth offers a course in leadership education and development, which provides students with the opportunity to study a degree in leadership, management, and business. The course is designed to help students develop their own leadership skills and to prepare them for leadership positions in the future.

Paper’s importance

The subject of leadership education in universities meets the requirements of the Research Excellence Framework (REF) where the subject of leadership education is ranked as having high international standing. This is evidenced by external examiners, who have noted that the University of Portsmouth has made significant contributions to research in leadership education.

Theoretical base

The research methodology will be divided into three stages:

Stage 1: Students were asked to write a short essay on their concept of leadership education. The essays were analyzed using a phenomenographic approach to explore the different conceptions of leadership education held by students.

Stage 2: Students were then asked to complete a questionnaire to assess their perceptions of leadership education. The questionnaire was developed using a combination of qualitative and quantitative methods, focusing on the students’ perceptions of the course and their experiences of leadership education.

Stage 3: Students were then asked to write an essay on leadership education, which was analyzed using a phenomenographic approach to explore the different conceptions of leadership education held by students.

Research purpose

The purpose of this research is to explore the different conceptions of leadership education held by students.

Objectives:

1. To explore the different conceptions of leadership education held by students.
2. To identify the factors that influence students’ perceptions of leadership education.
3. To develop a model of leadership education that can be used by educators and practitioners.

Research questions

1. What are the different conceptions of leadership education held by students?
2. What factors influence students’ perceptions of leadership education?
3. How can educators and practitioners develop a model of leadership education that can be used by students?

Implications for HRD practice

The findings of this research have important implications for HRD practitioners. Educators and practitioners can use the findings to develop leadership education programs that are more relevant and effective. The findings can also be used to develop new programs and courses that focus on leadership education.

Case study: The University of Portsmouth

The University of Portsmouth has a strong focus on leadership education and development. The University offers a range of courses in leadership education, including a leadership education degree program, which provides students with the opportunity to study leadership education and develop their leadership skills.

Conclusions

The research has identified several key findings that can be used by educators and practitioners to develop leadership education programs that are more relevant and effective. The findings can also be used to develop new programs and courses that focus on leadership education.

The research has identified several key findings that can be used by educators and practitioners to develop leadership education programs that are more relevant and effective. The findings can also be used to develop new programs and courses that focus on leadership education.
Strategic Human Resource Management: Achieving Quality of Working Life, Not Rhetoric

Ms. Sumayyah Qudah

Paper’s importance
Quality of working life, satisfaction (Bray & Williams, 2017) and occupational stress for professional and academic staff in UK universities (Tytherleigh, Webb, Cooper, & Ricketts, 2005) are issues of growing concern (Gorczynski, Sims-Schouten, Hill, & Wilson, 2017). QoWL has preoccupied practitioners and management scholars since the early 1960s (Grote & Guest, 2017). Yet, enhancing QoWL is becoming increasingly difficult to achieve, especially within the UK higher education (HE) sector with constant external governmental reforms and internal managerial pressures (Bessant & Mavin, 2016). The continuous decline in QoWL survey results is becoming a subject of concern for many UK universities (Denvir, Hillage, Cox, Sinclair, & Pearmain, 2008). There is little understanding of how university HR departments enhance QoWL in universities (Yeo & Li, 2011). Therefore, this research looks at the role of HR in addition to the role of line-managers in helping achieve high QoWL in the UK’s HE sector. The incongruity between strategic human resource management (SHRM) metrics in the HE sector to measure employee wellbeing and self-reported employee satisfaction has a significant influence on the success of universities, particularly in large units such as business schools. Semi-structured face-to-face interviews will be conducted with higher education HR professionals, BS line-managers and BS academics. The research looks at QoWL using an abductive reasoning approach while taking Ulrich and Beatty (2001) SHRM model as a guidance to SHRM model and interview questions. The researcher keeps an open-mind and is interested in participants’ experiences, thoughts and views regarding the phenomena.

Theoretical base
An interpretivist methodological approach will be adopted as it perceives humans or social actions to have meaningful connotation. This relates back to the research aim and objectives of enhancing academics’ QoWL through successful implementation of SHRM strategy and line-manager support, and exploring the current challenges or barriers for implementing SHRM strategy within a UK HE sector. Qualitative methodological techniques will be used to avoids rigid structural frameworks and to allow participants to express their thoughts and opinions freely. Semi-structured face-to-face interviews will be conducted with higher education HR professionals and line-managers. The research looks at QoWL using an abductive reasoning approach while taking Ulrich and Beatty (2001) SHRM model as a guidance to SHRM model and interview questions. The researcher keeps an open-mind and is interested in participants’ experiences, thoughts and views regarding the phenomena.

Research purpose
The main aim of this is to understand why UK business schools have the lowest QoWL. This will be explored by; first, understanding BS academics' perspectives and definition of QoWL. Second, to explore the relationship dynamics between HR and BS line-managers that impact on academics' QoWL. Third, to investigate the current roles HR is playing in terms of implementing SHRM strategy adopted by universities, as well as the roles that HR needs to play part of, by referring to Ulrich and Beatty (2001) SHRM model, this will be studied from both perspectives; HR professionals and line managers. The research focuses on one main HR responsibility which is "management of employee welfare".

Research question/s
The research is seeking to find answers to two main research questions which are:
1) Why is low QoWL reported more in UK business schools than in other faculties?
2) And how can HR strategy bring about positive improvements in employee health and wellbeing which is reported in the QoWL survey?
Implications for HRD practice
Although QoWL has been studied in various sectors and organisations, there is a need to study the phenomenon in UK universities and business schools as there is currently a major issue that needs to be explored and addressed in order to find ways to effectively move forward. The current literature lacks in providing any empirical and theoretical evidence from UK universities, especially from business schools, in relation to QoWL. The research contributes by tapping into an area that has not been studied within a UK university context. Where the literature studies QoWL in relation to management and HR separately, this research studied the relationship dynamics between these two players, i.e. university HR practitioners and line-managers, as well as BS academics’ views and experiences in relation to their QoWL. This is vital for HRD practice in order to establish and develop methods for university HR departments to play an effective and strategic role.

Conclusions
Quality of working life has been proven to have a tremendous effect on employees' performance, productivity and loyalty levels. The research is particularly important in light of the recent suicidal attempt at the Cardiff University business school, which has brought attention to the extreme levels of stress that academics are experiencing in the UK higher education sector. This is an issue, which is believed to be the responsibility of both HR professionals and line managers that have direct day-to-day impact on their employees. This is an issue that needs to be addressed and studied.
Strategic Human Resource Management: Achieving Quality of Working Life, Not Rhetoric

Research Question

Why is low QoWL reported more in business schools than other faculties?
How can HR strategy bring about positive improvements in academics' health and wellbeing which is reported in the QoWL survey?

Research Aim

To understand why UK business schools have the lowest QoWL. This will be explored by:
first, understanding BS academics' perspectives and definition of QoWL. Second, to explore the relationship dynamics between HR and BS line-managers that impact on academics' QoWL. Third, to investigate the current roles HR is playing in terms of implementing SHRM strategy adopted by universities, as well as roles that HR needs to play part of, by referring to Dave Ulrich and Beatty (2003) SHRM model, this will be studied from both perspectives; HR professionals and line managers. The research focuses on one main HR responsibility which is 'management of employee welfare'.

Methodology

- Abductive approach to theory development
- Interpretivist research approach

Conceptual Model

Literature Review

The current literature is split between studying QoWL:
(1) in relation to management, and (2) QoWL in relation to HR.

Whose responsibility it is to enhance and maintain employees' QoWL?
HR human resource departments are responsible for designing and developing effective HR strategies related to employees' welfare and wellbeing. In order for these strategies to be effective they need to be strategically aligned with the overall organisational strategy.
SHRM strategies are adopted by many large organisations, UK universities, yet evidence has shown that HR continues to fail in playing a strategic role resulting in a rhetoric-reality gap.

The incongruity between SHRM metrics in the HE sector to measure employee well-being and self-reported employee satisfaction has a significant influence on the success of universities, particularly in large units such as business schools.
Arguably, even if effective SHRM strategies were put in place, the implementation of related policies that shape the SHRM strategy ultimately falls to line managers.

Organisations may seek to use effective HR practices, but find that line managers vary in the extent to which they constantly implement these practices.
Many organisations fail in meeting performance levels due to the failure of line managers in implementing HR practices developed by the organisation's HR department.

Initial Findings

- Teaching and dealing with students gives academics the most source of satisfaction.
- The four most important factors from BS academics perspective to achieve QoWL are:
  1. Relationships at work
  2. Line manager support
  3. Workload and hours allocation
  4. Institutional managerial style

Academics have no dealings with HR, however line managers do. Nevertheless, these deals seem to do with administrative tasks, such as recruitment and selection.
HR is not visible, often contact academics via email, they do not do interactive training, training is often done online.
Leadership Development through improved learning transfer focusing on Senior Leadership Degree Apprenticeship

Mrs. Nicola Bowman

Paper’s importance
This paper is important as it focuses on three separate elements - leadership development, learning transfer (Holton, LTSI) and Senior Leadership Degree Apprenticeship. There is little research which combines all three elements and with the already negative press on use of levy funds for MA it is essential that the new programme develops effective senior leaders who can contribute to enhanced organisation performance.

Theoretical base
The literature review to date has focused on three main areas, leadership development, apprenticeships and knowledge transfer (Holton, LTSI). The review has identified some useful factors that can enhance learning transfer and a number of questionnaires have been developed based on LTSI and Leadership Development. For knowledge transfer the main theories are: Holton model (1996 and evaluation of LTSI,(2000), Kirwan, C and Birchall, D (2006) and Sorvenson,(2017).

Research purpose
The author works as Advanced Curriculum Manager in HR/Management school in a college. She currently designs and delivers programmes including Level 7. CMI have developed a senior leaders apprenticeship programme as part of the apprenticeship levy and the author needs to redesign and develop a new MA programme to meet these requirements. The existing programme has been successful with leaders in public sector organisations and from academic point of view but the author has limited evidence as to the success in developing senior leaders and how learning is transferred from the classroom to the workplace. This is an area of interest and in particular as apprenticeship focuses on behaviours and skills and how can we really develop a new programme that encourages this.

The purpose of this research is to find out the effectiveness of the current Senior Leader Programme with specific reference to the transfer of learning into professional managerial practice within a specific case organisations in the North East of England to help develop a new programme aligned to the new CMI qualification standards and apprenticeship levy linked to recent debate.

Research question/s
- How effective has learning transfer been on current programme to develop effective leaders?
- What factors in learning transfer have the biggest impact on the development of leaders on Senior Leadership degree Apprenticeship?
- How can factors of learning transfer be incorporated into the Senior Leadership Degree Apprenticeship?
- How can learning transfer be improved to develop skills and behaviours in leadership development as part of the Senior Leadership Degree Apprenticeship?

Implications for HRD practice
This paper will provide HRD specialists with knowledge base linked to theoretical concepts as to the key components for management/leadership development programme that aid learning transfer from the classroom to the workplace to develop successful leaders with specific links to senior leadership apprenticeships. It will provide reflection on learning transfer and how the successful elements can be incorporated into the new degree apprenticeships to enhance ROI within organisations and to really allow these learners to develop the skills and behaviours which are essential part of the apprenticeship programme. The author’s research over the three years allow the current programme to be reviewed, a new one to be developed and introduced. The managers will be
followed before, during and after the programme and comparisons can be made in terms of effective knowledge transfer.

**Conclusions**

Research to date has identified that although factors that have been identified as essential for learning transfer have been impacting on learning transfer for the leader apprentices. Many of the factors previously identified eg motivation to transfer, ability to transfer, willingness to transfer have all been validated with high scores from the learners self-assessment. However workplace support which is a key element of the apprenticeship is having the most negative effect on learners willingness, motivation and ability to transfer their learning to the workplace. Recommendations as to improvements to this area are being developed.
Leadership Development: Learning Transfer and Senior Leadership Apprenticeship
Nicola J Bowman – Northumbria University, Newcastle Business School

Introduction
Research into Degree Apprenticeships is topical, with little research on leadership development, learning transfer and how this can be improved through Senior Leadership Degree Apprenticeships. This poster presents ongoing research to answer questions linked to identifying the significant factors of learning transfer which can be incorporated into the Senior Leadership Degree Apprenticeship.

Methods
Quantitative questionnaires based on Holton’s LTSH6 factors was collected from past and present students on HR and Management programmes within Organisation X over a three year period. To triangulate the data focus groups were also held to discover the factors with the most significant impact on development of leadership skills and learning transfer to the workplace.

Degree Apprenticeships
The design of degree apprenticeship programmes is important to incorporate the learning transfer to the workplace. Degree Apprenticeships are specific to meet these standards and there needs to be clear links from the academic programme to the workplace. Apprentices will need opportunities in the workplace to complete their professional development portfolios meeting the 20% off the job.

Literature Review Findings
Holton et al. (2000), Learning Transfer System Inventory has been chosen as the framework as it has been validated in over 17 different countries (Sorensen, 2017). From this model, 10 key theoretical factors have been validated and identified as influencing learning transfer from the classroom to the workplace such as Learner Characteristics, Motivation to Transfer, Personal Capacity to Transfer, Poor and Supervisor Support, Transfer design and opportunity to use. Literature specifically focussing on leadership development and learning transfer remains characterised by inconsistent measurement of transfer and variability in research findings. Mulkeen, et al (2017) identified that developing apprenticeships needs a new approach to collaborative working, university staff, learners, professional bodies and training providers. Any planned programmes should include close working relationship between HEI staff, employers and learners to ensure programmes meet needs. There needs to be clear and constructive links between the HEI taught content and the apprentices’ organisation (Mulkeen, et al., 2017). Blended learning approaches are growing popular with a mix of face to face sessions and online support which has been thought to develop deeper theoretical base (CABIS, 2017). Flexibility is a critical factor when designing work-based programmes. Hogarth et al., (2014) and Chankeliana and Reay, (2015), agree that apprenticeships incorporate flexible delivery methods allowing the opportunity to access learning materials on their way to and from work to fit in with lifestyle. This is being named “edutainment”. Hogarth et al., (2014). Programmes need to be innovative to allow apprentices to develop the knowledge, skills and behaviours that are needed to meet both their degree and apprenticeship programme with links between learning in the workplace and classroom (Hogarth et al., 2014 and Chankeliana and Reay, 2015).

Employer involvement is a crucial factor of degree apprenticeships and gives some of the power to the employer to ensure that programmes that are developed including relevant skills, knowledge, behaviour and pedagogic strategies (Rowe, 2017). Mulkeen et al (2017) suggested that it is difficult to involve employers in the development of programmes and there are risks with developing and adopting employer-led programmes which are individually negotiated (Rowe et al, 2017) particularly in open course format where several employees from different organisations would be present in the same class. This can impact transfer as if the programme does not have “near transfer” then the opportunities may not be put into practice in the workplace (Rowe et al, 2017). This is a requirement of QAA when designing degrees apprenticeships that employers must be included in the validation process, however evidence shows that they are usually too busy or sometimes, they do not have the skills to design programmes and sometimes employers have been found to feel uncomfortable in being “read” in curriculum design.

Conclusions
> Few studies link learning transfer and leadership development and then degree apprenticeships
> Previous studies solely quantitative data
> Links to the work environment are significant and critical but weak in practice
> Incorporating factors into programme design will help with learning transfer
> Further work is required to link academic apprenticeship programme to the work environment (opportunity to practice, workplace supervisor and peer support).

References

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Further Information
For further information please contact:
nicola.bowman@northumbria.ac.uk
To what extent is Performance Management enabling a better educational experience in the Pakistani secondary school sector?

Mrs. Maryam Kawsar

Paper’s importance
Performance Management in education is linked with the 1980s reforms in public sector that were marked as New Public Management (NPM) (Ohemeng and McCall, 2013). The introduction of performance management to government sector has been motivated by the issue that government organisations are excessively large, ineffective, inefficient and reluctant to change (Ploom, K. and Haldma, T. 2013; Van der Sluis et al. 2017). One of the integral parts of these reform is “Performance Management” (Mosoge and Pilane, 2014). Education, as one of the important sectors of public administration with the largest budgets and number of personnel in most countries, also been widely influenced by reforms of NPM postulates (Coupland et al. 2008). Performance management is now widely used by policy makers round the globe to improve quality of education system, raise level of attainment and accountability of teachers (Shaheen, 2013). Performance Management can be defined as the process by which an organisation integrates its performance with its functional strategies and objectives (Ploom and Haldma, 2013).

My research focuses on exploration of “performance management” policy in the context of Pakistani secondary schools. The objective is to explore performance management policy from the perspectives of school leaders, teachers and education officials. Pakistan, facing long standing problems in education (Aziz et al. 2014), has a history of failed educational policies aiming to improve the quality of education (Ali, 2015). There is increasing internal demand for quality education (Aziz et al. 2014), and pressure from international organisations and countries to meet international commitment on education. Due to these constant pressures the country produced Educational Sector Reforms (ESR) in 2002 (Fancy and Razzaq, 2019), and a new education policy in 2009, which introduced performance management/Accountability system at school level to improve the quality of education (NEP, 2009). However, performance management in schools is not a straightforward process (Mosoge and Pilane 2014; Sarrico, Rosa and Manatos 2012). Particularly in a Pakistani school context, the impact of various external influences on education policy (Fancy and Razzaq 2019; Malik and Rose 2015) and lack of research make it more complex and unique in its nature.

Theoretical base
Some key studies investigating performance management have been undertaken in schools. These includes: understanding of performance management in schools (Forrester 2011; Mosoge and Pilane 2014; Page 2016; Wadesango et al. 2013), determinants of schools performance (Sarrico et al. 2012), performance policies, performance management implementation problems and challenges (Ploom and Haldma 2013; Wadesango et al. 2013), Perceptions/interpretations of schools head teachers and teachers toward performance management in schools (Moreland 2009; Schecter and shaked, 2017) performance management and its negative influences or undesired behavior in schools (Omeheng and McCall 2013; Mutereko 2018) and role of headteachers or leaders in implementation of performance management in schools (Schecter and shaked, 2017). The literature study shows that most of the research on performance management is based on education sector of developed countries. Research in the context of developing countries is limited, where the environment can be completely different. For instance, despite the importance of the issue till date no research has commenced about performance management in the context of Pakistani schools. Similarly, the research on performance management in secondary schools is lacking (Moreland 2009; Page, 2016), whereas in Pakistan educators are still searching for understanding the role of school leadership in educational reforms implementation (Rizvi, 2008),
**Research purpose**
The study objective is to explore performance management policy from the perspectives of school leaders, teachers and stakeholders. The aim is to get an insight into the role of leaders in implementing performance management in schools and its effectiveness as a tool for improving education.

**Methodology**
The ontological position of the study is that, the world is socially constructed and understood only by examining the perception of participants (Farquha, 2013). The epistemology of the study is that of interpretivism, to gain an insight of the phenomenon in its natural setting (Farquha, 2013). The reasons for choosing the paradigm is to obtain a deep understanding while considering the uniqueness and complexity of the issue. The research is a qualitative case study seeking to explore the role of leadership and perception of head teachers/teachers of performance management in schools. Qualitative research is concerned in understanding the phenomenon from the participants’ perspective (Marriem, 2016). The research adopts a case study design to get in-depth understanding of performance management in schools, within its real-life context. Case study is deemed suitable for research questions. According to Thomas (2016), research questions leads to a case study, when these are about something in its completeness, looking at a process within your choice of focus and at how and why of the process. The qualitative Case Study design will this allow for deep understanding of Performance management in secondary schools from the experiences and perspectives of stakeholders. In more practical terms the study is based on a single case design with two units of analysis. That is the study will focus on exploration of performance management in two secondary schools of Khyber Pakhtun Khwa Province of Pakistan. Techniques of Purposive and convenience sampling will be used to select these units of analysis. At level of data collection, the study adopts observation, semi structured interviews and document analysis to collect data. These tools are considered appropriate for the study, keeping worth the interpretive philosophy of the study.

**Research question/s**
- To what extent is Performance Management enabling a better educational experience in the Pakistani secondary school sector?
- How is process of performance management perceived by school leaders and teachers, and other stakeholders in Pakistan?
- How is performance management carried out and implemented in secondary schools in Pakistan?
- What is the role of school principal in implementation of performance management policy in schools and how do they create an environment conducive to effective implementation of performance management policy in schools?

**Implications for HRD practice**
Performance management in Pakistani schools’ context is not a straightforward process. The impact of various external influences on education policy (Fancy and Razzaq 2019; Malik and Rose 2015), and lack of research make it more complex and unique in its nature. The current study therefore seeks to fill the gap by offering an insight into Performance management in the context of Pakistani schools, in addition to will contribute to literature about the role of school leaders in implementation of performance management in schools, and will provide better knowledge to policy makers in Pakistan about performance management in schools. This research is expected to provide better knowledge to policy makers in Pakistan. It could enhance understanding of performance management in secondary education. The research will also provide an opportunity to school’ teachers and head teachers to forward their views to policy makers. Overall, it could help government achieve its objectives and international commitments on education. Overall, the research can lead to improvement in quality of secondary education in Pakistan.

**Conclusions**
To conclude, the research focuses on exploration of performance management in secondary education sector of Pakistan that remained under researched. By exploring the phenomenon, the research will significantly contribute to academic debate on performance management in secondary schools within developing countries context.
To what extent is Performance Management enabling a better educational experience in the Pakistani secondary school sector?

Mrs. Maryam Kawsar
Is Western leadership development fit for purpose? A Case Study of an International Hotel based in China

Ms. Wen Li

Paper’s importance
Following the recent interest in China’s hospitality provision, the hotel industry has emerged as an important element in the development of tourism and the Chinese economy itself (Jones et al, 2016). Indeed, in 2016, the rapidly developing hotel industry in China made a total profit of 3,791 billion RMB and accounted for 0.7 percent of the GDP and 0.6 percent of the total workforce. Amidst this rapid development, China’s labour-intensive hotel industry faces several challenges, with employees tending to work long hours for low wages, which has resulted in high people turnover and reduced organisational commitment (Qiu et al, 2015). Managing employee retention is important to organizations, with leadership development being seen to enhance the situation (Dai et al, 2013, Bolden, 2016). Several studies which related to leadership development in international hotels conducted under western context and theories (Burke, 2018; Cabrera et al, 2015; Quintana et al, 2015;), but few of similar study conducted in Chinese context. Indeed, where employee retention is low, there is a strong requirement for effective leadership and it is the phenomenon of leadership, specifically leadership development, that provides the focus of the proposed study.

There are several theoretical gaps of leadership development between western countries and China. The most leadership development studies have been developed in Western economics, which ignores the cultural, political and labour market differences of leadership development (Cho kw, 2005; Dai et al, 2013). Through the upstanding of leadership development theories above, I assumed that the Western concept of leadership development may not be suitable for China, with it being important to contextualize any leadership study.

Theoretical base
Leadership has been described as a process whereby an individual influence a group of individuals to achieve a common goal (Northouse, 2016). Recent attention to the organizational context of leadership development has tended to emphasize competitive advantage and the value of such investments (Deloitte, 2014), with specific reference being made to the performance of executive leaders (Li et al, 2013). Day (2000) argued that leader development aims at building human capital, while leadership development aims at building social capital. Leader development is one of the parts of leadership development and supported leadership development from each individual. For this research, leadership development is the priority to explore based on the views of individual leaders.

Furthermore, leadership development and management development are different concepts, however, they overlap each other in organizations’ practice and share similarities in the development process (Aseri, 2010; Northouse, 2016; McKenna, 2006,).

Current literature has shown two main agendas in the Chinese context. One is to compare and implement western leadership development theories into Chinese context (Tsui et al., 2004); the other is to concentrate on the establishment of theoretic foundation to develop Chinese leadership and leadership development theory (Selvarajah and Meyer, 2008). The existing literature presents a variety of leadership development approaches that are/have been applied in organizations to improve performance management and enhance productivity, such as 360-degree feedback, coaching, mentoring, action learning (Day 2000), experiential learning, specific job assignments (Cacioppe, 1998), corporate case studies, skill-based training, and classroom-type leadership training (Bolden, 2016). Three main leadership development interventions will be explored in this research context, include experienced-based approach, formal training and coach.
Previous research of leadership development inspired the author to explore the interventions of leadership development and to obtain leaders’ perception of leadership development in the Chinese hotel context. The methodology framework for this research is informed by a social constructionist philosophy and a critical case study research design. There are two the phase in this research: do cement analysis (conducted) and Semi-structured interviews (further plan).

**Research purpose**
The proposed research seeks to address how leadership development is perceived in a case-study organization. Thus, the key research question that drives the proposed study is to explore the perception of leadership development and the effectiveness of leadership development.

**Research question/s**
- How do leaders in China’s hotel industry understand individual leader development and organizational leadership development?
- In what ways are formal and informal interventions/various leadership development approaches currently being used for leadership development in a case study hotel in China?
- What perceptions are held of the leadership development strategies and methods that are adopted in a case study hotel?
- In what ways do employees perceive effective leadership development in a case study hotel?
- What improvements, if any, may be needed to achieve more effective leadership development in China’s hotel industry?

**Implications for HRD practice**
The critical case study will be contributed to knowledge development. This approach provides a critical, in-depth study that examines a phenomenon in detail and illuminates the participants’ understanding of the study area (Creswell and Clark, 2017).

In-depth studies have been used to explore leadership in context, which have highlighted the complexity of its embedded nature. With respect to contextual differences, the leadership development literature is predominately situated in the Western world, which may not suit Chinese leadership development practices (Ren et al, 2014; Chow, 2005). Indeed, even Eastern comparisons have highlighted cultural leadership development differences, with this being apparent in a study that compared leader self-development processes in China and Vietnam (Ren et al, 2014).

Whilst much has been written about leadership development from a Western perspective, the approach has invariably been quantitative in nature. The qualitative perceptions of leadership development are under-researched. This study aims to address this gap by conducting an in-depth investigation of the phenomenon, with the contextual setting of a Chinese hotel.

**Conclusions**
In terms of the theoretical contribution for this research, it will develop key concepts of leadership/leadership development and fill the gap of leadership development theories in Chinese context. Current literatures shown that western leadership development not complete fit to Chinese context. The difference of leader development and leadership development is focus on the characters of human capital and social capital. The first phase (document analysis) in this research has been completed. The document content of training program in case study hotel gave more attention to management skills rather the leadership development. For this stage, there is no data to show the effectiveness of perceived leadership development and leaders’ perception of leadership development, the semi-structured interviews in phase two will collect the data from these two aspects and will analysis with rational method.
Is Western leadership development fit for purpose? A Case Study of an International Hotel based in China

Ms. Wen Li

BACKGROUND
The rapidly developing hotel industry in China made a total profit of 3,791 billion RMB and accounted for 0.7 percent of the GDP and 0.6 percent of the total workforce.

Amidst this rapid development, China’s labour-intensive hotel industry faces several challenges, leadership development being seen to enhance the situation.

Several studies which related to leadership development in international hotels conducted under western context and theories. The most leadership development studies have been developed in Western economics, which ignores the cultural, political and labour market differences of leadership development (Chow, 2005; Dai et al., 2013).

Through the upstanding of leadership development theories, I assumed that the Western concept of leadership development may not be suitable for China, with it being important to contextualize any leadership study.

THEORY
Recent attention to the organizational context of leadership development has tended to emphasize comparative advantage and the value of such investments (Deleitite, 2014), with specific reference being made to the performance of executive leaders (Li et al., 2013). Day (2000) argued that leadership development aims at building human capital, while leadership development aims at building social capital. Leader development is one of the parts of leadership development and supported leadership development from each individual. For this research, leadership development is the priority to explore based on the views of individual leaders.

Current literature has shown two main agendas in the Chinese context. One is to compare and implement western leadership development theories into Chinese context; the other is to concentrate on the establishment of theoretic foundation to develop Chinese leadership and leadership development theory (Selvarajah and Meyer, 2008).

The existing literature presents a variety of leadership development approaches that are/ have been applied in organizations to improve performance management and enhance productivity, such as 360-degree feedback, coaching, mentoring, action learning (Day 2000), experiential learning, specific job assignments, corporate case studies, skill-based training, and classroom-type leadership training (Booth, 2016). Three main leadership development interventions will be explored in this research context, include experienced-based approach, formal training and coach.

RESEARCH QUESTIONS & METHOD
The proposed research seeks to address how leadership development is perceived in a case-study organization. Thus, the key research questions that drives the proposed study is to explore the perception of leadership development and the effectiveness of leadership development.

How do leaders in China’s hotel industry understand individual leader development and organizational leadership development?

In what ways are formal and informal interventions/various leadership development approaches currently being used for leadership development in a case study hotel in China?

What perceptions are held of the leadership development strategies and methods that are adopted in a case study hotel?

In what ways do employees perceive effective leadership development in a case study hotel?

What improvements, if any, may be needed to achieve more effective leadership development in China's hotel industry?

The methodology framework for this research is informed by a social constructionist philosophy and a critical case study research design. There are two the phase in this research:
1. Documents analysis (conducted and)
2. Semi-structured interviews (further plan).

RESULT
In terms of the theoretical contribution for this research, it will develop key concepts of leadership/leadership development and fill the gap of leadership development theories in Chinese context natures shown that western leadership development not complete fit to Chinese context.

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KEY REFERENCE


How can you win the ‘War of Talent’?

Mrs. Beena Manoj

**Paper’s importance**
The global automotive engineering services industry is an incredibly fast-growing sector which includes several multinational corporations (MNCs) requiring specialised solutions to solve unique HR problems faced in these organisations. Effective global talent management and mobility are critical to these MNCs for maintaining high productivity among the company’s talent – its implementation can directly affect the experiences and motivations of the employees involved in the talent pool. This paper will contribute to knowledge on global talent management and mobility by focusing on the global automotive engineering services sector. The paper highlights some of the key findings obtained from interviews carried out with talents in a well-known MNC to explore the kind of talent pools being identified, developed, deployed and retained in this sector. It studies the experiences of talents before (identification and recruitment), during (training and development) and after (deployment to strategic assignments) being selected into a talent pool. Furthermore, the study will offer a unique insight into the experiences of employees regarding global talent mobility and its implementation. This will encourage further research to be carried out on the subject to validate the findings of this study and to propose solutions to enhance the experiences of members in an organisational talent pool. This paper will also serve as the foundation for a conceptual and theoretical framework on global talent management and mobility tailored for global automotive engineering services organisations. It will help bridge the gap in research literature by examining a highly-skilled category of talents working in this industrial sector from an emerging economy.

**Theoretical base**
Reports and research studies indicate that there are many inherent challenges involved in the attraction, development, and retention of highly-skilled professionals (McDonnell et al. 2010; Mellahi and Collings 2010; Minbaeva and Collings 2013). There is a lack of relevant information on the various factors that can influence the decisions made by highly-skilled talents regarding overseas deployment (Cappellen and Janssens 2010; Suutari 2003). Furthermore, there is a lack of understanding of the impact of the management on these workforces on global talent management outcomes (McNulty and De Cieri 2016). Previous research studies argue, both theoretically and empirically, that the presence of a diverse workforce in organisations has a positive contribution towards the creative processes in groups due to different perspectives arising from different cultures involved. In opposition to this, it can also increase the probability of the development of internal conflicts within the group. Engaging a diverse workforce brings in unforeseen cross-cultural and knowledge dissemination challenges; hence, this study will focus on the strategies adopted by organisations in the global automotive engineering services sector for the engagement of multi-cultural talents. For any organisation, the success of their global expansion mainly depends on the effective management of their key resources (Ribeiro and Machado 2017). Zook and Mullaney (2012) posit that for attracting and retaining key talents, multinational organisations need to be aware of the importance of global mobility, the necessity of adopting efficient talent management programmes and the requirement of developing an effective talent mobility strategy.

**Research purpose**
In the context of the current global knowledge economy, highly-skilled professionals play an important role in making exceptional contributions to stimulate economic growth (Kerr et al. 2016). The research study attempts to understand how an organisation identifies and develops a highly-skilled talent pool to sustain and enhance its core competencies. The talented workforce needs to be engaged for achieving organisational objectives and ensuring the success of the company in the highly-competitive global market. This research study intends to explore the process of identification of talent based on organisational talent pool requirements. It studies the process effectiveness of incorporating talent into the talent pool, their development as part of the talent pool,
and finally, their deployment to strategic assignments. These research topics will be examined within the context of the emerging automotive engineering services sector. An attempt is made to understand how engaging highly-skilled and experienced talent from the global market can serve as a method for investment in new innovative processes and activities that resolves the local skill shortage problem. Moreover, this would impact the strategies adopted by organisations, enabling further growth, development and sustainability of the dynamic talent pool. Therefore, the research aims to articulate the influence of global talents on organisations and their strategies.

**Research question/s**
The overarching research question driving the research study is:
“What steps can a multinational organisation in the automotive engineering services industry take to ensure effective global talent management and mobility?”

The aims and objectives of this research study are as follows:
- To identify the significant factors that influence the talents decision-making process, including their perceptions and personal experiences.
- To understand the organisational commitment and work engagement levels of talents involved in the talent pool.
- To examine what factors, from organisational to individual perspectives, influence talented professionals’ choices regarding global mobility.

A case-study approach for data collection was adopted, choosing semi-structured interviews as the means of gathering details from talents regarding their experiences in relation to talent management and mobility in their organisation. 32 participants were interviewed from the company’s senior management team. The data collected was organised and analysed using NVivo.

**Implications for HRD practice**
This research study introduces the following theoretical and practical implications:
- It will help to improve the effectiveness of current global talent management practices by evidently providing a better understanding of the motivational and other engagement factors that influence the decision-making process of talents in the global talent pool, especially with regards to their development and deployment. This will also be significant in terms of contributing to research literature on global talent management and mobility.
- The research study will bridge the gap in the research literature by examining a category of professionals, who are highly-skilled talents working in the automotive engineering services sector, from an emerging economy. Few studies examine international human resource management (IHRM) concerning talent mobility from a developing to a developed country, especially in relation to automotive engineering services.
- It can aid practitioners and organisations for making decisions regarding global talent management and mobility strategies and policies.
- This research will elucidate the implications for future acquisition and development of highly-skilled talents (as part of the company’s talent pool), organisational support, and global mobility.

**Conclusions**
This study presents findings that are essential for companies from emerging economies becoming global, especially with regards to talent management and mobility. The preliminary findings of the case study carried out illustrate the perspectives and opinions of key members associated with the organisational talent pool, shedding light on perceptions of talent management and mobility practices and policies. There was a lack of unified understanding on the talent pool and talent management concepts; despite the respondents’ belief that HR and the leadership team play an important role in the implementation of various talent management programmes, the leadership team appeared unaware of the programme’s progress. The interviewees also perceived a differential treatment with regards to career development and work opportunities. Further research needs to be carried out on resolving the issues faced by such professionals’ and new global talent management strategies and policies should be proposed in light of the results of this research.
How can you win the ‘War of Talent’?

Mrs. Beena Manoj
Understanding the challenge of skill obsolescence within mature IT engineering teams

Mr. Colin Williams

Paper’s importance
The information technology (IT) industry has had a profound effect on the social and professional world. The evolution of IT over the last 50 years initially after the Second World War but accelerating through the 1980s has imbedded technology outcomes into modern human existence. IT engineers, the workforce group who install and maintain devices and systems are an important element of the realisation of the benefits of technology by keeping it available and operating effectively. The ongoing evolution of IT systems has changed the requirements of the IT engineering role highlighting the need for new skills and work behaviour to remain effective.

The research (a working paper), will explore how the evolution of information technology (capability) and macro forces has impacted the skills required by mature IT engineers, one of the longer serving employment groups in the IT industry. Workforce aging specifics have been researched extensively and are not the focus for this study, however age is an important aspect based on the emphasis on the experiences of the mature engineer group. Existing literature examines generic human resources operational impacts and technological advancements over the last 50 years but with limited research on the role specific activities of information technology (IT) engineers over the last 30 years. This research will understand the evolution required to the task centric IT role performed by mature engineers affected by increasing levels of automation and innovation that will change the activities of long serving technology employees.

• If the findings result in a workable theory, the HR team may use the findings to undertake specific career development activities at an early stage as IT engineering employees approach a particular age range (the mature range defined)
• An option for further study utilising the research to evaluate other industries with populations of mature engineering workers affected by industry evolution or the introduction of automation.
• A shorter comparative study considering younger or junior IT engineering employees utilising the research findings may deliver broader viewpoint covering a larger proportion of the organisations population.

Theoretical base
The literature review uncovered a body of work aligned with generic HR and academic perspectives on aging or workforces and includes discrimination (Weller 2007), continuing professional development (Galloway 2000), motivation (Thieme 2015; Kim 2016), competitive advantage (Mountford and Murray 2008; Luftman 1997) and training effectiveness of older workers (Zwick 2011). However, the identified gap in knowledge is based on the need to understand the skills development requirement of an aging IT engineering personnel as they consider the role and task changes evident in the current digital age.

The research will be based on a single case study of a large UK technology organisation to engage with mature IT engineering workers within their field of work to understand potential role and skill issues from the perspective of a mature IT engineer. The research methodology will use a Charmaz constructivist Grounded Theory approach and engage with a population of mature IT engineers within the engineering group via audio conferencing semi structured interviews. The target group will be aged 45 and over with greater than one full year of employment. A purposive sampling approach will randomly select an initial sample of 30 engineers within the desired age range from a population of nearly 600 engineers. In keeping with Grounded Theory principles, participant interviews will conclude when theoretical saturation of the data is reached.
Research purpose
The IT engineering workforce of the past 30 years has spanned endless technology advances continually acquiring new skills that were key to IT practice evolution. However that same workforce is affected by a number of forces, most notably an incoming population of IT literate younger employees, automation and displacement by technology, whilst becoming an ageing population of existing personnel concerned with alignment with legacy task and the need to acquire new skills. The research will use a single case study to understand from a selected subset of the population, named the "mature engineer" group the skills or development required to remain effective in the information technology workforce (or to exit to an alternative workforce). Semi structured interviews undertaken via web conferencing tools will be used to create data for analysis and theory creation.

Research question/s
The research aims to understand the roles and experiences of a steadily increasing community of mature IT field engineering workers concerned about their future career prospects unsure about the applicability of the tasks they perform within their historical and current roles.

The central research question is:
“What skills and knowledge do mature engineers perceive are required to remain effective within the Information technology workforce?”

The sub questions are:
• What career aligned challenges are currently faced by mature IT engineers in the workplace?
• What do the mature IT engineers believe are the skills required to be productive?
• What support should organisations put in place to enhance the careers of mature IT engineers?

Implications for HRD practice
The researcher is employed by the studied organisation and could be described as adopting a quasi-insider researcher position due to common company employment with the study participants but not a member of their group. An insider researcher position can deliver benefits to the study including prior enhanced knowledge of the organisation, its culture and working (Bonner and Tolhurst, 2002; Breen, 2007; Galea, 2009). Additionally the potential for the research to be considered and implemented may be greater due to its internal co creation. However (Breen 2009) also highlights the potential for negative benefits such as parachuting into the group and leaving it unstable.

The research is currently a working paper and has reached the initial coding phase with rewarding findings suggesting valid areas for literature review and ongoing analysis. From the initial coding activity age discrimination or related concerns have not emerged as a concern, however job role and skill obsolescence are emerging as area for ongoing analysis which may inform future practice. The initial research has highlighted the stalled nature of the careers of a number of the interviewed engineers with a lack of understanding the intellectual or knowledge development pathway to progress forward. Progression of the research will investigate from the IT engineer viewpoint the reasons for change and the theoretical implications.

The completed research based on its focus within IT organisations will inform career development, future role definition, new skills training and potentially HRD approaches to the management of IT engineering workers in the later stages of their careers.

Conclusions
The research is currently a working paper with conclusions not fully formed. Initially the research activity was not based on the formulation of a theory or ground breaking discovery but stimulated by the need for the mature IT engineering team to be heard and understood. The literature search has uncovered little discussing the evolution of IT and workforce skills highlighting the potential for the research findings to deliver a valuable contribution to professional practice. The use of Grounded Theory unlocks the potential to leave behind a theoretical frame that may deliver actionable insight not just for the studied engineering community but also similar groups of technology based individuals affected by evolution, macro forces or professional change. The research may expose issues and challenges in the mature workforce of the information technology industry that may in time affect other industries and professional disciplines.
Understanding the challenge of skill obsolescence within mature IT engineering teams

Authors: Colin Williams, Dr Catharine Ross, Dr Lyn Nichol

Introduction

The evolution of IT over the last 50 years has seen the development of new technologies and processes. This has been driven by the needs of businesses to stay competitive and meet the demands of their customers. However, this rapid pace of change can also lead to skill obsolescence, where employees become outdated and unable to meet the demands of their roles. This research aims to understand the skills and knowledge required by mature IT engineers to remain effective within the Information Technology workforce.

Current Progress

- Ethics Submission
- Literature Review
- Candidate Selection
- Interview Start
- Initial Coding
- Data Analysis
- Categories and Concepts
- Further Interviews

Methodology

- Mixed Research
- Grounded Theory
- Semi-Structured Interviews
- Gender Neutral
- Aged 40 and older
- Web conferencing method

Methodology Challenges

- Ethical concerns
- Data collection and analysis
- Participant engagement
- Researcher bias

Contribution to Practice

This research is currently in progress and will be completed in the next 12 months. Based on the data collected and analyzed, the research will be published in a forthcoming journal. The findings will provide insights into the challenges faced by mature IT engineers and suggest strategies to address these issues.

Contributor:
Mr. Colin Williams
Gender Pay Gap: The impact of Comparable Worth

Mrs. Camille Heslop-Martin

Paper’s importance
The gender pay gap is an argumentative dimension to gender equality. It can be defined as the difference as a percentage in men and women pay (New JNCHES, 2016). The increasing debates on gender pay gap does not directly link comparable worth as a factor to the gender pay gap or provide solutions. Comparable worth or ‘pay equity’ is interpreted as equal pay for work of equal or similar value and has been a long-standing issue for many years (Rubery and Grimshaw, 2015; Orielly et al., 2015; Peterson, 2015; Lips, 2014). It is the notion that jobs requiring comparable abilities, knowledge, and skills must be remunerated at the same wage rate irrespective of the employee's age, race, sex or any other difference (Dobbelaere, 2011; Sorenseen, 1994). The UK 1970 Equal Pay Act makes it mandatory for women and men to receive equal pay for the same or similar work; yet, there are discrepancies and the gender pay gap stubbornly exists.

There are open discussions on the subject of the increasing gender pay gap in the UK (Hazelkorn, 2018). In the UK whole economy, the mean gender pay gap is 17.3% (ONS, 2017) while in the UK Higher Education Institutions, the gender pay gap is 14.1% (UCEA, 2017). Men are more than twice as likely to be in the top salary bracket in universities while women at all levels in universities experience gender pay gaps (ILO, 2015; Blau and Kahn, 2007). For more than four decades, there are efforts to close the gender pay gap in Britain, however, today women are still earning less than men (Orielly et al., 2015). There is limited academic literature in the context of comparable worth and its direct impact on the gender pay gap. Research has shown several factors that contributes to the gender pay gap in the labour market. Some of which include: female participation in the labour market (HESA, 2015), human capital differences (Blau and Kahn, 2000), occupational segregation (Hook and Pettit, 2015), part-time work and caring responsibilities (Perrons, 2009), valuation of women’s work, discrimination (Knights and Richards, 2003), structural and institutional factors (Olsen and Walby, 2004). It is clear that gender pay gap exists across sectors and there are contributory factors. However, literature has not identified comparable worth as a gender wage gap factor and the extent to which it impacts the gender pay gap.

UK Universities are a source of great strength, which offers excellence in teaching to its students with a strong research base recognised globally. As in any sector, the Higher Education (HE) sector has a responsibility for transparency whereby salary information should be easily and readily accessible. This is key to stakeholders to maintain confidence in the UK higher education system. However, gender pay gap in the HE sector reflects ongoing challenges to abide by the provisions of the 1970 Equal Pay Act. Measures are in place to deal with the issues of gender inequalities. However, there is little knowledge on the issue of comparable worth existence with the gender pay gap and finding solutions to ensure organisation uphold comparable worth in line with equality legislations and by extension to narrow the gender pay gap.

Theoretical base
Drawing on literature that relates to Bourdieu’s (2010) concept of capital and Adams Equity Theory, an understanding of comparable worth issues and the gender pay gap will be examined from employees working within the Higher Education sector. The theoretical perspective that underpins this study is pragmatism which upholds the researcher’s conviction of the significance of both objective and subjective perspectives (Creswell & Plano Clark, 2007). An inductive and deductive reasoning approach will be incorporated and a mixed methods design will be applied in a cross-sectional study of university employees across job functions.

The study adopts the two phased mixed method explanatory sequential mixed methods. First quantitative research will be conducted, the results will be analysed, then utilised to explain in more detail with qualitative research (Creswell and Plano Clark, 2007). For the qualitative aspect, the researcher is concerned with understanding employees’ different levels of interpretations and meaning represented by their ‘interpretive,
naturalistic approach to the world’ (Denzin & Lincoln, 2011, p.3). In an effort to achieve the research aim, the first phase of the analysis will be undertaken using data from the Higher Education Statistical Agency and an online survey to address research question one. Based on the results from the quantitative phase, interview protocol will be developed for the qualitative phase.

Primary data will be retrieved from an online questionnaire and one to one interviews will be collected/conducted from non-academic and academic staff across six schools within a UK university. A random sampling approach will be employed as it allows each individual in the population an equal probability of being selected. With this approach, a representative sample from the population allows for generalisation to the population (Fowler, 2009). A sample of employees from each school will comprise individuals employed in a range of occupations, including administrative, professional and managerial academic, research and teaching. Access will be made through Heads of Schools who will circulate the online survey link and email to employees within their school database. Data from the questionnaire and interview will examine employees’ information on age, gender, occupation, and ethnicity, remuneration across job functions, discrimination, policies and promotions.

Research purpose
This paper aims to explore employees’ perceptions of comparable worth or ‘pay equity’ relative to the gender pay gap within the Higher Education (HE) Sector. The research will identify whether comparable worth is proportionate across gender and will establish if it is a factor of the gender pay gap. Strategies will be developed through Human Resource Development (HRD) to ensure effective implementation of comparable worth policies and by extension to narrow the gender pay gap.

Research question/s
The research questions are as follows:

1. To what extent are employees receiving equal pay for equal or similar work in the Higher Education sector?
2. What factors contribute to comparable worth issue and the gender pay gap in the Higher education sector?
3. To what extent does comparable worth and the gender wage gap factors influence employees’ perceptions on motivation?

Implications for HRD practice
The paper will contribute towards advancing the academic literature with a new body of knowledge in the field of HRD on the extent to which comparable worth exists in organisations and whether it is a factor of the gender pay gap. Strategies will be introduced for organisations to detect inconsistencies with application of current pay equity policies and to promote equal pay for equal or similar work at the institutional level and to narrow the gender pay gap in not just Higher Education Institutions but across sectors.

Conclusions
This study will critically explore why with legal ramifications, the gender wage gap still exists in this quasi-public natured Higher Education sector. The extent to which equal pay for the value of equal work will be known and whether there is a correlation between comparable worth and the gender pay gap. It will unearth any inconsistencies with current application of equality practice using a mixed method approach. The causes of comparable worth issues will be revealed and how these issues affect employees’ motivation.
Gender Pay Gap: The impact of Comparable Worth

Presented by Camille Heslop Martin

Gender Pay Gap: The impact of Comparable Worth

Introduction
The gender pay gap is an important issue in the UK, and it has been a long-standing issue for many years. The gap has been the subject of extensive research and debate. The introduction of comparable worth as a method for addressing the gender pay gap has been controversial, with some arguing that it is necessary to address the issue of gender disparities in pay, while others argue that comparable worth may not be the best solution. This paper aims to provide an overview of the research on comparable worth and its impact on the gender pay gap.

Purpose
The purpose of this paper is to explore the evidence for comparable worth as a solution to the gender pay gap. The paper will examine the research on comparable worth and its impact on the gender pay gap, and will conclude with a discussion of the implications of the research for policy and practice.

Research Questions
1. What are the potential impacts of comparable worth on the gender pay gap at the lower education sectors?
2. What factors contribute to the gender pay gap at the lower education sectors?
3. What is the impact of comparable worth on the gender pay gap at lower education sectors?

Theoretical Underpinning
Comparable worth is a method for addressing the gender pay gap that aims to ensure that women and men are paid equally for work of equal value. The concept of comparable worth is based on the idea that women and men should be paid equally for work of equal value, regardless of gender.

Research Methodology
The study will adopt a mixed-methods approach to examine the potential impact of comparable worth on the gender pay gap. The study will include both qualitative and quantitative methods, and will be conducted in partnership with the Department of Education and the Department of Business, Energy and Industrial Strategy.

Contributions
This paper offers a comprehensive review of the research on comparable worth as a solution to the gender pay gap. It provides an overview of the potential impacts of comparable worth on the gender pay gap, and discusses the factors that contribute to the gender pay gap at the lower education sectors. The paper concludes with a discussion of the implications of the research for policy and practice.

References


The emotional impact of language differences in multinational teams

Mrs. Maria-Luisa Weinzierl

Paper’s importance
In our hyper-connected globalised world today, the urgency and ever increasing speed of communication is transforming the way we work and our expectations of how we collaborate with others across the world. Our channels of communication are becoming ever more sophisticated. Messages often impact the receiver in a variety of ways and sometimes the sense of the language in how it is received and understood differs from the intentions of the sender. This study investigates how communication across language differences elicits emotional responses among the members of multinational teams. How are team leaders challenged when harnessing the skills and abilities of their team members across language barriers?

Theoretical base
The impact of cultural diversity on team collaboration has been the subject of extensive research over the last few years. Scholars have, only recently, caught on to the pervasive impact of language diversity in team work (Brannen, Piekkari, & Tietze, 2014). To date, the majority of senior leaders in multinational corporations (MNCs) have come to depend on a single language policy as the “modus operandi” - the idea that “one size fits all” to ensure communication happens (Tietze & Dick, 2013, Youssef & Luthans, 2012).

It is therefore surprising that the area of language diversity in the area of International Business has not been more widely researched before. Scholars have even alluded to it as “the most neglected field in management” (Reeves & Wright, 1996) or “the forgotten factor” (Marschan, Welch & Welch, 1997). Indeed, there is still much to discover about the role of language in MNCs. As Maclean (2006, p 1377) appropriately points out, “Companies deal with language issues every day. They cope, the world continues to turn. How they do so, however, remains largely absent from the literature.”

For an MNC, the adoption of a lingua franca can, of course, dramatically improve communication across borders from the management perspective (Marschan-Piekkari, Welch & Welch, 1999). Such a practice brings with it several consequences for the native and non-native speakers. While tension is likely to arise in any group, cultural diversity often reinforces individual differences leading to conflict and controversy (Applebaum et al, 1998, Griffith et al, 2003, Mach and Baruch, 2015, Pelled et al., 1999, Tjosvold, 1985, Vigier, Spencer-Oatey, 2017). In this context, a perception of power can arise from a number of issues, namely the geographical dispersion of the team, i.e. the balance of teams being over-weighted in one location or the leader of the team being based at headquarters (Neeley, Hinds & Crampton, 2012). As a consequence of language barriers, sub-groups often form because employees prefer to speak to a colleague who shares their native tongue (Tenzer & Pudelko, 2015). Communication networks then start to form, operating independently from the official company infrastructures. “These ‘parallel information networks’ (Marschan et al., 1997; Harzing & Feely, 2008; Harzing & Pudelko, 2014, Tenzer & Pudelko, 2015) counteract formal authority relationships.” Furthermore, the adoption of an English language mandate has also been identified as a cause for “power-authority distortions” (Harzing & Pudelko, 2013) as it can create control affects and power imbalances (Steyaert, Ostendorp & Gaibrois, 2011) and alter the hierarchy within the organisational structure (Yamao & Sekiguchi, 2015). Proficiency in a foreign language not only provides people with functional skills (Neeley et al., 2012) but also a perception of social power (Bourdieu 1991) thereby influencing the extent to which they can take part (Marschan-Piekkari et al., 1999). As highlighted by Neeley et al. (2012), it contributes to the feeling of “them” and “us” between those who are native speakers and non-native speakers.

Through this, we can see the links between the perceptions of corporate governance on language policy, how this is played out in teams in the field, how language barriers manifest themselves in emotions, such as anxiety, uncertainty from the inability to express oneself and related consequences, the influence of more proficient speakers on fellow team members and the leadership challenges faced by multinational team leaders.
Research purpose
In view of little theory development in this area to date, I have in the first instance undertaken an inductive, qualitative approach. The process began with a conceptual framework with three themes: language policy, the emotional impact of language differences and multinational team leadership. The conceptual framework and the research questions have evolved from the literature review and also my own experience of working cross border in international business with multilingual teams.

The research questions formed the basis of this first investigation with teams from two large multinationals in the Technology Sector. I carried out semi-structured interviews with 12 participants, comprising as follows:
- All mid-career
- 8 women
- 4 men
- 4 native speakers
- 2 British
- 2 American
- 8 non-native English speakers (varying proficiency)

In each interview, I asked for examples to uncover critical incidents to assess the relevance of my findings. The interviews took place between August and November 2018. Given the advantages of the flexibility of thematic analysis, I have adopted this method to analyse and report the patterns, themes identified within the data collected from the individual interviews. The interviews produced some very rich results in relation to the research questions. I have compiled a comprehensive code book with all supporting extracts for each theme and code to review the salience of each. There is constant comparison between the context of the themes and codes in each interview and within each multinational team, cross-referencing statements of interviewees with context, experience and proficiency. Themes identified so far include but are not limited to: Emotions elicited through language differences, Linguistic affinity with culture, Language proficiency affecting team collaboration and Linguistic accommodation. These results will then form the basis of the second part of my analysis designed to test the results statistically to test the validity and reliability of the research. For this, I will use surveys with additional multinational teams within the Technology and Telecoms sector to ratify the results.

Research question/s
What role does language proficiency play in the emotional impact of language differences?

How do cultural differences, as a result of language barriers, contribute to ambiguity and anxiety in the organisation?

How do language differences lead to misunderstandings and communication issues?

To what extent are team leaders with language differences challenged when harnessing skills and abilities of their team members?

Implications for HRD practice
So far the only recorded research that has focused on the specific area of language-induced emotions in multinational teams the study by Tenzer and Pudelko (2015), focused on the results from multinational teams within one home country in the automotive sector. In my research, I plan to expand this further to the Technology and Telecoms sectors, with two different home countries, incorporating the connection between cross-cultural dynamics in teams and cross-lingual sensitivity. My research will have significant impact for leadership development in multinational organisations.

Conclusions
These results will then be used to identify leadership strategies to mitigate problematic issues caused by language-induced emotions and to develop effective tools for improved sense making, better collaboration and a more productive team climate across the globe.
The Emotional Impact of Language Barriers on Multinational Teams
Luisa Weinzierl, PhD Candidate, St Mary's University, Twickenham, London

Introduction
This study investigates how communication across language differences elicits emotional responses among the members of multinational teams. How are team leaders challenged when harnessing the skills and abilities of their team members across language barriers? Only recently, has research begun on the pervasive impact of language diversity in team work.

“Companies deal with language issues every day. They cope, the world continues to turn. How they do so, however, remains largely absent from the literature” (Maclean, 2007)

“Language barriers can lead to apprehension, anxiety, embarrassment, stress, shame and frustration – restrictions in communication skills” (Harzing & Feely, 2008)

Expected Contribution
Wider context: exploring teams from MNCs in the Technology and Telecoms sector
Improved understanding of cross-cultural dynamics against cross-lingual sensitivities in multinational teams
Identification of leadership strategies to mitigate problematic issues caused by language induced emotions and to develop effective tools for improved sensemaking, better collaboration and a more productive team climate across the globe.

Research Questions
The emotional impact of language differences
What role does language proficiency play on emotions when impacted by language differences?
How do cultural differences, as a result of language barriers, contribute to ambiguity and anxiety in an organisation?

Team Leadership
How do language differences lead to misunderstandings and communication issues?

To what extent are team leaders challenged when harnessing the skills and abilities of their team members?

Methodology

References:
Faculty of Management University of Gdańsk. Ed. Stankiewicz Włodzimierz
https://wwwaccenture.com
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Managing Cultural Change in a Local Hotel in Jordan

Mr. Nader Saadeh

Paper's importance:
Jordan local hotels are vital area to examine this topic because of the existing low performance and productivity of the employees due to cultural issues. Involving training and development programs related to social culture will positively enhance (in addition to skills training programs) the commitment to change (Kubisch et al. 1998, cited in Fox, 2017, An Introduction to Evaluation, pp. 42-43, SAGE Publications, Kindle Edition) in the work environment through workplace learning. The researcher will explore this intervention and its impact on performance and productivity in the local hotels in Jordan.

Theoretical base
Thus, in order to ascertain the appropriateness of methods and methodologies, the researcher will use mixed methods according to the researcher’s area of research which is dependent on the research question which involves exploring the impact of change in workplace culture on performance and productivity in local hotels in Jordan using qualitative and quantitative approaches. In this respect, there is an explorative intention in this research study. Therefore multiple case studies and designing semi-structured questions and then conducting interviews would be appropriate to the above field of research. Hence, a qualitative approach in exploring the impact of the training and development programs on the culture of the employees in dealing with day to day services and its impact on change in performance through this workplace learning would be appropriate in the research framework. This would lead to testing an emerging hypothesis from the qualitative research and relating it to productivity which will be measured and researched quantitatively. In this research, the researcher is concerned in evaluating the management programs of the local hotels in Jordan or to develop interventions that lead to change the workplace culture in those hotels in order to impact performance and productivity. That is why the case study approach is a valuable tool to conduct this study. As mentioned briefly above, the researcher will do multiple case studies: (7) to (10) samples of hotels and tour agents. This will enhance the triangulation of the outcomes from the hotels with the outcomes from the tour agents as well as with empirical materials which, in turn, will enhance the trustworthiness of the data, the sources, and the outcomes. Here, this research would answer the how and why questions, and will work in an environment where the researcher would not manipulate the behaviour of those involved in the study, (Yin, 2003, cited in Denzin and Lincoln, 2011, p545).

Research purpose
Due to the lack of performance and productivity associated with cultural issues in local hotels in Jordan (and other enterprises and institutions), the researcher started this DBA project to explore this phenomenon.

Research question/s
How would managing cultural change, through workplace learning, and training and development programs in local hotels in Jordan, impact positively employees’ performance and productivity and the organisation as whole?

Implications for HRD practice
This research study would contribute in identifying the real problem of the low performance and productivity of local hotels in Jordan and would suggest solutions in designing and implementing continuously the appropriate training and development programs in the work environment that would lead to workplace learning and a commitment of change. Communicating the findings with government officials through seminars and official letters would contribute in adopting convenient policies that enhance sustainable development of those local hotels. In addition to that, the dissemination of the findings would change the local owner’s (or management’s)
views which consider conducting training programs and evaluating them as expenses, rather than considering them as investment in the human resources that generates sustainable growth and development.

**Conclusion**

Accordingly, in this particular research paper and in focusing on interviews, the researcher approached the first local hotel and interviewed the general manager with semi-structured questions designed for the purpose of constructing an interpretation of the status-quo of performance, the relation of performance to culture, and if there are ways to enhance the quality of performance in this hotel. Then after discussing the key findings, a reflexive section was added to address the researcher’s journey of this qualitative study. After transcribing the interview, a thematic analysis was done in order to extrapolate the emerging themes from the answers’ body. One can notice the local culture theme of this working environment which is resistant to the overall operations, and which hinders the advancement of the hotel’s performance as a local one. Also one can find within the “change theme” that education and training programs would help in changing the culture in a way that reflects positively on performance.

Involving many local researchers in the international academic environment such as this conference, would (1) inform them about the level of research and the impact of the intervention of its findings on the small and medium enterprises’ growth and development, (2) support those researchers in dealing with such issues, and (3) inform them how is an appropriate intervention could lead to a sustainable growth.
Managing Cultural Change in a Local Hotel in Jordan

Mr. Nader Saadeh

Introduction

It is DBA dissertation study that explores the impact of managing cultural change on performance through workplace learning “training and development”.

Purpose of the study

Due to lack of performance and productivity associated with cultural issues in Jordan, the researcher initiated this study to examine this phenomenon. Jordan is a vital location to examine this topic because of its existing low level performance among employees and workers.

Methodology: Mixed methods will be used to explore this phenomenon. Focus on case studies for performance and on quantitative methods for productivity measures.

Outcomes

Exploring the association of cultural issues with low level performance and productivity, then stressing the importance of workplace learning through training and development programs while evaluating those programs on regular basis, then disseminating the findings would encourage managements to focus on those programs in order to raise performance and productivity in those hotels.

Note to consider

Researchers examining this phenomenon in this part of the world with low-level performance and productivity will benefit of such involvement in these conferences because of the learning impact from similar research work about the effect of intervention programs on raising performance and productivity in similar institutions in different parts of the world.

Contacts

Dr. Dushka Rakesh
Dr. John Ryan
Dr. Chuns Hao-Kwok
How salient is Habitus? Bias and Prejudices in Communities of Practice: The Case of Degree Apprenticeships

Ms. Catherine Abe

**Paper’s importance**

Communities of practice (CoP) have increasingly been influential in understanding how knowledge is transferred and created to improve practice in the management literature (Roberts, 2006). Its focus on the social interactive dimensions of situated learning has led to a reach that spans Human Resource Development (HRD), knowledge management and management education spheres. CoPs are complex social learning environments characterised by multifaceted relationships, constant negotiation of identity, navigating boundaries and cultural meanings (Wenger, 1998, 2010). Their main purpose is to build relationships, learn together and develop shared practice.

On the surface, CoP’s appear to offer significant benefits to the practice of the individual and learning in the organisation. Positive outcomes have been increased innovation and performance (Lesser and Storck, 2001). However, CoP’s are not without criticism. CoP’s at their core, present complicated dynamics of power and trust in the process of creating meaning and reification into practice, for which empirical research offers little clarification (Roberts, 2006). The focus of this study, however is in understanding how member predisposition or Habitus (Bordeiu, 1990) shapes how members of CoP perceive the social environment and therefore results in a process of reification for their practice. This is another aspect of CoP’s with limited understanding. Falling back to Lave and Wenger’s (1991) initial context from which CoP’s emerged, this study is situated within a public sector degree apprenticeship programme. Management, for strategic advantage, can often cultivate CoP’s (Saint-Onge and Wallace, 2003). In the case study organisations, the degree apprenticeship has been introduced as a way of increasing diversity, and challenging the existing mentality, hierarchy, and to modernise the organisation in order for them to be able to respond to a new wave of risks and threats to their service users.

**Theoretical base**

Wenger and Snyder (2000) categorise three elements of belonging to this social environment. The first is through engagement - doing things together. The second is imagination- constructing an image of self, community and the world in order to make sense of it and explore possibilities, and finally alignment; activities are aligned with other process so that they are widely effective. CoP’s are therefore not self-contained environments but rather they evolve around participants acting in social, cultural and institutional context which results in a negotiation of meaning and concrete artefacts that can be applied outside the context of the CoP – the individual’s practice and identity (Wenger, 2010).

However, Mutch (2003) argues that Bourdieu’s concept of habitus challenges Wenger’s view of negotiation meaning. Bourdieu (1990) defines Harbitus as ‘[t]he conditioning associated with a particular class of conditions of existence’ (p.53). In simpler terms, it is an individual’s personality structures such as age, gender, race or social class that provides them with social capital. This could be looked at in terms of the characteristics of individuals protected from discrimination under the Equality Act 2010. On the other hand, it can also be the unconscious bias, implicit bias or prejudice that a CoP participant may carry with or without their own knowledge. Pre-existing and unconscious habitus, such as those listed, that are resistant to change can be detrimental to practice (Mutch, 2003). CoP also offers an environment here these predispositions can influence others and therefore create certain habitus through practice. For example in order to feel like one belongs, by gaining the recognition and acceptance of others, individuals may illicite the attributes and comply with practices of the dominant participants in the CoP (Hale, 2012). This is a particular challenge in organisations where diversity can be seen as threatening the existing occupational culture (Wieslander, 2019). Existing bias
presented by powerful members of the group may affect the learning and well-being of minority groups, or lead to conformity of others and promote potentially poor practice.

**Research purpose**
This research seeks to understand how the presence of personal characteristics, prejudices and bias or Habitus, affects the social learning environment in CoPs. This theory is applied in the context of the case study organisations; where there is a desire to increase diversity, create an inclusive work environment and shift mind-sets and break down potentially toxic approaches to practice to answer the following questions:

**Research question/s**
1. What predispositions are present within the CoP?
2. How do these affect perceptions of the social environment?
3. How are these predispositions reified to affect practice?
4. What, if any, habitus is created through practice?
5. How can the responses of the former questions be harnessed and shaped to create an inclusive CoP environment.

**Methodology:**
This research will be a longitudinal study following the journey of two apprenticeship cohorts each in two organisations during the first 1-2 years on their programme. CoPs are not a static environment; they evolve depending on their membership or even purpose (Brown and Duguid, 2001). Action research will be used for the observance and implementation of interventions that shapes how the CoP operates. Action research (Lewin, 1946) is a meta-methodological cluster of research methodologies that enables the researcher to pursue both action, change and research (Dick, 2004). It does this by using a cyclic process, which alternates between action and critical reflection, involving a continual refinement of methods, data and interpretation in the light of the understanding developed during the research process. As part of the meta-methodological approach, diaries and interviews will be used to document the perceptions of participants during the research.

**Implications for HRD practice**
CoPs are crucial to continual knowledge sharing and professional development for the individual, and organisation learning. Understanding how predispositions affect the process of learning and practice in CoPs will help inform HRD practice on how to establish and develop inclusive and effective CoP’s that the organisation can benefit from.

**Conclusions**
This research seeks to understand how the presence of personal characteristics, prejudices and bias or Habitus, affects the social learning environment in CoPs. These, through reification lead to concrete artefacts that affect practice, and might have long-term implications for the individual and the organisation. CoPs are complex environments made up of power structures, trust, sense making and identity work that are difficult for participants to navigate. Given their importance in shaping professional practice. It is crucial that the HRD community understands the difficult dynamics around these so as to create inclusive and effective environments. This research is in the very early stages of development but it is hoped that the examination of the issues discussed in this paper will contribute to the understanding of the nature of CoPs and go some way towards addressing some of its criticisms.
How salient is Habitus? Unconscious Bias and Prejudices in Communities of Practice: The Case of Degree Apprenticeships

Ms. Catherine Abe, Nottingham Trent University

What are your biases? Scan to take an Implicit Association Test.

Communities of practice (CoP) have increasingly been influential in understanding how the social interactive dimensions of situated learning leads to knowledge transfer and practice improvement in the management literature (Roberts, 2006). CoPs are complex social learning environments characterised by multifaceted relationships, constant negotiation of identity, navigating boundaries and cultural meanings (Wenger, 1998, 2010).

The Problem:
CoPs appear to offer significant benefits to the practice of the individual and learning in the organisation e.g., innovation and performance (Lesser and Storck, 2001). However, at their core, they present complicated dynamics of power and trust in the process of creating meaningful and reification into practice, for which empirical research offers little clarification (Roberts, 2006).

The focus of this study, however, is in understanding how member predilection or Habitue (Bourdieu, 1990) shapes how members of a CoP perceive the social environment and therefore results in a process of reification for their practice. This is another aspect of CoPs with limited understanding.

The Theory:
Bourdieu (1990) defines ‘Habitus as “the conditioning associated with a particular class of conditions of existence” (p. 53). In simpler terms, it is an individual’s personality structures such as age, gender, race or social class that provides them with social capital. This could be looked at in terms of the characteristics of individuals protected from discrimination under the Equality Act 2010. On the other hand, it can also be the unconscious bias, implicit bias or prejudice towards others that a CoP participant may carry with or without their own knowledge.

Existing bias presented by powerful members of the CoP may affect the learning and well-being of minority groups, or lead to conformity of others and promote potentially poor practice.

The Research Questions:
1. What predispositions are present within the CoP?
2. How do these affect perceptions of the social environment?
3. How are these predispositions reflected in influence practice?
4. What, if any, habitus is created through practice?
5. How can the responses of the former questions be harnessed and shaped to create an inclusive CoP environment?

The Methods:
Using Action research (Lewin, 1946) this research examines the on the job training environment of two degree apprenticeship cohorts, each in two organisations, during waves 1 and 2 of their programme. Action research offers a cluster of meta-methodology that enables the researcher to pursue both action, change and research (Dick, 2004). Alternating between action and critical reflection, it involves a continual refinement of methods, data and interpretation as understanding develops during the research cycle.

The Next Step:
This research seeks to understand how the presence of personal characteristics, prejudices and bias or Habitue, affects the social learning environment in CoPs. These, through reification to lead to concrete artefacts that affect practice, and might have long-term implications for the individual and the organisation. This research is in the very early stages of development, but it is hoped that the examination of the issue discussed in this paper will contribute to the understanding of the nature of CoPs and go some way towards addressing some of its criticisms.
Economic Migrants’ Views towards Business Ethics in the UK

Mrs. Shajara Durar

Paper’s importance
The level of the impact created by culture varies in different regions and close observation may reveal the number of similarities and differences (Rao, 2016). Professional’s perceptions develop as a result of life experiences and interacting with the people around them. These influence their attitudes and ethical decisions (Patel & Schaefer, 2009). Due to increased globalisation, the markets have opened the doors for the increased migration of individuals belonging to diverse cultures (Vitell et al., 2016). Organisations should understand factors associated with the national cultures which might influence the perceptions and attitudes of migrants to enhance their performance levels. The study will focus on economic migrants from Pakistan, India and China and will try to find out which cultural and geographical factors influence ethical decision making in EMs coming from the different cultural background and how they perceive the world around them.

Theoretical base
The business world has become fast paced due to the globalised economy where organisations not only pursue profitability and economic development but also acknowledge ethical standards, values, and norms (ITA, 2004). In order to achieve sustainability while being competitive in multi-cultural societies (Ibrahim, Howard and Anglidus, 2008) people’s perceptions, behaviours, approaches, and integrity propose exciting opportunities and exigent risks to organisations influencing leaders to embrace ethical strategic decision making (Brazzel, 2003). A highly influential force which is shaping the current business environment globally is migration as it has affected almost 244m people and constitutes 3.3% of world population, living outside their country of birth (UN, 2016). Hofstede’s cultural variables can help to elaborate this phenomenon because culture can be critical in explaining the variations between people and Hofstede’s variables can clarify these variations between nations (Hofstede, 1983; 1984; 2001). Moreover, Jackson (2001) carried out an empirical study on 10 countries and highlighted specific areas which are associated with cultural aspects and have an impact on the people’s decision making. He further emphasised on conducting an empirical study based on cultural justification to figure out multi-cultural differences in perceiving ethical management (Jackson, 2001). It is believed that perceptions and behaviours of experts in terms of business ethics vary depending on religious beliefs, culture, society, and accountability of an individual which also has an influence on their decision-making process (McLaren and Rashid 2002; Haloub, Samawi, Refai, and Beddewela, 2016). Despite the fact, several studies could be found, yet it requires further study to develop in-depth understanding (Hammer, 2000; Jackson, 2001; Michael, 2006; Raguz and Ivona, 2015; Haloub et al., 2016).

Research purpose
Unrestrained influencers and the consequential behaviour associated with business ethics differs because of politics, demographics, religious, and other societal factors, not addressed in previous literature with regards to culture, religion, social values and customs (Hofstede and Minkov, 2010). The ethical argument negates inappropriate actions in a multi-cultural context that leads to illegitimate practices such as bribery (Jackson, 2001). The increase in the trend of globalisation has consequently raised the issues emerging from the cultural diversity of the workforce. It is easy to predict the behaviour of professionals by developing an understanding of the cultural values of the community they belong to (Dow, Hakanson, and Ambos, 2014). In order to interact with professionals, management should understand the major forces which build their culture and attitudes (Fan and Ziganag, 2004; Patel and Schaefer, 2009; Amster and Bohm, 2015; Banuri and Eckel, 2015).
Research question/s
This study underpins the professional’s attitudes and perceptions towards the ethical decisions of EM from the Far East (Pakistan, India and China) that are coming from different geographical locations and cultures to work in the UK.

This study aims to achieve some specific objectives, and address the following research questions:

Q1: What is the impact of perceptions and attitudes of EMs on business ethics in the UK?
Q1.1: What is the religious impact on the EMs’ views on business ethics in the UK?
Q1.2: What are the cultural factors that influence ethical decisions in EMs coming from different cultural background?
Q2: What are the motivators and inhibitors that affect the EM to accept or deny the ethical environment in the UK?

As this study is going to look into a situation that has not been studied much so the exploratory research will act as a way to determine the best suitable research design and method for collecting data (Saunders, Lewis & Thronhill, 2012). The research will use Social Constructionism philosophy (Buckley, 2013; Arruda, 2017) where primary data involves qualitative data collection approaches (Flick, 2006; Galbin, 2014; Borman, 2015).

Most qualitative studies conduct less than fifty interviews and are able to achieve the goals of the study (Fortune, Reid and Miller, 2013). The economic migrants selected from 3 different countries India, Pakistan and Chinese based on the fact that they are gradually increasing within the UK and could be found in most of the UK organisations (Killam, 2013). According to the Office for National Statistics- ONS (2011), the number of immigrants in the UK has increased gradually in the last 60 years and now 28% population of the UK consists of immigrants.

The method selected by the researcher for analysis of the data is thematic analysis (Braun and Clarke, 2006; Crowe, Inder and Porter, 2015). A Software which is known as NVivo in order to conduct thematic analysis will be used (Ryan, 2014).

Implications for HRD practice
Due to increased globalisation the markets have opened the doors for the increased migration of individuals belonging to diverse cultures (Vitell et al., 2016). It has become the utmost responsibility of the organisations to understand all factors associated with these national cultures which might influence the perceptions and attitudes of migrants/professionals to enhance their performance levels.

The findings can assist in integrating business ethics with a class/group of the people by identifying and filling the gaps related to management practices within the boundaries of ethics and processes of strategic decision making in different business areas by comprehending perceptions, behaviours, and attitudes of EMs. The study can focus on EMs and can try to find out which cultural and demographic factors influence ethical decision making in EMs coming from different cultural background and how they perceive the world around them. The study will add to the existing literature related to EMs coming to the UK. The knowledge gathered will also bridge gaps in literature related to recent studies creating impact on professionals’ views on strategic and ethical decision making.

Conclusions
The study will touch the base on evaluating the impact of individual factors, such as migrants’ culture and religion, in addition to the external legal framework that affects migrants’ perception and attitude toward business ethics in the UK. The study will add to the existing literature related to EMs from Pakistan, India and China because they constitute 60% of total migrants coming to the UK play an important role in the growth of the business sector (Nathan, 2013). In the UK, diverse groups of people from various ethnicities work together whose cultural background can create an impact on their views towards business ethics which will be explored with the help of the study.
ECONOMIC MIGRANTS’ VIEWS TOWARDS BUSINESS ETHICS IN UK

PRESENTED BY: SHAJARA UL-DURAR AND DR. RADI KALOOG

INTRODUCTION AND BACKGROUND

A highly influential force which is shaping the current business environment globally is migration as it has affected almost 3.3% of the world population, living outside their country of birth (UK, 2016).

Various factors change the level of the impact of globalisation on every country, for instance, political attitudes, religious views, cultural values, ethnicity, race, and geographical location, etc. Perceptions of expatriates in terms of business ethics vary depending on religious beliefs, culture, and accountability of an individual which also has an impact on their decision (Hindawi et al., 2016).

The UK has experienced a gradually increasing flow of the number of migrants into its economic environment (Brenner, 2017).

The study attempts to identify the influence of some factors on the economic migrants’ (EM) attitudes towards business ethics in the UK.

RESEARCH QUESTIONS

Q1: What are the perceptions and attitudes of EMs on business ethics in the UK?

Q1.1: What is the impact of the EMs’ views on business ethics in the UK?

Q1.2: What are the cultural factors that influence ethical decisions in EMs coming from different cultural background?

Q2: What are the motivators and inhibitors that affect the EM to accept or deny the ethical environment in the UK?

METHODOLOGY

The research will use Social Constructivism philosophy where primary data involves qualitative data collection approaches.

The economic migrants selected from 3 different countries: India, Pakistan, and China based on the fact that they are gradually increasing within the UK and could be found in most of the UK organisation.

The method selected by the researcher for analysis of the data is thematic analysis. A software which is known as NVivo in order to conduct thematic analysis will be used.

THEORETICAL LENS

The neo-institutional theory is one of the main theoretical perspectives used to understand organisational behaviour as situated in and influenced by other organisations and wider social forces—especially broader cultural rules and beliefs.

RATIONAL OF THE STUDY

The level of the impact created by culture varies in different regions and close observation may reveal the number of similarities and differences (Han, 2016).

Professional perceptions develop as a result of the experiences and interacting with the people around them. These influence their attitudes and ethical decisions (Patel & Schaefer, 2009). Organisations should understand factors associated with the national cultures which might influence the perceptions and attitudes of migrants to enhance their performance levels.

RESEARCH GAP

The increase in the trend of globalisation has consequently raised the issues emerging from the cultural diversity of the workforce. It is easy to predict the behaviour of professionals by developing an understanding of the cultural values of the community they belong to. People initially socialise with the community who share a similar identity and this process is done differently in people from different cultures and regions (Dew, Hakanson, & Ambos, 2014).

New people don’t limit their connection with their own cultural group and have realised the importance of multi-cultural relations.

EXPECTED CONTRIBUTION AND IMPLICATIONS

The study will assist in understanding how do diverse groups of people from various ethnicities want and the impact of their cultural background can create an impact on their views towards business ethics.

The study is focused on economic migrants and would assist in finding out which cultural and demographic factors influence attitudes and perceptions of EMs coming from the different cultural background and how they perceive the world around them. Understanding this would be helpful to the business dealing with EMs at their workplace in a better way and see ways which will create harmony by reducing associated constraints. Thus, improving ethical decision making.
What are the Enablers and Barriers to Knowledge Sharing within an Award-winning Chinese SME?

Ms. Bo Wen

Paper’s importance
To date, Chinese SMEs remarkably contribute to national economy, especially in the manufacturing section (Zhou, 2015). By 2017, 13 million SMEs taking up over 90% of all enterprises had produced over 60% of GDP and 50% of total tax revenue (Zhang, 2018). However, almost 60% of SMEs had shut down within the first 5 years and only 10% survived after 10 years (Zhou 2015). China is under a rapid economic, technological transformation along with global and domestic business challenges (Zhang et al., 2016). Within the macroeconomic environment, SMEs are confronting the several challenges of survival (Zhang et al., 2016). In such situation, boosting survival capability has become the primary goal of Chinese SMEs.

Knowledge as a type of core competency, is conceived as the key to survive (Lin, 2007). Knowledge management’s contribution to enhancing SMEs’ survival is no longer new. Knowledge management is a comprehensive approach to integrate resources and strategies for creating new ways for survival and competitiveness (Tesavrita & Suryadi, 2016). The success of knowledge management strongly associates with knowledge sharing, since sharing activities and interplay among employees can facilitate to obtain new knowledge and improve their performance (Gao & Bernard, 2018), in turn improving the quality of product/service and decision-making, and strengthening SMEs’ survival capability (Cavaliere et al., 2015).

However, knowledge sharing also has negative effects for both individuals, such as perceived loss of power, the negative influence on trust among people, the overload of receiver and organisations of confidential issue (Schauer, 2014). Hence, it is important to understand what enables and what holds people back from sharing their knowledge within SMEs.

Theoretical base
Knowledge resides in individual minds so that knowledge sharing cannot be enforced (Tesavrita & Suryadi, 2016), only when individuals are willing to share or motivated by outside interventions (Lin, 2007). Thus, organisations have to take actions to motivate their employees to interact with other co-workers so as to contribute to the organisational knowledge (Lin, 2007). Therefore, many extent researches investigate knowledge sharing enablers from individual and organisational perspectives (Lin, 2007; Cavaliere et al., 2015). Specifically, as for individual perspective, KS is driven by individual motivation as motivation is the fundamental determinant of behaviour (Lin, 2007; Cavaliere et al., 2015; de Almeida et al., 2016; Chen et al., 2018). In KS research, individual motivation is based on the view of the self-determination theory (Bock et al., 2005; Lin, 2007). There are two broad forms of motivation across various contexts and studies: extrinsic and intrinsic motivations (Bock et al., 2005). Extrinsic motivations indicates behaviour from the goal-driven reasons, such as rewards, whereas intrinsic motivations draw on the inside satisfaction from the activities, such as enjoying helping others, knowledge self-efficacy and trust (Lin, 2007; Cavaliere et al., 2015; de Almeida et al., 2016; Chen et al., 2018). These motivations enable to knowledge sharing from different perspectives (Lin, 2007; Eze et al., 2013; Cavaliere et al., 2015). Additionally, Cavaliere et al. (2015) highlighted that the organisational characteristics referring to the role of manager, organisational structure and relationship among employees outstandingly affect the knowledge sharing happening within organisation. Whereby, SMEs have their own distinctive characteristics, other than the small scale of large company (Lin, 2007; Eze et al., 2013). Hence, the self-determination theory and the distinctive characteristics of SMEs will be the theoretical based of my proposed research. Building on this premise, this research is going to identify the enablers and barriers to knowledge sharing from individual motivation (e.g. intrinsic and extrinsic motivations) and SMEs’ characteristics (e.g. the role of own manager, organisational structure and rewards) within a Chinese SME.
Research purpose
This proposed research, therefore, aims to identify the enablers and barriers that facilitate and hinder knowledge sharing within a SME in China. First, the prior researches are predominantly conducted in western countries (Cavaliere et al., 2015; de Almeida et al., 2016), there is few in Chinese context. Further, many studies relevant to knowledge sharing in China were conducted in educational and medical industry and large company context (Chen et al., 2018; Law et al, 2017; Li, et al., 2016). It is still poorly understood in Chinese SMEs domain (Chen et al., 2018; Zhang et al., 2016). The characteristics of SMEs in terms of the role of top manager, organisational structure, and reward system make them different from the large firms. Thus, it is necessary to make sense the enablers and barriers to knowledge sharing in SMEs. Finally, within Chinese SMEs context during recent years, KS-related researches mainly draw on the mechanism of KS (Pei, 2018), influences on organisational innovation (Zhang et al., 2016), factors and system of KS (Li, et al., 2016; Zhang et al., 2016) and motivation of KS (Law et al, 2017). Specifically, research into motivation of KS in China, similar to the Western researches, has involved in intrinsic and extrinsic motivators as the triggers of KS (Law et al., 2017). Nevertheless the majority of these researches largely drew on the extrinsic monetary rewards (Li et al., 2016), and intrinsic motivation mainly focused on enjoyment (Law et al., 2017). Few identified systematically motivations. Therefore, the aim of this research is to identify the enablers and barriers to knowledge sharing within a Chinese SME.

Research question/s
1. What enables employees to knowledge sharing?
2. Are there any barriers, which stop knowledge sharing?
3. What recommendations would you make to enable knowledge sharing in this organisation?

Implications for HRD practice
This research will provide significant implications for managers, researchers and the area of HRD. First, it focuses on employee individual perception of knowledge sharing, which will make the better understanding of reasons why knowledge sharing takes place in macro and micro perspectives. Managers need to think the strong role played by the individual and organisational enablers so as to encourage knowledge sharing by both the temporary and long-term ways. In this regard, managers in a better position to take actions to motivate employees to share knowledge in the right way so as to facilitate effective knowledge sharing. Furthermore, through making sense the potential barriers hinder knowledge sharing result from individual motivations and organisational characteristics in a real world, practitioners should pay attention to these aspects by carefully planning and applying their HRD practices such as training, learning and etc. accordingly. This will enrich and expand the research areas and contents of HRD in SMEs.

Conclusions
This study will contribute to making sense the enablers and barriers to knowledge sharing within Chinese SMEs. Academically, the case study in Chinese SMEs contributes to the extent research area of knowledge sharing in Chinese context. This can be a contextual material that supports literature on knowledge sharing in SMEs in China and the region. Also, this study will combine the self-determination theory and the SMEs’ distinctive organisational characteristics to research the enablers and barriers of knowledge sharing, which is likely to be applied into other countries.
What are the Enablers and Barriers to Knowledge Sharing within an Award-winning Chinese SME?

Ms. Bo Wen

Theory Basis on Knowledge Sharing

Knowledge is conceived as the key to survive (Lin, 2007). Knowledge management is a comprehensive approach to integrate resources and strategies for creating new ways for survival and competitiveness (Lin, 2007; Cavaliere et al., 2015). The success of knowledge management strongly associates with knowledge sharing, since sharing activities among employees can facilitate to obtain new knowledge and improve their performance, in turn improving SMEs’ survival capability (Cavaliere et al., 2016). However, knowledge sharing cannot be enforced only when individuals are willing to share or motivated by outside interventions (Lin, 2007). Thus, knowledge sharing is affected by inside and outside interventions, such as individual motivations and organizational characteristics (Lin, 2007; Cavaliere et al., 2015).

Aims and Main Research Questions:

- What enables employees to knowledge sharing?
- Are there any barriers which stop knowledge sharing?
- What recommendations would you make to enable knowledge sharing in this organisation.

Implication of HRD

- It will make the better understanding of reasons why knowledge sharing takes place in macro and micro perspectives.
- Managers need to think the strong role played by the individual and organisational enablers so as to encourage knowledge sharing by both the temporary and long-term ways.
- Practitioners could take actions to mitigate the barriers and motivate employees to share knowledge by carefully planning and applying their HRD practices such as training, learning and etc.

This will enrich and expand the research areas and contents of HRD in SMEs.

Contributions

- This can be a contextual material that supports literature on knowledge sharing in SMEs in China and the region.
- This study will combine the self-determination theory and the SMEs’ distinctive organisational characteristics to research the enablers and barriers of knowledge sharing, which is likely to be applied into other countries.


Unintentional Perspective Taking on Gender in the Workplace

Ms. Lakshmipriya Maheswaran

Paper’s importance
Research on cognition in organisations is on the rise. The capacity to see the world from another’s point of view has potential impact on our ability to relate well to others. Perspective taking has long been researched in developmental and social psychology, and more current work has been carried out within the management literature (Ku et al, 2015).

Humans are social creatures and the main determinant of our social behaviour is a complex, synergistic, and dynamic process known as “social thinking” (Winner & Crooke, 2009). Social thinking acknowledges that we negotiate virtually everything that we do using subtle thought processes to consider not only our own perspective, but also the other person's point of view. Being able to put aside our own viewpoint is thus a fundamental facet of our ability to efficiently navigate through social situations (Samson et al, 2010). Many adults in today’s workforce have social thinking/learning weaknesses, despite an often exceptional academic mind. While these individuals can successfully carry out complex work processes, they may be less successful in understanding what other people can see or feel and thus be challenged to focus on the important things in a social interaction. Little attention has been given to perspective taking as state concept that can vary across groups, environments and situations. Past studies have typically treated it as a stable difference in personality or a momentary mindset induced in laboratory settings. In this study, an experiment was conducted on working adults across diverse organisational experiences to examine the efficiency of perspective taking when there is a change in the gender of the perspective taker. Furthermore, this study also reports how perspective taking operates in a workplace environment as compared to a home environment.

Theoretical base
Although empirical evidence suggests that perspective taking has numerous advantages when navigating social interactions (Galinsky et al, 2005), literature on perspective taking within organisations is relatively new and scattered. The shift from industrial to knowledge and service-based economies has resulted in work that is integrally interdependent and relational (Gittell, 2000). Managing relationships in the workplace is extremely crucial for an effective and productive work environment. Research in social psychology suggests that perspective taking can become more effortful, limited and difficult when a particular target or sets of targets in an organisation are different from each other (Epley, 2008).

Previous research demonstrates that the ability to take someone else's perspective and resist interference from one's own perspective requires a cognitively effortful thought process (Moore et al, 1995). However, recent discovery has shown that infants (Sodian et al, 2007) and chimpanzees (Hare et al, 2000) find it quite easy to recognise different perspectives under certain circumstances despite their limited cognitive resources. These inconsistent discoveries then led to the idea that there may be some simple and undemanding computations that adults use to process someone else's perspective. A new visual perspective taking paradigm was introduced to highlight the existence of such computations which measured the processing of interference between our own perspective and that of the others (Samson et al, 2010). Both egocentric and altercentric intrusions in visual perspective taking were found, suggesting that the computation of understanding what someone else sees was done automatically. Building upon this novel research, the present study investigated the role played by gender and physical environment in the efficiency of perspective taking. Both egocentric and altercentric intrusions in visual perspective taking were found (Samson et al, 2010), suggesting that the computation of understanding what someone else sees was done automatically and unintentionally. Building upon this novel research, the present study investigated the role played by gender and physical environment in the efficiency of perspective taking.
**Research purpose**
It has been demonstrated that people cannot ignore another person's perspective even when this is detrimental to their immediate processing goal (Flavell et al, 1985). The purpose of this study was to investigate how such 'unintentional' perspective taking is affected by the identity (gender) and physical environment (home vs. workplace) of a perspective taker.

**Research question/s**
How do individuals engage in perspective taking when members of the group are differentiated by gender (same or different) and environment (workplace or home)?

Thirty-six working adults participated in this experiment twice, once from their home and once from their workplace. In the experiment, participants saw an image of a human avatar in a room facing one of the walls, with red discs displayed on the walls. The experiment’s trials were classified as consistent (when both the participant and the avatar see the same number of discs) and inconsistent (when the participant and the avatar could see different number of discs). Participants were then required to explicitly judge the number of discs that could be seen, either from their own perspective or from the avatar's perspective, while ignoring the irrelevant perspective. The assessment of the implicit processing of the perspectives was calculated by measuring the extent to which the irrelevant perspective interfered with participant's explicit judgements about the relevant perspective.

**Implications for HRD practice**
Perspective taking, which is critical for social coordination and understanding, presents profound implications for human resource developments, especially in organisations that have a diverse and multi-generational workforce. It is a psychological process that is crucial to effectively navigate the organisational world, from employee and customer motivation to preventing and resolving conflicts. The theory contends that the process of imagining the world from another's point of view can result in improved interpersonal relationships in terms of approach behaviour and organisational citizenship behaviour (Ku et al, 2015). A number of social psychological experiments have shown that perspective taking can improve intergroup relations such as reduced stereotyping, prejudice and discriminatory views (Wang et al, 2004). Furthermore, consciously engaging in perspective taking can make work teams more effective and creative. Because a typical organisation is a place that is made up of employees and situations with intricate and mixed motives, better understanding of our ability to handle social complexities can help us learn about social operating systems and how to create an effective work environment through efficient perspective taking. This paper aims to understand the impact of gender differences and physical environments on perspective taking to manage the challenges associated with differences in group perception and cognitive load in workplace environments.

**Conclusions**
This study shows that in a simple visual perspective taking task, one’s own and someone else’s visual experience interferes with each other. Participants were slower to make their egocentric and altercentric judgements when there was a conflict with the avatar’s perspective, even though the avatar’s perspective had no direct relevance to their task. The results of the study also show that the participants took a longer time to judge their perspectives in the office environment as compared to the home environment, which suggests that there is more cognitive load in a workplace setting.

Furthermore, lesser accuracy in the inconsistent condition compared to the consistent condition when participants judged an avatar from an opposing gender indicated that there was an interference from the participant's own gender orientation. Interestingly, this finding was only identified in the work environment, and not in the home environment. These intrusions arose even when participants were given a clear opportunity to ignore the avatar's perspective, suggesting that being able to override one's own perspective is a demanding process when taking someone else's perspective.
Unintentional Perspective Taking on Gender in the Workplace

Ms. Lakshmipriya Maheswaran

Unintentional Perspective Taking on Gender in the Workplace
Lakshmipriya Maheswaran
St Mary's University, Twickenham, London

Introduction

- Perspective taking is the ability to hold at least a partial view of other people’s inner lives. It has long been fostered as an integral developmental trend that is amenable to much of human capacity (Beck, 1939; Piaget, 1932). The expansion of the concept is a significant number of human cognitive and mental ability.

- Past research shows that ability to resist interference from one’s own perspective is a crucial aspect to understanding other people’s viewpoints. For example, children below the age of 4 usually respond according to their own, more salient nearest-state enacted in other someone’s environment ( Honour & Honour, 1964).

- Students found that the computation of what someone else saw was done rapidly and effortlessly (Gasman et al., 2010).

- Perspective taking is particularly important in modern and diverse organizations, where the need to work collaboratively is very crucial (Olson, 1992).

- Perspective taking has been known to decrease prejudice, stereotyping, discrimination and increase perceptions of intergroup community (Skitka et al., 2006).

- Previous experiments using the dot perspective task has produced evidence that teachers may be equipped with a mechanism that spontaneously relates other’s gaze direction and thereby acquires information about what they can see.

- The studies that explored perspective testing did not examine gender differences and impacts of physical environments.

- Therefore, the present study aims to investigate how working individuals engage in perspective taking when members of the group are differentiated by gender (same vs. different) and environment (workplace vs. home).

Method

Participants

- Thirty-two (22 females, 10 males) S.M.S.T.W.L nursing students participated in the experiment hence, once from their home and once from their workplace.

Experiment

- The athletes consisted of a picture showing a frontal view into a room with the 4 participants visible and with a desk and chair held on the wall.

- Each trial began with a perspective cue, either “HE/SHE” or “YOU” was presented on the screen.

- The total number of messages per trial was 60.

- When the H/SHE cue was presented on the screen, participants were asked to judge the number of other’s males.

- When “YOU” appeared on the screen, participants judged the number of other’s males.

- Participants were told not to judge the number of other’s males but to judge whether the perspective cues and number present correctly described the final displayed picture.

Design

- A 3 x 2 mixed subject design: Perspective (self/other) X (Physical environment: workplace/home), Gender (male/female)

- Fixation time (15%) and accuracy were used as dependent variables in these two separate analyses.

- Polis Pocket was used to control the stimulus presentation and data collection.

Results

- A MANOVA analysis revealed a significant main effect of perspective was found Fperspective = 45.42, p < 0.000, η 2 = 0.272, where accuracy was higher when participants acted to judge the other’s perspective.

- There was an interaction between perspective and subjectivity Fperspective x subjectivity = 11.23, p < 0.000, η 2 = 0.172, as well as gender and subjectivity Fgender x subjectivity = 0.80, p < 0.000, η 2 = 0.099. (Figure 3)

- A three-way interaction between consistency, gender and subjectivity was identiﬁed Fconsistency x gender x subjectivity = 5.94, p < 0.005, η 2 = 0.185.

Discussion

- The study shows that, in a simple visual perspective-taking task, one’s cue, and someone else’s visual experience interfere with each other. This is consistent with the original perspective-taking task that was carried out on undergraduate students by Ishizuka et al. (2011).

- Analysis of the accuracy revealed that participants were more effective at judging the other person’s perspective than at judging their own perspective.

- Participants were slower to make the egocentric and allocentric judgements when there was a conflict with the other’s, even though the other’s perspective had no direct influence to their task, suggesting that being able to overcome one’s own perspective in a demanding process can take some time.

- The reaction times were generally higher in the workplace environment than in the home environment, which suggests a heavier cognitive load in the workplace.

- Less accuracy in the inconsistent condition compared to the consistent condition when participants judged as an adder from an existing gender indicated that there was an interference from the participant’s own gender orientation. Interestingly, this finding was only identified in the workplace environment, and not in the home environment.

- In general, female participants were slightly more accurate and slower at the perspective taking task than the male participants.

References


Participation in Decision Making Practices on Employee Innovative Behaviours and Performance: The Influence of Authenticity Attributions, HR Strength, and Power Distance Orientation

Mr. Adam Kitt

Paper’s importance

HR attributions are defined as “causal explanations that employees make regarding management’s motivations for using particular HR practices” (Nishii et al, 2008, p. 9). Over the past 10 years, the application of attribution theories in HR research has both accelerated and demonstrated important implications on a plethora of employee outcomes (e.g. Shantz et al, 2016; Chen et al, 2017). Nevertheless, the HR attribution (HRA) literature remains under-developed both theoretically and empirically. HRA research often examines averages across several HR practices, which are used to make system-level inferences on employee outcomes (Hewett et al, 2018). Yet, this approach neglects to provide insight into the within-person variability that occurs across employees’ perceptions of HRM within their firms, such as the way employees perceive HR practice implementation by (line) managers (Farndale & Sanders, 2017). Furthermore, innovative work behaviours, defined as the ability to generate and implement creative ideas (De Jong & Den Hartog, 2010), have been overlooked within the attribution literature and serve as an important avenue of inquiry, especially considering their positive effects on productivity, flexibility, and growth (Valaei, Rezaei, & Emami, 2016). Finally, although the HRA-outcome relationship is likely explained by intermediate variables, it is surprising that only a few studies have examined the mediating mechanisms and moderating conditions that interact within this dynamic (e.g. Sanders et al, 2017).

In this study, the relationship between participation in decision making practices (PDM), HR attributions, and employee innovative work behaviours (IWBs) is explored. In doing so, the academic contributions are threefold. First, this study answers the scholarly call to examine the attributions of an isolated HR practice on employee innovation. Participation in decision making practices, referring to the degree to which employees are encouraged to influence organisational decisions by sharing their thoughts, feelings, and ideas (Probst, 2005), has been chosen due to its positively robust effects on innovation (Cheng, Song, & Li, 2017) and substantial role in shaping employee sense-making of HR practices (Den Hartog et al, 2013). Second, this study develops and examines PDM authenticity and isomorphic attributions as mediators. Examining the role of employee authenticity judgments, whereby employees perceive PDM to be underpinned by either (1) intrinsic managerial values (i.e. authentic attributions) or (2) competitive or institutional pressures (i.e. isomorphic attributions), adds to the nomological net of HR attributions and offers new and novel insights into attribution theory. Finally, as attributions are likely influenced by contextual and individual characteristics (Nishii & Wright, 2007), this study makes its final contribution with the inclusion of power distance orientation (Yoo et al, 2011) and HR system strength (Bowen & Ostroff, 2004) as moderators. This fills a key gap the academic knowledge of the subtle interplay between individual and context within HRA-employee outcome relationship.

Theoretical base

This study draws upon HR attribution theory (Nishii et al, 2008), institutional theory (Scott, 2005), signalling theory (McShane & Cunningham 2012), and social exchange theory (Blau, 1964). In ovation-focused organisations adopt PDM practices due to pressures from competitive organisations or professional bodies (i.e. isomorphism) to gain organisational legitimacy. However, whilst adopting HR policy that may reflect best practice, the quality of PDM implementation may be poor if management fails to see the inherent value of the practice. This may be further intensified when PDM practices are undermined when management does not supply adequate resources (e.g. time) for line managers to properly implement PDM practices. As a consequence, although the presence of PDM meetings may signal that the organisation recognises and values employee’s creative input (Allen, Shore, & Griffeth, 2003), the reciprocal performance benefits (i.e. increased
employee innovation) are weaker when employees feel that PDM practices offer no genuine influence on organisational decisions, whereby their input is disregarded or lacks follow-through. In other words, if managers do not “walk the talk”, they risk communicating to employees that HR practices are merely symbolic as opposed to substantive (Donia et al, 2016). If this occurs, organisations have failed to effectively internalise the practice, which risks employees developing isomorphic attributions (i.e. a perceived PDM presence due to competitive or institutional pressures), rather than authentic attributions (i.e. perceptions that senior management genuinely values PDM and employee input). It is under the former that employees reciprocate by disengaging from PDM meetings and putting less effort into generating, realising, and implementing innovative ideas.

Furthermore, PDM practices are expected have a greater positive influence on authenticity attributions on employees with lower levels of power distance orientation as these employees prefer higher level of participation, overall (Brockner et al, 2001). This occurs because these employees experience greater values congruence when they feel that their values are aligned with those of the organisation (Rich et al, 2010). Additionally, HR strength (i.e. consensus, distinctiveness, and consistency) is examined as a final moderator. As attributions are partly socially constructed (Lehman et al, 2019), attributions vary if employees lack consensus about their underlying motivations. If HR practices are non-distinctive, HR characteristics are not salient for employees to make sense of HR practices and attribute them to management (Sanders & Yang, 2016). Finally, consistency must be present for stable PDM attributions to develop over time. Under the conditions where these factors score highly, a collective understanding of the motivations behind HR will emerge and there will be less variability in HR attributions.

**Research purpose**

The purpose of this study is to examine the role of attribution and social exchange theories by relating participation practices to employee innovation. This study adopts a multi-source, multi-level, time-lagged, quantitative design, whereby matched data from employees and line managers at international knowledge-intensive firms will be collected. We expect to gather data from 300 participants of 60-80 teams.

**Research question/s**

1. Does perceived influence play a role in the engagement of employees in decision-making discussions and their propensity to generate and implement new ideas?
2. What is the most significant effect on employee innovation, authenticity or isometric attributions?
3. What environmental and dispositional factors predict how employees will react to participation practices in terms of the development of HR attributions and resulting innovative work behaviours?

**Implications for HRD practice**

The key implication for managers and HR professionals is about communication. Employee innovation is only likely to emerge if PDM practices are reinforced by management that is able to communicate and engage employees into meaningful conversations around the intent behind HR presence and its implementation. Additionally, through the examination of employees individual differences (e.g. power distance), we highlight the differences that should be considered when line managers are attempting to effectively manage and motivate individuals who react differently towards specific HR practices. This study also has important implications for managerial development and training programmes, as it would benefit organisations to invest in better preparing managers to engage in these behaviours.

**Conclusions**

PDM practices can become ineffective and even harmful to organisations if managers do not ensure that there is a substantive reasoning behind their implementation. By examining the role of HR attributions, this study aims to shed new light into the role of authenticity judgments in determining employee's reactions to participation practices and resulting innovation and performance. In doing so, the influence of environmental and dispositional factors are explored. The results of this study contributes to the development of HRA theory and has significant implications for HR tailoring, communication, and managerial development within knowledge-intensive firms.
Participation in Decision Making Practices on Employee Innovative Behaviours and Performance: The Influence of Authenticity Attributions, HR Strength, and Power Distance Orientation

Mr. Adam Kitt

The BIG Idea

HR practices are not substantial enough to encourage innovation, employees must be informed WHY these practices exist.

Employees often sit back and ask why specific HR practices are in place. The answers to these questions have huge implications for how they feel and perform at work.

Organisations repeatedly adopt HR practices due to competitive and institutional pressures (e.g. following ‘best practice’).

However, unless senior management see the inherent value of these practices, they may fail to internalise the practice insofar that line managers and/or HR professionals have adequate resources (e.g. time) and are comfortable their implementation.

Under these conditions, employees may judge that these practices are isomorphic (i.e. externally motivated), rather than authentic, whereby senior management has chosen them as they reflect the values and culture of the organisation and its members.

Participation & Innovation

In this study, we examine authenticity attributions of participation in decision making (PRM) practices on employee’s innovative behaviors from a social exchange perspective. We expect

Unless employees feel they have a real influence on decision making, they are more likely to disengage from meetings and put less effort into developing and realising innovative ideas.

Practical Implications

1. HR TAILORING & RHETORIC
   HR managers must be ensure there is a substantive reason behind the use of HR practices, not just rhetoric.
2. LEADERSHIP DEVELOPMENT
   It would benefit organisations to invest in developing managers in effective communication and participation.
3. COACHING & MOTIVATION
   Understanding individual differences offers managers a way to motivate and tailor PRM to suit the individual.