Human resource management at work

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Mick Marchington, Adrian Wilkinson,
Rory Donnelly and Anastasia Kynighou

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AUTHOR BIOGRAPHIES

Mick Marchington is Emeritus Professor of Human Resource Management at the Alliance Manchester Business School, the University of Manchester and a Chartered Companion of the CIPD. He has also worked at the universities of Aston, Central Lancashire and Strathclyde as well as holding overseas appointments at the universities of Paris, Sydney, Auckland, Griffith and Macquarie. He has authored approximately 30 books and monographs, around 65 book chapters and well over 100 journal papers on a range of aspects of HRM and employment relations. He is best known for his contribution to the fields of employee involvement and participation, and to HRM across organisational boundaries. He was a CIPD chief examiner for many years and acted as Chief Moderator, Standards until 2009. He was one of two Regional External Moderators for the CIPD at L7 between 2011 and 2019. He played a major role in developing the new CIPD Qualifications at L7 during 2019–2020, and remains involved in several areas of CIPD work in the quality assurance field. He was Editor-in-Chief of the *Human Resource Management Journal* from 2006 and 2013, and is on the editorial board of several other journals in the field. He has been shortlisted by *HR Magazine* for the award of HR's Most Influential Thinker on more than occasion.

Adrian Wilkinson is Professor and Director of the Centre for Work, Organisation and Wellbeing at Griffith University, Australia and Visiting Professor at the University of Sheffield, UK. Adrian has authored/co-authored/edited 30 books and over 150 articles in academic journals and numerous book chapters. Recent books include (with co-authors) *The Oxford Handbook of Management* (OUP, 2017), *A Very Short, Fairly Interesting and Reasonably Cheap Book about Employment Relations* (Sage, 2017), *The Routledge Companion to Employment Relations* (Routledge, 2018), *The Sage Handbook of Human Resource Management*, 2nd edition (Sage, 2019), *Case Studies in Work, Employment and Human Resource Management* (Elgar, 2020) and *The Handbook of Research on Employee Voice* (Elgar, 2020). He is a Chartered Fellow of the CIPD and a Fellow of the Australian Human Resource Institute. He is also a Fellow of the Academy of Social Sciences in the UK as well as a Fellow of the Academy of Social Sciences in Australia. He is a former Editor-in-Chief of *Human Resource Management Journal* and the *International Journal of Management Reviews*.

Rory Donnelly is a Professor of Human Resource Management and Organisational Behaviour at University of Liverpool Management School. He joined the School in 2017. Prior to this, he was based at Birmingham Business School, where he was a head of department and led the CIPD-accredited MSc HRM programme. He has published numerous articles on HRM and is a member of the editorial board for *Work, Employment and Society*. He is a Chartered Member of the CIPD.

Anastasia Kynighou is a Senior Lecturer in Human Resource Management at the Department of People and Performance, Manchester Metropolitan University (UK).

She is a Chartered Member of the CIPD and a Fellow of the Higher Education Academy (FHEA). She is the Programme Leader for the Global Online MSc in International HRM and a Certified Online Facilitator by the European Foundation for Management Development. Her PhD is on International and Comparative HRM, from Alliance Manchester Business School (AMBS) where she is still an Honorary Lecturer. She has taught in a number of different countries such as United States of America, China, Hong Kong, Singapore, Brazil, Poland, UAE and Cyprus. She has published papers in well-regarded academic journals in HRM, and contributed case studies to internationally-oriented edited books.

ACKNOWLEDGEMENTS

ACRONYMS AND WEBSITES

Acronyms

A&CV	analytics and creating value
Acas	Advisory, Conciliation and Arbitration Service
AI	artificial intelligence
AMO	ability, motivation and opportunity
BALPA	British Airline Pilots Association
BAME	Black, Asian and Minority Ethnic
BCG	Boston Consulting Group
BEIS	Department for Business, Energy and Industrial Strategy (formerly BIS)
BITC	Business in the Community
BPO	business process outsourcing
BPS	British Psychological Society
BRICS	Brazil, Russia, India, China and South Africa
CAC	Central Arbitration Committee
CBI	Confederation of British Industry
CEO	chief executive officer
CIPD	Chartered Institute of Personnel and Development
CME	co-ordinated market economy
CPD	continuing professional development
CPI	Californian Psychological Inventory
CR	cost reduction
CRANET	Cranfield Network of Industrial Human Resource Management
CSR	corporate social responsibility
CTA	cognitive task analysis
D&I	diversity and inclusion
DB	defined benefit
DC	defined contribution
EAP	employee assistance programme
EBHR	evidence-based HR
EHRC	Equality and Human Rights Commission
e-HRM	electronic/digital HRM
EIP	employee involvement and participation
ESOP	employee share ownership plan
ETUI	European Trade Union Institute

EU	European Union
EWC	European Works Councils
FDI	foreign direct investment
FLA	Fair Labor Association
FTE	full-time equivalent
GCI	Global Competitiveness Index
GDC	General Dental Council
GDP	gross domestic product
GDPR	General Data Protection Regulation
GFC	global financial crisis
GLOBE	global leadership and organisational behaviour effectiveness
HCM	high-commitment management
HIWS	high-involvement work system
HNC	Higher National Certificate
HPWS	high-performance work system
HQ	headquarters
HRD	human resource development
HRIS	human resource information system
HRM	human resource management
HRO	human resource outsourcing
HSE	Health and Safety Executive
I/C	individualism/collectivism
ICE	Information and Consultation of Employees Regulations
IFA	international framework agreements
IHRM	international human resource management
IiP	Investors in People
ILO	International Labour Organization
IPA	Involvement and Participation Association
IPRP	individual performance-related pay
IVR	indulgence versus restraint
JCC	Joint Consultative Committee
JEM	Job Element Method
KPI	key performance indicators
KRA	key results areas
L&D	learning and development
LME	liberal market economy
LMX	leader–member exchange
LNA	learning needs analysis
LTO/STO	long-term and short-term orientation
M/F	masculinity/femininity index

MBTI	Myers–Briggs Type Indicator
MINT	Mexico, Indonesia, Nigeria and Turkey
MNC	multinational corporation
NEET	not in employment, education or training
NER	non-union employee representation
NFU	National Farmers Union
NGO	non-governmental organisation
NHS	National Health Service
NMW	national minimum wage
NEU	National Education Union
NVQ	National Vocational Qualification
OBR	Office for Business Responsibility
ODD	organisational design and development
OECD	Organisation for Economic Co-operation and Development
ONS	Office for National Statistics
OPQ	Occupational Personality Questionnaire
PAQ	Position Analysis Questionnaire
PBR	payment by results
PCSU	Public and Commercial Services Union
PD	power distance
PDI	power distance index
PEF	private equity firms
PM	performance management
PPI	payment protection insurance
PRME	principles for responsible management education
PRP	performance-related pay
PSF	professional services firm
QE	quality enhancement
RBV	resource-based view
ROE	return on ethics
ROI	return on investment
RTM	resourcing and talent management
SHRM	Society for Human Resource Management
SMART	specific, measurable, achievable, realistic and time-bound
SME	small and medium-sized enterprises
SOE	state-owned enterprise
SSC	shared services centre
STEM	science, technology, engineering and mathematics
SWOT	strengths, weaknesses, opportunities and threats
TQM	total quality management

TUC	Trades Union Congress
TUPE	Transfer of Undertaking Protection of Employment
UA	uncertainty avoidance index (Hofstede)
UAE	United Arab Emirates
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USDAW	Union of Shop, Distributive and Allied Workers
USS	Universities Superannuation Scheme
VET	vocational education and training
VP	vice president
WAIS	Wechsler's Adult Intelligence Scale
WEF	World Economic Forum
WERS	Workplace Employment Relations Survey

Websites

30% Club	www.30percentclub.org
Advisory, Conciliation and Arbitration Service	www.acas.org.uk
Analytics in HR	www.analyticsinHR.com
CEO Action for Diversity and Inclusion	www.ceoaction.com
Chartered Institute of Personnel and Development	www.cipd.co.uk
Development	www.oecd.org
Engage for Success	www.engageforsuccess.org.uk
Equality and Human Rights Commission	www.equalityhumanrights.com
Great Place to Work	www.greatplacetowork.com
Health and Safety Executive	www.hse.gov.uk
Investors in People	www.investorsinpeople.co.uk
Learning and Skills Group	www.learningandskillsgroup.ning.com
Mental Health Foundation	www.mentalhealth.org.uk
New Economics Foundation	www.neweconomics.org
Office of National Statistics	www.ons.gov.uk
Organisation for Economic Co-operation and People Management	www.peoplemanagement.co.uk
Trades Union Congress	www.tuc.org.uk
Unionlearn	www.unionlearn.org.uk
World Economic Forum	www.weforum.org

INTRODUCTION TO THIS EDITION

Readers of previous editions of *HRM at Work* will notice a number of topics are now covered more extensively in this edition, and that we have enriched the book with many new case studies to provide candidates with examples from a range of sectors and countries. The substantive changes to the content are designed to increase the appeal of the book to wider audiences, especially at final-year undergraduate and postgraduate levels, in addition to our usual focus on candidates studying for a CIPD Qualification. Given Mick Marchington was heavily involved (along with Stephen Taylor) in the development of the Level 7 qualifications, it is hardly surprising that this edition is more closely related to the content of programmes delivered by the CIPD centres, *particularly* for the HR Pathway. We also cover the core units in the L&D Pathway as these are the same as for the HR Pathway. Our specialist chapter on learning and development, and other chapters which include L&D (such as Chapter 3), obviously address relevant issues but we cannot claim to cover the specialist L&D units as fully as we do for the HR Pathway.

HRM at Work provides essential underpinning skills, knowledge and understanding to help embed learning across the core units, as well as the specialist and optional units available to L7 candidates. Further changes have been made, partly to add new topics which are now more prominent in the L7 units and the CIPD Profession Map (such as Diversity and Inclusion (D&I), Ethics, Well-being at Work, and Workforce Analytics), but also to reconfigure our analysis of HRM as a whole. Rather than deal with Best Fit and Best Practice models of HRM in two separate chapters, we now treat them together using the terminology of the *alignment* of HRM with organisational strategy and culture, as well as external forces, and the *integration* of different components of HRM so that they are consistent in terms of the messages sent to employees. For example, an organisation's reward strategy should be integrated and consistent with its resourcing and talent management (RTM) strategy so that employees do not get conflicting messages from different components of HRM. We also examine how people working for an individual employer are increasingly divided into sub-groups, some of which are treated well while others experience precarious working lives, either within their own organisation or in firms which supply sub-contracted services for other organisations – such as cleaning and transport.

The first part of the book is on **HRM, Strategy and the Global Context**. It starts with a chapter on how HRM developed as a field of study, the role of business strategy, and Ethics and D&I which are now recognised as key components of a modern HR package. This chapter also introduces us to workforce analytics, which re-appears regularly throughout the book, not least in the final chapter on research skills and project management. Chapter 2 looks at the forces which shape HRM from beyond the workplace, something which is very apparent at the time of writing due to Covid-19 pandemic in the UK and elsewhere; we have added a further section

to this chapter to examine how the virus has stimulated changes by governments, professional bodies, employers and workers. We devote more space in this edition to precarious work since it impacts on a growing proportion of the workforce, either through low-paid work (and on some occasions zero-hours work) in some sectors, and the subcontracting of work to other organisations or to people who have become self-employed. Readers need to develop the skills for searching websites such as the Office for National Statistics (ONS), Acas and the CIPD for new data and, in the case of the last two, guides on good practice. As noted, Chapter 3 combines topics previously covered separately; this means we can review different theories of HRM within the same chapter, as well as demonstrate how the notion of 'HR Architectures' can be used to identify several models of HRM; some organisations might decide to use just one model for all staff, but it is more likely different models will be used for distinct groups of employees/workers. Chapter 4 is devoted to an analysis of International and Comparative HRM, looking at arguments that HRM across the globe is converging or diverging as globalisation develops further, and individual multinational companies (MNCs) operate across many countries. The rise in the importance of China as a global player is interesting since it is now both a recipient of MNCs from other countries, and Chinese MNCs now operate in other countries, and increasingly in developed nations.

Part Two of *HRM at Work*, **Responsibilities for Delivering HRM**, comprises two chapters analysing the roles of HR professionals and line managers, as these groups are central to the way in which HRM policies and practices are developed and enacted in the workplace. Chapter 5 provides a significantly amended analysis of the HR function and explains how HR professionals can contribute to the strategy and practice of HRM in all organisations. As in the previous edition, we examine how the HR function varies from one workplace to another depending on a range of factors, and its use of alternative forms of delivery – such as HR Outsourcing, Shared Service Centres, and the use of consultants. However, we also examine HRM in Agile Organisations, partly though a new case study, and explore the idea that HR professionals could/should become the ethical guardians of their organisation, challenging CEOs to treat ethical behaviour on a par with other pressing business concerns. Chapter 6 looks at the other side of the HRM issue – from the perspective of line managers and leaders. Irrespective of how HRM is 'meant' to work, gaps appear between intention, implementation and perception because: intended policies may be unrealistic or not capable of being implemented in some countries/sectors; line managers feel so pressurised by other commitments they fail to take HRM seriously; and workers resist management plans because they challenge existing cultures and/or undermine fairness at work.

Part Three of the book, **HRM Practices and Processes**, covers a lot of ground because it focuses on the specialist areas of HRM, and the core specialist areas and options of the HR Pathway for the CIPD 2020 Qualifications Structure. We focus on Resourcing and Talent Management in Chapter 7, which includes workforce planning and labour turnover retention, talent management, and recruitment and selection. We use a number of new cases here, one of which shows how workforce analytics can be used to sustain employee retention, and new reflective activities such as how robots might play a role in the recruitment and selection process. Chapter 8 covers Performance Management and Development. We look closely at the role of induction/onboarding through a new case study, the differences between forms

of performance review, and the increasing importance of employee well-being in organisations, and how HR professionals can manage absence more appropriately by considering mental health issues and rehabilitating people back into work. One of our new cases outlines how a company encouraged workers to talk about their mental health. In Chapter 9, the focus shifts to Learning and Development, which is another key practice area in HRM. We provide a systematic overview of L&D, including: the learning process; the design, delivery and evaluation of learning; digital learning (including cases on online learning at a company, and the use of workforce analytics to evaluate a training exercise); specific L&D interventions such as coaching and mentoring, apprenticeships, and management development; and knowledge transfer.

Chapters 10 and 11 provide an in-depth analysis of Employment Relations and Employee Participation, Voice and Engagement. Chapter 10 reviews material relating to the role of management in employment relations, issues concerning trade union recognition and collective bargaining, and workplace procedures. This chapter also includes issues from beyond the workplace such as regulatory provision. Chapter 11 is concerned with how employers and employees can work together to increase mutuality via both formal and informal mechanisms, and through a range of individual and collective channels to embed engagement and participation into workplace routines. Chapter 12 addresses issues of Reward Management. This covers: the context within which reward management takes place; types of payment schemes; job evaluation; equal value; and non-pay benefits. Moreover, some of the new case studies in this chapter discuss transparency in pay arrangements, performance-related pay schemes, and the role of employee benefits.

The final part of *HRM at Work* examines **HRM and Performance from a Business Perspective**. In Chapter 13, we look at the potential impact that HRM can have on business performance, as well as on employee outcomes, such as job satisfaction, commitment and well-being. This reviews research conducted over the last 25 years, and shows how high-performance works systems (HPWS) studies have covered more countries over time. Initially, these were concentrated in the United States and the UK, then moved to other Anglo-American countries such as Australia, and EU countries such as France, before being rolled out in less developed economies in Europe (such as Greece) and also across Asia (for example, China, India and Pakistan). We review important questions about the conclusions drawn from these studies due to methodological shortcomings related to (for example) the proxies used to measure different variables, and doubts about relying solely on responses from managers in some studies. We argue that HR processes are just as important as HR practices, and that there should be a stronger focus on how employees interpret HR practices. Finally, in chapter 14, we outline the key knowledge and skills required to do a Business Research Project. It offers a concise guide for final-year undergraduates and postgraduates doing a dissertation or project – whether or not they are studying for a CIPD qualification. Not surprisingly, Workforce Analytics again raises its head in this chapter.

The pedagogical features of the book are much the same as for the 6th edition. We use *Reflective Activities* to give readers an opportunity to review their understanding of the material, undertake exercises that require consolidation and extension of their reading, or engage in groupwork about major issues in HRM. Recommendations for further reading are provided at the end of each chapter under the heading *Explore*

Further, which comprises important book chapters, key refereed journal articles, and rich data from surveys either undertaken by the CIPD or other bodies. It is essential readers keep abreast of new data about the extensiveness of particular techniques, as well as guidance about how these work in practice. The bibliography lists many sources for consolidating learning, but readers need to continually update their knowledge if they are to be taken seriously as HR professionals by senior managers from other functions. A complete list of acronyms is provided, as well as relevant weblinks to aid further research.

The web pages accompanying the book provide a source of further information and advice to readers. Lecturers can download sets of PowerPoint slides that can help them plan sessions and enhance student learning by integrating the book and the web support. In addition, there are short introductions to how each chapter might be used and suggestions for how the mini-questions might be addressed. At the same time, we do not assume that our answers cover every possible explanation, and it is a key element of study at this level that students engage with and explore alternative solutions. After all, CIPD students are expected to be curious, check the quality of any reports or sources used, and display a passion for the subject. It goes without saying that final-year undergraduates and postgraduates should critically analyse everything they do. Our whole philosophy, which has been exemplified in every edition of the book, is that readers should continually review and question what is written about, and what happens at, work so they improve their own professional expertise and organisational practice.

It is only by integrating the best of academic work with how HRM works in practice that gains will be made; please read and enjoy the book with this in mind.

HOW TO USE THIS BOOK

Having already outlined in the Introduction the broad content of *HRM at Work*, we can now move on to explain how the book might be used. We think it is best to work one's way through the book sequentially, given the first four chapters set the backdrop within which specific areas of HR practice are designed, the next two review the work of HR professionals and line managers, and Chapters 7–13 deal with different components of HR/L&D practice. The final chapter provides information about research skills and project management. This means that readers can get a 'feel' for the context within which HRM operates, and the roles of the main people dealing with HR issues, before going on to look at specific areas of practice.

However, depending on how the course is delivered, this can be amended easily as each chapter is separate in its own right as well as being integrated with others. If students are doing a course in International HRM, it might be preferable to look at Chapter 4 before Chapter 3, and if the tutor feels it makes more sense to examine individual areas of HR practice (such as resourcing and talent management) because that is more familiar to their students, before looking at some of the earlier and more strategically-oriented chapters, then that can also work. Other people might like to start with Chapter 5 on HR professionals and Chapter 6 on line managers because that relationship is important in their daily interactions at work, which is also fine. Either way, some students might feel more secure looking at topics with which they feel more comfortable first, while others find the building blocks which set the scene from an outside-in perspective make more sense.

As readers will discover when they look at the Grid linking the 2020 CIPD Qualifications, and the CIPD Profession Map with relevant sections in *HRM at Work,* there are significant overlaps between the three. While it is obviously important to identify which sections of the book relate to which CIPD Units, our treatment of these topics means they re-appear in many different chapters and sections, largely because HR practices cannot be artificially separated, as there are links between them. To give an example, Diversity and Inclusion appears in eight different chapters as we explore different facets of the topic or show – via Case Studies, Boxes or Reflective Activities, for example – the relevance of D&I for HR professionals, HR Strategy, Resourcing and Talent Management, Employment Relations or Reward Management. Similarly, references to Organisation Design and Development appear in all but three chapters because it is impossible to look at Agile HRM or problems in the HR–line manager relationship without relating it to one or more areas of HR practice.

For readers who have enrolled on a CIPD Qualification at a local college or private provider, for example, it is important to show – as we do in the Grid – how and where each core, specialist or optional Unit is covered in the book. The CIPD Qualifications Structure comprises four **Core** units, which all candidates are required to take, irrespective of whether they are on the HR or L&D Pathway. There are two Core Knowledge Units, **Work and Working Lives in a Changing Business Environment,** and **People Management and Development Strategies for Performance**.

We cover many aspects of the former in Chapter 2, but also revisit it in every other chapter bar the final one on Research Skills and Project Management. In a similar vein, we cover much of the latter in Chapters 3 and 5, but there are also relevant sections in all the other chapters, particularly in Chapters 7–13 where we deal with specific HR practices or processes. The Core Behaviour Unit, **Personal Effectiveness, Ethics and Business Acumen**, is harder to cover because it relates to skills, but we still manage to make reference to it in the vast majority of chapters, and particularly in Chapter 14 because that is based on a mix of knowledge and behaviour. The final Core Unit is **Business Research in People Practice**, which is specifically addressed in Chapter 14, but – depending on the specific content areas of the project – it could draw from any of the other chapters as well.

The HR Pathway of the CIPD Qualifications comprises three specialist Units, **Strategic Employment Relations, Resourcing and Talent Management to Sustain Success**, and **Strategic Reward Management**. These comprise five of our specialist chapters (7, 8, 10, 11 and 12). As can be seen in the Grid, issues relating to these topics are not confined solely to the chapters cited above; indeed, all of them appear in Chapters 3, 4 and 5, and two of them in Chapter 6 as well; in each case they are also addressed in other chapters of *HRM at Work*. Readers will be aware that these are *compulsory* Units on the HR Pathway.

There are seven *optional* units, from which one needs to be chosen in order to complete the HR Pathway. These are: Advanced Diversity and Inclusion; Managing People in an International Context; Well-being at Work; Advanced Employment Law in Practice; L&D Practice; Technology-enhanced Learning; and Organisation Design and Development (ODD). Once again, as can be seen from the Grid, we cover all of these in *HRM at Work*, but some are more extensively covered than others. We have relatively extensive coverage of D&I, the International chapter, ODD, and Well-being – though for people studying these as individual Units, our book can only provide a summary of the main issues, and readers are advised they must consult other sources in order to meet all the Learning Outcomes of these Units. We make no claim to offer a sufficiently well-sourced and up-to-date coverage of Employment Law and, as we say very clearly in the book, expert advice is needed before taking action in this area. The two other L&D Units which are available for candidates on the HR Pathway are less well-covered, although Chapter 9 does focus entirely on Learning and Development, and addresses most of the *Learning Outcomes*. Readers choosing either of these Units need to use specialist books on L&D; a list of suitable options is available in *Explore Further* at the end of Chapter 9.

On the Grid, we also provide a mapping exercise with the Core Knowledge areas of the CIPD Profession Map as it was in May 2020; because the Profession Map is a 'living' document which can be updated, students need to check whether changes have been made since the Grid was created. Given the nature of our book and the way in which the Profession Map has been put together, there is no direct overlap between the two as the latter is not written on a topic-by-topic basis. Nevertheless, there are many areas where components of the Profession Map are covered within *HRM at Work*, as is apparent from the final box in the Grid. Students on full-time CIPD-accredited programmes at universities will most likely need to do more work following successful completion of their postgraduate degree in order to be eligible to upgrade to Chartered Membership. However, being aware of what they need to map against, while doing their qualification, should help them on their way. Conversely,

people on part-time programmes who are working at the same time as they do their postgraduate qualification may well be ready to upgrade as soon as they complete their studies. This means they can start putting together a portfolio of how they have met the requirements of the CIPD Profession Map during their programme of study.

Broadly, *HRM at Work* offers a comprehensive, analytical and systematic text to cater for the needs of students in the final year of their undergraduate studies as well as those on postgraduate courses, irrespective of whether or not they are taking CIPD examinations nationally or at a centre that has the right to award its own qualifications. The book deals with all the main issues and its focus throughout encourages a critical awareness of HRM. Throughout the text there are *Reflective Activities* to check understanding. Tables, Figures and Boxes provide further information, as do *Case Studies* which are designed to showcase a range of HR practices across different-sized firms, sectors and countries; these are typically accompanied by questions which can be debated in groups or are appropriate for individual analysis.

At this level, students cannot rely on a textbook alone, however. It is essential they read journals to see how research is developing, visit websites and official sources of information for updating their knowledge, and engage in discussion with other class members. To achieve Level 7 understanding, they must eschew simple models and ideas, and consistently question both their own ideas and those of others, paying particular attention to the methods used to collect data as well as the results of research. Only by doing this are they likely to become a successful HR professional working for a public- or private-sector organisation, at a consultancy firm, or as a university researcher.

MAPPING CIPD QUALIFICATIONS AND PROFESSION MAP

Links between 2020 CIPD Qualifications at Level 7 and *HRM at Work*

CIPD Core: Compulsory Units on both HR and L&D Pathways

CIPD Unit Core for all L7 Candidates (both HR and L&D Pathways)	Relevant Chapter and Section in *HRM at Work*
Work and Working Lives in a Changing Business Environment	1.3, 1.5, 1.6, 1.7; **2 in full**; 3.3, 3.4, 3.5; 4.2, 4.3, 4.4; 5.7; 6.5; 7.2; 8.6; 9.6; 10.3, 10.5, 10.6; 11.3, 11.6; 12.2; 13.2
People Management and Development Strategies for Performance	1.2, 1.3, 1.4, 1.6, 1.7; 2.4; **3 in full**; 4.2, 4.3, 4.4; **5 in full**; 6.2, 6.3, 6.5; **access detailed coverage of specific HR/L&D issues in 7–13**
Personal Effectiveness, Ethics and Business Acumen	1.5, 1.6, 1.7; 2.4; 4.2, 4.3, 4.4; 5.2, 5.4, 5.6, 5.7; 6.4, 6.5; 7.2, 7.6; 9.3, 9.5, 9.6; 10.3, 10.6; 11.3, 11.5, 11.6; 12.2; 13.3; **14 in full**
Business Research in People Practice	Almost any chapter depending on topic for research but key principles found in: 1.3; 2.4; 2.6; 5.4, 5.7; 9.2, 9.3; 13.2, 13.3; **14 in full**

CIPD Specialist HR Pathway: Compulsory Units

Core Specialist Units for L7 candidates doing the HR Pathway	Relevant Chapter and Section in *HRM at Work*
Strategic Employment Relations	3.2; 3.3, 3.4, 3.5; 4.3, 4.4; 5.6, 5.7; **10–11 in full**; 12.2
Resourcing and Talent Management to Sustain Success	3.2; 3.3, 3.4, 3.5; 4.2, 4.3, 4.4; 5.6, 5.7; 6.4; **7 in full**; 8.3, 8.6
Strategic Reward Management	3.2; 3.3, 3.4, 3.5; 4.2, 4.3, 4.4; 5.6, 5.7; 6.3, 6.4; 7.3; 8.4; 10.5; **12 in full**

CIPD Specialist HR Pathway: Optional Units

Optional Units for L7 Candidates doing the HR Pathway	Relevant Chapter and Section in *HRM at Work*
Advanced Diversity and Inclusion	1.6, 1.7; 3.3, 3.4; 4.2, 4.3, 4.4; 5.3; 6.5; 7.6; 11.6; 12.5
Managing People in an International Context	2.2, 2.7; 3.3, 3.4; **4 in full**; 5.4, 5.5. 5.6; 6.2, 6.5; 8.5; 9.5, 9.6; 10.2, 10.3; 11.2, 11.4, 11.6; 12.5, 12.6; 13.2, 13.3, 13.4
Well-being at Work	3.3, 3.4; 8.6; 6.4, 6.5; 7.4; 11.3; 13.2
Advanced Employment Law in Practice	2.5; 10.4, 10.6; 12.5
L&D Practice	3.3, 3.4; 6.4, 6.5; **9 in full**; 13.2, 13.4
Technology-enhanced Learning	5.5; 9.1, 9.4, 9.5; 11.3; 14.6
Organisation Design and Development	1.2; 2.4; 3.3, 3.4; 4.2, 4.3, 4.4; 5.4, 5.5; 6.5; 8.3; 9.3, 9.4, 9.6; 10.3, 10.4; 11.6; 13.4

CIPD Profession Map in May 2020: Core Knowledge

Core Knowledge Elements of the CIPD Profession Map	Relevant Chapter and Section in *HRM at Work*
People Practice	2.5; 3.3, 3.4, 3.5; 5.6, 5.7; 7.2; 8.2, 8.4, 8.6; 9.5; 10.3; 11.3; 13.4
Culture and Behaviour	3.4; 4.2, 4.3, 4.4; 5.4, 5.6; 6.3, 6.4, 6.5; 7.7; 9.3, 9.5, 9.6; 10.3, 10.4; 11.3, 11.5, 11.6; 12.5; 13.2, 13.3
Business Acumen	1.4; 3.3, 3.4, 3.5; 5.4; 10.3, 10.6; 11.6; 14.1, 14.7
Analytics and Creating Value	1.3; 5.5; 7.2, 7.3; 9.4; 11.3; 12.2; 13.3; 14.4, 14.5, 14.6
Digital Working	1.3; 5.5; 7.2, 7.5, 7.6; 9.5; 11.3
Change	1.2; 3.4; 4.2, 4.3, 4.4; 5.4; 6.4; 9.2; 10.3, 10.5, 10.6; 12.2; **14 in full**

WALKTHROUGH OF FEATURES

Learning outcomes

Helps the student focus their learning and evaluate their progress.

Case studies

Provides additional information, research and case studies. Case studies give practical, real-life situations as a way of putting theory into its practical contexts. They are taken from a wide range of organisations, including public, private and voluntary sectors, manufacturing and service industries, and from various countries.

Reflective activity 2.2

While employing workers on temporary or zero-hours contracts may provide employers with advantages in terms of cost savings and flexibility, do they add other costs for the employer (in terms of quality, productivity or commitment, for example)? What do temporary workers gain from this form of employment, if anything?

Reflective activities

These questions and activities are designed to get students reflecting critically on the topics covered and self-testing their learning progress.

Explore further

Chartered Institute of Personnel and Development (2019) *Ethics at Work: An employer's guide*, CIPD, London

Cooke, FL (2019) Organisational outsourcing and implications for HRM, in D Collings, G Wood, and LT Szamosi (eds), *Human Resource Management: A critical approach,* 2nd edn, Routledge, Oxford

Edwards, M and Edwards, K (2019) *Predictive HR Analytics: Mastering the HR metric,* Kogan Page, London

Marchington, M (2015) Human resource management: too busy looking up to see where it is going longer-term?, *Human Resource Management Review*, vol 25, No 2, pp176–87

Explore further

Encourages students to read widely and delve deeper into the issues covered in each chapter by directing them to further reading sources and websites.