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An Exploration of the Influence of Social Position on HRM Adoption:

A Case of HRM in Pakistan

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DECLARATION

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ABSTRACT

This thesis explores human resource management (HRM) adoption by investigating the influence of multiple HRM actors' social position, capital resource(s) exchange mechanism, dispositions, social classes, habitus, social expectation, and national and global environmental factors.

The objectives of this thesis were achieved through systematically conducting three different studies for the thesis. The first study was carried out to gain insight into the influence of social position on HRM academics' adoption. The major contribution of this study was a theorising model on HRM academics' adoption. It shows which capital resource is very sought after and how it plays a role in developing HRM academics' dispositions, which in turn provides them with the drive and motivation to adopt western HRM ideas and knowledge. The second study was carried out to gain insight into the mechanism and formation of capital resource(s) exchange that influences HRM practitioners to adopt western HRM ideas, knowledge, and practices. The main contribution of this study comprised empirical insights into the importance and role of social class (élite and emerging class); habitus and socialisation (primary and secondary socialisation) as developers and controllers of the mechanism of capital resource(s) exchange; and formation of social position. The third study investigated a gap between accepted (adopted) HRM ideas and knowledge, and actual HRM practices. The major contribution of this study was its theorising on the factors that influence this gap. It explored the influences of conflicting factors such as actors' professional and occupational orientation and position, social position, and social expectation, which develop the gap.

This thesis adopted a qualitative abductive research approach. It conducted qualitative in-depth interviews with 19 HRM academics, 15 MBA-Alumni HRM practitioners, and 10 non-MBA-Alumni HRM practitioners. Qualitative observation in two business schools and five business organisations in multiple industries was carried out to enrich the data collection.

This thesis contributes to the existing body of knowledge by providing insights into individual actors' level HRM adoption, which is an underexplored area in Pakistan and similar developing countries. By employing theoretical and analytical tools based on Bourdieu's theory of practices and social position, Rogers's and Tarde's theorising of adoption, and findings of empirical studies of macro institutions, cultural sensitive views, and institutional factors' framework in the diffusion of HRM, this thesis explored, examined, and theorised HRM adoption at different individual actors' level in business organisations and business schools in Pakistan. In that respect, this thesis theoretically contributes to Bourdieu's theory and its unique use in international HRM, organisation studies, and management research. This thesis empirically contributes to the understanding of management and think tanks in business schools, business organisations, educators, HRM practitioners, and relevant government and regulatory

bodies who can benefit from the findings of this research by understanding the different factors and social structures affecting western HRM's effectiveness and its applications. It also suggests to these stakeholders the factors that affect individuals' and employees' adoption of western HRM and western management ideas, knowledge, and practices; any change in strategies, policies, and procedures; and problems in their implementation.

Contents

List of Tables

List of Figures

List of Abbreviations

SAARC	South Asian Association for Regional Corporation.
HRM	Human Resource Management
HRD	Human Resource Development
MNC	Multinational Corporation
HEC	Higher Education Commission of Pakistan
SECP	Securities and Exchange Commission of Pakistan
MBA	Master of Business Administration
BBA	Bachelors in Business Administration
IBA	Institute of Business Administration, Karachi, Pakistan
SIBA	Sukkur Institute of Business Administration, Pakistan
NIPA	National Institute of Public Administration
NIM	National Institute of Management
PM	Performance management
GT	Grounded theory
CGT	Constructionist grounded theory

Chapter One: Introduction

This thesis explores the adoption of management ideas and knowledge in general and human resources management (HRM) in particular in Pakistan. Looking into HRM adoption will contribute to the understanding of why, how, and to what extent management ideas, knowledge, and practices, with their genesis in the west, have been accepted and taken up by different individual actors in the field in developing countries like Pakistan. It will also shed light on why, despite debate about the value and utility of western management ideas and knowledge to economies, organisations, and individuals in different cultures and societies, they have been taken up in developing countries. Addressing this phenomenon will provide underpinnings for scholars, practitioners; and senior management and think tanks in business schools, business organisations, educators, HRM practitioners, and relevant government and regulatory bodies including accreditation agencies and ranking media. It provides them in-depth understanding as to the motives and drives behind individuals' HRM adoption, which in turn can enlighten us as to how effectively western management ideas and knowledge can be used for HRM development (as a field) in developing countries. There are several perspectives that could be used to examine the adoption and diffusion of HRM. However, having identified the gaps in the extant literature on international HRM, international business, management, and organisation studies, this thesis adopts a perspective of social position and micro-level institutions to look into micro-level actors' adoption of HRM in different organisational and institutional settings, ranging from business school academics to HRM practitioners in business organisations. This thesis is structured as 3 inter-related studies on HRM adoption and social position. Study one looks into the influence of HRM academics' social position on HRM adoption. Study two looks into the mechanism of capital resource exchange that shapes actors' social position. Study three looks into HRM actors' knowing-doing gap between adopted and actual HRM.

The individual actors whose adoption of HRM is examined are sampled from three main categories of HRM professionals in Pakistan: HRM academics, MBA-Alumni HRM practitioners, and Non-MBA-Alumni HRM practitioners. The HRM academics take up the role in teaching, research, and publication in the field, which provides them with social position and legitimacy. On the one hand, this is per se adoption and dissemination

of western HRM; on the other hand, it gives HRM academic actors an arena within which to be critical in their professional roles, such as teaching and research.

Despite the MBA-Alumni HRM practitioners who have been educated and trained by HRM academics, there is a gap in terms of what they are trained for and what they can implement in practice. Differences in the social positions of HRM academics and Alumni practitioners as well as non-Alumni practitioners, and the different demands from multinational corporations, local institutions, and real business needs, as well as global trends and pressures placed on actors, generate a complex mix of factors which create a gap between what is adopted and what is practically implemented. Hence, the aim of this thesis is to examine the influences of social position and other environmental factors as a context affecting individual actors' HRM adoption in Pakistan.

1. 1 Background of the research

The rapid expansion and flow of management knowledge across the globe and across various societies has created a range of providers and promoters of this knowledge. Of these promoters and providers, management education programs and associated individuals have established their positions (Engwall and Gunnarsson, 1994; Sahlin-Anderson and Hedmo, 2000; Altbach, 2015). Management gurus, management researchers, management academics, and management practitioners have played an important role in translating, interpreting, disclosing, coining and disseminating management concepts and recipes (Clark and Greatbatch, 2001; Altbach, 2015). Of different institutions and venues for the expansion and flow of management knowledge, business schools and MBA programs are pivotal in linking management academics and practitioners, and in the consequent proliferation of western management ideas, knowledge and practices (Starkey and Madan, 2001; Romme et al., 2015). Despite the role business schools and MBA programs play in the expansion, flow and proliferation of management ideas and knowledge, their contribution to world economies tells a different story. For example, among the world's developed economies, such as the USA and UK, where MBA programs and business schools are well established, economic development and industrial performance have been decreasing; on the other hand, in countries such as Japan and Germany, with traditionally less well-established business schools and MBA programs, economic and industrial development have been prospering relatively for years (Pfeffer and Fong, 2004; Rivkin et al., 2015; Porter and Rivkin, 2012).

This phenomenon has led to scholarly consideration of why and how regions, organisations, and individuals adopt management ideas and knowledge which have their genesis in the west. It specifically leads us to look into the same phenomenon in developing countries, which have traditionally been more exposed to western management ideas and knowledge through various channels, such as multinational corporations, business education, consultancies, macro-institutional factors, acculturation and globalisation (Sahlin-Andersson and Engwall, 2002; Das, 2011; Meyer, 2001). Predominantly, it leads academics and practitioners to look into the factors and processes by which, despite criticism of and questions about the value and contribution of western management ideas, knowledge, and practices to different regions and societies (e.g, Mazza et al., 2005; Rovik, 2002; Cornuel, 2005; Mintzberg, 1996, 2004), this approach is widely diffused in business organisations across the globe, and is adopted by individuals. Past studies on diffusion and adoption of management knowledge and ideas have widely drawn on macro-institutional perspectives and, at organisational or group level, analysis. Hence, in this thesis I focus on micro-level individuals' adoption of western management knowledge, ideas, and practices, by focusing on individuals' social position, and by taking a case of human resource management (HRM) adoption in a developing country.

Past studies have extensively drawn on macro institutions and other environmental factors, stating that the influence of macro institutions, such as family, education, and political and economic structures (Tayeb, 1995), shape individuals' early socialisation or conditioning process (Khilji, 2003). These institutions and their representatives impact on the future personality and social standing of individuals (Hofstede, 1991; Tayeb, 1995). Khliji (2003: 110) argues that "these macro institutions influence organisational structures in a systematic way, with the result of organisational practices and processes reflecting typical national patterns. Consequently, the success of HRM practices in one country cannot ensure their success in another culture". Past studies (e.g., Newman and Nolen, 1996), employing the cultural-sensitive perspective, maintain that national culture influences the HRM of an organisation, as national patterns are reflected in adopted HRM. Likewise, I argue that, as individuals in organisations who adopt HRM are influenced by their social position and social structures, so the adopted HRM in organisations reflects the influence of individual HRM actors' social position.

An individual's pre-dispositions and thought processes influence their reactions to different situations (Thompson and Luthans, 1990). Individuals in a social setting learn and act according to which behaviour, ideas, and opinion are rewarded and which are punished (O'Reilley and Caldwell, 1985; Social learning theory perspective). It shapes individuals' values and belief systems, making their ideas and value systems a part of material existence in their everyday lives (O'Reilley and Caldwell, 1985). Hence, individual ideas, opinions, and knowledge cannot be separated from the material benefits and resources which could possess the potential to shape individuals' classes, groups, and social standing and social position (Bourdieu, 1986, 1977; Bourdieu and Wacquant, 1992). However, less is known about how these pre-dispositions and thought processes, which form individuals' social position and HRM adoption in Pakistan, are shaped.

Although the literature on international business, international HRM, and organisation studies addresses macro institutions as factors in the successful or unsuccessful adoption of cross-border knowledge, ideas and practices (Khilji, 1999, 2002, 2003; Kostova, 1999), the systematic way in which organisational structures are influenced has been less explored. This is especially true of the national and other macro-institutional patterns that are taken up at the individual actors' level, either hindering them or enabling them to gain success from western HRM ideas, knowledge and practices. Although past researches have focused on the cultural-sensitive aspect, macro institutions, and national and international factors, the core mechanism through which agents are influenced by these factors, and how they create a sense of the institutions and the institutional factors, need to be explored further. In particular, the way the social set-up is formed and the mechanism through which actors interact, exchange views and make sense of HRM need to be examined. Hence, I propose a social-sensitive view, according to which the differences in actors' social position result from their desire, possession, and maintenance of capital resources, which differ across various societies and groups of HRM actors. Consequently, this view produces different insights into how management knowledge, ideas, and practices in general, and HRM in particular, are taken up in Pakistan.

The studies within this thesis are unique in drawing on evidence from Pakistan of micro-level individual actors' social position and adoption, which so far has not been studied. It is also unique in addressing the social-sensitive view rather than the cultural-sensitive view and the macro-level institutional factors, which have traditionally been addressed

in past studies (e.g., in the Japanese and Chinese context: Holden, 2001; Lu and Bjorkman, 1996; Newman and Nollen, 1996; Snape et al., 1998; and in the context of developing countries such as India, Thailand, Mexico, and Eastern Europe: Lawler et al., 1995; McGaughey et al., 1997; Cyr and Schneider, 1996).

My thesis statement is that the adoption of HRM knowledge, ideas, and practices in Pakistan reflects the formation and influence of HRM actors' social position, and general characteristics of the culture and society in which they operate. In this thesis, this phenomenon is examined through the study of different HRM actors in business schools and business organisations in Pakistan, in order to theorise around HRM actors' social position and HRM adoption. Doing so will contribute to and enrich scholarly and general understanding of how and why HRM has been taken up in Pakistan, and what social mechanisms and structures give it a unique shape.

1.2 The Significance of this thesis

The major contributions and implications of this thesis which describe the significance of the studies within this thesis are summarised below:

Based on the search and review of the extant literature, this thesis study is one of the few studies undertaken in SAARC region in general and Pakistan and similar developing countries in particular to explore and investigate the HRM adoption at individual actor level. And why HRM practitioners, Professionals, and employees accept, reject or resist the change in traditional personnel management, and implementation of the western HRM. Most international HRM, organisation studies, and management research in Pakistan have concerned organisational or group level and multinational corporations (MNCs).

This thesis theorises the social and economic factors and structures that influence individuals' adoption at the level of ideas, knowledge, and practices of the western HRM and measuring its effectiveness, value, and utility. The theorisations empirically integrate elements and ideas from Bourdieu's theory of practices and culture field theory with focus on social position, social status, and structural construction of actors' beleifs, norms, and understanding.

Bourdieu's theory of practice and culture field has been classified and recognised as grand theory (e.g., Reckwitz, 2003). The theories is "abstract and normative theories of human nature and conduct" (Skinner, 1985:01). These theories are generated in nature and can be applied to different circumstances and areas of research. They have an increasing use in organisation studies (e.g., Nahapiet and Ghoshal, 1998), Marketing (e.g., Holt, 1998), and Human resource management (Mayrhofer, Meyer, Steyrer, and Langer, 2007).

Employing Bourdieu's theories of practice and culture field with specific focus on elements of social position, capital resources exchange mechanism, disposition, and habitus enabled me to unfold the dualities of structure vs agency, structuralism vs constructivism, determinism vs freedom, or influence of micro vs macro factors in Pakistani context of HRM actors. It facilitated an in-depth analysis of how structure act as a rule and determine and condition individual thoughts and behaviours.

Other theoretical lenses such as neo-institutionalism or institutional change theories (e.g., DiMaggio and Powell, 1983; Meyer and Rowan, 1991) suggest that pattern pattern of actions and organisation is shaped by institution rather than only by instrumental calculations. It assume that individuals and organisations tend to comply, at least in appearance, with institutional pressures. It gives limited picture of conception of agency at individual level. Therefore, it is needed to understand and explore further a conceptual link between agency and structure at individual level, specifically in Pakistani context. Hence, Bourdieu's theory of practice and culture field with focus on social position, capital resources exchange mechanism, dispositions, and habitus is employed in this thesis.

This thesis is a significant attempt to unfold the levels [1] of the western HRM implementation in Pakistan. It provides theoretical and practical understanding to management and think tanks in business schools, business organisations, educators, HRM practitioners, and relevant government and regulatory bodies including accreditation agencies and ranking media on value and utility of the western HRM in particular, and western management ideas, knowledge, and practices in general. It also provides some insights into the reasons behind why employees, HRM practitioners, and

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[1] In business organisations and Business schools: HRM academic, MBA-Alumni HRM practitioners, Non-MBA-Alumni HRM practitioners.

HRM professionals' accept change in their professional role, practices, and structures. It, in turn, assist management of the organisations and relevant decision makers in implementing the required change in their organisation's policies, procedures, and strategies.

The findings of this research make aforesaid stakeholders and decision makers aware of different factors and social structures affecting the western HRM's effectiveness and its applications. It also suggests the factors that affect individuals and employees' adoption of the western HRM[2], and any change in strategies, policies, and procedures. Senior managers, HRM educators, and think tanks in different institutional setting need to comprehensively understand the influential factors[3] at social, economic as well as broader institutional level before making a decision on adoption and implementation of new practices and their applications. Moreover, Pakistan government[4] could consider these factors when issuing directives, and giving assistance to business schools and business organisations with regards to the development of HRM departments and faculties. First, the target of this thesis was to determine the drives and motives behind individual HRM actors' adoption. Secondly, this thesis paid attention to social factors that provide them a drive, motive and perception about scope of the western HRM in Pakistan. Thirdly, it identified conflicting factors that influence different categories of HRM actors differently for the adoption and, the consequent gap in their adopted and actual HRM. Therefore, this thesis study is beneficial to the aforesaid parties, and addition to existing literature and body of knowledge.

Furthermore, the necessity of this thesis study come from the non-transferability of the findings from the research in developed countries to Pakistan and similar countries. This research is also expected to be useful to the managers planning and implementing new HRM policies, procedures, and practices, where extensive attention is given to their applications and implementation with focus on the factors required for supporting the

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[2] Set of HRM best practices
[3] Influential factors such as social class, financial, social, educational position, past background, lived experiences, key habits and dispositions etc.
Higher education commission of Pakistan; Securities and Exchange Commission of Pakistan; ministry of finance and commerce; ministry of education.

decision making process, rather than just administratively introducing and implementing them[5].

1.3 Research setting

The empirical setting for this thesis consists of human resource management (HRM) actors in Pakistan. It comprises HRM academics in business schools and MBA programs, MBA-Alumni HRM practitioners, and non-MBA-Alumni HRM practitioners in business organisations. 44 participants from two business schools and 5 business organisations in Pakistan were sampled by purposive sampling (Miles and Huberman, 1994). Data collection instruments consisting of in-depth interviews from 44 participants, qualitative observations (both participatory and non-participatory) at five sites, and archival data sources were used to triangulate the data.

1.3.1 Pakistan: Country profile and chronology of the events that led to the entry of western management ideas, knowledge, and practices in the country

Pakistan is a Commonwealth member country, part of the past British colonial system, and one of the eight member countries of South Asian Association for Regional Corporation (SAARC). Its historical affiliation with western countries, i.e., the British legacy and American influence in political, social, economic, and cultural institutionalisation, makes it receptive to western business management structures in business organisations and academia. Pakistan was selected as the research site country because of its importance in the region and among developing economies.

Pakistan is in the Asian continent, which is home to 60% of the world's population. It has a strategic geographical location that gives it the status of a business, economic, and socio-cultural hub. It has a gateway to and borders with China, Iran, India, and central Asian countries. It is the world's sixth most populous country, with 182.2 million

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[5] Despite government of Pakistan favour for HRM, started from the first five-year plan (1955-1960) in which it was explicitly documented that the system of administrative practices and personnel management inherited from the British was considered outdated and inadequate (Jadoon and Jabeen, 2010) (first five-year plan, 1955-1960), to recent directives of SECP and HEC which put regulatory pressure on all listed companies to have HRM and HRD department, and all business schools to have HRM courses and faculty; the HRM is still in the state of infancy in the country (Khilji, 2001, 2002, Qadeer et al., 2011).

population (World Bank, 2013) (188 million according to a projection of the Government of Pakistan (2013-14), the second most populous among Islamic countries, and third most populous among those with a Muslim population (World Bank, 2013). It has a population growth rate of 1.95 percent (Government of Pakistan, 2013). It is indicated that its population will surpass 260 million in next twenty years. Due to its huge population, Pakistan is the world's biggest youth bulge country, with 48% of the population aged between 15-49 years. Due to its population and numbers of youth, it has the 10th largest work force in the world (Government of Pakistan, 2013). According to a Government of Pakistan survey, its total labour force was 50 million in 2005-2006, growing to 59.7 million in 2012-2013. The survey shows that over 9 million people joined the country's labour force within 5 years. However, the number of unemployed people increased from 3.10 million in 2005-2006 to 3.73 million in 2012-2013, bringing the total number of employed people to 56.01 million (Government of Pakistan, 2013).

Historically, Pakistan's economy is based on agriculture, with 43.7% of the labour force currently employed in the sector (Government of Pakistan, 2013). However, due to growth in the industrial sector in the country, the percentage of the labour force employed by the agricultural sector has declined in the last 10 years (e.g., 46% in 1999 to 43.7% in 2013). Currently, the industrial sector (both manufacturing and service) employs 54.7% of the country's labour force.

The industrial sector of Pakistan comprises 358 listed companies (Karachi Stock Exchange, 2015). However, the number of listed companies on the Karachi stock exchange has diminished during the last few years. In 2014, there were 557 companies listed on the Karachi stock exchange, while in the year 2000, 766 companies were listed there. This downturn in the number of companies operating in the country could be due to an unfavourable business, economic, political, and law-and-order environment in the country. Among different sectors, the textile sector remains the largest, with 62 listed companies in 2015, and 224 in the year 2000. According to a few studies (e.g. Khan and Ahmed, 2008; Fallahi, 2011), the country's energy crisis has caused the major reduction in the number of textile companies as well as in other sectors. Currently, foreign investment and multinational companies are most active in sectors such as chemical/fertilizer, fuel and energy, banking, automobiles, and pharmaceuticals (Khan and Ahmed, 2008).

Despite having the status of an agrarian country, the manufacturing and industrial sector has been growing continuously in the country. In the 1970s Pakistan implemented a nationalisation policy. In 1990s this policy was turned around and major public sector corporations were privatised. This trend attracted a new wave of foreign direct investment with multinational firms playing a role by formally introducing international management practices. This policy of privatisation (deregulation) enhanced economic growth and created a suitable business environment in the country. However, in the 2000s, Pakistan observed territorial and law-and-order unrest, which caused many of the multinational companies to withdraw their stake in the country (Gul, Hussain, Bangash and Khattak, 2010).

During the deregulation of the 1990s, the country saw significant growth in business and commercial activities, with both national and international firms growing in numbers and operations. The influx of foreign private investment created a demand for western business management knowledge, leading to the establishment of private business schools and the formation of business administration departments in all public universities. However, the next era, from the 2000s onwards, with a reduction in foreign direct investment and downturn of multinational firms, saw a number of business school graduates finding themselves surplus to requirements and struggling to find jobs. Despite this surplus, the volume of enrolment in business schools' MBA programs continuously increased. This was due to widespread acceptance of the MBA as a passport to lucrative employment, that is, a career in specialised western business management knowledge (Calvillo, 2010; Saba et al., 2011), i.e., human resource management, which was demanded by national and international firms in the country.

Recognition of this demand by foreign business firms, and those local business organisations that had close connections with foreign firms, paved the way for formation of a large number of business schools and business educators. Consequently, today there are 164 universities and degree-granting institutes in Pakistan dealing with MBA programs, 92 in the public sector, and 72 in the private sector (Higher Education Commission of Pakistan, 2015). The majority of the private sector business schools claim

affiliation with foreign universities, and operate on the western business education curriculum[6] (i.e., American modelled MBA programs).

Higher education in Pakistan possesses a myopic view of how a particular degree will bring glory to the family and the country. Higher education in engineering and medical science, for careers as engineers and medical doctors, had long been regarded as the best source of individual and family prestige. The era of information technology (IT) and computer wizardry shifted the orientation of higher education away from the engineering and medical fields. However, the orientation of higher education towards computer and IT studies, which could not last more than two decades in Pakistan, was followed by a shift in the higher education and professional orientation towards business education. MBA education, consequently, took over the position which had previously been enjoyed by engineering and medical education. It attracted the interest of many academics and potential practitioners (e.g., students, Alumni, and business managers) in joining the business and management field.

The roots of business education in Pakistan can be traced back to the time right after the creation of the country, when the country's planners recognised Public Administration and relevant training and education as instruments of development and social welfare (Jadoon and Jabeen, 2010). It was suggested by government planners that the British legacy and its enacted administrative system as well as its business practices might not meet the needs of a newly independent nation which planned to become a modern welfare state (Jadoon and Jabeen, 2010). Subsequently, it was identified in the first five-year plan (1955-1960) that there was a need for a fundamental shift in the administrative mechanism in the country, since the system of administrative practices inherited from the British was considered outdated and inadequate. It was stated in the country's first year plan that:

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[6] Higher education commission of Pakistan: List of HEC recognised universities and degree granting institutes: http://www.hec.gov.pk/Ourinstitutes/pages/Default.aspx

[6] For example, Sukkur IBA has a memorandum of understanding with British Columbia University in North America, and with the University of Kent in the UK (http://www.iba-suk.edu.pk). Karachi IBA has exchange programs and a memorandum of understanding with North American institutions, e.g., Babson College, USA. (https://iba.edu.pk/ : http://www.babson.edu/news-events/babson-news/pages/100824-center-for-entrepreneurship-excellence-at-pakistans-institute-of-business-administration.aspx)

"The defects as well as the merits of the existing administrative system stem largely from the fact that it is a heritage from a colonial power, which reared upon certain indigenous institutions a super-structure adapted to the needs of ruling a subject country. The combination yielded a system of public administration admirably suited to the requirements of a government engaged largely in the primary functions of collection of revenue, administration of justice, and maintenance of law and order. Under the stress of social and economic change, some alterations were made in this system from time to time, but, fundamentally and broadly, the methods and outlook of the public service, the tasks they performed, and the procedure they followed remained unchanged. The inevitable result has been that, with independence and the shift of emphasis from regulating the life of the community to positive action for promoting its welfare, the system has become outdated and seriously inadequate" (First five year plan, 1955-1960: 91).

Consequently, education and training for public administration became the centre of focus for the transformation of public administration. A need to establish university level education and training for pre-entry and in-service civil servants was recognised. United States technical assistance programs helped set up various public administration training and education institutions in the country (Jadoon and Jabeen, 2010). By the mid-1960s, a number of public administration educational institutions were established and become fully operational in the country. American public administration style was infused into those institutions by American professors, US consultants, and US-educated Pakistani academics and administrators. Similarly, the favourable environment for American influence and institutions led to a number of western business organisations, particularly American ones, establishing their subsidiaries in the country (Jadoon and Jabeen, 2010). The existence and mobilisation of American consultants, professors, and US-educated Pakistani academics and administrators, and their relationships with multinational corporations, paved the way for the establishment of business education through taking advantage of the existing American faculty in public administration institutions, and funding and structural support from American bodies such as USAID, the Ford foundation, the University of Pennsylvania etc.

In Pakistan, formal business education was started in 1956 with the establishment of the Institute of Business Administration (IBA) by the Wharton Business School of the

University of Pennsylvania. This step by the American government laid the foundation for the proliferation of the American model of MBA programs in Pakistan as well as in the world. Although it was aimed at training local managers for American multinational corporations, it led local corporations and educators to imitate the American style of management, which then become fully infused in business schools' offerings and business structures in the country.

Since 1991, American influence in business and society has increased, which led to deregulation (privatisation) of many public sector organisations. At the same time, the British legacy and inheritance in the workplace, society, and in educational institutions, has been taken over by American models. Today, almost all business schools in Pakistan are run either under the American model of business education or by American affiliated business schools. For example, Pakistan's top ranked business schools, i.e., Lahore University of Management Sciences (LUMS), IBA, Sukkur-IBA, and Karachi IBA, are operating in the same way as any North American business school (e.g., Khilji, 1999, 2000), in terms of courses, programs, structure, and faculty. The Government's training and management institutes, such as the National Institute of Management (NIM), formerly known as the National Institute of Public Administration (NIPA), were established by the Ford foundation and Harvard, both North American institutions. The funding for operating these institutes as well as their structural support, contents and curriculum, were driven by the American institutes.

In the organisational context, studies by Khilji (1995) and Zakaria (1994) found that Pakistani managers follow the American model of managing organisations due to belief in its value for their organisational and personal growth. This is attributed to their historical interactions and institutional events, and to experience at MBA level. They prefer to hire graduates of the same business schools from which they graduated, or at least from among the top three business schools. This concentration shapes social life and institutional activities of academics and practitioners in such a way that American management knowledge and practices are considered "progressive and result oriented" as against British-inherited traditional personnel management knowledge and practices, which are considered bureaucratic and slow-moving (Khilji, 2002). Previous studies (e.g., Khilji, 2002, 2003; Tayeb, 1995; Gul, 2003; Brewster, 1995; Guest, 1990, 2011) show that elements of the global environment, socio-cultural factors, and personal drives

shape the HRM field. However, there is a paucity of studies in the Pakistani context to explore how and why western management ideas, knowledge and practices, particularly HRM, have been adopted, and what factors influence individuals at micro level to adopt it.

To examine these underexplored aspects of HRM adoption in Pakistani setting, this thesis focuses on adoption by HRM academics in business schools, and by their produced HRM practitioners (MBA-Alumni HRM practitioners), and non-Alumni HRM practitioners in business organisations in Pakistan.

1.4 Human resource management: Proliferation in the world and in Pakistan

In this thesis, human resource management (HRM) is defined and used at both academic and practitioners' level. At the academic level, it is understood as the ideas and knowledge used in academic teaching, training, and research. At practitioners' level, it is the set of HRM functions and practices, ranging from recruitment and selection to performance appraisal systems that HRM practitioners adopt in their professional roles.

HRM as a term and as a component of Western management knowledge developed in the initial shape of people management, which eventually evolved into Personnel management, Personnel administration, and then Human resource management. People management dealt with "all the management decisions and actions that directly affect or influence people as member(s) of the organisation rather than as job-holders" (Henderson, 2011: 2). Being the latest form of people management, HRM, as a term and concept, has been developed and widely used by North American scholars, Peter Drucker being the first to use the term as an alternative label to Personnel management and Personnel administration in 1950. However, since 1980 HRM has been regarded as a "radically different philosophical approach to the management of people at work" (Storey, 1989: 4-5). It addresses the same personnel management issues with the addition of areas such as performance management, worker's commitment, and performance-based rewards for individuals and teams. The philosophy of HRM changed the structure of how personnel management was practised by bringing line managers into the equation of practising the aspects of personnel management (Henderson, 2011). The philosophy of HRM, which focuses on motivation, participation, commitment, and development of

capabilities for organisational competitive advantage, disseminates it to and seeks participation of line managers (as individual HRM actors) in many HRM activities and practices. Activities such as assessing performance, justifying promotion, layoffs, and pay-related actions have become line managers' functions. HRM thus increased the responsibilities and influence of line managers.

This change in structure and philosophy of personnel management to Human Resource Management increased line managers' HRM functions and professional responsibilities, and the effectiveness of the whole organisation (Caldwell and Story, 2007); it invoked the impact of cultural and social values on work and interaction with line managers, e.g., power distance and uncertainty avoidance (Hofstede, 1985). The HRM concept and practices are widely used across the globe because of the western legacy prevailing in societies, along with western influence on international business, local politics and regulations, as well as on the social make-up of the developing counties (Khilji, 2001, 2002, 2003). Nevertheless, the cultural variations and change in context of western HRM practices, on the one hand, raise questions about its value and effectiveness in developing countries; and on the other hand, indicate the need to explore why individuals like line managers have adopted western HRM ideas and practices.

In developing countries like Pakistan, the social set-up and business and management structures were fabricated within the British colonial system (Khilji, 2001). Management concepts and practices were introduced in the country during the British colonial era (British Raj). These management concepts and practices, including personnel management, were embedded in the initial industrialisation and its unrestrained capitalism, which was restricted by the Factory Acts of the 1840s in the UK, forcing local firms to introduce and fulfil a "welfare" component in their employee management. The people management idea and practice that were introduced in the Indian sub-continent, including today's Pakistan, as well as in business organisations in the UK, included the role and function of trade unions as part of people management. This idea of industrial trade unionism in the twentieth century added the role of "'shop-stewards' and full time paid trade union officers" (Kelly and Heery, 1994).

The functions and roles, i.e., rigorous selection of personnel, job design, organisation of work etc., are all attributed to the people management era of HRM, which has its roots in

"scientific management". In the Post Second World War era, social science was particularly employed in human relation schools as a step towards avoiding the side effects of scientific management on job design. It shaped the culture of people management and used more sophisticated techniques in the recruitment and selection functions of people management. It subsequently affected the practices and policies of people management (Henderson, 2011). By the 1970s, a set of activities, roles, and functions had been established for people management as a specialised management function and was termed personnel management. Its main practices were recruitment and selection; pay and reward; working conditions; employees' welfare; industrial relations; and training and development (Henderson, 2011). The new shape of people management under the label of personnel management took back the people management function from the line managers, while the new position of personnel specialist, and the roles of welfare officer and employment relations officer, were created to handle personnel management practices. However, the later phase of people management under the label of HRM reassigned the people management function, with added ideas and roles, such as trainer, appraiser etc., to the line managers. The Institute of Personnel Management (IPM) was formed in the UK to support the professional status of these personnel specialists. Today's Chartered Institute of Personnel and Development (CIPD) is the evolved form of that IPM. The CIPD disseminated the ideas, knowledge and practices of personnel management, and later of HRM, to academics and practitioners through different channels.

Developing countries like Pakistan adopted personnel management practices under past colonial influence. It was evident particularly in public sector and civil services organisations where the positions of welfare officer, union officer, administrator, and personnel manager were introduced[7,8,9] (Khan, 1988). This adoption of the initial form of HRM in Pakistan still prevails in the way that many personnel management related laws and practices operate. For example, the Workman's Compensation Act, 1923; the Weights and Measures Act, 1932; the Factories Act, 1934; and the Payment of Wages Act, 1936

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[7] See: History of HRM and CIPD: http://www.cipd.co.uk/hr-resources/factsheets/history-hr-cipd.aspx
[8] See: National labour law Pakistan: http://www.labourunity.org/labourlaws.htm
[9] See: National labour law profile, Islamic Republic of Pakistan, International Labour Organisation (ILO) : http://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158916/lang--en/index.htm

are still exercised by business firms and the labour court in Pakistan[10]. These acts and regulations were developed by the British during the colonial era (Shafi, 1953). This state of personnel management and HRM affairs under the old personnel management approach and practice could be a typical example of the mind set of Pakistani public sector organisations in practising HRM.

In the 1970s and 1980s, the policies and practices of people management which were developed and evolved in the UK were widely used in manufacturing industry in the USA. However, the policies and practices of people management and personnel management failed to produce results for mass production in industries in the USA (Henderson, 2011). This was mainly due to Japanese work organisation, manufacturing processes, and changing social structure, work practices, and use of technology (Henderson, 2011). At this time, Japanese companies gained remarkable access to western markets due to their sophisticated products like electronics and cars (Gallie et al., 1998). Japanese success in international business, using unique management policies and practices other than the traditional personnel management approach, led the western world, mainly the USA, to express concerns over the traditional "Taylorist" and "Fordist" models of work organisation, which were based on "low or semi-skilled workers", "close supervision" and the "piece-wage system" (Kelly, 1982). These academic concerns regarding the human effects of "Taylorism" and "Fordism" led to the Human Relations Movement and the Human Relations School. The Human Relations School confirmed academics in the belief that "low level of job involvement" and "poor commitment of employees to organisations" produces inefficiency of human capital, which was considered a significant capital requirement for competing in the global marketplace (Gallie et al., 1998).

It was also recognised, in the growing global economy with a skilled and educated workforce and use of advanced technology, that managing people reactively or passively was no longer enough to gain efficiency and competitive advantage; rather it was necessary to manage human resources actively, proactively and strategically (Henderson, 2011). The practical drawbacks of the Taylorist/Fordist approach to people management raised the concerns of practicing managers as well as of academics and theorists as to the value and utility of personnel management knowledge, ideas, and practices. A need for

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[10] (http://www.lawnotes.in/Pakistani_Acts)

efficiency, quality, and competitive advantage through the generation of human capital shifted the focus of companies from traditional personnel management to Human Resource Management. This led management theorists to produce academic models of human resource management, as a new division of HRM knowledge. The interest and subsequent developments in economic, business strategy, and organisational change theories further developed HRM ideas and knowledge. The core idea behind HRM is that sustained competitive advantage in the global marketplace comes from the internal resources of the firm in such a way as to add value and become non-imitative, rare, and not substitutable (Storey, 2001). The resource-based theory of the firm (Barney, 1991), and the core competency model (Prahalad and Hamel, 1990) are among the major contributors to these key ideas.

Among the pioneer proponents who promoted HRM knowledge globally is the Harvard Business School (HBS) (Beer et al., 1984), where HRM was introduced and developed as the core MBA course. It was delivered to general managers with the aim of equipping them with methods to tackle changes in global business structures and societies, as well as to use the internal human resources in their organisations effectively and efficiently. The contents of the HRM course were later developed as the famous Harvard model of HRM (Soft HRM), which focuses on achieving outcomes and efficiency through human resource performance. It emphasises aligning and integrating HR policies, practices, and knowledge so as to secure employees' commitment and to develop and use their high quality skills. It treats employees as a valuable asset and source of competitive advantage. It also introduced the idea of focusing on gaining employees' trust and collaboration through participation (Legge, 1995: 66-67).

Alongside the Harvard model of HRM, another model of HRM knowledge and practice developed in the USA was the Michigan model (Hard HRM). It denied the vital human aspects of people management and took human resources as a factor of production (Legge, 1995). Nevertheless, it emphasised the resource aspect of HRM by focusing on the alignment and integration of HR policies, practices, and system with overall business strategy. Storey (1987) described the Michigan model "as human asset accounting" because, like any other branch of management, it speaks the language of business and economics. HRM under this approach is very computational, with an emphasis on the quantitative, calculative, and business strategy aspects of managing the number of

humans required. Many quantitative concepts and practices of HRM are developed on the basis of the Michigan model and Hard HRM philosophy. Development of the HR balanced score card by Kaplan and Norton (1996) is a typical example of the Michigan model of HRM.

Although the two above-described models of HRM knowledge and practices advocate different HRM ideas, it is evident from the literature (e.g. Truss et al., 1997) that HRM knowledge and practices cannot be differentiated on the basis of Harvard and Michigan models. Both models were built around a link with business strategy and the role of people within it. Truss et al. (1997) mention in their study, based on eight in-depth case studies, that getting people linked with business strategy is the manifest of Hard HRM because this policy provides strategic direction, integration, and performance management techniques, such as performance appraisal. They also find that commitment of employees is generated and obtained when they are trained and developed in such a way as to become capable of controlling their work performance. They also found that companies adopted the characteristics of the high commitment model, which was similar to Soft HRM, whereas the employees became more concerned with strategic control, in line with the "hard" model.

HRM concepts under the Harvard model cover such areas of management as employee participation, rewards, and the work system (Brewster, 1995; Beer et al., 1985). Some other scholars, e.g., DeCenzo and Robbins (1988), divide HRM concepts into four main areas: the acquisition, maintenance, motivation, and development of human resources; whereas Fombrum et al. (1984), under the "hard" HRM or Michigan model, define HRM concepts within a five-step HRM cycle: selection, performance, appraisal, rewards, and development. The HRM practices of contemporary business organisations and the HRM ideas and knowledge delivered in MBA programs are based on the HRM models described above. Past studies (e.g., Khilji, 2001, 2002, 2003) have identified national cultural influence and macro institutions such as socio-cultural institutions, political and economic institutions, and the national value system as the drivers of diffusion and adoption of these HRM models in Pakistan. However, the HRM adoption of micro-level individual actors is underexplored. In particular, what drives an individual actor such as an HRM academic or HRM practitioner to adopt western HRM ideas, knowledge and practices; and how and why do they do so?

1.5 HRM adoption defined

I describe adoption as the individual actors' decision to make use of the western HRM ideas, knowledge, and practices suggested to them by various channels such as peers, colleagues and seniors in their organisations, academic programs, training programs, and personal and professional networks, and compliance with what is socially legitimate. The term adoption is interchangeably used with the term diffusion. Adoption is an individual's decision to make use of HRM ideas, knowledge, and practices, whereas diffusion is the accumulated level of many individuals' decisions to do the same (Rogers, 1995).

The concept of diffusion and adoption was first studied by Tarde (1903), followed by Ryan and Gross (1943) in their study on adoption of hybrid corn seed in Iowa, and Rogers (1962), who coined the theory of diffusion of innovation. Tarde's (1903: 140) laws of imitation describe the generalisation of diffusion as "to learn why, given one hundred different innovations conceived of at the same time – innovations in the form of words, in mythological ideas, in industrial processes etc. – ten will spread abroad while ninety will be forgotten". Identifying adoption or rejection of new ideas or innovations as a crucial research problem, Tarde finds that the adoption of new ideas follows an "S-shaped" curve over time. At first, only a few individuals adopt a new idea, then the rate of adoption increases as a large number of individuals adopt, and finally the adoption rate decreases. Institutional opinion leaders play a prominent role in accelerating the rate of adoption of new ideas (Tarde, 1903). Tarde's explanation of adoption and diffusion involves today's scholarly concepts of "network", "social interactions", and influences of social structures or interplay between structure and agency (Rogers, 1995; Bourdieu, 1977; Giddens, 1983). Individuals develop their opinion leaders and follow them in their socio-institutional settings (such as family, organisations, schools, corporate and social circles, etc.).

Innovation is defined as any new idea, practice, knowledge, custom etc. (Tarde, 1903; Rogers, 1962, 2003). To define the adoption process, Rogers (1962) coined the diffusion of innovation theory. It explains how new ideas or products gain popularity and proliferate through a specific group of individuals or social system. According to Rogers (1962, 2003), people adopt a new idea, behaviour, or product as part of a social system

(also Ryan and Gross, 1943). The social position within a particular social system influences the individual to adopt. Adoption in this sense is defined as what happens when an individual does something different to their routine activities and previous way of acting (Rogers, 2003). By adopting a new idea, knowledge or practice, an individual acquires new knowledge and performs new actions with new behaviours, which leads him/her to acquire new dispositions. It begins when an individual perceives a new idea, behaviour, or product as new or innovative. Adoption constitutes a process that comprises several phases (Jayaraj et al., 2006). Actors listen to prominent suggestions from their structured environment, and initiation and implementation of the prominent suggestions take place according to their organisational and social position (Emirbayer and Johnson, 2008; Schinkel and Noordegraaf, 2011). Prominent suggestions, initiation, and implementation constitute major phases of adoption (Rogers, 2003).

The process of diffusion and adoption that was first defined by Tarde (1903) was further developed in later researches. For example, Rogers (2003) defined it within five categories of adopter: innovator, early adopter, early majority, late majority, and laggards. The innovators are the individuals who first accept the suggestions of new ideas. These kinds of people become interested in new ideas. They take risks and often become the first to develop the new ideas. Early adopters are the individuals who represent opinion leaders and innovators of the new ideas. These kinds of people welcome opportunities for change, and become comfortable with adopting new ideas. They are the group of people who develop manuals or information sheets on implementation of the new ideas. Early majority is the category of individual adopters who adopt the new ideas before the average person does so. Individuals in this category of adopters generally tend to see the evidence that the new ideas will work best for their economic and social status before taking the adoption decision. Late majority is the category of adopters in which the individual is sceptical of change. They only adopt the new idea when it has been adopted by a majority of the people. Before taking the adoption decision, they generally see the benefits and other consequences of adoption of the new ideas for other people who have already adopted them. Laggards, as the final category of adopters in Rogers's (2003) categories, consist of individuals who are very conservative and bound by tradition. These individuals become very sceptical of change, and do not easily adopt any new idea or alteration. According to Rogers, the middle categories of adopter contain the majority of the general population.

Rogers's (2003) research on diffusion of innovation and technology adoption identifies perceived attributes, communication channels, and the social system as the main influences on adoption. As perceived attributes, he listed social and economic benefits of the new idea, and knowledge, practices, or technology that facilitate its adoption through easy acceptance and implementation. As communication channels, he pointed to translation of features and benefits of the new ideas, knowledge and practices and their usage. As social systems, he focuses on family and peer support necessary in the adoption process. Putting Rogers's views of adoption in the context of this thesis, that is, in relation to HRM actors, the appeal consists not only of the features and benefits in the form of monetary value and social status, but also of the sense of belonging to an elite occupational group, and helping family and peers to enjoy the same benefits of belonging to such an elite group. Khurana (2007), focusing on business schools and MBA programs, termed it as signalling power in society.

According to Rogers (2003), "diffusion" is the term that can be used akin to "adoption". The two terms cannot be differentiated and hence are often used synonymously (Keim and Weitzel, 2008). According to scholarly debates and definitions of adoption and diffusion (e.g., Tarde, 1903; Rogers, 2003), organisational adoption of HRM is a process of initiating and implementing HRM in ideas and practices. Similarly, an individual actor's adoption of HRM is a process of receptivity to suggestion, initiation and implementation of HRM in academic practices. It is "a process by which a new idea, [practice, and fad] is communicated through certain channels over time among the members of a social system" (Rogers, 2003: 05).

The creation, diffusion, application, adoption, adaptation, abandonment, and rejection of management ideas and practices have been addressed in studies in the management field for a long time (Sturdy, 2004). However, it is surprising that studies in the field of human resource management in particular, and management learning, organisational studies, and international business in general, have not fully engaged with issues of adoption of management ideas, practices, and theories (Antal and Krebsbach-Gnath, 2001; Giroux and Taylor, 2002). Extant literature on organisational adoption and adoption of management ideas (e.g., Giroux and Taylor, 2002; Antal and Krebsbach-Gnath, 2001; Ball, 2001; Comacchio and Scapolan, 2004; Hausdorf and Duncan, 2004; Olivas-Lujan

et al., 2007; Galanaki and Panayotopoulou, 2008; Lau and Hooper, 2008), seldom tackle factors of adoption other than at the environmental, organisational and macro-institutional levels. The primary focus of these studies is on factors such as organisational size and determinants of adoption (Ball, 2001; Hausdorf and Duncan, 2004; Teo et al., 2007); single-country factors influencing adoption (Panayotopoulou et al., 2007); adoption of HRM with specific functional focus, i.e., e-recruiting (Keim and Weitzel, 2008); and the role of national culture and institutional factors in adoption of HRM (Khiji, 2002, 2003, 2004a; Saher, 2011). While above discussed extant literature provides a good understanding of the contextual influences (e.g., macro-institutional factors) on the social position of actors in adopting human resource management ideas and practices, there is limited understanding of 1) how HRM is adopted under the influence of actors' social position, 2) how actors' social position is shaped in the context of the adoption. Furthermore, analysis of actors' social position in their individual contexts, and the actors' motives and dispositions that guide them to adopt HRM ideas and practices, is an area which has been little addressed in past studies.

In this thesis, I refer to adoption in relation to individual HRM actors and diffusion in relation to organisational or group level adoption. There are different perspectives on the factors that influence individual or organisational adoption decisions. The institutional perspective highlights the influences of environmental factors and macro and micro institutions such as family and peer pressures (Rogers, 1991; Kraut et al., 1998), political and legal influences, regulatory forces, society and culture, norms and legitimising practices in organisations, and social and institutional legitimacy. The literature on how these factors shape a structure in which individuals are influenced towards taking an adoption decision (e.g., structuration, objective and subjective reality, constructivist objectivism) indicates that individuals strive for social legitimacy which, in turn, translates to individuals' concepts of social position. Among others, Bourdieu's theory of practice, capital resources, habitus, and dispositions means that an individual's social position is manifested in capital resources (economic, cultural, and social) (Bourdieu, 1986, 1989, 1988, 1977). These capital resources form social and professional groups and a structure in which individuals perceive a dominant form of capital resources and desired social position. In order to acquire, retain, and maintain dominant forms of capital resources for the desired social position, individuals engage in certain practices and

actions (dispositions) (Bourdieu, 1986, 1989). The adoption of HRM ideas, knowledge, and practices by different actors is based on these practices or dispositions.

1.6 The significance of HRM actors' social position

As HRM ideas, knowledge and practices in Pakistan are located at the "intersection of social history and individual biography" (Grandjean, 1981: 1057), they represent actors' practices and actions through social structures over time (Becker and Strauss, 1956: 253), within micro and macro frames of reference (Barley, 1989). These perspectives complicate theorising about how and why different individual actors have embraced western HRM. Studies have addressed macro frames and micro institutions in theorising HRM adoption and adaption (e.g., Khilji, 2002, 2003, 2006) from a cultural-sensitive perspective (e.g., Newman and Nollen, 1996; Holden, 2001; Lu and Bjorkman, 1996; Lawler et. al., 1995; Khilji, 2002); a divergence-convergence perspective (Wright et al., 2005; Khilji and Wang, 2006; De Cieri and Dowling, 1999; Brewster et al., 2015); or an institutional and competitive isomorphism perspective (Khilji and Wang, 2006; Sparrow and Wu, 1997; Farndale and Paauwe, 2007; Chung, 2015) when examining HRM diffusion to organisations. However, the emphasis on individual actors' social position and social status has been underexplored, particularly in the context of a developing country like Pakistan.

The definition and theorisation of adoption and the adoption process for ideas, knowledge, and practices (e.g., Tarde, 1903; Rogers, 1962, 1995, 2003; Ryan and Gross, 1943) are manifested in individuals' interest. Particularly, the suggestion-initiation-implementation process (Rogers, 1995, 2003; Tarde, 1903) which is the core of the adoption process is triggered by individual adopters' interest. The concept of individual interest is found to be central in many writings of the classical social theorists such as David Hume, Adam Smith, Max Weber, and Emile Durkheim. Sociologists of modern times, such as James Coleman and Pierre Bourdieu, have further explored the concept of interest in their analyses. The basic ideas about interest, as put forward by Weber and Simmel, are that the individual's interest can only be realised in a societal framework, and that the role of social relations and interactions has to be taken into account when analysing individual interest. Pierre Bourdieu, following this tradition of conceptualising individuals' interest, studied the individuals' social positions. According to him, social

and professional fields are formed as outcomes of people's grouping within those fields according to their social position. Like Marx, he argued for the importance of economic capital and resources in the formation of classes in societies (Bourdieu, 1986, 1987). Those individuals who are poor in economic capital tend to acquire other forms of capital with the aim of forming another social class with power equivalent to that of the social class formed by people rich in economic capital. To achieve this equity and competition, poor economic capital holders engage in activities, behaviours, and practices which yield them the other forms of capital resources that can be readily converted into economic capital, hence enabling them to form a distinct social class and to compete with the social class already rich in economic capital.

Bourdieu coined the terms of capital resources (economic, cultural, social, and symbolic) to show how individuals gain dominant forms of capital resources and consequently the desired capital position (Bourdieu, 1986, 1987). He also coined the concepts of habitus, dispositions, and doxa to show what behaviours, actions and practices people adopt to acquire their desired social position and dominant forms of capital resource(s) that are needed to get that social position (Bourdieu and Eagleton, 1992; Bourdieu, 1977, 1990). While past studies on HRM have explored organisational-level adoption of HRM by analysing macro institutions (e.g., Khilji, 2002, 2003, 2004; Saher and Mayrhofer, 2014; Minbaeva, 2005), networking (e.g., Zappa and Lomi, 2015; Sturdy, 2004; Zupan and Kase, 2007), historical and evolutionary perspectives and contingencies (e.g., Budhwar and Sparrow, 1997; Brewster et al., 1997), and psychological aspects of practitioners' work-related behaviours and needs (e.g., Guest, 2004; Wright and Boswell, 2002; Millward and Brewerton, 2015), in this thesis I explore individual-level HRM adoption by analysing actors' social position and the mechanism of capital resources exchange within different social classes of HRM actors, and show how social position, coupled with macro-institutional and global factors, triggers the phenomenon of the gap between what is adopted and what is practised by the individual actors.

1.7 Gap in the literature

Most of the relevant researches on HRM diffusion and adoption that were carried out in the past, specifically in Pakistan, overlooked the role and importance of the social perspective and social position of those who adopt it. The majority of extant research

analysed the phenomenon at organisational and group level, rather than at the level of the individual actors who actually decide on or resist adoption and the spread of HRM ideas, knowledge, and practices, and become core actors in organisational and group-level adoption of HRM. Although it has been highlighted in past researches that people management and HRM theories, with their genesis in the west, are not suitable in the context of developing countries with cultural and social set-ups vastly different from those of the west (for Pakistan specifically, see Khilji, 2002, 2003, 2004; Saher and Mayrhofer, 2014; for other developing countries and emerging economies, see Budhwar and Mellahi, 2006; Kamoche et al., 2003; Kamoche, 2001), the question of how and why HRM, despite its genesis in the west, has been taken up and adopted by HRM professionals and relevant actors in the field, such as academics in business schools and practitioners in business organisations, is still underexplored. HRM academics have been especially ignored in past studies on adoption, diffusion, transfer, and dissemination of the ideas, knowledge, and practices of HRM in particular and management in general. Hence, this thesis seeks to fill this lacuna by addressing individual actors' level of HRM adoption, with a focus on three categories of HRM actors: HRM academics, MBA-Alumni HRM practitioners, and Non-MBA-Alumni HRM practitioners.

The following are the gaps in the literature that qualify the above statements, and are addressed in this thesis through three interrelated studies.

- Developing countries like Pakistan have been underexplored in researches on management, international HRM, international business, and organisational studies (e.g., Austin, 1990; Khilji, 2002, 2003, 2004; Saher and Mayrhofer, 2014; Ali, 2013; Ahmed et al., 2015; Syed and Ozbilgin, 2015; Khan et al., 2015).

- Extant literature on adoption and diffusion of HRM, with emphasis on:
  - Macro institutions and environmental factors (e.g., Khilji 2003, 2002, 2004; Saher and Mayrhofer, 2014; Minbaeva, 2005).
  - Cultural sensitive perspective (e.g., Khilji, 2002; Holden, 2001; Lu and Bjorkman, 1996; Newman and Nollen, 1996; Snape et al., 1998; Lawler et al., 1995; McGaughey et al., 1997; Cyr and Schneider, 1996);
  - Networking (e.g., Zappa and Lomi, 2015; Sturdy, 2004; Zupan and Kaše, 2007);

- Institutional and competitive isomorphism (Khilji and Wang, 2006; Sparrow and Wu's (1997; Farndale and Paauwe, 2007; Chung, 2015);

- Role of divergence and convergence factors (Wright et al., 2005; Khilji, 2002; Khilji and Wang, 2006; De Cieri and Dowling, 1999; Khilji, 2002; Brewster et al., 2015);

- Historical and evolutionary perspectives (Guest, 1991; Budhwar and Sparrow, 1997; Brewster et. al., 1997);

- HRM adoption as a source of competitive advantage and its potential to contribute to organisational performance (Minbaeva et al., 2014; Ulrich and Brockbank, 2005).

- Past studies on HRM adoption and diffusion have widely used institutional theories such as networking, including actor network and activity theories (e.g., Björkman et al., 2007; Scarbrough, 2003; Sparrow, 2006; Brewster et al., 2015; O'Mahoney and Sturdy, 2015; Lee and Chung, 2015; Laursen, 2002); institutional isomorphism, and divergence-convergence (Khilji and Wang, 2006; Sparrow and Wu, 1997; Farndale and Paauwe, 2007; Chung, 2015; De Cieri and Dowling, 1999; Khilji, 2002; Brewster et al., 2015), and social psychology theories such as psychological contract, social learning and many other theories that lead towards a group or organisational level analysis. Particularly in the developing country context, the majority of past studies have drawn on environmental analysis frameworks (Austin, 1990). In this thesis, I focus on individual level analysis, for which I draw on Bourdieu's theory of practice (1977, 1986, and 1987) which encapsulates social position, capital resources exchange, habitus, and dispositions (Bourdieu, 1986, 1989, 1984; Saunder, 2008; Battilana, 2011) which condition individuals to take a decision to accept or reject new ideas, knowledge, and practices.

1.8 Objective of the thesis

In addressing these gaps, the following are the overarching objectives for this thesis, which led me to carry out three individual yet interrelated studies.

1. To explore the factors that influence individual HRM actors to adopt HRM ideas, knowledge, and Practices.

Rationale: This objective focuses on exploration of core factors from social environment that induce individual HRM at different level to take decision to accept or reject, or implement HRM. One part of this objective is to look into academic ideas and concept, HRM practices in organisations, and how they are taken-up by different actors both at academic and practitioners level.

> **2**. To analyse the factors that motivate HRM academic and HRM practitioners to adopt.

Rationale: This objective embeds the study into wider socio-cultural structure of Pakistan and HRM actors' position within it. This will help to understand the nature and links between HRM in academic and HRM at practitioners' level in terms of factors that influence their adoption. Setting this objective will further enable me to look into how individual HRM actors at both practitioner and academic level respond to structural influences.

> **3.** To examine the gap between accepted and implemented HRM ideas, knowledge, and practices at individual HRM actors level.

Rationale: This objective will illuminate the impact of western HRM in Pakistani organisation with any difference of what HRM practitioners are taught and trained for in their social and academic environment, and what they actually practice.

> **4**. To examine the role of HRM actors social position at both academic and practitioners level.

Rationale: This objective will help us to understand influence and construction of social position on individual HRM actors' decision to adopt. It will further add into our understanding on social structural forces that influence HRM field in Pakistan, and how individual actors respond to them.

> **5.** To analyse main dispositions that are formed and exercised by HRM actors while adopting HRM.

Rationale: This objective will embed the study into identify the core dispositions that support the actors' adoption decision. It will further enable us to find out the leaned-specific way of behaving and acquiring norms of the HRM field.

6. To analyse HRM actors' desired capital resources that influence both their social position and HRM adoption.

Rationale: This objective enable us to gain in-depth understanding on HRM actors' agency and how they interpret the existing structure that influence them to adopt. It will further contribute in understanding on sequence and formation of different capital resources while taking adoption decision.

7. To examine the impact of the way social position is perceived and formed on HRM field in Pakistan.

Rationale: This will contribute in in-depth analysis and understanding of HRM actors' social position and how it structured their understanding of HRM ideas, knowledge, and practices both at academic and at practitioners' level.

1.9 Structure of the thesis

The structure of this thesis is different from the traditional PhD thesis monologue approach. This is because of 1) the nature of the thesis area, 2) the objectives set for this PhD research, 3) the business school's encouragement and guidelines on the three studies approach for a PhD thesis. In this thesis, I follow the three studies or three papers approach, which structures the thesis differently from the traditional PhD thesis. Following this structure, the thesis contains six chapters: the present chapter one is an extended introduction which sets the empirical stage and environment for the studies in this thesis. Chapter two presents the research methodology, elucidating the common research methodology used in all three studies. Besides the detailed research methodology chapter, brief methodology sections are added to each of the individual study chapters to show any variation in methodology and combination of data collection instruments used in the particular study. Chapter 3 is based on the first study in this thesis, which focuses on HRM academics' social position and its influence on their HRM adoption. Chapter 4 presents the second study, which looks into HRM practitioners. In this study the focus is on those HRM practitioners who graduated from the business schools sampled in the first study. Five business organisations were selected as a research site in which these MBA-Alumni HRM practitioners were working. This study particularly looks into the formation of capital resource exchange and consequent social position of the HRM actors. The focus is on analysis of the mechanism of capital resource

exchange and the social structure that shapes the actors' understanding and valuation of HRM. Chapter 5 is based on study 3, which looks into the knowing-doing gap between adopted and implemented HRM. In this study I used three categories of HRM actors: HRM academics, MBA-Alumni HRM practitioners, and non-MBA-Alumni HRM practitioners. Finally, Chapter 6 presents an extended conclusion which highlights a brief summary of the objectives, research setting, findings, and contribution of this thesis. It does so by consolidating all three studies within the objectives set for the thesis. What follows is a brief introduction to each of the studies within it.

1.10 Study one: The influence of HRM academics' social position on HRM adoption

This study addresses the following objectives among those set for this thesis[11]:

- To explore why individuals accept and take up their professional role in HRM ideas, knowledge and practices.
- To identify the core factors and motives that induce HRM actors at academic and practitioner level to adopt HRM.
- To analyse the role of different actors' social position in taking the decision to adopt HRM.
- To explore the core dispositions which support the actors' adoption decision.

It has been highlighted in research studies that people management theories, with their genesis in the west, are not suitable in the developing country context with a vastly different cultural and social set-up from that of the west (e.g., for Pakistan specifically, see Khiji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014; for other developing countries and emerging economies, see Budhwar and Mellahi, 2006; Kamoche et al., 2004; Kamoche, 2001). Despite criticism of its value and adoption, management knowledge has been widely diffused and adopted in many societies that are different from those of the west and developed countries. On its adoption by developing countries, past studies have emphasised and explored macro institutions, organisational factors, and elements of the international environment, as drivers of adoption and diffusion of western

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[11] That is, objectives number 1, 2, 4, and 5 of the thesis objectives mentioned on the previous page ("objectives of the thesis").

management knowledge (such as HRM) (e.g., Kostova and Roth, 2002; Khilji, 2002, 2003, 2004; Saher, 2011; Khilji 2003, 2002, 2004; Saher and Mayrhofer, 2014; Minbaeva, 2005; Chung, 2015; Budhwar and Sparrow, 1997). It underpins the fact that, on the one hand, individual actors participate in the adoption and dissemination process to gain and maintain social legitimacy within the local environment (Meyer and Rowan, 1977; Boxall, Purcell and Wright, 2007; Beer et al., 2015); on the other hand, it develops individual actors' criticism of the accepted ideas and knowledge in their institutional and professional roles and activities in the field (Brewster and Mayrhofer, 2015; Siebers and Kamoche, 2015).

The extant literature on organisational adoption, international business, and HRM (e.g., Sturdy and Gabriel, 2000; Kostova and Roth, 2002; Khilji, 2002, 2003, 2004a; Saher, 2011) highlights the influences of institutional or social legitimacy and the relationship with environmental forces in the adoption process. Most past studies have used institutional theory perspectives such as networking (e.g., actor network and activity theory), institutional isomorphism, divergence-convergence, environmental analysis frameworks, the cultural sensitive perspective etc. (e.g., Khilji, 2002; Holden, 2001; Newman and Nollen, 1996; Björkman et al., 2007; Scarbrough, 2003; Sparrow, 2006; Brewster et al., 2015; O'Mahoney and Sturdy, 2015; Laursen, 2002; Khilji and Wang, 2006; Sparrow and Wu, 1997; Farndale and Paauwe, 2007; De Cieri and Dowling, 1999; Austin, 1990). It highlights the underpinnings of the importance of individuals' social status, social position, and contingency factors in the adoption and diffusion of management ideas, knowledge, and practices in organisations across the world. However, the majority of the studies on adoption and diffusion conducted organisational or group level analysis, rather than individual actors' level analyses. Consequently, it overlooked many of the core actors (particularly, HRM academics) who play their role in the adoption process.

Focusing on the above highlighted gaps, among others, this study looks into a case of HRM adoption in Pakistan, by focusing on HRM academic actors. It explores the influence of HRM academics' social position and formation of the actors' disposition, in which their HRM adoption is manifested. This study looks into the influence of the actors' social position as a context. It draws on the field theorist concept of social position (Bourdieu, 1977, 1986, 1988, 1989; Saunder, 2008). The following are the research questions set for this study:

- What are the key motives and dispositions that influence HRM academics' adoptions decision(s)?
- How best can we theorise the influence of individual actors' social position on adoption of seemingly new management ideas and practices?
- How does HRM academics' institutional role provide them with social legitimacy and good environmental relations?
- Why do the actors become critical of their role as adopters?

1.11 Study two: A mechanism of capital resources exchange and social position formation: study of MBA-HRM graduated practitioners

This study addresses the following objectives from among the objectives set for this thesis[12]:

- To explore why individuals accept and take up their professional role in HRM ideas, knowledge and practices.
- What are the core factors and motives that induce HRM actors at academic and practitioner level to adopt HRM?
- What is the role of different actors' social position in taking the decision to adopt HRM?
- How different capital resources (economic, cultural, and social) are perceived and formulated to gain social position, which in turn affects the adoption decision.

While the first study looked into the academics' adoption through the perspectives of social position and dispositions, which examined the dominant form of capital resources and its driven desired social position, this study looks into how social position and dispositions are generated through a mechanism of capital resources exchange. Unlike the first study, this one focuses on another type of HRM actors, MBA-Alumni HRM practitioners, working in different business organisations in Pakistan. It focused on a different kind of HRM actors in this study because of their involvement, experience and exposure to both the academic and practitioners' HRM fields. It examine the HRM

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[12] These are objectives number 1, 2, 4, and 6 from the thesis objectives mentioned on the previous page ("objectives of the thesis").

practitioner's adoption decision by exploring the social and economic mechanisms that drive an MBA alumnus to adopt HRM practices. It provides insights into why and how HRM has been taken up by Pakistani individual actors in their organisations. To this end, I selected those HRM practitioners, from four different industries, who have gone through MBA programs. In doing so, I gathered the views and perceptions of actors with theoretical and practical knowledge of western HRM ideas and practices.

Although extant literature have highlighted the fact that western HRM practices are becoming an increasingly prominent issue in emerging economies and developing countries (Budhwar and Mellahi, 2006; Kamoche, Debrah, Horwitz and Muuka, 2004; Perez Arrau, Eades and Wilson, 2012), and in Pakistan (Khilji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014), there is still little known about the issues beyond the cultural aspect, macro-institutional aspects, and the broader environmental factors that provide a structure or a context for the adoption. Studies on adoption and implementation of western HRM practices often disregard basic differences in local norms, sociocultural values, and other circumstances. Since the desired results of implementing and adopting modern management practices cannot be achieved when different worlds collide (Pache and Santos, 2010), it leads to a question as to why in the present of these findings actors still adopt seemingly alien management practices, and what mechanism drives their role in the adoption of these practices. Past studies have also identified global factors, national factors and the economic circumstances of a region, such as the labour market and "deregulation", profile and proliferation of multinational firms and business schools, etc., that influence diffusion and adoption of western HRM ideas and practices (e.g., Khilji, 2002, 2003, 2004a; Budhwar and Mellahi, 2006; Sturdy, 2004). However, what influences individual actors' adoption at micro level is little explored in previous studies (Bjorkman et al., 2014). Lack of understanding of the mechanism behind individual actors' adoption limits the underpinnings for scholars and practitioners as to why and how individuals adopt HRM practices. Theorists of consumption and adoption of management ideas and practices emphasise that it is largely understood in an economic sense (Fine, 2002). However, less is known about the economic sense (at individual level), and the mechanism behind actors' adoption of the management ideas and practices that create that economic sense.

This study tends to fill this lacuna by exploring the actors' drive and motives for HRM adoption arising from the capital resource exchange mechanism that provides them with a structure for their desired social position. In the process, It explores the mechanism for capital resources exchange, and how and what kind of capital resources exchange exists in which the actors can engage to obtain the dominant form of capital resources and subsequent social position. It further explores the actors' socialisation and social classes that provide them a structure to engage in the exchange mechanism, to perceive the dominant form of capital resource and, desired social position related to engagement in the HRM field. The following are the research questions for this study:

- How do actors engage in the mechanism of capital resources exchange to gain social position?
- How do actors' lived experiences (habitus) guide them to form a favourable exchange?
    - How did actors' habitus influence their HRM adoption?
- What is the role of MBA-Alumni HRM practitioners' socialisation and lived experience in HRM adoption?
    - How do past socialisation and lived experiences affect the HRM practitioners' possession of dominant forms of capital resources and consequent desired social position?
- What is the role of business education in shaping or re-shaping the economy of exchange of capital resources to secure actors' dominance?

1.12 Study three: Knowing-doing gap between adopted and implemented HRM in Pakistani organisations

This study addresses the following objectives from among the objectives of this thesis[13]:
- To explore why individuals accept and take up their professional role in HRM ideas, knowledge and practices.
- To explore the gap between what HRM practitioners are taught and trained for in their social and academic environment and what they actually practise.

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[13] These are objectives number 1, 3, 4, and 7 from among the thesis objectives mentioned on the previous page ("objectives of the thesis").

- To investigate the role of different actors' social position in taking the decision to adopt HRM.
- To analyse the impact of actors' varying social position formation, and conflicting environmental factors affecting what they adopted and what they actually practice.

While the first two studies looked into HRM adoption, social position, dispositions, capital resources exchange mechanism, and actors' social classes and socialisation to theorise the HRM adoption of both academic and practitioner actors, this study looks into the gap between the adopted HRM and actual HRM practices and real business needs. It has been established in past researches that management ideas, knowledge and practices are actively shaped, transferred and transformed by the institutional environment and individual actors (Czarniawska and Sevon, 1996), and that the influences of national factors, macro institutions, and broader institutional factors such as government and regulatory bodies, the labour market, culture etc. create a gap between what is transferred and adopted through different channels and flows, and what is actually needed and practised.

Following the findings of first two studies of this thesis, individual actors play an active role in the expansion and spread of management ideas and practices to obtain social position. Acquisition and exchange of various capital resources such as economic, cultural, and social capital influence actors to produce a repertoire of practices, such as imitation, professionalism, and materialism, mechanisms, which in turn define their behaviour and actions, influence them to adopt management practices to obtain, maintain and enrich their social position. As individual actors' who contribute to the field come from different social and professional groups, they strive for the possession of different capital resources and subsequent social position, which, consequently, create a gap between the knowing and doing of management knowledge, ideas, and practices. This study explore and investigate this gap by examining the complex dynamic of structure and individual in Pakistani HRM actors' context.

Organisations and individual HRM actors face a gap between what is proposed and what is found in actual practice (Othman, 1996). The gap between desired or adopted HRM

and actually implemented HRM has been well documented in past researches (e.g., Khilji and Wang, 2006; Khilji, 2002; Keenoy, 1999; Legge, 1995; Pucell, 1999; Truss, 2001). But the focus of these previous researches on the gap and implementation of HRM practices has been on justifying HRM's position in organisations (e.g., Wright et. al., 2001; Purcell, 2000) in terms of its contribution to organisational performance and productivity (e.g., Becker and Gerhart, 1996; Delery and Doty, 1996; Bjorkman, 2001; Wright et al., 2001; Budhwar et al., 2007; Katou, 2015); how to fit it with the external environment (Lawler, 1996; Baird and Meshoulam, 1988); and internal and external fit or horizontal alignment (e.g., Grantton and Truss, 2003).

Hence, why organisational actors fail to convert adopted HRM ideas and knowledge into their practice is little known. Therefore, this chapter contributes by exploring the phenomenon of decoupling (gap between adopted and implemented) by examining the differences in actors' social positions, as well as national factors and the global institutional environment which constitute actors' social expectations in influencing organisations to adopt and implement HRM. While the first two studies have focused on HRM academics and MBA-Alumni HRM practitioners, in this study I include one more category of HRM actors, namely, non-MBA-Alumni HRM practitioners. They are the individuals who have not graduated from business schools, and are working as HR managers, HR directors, or HR executives. Examining all three categories of actors in this study enabled me to obtain a holistic view of the gap between adopted and implemented HRM in Pakistani organisations. The analysis of the gap or "decoupling" in this study is based on: 1) actors' professional and social orientation as HRM academics, MBA-Alumni HRM practitioners, and Non-MBA-Alumni HRM practitioners; 2) HRM actors' social positions and possession of capital resources such as economic, cultural, and social resources; 3) social expectation, which is constituted through broader environmental factors such as national and global features. The following are the research questions set for this study:

- What are the factors that create the gap between adopted and actual HRM in Pakistani organisations?
- Why do actors become unable to translate their adopted HRM knowledge from various carriers into their actual practices?

- How does actors' varied professional and social orientation hinder the implementation of HRM knowledge and ideas?

- How does the duality of factors from the institutional environment and actors' individual social positioning affect the implementation of adopted HRM in Pakistani organisations?

1.13 New terminologies used in this thesis

This thesis coined number of terms induced from the qualitative data during analysis phase. Use of these new terms contribute in understanding of the phenomena of HRM adoption in Pakistan by adding into Bourdieu categories of capital resources and other terms used in sociology theories. Following are the main terminologies introduced in this thesis

1.13.1 Contingent capital

Contingent capital is a kind of resource desired and possessed by HRM actors which enable them to adjust in a new environment and changing organisational and institutional requirement. It helps HRM actors to perform multiple tasks and roles in their social setting with ability to negotiate their cultural and social capital such as knowledge, experience, beliefs, social circles and networks etc in order to gain more of economic capital resources and dominant form of social position.

In this thesis the term social capital is used to introduce "a resource to control contingent factors and multi-faceted circumstances so as to create and utilise multiple options for securing social, institutional, and organisational mobility and security". In societies and economies like Pakistan where no standardisation of the cultural capital is defined for any discipline, practice, and action, it is the actor's ability to gain control over the contingent factors that manifests the cultural capital that they possess. Therefore, the term contingent capital is used in addition to Bourdieu's economic, social, cultural and emotional capital.

The state of the overall HRM field in the country and business schools' academic trends develop a way to recognise, acquire, and maintain capital resources such as contingent capital, cultural capital, and social capital, which are perceived and experienced by the actors as readily convertible into economic capital. Control over economic capital, in

turn, provides actors with dominance at the organisational and social level. Contingent capital enables actors to gain the qualification for other forms of Bourdieu's capital resources that are convertible into economic capital. It becomes the resource to HRM actors for controlling contingent factors and multi-faceted circumstances so as to create and utilise multiple options for securing social, institutional, and organisational mobility and security. For example, it gives HRM academics the ability to adjust to a new environment, to multi-task, and to negotiate social and cultural capital in order to gain the desired and dominant social position.

1.13.2 Capital Endowment

Capital endowment is the term that has previously been widely used in Bourdieu's literature. It has been introduced in Bourdieu's theory of culture field, according to which the actors are positioned in a "topography" of social relations according to their endowment of economic, social, and cultural capital. In this thesis employing individual level analysis to analyse data oh HRM actors enabled me to identify social structures in which HRM actors' position vary according to the type and amount of various forms of capital accumulated such as economic, cultural, social, and contingent.

The use of term 'capital endowment' in this thesis shows actors' different forms of capital which distinguishes their different forms of class and status. The use of the term is also linked with Levi-Strauss (1966) idea that social actions of actors are essentially influenced by a set of interconnected variables constituting a status and position. Since in a given society and at a given time, different groups or classes of HRM actors have different endowment with these capital forms, both in magnitude and composition, the use of the term 'capital endowment enabled me to analyse influence of different capital resources, and how these capital resources are believed, understood, and taken in a Pakistani structure of HRM actors.

1.13.3 Soft Exchange

As discussed above, different groups and classes of HRM actors possess varying endowment of capital which is according to structural influence of various factors such as their primary and secondary socialisation, capital resources necessary to obtain

economic capital and social positon. Drawing from Bourdieu (1986,1989), Blau (1964), and Marx's concept of capital, according to which capital is not a thing, rather it is "a definite social relation of production pertaining to a particular historical social information which simply takes the forms of a thing and gives the thing a special character" (Marx, 1894/1981: 953); individual actors engage in ray of exchange relationship to obtain economic capital. While analysing the nature of the exchange, I induced two main forms of capital resources exchange with in the actors social systems of exchange. Soft Exchange, being one of the forms, depicts that it takes place when actors adopt a route of capital resources exchange under which they started with utilising their established position as a member of elite social class.

It was deduced from the literature that social change and stability is a process through which actors negotiate exchange between resources; and that human relations and positions are formed by subjective cost-benefit analysis and comparison of alternatives. It views exchange as a social behaviour of actors resulting in economic and social outcomes. Under social exchange theory (Blau, 1964), every individual tries to maximize his wins through favourable and dominant exchange to secure power in life (Blau, 1964, 1974). The exchange of capital resources is a voluntary action of actors motivated by returns they are expected to gain. It involves series of actor's interaction that generates obligations (Emerson, 1976), these interactions are seen as interdependent and contingent on actions of other persons (Blau, 1964).

Therefore, the use of term 'soft exchange' in this thesis defines the actor's act of acquiring cultural capital with the help of symbolic and social capital that actors acquired through surplus of economic capital. This is a mechanism operated by actors rich in economic capital but relatively poor in cultural and other non-economic capital, which poses threat to their social position and dominance. The soft exchange takes place for the HRM actors from established of elite social class. The actors belong to elite or established class before starting their academic and professional career, they possess symbolic capital beforehand, which they utilise to gain access to cultural capital by passing through social capital. This provides them easy or soft exchange of their possessed form of capital into economic capital. Therefore, the term 'soft exchange' represent the actions and practices of those actors who acquire cultural capital not as a means to get basic exchange into economic capital, but to enhance or maintain existing economic capital. It is the actor's act of acquiring cultural capital with the help of already

acquired social and symbolic capital. This is the mechanism operated by actors rich in economic capital but relatively poor in cultural capital which possess threat to their social position and dominance.

1.13.4 Hard Exchange

Hard Exchange represents the actions and practices of those actors who belong to ordinary or emerging class of society. Under this exchange, actors acquire economic capital through trade of cultural and social capital. Therefore, the term 'hard exchange' in this thesis refers to an actor's act of acquiring cultural capital as a mean to negotiate with economic capital of dominant actors of the field. This negotiation takes place with the help of intermediary role of social and symbolic capital that actors acquire through accumulation of the cultural capital. This is a mechanism operated by those actors who are poor in economic capital and relatively rich in cultural capital and other non-economic capital.

Drawing on Bourdieu (1986, 1989), Blau (1964), hard exchange provide actors with task oriented resources to achieve valued outcomes. It involves exchange of social, task or job related resources (Ibarra, 1993). In Bourdieu's terms, it is the capital resource other than economic that actors strive to accumulate as a mean of exchange into economic capital with the aim to equalise the effect of actors belong to the social class rich in economic capital. In hard exchange actors first acquire cultural capital in the shape of latest ideas and practices of HRM, and management education like MBA, as a mean to acquire economic capital. They negotiate for economic capital with the help of social capital (links, contacts, and networking facilitated by cultural capital, and possession of unique characteristics of the cultural capital such as MBA, specialised training, social class etc. (symbolic capital). This hard exchange of capital resources is carried out by the actors who belong to low or emerging social class, wanted to catch-up with established or elite social class.

1.13.6 Elite Class and Emerging class

As actors' habitus and actions varies according to their class, it was needed to differentiate between major classes of HRM actors in order to analyse the influence of their social position and mechanism of capital resources exchange. With this regards, the

HRM actors was analysed into two main social classes of elite and emerging social class. Doing so enabled me to examine and analyse the formation and mechanism of capital resources exchange. Furthermore, it enabled me to analyse the effect of social origin, socialisation, and educational and occupational trajectories on HRM actors' social positon and consequent HRM adoption. The term elite class in this thesis used for those actors who belong to the families rich in economic capital and have high social status and class. The actors within this class belonged to influential networks of society and form elite or socially superior occupational group.

The term of emerging class is used for those actors who belong to the families poor in economic capital and tend to be relatively rich in cultural capital. This class actors belong to the ordinary class of the society and by virtue of their habitus (socialisation) intended to occupy a position within elite class in terms of lifestyle and social life activities. Therefore, the term 'emerging class' represents those HRM actors who traditionally belong to poor family and social background but more willing to acquire high education and experience to become close to high or elite class of the society.

1.14 Summary

This chapter introduced the thesis, its research background, and research setting including research sites and research participants. It defined HRM, adoption, diffusion and social position of HRM actors. It elucidated the gaps in the literature and how this thesis is built on these gaps. The objectives of the thesis are derived from the gaps and the research background. Finally, this chapter elucidated the structure of this thesis which is based on 3 studies around HRM adoption and social position at individual actor's level. The first study, which is in chapter number 3, explores HRM academics' adoption through analysis of the influence of social position on HRM adoption. It explores key motives and drivers for academics' HRM adoption, which are shaped through some dispositions and social position. The second study, which is in chapter number 4, explores the formation of social position by analysing the mechanism of capital resources exchange, habitus, socialisation, and social classes of HRM practitioners. The third study, which is in chapter number 5, explores the gap between adopted HRM and actual HRM practices, through analysis of actors' different orientations, social positions, and social expectations.

The objectives of this thesis and how these objectives are shared by each of the 3 studies are explained in this chapter. The next chapter elucidates and discusses the research methodology adopted for this dissertation. I adopted the philosophical position of social constructionism as epistemology, and relativism as ontology. The theoretical perspective of phenomenology with the abductive research approach is employed in this thesis. In-depth qualitative interviews, qualitative observations (both participatory and non-participatory), and archival data sources are used as data collection instruments. Exploratory case study design is used to present the qualitative data, and grounded theory is used as the data analysis method (Strauss and Corbin, 1990, 1992, 1998).

Chapter Two: Research Methodology

2.1 Introduction

This chapter elucidates and discusses research philosophies, the theoretical perspectives, approaches, and methods for data collection and data analysis employed in this thesis. The objectives and research questions set for the thesis and for the individual studies within this thesis required data to be collected by qualitative methods. A qualitative abductive approach was used for this thesis. This chapter begins with a discussion of research philosophies and paradigms, and justification for using the abductive qualitative approach. This is followed by the methods used for empirical data collection and data analysis. Credibility, reliability, and validity are discussed within each of the above sections as they arise. At the end, the chapter will explain how ethical dimensions were considered during every step of this thesis.

2.3 Philosophical positioning

My adopted research philosophies define the development of the research background, research knowledge, and nature of the research project, enabling me to give my research process a theoretical perspective and become engaged within this perspective. A set of different research philosophies helps the researcher to arrive at a philosophical positioning of the study. The researcher's task is to choose and justify which philosophical position or theoretical perspective is most appropriate among available theoretical perspectives and philosophies (Gray, 2009). There are different research paradigms that define research philosophies. A research paradigm is the broad framework of perceptions, beliefs and understandings of various research theories and practices that are widely used in a research process (Kuhn, 1962) . It leads to a precise step-by-step procedure which enables a researcher to create a link between research objectives, questions, analysis, and findings, (Cohen, Manion and Morrison, 2000). Hence, research paradigms are "a way of thinking about conducting a research. It is not strictly a methodology, but more of a philosophy that guides how research is to be conducted" (Morgan, 2000: 17). The research paradigm and philosophy are both based on the individual researcher's mental model, way of seeing things, perceptions, and various beliefs about reality. It emphasises beliefs and values of the researcher, because he is the one who provides valid arguments and terminology to produce reliable results.

The notion of Paradigm, as an aligning or all-inclusive framework, which depicts people's approach to the world, has become common since the publication of Kuhn's (1962) "the structure of scientific revolutions". In social science researches, much of the debate moves around two dominant paradigms: positivist and constructivist. The positivist paradigm leads to the quantitative approach, whereas the constructivist paradigm advocates the qualitative approach to research. There is controversy about the "incompatibility" thesis, which has been discussed by methodologists over two decades (Teddlie and Tashakkori, 2012). Thus, a researcher is required to apply an appropriate paradigm in a research study and to adopt a worldview, together with various philosophical assumptions that become congruent with the adopted worldview (Tashakkori and Teddlie, 2009). The researcher's worldview denotes how a researcher has experienced the world. It is based on their beliefs, morals, values, and aesthetics (Morgan, 2007). Research paradigms are characterised in different ways. Different scholars and methodologists have used varying dimensions to characterise them. Among others, Guba (1990) characterised research paradigms in terms of their ontology (nature of reality), epistemology (how to know something), and methodology (how to practically find out some things). These characteristics create a holistic view of how a researcher views knowledge, how he sees himself in relation to the knowledge, and what methodology or strategy should be used to acquire it.

While there is a range of theories and philosophical assumptions that could be used in any research study, "here is not only the bewildering array of theoretical perspectives and methodologies, but the fact that the terminology applied to them is often inconsistent (or even contradictory)" (Gray, 2004: 16). A commonly used and agreed stance on the worldview takes account of ontology, epistemology, axiology, and methodology (Creswell and Clark, 2011). Within these dimensions, the most commonly used worldviews are: positivism, constructivism, participatory, and pragmatism. Table 2.1 summarises these worldviews and their dimensions.

Positivism was the dominant worldview used in social science researches from the 1930s to the 1960s, based on the claim that social reality and the social world are separate from the researcher. Its main arguments hold that reality is comprised of what is available to the senses; it is what can be seen, smelt, and touched (Gray, 2009). On this view, a research enquiry is conducted by scientific objective observation. It further advocates that common logical and methodological underpinnings are based on facts rather than values.

Following the positivist paradigm, researchers believe that both the natural and social worlds operate within the strict set of laws that are to be discovered by empirical enquiry.

Positivism is closely associated with quantitative research. The research process under this paradigm follows development of hypotheses. A researcher tends to accept or fail to accept the hypotheses. The approach assesses the claims and findings on the basis of cause-and-effect rationale, interrelated variables, and detailed measurement of defined and agreed variables, and testing and refining theories (Slife and Williams, 1995). The positivistic stance led researchers to adopt a certain set of approaches to the design of research. The results of the research are then presented as objective facts and truth.

There has been debate about the use of positivist stances in social science research. It has been recognised as "one of the heroic failures of modern philosophy" (Williams and May, 1996: 27). In particular, as science is interested in yielding theoretical explanations rather than reports of what can be observed, even observation is dependent on theoretical understanding of what is being observed: on a theory which makes observation "intelligible" (Hughes and Sharrock, 1997). Popper's (1968) metaphysical argument, which asserts that "theories cannot be proved to be true, they can only be proved to be false", maintains that there is no single reality. The deductive approach, which enables a researcher to test theories through observation, leads either to "falsification" or "discarding of theory". Hence, testing of a theory needs the researcher's closeness and openness to the multiple interpretations of the participants. The worldview which opposes the positivist stance, rejecting the notion of theory based on neutral observation, as well as beliefs about universal ideas, laws and science, is that of constructivism and interpretivism.

Constructivism and interpretivism form the preferred worldview of researchers who want to understand the complex world of lived experiences from the point of view of those who live it. This worldview enables researchers to grasp the actors' understanding of a situation and the meaning that is assigned by those actors. Social actors construct the world of lived reality and assign situation-specific meaning to it (Schwandt, 1994: 118). Hence, when the objective of a study is to understand human behaviour, actions, and responses, constructivism and interpretivism enable researchers to construct a theory or explanation of certain context-specific situations and phenomena. Within the worldview

of constructivism, knowledge is taken as a product of multiple individuals' construction, by relative consensus (Guba and Lincoln, 1994: 113).

Table 2.1: Research paradigms and worldviews.

Worldview/ Dimensions	Positivism	Constructivism	Participatory	Pragmatism
Ontology (Researcher's belief about the nature of reality)	There is a single reality. Researcher either rejects or fails to reject hypotheses.	There are multiple realities. Researcher provides and interprets quotes to show multiple perspectives.	Findings are negotiated/ verified with participants. Political reality is involved.	Researcher believes that there are both single and multiple realities. Hypotheses are tested, multiple perspectives are provided.
Epistemology (What is the relationship between the researcher and what is being researched?)	Distance and impartiality are to be maintained. The data are objectively collected by using objective instruments (i.e., survey questionnaires, close ended questions etc.)	Closeness: researcher visits participants/ respondents at their sites and in their settings to collect data (e.g., qualitative in-depth interview, qualitative observation etc.)	Collaborative: participants are actively involved as collaborators.	Participatory: practical approach to data collection, by considering "what works" best to address research questions.
Axiology (Role of values)	Researcher's bias is minimised or eliminated by conducting certain checks.	Researcher's bias is accepted. Researcher proactively talks about his bias and interpretations.	Negotiated: researcher's biases are negotiated with participants.	Multiple stances: researcher uses both biased and unbiased perspectives.
Methodology (The process of the research)	Deductive: researcher tends to test prior theory, verification, or causation.	Inductive: pattern, theories, and generalisation are built by the researcher upon participants' views and opinions.	Participatory: participants are involved in all stages of the research process, and engaged in cyclical review of results.	Combined/mixed approach. Both qualitative and quantitative data are collected.
Rhetoric (The language of the research)	Formal style: researcher uses agreed-on definitions, terminologies, and definitions of variables.	Informal style: researcher's own analysis and interpretation are written in an informal style.	Advocacy and change: a language that helps to bring about change and to help convince participants is used.	Both formal and informal styles are adopted in writing.

As aspects of a major anti-positivist worldview, constructionism and interpretivism look for "culturally derived and historically situated interpretations of the social life-world" (Crotty, 1998: 76). In employing constructivism, researchers believe that there is no one-to-one relationship between the subject and the object (researcher and the world). It is believed that the world is interpreted through classification schemas of the mind (Williams and May, 1996). Advocating the use of interpretivism and constructivism, Crotty (1998: 68) put it that "our interest in the social world tends to focus on exactly those aspects that are unique, individual and qualitative, whereas our interest in the natural world focuses on more abstract phenomena, that is, those exhibiting quantifiable, empirical regularities". The terms "constructivism", constructionism or social constructionism, and interpretivism are interchangeably used, even on some occasions being subsumed under the generic term of "constructivism", for example by Charmaz (2000, 2006).

The term social constructionism was developed under an interpretivist approach to thinking. Both interpretivist and social constructivist stances, in terms of epistemology, focus on the process by which meanings are generated, negotiated, sustained and modified (Schwandt, 2003). This approach stresses that the world of lived experiences can be better visualised and understood from the perspective of those who actually experienced it. Unfolding the distinction between constructivism, social constructionism, and interpretivism, Young and Collin (2004) suggested that constructivism is a process that enables individual to construct the meaning of their lived experiences by using a cognitive process, whereas social constructivism enables individuals to construct the meanings through a social process rather than a cognitive one. Hence, they make it clear that the terms constructivism and social constructionism carry different epistemological stances. However, both terms tend to uphold the importance of subjective or relative reality rather than objective reality. Likewise, interpretivism includes different processes of constructing reality and meanings. Like constructionism and constructivism, the goal of interpretivism is to understand the meaning of social phenomena, but it values human subjective experiences more than social constructionism and constructivism do. Interpretivism aims at developing an objective science with which to study and describe human experiences. It leads to an "empiricist methodology" for human enquiry. As the focus is on "interpretative science", scholars (e.g., Schwandt, 2003) have viewed it as similar to symbolic interactionism. Thus, it is clear that constructivism values the

individual's cognitive process in understanding the mental constructs behind the world of people's lived experiences. Social constructionism, on the other hand, values social processes (e.g., interactions, relationships etc.) in understanding reality and providing meanings; it has a social rather than individual focus. At a broader level, it is interpretivism which differentiates between social and natural science. It tends to understand the meanings of social phenomena by valuing human subjective experiences.

As the focus of this study is HRM adoption which looks into the social process of actors' suggestion-initiation-implementation, and the social positioning of the actors, it required the researcher to place social rather than individual cognitive processes as key to the study. This approach subjectively interprets the subjective experiences of HRM actors in a particular social and institutional context. As discussed above, constructivism enables a researcher to look at individuals' cognitive processes behind their mentally contracted world of experiences, and interpretivism values individuals' subjective experiences; however, as this study focuses on social position and social processes, I employ social constructionism as my philosophical position in this thesis. Employing social constructionism as a philosophical position will enable me to look into the process by which HRM actors perceive the value of western HRM in their professional, social, and institutional lives and roles. The following table 2.2 summarises the ontology, epistemology, axiology, methodology, and rhetoric adopted for this thesis.

Table 2.2: Philosophical position adopted for this thesis

	Social constructionism
Ontology	HRM actors are situated in varying institutional and social settings. It leads to multiple perspectives owing to varying lived experiences. Hence, there are multiple realities behind HRM adoption and actors' social position in the Pakistani context. Mini cases and illustrative evidence in the shape of quotes are provided to illustrate the different perspectives.
Epistemology	As the reality of HRM adoption is believed to be socially constructed, with actors assigning meaning to their lived experiences, participants (actors) were visited at their sites (i.e., business schools and business organisations) to collect data. The views and opinions of the participants were gathered in their natural setting. This enabled me to look into the social process by which participants perceived the value of western HRM in their professional, social, and institutional roles and activities.
Axiology	My own experience in the field and with the topic under study enabled me to have active and in-depth discussions with participants in interviews. This involved my subjective interpretations and hence raised the researcher's bias.

Methodology	As this study intends to investigate social and institutional phenomena surrounding HRM adoption, participants were seen as the study's main source of information and starting point. Unlike the pure inductive approach, I developed key themes to be investigated through field work. Participants' views and opinions in the light of their lived experiences were taken as the starting point for the analysis. This generated empirical themes which were built up into patterns, categories and subsequent theories.
Rhetoric	Mini case studies were written to reflect the participants' context. An informal style was used, taking account of themes and subjects explored with participants. This enabled me to explore the phenomena of HRM adoption and social position in the actors' real-life context.

2.3.1 Social constructionism

As a social constructionist I view knowledge and truth as created or constructed by individuals rather than discovered by their minds (Schwandt, 2003). I believe that there are multiple realities which I derive from participants' quotes to illustrate their different perspectives. I support the view that being a realist is not inconsistent with being a constructionist. Although the concepts, meaning, or theories are constructed rather than discovered, yet they reflect the real world situation. The reality that is to be socially defined has to take account of individuals' subjective experience in their daily lives. By adopting this ontological stance, my focus in the studies within this thesis was to understand how the world of HRM is understood in Pakistan, rather than the objective reality of the presence of HRM (Berger and Luckman, 1991; Hammersley, 1992).

Regarding HRM adoption, most of what is known from previous studies reflects the attempt to make sense of how individuals or groups define reality while using HRM ideas, concepts, and practices in their role activities. Thus, it is individuals and groups who can define the reality. This study therefore took account of multiple constructed realities of HRM and management knowledge adoption that were extracted from views and interpretations of multiple groups of individuals in the particular context. Social constructionists (e.g., Berger and Luckmann, 1991[1967]; Schwandt, 2003) place emphasis on individuals' interaction in a society as a central element in knowledge construction. Their concern with construction and the nature of knowledge leads them to stress investigation of how knowledge emerges and how it becomes important for society (Berger and Luckmann, 1991). In order to answer these questions so as to construct knowledge, Berger and Luckmann (1991) suggested that the division of labour in societies paves the way for the emergence of more complex forms of knowledge,

whereby economic surplus or economic benefit arises from expert knowledge developed by people in their particular dominant labour group or by virtue of their institutional role and activities in a society. Hence, in this study I looked at three main labour or occupational groups within the HRM field: HRM academics, MBA-Alumni HRM practitioners/managers, and Non-MBA-Alumni HRM practitioners/managers. Taking the multiple perspectives of three levels of HRM actors enabled me to envisage expert claims to the novel status of the HRM field, and what their ultimate jurisdiction is over western HRM ideas, knowledge and practices in Pakistan.

From the theoretical perspective of social constructionism, society is viewed as based on both objective and subjective reality (Berger and Luckmann, 1967). Individuals interact with each other and with the social world, which forms a structure in that world. The structured social world, in turn, influences people's actions, practices, habits and routines. Frequently repeated actions of individuals in a social world form social patterns, which construct people's beliefs about and meanings of the knowledge. People's habituated actions and embedded routines provide avenues for others to acquire knowledge. Hence, society institutionalises the knowledge in such a way that future generations experience it as objective. Individual actors' interactions in a social and institutional setting reinforce this objectivity through the socially constructed reality of the knowledge.

The stance of social constructionism, that experiences of individuals in a society are based on subjective reality, focuses on individuals' primary and secondary socialisation. Primary socialisation plays an important role in constructing reality for individuals, because it provides them with an identity and a place in society. Individuals gain identity or legitimacy from the social world rather than from inside the person (Berger and Luckman, 1991). This view differentiates constructionism from constructivism, the latter advocating the importance of individuals' cognitive processes in originating identity. Social constructionism emphasises the role of significant others.

In the present study, I adopt the stance that the reality behind HRM adoption and actors' social positioning is subjectively constructed. For actors, such as academics and practitioners, their primary socialisation and later interactions and relationships in the society and institutes enable them to develop an identity that could be competitive and socially valuable. The social realm in which they interact and perform their activities defines their routine and the way they create, develop, and interpret meaning and beliefs

surrounding HRM in their fields. It has been maintained by the proponents of social constructionism that conversation is the important means of constructing subjective reality. Hence, in this study, to understand the subjective reality of the phenomenon of HRM adoption in Pakistan, I engaged in conversation with actors via in-depth interviews.

While social constructionism has been discussed above, scholars have identified different versions of constructionism: "radical constructionism" (Schwandt, 2003), contextual constructionism (Burningham and Cooper, 1999), and strict constructionism (Burningham and Cooper, 1999). Radical constructionism maintains that knowledge cannot be disseminated to the world; rather it is people's experiences which enable them to identify or construct knowledge. Contextual constructionism argues for the importance of objective reality and its influence on people's lives and process of creating meaning. Unlike contextual constructionism which stresses objective reality, strict constructionism upholds the importance of a relativist position or relativism. This stance shares some features of interpretivist epistemology, as it maintains that society and human actions are based on multiple realities and all realities are meaningful. In this study, I adopt the stance of relativism.

In taking a relativist stance, I believe that HRM knowledge and its meanings are subjective and actor-dependent. As knowledge is created in a social or collective process (Berger and Luckmann, 1967; Czarniawska, 2001), it does not take account of independent reality, rather the reality is dependent on researcher and actor. Although I am not engaging with the debates between realism and relativism (e.g., Hammersley and Atkinson, 2007), it is acknowledged that qualitative research has widely used a relativist stance (Hammersley, 1992). Adopting a realist position influenced me to construct and present findings with an assumption that the reported findings are true and credible interpretations of an independent reality. Unlike realism, relativism influenced me to believe that there is no single reality, and nothing can be known for certain. Even the presence of the same phenomena and findings cannot be claimed as representative of the phenomena under examination. For example, HRM exists as an independent reality in Pakistani organisations, but the activities within it and why it is adopted at different levels by different actors can be arguably a different matter, which can be socially constructed. Hence, under the social constructionist approach it is maintained that there are multiple realities about how and why people adopt western HRM in Pakistan. This philosophical stance requires multiple interpretations of the multiple realities. While the reality (of

HRM adoption) is socially defined, it is individual actors who define it. Hence, for the studies within this thesis I maintained closeness by visiting and interviewing participants at their sites to collect data.

2.3.2 Phenomenology

Social constructionism as the philosophical positioning of this thesis was aligned with phenomenology, as a theoretical perspective of the thesis. This move enabled me to understand the multiple social realities of HRM and HRM adopters' social positioning, as embedded in HRM actors' own experiences of the use and value of western HRM. As phenomenology enables researchers to obtain "subjective experience of the subject" (Gray, 2004: 21), it creates the challenge of avoiding researcher's bias and preconceptions about the phenomena. In order to collect participants' understanding and meanings of the phenomena on their merits, I "bracketed" my own preconceptions and current understanding of the phenomena to the best of my ability. Hence, phenomenology enabled me to explore the personal experiences of the participants concerning the reality of HRM, and socio-cultural understanding of the phenomena of HRM adoption and actors' social position. It also led me to assign value to participants' views and experiences in my interpretations. Phenomenology, as a theoretical perspective of the studies in this thesis, is congruent with social constructionism in that it does not impose an external logic on a phenomenon, but rather adopts an inductive or abductive approach which allowed me to identify the internal logic of the subject.

Other theoretical perspectives, especially ethnography, are congruent with social constructionism. Like phenomenology, ethnography too places emphasis on description and interpretation of human experiences of the "life-world" (Gray, 2004: 21). However, ethnography's selective focus on culture led me to rule out the use of this perspective. Furthermore, within ethnography, a researcher is needed to describe and interpret the internal logic of the subject by taking "sites" and participants as the unit of analysis. My focus on HRM actors, the phenomenon of HRM adoption, and the social position of its adopters required me to take "individuals" as the unit of analysis, which is congruent with phenomenology (Gray, 2004; Willis, 2007). The phenomenological perspective led me to make use of interviews, which are not considered a prime data collection tool within ethnography. The latter uses observation as the prime data collection tool, which can, however, be supplemented by interviews.

Unlike ethnography, which studies culture and enables the researcher to discover the relationship between culture and behaviour, phenomenology enabled me to explore the construction of HRM ideas, knowledge, and practices in the world of the HRM actors in Pakistan. As the number of core HRM actors in developing countries is limited as against their numbers in the developed western countries, it is the phenomenological perspective which makes it possible to conduct in-depth interviews with a limited number of participants (Gray, 2004; Willis, 2007). However, in order to ensure reliability, the core themes and sub-themes that emerged from the in-depth interviews were confirmed by the participants, as well as by triangulation with observation and archival data sources.

Phenomenology is one of the theoretical perspectives of qualitative research which enables the researcher to explore or identify the "unchanging" and "inherent" description and interpretation of the issue (or phenomena) under study (Langdridge, 2007). Among different approaches to phenomenology, Embree's (1997) classification of phenomenology into seven approaches is widely acknowledged in literature. These approaches are: descriptive, naturalistic constructive, existential, generative historicist, genetic, hermeneutic of interpretive, and realist phenomenology. Among others, descriptive and interpretive phenomenology are widely used phenomenological approaches in HRM and management research (e.g., Sanders, 1982; Crosetto, 2004; Gibson and Hanes, 2003).

Descriptive phenomenology is rooted in the philosophical tradition of Edmund Husserl (Kockelmans, 1994). He believed that individuals' everyday conscious experience should be described by the researcher who knows how to set aside his own preconceptions and opinions (Dahlberg et al., 2008). Interpretive or hermeneutic phenomenology is associated with the work of Martin Heidegger, a student of Husserl, who by opposing the treatment of any theory of knowledge as epistemology, suggested that ontology, or science of being, and should be used as the theory of constructing knowledge. This is why his interpretive phenomenology advocates the study of concepts of being in the world, rather than knowing the world (Creswell, 1994). Therefore, within interpretive phenomenology, a researcher seeks meanings that are embedded in everyday occurrences (Lopez and Willis, 2004). Unlike the descriptive phenomenology of Husserl, Heidegger's interpretive phenomenology rejects the condition of "bracketing" or setting researchers preconception and biases aside. It argues that, since a researcher becomes enmeshed with

the experience, impartiality or setting researchers' bias aside is impossible. Researchers' understanding and interpretations of the phenomenon cannot be gained without shared knowledge and experience (Drew, 1998). Along the same lines, Welch (1998) stated that the involvement of the researcher is a prerequisite of understanding and interpreting what is being researched.

Although "bracketing" has been identified as a means of achieving validity of data collection and the analytic process (Ahern, 1999), there is a trade-off between the extent to which "bracketing" should be done, and the extent to which the researcher should give up his involvement. A few scholars (e.g., Hamill and Sinclair, 2010) suggest that, in order to achieve bracketing, the literature review should be delayed until the data collection and data analysis are finished. However, following this suggestion would make the research process more complicated inasmuch as the researcher would not have pre-understanding of the research questions and would be open to deviation from the main objectives and scope of the research. The justification and the overall plan of the research would be questionable in this case.

In order to achieve bracketing and yet to maintain the scope of this research, I took the research process of literature review, data collection and analysis as sequentially related. I developed the skill of reflexivity (Primeau, 2003; Ahern, 1999; Wall et al., 2004), which enabled me to examine those of my values and interests that may impact upon my research work. I identified areas of potential bias and minimised their effect by bracketing them. This was done by keeping a reflexive diary (to note down my feelings, thoughts, and perception at every step) which helped me to develop my current bracketing skills and guided me throughout my phenomenological investigation. Although the inductive approach to qualitative research is regarded as congruent with social constructionism and phenomenology, my practical approach to the studies in this thesis follows rather an abductive approach, because I considered my own preconception, pre-understanding, and the role of literature as important guiding elements in carrying out the studies.

2.3.4 Research approach

Researchers generally adopt inductive or deductive research approaches. The former is associated more with qualitative studies, in which no hypotheses are set to be tested for the study; the latter is generally associated with quantitative studies, in which the

objective of a research study would be to test theory, set hypotheses, and deduce generalisable application of pre-set theory. The two approaches differentiate the nature of research from its design. Within an inductive approach researchers rely more on primary data or participants' points of view for defining the themes and categories within the study, which become the study's starting point. Within the deductive approach, researchers rely more on literature, self-pre-understanding and preconceptions as a starting point for the study. While the inductive approach enables a researcher to begin the study with data (observations, narratives etc.) with which to generate a theory or to theorise phenomena, the deductive approach enables a researcher to begin with a hypothesis or theory.

Observation and other forms of qualitative data are the starting point for inductive approaches, which provide a theory as an outcome of the approach (Goddard and Melville, 2004; Neuman, 2003: 51). It involves stages of research that are followed to search for patterns in qualitative data, which lead to explanations, interpretations, or series of hypotheses (Bernard, 2011: 7). Hence, no one theory is exclusively applied at the start of the study; rather, the researcher is set free to alter the direction of the research during the research process. By following the inductive approach, a researcher begins with the topic of the research, seeks empirical generalisation, and develops relationships and patterns from the qualitative data as the research progresses. By contrast, in the deductive approach, the researcher does not reach certainty about the type and nature of the research findings until the study is completed and he finds generalisable results through the use of statistical tools and tests.

The inductive and deductive approaches determine the nature and type of reasoning of the research study. Inductive reasoning is a "bottom-up approach to the process of knowing, through researcher's observations or other forms of collected data which is used to build an abstraction, to explore or describe a phenomena which is being studied" (Lodico et al., 2010: 10). Inductive reasoning is mainly based on the researcher learning from experiences which enable him to identify patterns, resemblances and regularities in the experiences, to reach a conclusion, or to generate a theory.

Table 2.3: Types of reasoning

Type of reasoning	Deduction	Induction
Type of research	Quantitative	Qualitative
Philosophical position	Positivism (Objectivity)	Constructionism / interpretivism (Subjectivity)
Outcomes	Causation	Meaning (theorisation)
Types of questions	Pre-specified Outcome oriented	Open-ended Process-Oriented
Type of analysis	Numerical estimation Statistical analysis (statistical inferences etc.)	Narrative description Constant comparison

Although inductive and deductive approaches are associated with qualitative and quantitative researches respectively, both qualitative and quantitative researches can adopt either an inductive or a deductive approach. The following table illustrates how this is done in the data analysis of both types of research.

Table 2.4: Reasoning approaches to qualitative and quantitative research

Approach	Quantitative	Qualitative
Deductive	Structural equation modelling	Qualitative comparative analysis
Inductive	Exploratory data analysis	Grounded theory

Following the philosophical positioning of social constructionism, and adopting the theoretical perspective of phenomenology, I believe that a researcher starts with a clear idea of what is going to be investigated. As discussed under the "bracketing" issue in phenomenology, researchers' preconceptions and pre-understanding cannot be completely set aside, because a researcher always needs to take guidance from theories in the field of the study, or at least adopt a theoretical lens which makes it possible to set the research directions. Doing so ensures that an ongoing study has a defined scope and aims to be achieved. Practically, it may not be easy for a researcher to proceed with observation or in-depth interviews without an observation/interview checklist or guidelines. Hence, I argue that there might be no such thing as a pure inductive approach

which can be adopted for any study. Rather, a researcher needs to be engaged with both inductive and deductive reasoning at some point in the research process. For example, comparing and cross-comparing the categories (empirical as well as theoretical) require deductive reasoning in qualitative studies. Likewise, a few quantitative studies may require exploratory data analysis. Hence, in this thesis I followed an approach which acknowledges both inductive and deductive reasoning: this is known as the abductive approach.

2.3.5 Abductive approach

Following Aristotle's original concept of "abduction", Charles Sanders Peirce developed abduction as an explicit theory of inference or knowledge-extending means of inferencing. He argued that abduction is categorically distinct from general types of logical conclusion, namely induction and deduction (Peirce, 1976, 1986, 1992). This approach leads to a logical inference whereby a researcher begins with an empirical world and moves to a theoretical world. The theoretical understanding and preconception, and preconceptions of researchers, lead the researcher's way into the empirical world. Unlike inductive and deductive reasoning, abductive reasoning provides the researcher's "inference to the best explanation" (Sober, 2005). Like the inductive approach, abduction too is based on empirical facts; however, unlike the inductive one, it does not reject theoretical ideas.

As discussed above, there is rarely any research study that "begins without any knowledge of the area under investigation", and without a researcher's adoption of at least one theoretical lens through which to define research objectives and questions. Likewise, all three studies in this thesis make use of Bourdieu's theory of practice and culture field with specific focus on capital resources exchange, habitus, and dispositions, and macro factors. The choice of these theoretical lenses was derived from an extensive literature review on theories of organisational and social adoption of management ideas and practices, social processes, adopters' social position, and organisational change. It enabled me to construct an empirical world within which to investigate HRM adoption and the social position of individuals who occupy their roles and activities in the ideas and practices of western HRM. In this process, Bourdieu's theories on individual actors' practices, social position, and capital resources, provided a basic lens through which to look into individual actors' adoption of HRM in Pakistan.

By adopting the abductive approach, I engaged in both inductive and deductive reasoning. This enabled me to constantly move from empirical to theoretical dimensions of analysis (Dubois and Gadde, 2002) and vice versa. The following process of a qualitative research (suggested by Dubois and Gadde, 2002: 555) illustrates how I made use of both inductive and deductive reasoning while adopting the abductive approach.

Figure 2.1: Qualitative research process by abductive approach (Taken from Dubois and Gadde, 2002: 555).
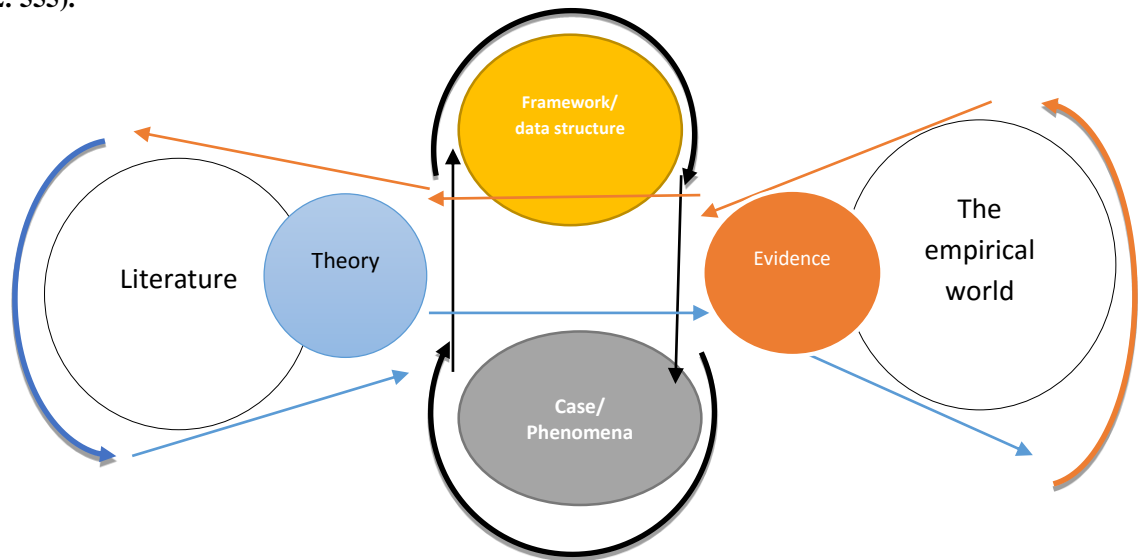
The qualitative research process, as suggested in the above figure, regards both inductive reasoning, based on the empirical world of the research, and deductive reasoning, based on literature and theory, as constituting the qualitative research process. Even though a researcher can begin with either the empirical world (data and observations), or with the literature and corresponding theories in the field of study, he will inevitably engage with both at some point in the process.

Following the philosophical positioning of constructionism, the theoretical perspective of phenomenology, and the abductive approach to or logic of the studies in this thesis, I used qualitative in-depth interviews, qualitative observations, and document review as data collection methods. The collected data were analysed by employing the grounded theory approach. The case study design is adopted to present the data in the shape of mini case studies, and the findings in the shape of theorisations of the phenomena. The following section explains the case study design, followed by the data collection and data analysis methods.

2.3.6 Research Design

Qualitative case-study is employed as the design of the studies in this dissertation. It enabled me to present the data in the form of mini cases of HRM actors at different levels: academics, MBA-Alumni practitioners, and Non-MBA-Alumni practitioners. It further enabled me to explore and theorise insights into how and why HRM knowledge, ideas, and practices have been taken up in Pakistan. It allows in-depth exploration of HRM ideas and practices, events, and activities, and the process of its adoption by individuals (Stake, 1995). In this section, I will describe the background of the case study design, case-study as methodology, and its relevance to this thesis.

Among renowned case study researchers, Yin (2003, 2009), Merriam (1988), and Stake (1995) have suggested famous techniques for conducting case study research. Stake (1995) defines case study methodology as a strategy of qualitative inquiry to explore in-depth programs, events, activities, processes, or individuals. In this thesis, I use the case study to obtain the insights of individuals, i.e., HRM actors at different levels, into HRM adoption in relation to their social position and institutional roles and activities, as a phenomenon under investigation. As case study researchers collect qualitative data from multiple sources, I collected the data through in-depth interviews, qualitative observation, and archival material (documentary sources). Different combinations of data collection instruments were employed in three studies within this thesis. Interviews were conducted, electronically recorded, and transcribed. Field notes and memos were written during the qualitative observation, and archival data were collected from participants' organisations, government bodies (such as HEC and SECP[14]), and websites of various government departments, business schools, and business organisations. As suggested by Merriam (1998) and Yin (2009), the use of case study helps the researcher to clearly show the unit of analysis. The use of case studies with a focus on HRM actors assisted me in defining my unit of analysis for the studies, namely individual (micro-level) HRM actors in academia as well as in business organisations. Hence, I used the case study design for this thesis because 1) it facilitates presentation of qualitative data in a more understandable way (in the shape of mini case studies of individuals), 2) it defines and justifies my unit of analysis, and 3) it helps to gain insight into phenomena of individual

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[14] HEC: Higher Education Commission of Pakistan
SECP : Securities and Exchange Commission of Pakistan

actors' HRM adoption and social position in Pakistan, 4) it sets criteria for interpreting and theorising findings (Yin, 2009), which helps in coding the data prior to developing themes (Yin, 2009).

Research sites	HRM managers with MBA qualification	HRM managers without MBA qualification	HRM Academics	Total
Education / Business schools	4	3	19	26
Airline	2	1	0	3
Banking	2	1	0	3
Foods and Beverages	4	3	0	7
Petroleum and Chemical	3	2	0	5
Total	15	10	19	44

Table 2.5: Details of Participants and research sites

2.4 Research Site

The research sites for the studies in this thesis were selected from among business schools and business organisations in Pakistan. Among 164 business schools in Pakistan[15] (Higher Education Commission of Pakistan, 2015), and 358 listed companies (Karachi Stock Exchange, 2015), two business schools and four companies were selected as the research sites. The selection of the sites was based on purposive criteria (Miles and Hubeman, 1994; Cutcliffe, 2000; Becker, 1993). The blend of business schools and business organisations enabled me to capture the views of varying HRM actors at different levels and provided an important standpoint from which to examine the interaction between the actors' context (social position) and HRM adoption. It facilitated the contextualisation, vivid description, and appreciation of subjective views of individual actors (Easterby-Smith et al., 2008; Lee, 1999; Locke, 2001).

For study one, which looks into the influence of HRM academics' social position (as a context) on their HRM adoption, research sites consisted of two business schools. The selection of the business schools was on the basis of: 1) influence over the industrial sector in Pakistan, in terms of presence of the schools' alumni in business organisations, and employability, 2) number of MBA-HRM graduates produced, 3) ranking and

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[15] Higher Education Commission of Pakistan's recognised universities and degree granting institutes: http://www.hec.gov.pk/Ourinstitutes/pages/Default.aspx

accreditation, 4) number of HRM faculty and courses offered, and 5) blend of faculty with rural and urban socialisation, as well as foreign and local educational qualifications and training. On the basis of these purposive criteria, the Institute of Business Administration, Karachi (IBA Karachi) and the Sukkur Institute of Business Administration (Sukkur IBA) were selected.

For study two, which looks into the mechanism of capital resources exchange in shaping HRM actors' social position and HRM adoption, the research sites consisted of those four business organisations where MBA-HRM alumni were employed as HRM practitioners. These four companies were in the business sectors of Airlines, Foods and Beverages, Banking, and Petroleum and chemicals. The selection criteria were set on the basis of participants' job titles as HR managers, HR executives or HR directors, size of the company/organisation, and experience of five or more years at the current position after having completed the MBA with a major in HRM.

For study three, which looks into the knowing-doing gap that affects HRM adoption, I used all six research sites, 2 business schools and 4 business organisations. The selection of the sites for this study was on the basis of the purpose at hand (Miles and Hubeman, 1994), which was to examine the factors that create a gap between adopted HRM and actual HRM practices in Pakistani organisations. In order to investigate this phenomenon, I selected a mix of the business organisation that was selected for study 2, and the business schools that were selected for study 1. This yielded a clearer picture of the environmental and social factors that create differences between adopted HRM and actual HRM practices.

2.5 Participants

Recruitment of participants for the studies was based on "purposeful selection": "a selection strategy in which particular settings, persons or activities are selected deliberately in order to provide information that cannot be obtained from other strategies of participants

Participants	Study one	Study two	Study three
HRM academics	19	0	19
MBA-HRM-Alumni	0	15	15
Non-MBA-HRM-Alumni	0	0	10
Total	19	15	44

Table 2.6: Category-wise details of participant

selection" (Maxwell, 2005). Keeping in view the purpose of the studies within this thesis,

61

which was to analyse HRM adoption at micro individual level, the participants were selected from diverse social, academic, professional and institutional groups.

For study one, 19 participants were selected from the above-mentioned two business schools for in-depth interviews and qualitative observation. For study two, 15 MBA-HRM Alumni of the same business schools, who were based in different business organisations as HRM practitioners, were selected for in-depth interviews and qualitative observation. For study three, both the business schools' 19 participants (HRM academics) and 15 HRM practising Alumni of the business schools were selected. In this study, besides these two groups of participants, I also selected and gained access to 10 Non-MBA-Alumni HRM practitioners in the same organisations to acquire insight into and understanding of the phenomenon of the knowing-doing gap in adopted HRM.

2.5.1 Rationale behind selection of participants and representing cases

There was large universe from which I considered selection of cases in initial phase. The selection of the cases was refined according to purpose in hand which led me to select most influential and typical cases (Seawright and Gerring, 2008; Miles and Huberman, 1994). It has been argued by Seawright and Gerring (2008) that random sampling is not viable when total number of cases to be selected is small. Along these lines, it has been widely recommended to select the cases accordin to purposive mode of sampling is needed, and purpose in hand (Miles and Huberman, 1994; Seawright and Gerring, 2008). Majority of qualitative and qualitative researches, as advocated by Seawright and Gerring (2008), select cases from seven case selection procedures which suggest and facilitate different strategies for within-case analysis. The widely used seven case selection procedures are: typical, diverse, extreme, deviant, influential, most similar, and most different cases. In this study, the selection of three group of cases is based on their typical and influential characteristics. For example, the first group of case which represent HRM academics are typical in a sense that it represent specific relationship between academic and practitioners' adoption in the field of HRM. It is considered influential in the way that HRM academics' institutional influence, being pioneer in proliferating HRM ideas, knowledge, and practices, pave way to understand subsequent adoption of the field by other core stakeholders such as MBA-HRM alumni, and HRM practitioners both MBA graduate and non-MBA graduates. Similarly, second category of the taken cases which

62

is MBA-HRM alumni practitioners are taken on the basis of the influence they exert in adoption and implementation of HRM in their organisations and other individuals such as colleagues and other network partners' in deciding on whether to adopt and implement HRM ideas, knowledge and practices or not. The third category of cases which non-MBA HRM practitioners are selected on the basis of their influence in setting and protecting structure of old HRM (or non-academic) ideas, knowledge and practices. Selecting these three categories of cases give unique blend of views on HRM adoption in the country from different perspective which enable me to gain in-depth understanding of the influence of these different HRM actors' social position, formation of their social position (focusing on structure), and difference between adopted and implemented HRM ideas, knowledge and practices in the region. Therefore, selection of these cases on this basis enabled me to set out agenda for this study on these cases. Furthermore, selecting the cases in this way helped me to evaluate and seek the features of broader population of HRM academics and practitioners in the country. It was particularly important because small number of cases, where my goal was to understand a larger class of similar cases was properly analysed in a representing and congruent manner. Doing so also enabled me to achieve two main objectives of 1) obtaining, evaluating, and analysing representative sample cases, 2) identify and analyse useful variations on different dimensions of theoretical interest set for this study.

2.6 Data Collection Methods

Following the philosophical position of social constructionism, the theoretical perspective of phenomenology, the abductive research approach, and the case study design to present the data and findings, qualitative data collection instruments of in-depth interviews with the participants, qualitative observations at the 6 different sites (including the business schools and business organisations), and archival data from official documents (reports, websites, and policy documents) of all six organisations and relevant government organisations were used as data collection methods. This triangulation of data collection methods enabled me to ensure the consistency of data obtained by the different methods (Denzin, 1978; Patton, 1999). It made it possible not only to ensure consistency, reliability, and validity of the collected data, but also to explore new themes and categories inductively, and to facilitate adequate theoretical sampling as the data analysis went on. Different combinations of data collection methods were employed for

each of the studies within this thesis. Given below are the description and rationale of the three data collection methods used in the thesis, and the combination of the methods used for each individual study.

2.6.1 In-Depth Interviews

Interviewing is the method of qualitative data collection which "provides access to the context of people's behaviour and thereby provides a way for researchers to understand the meaning of behaviour" (Seidman, 1998: 128). In-depth interviews are widely used qualitative data collection methods, in which the researcher engages in "conversation with purpose" with participants (Kahn and Cannell, 1957: 149). An in-depth interview enables a researcher to get insights into "the meaning people make of their experience that affects the way in which they carry out their experiences … it allows researchers to put behaviour in context and provide access to understanding of their actions" (Seidman, 1998: 128). Qualitative in-depth interviews are different from interviews in television talk shows or journalistic interviews, in which the interviewer speaks of the subject's width instead of its depth (Wengraf, 2001). Researchers use qualitative in-depth interviews to elicit information in order to achieve a holistic understanding of the respondents' point of view, situation, and experience with particular phenomena. It is recommended for use when a researcher is exploring an interesting area for further investigation (Patton, 1987). During conduct of the in-depth interviews, the researcher asks open-ended questions and probes (whenever necessary) to obtain data that he considers useful. Among the basic approaches to conducting qualitative in-depth interviews, Patton (1987: 113) suggests: informal conversational interview, general interview guide approach, and standardised open-ended interview.

The informal conversational interview is the type of qualitative interview in which a researcher engages in chat in such a way that sometimes informants forget that they are being interviewed. In this type of interview, most of the questions asked will flow from the immediate context. This type of interview is useful when the researcher wants to explore interesting topics for investigation, and wants to get a lead into field work using ongoing participant observation.

The general interview guide approach is the type in which the researcher prepares an interview checklist or at least a list of topics to be discussed to make sure that all relevant

areas are covered. Although the interviewer uses a checklist, he is still free to explore and discuss, probe, and ask questions that emerge during the interview and are deemed interesting (Patton, 1987; Wenden, 1982). This type of interview approach is quite useful when the researcher wants to get information and respondents' viewpoints on a specific topic. This approach to qualitative in-depth interviews "allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out for the aim of the study" (Wenden, 1982: 39).

The standardised open-ended interview is the type of qualitative interview in which the researcher prepares a set of open-ended questions with careful wording and a minimum of variations. Compared to informal conversational interviews and the general interview guide approach, this method provides less flexibility in terms of the questions to be asked. Probing is still possible with this method, depending on the nature of the interview and the skills of the interviewer (Patton, 1987: 112).

For this thesis, the in-depth qualitative interviews, with 44 participants, were used as the main data collection method, as well as one of the three methods (i.e., in-depth interviews, qualitative observation, and archival material) of data collection. The main reason why in-depth interviews were selected as the primary data collection method was their potential for providing more detailed information than other methods, such as focus groups, Delphi, qualitative surveys etc. The method provided a relaxed atmosphere in which to collect information. The participants felt comfortable discussing and conversing about their feelings, opinions, and viewpoints on HRM in Pakistan as well as about constituents of their social position.

Investigation of the area of HRM adoption in Pakistan started with the in-depth interviews, which progressively provided the lead into multiple studies of HRM adoption and actors' social position. Hence, this technique was used as the main data collection method. In the actual conduct of the interviews for the studies, a combination of conversational interviews and the general interview guide approach was used. Each interview began with conversation and chat with the participants in their own setting. This phase of the interviews consisted of information about participants' profile and lived experiences, chat about participants' institutional and social position within the HRM field, their views on the development of the field, their status and role activities. Following this conversational chat, the discussion turned to the area under investigation

by following the themes pre-set for the interviews. By following this interview guideline approach, I was able to unfold the discussion and to get participants' viewpoints on the value and utility of HRM, how and why they adopted it, to what extent they are implementing western HRM ideas and practices, and what factors and actors have influenced them to follow western HRM in their institutions and institutional roles. The following are the core reasons for using in-depth interviews as the key method of data collection.

First, the use of in-depth interviews enabled me to study participants' own understanding and to obtain the meaning in their "lived world" (Kvale, 1996: 105). The phenomenon of HRM adoption and the relevant actors' position in the particular context was seen as embedded in complex social and institutional structures. The meaning and interpretation of these structures and consequent adoption and utility of HRM needed to be identified at micro individual level. Second, as "Interviews are used to find out from participants those things which cannot be observed by the researcher" (Patton, 1987: 196), the use of the interviews allowed me to find out what was in the participants' minds, and why they took up their roles in the HRM field? Third, the interviews provided me with thick description of the subject that would enable me to make decisions about transferability of the study's results (Merriam, 2002). This was particularly important, as the interview transcripts and subsequent coding provided guidelines for further interviews, which were administered to obtain theoretical sampling by using grounded theory as a method of coding and data analysis. Finally, the use of in-depth interviews enabled me to cross-check the information obtained from other sources such as qualitative observation and archival data sources. In this way, it stood as the main agent of triangulation within qualitative data collection methods. Furthermore, this triangulation was used to ensure the credibility of the collected data and the findings (Merriam, 2002; Stake, 1995). Qualitative observations and document review were used to triangulate the data collection.

2.6.2 Qualitative observations

Observation is the method of data collection in which the researcher systematically notes and records events, behaviours, and artefacts in the social setting selected for the study (Marshall and Rossman, 2006). Qualitative observation is the term I used for both participatory and non-participatory observation, which was carried out at 6 different sites

during the data collection period of the studies. At two of the research sites, i.e., the business schools, I participated while observing the HRM actors, their behaviour, activities, and role, in the natural working environment of MBA programs, the admissions office, corporate development centres, and MBA classrooms. For three out of four business organisations, I observed (without participating) HRM practitioners, their HRM role activities, and variations in the professional and social behaviour of MBA and non-MBA Alumni practitioners, as well as the extent to which they have adopted MBA-taught and real-world HRM ideas and knowledge in their practices.

Qualitative observation is a "systematic description of events, behaviours, and artefacts in the social setting chosen for the study" (Marshall and Rossman, 1989: 79). It enabled me to describe the existing situation of HRM actors and state of HRM in Pakistan by using my five senses and providing a written description of the situation under study (Erlandson et al., 1993). When engaged in participatory observation I was involved in "active looking, improving memory, informal viewing, writing detailed field notes and perhaps most importantly, patience" (DeWalt and DeWalt, 2002: 7). This process enabled me to obtain insights into and learn about the activities of HRM academics and HRM practitioners in their natural setting through observing them and participating in their activities. Doing so, at the initial stage, was particularly helpful in developing interview guidelines (DeWalt and DeWalt, 2002). Through participatory observation, I was able to engage in the "process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting" (Schensul et al., 1999: 2).

Participant observation carries some challenges in its administration, as it requires a certain degree of deception and impression management (Bernard, 1994). It needs to establish rapport within a community, and the researcher should know how to act in such a way as to blend into the community so that its members will act naturally. After the participant observation is done, the researcher needs to be detached from the setting in which he has been participating and observing. This is especially necessary as the researcher would need to immerse himself in the data to describe what was going on (Bernard, 1994). In participatory observation the researcher goes beyond just observing; he holds natural conversations, conducts informal interviews, develops a checklist, and maintains field notes and memos. The method requires the researcher to have an open and non-judgemental attitude, to be interested in learning more from and about others, to

be aware of the possibility of experiencing cultural shocks and making mistakes etc. Good observation and listening skills, together with a proactive response to any unexpected events, can help the researcher to overcome most of the problems of participatory observation (DeWalt and DeWalt, 1998; Bernard, 1994).

For the studies within this thesis, I carried out participatory observation at two sites and non-participatory observation at 3 sites. The participatory observation was done at the two business schools. My own familiarity and past experience as well as referrals gained me access to the sites, where I participated in academic syndicate meetings, classroom teaching, the admissions office, and corporate development centres (CDC) at both locations. This gave me an opportunity to conduct informal interviews with HRM faculty and CDC staff on HRM activities, the curriculum, graduates' job placement, links with corporate sectors, and how western HRM ideas and knowledge were taken up by the HRM faculty. These participatory observations took place in three stages: first, before in-depth interviews were conducted; second, during the same period of field work in which the in-depth interviews were administered; and third, after in-depth interviews were done. The first stage comprised my own involvement in the business schools' activities before this study formally started, and during April-May, 2012. It gave me the initial ideas about and guide to what was going on, and further helped to direct my literature review. The second stage was carried out from March-June 2013 alongside the in-depth interviews as the main phase of the data collection. The third phase was carried out in September-October 2014, when I was able to confirm my emerging findings.

The non-participatory observation was carried out in two phases at 3 business organisations. The first phase was based on my own past interactions with HRM practitioners in these organisations, and frequent visits to a few of the MBA-Alumni who are working as HR managers, HR associates or HR executives in those organisations. The second phase of formal non-participatory observation was carried out during March-June 2013, randomly. Like participatory observation in the business schools, non-participatory observation in these 3 organisations as well gave me a good idea of the problems associated with the HRM adoption and social position of HR actors in Pakistan.

2.6.3 Document review

I collected and reviewed the relevant documents of the business schools, business organisations, and related government department to supplement interviews and observations. They were used to substantiate participants' statements (Glaser and Strauss, 1967), to obtain the thick description of the case (Esterberg, 2002; Merriam, 2002) of HRM adoption in Pakistan, as well as to suggest themes and topics to be discussed in interviews, and to identify activities, behaviour and actions to be observed in qualitative observations. The following documents were randomly accessed, collected and reviewed throughout the studies:

Data collection method	Study 1	Study 2	Study 3
In-depth interviews	March-June 2013. September-October 2014.	March-June 2013. September-October 2014.	March-June 2013. September-October 2014.
Qualitative observation	April-May 2012 March-June 2013. September 2014	April-May 2012 March-June 2013.	April-May 2012 March-June 2013.
Archival data/ document review	February 2012- March 2015	February 2012- March 2015	February 2012- March 2015

Table 2.7: Time line of data collection (instrument-wise)

Reports of the Higher Education Commission of Pakistan (HEC) on business schools, infrastructure of business schools, curriculum and faculty directives etc. The documents were collected from both the HEC office and the websites of the HEC as well as the business schools.

Securities and Exchange Commission of Pakistan's (SECP) list of listed companies, their latest directives for listed companies, and directives on human resource development. The website of SECP, and documents from SECP regional office Sukkur's reports were accessed, collected and reviewed.

The following documents were accessed, collected and reviewed from IBA Karachi and Sukkur IBA's corporate development centre, admission office, placement office, and MBA program offices:

Annual reports, alumni record, student placement record, and documents of memorandum of understanding with foreign universities, HRM courses and curriculum development over the past 10 years, and HRM faculty job description and job specification.

Annual reports of two business organisations in Airline and Foods and Beverages industries were collected and reviewed. Additional documents on the HRM system and activities (such as appraisal forms and procedures) were collected from both organisations.

2.7 Data Analysis

The data collected by the above-mentioned methods were analysed using the grounded theory approach to data analysis. Below is the description and rationale of using this approach in data analysis. It elucidates different approaches and variants of grounded theory and the procedure followed in analysing the data for the studies within this thesis.

2.7.1 Grounded Theory: As Data Analysis Method

Grounded theory (GT) can be used both as a "research product and as a method of data analysis to produce the 'research product'" (Charmaz, 2008). In this thesis, I used grounded theory as an approach to data analysis. It is congruent with social constructionism as it enabled me to investigate the social constituents of HRM and the way the social construction of it is dealt with in Pakistan, and to engage in an analysis of what, how, and why questions (Gubrium and Holstein, 1997).

The use of the GT approach enables researchers to address "why" questions "by considering the contingent relations between what and how of social life" (Gubrium and Holstein, 1997: 200). Although the GT approach advises researchers to adopt inductive methods for collecting and analysing data (Charmaz, 2008), as discussed under phenomenology and "bracketing" issues in earlier sections, pure inductive approaches in collecting and analysing data are contested (Morse, 1994). A clear idea, objective, and assigned scope of the study require researchers to have some preliminary theoretical lenses as well as their own pre-understanding. Therefore, it becomes difficult to practically adapt pure inductive approaches to the grounded theory method. Hence, for the studies in this thesis, I used GT within the abductive approach.

The main tenets of grounded theory employed in this thesis are those that produce the approaches to: 1) data categorisation, coding, and extracting empirical categories, and 2) a data structure (see figure 3.2, 4.2, 5.1) to frame my study, data, findings, and outcomes. The GT method allows researchers flexibility in the means of gathering and analysing data. This flexibility rests on the empirical world of the researcher, his interaction with the research setting, data, and colleagues, and his pre-conceptions and pre-understanding (Charmaz, 2008).

There are two main approaches within GT: objectivist GT and constructionist GT. Objectivist GT (based on Glaser, 1978, 1992, and 1998) directs researchers to adopt the philosophical position of positivism. It is suitable for answering "why" questions, which have traditionally been a focus of quantitative studies and positivist objective researches. Employing the objectivist approach to GT, researchers maintain distance from their research site, participants, and the research process. It limits researchers' understanding and interpretation of collected data; hence, insights into the social and institutional construction of a phenomenon under study are compromised (Charmaz, 2000, 2006, 2008). By contrast, constructionist GT enables the researcher to make use of the research situation and of the researcher's own perspectives, position, and practices. It "emphasises abstract understanding of empirical phenomena and contends that this understanding must be located in the studied specific circumstances of the research process" (Charmaz, 2008: 398).

The research process of the studies in this thesis, which revolves around the phenomena of HRM adoption and HRM actors' social position, required me to gain an abstract understanding of it, for which I needed to extract empirical themes and categories by going through the process of initial coding and focused coding of the data. This was done in consideration of the "temporal, social, and situational conditions" of individuals engaged in HRM roles and activities (Charmaz, 2008: 398).

GT is based on the social constructionist approach to an empirical world (Glaser and Strauss, 1967). The original form of GT (Glaser and Strauss, 1967) offers limited guidance for researchers on the research process, how to collect and process data, how to represent participants, and how to approach analysis; however, the authors claimed their GT method as phenomenological. The studies and contributions from the late 1960s in ethnomethodology (Garfinkel, 1967) and social constructionism (Berger and Luckmann,

1967) provide GT with a phenomenological tradition (e.g., Schutz, 1967). Glaser and Strauss's GT (1967) emphasised generalisability and objectivity rather than reflexivity and relativity; hence, the original conception of GT was what Charmaz termed "objectivist grounded theory". This initial form of GT, nevertheless, gave researchers flexible guidelines for constructing their own methodological strategies and the contents of their research. It paves the way for different variants of Glaser and Strauss's GT, e.g., Glaser and Strauss (1967), Glaser (1978, 1998, 2002), Strauss (1987), Strauss and Corbin (1990, 1994, 1998), Charmaz (2002, 2003, 2006), and Clarke (2005). The following section will compare the variants of GT (e.g., Glaser and Strauss, 1967; Glaser, 1978, 1998, 2003; Strauss, 1987; Strauss and Corbin, 1990, 1994, 1998), in terms of the role of induction and deduction, role of verification, coding techniques, and format of the generated theory. For examples of coding scheme employed under abductive approach please see figure 2.1, table 2.3, and table 2.4.

2.7.2 Variants of GT: Induction, Deduction, and Verification

Among different variants of GT (e.g., Schatzman's (1991) dimensional analysis, Keddy et al.'s (1996) extension of macro analysis etc.), Glaser and Strauss's versions of GT are still prominently used in social science and management studies (Locke, 2015; Bryman and Bell, 2015). After having developed GT together, Glaser and Strauss went their separate ways and brought in variations to their originally developed GT. Strauss made these variations apparent by publishing detailed guidance to grounded theory (e.g., Strauss, 1987; Strauss and Corbin, 1990). While Glaser continued with the initial version of GT (classic GT), Strauss produced a reformulated version of this classic GT (e.g., Strauss and Corbin, 1990). Glaser contested Straussian GT, claiming that it was not more GT, but rather a full conceptual description.

Glaser and Strauss's (1967) classic grounded theory is pure inductive research methodology. It enables researchers to constantly compare qualitative data, and in turn to remain sensitive to the meaning and interpretation given to the situation by those whose social world is being studied. Glaser's (1978) variation of GT included components of theoretical sampling, theoretical coding, and use of theoretical memos. As in the original version of GT, induction remains at the core of the research process. Theoretical sampling is a process by which a researcher collects more data or forms categories according to

themes and categories emerging from the initial data analysis. Glaser's version of GT restricts researchers to using their prior understanding, and a researcher is allowed to obtain an advance understanding of the general problem area only. The role of literature is just to show researchers a wide range of possibilities, and at some stage to be used as additional data (Dunne, 2011). In order to maintain sensitivity to data, researchers are advised to "learn not to know". Literature reviews, under this variant of GT, become more focused after theory is sufficiently developed. The variant shows a movement from data, to empirical generalisation, to the theory. The Glaser version of GT makes use of all data and categories to verify generated ideas. It records theoretical memos, ideas, and potential insights from the data, by avoiding preconceived and prematurely developed ideas. It requires researchers' skills and the ability to tolerate confusion, hard work, and the tedium of constant comparison.

Unlike Glaser's version, that of Strauss (1987) emphasises the influence of both self and literature in developing understanding. The researcher's past experience and reading are considered necessary for theoretical sensitivity and formation of a general hypothesis within Glaser's version of GT. Along the same lines, Strauss and Corbin (1990, 1994) asserted the need for deductive reasoning and deductive emphasis along with the inductive kinds. They stated that, although induction is needed for ongoing data comparison, nevertheless the role of inductive aspects should not be overplayed. Unlike Glaser, who considered researchers' understanding of the general problem area as the starting point, Strauss and Corbin (1990, 1994) maintained that research questions should be the starting point. The research questions should take the form of identifying the phenomena to be studied and what was known about the subject. In terms of the role of verification, they considered theoretical sampling and comparison within diverse groups (data-driven comparison) as a key feature. The ideas deduced from the literature or existing theories needed to be verified against data. The following table summarises the comparison in terms of the roles of induction, deduction, and verification.

Table 2.8: Comparison of Glaser and Strauss versions of GT

Version of GT	Role of induction and deduction	Role of verification
Glaser and Strauss (1967)	Researcher needs to remain sensitive to meaning and interpretation given to the situation by those whose social world is being studied.	Constant comparison and cross-comparison.
Glaser (1978, 1998)	Induction as a key process. Prior understanding should be based on general problem area. Reading wide range of literature to explain wide range of possibilities. Learning not to know: a crucial device to maintain sensitivity to data. Use of literature as additional data (Dunne, 2011). More focused reading after theory is sufficiently developed. Move from data to empirical generalisation and then to the theory. Emerging questions and patterns are verified through deduction (Glaser, 1978, 1992).	Theoretical memos: ideas and potential insights from the data are recorded. Preconceived and prematurely developed ideas are avoided. Researcher's ability to tolerate confusion, hard work, and tedium of constant comparison. Verification of generated ideas by all data, categories.
Strauss (1987)	Both self and literature influence the understanding. Understanding from past experience and literature necessary for theoretical sensitivity and general hypothesis.	Theoretical sampling and constant comparison.
Strauss and Corbin (1990, 1994)	Deductive reasoning: emphasis on the deductive along with the inductive. Induction via on-going data comparison. Inductive aspects should not be overplayed. Research questions should take the form of identifying phenomena to be studied and what is known about the subject. Importance of both participants' experience and literature.	Theoretical sampling. Diverse groups. Data-driven comparison. Verification of deduced ideas against data.

2.7.3 Variant of GT: coding techniques and format of theory

Glaser and Strauss's (1967) original version of GT introduced the idea of producing as many categories as possible from the data (inductively) as the first step of the analysis. In the second stage, these initial categories are integrated according to themes. Continuing this method of data analysis, Glaser (1978) placed stress on producing substantial coding in the first stage. In the second stage, these substantial codes are compared and categorised into themes, which lead to the emergent research framework. In the third stage of analysis, the emergent research framework is induced from the data by refitting and refinement of categories. This provides the basis for theoretical coding, which is carried out as the product of the third stage of data analysis.

Strauss and Corbin's (1990) coding procedure begins with open coding of the data. As hundreds of codes can be generated at this stage, considerable reduction, and thus an extra level of coding, is needed. This extra level of coding becomes the second stage of the analysis, in which "axial coding" is done, reducing and clustering the categories. This stage of coding under Strauss and Corbin's suggested procedure is similar to Glaser's (1978) theoretical coding, but is used differently to generate different types of theory. In the third stage, the axial coding is further refined and clustered according to the core and focus of the analysis. The product of the third stage of coding and analysis leads to the creation of empirical categories.

The key difference between Glaser and Strauss's (or Strauss and Corbin's) coding and analysis procedure lies in the way they treat emergent codes for the purpose of theory development. For Glaser and Glaser and Strauss (1967:41), "it must be emphasized that integration of the theory is best when it emerges, like the concepts. The theory should never just be together". Strauss and Corbin's (1990) coding procedure and theory development procedure show that they have deviated from this position. In their procedure, axial coding as well as selective coding are performed under the control of a specified framework. This framework is influenced by the researcher's own understanding and preconceptions, which come from past experiences as well as literature.

Although, like Glaser (1978), Strauss and Corbin also begin with multiple coding, the codes are always data relevant. To ensure the relevance of code to data, memos are used.

These memos serve a dual purpose: 1) to make sure that the ideas are explored separately from the coding of what is clearly present, and 2) at a later stage (third stage), to help with comparison and cross-comparison. Hence, "comparison" and "emergence" are emphasised repeatedly in Glaser's (1978) version of GT.

Table 2.9: Comparison of Glaser and Strauss: Coding Procedure and Format of Theory

Variants	Coding procedure	Format of theory
Glaser and Strauss (1967)	Two levels of coding: 1) As many categories as possible. 2) Integration of categories.	Hypothesis. Identification of problem or phenomena.
Glaser (1978)	Three levels of coding: 1) Substantive coding 2) Comparison, categories, and framework emergence 3) Theoretical coding.	Scope and modifiability, parsimony.
Strauss and Corbin (1990)	Three levels of coding: 1) Open coding 2) Axial coding 3) Selective coding.	Detailed theorisation of phenomena with dense description.

2.7.4 GT's Data Analysis Procedure Adopted for the Studies in this Thesis

In this thesis, following the common tenets of all versions of grounded theory, the analysis of the data, collected through in-depth interviews, qualitative observations, and document review, began from the time when they were collected. It was done by iterating back and forth between the data and the emerging theoretical themes and arguments (Glaser and Strauss, 1967; Strauss and Corbin, 1990, 1998; Suddaby, 2006). In order to generate initial codes (following Strauss and Corbin, 1990, 1992), interview transcripts were read and coded sentence by sentence to obtain insight into participants' viewpoints. The relevant codes were then grouped into individual themes.

 The analysis was done in three steps 1) extracting empirical themes by categorising raw data, 2) conversion of the empirical themes into conceptual categories by abstracting and consolidating the empirical themes, 3) development of aggregate conceptual categories into a theoretical framework that explains a) influence of HRM academics' social

position on HRM adoption in Pakistan, b) role of capital resource exchange mechanism in MBA-Alumni's HRM adoption, c) the knowing-doing gap in HRM adoption. (Please see figures 3.2-3.3, 4.2-4.6, and 5.1-5.2 for data structure and theoretical framework of the three studies). Throughout the analysis I grouped and re-grouped the codes to compare and contrast codes across the documents (i.e., interview transcript, field notes, observation notes, memos, and notes from document review). I repeatedly consulted the literature to ground my emerging interpretation of existing theorisation on HRM adoption, social position, and micro-level individual HRM actors. The following are the details of how each step of the analysis was carried out. Further clarification of the analysis process adopted for each of the three studies is supplied in the data analysis sections within the separate chapters on each study.

2.7.4.1 Identifying empirical themes

This step enabled me to develop the first-order codes that define the main empirical themes, by using the wording that was as close to the data as possible (Strauss and Corbin, 1998). As themes emerged from initial interview transcripts and field notes, I compared and contrasted them across and within all transcripts and field notes. This enabled me to refine the boundaries of each theme, and to obtain the stable set of themes. Once the constant themes had emerged, I revisited all relevant tracks of the transcripts and field notes to check whether they fit well with the final themes. On a couple of occasions when the relevant tracks of the transcripts and field notes did not fit with the themes, I revised the coding scheme. Three early themes that were almost common in all three studies concerned the question of what capital resources were instrumental and desirable for HRM adoption and actors' social position. The quotes or statements related to these themes emerged from different parts of the interview, but they occurred most frequently when the participants responded to the question on the value of HRM to them, their friends, family and professional relations, and to their economic wellbeing. I initially created the themes "the degree to which the HRM actors value western HRM knowledge, ideas, and experiences" and "control over multiple sources of funding, perks, and incentives" to reflect actors' social position and what mattered to them in deciding whether to adopt HRM and to what extent. As I proceeded to compare the statements reflecting these themes, further empirical categories arose around the actors' social position, so I revised these themes to differentiate between those who gave high and low

value respectively to knowledge, skills, experiences of HRM, and did the same in regard to economic wellbeing, social connectedness etc. Additional details on how empirical themes for each study were identified are given under the heading of data analysis in the separate chapters on each single study. (For details, please refer figure 3.2-3.3, 4.2-4.5, and 5.1-5.2 and sections 3.4.2, 4.4.2, and 5.4.2).

2.7.4.2 Constructing conceptual categories

In this second stage of analysis, axial coding (Strauss and Corbin, 1998) is used to abstract and consolidate empirical themes into conceptual categories (2nd order codes/higher-level conceptual categories). At this point I engaged in constant comparison, continually comparing instances of empirical themes in the data to one another and to my emerging conceptual categories (Glaser and Strauss, 1967; Glaser, 2002). When conceptual categories emerged I wrote memos to explain the dimensions of these categories and the relationships between them (Miles and Huberman, 1994; Strauss and Corbin, 1998). For example, looking at statements about what benefits actors gain from their role in HRM led me to combine themes of actors' need for knowledge, experience, skills, monetary resources, social connections and relations etc. into the conceptual categories of economic, cultural and social capital. Similarly, other empirical themes (first order-codes) were combined into relevant conceptual categories in each study. Since each of the lower-level empirical categories and higher-level conceptual themes are different in each study, they are explained separately within each study's chapter. (Please refer figures 3.2, 4.2, and 5.1).

2.7.4.3 Developing a process model

In this final stage of analysis, I combined the conceptual categories (higher-level conceptual categories) into an empirically grounded model for each study, representing the process and theorisation of 1) influence of HRM academics' social position on HRM adoption, 2) the role of the capital resource mechanism in MBA-Alumni HRM practitioners' adoption, and 3) the knowing-doing gap in HRM adoption. For example, economic, cultural, and social capital were consolidated into social position. In this stage, I consolidated the role that the conceptual categories played in the development of the picture of the actors' social position and HRM adoption. The details of the third order

codes (aggregate theoretical dimensions) are given and explained in the separate chapters on each study. (Please refer figures 3.2- 3.3, 4.2-4.6, and 5.1-5.2).

In order to ensure the credibility and trustworthiness of my analysis, first, after having done my initial coding, I coded the transcripts and field notes again with a fresh mind, bracketing my prior understanding and development. I then compared my previous coding of the passages from the transcripts and field notes with the freshly done coding. Some adjustment to the empirical themes took place as an outcome of this process. During refinement of the theoretical model, this process was repeated a couple of times to ensure consistency. However, due to limitations of time, space, and resources I could not perform my desirable member check, as suggested by Nag, Corley and Gioia (2007), which was to be done at several points during the analysis process. The member check enables the researcher to describe the findings to the participant and/or relevant stakeholders to obtain valuable feedback on the emerging framework and to ensure that the interpretations are consistent with what participants experienced.

2.7.4.4 Why focus on individual level analysis

All three studies within this thesis analysed the phenomena of HRM adoption at individual level with focus on 1) influence of social position, 2) construction of social position and capital resources exchange mechanism, 3) gap between adopted and implemented HRM. The direct benefit of focusing on individual level analysis is to make the analysis congruent with very nature of the aims and objectives of this thesis. Being a qualitative inductive or abductive study with theoretical focus on structure-agency and constructivist-structuralism demanded to analyse qualitative data at the individual level. It enabled me to understand the historical and current construction of organisational and institutional structures that have influenced the individual HRM actors' decision to adopt and/or implement HRM. It was particularly important to find out in depth the ways in which people thing or feel. The case studies were developed in three categories of individuals, and within case and cross-case analysis at individual level was drawn to facilitate the in-depth understanding of the subjective views of those who directly construct the field. Doing do enabled me to bring-forward an accurate description of the participants' responses in the shape of mini-cases. Furthermore, this enabled me to develop a real sense of individual's understanding of the phenomena. As it is the social position of individuals rather than groups or organisational brand that influence HRM

adoption decisions, the individual level analysis facilitated the contribution in theorisation of social position for HRM adoption. Analysing the cases in three categories at individual level and consolidating them to HRM adoption phenomena provided an understanding of how individuals take suggestions from their environment (structure) in Pakistani context to initiate, adopt and implement HRM at different levels. Furthermore, the core terms and concepts used in the conceptual framework of this study such as habitus, dispositions, social position, socialisation, are associated with individuals rather than groups and organisations, it required to analyse the data at individual level.

As one of the desired outcomes of this thesis was to develop a theorising model for which it was needed to direct my analytical attention from outcomes to meaning of the phenomena of HRM adoption, the individual level analysis facilitated me to obtain individual level meanings and understanding which was, in turn, consolidated in theorising model at three levels, e.g., HRM academics, MBA-Alumni HRM practitioners, Non-MBA graduate HRM practitioners. Therefore, the direct benefit of focusing on individual level analysis in this thesis is multi-folded: 1) it facilitated development and contribution around agency-structure debate in the context of HRM adoption, 2) to understand on subjective views of those who directly involve with the process of adoption and implementation decision of HRM, 3) to gain real sense of individual actors understanding on the phenomena, 4) to consolidate the theorising models of HRM adoption for academics, and practitioners both MBA-HRM graduates and Non-MBA graduates. 5) To align core theories and their terms and concept used for this dissertation, with corresponding level of analysis, hence, desired outcomes.

2.7.5 Ethical considerations

The criteria for what is permissible, the extent of agreement and informed consent, privacy, anonymity, and relationship with the participant were clearly established in this study. Due to the nature of the studies within this thesis, which involves individual actors as participants and as one of the units of analysis, it was necessary to consider potential ethical issues. As with any qualitative research, this research too entails the researcher taking an active role in the collection of data through face-to-face interaction and interpretation of the participants' construction of meaning. It required me to avoid my

own biases and narrow thinking; rather, I needed to understand my research as my participants did (Stake, 1995). The potential ethical issues were considered at every step of this research, from data collection to data analysis, interpretation, presentation of findings and write-up of the thesis.

Due to the face-to-face nature of in-depth interviews, and physical presence and participation during observation, special care was taken at the data collection phase of this research. Although I had gained confirmed access to the research sites and the participants, I respected my participants' right to take part or not to take part in the interviews. I assumed that my participants had the right to withdraw from the interview, discussion or any other kind of interaction during this study at any time without giving notice or stating any reason. Even if any participant had withdrawn from the discussion during interviews or any other interaction, I would still have protected the person's privacy.

I maintained the participants' right of anonymity and confidentiality at every step of this research, especially as the research progressed (e.g., transcription and data analysis phase) (Easterby-Smith et al., 2002). After having access negotiated, agreed, and hence guaranteed, I avoided any deviation of the discussion and interaction with my participants beyond the aims and objectives of the research project (Zikmund, 2000). No topic outside the area of the study was discussed with the participants. Whenever any new themes emerged during the discussion, which required me to deviate from my interview guide or checklist of themes/topics, I renegotiated the access and renewed the informed consent. In this way, I made sure that the discussions in interviews and the interaction during participant observation did not go beyond the scope of the access granted and agreed (Zikmund, 2000).

In order to get formal informed consent from the participants, I asked them to fill out a consent form. It informed the participants that anonymity, confidentiality, and privacy would be safeguarded at every stage of this research, and that they would have the right to withdraw from participation at any point in the process. The participants' important details, such as name, designation, organisation etc., are replaced with anglicised names during analysis of the data and write-up of this dissertation to maintain anonymity.

During administration of the in-depth interview, I avoided "overzealous" and demeaning questions, and gave my participants the full right to refuse to discuss any topic or themes and to refuse to answer any question (Cooper and Scindler, 1998). During the non-participatory observation phase, I did not interfere with the routine activities of the participants, and maintained informed consent, privacy, and anonymity at every stage of the observation (Cooper and Schindler, 1998; Zikmund, 2000). During the participatory observation phase, I conscientiously avoided interfering with my participants' private lives and recording or taking notes on any of their private actions (such as conversation during personal or family calls, off-the-record or informal behaviour, and informal chat with colleagues etc.). I made sure that the studies within this dissertation or any part of them would not affect my participants in any way that I used, analysed, or reported the data and the findings. Furthermore, academic integrity, ethical guidelines of each of the research sites, directives of the Higher Education Commission of Pakistan as well as the University of Edinburgh's ethical guidelines were strictly followed throughout the research process.

Figure 2.2: Flow diagram of the research process

Philosophical Position:
Epistemology: Social constructionism.

Ontology: Relativism

Theoretical perspective: Phenomenology

Research approach: Abductive

Data collection methods: In-depth interviews, Qualitative observation, Document review

Data analysis method:

Grounded theory (Strauss & Corbin, 1990, 1992, 1998)

Data presentation method and study design: Exploratory case-study

Findings: Theorization, process model of the phenomena understudy.

Research Ideas and Research Questions: Beforehand participatory observation, literature review.

Refinement of research idea and research questions: Literature review

Research Design:

Data collection

Data Analysis

Focused literature review

Data collection + more focused literature review

Data analysis, interpretation, findings, Theorization, write-up.

Chapter Three: The influence of social position on HRM academics adoption

3.1 Introduction

With the increased profile and proliferation of western management ideas and practices, scholarly debates continue around the adoption and value of new management ideas and their promotion in different cultures and settings by consultants, management gurus or theorists and academics (Sturdy and Gabriel, 2000; Eisenhardt and Santos, 2002; Abrahamson and Eisenman, 2001). It has been highlighted that people management theories, with their genesis in the west, are not suitable in the developing country context with a vastly different cultural and social set-up (e.g., for Pakistan specifically, see Khilji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014; for other developing countries and emerging economies, see Budhwar and Mellahi, 2006; Kamoche et al., 2004; Kamoche, 2001). For example, the western philosophy of individual competitiveness and accountability, and use of open appraisals, are not congruent with national cultures and societies in Asian developing countries and in collectivist cultures (Hofstede, 1991; McEvoy and Cascio, 1990; Newman and Nollen, 1996). Nevertheless, western-originated management ideas, theories and practices have been widely taken up by academics and practitioners in different societies and cultures. This study will look into how and why human resource management (HRM) ideas, knowledge and practices have been adopted by HRM academics in Pakistan. While past studies have used macro institutions, macro-level organisational factors and a cultural-sensitive perspective to explore the factors that influence organisations to adopt HRM, this study takes the perspective of individual actors' social position to explore academics' HRM adoption. Doing so will contribute to scholarly literature as well as to general practitioners' and various HRM actors' understanding of the process and factors that influence the adoption of management ideas, knowledge and practices having their genesis in the west.

Past studies (e.g., Khilji, 2002, 2004; Edwards and Kuruvilla, 2005; Saher and Mayrhofer, 2014) have emphasised and explored macro-level organisational factors, national factors, and elements from the international environment as a context that develops human resource management (HRM) in Pakistan. This focus on the macro institutions and general environmental factors, such as socio-cultural institutions,

political and economic institutions, national value system etc. (Khilji, 2003) as a context that influences the adoption and diffusion of HRM in developing countries creates an ambiguity in understanding individual actors' adoption of western management concepts and practices in general and HRM in particular in developing countries like Pakistan. The approach makes it difficult to understand the factors outside the organisations and the macro institutions, and individual adopters' dispositions and thought processes, which influence them (Thompson and Luthans, 1990). On the one hand, actors may participate in the adoption and dissemination processes to gain and maintain social legitimacy within the local environment (Meyer and Rowan, 1977; Boxall, Purcell and Wright, 2007; Kochan, 2007; Beer et al., 2015). On the other hand, it makes the actors critical of the accepted ideas and knowledge in their institutional and professional roles and activities in the field (Brewster and Mayrhofer, 2015; Siebers and Kamoche, 2015). It may lead to misalignment between institutionally defined roles and actors' social positioning, which, consequently, raises questions about overall adoption. While macro institutions may provide them with social legitimacy, what makes them sceptical of the value of the adopted HRM is underexplored; hence the need to examine the factors, key drives and motives, and key dispositions that influence academic actors' adoption in Pakistan.

HRM adoption is conceptualised as a process and outcome of receptiveness to institutional and social suggestions, initiation, and implementation of HRM ideas and knowledge by different actors (i.e., academics). It is a "process by which a new idea or knowledge is communicated through certain channels, over time, among members of a social system" (Rogers, 2003: 05). HRM academic actors take up western HRM ideas and knowledge in their academic roles. This engagement ranges from teaching the latest research-based HRM curriculum, to developing the projects that prepare students for their future HRM positions in business organisations. The HRM academic actors' adoption in this context is defined as the individuals' willingness to be receptive to western HRM ideas and knowledge in their professional role, and to implement the received ideas and knowledge in their role of teaching and disseminating the field-specific pragmatic ideas and knowledge to their professional and personal networks, which include students, practitioners, the academic community, and their connected government and social actors. The extant literature on organisational adoption, international business, and HRM (e.g., Sturdy and Gabriel, 2000; Kostova and Roth, 2002; Khilji, 2002, 2003, 2004a; Saher, 2011) highlights the influences of institutional or social legitimacy and the

relationship with environmental forces in the adoption process; but little attention has been paid to the adoption process at an individual level, and crucially to the influence of actors' social position on adoption. Furthermore, some core actors (for instance, HRM academics, MBA-Alumni with an HRM major, administrators in public sector organisations with an HRM approach to their work etc.) who can play an important role in the adoption and dissemination of management knowledge in general and HRM in particular have been overlooked. This study will specifically focus on HRM academics and their potential to act as core actors in the adoption of western HRM in Pakistan. HRM academics' institutional role(s) (e.g., teaching, research, corporate training and consultancy) confer on them social position and legitimacy. However, it is unclear how the adoption and dissemination of western HRM are shaped by the actors' social position, what resources are required by the actors to gain dominant social positioning, and what dispositions they develop and exert in order to gain such resources and social positioning.

Traditionally, research have been carried out on management and HRM adoption and diffusion by conducting organisational-level analysis with a macro-environmental-level focus. The resultant focus on organisational-level analysis, rather than individual actor level focus, in understanding the adoption of HRM is problematic because it challenges and undermines actors' existing schemata, developed from the changing institutional structures in societies like Pakistan, which help actors to interpret and make sense (Moch and Bartunek, 1990) of HRM in the Pakistani context. This ambiguity may lead actors to form new schemata (Bartunek, 1984) in order to understand and accept western HRM practices. To form new schemata for this purpose, actors structure their thinking (perception) by taking inputs or orientation from their personal backgrounds, histories, and organisational and social positions (Dutton and Dukerich, 1991; Gephart, 1993). Over time, these schemata become mature and durable through social interaction (Maitlis, 2005) which guides actors' decision as to whether or not to adopt HRM.

The traditional focus of research on HRM adoption and diffusion in the developing countries context has been on the influence of institutional and organisational factors at the organisational and group level. It highlights the influence of social legitimacy and good relationships with the environment, but underplays the role and influence of actors' social positioning. Furthermore, that emphasis on institutional and organisational factors, at group or organisational level, has overlooked the potential issues arising during the

adoption process, resulting from the gap between social legitimacy, environmental influences, and the influence of actors' social positioning.

In this chapter, I explore HRM adoption in academia by examining the influence of HRM academics' social position and formation of actors' disposition, in which their HRM adoption is manifested. To date, little scholarly attention has been paid to the role of academics specifically in the diffusion and adoption of the HRM field, even though a few studies have examined the influence of actors' institutional context on social processes of "suggestion-initiation-implementation". These studies adopted a sense making, social legitimacy, and environmental relationship perspective (e.g., Balogun and Johnson, 2005; Maitlis, 2005; Kostova, 1999; Khilji, 2002, 2003, 2006). Although the extant literature acknowledges the role of the individual actor's context in adopting HRM practices (e.g., Kamoche, 1997; Strohmeier, 2007), it analyses HRM adoption primarily at the organisational level. In particular, it ignores HRM academics as distinct HRM actors. Hence, it creates a gap in underpinnings of the role of the distinct individual actors at academic level. Like other HRM actors that has been considered and studied in previous research studies (e.g., practitioners, managers, consultants etc.), HRM academics too have unique social positions, histories, and backgrounds. To fill this lacuna, this study looks into the influence of the actors' social position as a context, and the gap between social legitimation or good environmental relationship and actors' social positioning. By addressing these gaps, I will focus on examination of the influence of actors' social position on their HRM adoption. This process will help unfold the dispositions (i.e. permanently habitualised actions of actors) that drive individual actors to adopt HRM on the basis of a need to acquire and maintain their social position.

In this study, I draw on the field theorist's concept of social position (Saunder, 2008) by using Bourdieu's "theory of practice" (1977), and notions of "social position" (Bourdieu, 1986, 1989), "disposition" (Bourdieu, 1977, 1989), and "capital" (Bourdieu, 1988). According to Bourdieu (1986), control over capital resources (economic, cultural, and social) defines the unique social position in which actors are located. This social position as well as orientation of control over capital resources is gained through lived experiences. The capital resources shape, in turn, the actor's disposition towards the field (Bourdieu, 1988). This disposition towards the field forms long-term patterns in the perceptions, interpretations, and actions that are adopted through lived experiences, and the formed social position of the actors (Bourdieu, 1989). By using Bourdieu's notions

of "capital", "disposition" and "social position", I explore the multidimensional nature of HRM academics' social position. This will help in understanding not only the formation of HRM academics' social position and resultant "dispositions" underlying the adoption of Western HRM, but also its influence over the academic actors' institutional role (e.g., teaching, research and publication, corporate trainings and consultancy, and other institutionally defined roles), as a route to adopting the field and gaining a desired social position.

In order to explore the connection of HRM academic actors' social position with their HRM adoption, I develop in-depth qualitative case studies of focal actors from two Pakistani business schools. I examine HRM adoption of the focal actors at two different locations, selected on the basis of the purpose in hand (Miles and Huberman, 1994), which was to access HRM academic actors with different social positions, academic backgrounds, and institutional and corporate influence. The following are the research questions set for this study.

- What are the key motives and dispositions that influence HRM academics' adoption decision(s)?
- How best to theorise the influence of individual actors' social position on adoption of seemingly new management ideas and practices?
- How does HRM academics' institutional role provide them with social legitimacy and good environmental relations?
- Why do the actors become critical of their role as adopters?

3.2 Literature Review

The review of relevant literature for this study consists of: 1) studies on the sociology of organisational and individual adoption (e.g., Rogers, 1995, 2003; Tarde, 1903; Sturdy, 2004; Keim et al., 2008); 2) HRM as embedded in western management ideas (e.g., Brewster, 1995, 2007; Brewster and Mayrhofer, 2015; Beer et al., 2015; Guest, 1990, 2011); 3) ideas and practices of HRM in different institutional and cultural settings (e.g., Guest, 1991, 2011; Brewster et al., 1997; Budhwar and Sparrow, 1997; Boxall and Macky, 2009; Ulrich and Brockbank, 2005); and 4) Bourdieu's theory of practice, social position, capital endowment and dispositions (Bourdieu, 1977, 1986, 1988, 1989; Bourdieu and Wacquant, 1991; Battilana, 2011).

3.2.1 Organisational and individual level adoption

Problems with the adoption and diffusion process have been recognised for a long time. Tarde's (1903: 140) laws of imitation describe the generalisation of diffusion as "to learn why, given one hundred different innovations conceived of at the same time – innovations in the form of words, in mythological ideas, in industrial processes etc. – ten will spread abroad while ninety will be forgotten". Identifying adoption or rejection of new ideas and innovations as a crucial research problem, Tarde finds that the adoption of new ideas follows an "S-shaped" curve over time. At first, only a few individuals adopt a new idea, then the rate of adoption increases as a large number of individuals adopt, and finally the adoption rate decreases. Institutional opinion leaders play a prominent role in accelerating the rate of adoption of new ideas (Tarde, 1903). Tarde's explanation of adoption and diffusion involves today's scholarly concept of "network", "social interactions", influences of social structures or interplay between structure and agency (Rogers, 1995; Bourdieu, 1977; Giddens, 1983). Individuals develop their opinion leaders and follow them in their socio-institutional settings (such as family, organisations, schools, corporate and social circles etc).

Adoption constitutes a process comprised of several phases (Jayaraj et al., 2006). Actors listen to prominent suggestions from their structured environment, and initiation and implementation of the prominent suggestions take place according to their organisational and social position (Emirbayer and Johnson, 2008; Schinkel and Noordegraaf, 2011).

Prominent suggestions, initiation, and implementation constitute the major phases of adoption (Rogers, 2003).

Rogers's (2003) research on diffusion of innovation and technology adoption identifies perceived attributes, communication channels, and the social system as main influences on adoption. On perceived attributes, he argued that the social and economic benefits of the technology facilitate its adoption through easy acceptance and implementation. On communication channels, he pointed to the translation of features and benefits of the technology and its usage. Regarding social systems, he focused on the family and peer support necessary in the adoption process. As to academic actors, not only features and benefits in the shape of monetary value and social status are involved, but also a sense of belonging to an élite occupational group, and helping family and peers to enjoy the same benefits as if they belonged to this élite social and occupational group. Khurana (2007), focusing on business schools and MBA programs, termed it as signalling power in society.

According to Rogers (2003), diffusion is a term that can be used similarly to adoption. The two terms cannot be differentiated and hence are often used synonymously (Keim and Weitzel, 2008). Employing scholarly debates and definitions of adoption and diffusion (e.g., Tarde, 1903; Rogers, 2003), organisational adoption of HRM is a process of initiating and implementing HRM in ideas and practices. Similarly, the individual actor's adoption of HRM is a process of being receptive to suggestion, initiation and implementation of HRM in academic practices. It is "a process by which a new idea, [practice, and fad] is communicated through certain channels over time among the members of a social system" (Rogers, 2003: 05).

The creation, diffusion, application, adoption, adaptation, abandonment, and rejection of management ideas and practices have been addressed in distinct studies in the management field for a long time (Sturdy, 2004). However, it is surprising that studies in the field of human resource management in particular, and management learning, organisational studies, and international business in general have not fully engaged with issues of adoption of management ideas, practices, and theories (Antal and Krebsbach-Gnath, 2001; Giroux and Taylor, 2002). Extant literature on organisational adoption and adoption of management ideas (e.g., Giroux and Taylor, 2002; Antal and Krebsbach-Gnath, 2001; Ball, 2001; Comacchio and Scapolan, 2004; Hausdorf and Duncan, 2004;

Olivas-Lujan et al., 2007; Galanaki and Panayotopoulou, 2008; Lau and Hooper, 2008) seldom tackle factors of adoption other than at the environmental, organisational and macro-institutional levels. The primary focus of these studies is on factors such as organisational size and determinants of adoption (Ball, 2001; Hausdorf and Duncan, 2004; Teo et al., 2007); single-country influential factors in adoption (Panayotopoulou et al., 2007); adoption of HRM with a specific functional focus, i.e., e-recruiting (Keim and Weitzel, 2008); and the role of national culture and institutional factors in adoption of HRM (Khiji, 2002, 2003, 2004a; Saher, 2011). While past research provides a good scholarly understanding of the contextual influences (e.g., macro-institutional factors) on the social position of actors in relation to adopting human resource management ideas and practices, there is limited understanding of 1) how HRM is adopted under the influence of actors' social position, and 2) how actors' social position is shaped in the context of the adoption. Furthermore, analysis of actors' social position in their individual context, and the actors' motives and dispositions that guide them to adopt HRM ideas and practices, form an area which has been less addressed in past studies.

3.2.2 Human Resource Management (HRM) as western management idea

HRM knowledge has been shaped, defined, and redefined in the world since early industrialisation, through the scientific management phase encompassing Taylorism, Fordism, and Human relations schools, pressures from changing international business structures, Americanisation, and management of employees in small and medium autonomous enterprises. Its concepts and practices evolved and developed in North America by the 1980s. The network of American firms and American modelled MBA programs caused it to proliferate across the world (Brewster, 1995). The development of concepts and ideas of how to manage human resources were based on organisational autonomy and the people management needs of private enterprises in North America. Due to limited regulatory forces, American firms became free to imitate or adopt successful practices of leading firms (Guest, 1990, 2011). The era of Japanese management in the USA, when many of the American management ideas were built up on Japanese management, is a typical example of this phenomenon. However, when these ideas and practices were transferred through American multinationals (MNCs) and academics to other parts of the world, they faced challenges in different environmental

contexts, and subsequently became less effective and valuable for the institutional efficiency and socio-economic development of the adopting regions (Brewter, 1995, 2007; Guest, 1990). In Pakistan, adoption of the ideas and practices of the HRM field were due to the role and influence of macro-institutional factors, along with cultural elements such as the British legacy, religion, Indian origin, influx of American FDI, and role of MNCs and local business structures (Khilji, 2002, 2003, 2004; Khilji and Wang, 2006). Among very few studies on the Pakistani context specifically, Khilji (2002)[16] identifies the role of divergence and convergence factors with regard to the adoption of HRM in Pakistan. That study was conducted on multinational corporations and their HRM practices and activities in Pakistan. Using a sample of five multinational firms in the banking sector, and employing De Cieri's modes of divergence-convergence (De Cieri and Dowling, 1999), she establishes that neither convergence factors nor divergence factors exclusively influence the adoption of western HRM. Rather, there are multiple pressures from socio-economic, political and religious factors, together with historical aspects that facilitate both divergence and convergence. The convergence factors that bring greater similarity in HRM knowledge practices are globalisation and contextual contingencies such as de-regulation of the economy and business environment. She argues that the similarities between national and international companies' HRM practices are due to international companies re-shaping organisational actors' beliefs about HRM in the local context. By arguing in favour of a combination of both convergence and divergence while adopting HRM knowledge practices, she maintains that the adoption is a two-way process whereby both parties , i.e., organisations and actors at the origin and at the destination (at headquarters and in subsidiary settings), seek legitimacy. However, the sociology of adoption and innovation diffusion holds that it is based on the structure of the origin (Rogers, 1995; Tarde, 1903; Strang and Tuma, 1993). Adoption takes place as an outcome of imitation at both ends, with initiation from both parties but with greater influence from the party (an individual) at the origin of the idea or practice (Tarde, 1903).

Although Khilji's (2002, 2003) work is underpinned by the influence of contextual factors, such as the institutional position of actors and their HRM adoption, it creates ambiguity in the understanding of how this structured context (i.e., macro institutions and actors' subsequent position) affects HRM adoption at different levels. Specifically,

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[16] Due to the limited research studies and extant literature in Pakistani context, some of the review of the Khilji's work has been repeated across all three studies in this thesis.

shedding light on the actors' traits and dispositions that drive them to adopt would have added to the understanding of the subject matter. Furthermore, since her study was conducted more than a decade ago, the socio-economic, occupational, institutional, and socio-cultural scenario of the country has largely changed in the meantime. The activities and role of MNCs have decreased due to factors like national security, the law-and-order situation, and the changed nature of the organisational and contextual variables that supported her study (Janjua and Muhlbacher, 2014; Ahmed and Malik, 2012). Moreover, the study was based on MNCs only, ignoring the role of local business organisations, and the role of MBA programs and HRM academics in the country's prominent business schools, which diffuse HRM ideas and practices in Pakistan.

3.2.3 HRM in developing country contexts

Over time, the academic debate on HRM has continued with a changing focus. For example, during the 1980s, academic researchers focused on the evaluation and transformation of personnel management into human resource management. These kinds of researches in the 1980s and 1990s addressed issues related to how effectively industrial relations should be inculcated in human resource management (Guest, 1991), how adoption of HRM can help in formulating business strategies, and the role of line managers (Brewster et al., 1997; Budhwar and Sparrow, 1997). The western notion of HRM is underlined by notions of competitive advantage, firms' performance, and business strategy as opposed to HRM in other contexts that emphasise notions of administration, control, and organisational position (Barney, 1991; Wright et al., 1999; Guest, 1997; Huselid, 1995; Macduffie, 1995; Schuler and Jackson, 1999). HRM studies in the 1980s and 1990s changed the scholarly underpinnings on the nature of HRM from portraying it as reactive, administrative, and prescriptive (as the salient characteristics of Personnel management) to portraying it as proactive, executive, and descriptive (Boxall, 1994). Studies on HRM in the 2000s looked into the meaning and significance of HRM. Recent studies focus on HRM rhetoric and its workplace reality (Guest, 2011; Boxall and Macky, 2009), strategic HRM as a central stage, and the role of HRM as a strategic business partner (Ulrich and Brockbank, 2005; Lengnick-Hall et al., 2009). This evolving focus has changed and renewed the role of different actors in its adoption and dissemination. In particular, it has introduced the role of HRM actors in academia. The older approach to HRM as passive, administrative, and prescriptive underlined the role

of HRM actors as position- and status-seekers in the organisation and society (e.g., being an administrator, welfare officer etc.). This older role developed certain traits of managing human resources which cascaded into the new role of HRM actors. Likewise, the types of benefits and resources that were desired and possessed by HRM (or personnel) actors as incentives to achieving their positions could have changed.

Most of the previous studies on HRM, with their genesis in the west, provide HRM and international business researchers with an understanding of HRM ideas and practices in advanced industrial societies of the west. Very little work has been done in the context of developing countries. Among very few studies in this context are: Warner (1995, 2002), who finds the influence of national culture, institutional set-up, economic reforms, and a rapidly changing labour market and business environment, to have shaped HRM functions in China. Park (2001) points to relational aspects such as family, friends, alumni relations, and other networks as influencing HRM in South Korea; Huang (2001, 1999) finds local work principles (e.g., Confucianism), and working relationships as factors that shape HRM in Taiwan. Budhwar (2001) finds the socio-economic environment, configuration of main institutions, cultural aspects, and the dynamic business environment as determinants of HRM in India; Adhikari and Muller (2001) and Adhikari (2010) find the local business environment, culture, and dominant institutions to be factors that influence organisations to adopt HRM in Nepal; Tayeb (1995, 1997, 2001) finds that the role of history, ecology, economy and the effect of religion and work-related practices and values differentiate western HRM ideas and practices in Iran; Wood and Mellahi (2001) and Mellahi and Wood (2004) identify factors such as the structure of the local economy, the political environment, the labour market, the national level of human resource development strategy, and national culture, gender differences, and Islamic laws (Shariah) as the factors influencing the current shape of HRM in Saudi Arabia.

Similarly in the Pakistani context, Khilji (1999, 2000, 2001, 2003, 2006) finds the prevalence of varying social institutions, Islamic principles, and the western model (diffused through MNCs and western training and education programs) to play a key role in the establishment and diffusion of HRM in the country. She finds that the British legacy and its administrative system, American influence in many business and social sectors, religion, national contingencies such as nationalisation and privatisation, impacted on the diffusion of western HRM practices. She also finds that MNCs introduce HRM functions in their overall strategies, and Pakistani firms that are strongly linked with MNCs and

MNC operations strive to adapt to this western HRM philosophy. However, according to her, HRM is still in its infancy in Pakistan. However, The subsequent growth of business school programs offering HRM as a core subject, and numbers of HRM alumni finding employment in both MNCs and national firms, indicate that HRM in Pakistan have made a transition to the growing or mature phase.

The research highlighted above focused on factors that impact on HRM policies and practice in developing countries. It shows how western HRM ideas become socially legitimised in different developing countries. Almost all these studies adopted an environmental analysis framework (Austin, 1990) that examines the influence of core national factors such as national culture, national institutes, the business environment, and the industrial sector. Use of this framework provides answers about how HRM is adopted and structured in developing countries, how HRM strategies developed in organisations, what the similarities and differences are between HRM systems across different developing counties, what the influence of national factors is on national patterns of HRM, convergence or divergences of HRM, and the applicability of western HRM models to the developing countries and Pakistan. However, all these studies ignore the importance of HRM academics as among the key actors in the process. They play a role, alongside other carriers of HRM knowledge in the country, by virtue of their institutional positions in business schools or MBA programs. Although theoretical lenses of divergence versus convergence, institutional isomorphism, and competitive isomorphism have been widely used in these studies (e.g., Khilji, 2002, 2003; Budhwar, 2001, 2002), they still leave a gap in understanding the adoption, diffusion, or imitation of HRM at the individual level in academia, and individuals' actions and context (e.g., positions) in the HRM academic field. More importantly, reverse examination of the influence of HRM actors' structured social position on the contextual factors behind HRM adoption is an area that fits within an existing scholarly gap in the underpinning of HRM adoption and diffusion.

A relatively recent study of Lockett et al. (2014), by adopting a sense making perspective, discusses the role of the actors' context, "encapsulated by their social position", in sense making about organisational change. By using Bourdieu's theory of practice, they explore how the actors' unique context generates sense about organisational change. By drawing on field theorist's concept of social position, they explain how social position shapes the perception and active role of actors. The theoretical framework of this study is based on

Bourdieu's concepts of economic, social, cultural, and symbolic capital to find out the social position of actors. Although this framework can provide a platform for the current study, as that study was conducted in the NHS England context and does not reflect the scenario of business schools' HRM actors, or the perspective of HRM adoption in developing countries, it is customised on the basis of inductive and deductive reasoning (i.e., abductive reasoning) developed from the reviewed literature and collected qualitative data.

3.2.4 Social position: Bourdieu's theory of practice, capital endowment and disposition

In this study, I draw on Bourdieu's theory of practice (1977), and the field theorist's concept of social position (e.g., Bourdieu, 1984, 1986; Saunder, 2008). According to Bourdieu (1986), control over capital resources (economic, cultural, and social) defines actors' unique social position in which they are located. This social position as well as orientation of control over capital resources is gained by actors through their lived experiences. The capital resources shape, in turn, the actors' disposition towards the field (Bourdieu, 1988). This disposition towards the field forms long-term patterns in the perceptions, interpretations, and actions that they adopt through lived experiences, and form the social position of the actors (Bourdieu, 1989). By using Bourdieu's notion of "capital", "disposition" and "field", I explore the nature of HRM academics' social position. This will help in understanding not only the formation of HRM academics' social position as it underlies adoption of HRM, but also its influence over the perception and adoption of HRM by academics, and their role in the development of the academic HRM field.

According to Battilana (2006, 2011) individual actors' practices and actions are located in their unique social position. This social position can be defined by actors' control over capital resources, which they gain through lived experiences (habitus). These capital resources in turn form the actor's unique dispositions in the field (Bourdieu, 1988). Actors' lived social experiences, the historical development of actions in the field, and lasting experiences surrounding their social position, help them to adopt unique dispositions (schemes of perception, interpretation, and actions) over time. Employing notions of "capital" and "disposition" help us to understand and explore the nature of

actors' social position (e.g., HRM academics) and how it forces them to adopt and play a role in HRM proliferation.

3.2.5 Theory of Practice and social position

Individuals' actions and their position in society and organisations can be best explained by using Bourdieu's notion of "field" or field theory (Martin, 2003). The social position of actors is the central concept of Bourdieu's field theory, according to which the social position of an actor is related to the structures of social networks in and around the field (Dorando, 2005). Actors' social position underlines the set of persons and structures they are directly linked with and influenced by. This generates an actor's (or actor-specific) perception of an organisational field. Identifying actors' social position in a field (e.g., HRM) and effect of the field on their social positions helps to locate influences exerted on them by the field and vice versa. Analysing field-specific forces (inside the field) is widely ignored in previous studies (Martin, 2003: 1). The social position of actors is internalised by the influence of their specific field, which consequently leads to the development of sharing of cultures and subjectivities (based on habitus) of actors (Meyer and Rowan, 1977; Meyer et al., 1987).

Previous studies have looked into the social position of actors within the centre of their respective fields, and at the boundaries of the fields (Battilana et al., 2009) (for example, the social position of HRM academics within business schools and MBA programs; and how HRM academics and their practices are regarded in schools of economics, finance, marketing etc.). Battilana et al. (2009) find that actors who occupy the field's position because of their social position in adjacent fields are less likely to develop and spread the field; rather they will tend to diverge from their field, by departing from field-specific existing practices and dispositions. However, they may lack the influence or power to diverge from the field's existing practices. She adds that actors who gain social position because of their position close to the centre of the field (e.g., senior HRM researchers, academics trained by and connected with western HRM academics and regarded as authorities in their field location) will not be willing to deviate from existing practices of the field (Battilana et al., 2009).

Recent studies (Battilana, 2011; Phillips and Zuckerman, 2001) have looked into actors' social position at the centre of the field, and in adjacent fields. Battilana (2011)

investigated the combined effect of the professional and organisational status of actors, categorised as élite and non-élite, on the change initiated by these actors. She finds that understanding of social position is beyond élite and non-élite categorisation, and very complex. She suggested that future researches should look into actors' social position both within and outside the field. Hence, analysis should be conducted to understand the development and status of the overall field; how it is proliferated or restricted by actors and their social positions, and what dispositions are developed by social position; and how the social position (which is defined by actors' capital endowment) and dispositions (as repertoires of practices generated by capital and social position) can explain the drive and motives behind adoption of ideas, knowledge, and practices by the actors.

3.2.6 Theory of Practice in the Context

Bourdieu's theory of practice helps us to understand the role of social practices and how these social practices (and actions) shape and are shaped by the notions of "field", "social position", "disposition" and "capital resources". According to Bourdieu (1986), a field consists of a system of social positions. This system of social positions is generated by actors' control over certain capital resources (economic, cultural, and social) as well as by a network of relationships. Differences in the amount and type of acquired capital resources give a broader social view of an actor's social position. It leads to a variety of "dispositions" that develop the actor's perception (subjective) of the field (Bourdieu, 1988).

Species of Capital

According to Bourdieu, a human agent's practices are acquired through social position which is regulated by species of capital (Bourdieu, 1986). He identifies three main types of capital resources that individuals seek in their social lives: economic capital, cultural capital, and social capital.

Economic capital
According to Bourdieu (1986), economic capital represents the kind of resources that are directly and immediately convertible into money. In societies where "social position" is based on monetary resources, individual actors compete for acquisition and control of financial capital, and the practices that can earn them anything that can be converted into monetary value. It gives agents command over economic resources, cash, and monetary

returns. The resultant struggle for financial resources and status shapes individuals' actions and practices.

Cultural capital

Cultural capital consists of knowledge, experience, preference, and taste that provide an individual with dominance in social relations (Bourdieu, 1986). Cultural capital allows one to be familiar and at ease with use of the institutionalised and valued cultural forms. These resources take the form of dominant and institutionalised knowledge, behaviour, practices, and use of specific terminology or language acquired through formal education, training, and specialisation.

"Cultural capital exists in the objectified form, that is, in books or instruments and in the institutionalised form, that is, as credentials from authorised institutions" (Bourdieu, 1997: 47).

Social Capital

Social capital consists of resources such as group membership, relationships, and networks of influence and support. It emphasises the value of mutual relationships that shape an actor's relative position within a field (Bourdieu, 1986). It is also related to resources embodied in interpersonal relationships (Burt, 1992). According to Nahapiet and Ghoshal (1998), the relational, structural, and cognitive are the three dimensions of social capital. The structural dimension emphasises an individual's network of contacts. It shapes the density of the network of relationships, or causes actors to seek to reach other networks. The relational dimension suggests that it is individuals' need for trust and reciprocity that shapes relationships. The cognitive dimension relates to an individual's ability to understand another's perspective, and to follow others' ways of doing something.

The main aspect of capital development or acquisition of capital resources by the actors is the practice of developing it through forms of interactions and use of common language, experience, actions, norms, expectations, beliefs etc.

Dispositions

Bourdieu (1977) introduces the concept of "dispositions" as "schemes of perception and thoughts, extremely general in their application", such as those that divide up the world into oppositions of male and female, future and past, top and bottom, left and right etc. At a deeper level, it could consist of bodily postures and stances such as "standing",

"sitting", "looking", "speaking" etc. (Bourdieu, 1977: 15): that is, of the way social agents make sense of different practices, and the way they "carry themselves" in the world, through their gait, gestures, and postures. It maintains that the social life of individuals is a continuous struggle to make sense of life with the help of cultural resources that individuals' experience. By living in a society, an individual faces "formidable" social constraints. Successful practices of other individuals and the practices that develop certain "pre-dispositions" guide individual actors to act in a certain way.

According to Bourdieu and Wacquant (1992), dispositions are taken-for-granted or unconscious know-how, and habitualised ways of seeing and thinking about actions. It takes account of contextual elements in forming the actor's subjective cognitive experience. The influences from the contextual factors, together with actor-formed dispositions, create a field in various and uneven ways, based on the social position of the actors in the field. This social position defines the actors' formal rules and relationships, which generate varieties of differences in individual and group dispositions (for example, when actors gain membership of or participation in professional occupations or organisations). The institutionalised dispositions shape social practices by the field actors' regular and controlled actions, with the ability to resist other influences, or to function without others' influences or actions. They could be taken as akin to Meyer and Rowan's (1977) rational institutional myths, and Scott's (2001) cognitive-cultural pillars. As dispositions provide a structure within which to adopt and reproduce certain patterns in the actor's behaviour, they act as kinds of "schemata".

Every field carries specific types of dispositions that define features of actors and their actions (Bourdieu, 1984). Dispositions indicate unique social position, relationships of actors, and what species of capital they control. Capital (economic, social, symbolic, and cultural) structures the relations in the field, mainly because social relations are formed on the basis of "differential access to a particular dominant kind of capital" (Emibayer and Johnson, 2008: 37). Emibayer and Johnson (2008) suggested in their study that by interconnecting Bourdieu's concepts of capital and dispositions with an organisational field, one can develop a better understanding of what shapes an actor's response so as to facilitate or hinder a development of the field and reproduction of field-level actions and practices.

It is capital endowment that defines an actor's relative power and position within the field. It shapes and reinforces the actor's disposition towards actions (Crossley, 2001). Actors' views and interests are shaped by dispositions and the social position that they earn in the world around the field (Bourdieu, 1989). It makes dispositions "generative in nature", shaping and being shaped by the actor's experiences of the field, and the actor's social position within it (Bourdieu, 1988; Bourdieu and Wacquant, 1992). Bourdieu's theory of practice, therefore, helps me to understand HRM academics' social positions, dispositions, and capital, and their role in adopting, developing, or hindering HRM ideas and practices at the academic level. It can also help in exploring the dimensions of proliferation and acceptance of the HRM field in academia, and its development and adoption in the Pakistani context.

In this study the terms "economic, cultural, and social capital" are framed to explore HRM academic actors' social positions. These terms, coupled with actors' dispositions, are used in a framework to explore the actors' drives and motives, and to theorise their HRM adoption. However, the way the mechanism of these capital resources, i.e., economic, cultural, and social, is developed or structured, and how actors exchange resources and prefer one capital resource over another, are explored in the next study (in Chapter 4). In order to gain a better understanding of social position at the individual actor's level, capital resource exchange mechanism, and the role of actors' socialisation, the next study focuses on HRM practitioners, as another category of HRM actors.

3.3 Empirical Setting and Research Methodology

My empirical setting is based on HRM academics in Pakistani business schools, with a specific focus on faculty serving on MBA programs, which facilitates an examination of individuals with divergent professional and occupational interests (Bennis and O'Toole, 2005; Altbach, 2007). There are 164 universities and degree-granting institutes in Pakistan offering MBA and MBA-HRM programs, 92 in the public sector, and 72 in the private sector (Aly, 2007; Higher Education Commission of Pakistan, 2015[17]). A majority of the private sector business schools claim affiliation with foreign universities[18]. This study focused on two top-ranked, industry-influential business schools: IBA-Karachi and Sukkur IBA. This provides an important standpoint from which to examine the interaction between actors' social position (as context) and HRM adoption surrounding the HRM academic field in developing countries by taking the case of Pakistan. I employed an abductive, qualitative research design to facilitate the contextualisation, vivid description, and appreciation of subjective views of individual actors (Easterby-Smith et al., 2012, 2008; Lee, 1999; Locke, 2001). An abductive approach was appropriate for this study given inadequate investigation of HRM academics in the underexplored developing country context in existing literature (Easterby-Smith, 2008; Pratt, 2000; Edmondson and McManus, 2007).

HRM academics in the sampled business schools, IBA Karachi and Sukkur IBA, represent cases for investigation. I examine the duality of institutional legitimacy and actors' social position in actors' adoption decision. The analysis of actors' social position and its generated dispositions helps to highlight how and to what extent seemingly foreign concepts of HRM have been taken up in Pakistani academia. The selection of the HRM academics in the two business school case studies represents an extreme case of how the HRM academic field developed in Pakistan. They are considered extreme cases because of their influence in business organisations and on other HRM academics, and their own

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[17] Higher Education Commission of Pakistan: List of HEC recognised universities and degree granting institutes: http://www.hec.gov.pk/Ourinstitutes/pages/Default.aspx

[18] For example, Sukkur IBA has a memorandum of understanding with British Columbia University in North America, and the University of Kent in the UK (http://www.iba-suk.edu.pk). Karachi IBA has exchange programs and a memorandum of understanding with North American institutions, e.g., Babson College, USA. (https://iba.edu.pk/ : http://www.babson.edu/news-events/babson-news/pages/100824-center-for-entrepreneurship-excellence-at-pakistans-institute-of-business-administration.aspx)

unique social and organisational position. According to Eisenhardt (1989), selection of extreme cases is useful for making the issues being explored more visible and identifiable than if they were looked at in other settings.

By employing a multiple case study format, I created the opportunity for a robust basis for theory building (Yin, 2003). Use of multiple case studies provides accurate and generalisable explanations, which are hard to achieve by using the single case study approach (Duberley and Walley, 1995; Eisenhardt and Graebner, 2007).

3.3.1 Data Collection

The main data for this study were collected over a 3-month period, and consisted of 19 in-depth interviews with HRM academics teaching and researching in Pakistani business schools. Interview duration ranged from 50 to 100 minutes. The interviews were triangulated with qualitative observations over about 150 hours at the two business schools, their MBA-HRM classroom operations (participant observation in 10 lectures), MBA coordination offices with non-participatory observation, and syndicate meetings. The data were also triangulated with archival data from different sources[19].

I stopped collecting data at the point when no new themes and sub-themes were emerging and interviewees were not discussing substantial new themes, which showed that theoretical saturation had been reached (Strauss and Corbin, 1998). Further to the interviews and the participant observations, informal gatherings in the shape of dinner meetings with participants were held, which gave me ample information as well as views of the respondents that differed from what they had said in formal meetings. On the basis of participatory observation, this variation in respondents' responses was expected. I also supplemented the interviews, formal and informal, and participant observations with archival data on the history of business education and HRM in Pakistan, HRM as a core MBA subject, traditional and contemporary adopted teaching methods, background, qualifications and social status of HRM academics, and business and consulting activities of the business schools' HRM actors in Pakistan.

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[19] See section 2.6 for details on archival data, qualitative observation (both participatory and non-participatory), and in-depth interviews.

3.3.2 Data Analysis

Following the grounded theory approach for coding and analysing the data, I began data analysis right after data were collected. This helped me to iterate back and forth between the collected data and the emerging theoretical themes/arguments (Glaser and Strauss, 1967; Suddaby, 2006). Three main steps followed in the analysis (drawing on the suggestion of Pratt et al., 2006), were[20]: 1) converting raw data into empirical themes through categorisation, 2) consolidating the empirical themes into conceptual categories, and 3) gathering together all the conceptual categories to form a theoretical framework.

Step 1: Identifying empirical themes.

This step helped me to develop first-order codes, which were derived from emerging empirical themes (Strauss and Corbin, 1998). The empirical themes that emerged from every single interview were then compared within and across transcripts, observation notes and memos, and field notes of all the interviews. This helped me to refine the empirical boundaries of each theme. After I had successfully obtained a stable set of themes, I revisited all the relevant transcript pages, field notes, and observation notes to ascertain that they fit with the themes. Wherever I saw that they did not fit with the themes, I revised my coding scheme and labelling.

Step 2: Construction of conceptual categories.

In this step, I used axial coding (as described by Strauss and Corbin, 1998), a process used to identify relationships and connections between several open codes. It helped me to consolidate empirical themes into higher-order conceptual categories. In order to connect empirical themes into the higher-order categories, I kept on comparing all the interviewees' quotations on the empirical themes with one another as well as with the emerging conceptual categories (Glaser and Straus, 1967; Glaser, 2002). Once the conceptual categories were obtained, the dimensions of these categories and the relationship between them were elaborated on by writing up a discussion/explanation of them (Strauss and Corbin, 1998).

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[20] this was based on Gioia method of coding and analysing qualitative data (e.g., Gioia et. al., 1996; Corley and Gioia, 2004)

Step 3: Gathering all the conceptual categories and forming a theoretical framework.

In this final step of the data analysis, I gathered all the conceptual categories that emerged and sorted them into an analytical framework, which showed why and to what extent HRM academics play an active/passive role in the developing HRM academic field, and the dispositions through which HRM academics can gain dominance and scope in Pakistan.

In order to ensure the credibility of the way I performed the data analysis, I took care with the way all the in-depth interviews were transcribed. In order to avoid a memory lapse, first-order coding was done immediately after the field work in Pakistan. All the interviews, field notes, and observation notes were carefully transcribed by using the original interviewees' own notions, jargons, and terms, along with their explanations or meanings in parenthesis. Some parts of the interviews and their wording which were in Urdu were carefully translated. The following section shows how data analysis was carried out by employing the three steps.

3.4 Data Analysis

3.4.1 First stage analysis

The first stage consisted of coding the data and assembling the interview transcripts, field notes, observation notes, and relevant archival data into a single data file. I coded the data at this stage on a within-case basis (Miles and Huberman, 1994) to tackle the complexities associated with each case such as how HRM academics responded to environmental and social pressures while adopting western HRM ideas, knowledge and practices in their academic role. This stage of analysis of all 19 cases, from both locations, examined the actors' social positions. Employing Bourdieu's theory of practice, I coded for actors' main sources of influence, translated as their economic, cultural, and social capital from their socio-institutional structure and how they responded to these influences. I then consolidated my codes across all the cases, which yielded the following conclusions.

HRM-academic actors' activities, including routine teaching tasks, define their control over financial resources. The extra allowance, commissions, and perks associated with

these activities influence their decisions about involvement in research, training, counselling and other HRM activities such as introducing new courses within their academic environment. At both locations (IBA Karachi and Sukkur IBA), there is a distinct compensation structure for the faculty, based on their level of involvement in HRM activities at institutional and MBA program level, and their contribution to promotion of the HRM discipline. It is also based on individuals' understanding of HRM knowledge and teaching practices, expertise in its delivery, and links with corporate HR practices. In both business schools, because of the unique position of the HRM discipline as a main source of producing HRM personnel for business organisations, HRM academics with more research experience and corporate contacts in the field have greater control over financial resources.

An actor's durable position, in terms of both job security and organisational influence, is shaped by cultural capital in the person's professional hierarchy. At both business schools, HRM actors are positioned within the overall structure of business schools and MBA programs. Academics teaching HRM, general management subjects, marketing, and even finance are subservient to each other in terms of their discipline-specific activities. As in other departments, in HRM too there is a stratification of actors. Junior lecturers located at the centre of research activities and commercial projects were considered more knowledgeable about the latest western HRM ideas and knowledge. This was in contrast to more senior academics who had entered the academic profession either "by chance" or because of a shortage of academics with HRM subject-expertise during the infancy stage of the field. However, junior HRM faculty members struggled with their low status in the eyes of their colleagues in other departments (in terms of organisational hierarchy, because they seem to have high status in terms of job description and job roles), which forced them to follow the instructions and suggestions of their "seniors". This created an environment of material and need-based dependency.

To make the analysis easier, I linked economic, cultural, and social capital as a structure with HRM academics' actions and practices undertaken to acquire (respond) them. This led me to link the dispositions of imitation, material centrism, mechanistic actions, and professionalism (which emerged as empirical themes under actors' actions and practices) with the capital resources.

Thus, I conceptualised the HRM academics' organisational and social position by analysing capital resources, and their occupational and professional dominance by analysing the dispositions of professionalism, imitation, materialism, and mechanistic actions. The social and organisational positions and the professional and occupational dominance were then linked to the scope of HRM for the actors. The social position, occupational and professional dominance, and scope were jointly used in theorising academics' HRM adoption in Pakistan.

While habitus is set of attitude directed towards actors' culture and education, the dominant habitus consists of more than this. It includes set of competence in specific social settings. The set of competence develop actors' dispositions. Bourdieu (1977) introduces concept of 'disposition' as 'schemes of perception and thoughts, extremely general in their application, 'such as those that divide-up the world in different opposition between male and female, future and past, top and bottom, left and right etc. At deeper level, it could form bodily postures and stances such as 'standing' sitting' 'looking' 'speaking' etc. (Bourdieu, 1977:15). Given this conceptualisation behind the use of term 'disposition' in this study challenges the collection of data and its analysis to find out common dispositions of HRM academics that structured them to adopt HRM ideas, knowledge and practices. HRM academics disposition is taken as their tendency to do something, given certain conditions. And it was different at both research sites (business schools). There were certain difficulties while examining the dispositions of HRM academics. HRM academics dispositions were not easy to be revealed by in-depth interviews. However, combination of the interviews with participant observations facilitated to grasp an idea of what types of dispositions were developed by the academics from their structure and as a mean to get engaged within the field. Furthermore, in order to find out best representative dispositions of HRM actors, I categorised the representative categories according to their core dispositions of professionalism, mechanistic actions, and imitation that were highlighted by respondents. Please see figure 3.1 for representative categories of focal HRM academics' used in mini cases for analysis. It also provided the basis and justification selection of group of respondents in mini cases selected for in-case analysis.

Based on this analysis, I can describe my focal actors. The four focal actors are selected out of 19 HRM actors on the basis of common dispositions and research site. They represent the cases of the remaining 15 actors according to the proportions and criteria portrayed in the following matrix. These four "types" were evident across the interviews, so, for example, Frank, rather than one individual actor, is a representative category of actors sharing the same characteristics, such as dispositions and orientation and preference towards capital resources. This way of selecting, categorising and presenting focal actors helped me to conduct my second stage analysis robustly by presenting the data in the form of four mini cases.

Figure 3.1: Representative categories of focal HRM academics' used in mini cases

	Mechanistic actions		
	Low	High	
Professionalism Low	Nicola (Assistant Professor HRM) (4-participants)	Sebastian (Professor HRM) (5-participants)	Location B 9/19 participants
Professionalism High	Frank (Assistant Professor HRM) (6-participants)	Ulmer (Lecturer HRM) (4-Participants)	Location A 10/19
	Imitation		
	Low	High	
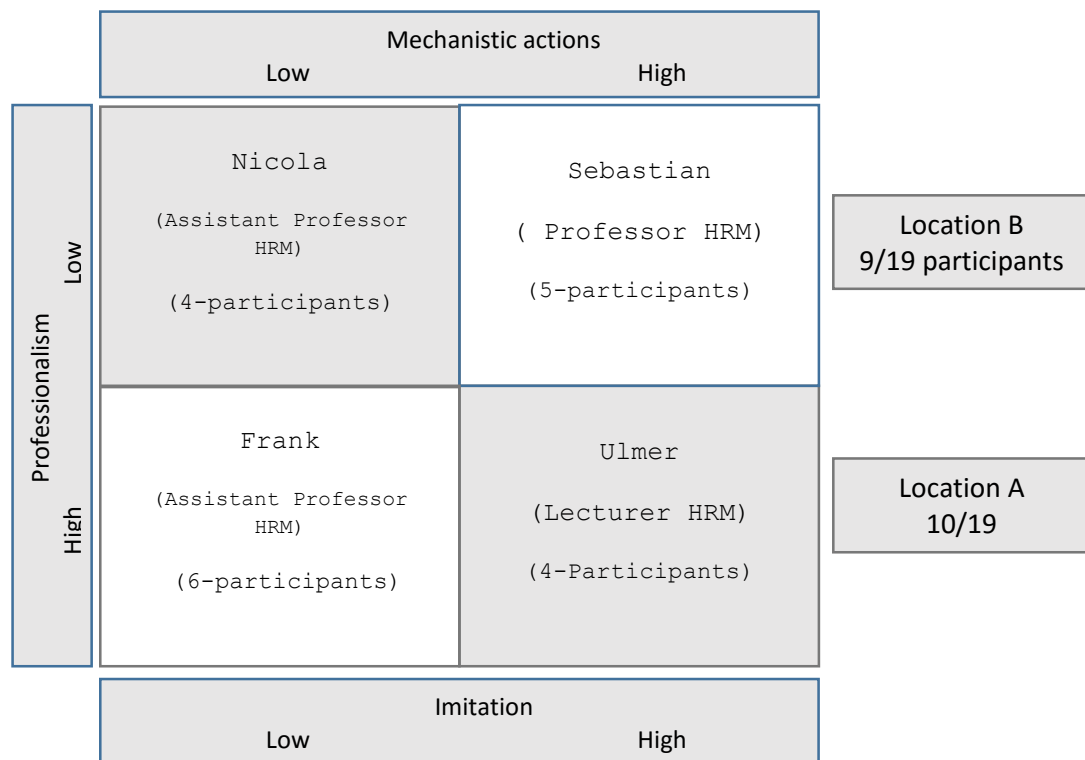
3.4.2 Second stage analysis

The second stage of the analysis involved detailed analysis of each of the four cases to focus on actors' HRM adoption activities. I began with a careful reading of the relevant transcripts, field notes, and relevant archival data. This helped me to inductively create a list of first-order codes, which consolidated all my codes across four cases. By employing "axial coding" to convert the data into second-order concepts as well as aggregate

theoretical dimensions, I consolidated all my codes across the four cases. To do this, I used deductive reasoning to link my inductive codes with the existing framework and concepts (Walsh and Bartunek, 2011).

Figure 3.2 presents my data structure, derived from a couple of interviews, observation, and two archival sources. The coding of actors' "capital endowment" exhibited Bourdieu's three species of capital (economic, cultural and social). However, another form of capital emerged from the data which provided actors supplementary structure to rest their decision of adopting HRM ideas, knowledge, and practices. It was based on the respondents' views that the value of economic, cultural, and most importantly social capital is contingent on a number of factors and individual roles. Furthermore, the data show that actors' orientation towards cultural and social capital varies with changing environmental factors of the region such as the law-and-order situation, terrorism, security and safety, and job market conditions. In theorising the kind of capital that provides actors with the best exchange value in terms of economic capital, I searched and reviewed the relevant literature by Bourdieu (1986, 1990, 1981), Burt (1997), and Marx (1967 [1894]). I define contingent capital as "a resource to control contingent factors and multi-faceted circumstances so as to create and utilise multiple options for securing social, institutional, and organisational mobility and security". Examples can include actors' ability to adjust to a new environment, multi-tasking, and ability to negotiate social and cultural capital in order to gain the desired and dominant social position. The remaining first-order codes surrounding disposition, or qualities (structure) of actors' minds which incline them to act in a certain way to generate certain practices, perceptions and attitudes, were developed inductively.

I induced four main dispositions from my data. The first is how and to what extent actors learn and acquire dominant capital resources with which to secure their position by following the responses, behaviour and actions of superiors and successful academicians or HR experts. I termed it "imitation". In theorising about the nature and mechanisms of imitation, I reviewed relevant literature by Tarde (1903) on the laws of imitation and DiMaggio and Powell (1983) on institutional isomorphism. I define imitation as a "process through which individuals acquire the socially dominant forms of behaviour, action, and trends to know the unknowns of gaining social and professional dominance by means of social relations and interactions". The second disposition is how actors understand the circumstances of life in which they emerge, and their social position on

possession of HRM, by engaging in material interactions with peers and other networks in society. I termed it "material centrism".

In theorising about materialism or material centrism of actors, I reviewed relevant literature on sociology of materialism, cultural materialism, and Marx's historical materialism (Karl Marx by Hubert Kay, 1948: 66; Marshall, 1998; Seligman, 1901: 613). I define materialism as "actor's social acts to collectively produce and reproduce material requirements as necessities of life. It is a process behind the actors' sense of themselves, their well-being or social standing on possession of certain materials and relations". The third disposition is the extent to which the actors engage in certain responses in a consistent way. I termed it "mechanistic action". In theorising it I reviewed Weber's theory of rationalisation and theory of bureaucracy (Weber, 1947, 1968) to understand routinised rational calculated action of actors, mechanistic organisational structures and individuals' mechanistic actions (Burns and Stalker, 1961).

To theorise individual actors' mechanistic actions, I further reviewed Bourdieu's (1989: 14; 1977) structural constructivism to understand the interplay of individuals' habitus and structure that form mechanistic actions; and his definition of "doxa" as "those deeply internalised societal or field-specific presuppositions that go without saying and are not up for negotiation" (Bourdieu, 1998: 66). I define mechanistic actions as actors' calculated actions, behaviours and practices structured so as to respond to environmental stimuli automatically, objectively, and predictably. Fourth was the actor's ability to view the world with the help of their professional and occupational group's interest in HRM, which I term "professionalism". In theorising the nature and influence of actors' profession-centric behaviours and practices, I reviewed relevant literature on sociology of professions, and profession-centrism (i.e., Abbott, 1988; Bucher and Strauss, 1961; Shamir, 1995; Shamir, 1995). In the light of that literature, I define professionalism as "actors' positioning towards their inter-professional and intra-professional groups, which is structured through lived experiences, education and training. It operates to provide actors' partial view of the game, and understanding of their own role and responsibilities".

Figure 3.2: Data Structure

Empirical Themes		Theoretical categories	aggregate	Theoretical Dimension

Empirical Themes

Adopting only for monetary benefits: More earning power and salary than other fields.
Degree to which it contribute towards actors living
Control over multiple sources of funding, perks, and incentives.

Role in activities other than teaching..
Relative value of HRM: Understanding of HRM for education and society.
Imitating and adopting from other disciplines and sources.
HRM trends and likeness in MBA.

Relationship with colleagues in other disciplines..
Main activities and practices of senior faculty members.
Degree of awareness about interdisciplinary activities and relations.
Show-case value of HRM.

Control over changing circumstance.
Degree of control over addressing new opportunities.
Ability to negotiate own knowledge and experience with senior faculty members.

Avoiding responsibility.
Doing as other do
Depending on others for understanding.
Not clear about career choice.

Concern about material requirement of their role.
Concern about benefits of their role to their personal, family, and friends' lives.
Awareness about self and self needs and wants.

Degree to which actors inculcate common structure and curriculum.
Adopting the language of HRM.
Control over suggestions from visiting faculty from industry.

Degree of consistency in implementing new ideas.
Compliance to academic routine.
Frequency of response to opportunities for activities other than teaching.

Theoretical categories

Economic capital

Cultural capital

Social capital

Contingent capital

Imitation

Material centrism

Professionalism

Mechanistic actions

Aggregate / Theoretical Dimension

Social Position

Structur

Disposition

Agency

Figure 3.2 (continued):

Concern about what actors in other discipline thinks and do Understanding of others expectation from the role Degree to which actors engage in extra activities of the field.	→	**Institutional and social position**
Degree of delegation and authority Class differences Power to influence companies and executive jobs. Degree to which actors have feeling of being dealt as elite. Level of influence and acceptance of actors advices to students and community.	→	**Occupational and professional dominance**
HRM as a specialised field or part of a degree programs. Degree to which labour market demand drive HRM academic requirements Level of control over change in culture and existing HRM practices. Control over latest trends of the HRM in academia..	→	**Scope**
Range of practices and activities. Cultural and societal acceptance. Influence of MBA programs on market demand of HRM. Level of HRM importance for actors personal and professional lives	→	**Ambiguity**

Adoption:

(Drives, motives and role)

The first-order codes I induced as to the actors' drives and motives behind HRM adoption in relation to three specific areas, which I organised around the second-order themes of "institutional and social position", "occupational and professional dominance", and "scope" of suggestion, initiation and implementation of HRM in academia. Institutional and social position consisted of codes about the power of actors to promote the discipline, influence of companies and executive jobs, the actors' feeling of being treated as élite, and degree of delegation and authority they enjoy relative to other colleagues in academia. Occupational and professional dominance comprised codes about HRM as a specialised field or part of a degree program, the extent to which labour market demand influences HRM academics' role, and control over introducing new HRM ideas and trends in academia. In developing my understanding of actors' social position and dominance I mainly draw on Bourdieu (1986, 1989, and 1977). The scope of HRM

consisted of codes about the range of HRM practices and activities that are acceptable in local culture and society, and the level of importance in actors' personal and professional lives.

3.4.3 Third stage analysis

In the last stage of my analysis, using both inductive and deductive reasoning which I call abductive reasoning, I referred back and forth between data and theory to theorise how HRM academic actors' social position influences their drives, motives, and role with respect to HRM adoption. In doing so, I induced links and relationships among actors' social position, dispositions, and drives, motives and role, by drawing on both within-case and cross-case analysis (Eisenhardt, 1989: 540; Yin, 2003; Martinez-Jurando, Moyano-Fuentes and Jerez-Gomez, 2014).

3.4.3.1 First-order within case Analysis

The following are the narratives of the cases presented in the words of the actors interviewed and involved. I do not make any normative judgement as to the efficacy of actors' HRM adoption. All four focal actors entered into the HRM discipline in their business schools for varying reasons and were undertaking different HRM activities and practices. The illustrated data to support the cases are captured in tables 2.1, 2.2, 2.3 and 2.4 for Frank, Sebastian, Nicola and Ulmer respectively. The names are anglicised to maintain anonymity.

Frank, Assistant professor HRM: location-A

Having studied MBA at a public sector university in Pakistan, Frank joined corporate sectors and worked in three different companies in banking, telecommunication, and the food industry. In his current role, he joined as a lecturer in management and remained at this position for 5 years before enrolling for a Master of Science (MS) degree in management at a reputable private sector university in the capital city. During his tenure before pursuing higher studies, he taught diversified subjects at BBA and MBA level, with primary concentration on marketing subjects. After having earned a two-year Master of Science degree in management, he was promoted to assistant professor, his current position, but he also held the positions of coordinator of different programs and commercial projects, and student counsellor. He saw commercial projects and

coordinator roles as a means of gaining "wide experience" and "generating projects" for IBA, and "lucrative additional income" for himself. With respect to teaching HRM-specific subjects, he does not possess any specific experience in the field, but since the field is growing and offers substantial potential for additional income, he enjoys his position. His experience with HRM began with teaching "Introduction to HRM" for two consecutive years, followed by a number of HRM specialist subjects, such as compensation and benefits management and training techniques, in addition to research projects over the last 5 years. He believes that one "cannot refute the value and utility" of HRM as a "separate specialised field". When Frank joined the HRM department, his colleagues highlighted that corporate people and practising HR managers are responsible for dealing with HR problems, and questioned his desire to do HR research and undertake HR consultancy projects. He termed this the "short-sightedness" of people in both the corporate sector and academia, whereby HRM is not considered a theoretically distinct field because people judge its value only on the basis of the local belief that it "can bring very lucrative life" and can "raise living standard of people". He and other respondents in the same category wanted to make the point that there are misconceptions about the HRM field, which people regard as a means to gain financial resources rather than to develop and follow distinct theories of people management.

Frank foresaw HRM, during his corporate jobs and further study for an MS in management, as a field that can bring more jobs and money to himself and his family, thus establishing a financially secure future. He and other participants in the same category also believed that HRM as a field offers monetary benefits to both organisations and employees. He believed that his academic colleagues and students should acknowledge the overall impact of this field because of its implications for their families' well-being, national well-being, and connectedness with the world's academic and professional community in this field.

Frank believed that existing values and the culture academics belong to hinder them from dealing with the discipline properly. According to him, people subscribe to "collectivism" and "lack professionalism". These tendencies lead people to deal with different things as a family unit, but to lack professionalism. The capacity of HRM to focus on the individual and assign employees to "different segments" clashes with local values and cultural beliefs. As a result, people avoid responsibility. In reality, while dealing with any of the

problems, one should think at individual level first, then family, province, and country, and so on.

After returning from further studies, Frank realised that his past expertise in Marketing was no longer advantageous in terms of providing him with a competitive academic position and corporate links. Many new faculty members had been recruited, which increased the competition in other universities too, with marketing and general management subjects' faculty in abundant supply. This caused him to worry about his own job and career progression.

Living standards and comparison with Frank's extended family members and friends triggered him to earn more money. The potential earning opportunities in the HRM field increased Frank's receptivity to the latest developments in the field, and his implementation of these developments in his teaching outputs at the MBA and BBA levels. More than 500 students who graduated with MBA degrees with a major in HRM had been taught by Frank, and were now working at good jobs in national and international companies.

Whenever Frank met with his ex-students he felt proud as they held him in high regard. Numerous consulting assignments and research projects that he bid on and won for his business school were based on the leads generated by his alumni. Frank liked to travel and meet different people in different countries. Recent HRM conferences in Kuala Lumpur, Singapore, and Thailand provided him with the opportunity to meet different people and generated leads for future research, professional relations, and personal networking. However, Frank did not look at his HRM academic career from the standpoint that he had to groom himself in the field and learn something new; rather, his aim was to earn money, which became his first priority in doing his job at his institution. He still believed that he had a good job, with a good present situation and sound future opportunities in his position in the HRM department. However, it was clear that if he had other career choices which offered more monetary benefits, he would have preferred that. It is not that Frank did not realise the importance of the field, just that he was more concerned about securing his future which was viewed in terms of monetary return.

Frank followed the trends based on "what the rest of the world is doing". He highlighted that academics in Pakistan chose and obtained HRM lectureships irrespective of whether or not they were qualified with an HRM degree. According to him, the only thing that

mattered was how responsive and receptive the academics were to teaching the "best", "newest" HRM theories and models. This led to a situation in which he and his colleagues just followed a routine with a pre-set curriculum and institutional activities. He elaborated that many of the HRM teachers were part-time and/or visiting faculty members who helped promote the institute in their organisations' job advertisements.

The models and theories adopted from western-authored books, case studies, and research papers enabled Frank to be recognised as teaching the "best" ideas of HRM and business management. However, he found that some of these theories needed to be translated and modified to suit the local context. When he did so, his students and corporate links appreciated his efforts. For this purpose, Frank spent a considerable portion of his time in extracting the latest research-based ideas and utilising them both in classroom teaching and in sharing with his links in the corporate sector. As a result, he won a research project for the institute, from which he received performance-based allowances and commission. However, Frank also stated that HR departments, both in his institute and in the corporate world, were not properly applying what they were teaching and disseminating. He highlighted that, like the business school he was working for, many companies were not hiring qualified HR personnel. "They were never been able to come up with the brand which may represent Pakistan world over". Frank worried that "unlike some Pakistani personalities and celebrities got name in the world, HRM academics or researchers didn't find such kind of achievement". This was because people were bound by notions of a "particular inflated impact on their lives and thoughts that is not letting them think freely, they all think to get job and earn money". This limited people's vision concerning HRM ideas and their importance, which in turn determined the scope of HRM education as either generating more money or earning more contacts that could be utilised in future.

Table 3.1 Illustrative Evidence: Frank

First-order codes	Theoretical categories
"The main problem is that we people are worried about our own job, even I, because their living standard as well as the way they try to compare themselves with those families living very live is triggering them to earn more money" (a).	Economic Capital
"HRM faculty in terms of knowledge and practices required by the local and international businesses in the country."(b)	Cultural Capital

"I think we have ability to shape the thought, behaviour and the reaction of peoples."(a)	
" number of part time visiting faculty members teaching HRM, they share their company practices with students, and we find connected with broader corporate sectors"a "We are represented in the world or business through our counselling and research and developmental projects"a "lot of local and international companies have started hiring the product of Sukkur IBA… couple of our HRM faculty members have also joined corporate sector. It was because they earned relations and fame while working here as HR teacher."a	Social Capital
"..The problem is that we keep on changing our priorities…we have different pressures. We accept all these pressures and decide the best way to keep all the melons in hand.."a	Contingent Capital

Table 3.1 [Continued]

To some extent I can say that we usually follow what the rest of the world is doing. In fact European countries of America is forcing. We never realised that we have different culture, different religion……….. Very important impact on our lives. c "Not only our universities and business schools but our civil service institute also get dictation from US government. Being a developing country we have to follow them. We cannot avoid what has worked for them…so there is no any harm in following American structures and procedures…..from time to time American congress pass bills and approves funds and budgets for Pakistan…but this all is not without cost to us….we need to follow their instruction and directions…..even if what they dictate as conditions look good in western country's context as it bring prosperity and development but for us the context is totally different and our culture and social structure does not permit us to take benefit of all these…it just make our people more greedy and dependant…in terms of financial resource, in terms of knowledge, in terms of businesses and everything.".b	Imitation

Table 3.1 [Continued]

"we have sort of bureaucratic structure here…we follow almost ready made curriculum, and whatever is mentioned in Harvard case studies or in western authored text books." a	Mechanistic actions

"Most of us follow 9:00 to 5:00 routine, which is bit different from normal academic routine and flexibility…..However, we get paid for extra teaching and programs…"a	
"We are considered as professional because we follow routine, and we disseminate HRM ideas and knowledge that businesses here would want to see in their job applicants."a "At sukkur IBA, we have now developed research culture with required infrastructure."a "The latest structural developments here enable us to decide, at the end of the day, whether we follow it as it is….it enable us to identify what position we want to gain with in the field."a	Professionalism
"We are bound with lot of expectations from our family, friends, and our own wished to earn lucrative live patterns."a	Material centric

Table 3.1 [Continued]

"We are considered as elite not only here but in society also…it is because we don't teach like other public sector universities."a "What we say people listen carefully and follow our advices…be it our family, friends, or colleagues in other departments…"a	Institutional and social position
"Although colleagues those teaching Marketing, finance, economics….thinks we are doing easy job, but they also realise that HRM and those teaching HRM has changed the culture…"b "We are paid more than others… we have more social links and connections…and the field is still growing with fashion.."a	Occupational and Professional dominance
"Although, HRM seems bit similar to personnel management…due to MBA-HRM bubbles and increasing demand of HR degree holders in labour markets and HR teachers in universities and consultancies…it has unique position and will remain for next few years…. At least until we don't give up American models in MBA and HRM studies.." b "We cannot refute its importance ...."a	Scope

a) Focal actor
b) Additional actor
c) Field notes
d) Archival data

Dr Sebastian: The professor of Management at location-B

Dr Sebastian has been very focal in the design of many management subjects, collaboration with American universities, and development of new programs and courses for over 15 years. He formally joined the school after completing his PhD at one of the far Asian universities in the 1990s. Since then he has gone through numerous training and education programs in the USA, where he was very exposed to western management ideas and practices. Working in a business school that offers an MBA program modelled on the American equivalent, his role required him to interact with local and foreign faculty and with western multinational company practitioners. Obtaining specialised knowledge of an American business school (i.e., Babson College) and liaising with it, he developed his viewpoint on what western HRM brings to his country. He had recently returned from an American school which runs an academic exchange program and other arrangements with his place of employment. There he was exposed to some research work and books on MBA and HRM practices. Citing the examples of Dave Ulrich and Henry Mintzberg, he believed that western management ideas are nothing but a means of gaining recognition in the world. His own experience of delivering HRM theories in an MBA classroom told him that these principles are not new for many of the students who had not gone through an MBA or other formal management education. They offer a way of influencing academics in other fields such as finance, marketing, or natural science subjects.

Sebastian's routine work practices at the school required him to work with visiting faculty members from the corporate sector and other departments within the school (such as entrepreneurship, marketing, and management). He expressed his concern with what western knowledge was providing to different actors and students in terms of attitude and behaviour. He believed that "submissiveness" as a trait in HRM professionals and students made an individual open to learning effectively, but that after having learnt or spent time in teaching and researching western ideas and practices, it gave one a sense of "unachieved achievement".

Sebastian was more concerned with the way HRM ideas are delivered, and how they could be improved as a course in the MBA program and as a field in business schools as well as in the corporate world. The region he was working for was full of actors with many misconceptions about HRM, who took the subject for the sake of following the

tide. He believed that the benefits of western HRM, such as performance appraisal systems, could only be achieved when they were linked with regional socio-economic factors. This led him to realise that he had to do his bit. He believed that delivery of western concepts and ideas in keeping with the local context, with care paid to local religious and other cultural values, required taking other actors on board. This led him to play a networking role in the school. He was aware that bringing together several actors on a common platform is difficult "because people think they are asked to engage in something uncertain at the risk of their social and financial life". Furthermore, he learnt that people are happy with the status quo, and introducing new ways of doing their specialised things increases their status anxiety. He believed that his leadership skills and listening to others' needs can convince people.

Sebastian commented that HRM courses and programs had developed in a fragmented manner. Most of the business schools have only one or two HRM teachers, with general management, entrepreneurship, or even marketing teachers being assigned to teach HRM. This led to misinterpretations of the western HRM ideas, concepts, and practices presented in western materials. Most of the faculty members teaching HRM interpret it according to their own beliefs rather than its actual sense. He believed that this problem, on the faculty's side, stems from their social values and upbringing. He commented that when one entered the field accidentally or under pressure of the labour market and family problems, it was in the embedded belief of having mastered all those things which made one's job, family, and social life secure.

Through recognising the need to implement western ideas correctly in academic courses, Sebastian set up a forum of like-minded academics from different disciplines in business schools, corporate managers, and government officials such as those in the Securities and Exchange Commission of Pakistan, the central bank of Pakistan, and the ministry of human development. It led him to successfully establish a business school in the capital of one of the largest provinces of the country. He considered it his professional duty to address the needs of society. He realised that currently there is a structure of teaching HRM in business schools in which academics teach for the sake of recognition and links in companies and society. This position of academics drives them to work as teachers in business schools.

Sebastian's basic intention in adopting the HRM field was to disseminate true knowledge of the field and to create continuous self-development and learning opportunities by engaging with a wide network of actors. This allows him to spread HRM knowledge beyond his teaching position. However, he realises that initially he was not meant to enter the HRM field. He wanted to be an engineer, in which subject he gained his first degree. However, he won a scholarship for a Masters in an Asian country, and a PhD scholarship in a European country, where he was introduced to the "true" nature of HRM. He saw the potential of the field in making his career, due to saturation of the engineering field in Pakistan. Today, he is satisfied that he has gained the position, job, and career progression which would be difficult to obtain in fields other than HRM.

Table 3.2 Illustrative Evidence: Sebastian

First-order codes	Theoretical categories
"The main problem is that we people are worried about our own job, even I, because their living standard as well as the way they try to compare themselves with those families living very live is triggering them to earn more money" (a).	Economic Capital
"HRM faculty in terms of knowledge and practices required by the local and international businesses in the country."(b) "I think we have ability to shape the thought, behaviour and the reaction of peoples."(a)	Cultural Capital
" number of part time visiting faculty members teaching HRM, they share their company practices with students, and we find connected with broader corporate sectors"a "We are represented in the world or business through our counselling and research and developmental projects"a "lot of local and international companies have started hiring the product of Sukkur IBA… couple of our HRM faculty members have also joined corporate sector. It was because they earned relations and fame while working here as HR teacher."a	Social Capital
"..The problem is that we keep on changing our priorities…we have different pressures. We accept all these pressures and decide the best way to keep all the melons in hand.."a	Contingent Capital

Table 3.2 [Continued]

To some extent I can say that we usually follow what the rest of the world is doing. In fact European countries of America is forcing. We never realised that we have different culture, different religion……….. Very important impact on our lives. c "Not only our universities and business schools but our civil service institute also get dictation from US government. Being a developing country we have to follow them. We cannot avoid what has worked for them…so there is no any harm in following American structures and procedures…..from time to time American congress pass bills and approves funds and budgets for Pakistan…but this all is not without cost to us….we need to follow their instruction and directions…..even if what they dictate as conditions look good in western country's context as it bring prosperity and development but for us the context is totally different and our culture and social structure does not permit us to take benefit of all these…it just make our people more greedy and dependant…in terms of financial resource, in terms of knowledge, in terms of businesses and everything.".b	Imitation

Table 3.2 [Continued]

"we have sort of bureaucratic structure here…we follow almost ready made curriculum, and whatever is mentioned in Harvard case studies or in western authored text books." a "Most of us follow 9:00 to 5:00 routine, which is bit different from normal academic routine and flexibility…..However, we get paid for extra teaching and programs…"a	Mechanistic actions
"We are considered as professional because we follow routine, and we disseminate HRM ideas and knowledge that businesses here would want to see in their job applicants."a "At sukkur IBA, we have now developed research culture with required infrastructure."a "The latest structural developments here enable us to decide, at the end of the day, whether we follow it as it is….it enable us to identify what position we want to gain with in the field."a	Professionalism
"We are bound with lot of expectations from our family, friends, and our own wished to earn lucrative live patterns."a	Material centric

Table 3.2 [Continued]

"We are considered as elite not only here but in society also…it is because we don't teach like other public sector universities."a *"What we say people listen carefully and follow our advices…be it our family, friends, or colleagues in other departments…"a*	Institutional and social position
"Although colleagues those teaching Marketing, finance, economics….thinks we are doing easy job, but they also realise that HRM and those teaching HRM has changed the culture…"b *"We are paid more than others… we have more social links and connections…and the field is still growing with fashion.."a*	Occupational and Professional dominance
"Although, HRM seems bit similar to personnel management…due to MBA-HRM bubbles and increasing demand of HR degree holders in labour markets and HR teachers in universities and consultancies…it has unique position and will remain for next few years…. At least until we don't give up American models in MBA and HRM studies.." b *"We cannot refute its importance ...."a*	Scope

a) Focal actor
b) Additional actor
c) Field notes
d) Archival data

Nicola: Senior Lecturer (Assistant Professor) at location-B

Nicola holds triple Masters Degrees, a Masters in public administration from the University of Karachi, an MS in management from a renowned private-sector business school in Pakistan, and a degree in organisational psychology from London. After completing her degrees, Nicola joined IBA initially as a visiting management faculty member, and then as assistant professor six years ago. She was initially hired to teach HRM courses but now teaches several management courses. Besides working at IBA, she joined an organisation three years ago where she practices psychotherapy for training programs and integrative counselling. She believes that this adds knowledge and skills to her HRM teaching.

Nicola believed that HRM was not a management science, but was rather a social science. She was against the position of HRM in business schools. She suggested that, as in many western universities, it should be part of the liberal arts program. The current position of

HRM within academic disciplines brought her into the field of HRM. She commented that adding more than 8 HRM elective courses in MBA made it a separate field, which should be adopted in all universities, in the same way that public administration was adopted.

As a way of dealing with more than 8 HRM courses, she maintained a team of HRM academics. The majority of her HRM teaching team members are graduates of US institutions, e.g., Washington University. She also interacted and collaborated with visiting faculty members teaching HRM. This wide interaction and networking helped her to introduce more HRM courses in the MBA program. She recently introduced a course in "career development" after discussing it and collaborating with her team members. She likes this course because it gives her the opportunity to utilise her past knowledge and experience. However, she knows that her students want her to teach training and development, which she teaches every semester.

It was Nicola's "unconscious passion", developed when she was teaching principles of management elsewhere before going to London for a degree in organisational psychology, which raised her interest in teaching HRM and management. She believes that HRM is an "undermined aspect in Pakistan". Like other participants in the same category, she also highlighted that she initially thought that anyone could teach HRM and that it was not a specialised subject, but after moving to London for her Organisational psychology degree, she realised that HRM has its own science. She feels that there is little awareness of what HRM means. HRM academics did not focus on the objective of satisfying people. The goal was to make money, "without objective of enhancing and getting best out of the people". "We academics are not really producing HR managers rather the focus is on producing more administrators". She observed that there is a need for academics to revisit the objectives of HRM.

She noted that business schools were copying the HRM objectives of western schools. "In practical [sense], we don't understand that like any organisation gain competitive advantage on human resources and skills, we academics too should focus on the possession of best HRM knowledge, skills, and abilities. The western HRM contents cannot be replicated in their originality, rather it is social architecture of the actors and schools that produce it". She feels that she and her colleagues are still disseminating many HRM ideas copied from those of the west. She regards this as a reason why HRM is in

its infancy in Pakistani academia, due to lack of qualified faculty, and people buying ideas of the idea. She observed that anybody from a marketing or finance department thinks he or she can do HRM, which shows that people just want to adopt a kind of discipline which has been taken up by some influential persons, élite class, or multinational corporations.

She believes that in order to promote HRM on its merits, the work structure of HRM academics should be altered. "The theory of 9-5 work raise sense of materiality, it so manly, even in the west, where HRM came from, it is not followed". She feels that a mind-set of owning HRM as a discipline or as a field is needed. It could be developed by aligning work structures and job responsibilities with circumstances.

Table 3.3 Illustrative Evidence: Nicola

First-order codes	Theoretical categories
"one need to understand why HRM is necessary for we people…it is western it led to arrogant behaviour and lot of negativities…but yet we need it"a "we should be aware about labour market, our social lives, and overall economic situation of the country"a " for last few years we have been working of projects of foreign collaborations…it brings funding and latest knowledge transferred"a	Economic Capital
"HRM was not my first choice, I wanted to become engineer…but soon I realised that I can have more knowledgeable career in HRM." a *"It helps to freely discuss ideas and reflection with others in the same field and in companies."a* *"I do realise that it is quite challenging to change minds of those implementing HRM with no experience and exposer to the context in which it was needed…even we don't know why it is necessary for businesses here….traditional businesses like Saiths have much better approach to manage people then what western books and cases teaches…"a*	Cultural Capital
"see, it is about networking and links… if you don't have one you will just be doing without satisfaction and eventually you will be fad-up." a "We all need someone to appreciate and recognise our performance….we need someone to sit and discuss our problems, share new ideas."a	Social Capital

"It feels very good when I receive call…hello Dr […..] I have problem with our recent recruitment process….it's simple but give lot of sense of recognition."a	
"It is a fashion for children of elite class and businessmen….they need it so they need us…" a	Contingent Capital

Table 3.3 [Continued]

"we have established links with lot of western universities…recently I visited [….] I held a briefing meeting at the end of that visit to share what I saw and learnt from there…."a "corporate sector need us to supply them the product equipped with what others have in western countries….it is necessary for their business …"b "The ideas and latest knowledge of HRM comes through books, Harvard cases, and our interaction with people in corporate sectors…we take this as input and design courses accordingly." a	Imitation

Table 3.2 [Continued]

"It needs dedication and routine….you have to be determined to work like a robot."a "Unlike other public sector universities, we follow schedules, conduct classes regularly, and make sure we are achieving our daily targets…peoples appreciate it…even out families and friends consider it like we are working like a top class businessmen." a	Mechanistic actions
"in reality there is no any rocket science behind this all…I just did hard working with dedication, and earn respect and networks which helped me to get attention and support of people….not only this, I also successfully realised my colleagues where they are mistaking…..culture of knowledge sharing, and meetings helps.."a "It is always good to introduce new perspective in MBA classrooms with local reflection….it shows students how to add value.."a	Professionalism
"One should be realistic, we are not animal, we have social life, family, and other things attached…."a	Material centric

"I changed my field two times before starting job in this business school….it is orientation with what is require and what is not…"a	

Table 3.2 [Continued]

"[…] is very influential Pakistani and international business firms, we have introduced lot of new things…we have to some extent minimised class differences.." a	Institutional and social position
Out of every 10 job adds at least 7 will be asking about [….] graduates [c]d "We have introduced lot of new practices, we have constructed lot of opportunities for those who want to start executive career.." the trend of considering Medical and Engineering as elite degree has been replaced by us now…" a	Occupational and Professional dominance
"It opens the world to our people…"a "Properly understanding and implementing HRM has potential of overcoming country's current economic issues…"a	Scope

a) Focal actor
b) Additional actor
c) Field notes
d) Archival data

Ulmer: Lecturer human resource management: Location-A

Following his first job as lecturer in public administration at Karachi, Ulmer joined his current business school 4 years ago as a lecturer in human resource management. Before starting his academic career, Ulmer obtained his Masters degree in the UK. In his current position in the business school he is involved in numerous activities, such as teaching HRM courses, coordinating various programs, editing the institute's monthly magazine, acting as lead trainer in the human resource development department, functioning as founder of the Harvard Business Review club, and working on training and research projects. Ulmer felt that the school was doing quite well for its faculty members in terms of good salaries, allowances, and additional income opportunities through training and research projects. Besides this, the higher education commission has recently declared the institute to be the third best in the country, which gives the faculty good market recognition and more corporate linkages, as well as more training and research projects. He highlighted that the institute provides quality education at an affordable cost, which

is the niche for the institute and the teaching staff. He believes that the HRM department is doing a "phenomenal job" in terms of improving conceptions of western HRM knowledge and practices. He valued highly the efforts and contribution of his colleagues in the HRM faculty who are working with commitment and responsiveness. He believed that it was his and his colleagues' responsibility to nurture HRM in this province.

Ulmer realised that academics view HRM with "different mind-sets". A few regarded it as a specialised discipline and others as a department. He highlighted that "it funny that people believe that HRM is not an important or significant department of any company". This was because many companies and many universities did not have established HRM departments. Another reason, he believed, was that HRM departments or HRM as a distinct academic field were compared with other common or more popular departments like marketing and finance. People didn't realise that an HRM graduate does not get the clerical jobs which marketing and finance graduates may obtain. This made HRM a specialised area.

Ulmer believed that business schools and universities in Pakistan were becoming more responsive to the global trend towards establishing HRM as a distinct academic discipline, the MBA in HRM being an example. However, he observed that, despite the fact that universities and business schools were determined to establish HRM departments, they struggled to find responsive faculty. The country's hostile environment was playing a major role in the absence of motivated and committed HRM academics in the country. To address this, the business schools, especially those located away from big cities and the capital, were introducing more and more incentives and allowances as supplements to basic salaries in order to attract HRM academics. Ulmer admitted that this was probably the reason why he was working for this institute.

Ulmer met many local entrepreneurs and managers during his HRM consultancy and training and research projects. However, he faced difficulties when meeting people with an old-fashioned mind-set concerning HRM. Ulmer shared one of his recent experiences when writing a case study of a big retail company in his local region. At the end of the case study research, he suggested a few things to the owner about the company's employee training and development and the supervisory role. And the response was "'OK. We shall look at them….' They were trying to ignore our suggestions only because of the fact that their values were being affected which they don't want to". He felt that "it

is very difficult to make people, from SME background to understand that the HR practices are for their benefit". And it was the same with senior HRM academics when advised to adopt the latest and best western HRM theories and ideas in their teaching. He believed that these HR ideas and practices were there to accommodate academics in their careers. But senior academics who assumed responsibility for disseminating HRM knowledge believed that "their values would be damaged and probably they would lose their power, which at time they didn't want. And biggest concern was of level of centralisation and decentralisation and their acceptability". He observed that traditional HRM faculty members did not believe in decentralisation or delegation of power and authority; but the major consideration was the financial element. He highlighted that it was now becoming easier for new HRM faculty members like himself to face less trouble from existing members of the HRM department and from people in other departments. As a result, HRM faculty were set free to introduce new practices and theories in their courses. He considered this factor as providing major justification for his choice of HRM as a field of his academic practice.

Table 3.4 Illustrative Evidence: Ulmer

First-order codes	Theoretical categories
"Besides working at IBA I also work in an organisation as training therapy. And consultant……I will soon apply for self-funded PhD research."a "You see we academics are linked with corporate sectors…they always want us to work with them…and we do…"a	Economic Capital
"To me, HRM is not a management science anymore; it is a social science for me. Perhaps, if you go to the website of different universities, you would note that HRM is no more the part of business school.."a "Yes, absolutely, it is an undermined aspect at the moment. People think anyone can do HRM. ………..Specially I think, it is a global issue but there is some progress, but still it is believed that HRM is not specialised and can be done by anyone.."a "You see, everything boiled around the one thing. That is awareness……… what they are doing is fine. They are not aware."a	Cultural Capital

"..Academics are already there. For example two of us in IBA here. We are doing a lot, we every we are taking from our learning ..and putting in here, whatever we are learning from practitioner we are taking here... "a "I feel privileged when going out with family and a HR manager of well-known company approach me…."a	Social Capital
"I would say in the first place, it is simply to look at their objectives. They need to revise their objectives, their goals, they need to understand………… only best resources can win them business in global market"a "we all need to be rational… if I understand changing nature of discipline, nature of my life…it will help me to reset my objectives and align my focus.."a	Contingent Capital

Table 3.4 [Continued]

"The biggest resource we have is text books, cases, and practical examples shared by our industry practitioners…"a "Many people are coming to join HRM department…mainly because they under estimate and think it is easy and any one can do this.."a "What course objectives we have are the same as objectives of western business schools…we don't care what is required there.."a Class room structure, seating arrangement, and curriculum is same as any of the north American university. [c]	Imitation

Table 3.4 [Continued]

"people like to follow manly routine…although in the west no one academic in business schools follow but we do here." "…it is because our society like some one who follow office routine of 9-5….it typical British legacy we are still holding….even instead of saying that I am going to university I say to my friends and family I am going to office…."a	Mechanistic actions
"I have developed number of courses in collaboration with my colleagues and suggestion from those who come from industry to teach as visiting faculty.."a	Professionalism

"Why IBA is famous today is that we don't compromise on merit…impartiality and rigorousness is our value.."a	
"Why I changed my focus again and again until 5 years ago was I wanted to make sure I am having a career which become proud for my family and community…"a "HRM eventually becomes my unconscious passion….when I was teaching at DHA college before joining here, I realised that it can secure my ambitions and you see after that I completed Masters in management, and MS in organisation psychology from London….again I will do PhD from Europe very soon…" a	Material centric

Table 3.4 [Continued]

"Today IBA and HR teacher is my identity….it gives me what is needed in life."b "People listen to me they follow me…my distinct relatives and those did not want to meet me before are eager to get my advice.." a	Institutional and social position
"My work speaks…,I am free to suggest and introduce any course here…it is not only in HRM department but Marketing and Finance department colleagues also listen me.." a "I have won lot of training projects and have trained several government employees and private sector managers…."a "We are the only department which provide services to companies….we design and deliver training programs for several companies employees…"a	Occupational and Professional dominance
"Every day I face lot of queries from students seeking suggestions on what courses they should take within HRM….what is in and what is out…"a " you know time has changes, today companies hire MBA HRM instead of training others to become HRM managers…..and this is the one reason why enrolment in HRM courses continuously increasing.."a	Scope

a) Focal actor
b) Additional actor
c) Field notes
d) Archival data

3.4.3.2 Second-Order Cross Case Analysis

Table 3.5 and figure 2.3 summarise my second-order cross case analysis and theorisation of the relationship between social position and HRM adoption.

3.4.3.2.1 Capital resources

Although, across all four cases, I found that cultural and social capital were the main forms of capital that provided them an structure that influenced their adoption decision, nonetheless, the role and power of cultural and social capital were found manifested in certain contingent factors such as actors' ability to respond to circumstances to create and utilise multiple options. This was because they wanted to preserve their social, institutional, and organisational mobility and security through cultural and social capital. In doing so, actors negotiate and re-align their cultural and social capital. Cultural capital was defined in relation to the actor's knowledge, experience, skills, taste, and preferences, which give advantage or disadvantage in social systems of relations (Bourdieu, 1986). However, as the legitimacy of the defining characteristics of the cultural capital is bounded in social structures (Bourdieu, 1977), and cultural capital is closely predicted by social origins (Bourdieu, 1986) cultural mediators are needed (Blunden, 2007) to convert cultural capital into economic capital as a mean of dominance in capitalist societies. Across all four cases, I found that, although actors possess cultural capital, its value is defined by their ability to win opportunities to trade this cultural capital. In societies and economies like Pakistan with no standardisation of the cultural capital required for any discipline, practice, and action, it is the actor's ability to gain control over the contingent factors that manifests the cultural capital they possess. I have induced and introduced the term "contingent capital" to represent this phenomenon. In the context of HRM, actors' knowledge, skills, and expertise are shown when they gain the opportunity to exercise this with power and autonomy. For example, Frank and Ulmer had the most valued cultural capital because their students and clients regarded them as the persons having the best practical ideas. This clearly illustrates the phenomenon that their cultural capital was viewed and measured by others' subjective opinions rather than by what they actually possessed. Thus, cultural as well as social capital can be readily translated into economic capital, because extra remuneration, commission, and perks are given on the basis of engagement in HRM specialist activities such as training and research projects. However, it is contingent capital which determines actors' ability to identify and capitalise opportunities by adjusting their interests, focus, and objectives.

It was found in all the cases that social capital was important for actors to gain dominance within their field-specific (professional) boundaries. According to Bourdieu (1977), social capital socialises actors with norms of behaviour. When actors form relationships and acquaintanceships in inter-professional (actors from other HRM interlinked fields, including those beyond the academic level) and intra-professional (actors from within HRM field) circles, they become more socialised towards accepting the norms of behaviour and practices associated with the field, by acquiring homogeneous social capital. In contrast, when actors are spanning inter-professional and intra-professional boundaries, they are less likely to socialise according to the norms of practice and behaviour of the particular field's actors, and acquire heterogeneous social capital (Coleman, 1988; Nahapiet and Ghoshal, 1998). However, in both cases it is was again their ability to adjust self-motives, interests, and past habitus as quickly as possible to gain relationships and acquaintances, which in turn gained them dominance in social structures, to be translated into economic capital. Like cultural capital, social capital too is manifested in contingent capital.

Moving forward to analyse the effects of each capital resource separately and their interaction with each other, I found the following configurations of cultural, social and continent capital that formed actor's adoption.

Frank is a senior faculty member who had high cultural capital as an HRM teaching academic, with heterogeneous social capital that largely derived from his connections and the relationships he created over time by working in the business school. Based on his lived experiences and reactivity to environmental uncertainties surrounding job markets, earning opportunities, and his social circle's orientation, he gained more contingent capital. This helped him to keep changing his priorities, accepting all pressures and converting them into earning opportunities. In doing so, he was able to maintain and enrich his cultural and social capital resources.

Sebastian had high cultural capital as a research, teaching, and HRM-promoting academic, with heterogeneous social capital mainly obtained through his role and responsibilities in his academic and interest groups. Having dealt with multiple tasks and responsibilities, he had always performed beyond his job description and expressed interest in exploring new opportunities, even at the cost of negotiating his cultural and social capitals.

Nicola gained a fair amount of cultural capital through teaching subjects in her own areas of interest, with homogeneous social capital mainly derived from her interconnections and relationships within the HRM interest group. She had high contingent capital as she was concerned about changing her objectives, focus and interest quickly to adjust to changing and emerging opportunities.

Ulmer had relatively weak cultural capital as an HRM training projects expert, with homogeneous social capital derived from his focus on achievements within his own group. He had high contingent capital as he performed beyond his defined role as lecturer in HRM, in order to capture new opportunities for which he negotiated his existing level of knowledge and departmental relationships.

Table 3.5: Cross Case Comparison

Aggregate theoretical dimensions	Conceptual categories	Frank	Sebastian	Nicola	Ulmer
Social position	Economic capital	Comparatively high value for monetary returns owing to role, activities, and power.	Strong power within and outside the department.	Relatively strong due to other roles and activities beyond academia.	Some power with in HRM trainings, research and case study projects.
	Cultural capital	High as a high status and collaboration within and beyond the HRM field.	High and heterogeneous owing to relationships, partnerships, and involvement in human development projects at national level.	Somewhat with developed networking within her own area of interest.	Relatively weak as focus is on other HRM activities than teaching and course developments.
	Social capital	Strong relations and collaboration within and outside the field; heterogeneous in inter-	Heterogeneous and well developed relationships and interdependency on team work, government, society and	Homogeneous relationships and interconnections within own inter-professional and	Homogeneous in intra-professional; and heterogeneous in inter-professional groups because

		professional and intra-professional groups	industry stakeholders.	intra-professional groups.	largely focus on self-achievement within the own group.
	Contingent capital	High as he keeps on changing his priorities, and accept all pressures and convert them in earning opportunities.	Relatively low because he follows the trends, as well as industry, society and academic needs without negotiating his own academic knowledge and experience.	Relatively high because of her concern about rationality, changing objectives according to need, and changing her focus and interests quickly.	High as dealing with multiple tasks, and role beyond his job description just to explore new opportunities, for which he negotiates his existing level of knowledge and departmental relationships.

Table 3.5 [Continued]

Disposition	Imitation	Strong because he follows academic and industry trends, and tend to replicate best ideas from within his professional structure.	Relatively weak as he tends to evaluate academic trends, and effectiveness of western ideas in local context.	Strong because she develops her academic practices on more of the ideas she got from during her tenure in Europe.	Strong as he follows structure of American case studies, and class room setting.
	Professionalism	Inclined towards HRM teaching, research and counselling.	More concerned about value and effectiveness of western HRM ideas and practices. Innovate local HRM	Oriented towards training and development, and training therapies. .	Oriented towards practices and application of academic HRM to local businesses.

135

		ideas and practices.	More inter-professional centrism.	
	Material-centric	High promoter of sense of self-wellbeing and social standing. Collectively produced earning opportunities.	Low promoter of sense of wellbeing, but high on social standing.	High social standing because of possession of different jobs and activities. High sense of self-wellbeing.	High sense of self-wellbeing, and produce and reproduce opportunities of paid training projects.
	Mechanistic actions	High because take calculated automatic and objective action to respond every opportunity.	High because of calculated behaviour and practices to respond local environmental stimuli.	Follows objective routine, and respond to opportunities automatically.	Quick response to training and research project opportunities in an automatic manner.

3.4.3.2.1 Disposition

Actors' capital resources define their social position, which carries a repertoire of practices. Consistent with findings of Bourdieu (1986); Bourdieu and Wacquant (1992); and Crossley (2001), these practices determine the conditions that form actors' lived experiences, which shape their understanding (agency), which in turn formed disposition. In order to acquire, maintain and enrich capital resources, and to gain dominant social position, actors engage in certain actions and practices. Bourdieu (1986, 1977) described dispositions as durable, based on actors' lived history and varying circumstances that can shape and reshape dispositions. According to Bourdieu (1998), practices are "based on the disposition inherent in habitus" that appears with continuous improvisation, through strategies, interests, and goals; this makes dispositions temporary and replaceable with time-bound practices and activities of actors.

Actors gain social position and dominance through acquisition of dominant forms of capital (Bourdieu, 1988). Tastes of the ruling class, in terms of ideas, practices and

preference, become the taste of the lower class by imitation, thus promoting a culture of imitation (Fyfe, 2004). The imitation exposes actors to ruling and dominant ideas, to be initiated and implemented by actors (Rogers, 2003). It becomes the actor's conscious and unconscious interpersonal trait (Tarde, 1903). Drawing on the work of Tarde (1903) and Rogers (2003), imitation uses mechanisms of multiple suggestion, fashion and fad, and the social dominance of actors having imitable ideas and practices.

The disposition of imitation or imitative behaviour, practices and actions manifests itself in producing and reproducing ideas (Tarde, 1903), and an orientation towards the sense of self-well-being and social standing in terms of possession of material things (Karl Marx by Hubert Kay, 1948: 66; Marshall, 1998; Seligman, 1901: 613). It introduces the actor's disposition of "material centric" behaviour in capitalist societies, which becomes part of the actor's routine in social and institutional life (Stapp, 2009). It brings the disposition of "mechanistic actions" into relationship with dispositions of imitation and material centrism. Mechanistic actions are actors' calculated actions, behaviours and practices structured in such a way that they respond to environmental stimuli automatically, objectively, and predictably. This is in line with Bourdieu's (1989: 14; 1977) structural constructivist approach, according to which interplay between individual actors' habitus and structure form their mechanistic actions. Following the dispositions of "imitation", "material centrism", and "mechanistic actions", actors develop an ability to view the world and legitimacy of ideas and practices (e.g., Max Weber's theory of rationalisation and bureaucracy) with the help of their professional and occupational group's interest, termed as "professionalism" or "profession-centrism" (Abbot, 2014; Bucher and Strauss, 1961; Shamir, 1995). It is the HRM academic actor's actions performed to gain positioning towards their inter-professional and intra-professional groups which are structured through lived experiences, education and training. It operates to provide actors with a partial view of the game, and an understanding of their own role and responsibilities.

All four focal actors exhibited dispositions towards imitation, material-centrism, mechanistic actions, and profession-centrism. Frank's disposition of imitation, as a senior HRM faculty member, was towards following industry and academy trends, where he tended to replicate the best ideas from his heterogeneous social contacts, with the disposition of materialism strongly promoting the sense of well-being and social standing

of these ideas and practices for himself and others. His disposition of mechanistic action was reflected in his calculative and objective actions in his academic routine. He followed the disposition of profession-centrism to obtain new ideas, by engaging in HRM teaching, research and counselling. Sebastian's disposition of imitation was limited to evaluation of academic trends and effectiveness of western ideas in the local context, based on imitation of ideas from his family and social circle. This limited imitation of western ideas was dominated by his material centric disposition, where he promoted the western ideas based on his social standing. This phenomenon was reflected in his academic routine (mechanistic actions), where he innovated local HRM ideas and practices, with concern for the value and effectiveness of western HRM theories (profession centrism). Nicola exhibited the disposition of imitation by developing her academic practices on ideas gleaned from her experience in a European university. She gained high social standing through the possession of different HRM jobs and activities (materialism), in which she followed objective routines (mechanistic actions). In order to secure multiple opportunities she oriented herself with the latest practices and applications of academic HRM to local businesses, expressing her profession-centric disposition. Ulmer's disposition of imitation was exhibited in his adherence to the structure of American case studies and other teaching material as well as the Harvard style MBA room setting. He had a high regard for self-well-being, for which he generated opportunities for paid training projects (material centrism). He followed a set format and routine for all his academic activities, and responded quickly and automatically to hostile environmental factors such as rescheduling of trainings, security issues, and preparation for last-minute training sessions (mechanistic actions). He exhibited his profession-centric disposition by orienting himself towards practices and applications of academic HRM in local businesses.

Figure 3.3: Influence of HRM academics social position on HRM adoption.
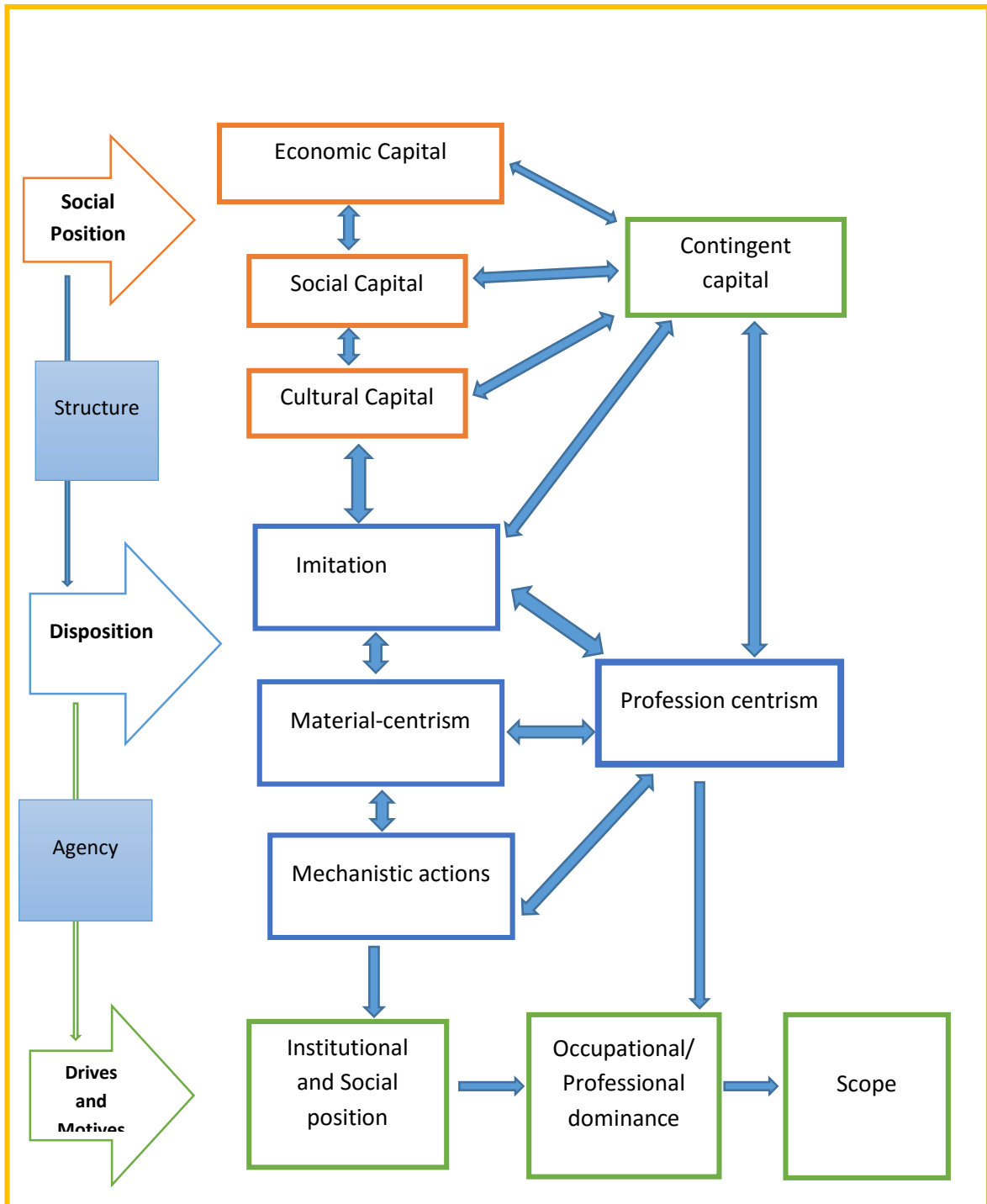
3.5 HRM Adoption

I now examine actors' institutional and social position, occupational and professional dominance, and scope of the HRM discipline as drivers and motives behind HRM academic actors' adoption. Good environmental relations and institutional legitimacy, as developed by environmental factors (e.g., Khilji, 2002, 2002, 2006), form the overall

scope of HRM academic positions. HRM academics consider their institutional role as something that enables their professional dominance and enriches their social position, which is manifested in their capital endowment. Taking HRM scope in academia as a main driver of HRM academic actors' adoption, it is perceived as a product of HRM academics' occupational and professional dominance, along with the institutional and social position manifested in actors' capital endowment.

While assessing actors' institutional and social position, I focused on the dispositions of imitation, material-centrism and mechanistic actions, which were developed by the actors to acquire and maintain the capital resources needed to gain their social positions. As "imitation is a method of personal progress" (Tarde, 1903: 20), it provides actors with social position. However, individual acceptance of these suggestions brings them material and social value (Tarde, 1903). It is the mechanistic (routine) actions of actors that bring suggestion and imitation in a continuous interplay in societies (Tarde, 1903: 04).

Imitation as a disposition was developed from social and institutional structures in order to acquire capital resources, mainly cultural capital and contingent capital, which actors find easily convertible into economic capital. The "imitation" as a disposition generates another disposition of material-centrism, which drives actors to accept suggestions for new ideas and practices. The material-centric disposition, which is actors' awareness of self-well-being (job security, earning opportunities etc.) paves the way for another disposition, namely mechanistic actions, or the repetition of the suggested act of one person by other persons in response to environmental stimuli.

Imitating western HRM ideas and practices as a means of acquiring capital resources develops actors' dispositions of material centrism and mechanistic actions. Mechanistic actions and material centrism contribute to the professional behaviour of actors. Like other dispositions, profession-centrism is also manifested in capital endowment. Imitation, profession-centrism, materialism, and mechanistic actions (routine) are the dispositions which become part of HRM academic actors' professional life, guiding each actor's behaviour and action towards acquisition and maintenance of capital resources. In turn, it provides actors with the desired occupational and professional dominance.

The actors perceive seemingly alien concepts of HRM according to their social position, which is shaped by their acquisition and control over dominant forms of capital resources.

Cultural and social capital are the main capital resources that are manifested in contingent capital. The state of the overall HRM field in the country and business schools' academic trends develop a way to recognise, acquire, and maintain capital resources such as contingent capital, cultural capital, and social capital, which are perceived and experienced by the actors as readily convertible into economic capital. Control over economic capital, in turn, provides actors with dominance at the organisational and social level. This shapes seemingly alien ideas and practices of HRM as a means of gaining occupational, professional, and social security and dominance.

3.6 Discussion and Conclusion:

HRM academics in Pakistani business schools come from multiple backgrounds and orientations, which reflects that there are multiple structures involve in their individual understanding and whole process of adopting and implementing the ideas, knowledge, and practices at academic level. They were influenced by corporate practitioners and foreign-qualified colleagues through professional and social networking and relations. Western-qualified faculty members become the point of contact for practitioners in MNCs, aligning foreign-qualified faculty's opinions and interests with western business organisations. This alignment enables business schools' influential faculty to purchase new ideas from various carriers such as practitioners, research outputs, conferences, and other corporate and social interactions. The use of these ideas in academic operations, and their dissemination by influential faculty members (opinion leaders) enable other academics to rapidly adopt the ideas (Tarde, 1903) in their institutional roles, such as teaching, research publication, corporate trainings and consultancy. The structured environment and academics' institutionally defined role influence HRM academics to listen to prominent suggestions and initiate and implement those suggestions in their role activities (Jayaraj et al., 2006; Rogers, 2003). By doing so, actors imitate the cultural capital of opinion leaders, such as ideas presented by influential faculty members or government departments (e.g., HEC and SECP). This imitation infuses the professional norms and requirements of the HRM academic field, which in turn develop HRM academic actors through inculcation of norms and requirements of the discipline in their routine role activities. Their amended role activities, such as following western structures and literature, and aligning their practice with the broader social legitimacy of the field,

provide actors with a good environmental relationship. The process yields monetary benefits as a reward for being responsive to new ideas and following opinion-leaders. Considering adoption as the process of suggestion-initiation-implementation (Rogers, 2003; Jayaraj et al., 2006; Tarde, 1903), a market or social need and demand influences HRM academics to become receptive to western HRM ideas and to modify their academic role. This need or social demand to acquire and maintain social position is manifested in capital resources, which influence actors' actions.

The dispositions of imitation, professionalism, mechanistic actions, and materialism, which are formed as a repertoire of practices and as a response to obtain the desired social position, enable actors to accept initiations on suggestions from the environment and opinion leaders in their networks and social relations. Initiation on the basis of these suggestions leads actors to implement the received ideas and knowledge in their institutionally defined roles. The disposition of imitation and professionalism particularly enable academics to accept initiations. The dispositions of materialism and mechanistic actions enable them to take decisions on whether or not to fully implement the ideas that they have taken up.

Although social legitimacy and the need for good environmental relations, as well as social position, guide actors to be receptive to western HRM ideas by adopting them (initiation) in their institutional role, it is their social position which guides them if they are to implement the ideas within their routine roles and activities. Literature on diffusion/adoption (e.g., Rogers, 2003) informs us that, among other things, the perceived attributes of the job and institutional role guide actors to decide whether they are to adopt. The perceived attributes are measured in monetary terms by the actors. The potential monetary and financial benefit possessed by each attribute of the HRM academic job influences them to adopt and strengthen their social position.

Past research on diffusion and adoption (e.g., Rogers, 2003, 2005) highlights actors' perceived attributes, communication channels, and social systems as main influences on the actors' adoption. HRM academics strive for social and economic benefits from their role as HRM academics: social benefits that they seek for their family, and peer benefits as well, through the need to be recognised as part of an élite academic group. It helps actors to obtain the same level of benefits (economic or monetary) as are gained by the

élite social and occupational groups in their field. It gives actors a "signalling power" in society (Khurana, 2007).

While cultural capital and social capital are the main forms of capital resources which are legitimised in the society and institutional set-up, HRM academic actors develop "contingent" capital which enables them to cope with varying environmental situations. It helps them to modify their actions and practices and to gain swift convertibility of cultural and social capital into economic capital, thus enabling actors to gain dominant social positioning. It is not economic capital as a finished product which confers on actors their required social position, rather it is the composition and constituent elements of the acquired economic capital (such as cultural, social, or contingent capital). The cultural and social capital qualify as economic capital for the actors, whereas contingent capital enables actors to gain the qualifications for economic capital.

Although the actors take up their academic roles (in teaching, research and publication, corporate trainings and consultancies) to gain dominant forms of capital resources and resultant social positioning and legitimacy, the implementation of the ideas and knowledge disseminated through their roles is based on the social positioning, and the social and institutional exchange mechanism of different capital resources available to practitioners (e.g., alumni students). It gives academic actors an arena in which to be critical in their role.

In order to gain control over dominant capital resources, actors engage in the practices, actions and behaviour of imitation, material centrism, mechanistic actions and profession centrism. These are the actors' dispositions (newly shaped schemata) directed towards capital resource acquisition, and developed on the basis of past structures such as habitus (past schemata). These dispositions to control dominant capital resources shape actors' institutional position, social position, and occupational and professional dominance which define the overall scope of HRM in academia.

The objective of this paper was to explore how HRM academics' context shapes their HRM adoption. To date, there are limited studies of how actors at academic level adopt management ideas and practices. Developing countries like Pakistan have been underexplored in management and organisational studies (Khilji, 2002, 2004). Scholars have examined a limited number of contextual features while ignoring the role of individual actors' histories. Although a few studies (e.g., Rogers, 2003; Weick, 1995;

Dutton and Dukerich, 1991) recognise the importance of individuals' position, background, and histories in adoption, the question of how social position (context) drives actors' adoption of management ideas and practices remains largely unexplored and un-theorised in organisational adoption studies. Previous studies on organisational adoption (e.g. Krebsbach-Gnath, 2001; Giroux and Taylor, 2002; Kostova and Roth, 2002) focus on dimensions of adoption and adoption factors from environmental and institutional perspectives or the sense making perspective (e.g., Lockett et al., 2014). Past studies on HRM in the Pakistani context (e.g., Khiji, 2002, 2003, 2004a; Saher, 2011) adopt perspectives of institutional factors, national environment, and divergence vs convergence, leaving a wide gap in underpinning of 1) HRM academic adoption, 2) influence of individual actors' social position on HRM adoption, 3) Bourdieu's theorisation of individuals' level adoption, and 4) underpinning on capital endowments, dispositions, and how they form actors' social position, occupational dominance, and scope of HRM. Addressing these gaps, I attempted to conceptualise HRM academic actors' unique social context and its influence on their HRM adoption. I drew on Bourdieu's theory of practice and capital (1977, 1986, and 1988) to explain how HRM is adopted by academic actors. In doing so, I was able to explore how HRM academics' individual contexts provide them with a disciplined suggestion, initiation, and implementation process (Rogers, 2003) when dealing with western HRM ideas and practices. Please see section 6.5 for theoretical, methodological and practical contributions and implication of the study.

Chapter Four: HRM Practitioners Adoption:

The influence of capital Resources Exchange Mechanism and formation of social position.

4.1 Introduction

It has been found and discussed in the previous chapter that HRM academics are one of the central actors in adoption and dissemination of western HRM ideas and knowledge. The actors' social position which is manifested in dominant forms of capital resources influence them to develop certain dispositions to adopt HRM in their institutional role. The capital resources that shape HRM actors' social position, dispositions, which in turn give them drive and motive to become receptive to the ideas and knowledge of HRM cascaded to them through various carriers and channels. Actors' own assessment of their social position guide them to be receptive to the environmental suggestions of the field. Actors take up these suggestions which modify their institutional and professional role. At this stage they make use of their developed or newly taken dispositions. These dispositions become repertoire of their actions and practices of the HRM field with western HRM ideas, knowledge, and practices. Although, HRM academic actors become receptive to the suggestion and take initiatives that are based on their social position, however, the implementation of the same depends on the extent to which Pakistani real business world has taken up their adopted HRM ideas and knowledge, by considering them as a carrier of effective HRM ideas and knowledge to the businesses. The individual practitioners perceive the need of the western HRM, and their social position on the basis of their habitus, lived experiences, social class and socialisation. It provides them the sense of social legitimacy and structure for the adoption.

The central bridge for dissemination and transfer of academically adopted HRM and real business world HRM is HRM alumni (MBA graduates with HRM specialisation). HRM alumni practitioners as the next category of core HRM actors in Pakistan are trained through various channels in their early lives in families and family business activities; lifelong observation and orientation of local business organisations' HRM practices; education and training at school and college level; interaction and networking with various environmental agents during their educational and practical life; and what they obtain from HRM academic as a formal understanding and training of the HRM field and

its practices. The complex mix of the factors that train and develop HRM practitioners make them critical of what they were trained for and what they can implement in practice. Hence, this chapter will explore the HRM practitioners' adoption. It will analyse how social position of the practitioners is developed. Employing Bourdieu's theory of practice, capital resources, and habitus; a mechanism is explored which enables them to perceive and implement HRM practices through their lived experiences in society, business schools, and business organisations. This will analyse the mechanism through which they develop and exchange capital resources in their professional and social lives. The influence of their habitus in terms of their primary and secondary socialisation, and class differences, are taken as tools for analysing how they obtain their desired social position; how they deal with the difference between what they are trained for through their lived experiences and trainings (structure); and what they can implement in practice by the virtue of their current organisational role.

Despite of the critiques on expansion of the management knowledge industry (e.g., Collins2004; Heusinkveld, 2007) and the forms in which management ideas and knowledge is presented on the knowledge market (Fincham, 1995; Furusten, 1999; Huczynski, 1993; Kieser, 1997; Ten Bos, 2000), such as practitioners (Rovik, 2002), consultants (Berglund and Werr, 2000), management gurus (Greatbatch and Clark, 2005), mass media (Furusten, 1999) and Business schools (Sturdy and Gabriel, 2000) as influential actors; the consumption and number of consumers of management ideas, knowledge, and practices is continuously increasing (Heusinkveld, Sturdy, Werr, 2011; Sturdy, 2004). Theorists of consumption and adoption of management ideas and practices emphasise that it is largely understood in an economic sense (Fine, 2002). However, the economic rationale and the mechanism that generate this rationale in actors' adoption of management ideas and practice is underexplored, specifically in the developing country context. As actors' economic rationale and justification is directly linked with their social position, social status, social classes, and socialisation (Bourdieu, 1977, 1986, 1987, 1989; Bourdieu and Wacquant, 1992; Burr, 2015; Seidman, 2012; Christoforou and Laine, 2014; this study tends to address this issue by analysing mechanism and level of capital resource exchange through which social position, social classes, and socialization of the actors is shaped.

Western HRM practices are becoming increasingly an issue in emerging economies and developing countries (Budhwar and Mellahi, 2006; Kamoche, Debrah, Horwitz and

Muuka, 2003; Perez Arrau, Eades and Wilson, 2012); and in Pakistan (Khilji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014), because they often disregard basic differences in local norms, socio-cultural values, and circumstances. Since desired results of implementing and adopting modern management practices cannot be achieved when different worlds collide (Pache and Santos, 2010), it leads to a question of why actors adopt seemingly alien management practices, and what mechanism drive their role in its adoption. Past studies has identified global factors, national factors and economic factors such as labour market and 'deregulation', profile and proliferation of multinational firms and business schools that develop institutional legitimacy which in turn influence the diffusion and adoption of western HRM ideas and practices (e.g., Khilji, 2002, 2003, 2004a; Budhwar and Mellahi, 2006; Sturdy, 2004). A few studies on cultural effects highlighted that the adoption and diffusion of HRM policies and practices is not only limited to national culture but also encompass individuals (Stone et. al., 2007) and organisational (Aycan et. al., 2000) cultural variations. However, what does influence individual actors to adopt at micro level is under explored in previous studies (Bjorkman et. al., 2014). Lack of understanding of the mechanism behind individual actors' adoption limits the understanding of academics, scholar, and practitioners on why and how individuals adopt the HRM practices. Developing such understanding would open avenues for underpinnings of varying implementations and outcomes of HRM practices to different regions and HRM actors within those regions. It would further enlighten about how HRM practitioners are trained and developed and what career, economic, and social benefit they get from their institutional orientation, training or development in their practical roles.

Extant literature shows more scholarly attention on organisational level analysis and less on individual actor's level analysis. HRM practitioners' voice, as a consumer of the management ideas, knowledge and practices, has been neglected in the field (Benders and Van Veen, 2001; Suddaby and Greenwood, 2001). Most of previous studies on HRM adoption, adoption of management ideas and practices, and diffusion-innovation have taken traditional managers (Non-MBA HRM practitioners or those who has not obtained formal business and management qualification) as sole actors who adopt management ideas to solve routine or task management problems (Heusinkveld, Sturdy, Werr, 2011: 144), rather than encompassing different categories of HRM practitioners. Particularly, MBA-Alumni HRM practitioners have been overlooked in past research on adoption and

diffusion of HRM. Having overlooked this category of HRM actors' limits understanding on adoption of HRM through academic flow of the ideas and knowledge, and the broader social structure that is generated through the interplay of academic and practitioners' level flow and promotion of HRM ideas and knowledge. Particularly, as MBA-Alumnus actors develop their interest through interaction with macro institutions, MBA programs, social classes, and socialisation. Hence, this study take the case of MBA-Alumni HRM practitioners in business organisations in Pakistan.

By adopting a socio-economic lens, I shall explore how and why HRM ideas and practices are adopted by practitioners with an MBA qualification as a growing consumer of western management ideas and practices (Sturdy and Gabriel, 2000). To date, scholars have examined actors' contextual influences on their social process of adoption in terms of group membership, social interaction, and other institutional influences(e.g.,Mayrhofer, Meyer, Steyer, and Langer, 2007; Lockett et. al., 2014; Nahapiet and Ghoshal, 1998), or due to institutional influences (e.g., Budhwar and Mellahi, 2006; Perez Arrau et al., 2012); Khilji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014), the focus of analysis has been group or organisational level adoption and diffusion. Missing from these studies is a consideration of social position, histories, backgrounds, and the circumstances that provide drives for individual actors' adoption.

I draw on the work of Pierre Bourdieu to examine individual actors' HRM adoption as an activity with its own 'economy of exchange' and 'rule of game' at individual level. Employing Bourdieu's theory or practice, capital resources exchange, and habitus, I examine 1) role and mechanism of exchange of dominant capital resources to gain social position, 2) HRM practitioners' habitus formation that structure and influence their HRM adoption as a mean to acquire and exchange dominant form of capital resource, 3) Role of business education (i.e., MBA programs) in formation of HRM practitioners' orientation, 4) possibility of a gap between what HRM practitioners were trained for in their MBA and what they can implement in their practical role(s). These objectives are congruent with the main objectives of the overall thesis. Following are the research questions set for this study:

Research Questions:

- How do HRM practitioners from different social classes and socialisation adopt HRM?
- How do HRM practitioners gain social position through mechanism of capital resources exchange?
- How do actors' lived experiences (habitus) guide them to form favourable exchanges?
  - Why do actors' habitus influence their HRM adoption?
- What is the role of business education (i.e., MBA) on shaping or re-shaping economy of exchange of capital resources to gain social position?

4.2 Literature Review

Review of the relevant literature is conducted in two sections. Section one describes and analyses Bourdieu's work with main focus on his theory of practice, capital, and habitus. Second section will critically review the extant literature on diffusion and adoption of management ideas and practices, human resource management, and state of HRM in the context of emerging economies and developing countries and Pakistan.

In this study, I draw on Bourdieu theories of practice, capital, and habitus. Bourdieu (1986) use notion of 'capital' to show how actors gain and maintain dominance in a particular field, and a role of actors' unique social position in the status hierarchy of society. Bourdieu (1980, 1988, 1986) view society as a complex mix of interlinked fields such as HRM, and business education. The fields are governed by exchange of capital resources, and actors seek their position in the fields to gain an access or control over various forms of capital resources (Bourdieu, 1980). Among Bourdieu's economic, cultural, social, and symbolic forms of capital resource, economic capital is a mean to gain occupational dominance and social position, whereas the rest of the forms of capital which are 'non-economic' are to be converted into 'economic capital' to depict their value in social position creation. It is a specified condition that generate structures for convertibility of non-economic capital into economic capital, arrange everything under forms of capital (Bourdieu, 1986). Bourdieu's classification of capital which relies on convertibility of capital, identify actors' situated conditions under which they act to gain control over easy convertibility of the forms of capital. However, Power of holder of

different capital varies the exchange rate of such conversion. Bourdieu's notion of "habitus" shows how actors' acquired primary and secondary socialisation that provide schemes of action and perception behind access, control, and convertibility of one capital resource into other dominant form(s) of capital resource. (please see appendix-A for details and literature reviews on development in theory of practice, social position, and how concepts of field, Habitus, dispositions, doxa, hexa, actors as a centre of social process, and interplay between field, capital and habitus).

4.2.1 Capital Resources exchange

Bourdieu breaks away from the Marxist concept of capital by positing that the possession of more or less economic capital does not adequately highlight the dynamics of a society. Bourdieu's concept of capital shows how knowledge and cultural artefacts contribute in defining people's taste and interest. Command over the capital resource enable actors to enjoy domination in social relations or oppose others domination. Its possession help people to acquire and maintain their position in the status hierarchy of society. According to Bourdieu, it is an "organising principle", which is capable of ordering the relation between any two individuals or among groups of individuals in a given social space. However, capital as an ordering principle does not necessarily produce a complete ordering of society (Blunden, 2007).

The capital is categorised into economic and non-economic forms. The economic capital takes numerous shapes- tangible or intangible property, shares, money etc. Other forms of capital which are non-economic are justified as their ability to be easily exchanged into 'economic capital'. According to Blunden (2007), this justification of non-economic capital advocates that everything lies under certain forms of capital, with influence of some specified conditions. However, Bourdieu (1984:125), dealing with this problem while justifying and categorizing the forms of capital has said,

"Projection onto a single axis, in order to construct the continuous, linear, homogenous, one-dimensional series with which the social hierarchy is normally identified, implies an extremely difficult (and, if it is unwitting, extremely dangerous) operation, whereby the different types of capital are reduced to a single standard. This abstract operation has an objective basis in the possibility, which is always available, of converting one type of capital into another; however, the exchange rates vary in accordance with the power relation between the holders of the different forms of capitals. By obliging one to formulate the principle of the convertibility of the different kind of capital, which is

the precondition for reducing the space to one dimension, the construction of a two-dimensional space make it clear that the exchange rate of the different kinds of capital is one of the fundamental stakes in the struggle between class fractions whose power and privileges are linked to one or the other over the dominant principles of domination (economic capital, cultural capital or social capital), which goes on at all times between the different fractions of dominant class" (Bourdieu, 1984: 125; 1979).

Bourdieu considers economic capital as "dominant principle of domination in capitalist society." However, the effectiveness of economic capital as a "dominant principle in capitalist society" remains until actors poor in economic capital get recognition of their non-economic capital in which are rich, and becomes able to readily and easily convert their non-economic capital into more of economic capital. The other dominant classes such as professionals, academics, practitioners, artists etc. who are rich in cultural and other forms of non-economic capital by the way of their role in society attempt to legitimise their own forms of capital with the intention of gaining domination in society, or to exchange it with economic capital of dominant class to gain domination and status. Agents from different social classes such as HRM practitioners, academics, professionals engage in struggle to gain surplus from trade of their possessed form of capital into economic capital. Actor's habitus, primary and secondary socialization, direct them to the best way to acquire a form of capital other than economic capital that can easily be exchanged with economic capital. Actors struggle in their domain to get dominance within the dominant class and field (Bourdieu, 1986).

Different forms of non-economic capital possess ability to be converted into economic capital as a principle of dominance; however, these different forms of non-economic capital can also be derived from economic capital. For example, getting enrolled in MBA degree programs or HRM degree courses may depend upon actors' economic resources. Similarly, social connections and occupying position in a unique social class, e.g., elite, may depend upon how well an individual fits within the group with the help of monetary resources to satisfy the norms and requirements of the class. Bourdieu explains how different forms of capital can be acquired, exchanged and converted into other forms, because structures and distribution of capital also represents structures of societies and different fields. According to Bourdieu (1986), understanding the forms of capital is necessary because it explains the functioning structures of world societies. However, actors' centric mechanism of theorizing capital resources exchange is ambiguous in Bourdieu's work. Furthermore, Bourdieu's theorization was based on French and

Algerian context, which may not represent the same social situation and condition in other parts of the world carrying different cultural and social set-up.

4.2.1.1 Cultural capital

The cultural capital is actors' non-economic resources and forces such as education, background knowledge and lived experiences, social class, varying investments and commitments to experience, professional fields, education and unique practices that influence success in education, social position and status. Bourdieu identify that cultural capital can be embodied, objectified, and institutionalised, creating three forms of cultural capital (Bourdieu, 1986).

The embodied cultural capital is directly associated to and possessed by the individuals. It represents individuals' unique capability of what they know, and how they get benefit of what they know. Individuals acquire, maintain, and enrich embodied cultural capital by investing intellectual efforts and time. It facilitate individual actors to obtain learning (education) directed towards their self-improvement and self-development. As it is integrated into individuals, it contributes in individuals' habitus formation, and eventually becomes a type of habitus; consequently it cannot be transmitted or exchanged immediately (Bourdieu, 1986).

The cultural capital is objectified when it is represented by material objects and cultural goods such as books, practice manuals, codes and procedures, paintings, instruments or machines. The objectified cultural capital is represented by cultural goods, material objects such as books, paintings, instruments, or machines. They can be adopted or taken both symbolically through embodied capital and materially with economic capital (Bourdieu, 1986).

Cultural capital is institutionalised when it is converted and represented into academic and professional qualifications and credentials, which create a "certificate of cultural competence which confers on its holder a conventional, constant, legally guaranteed value with respect to power" (Bourdieu, 1986: 248). According to Bourdieu (1986) and Blunden (2007), the institutionalised form of cultural capital can then be readily exchanged into economic capital; or at least can be used as a rate of conversion of non-economic resources into economic resources (Blunden, 2007).

4.2.1.2 Social capital

Bourdieu defines social capital as, "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition." (Bourdieu, 1986:248). Social capital is a form of capital resource that an individual acquire as a result of their network (Taylor et. al., 2004). It is sum of virtual or actual resources that an individual acquire through possession of durable network of institutionalised relationship of mutual acquaintance and recognition. For individuals, social capital possess value and benefits in terms of having shared norms, trust and reciprocity which help individuals to achieve common goals (Coleman, 1990; Ho et. al., 2006). It facilitates individuals to achieve economic and non-economic outcomes (Coleman, 1990). It promotes business networking, joint ventures, faster information flows, and more agile transactions (Putnam, 1993).

Researches on application and benefits of enriching managers in social capital in business organisations suggest that it can be used to establish effective performance appraisal system (Mehra and Kilduff, 1999); obtain productive team performance of employees (Mehra et. al., 2006); high performance of individuals (Geletkanycz and Hambrick, 1997); career development and advancement of employees (Podolny and Baron, 1997); and effective use of rewards and incentives (Bielby and Bielby, 1999).

Based on the original conceptualisation of social capital, and its applications and benefits to business organisations, Nahapiet and Ghoshal (1998) identify three main dimensions of the social capital: Structural, relational and cognitive.

- The structural dimension points to the social capital that an individual obtain through network of contacts, which can be taken as the density of relationships in a network, or actors' ability to span across different networks.
- The relational dimension comprises of factors such as trust and reciprocity that, obtained through social capital, elucidate relationships.
- The cognitive dimension elucidate on actors' understanding of others perspectives, and following other opinions and perspectives.

4.2.1.3 Symbolic capital

The Symbolic capital represents an individual's prestige within a certain set of social structure. It refers to a "degree of accumulated prestige, celebrity or honour and is founded on a dialectic of knowledge and recognition" (Bourdieu, 1993:07). Bourdieu elucidates symbolic capital in his researches as "the acquisition of a reputation or competence and an image of respectability and honourability" (Bourdieu, 1984: 291). Individual actors who are rich in symbolic capital use and manipulate it in their writings, language, myths, behaviour and personality (Everett, 2002). This form of capital resource "capture the capacity that systems of meaning and signification have of shielding, thereby strengthening, relations of oppression and exploitation by hiding them under a cloak of nature, benevolence and meritocracy" (Wacquant, 1993: 1-2). Looking at the core tenants of this form of capital, it overlaps with aforesaid forms of capital resources. Recognising this shortcoming in conceptualisation of symbolic capital few researchers (e.g., Lockett et. al., 2014) have suggested to immerse it within other forms of capital resources (i.e., economic, cultural and social).

4.2.2 Habitus

Habitus guide agents to form strategies. Strategies then objectively adjusted according to the situation an agent faces. An agent's actions that are guided by their practical sense and instincts (developed over the time with lived experiences) are deduced as a product of agent's rational actions. For example, a tennis player, who takes automatic or unconscious decision to run-up to the net, is not according to a construction of what he learnt from the coach. "The conditions of rational calculations are particularly never given in practice: because time is limited, and information is restricted (Bourdieu, 1990:11). Habitus is "a structuring structure, which organises practices and the perception of practices" (Bourdieu, 1984:170). Actors acquire habitus during primary and secondary socialisation (Bonnewitz, 2005). Primary socialisation consists of interaction and influences of family and parents during childhood. Primary socialisation generates durable schemes of action and perception, transferred during childhood, represents education or learning on the parent's or family's social position in the social space. It makes primary habitus about "internalizing the external" as the parents or family's modes

of thinking, feeling, acting, behaving, and linking it with actors' own social position in the social space, to be internalised as actors own habitus. Bourdieu's (1977) notion of "class habitus" reflects this situation of "internalizing the external"; according to which actors' different positions in society lead them to have different taste and interest among social classes (Bourdieu and Darbel, 1969; Bourdieu, 1984).

The primary socialization, which develops primary habitus, built secondary habitus as a result of actors' interaction with society, e.g., education at school and university, and other form of lived experiences. The primary habitus carries "embodied history, internalized as second nature and so forgotten as history" (Bourdieu, 1990:56). However, it does not lose its impact, rather continuously influence the development of secondary habitus. Given the close influence of primary habitus on secondary habitus development, the habitus (both primary and secondary) can be defined as a force that is constantly reinforced and modified by an actor's life experiences, giving it a dynamic quality (Chudzikowski and Mayrhofer, 2011). As built on an actor's present and past lived experiences, habitus can be taken as never ending restructuring internal structures (Bonnewitz, 2005).

Habitus is inertial or "durable but not eternal" (Bourdieu and Wacquant, 1992:133). It leads to a fact that habitus is not adapted to modified field conditions, which Bourdieu termed as "hysteresis effect". One example of this effect is generational conflict in practices as a result of habitus of different actors developed in different point in time, leading to the different understanding of which practice is acceptable or reasonable for one generation and which one is unacceptable, unthinkable, or scandalous for the other generation. It is strategy generating principles "enabling agents to cope with unforeseen and ever-changing situation" (Bourdieu, 1977:72). Therefore, habitus guide actors' strategies or unconscious practices to achieve position (Rehbein, 2011) by investing or acquiring a dominant form of capital resource on a social field. Bourdieu connected habitus to the field (Bourdieu, 1972), and field struggle of actors to acquire position and capital.

Although, the above critical review of Bourdieu's work highlights the theoretical importance of individuals' social structures, socialisation, and social classes in generating individual level understanding of capital resources exchange and social position, however, there are limited empirical evidences of it, specifically in the developing

country context. Therefore, through this study on adoption of MBA-Alumni HRM practitioners, the mechanism of capital resources exchange and social position, and effect of individuals' social class and socialisation on the capital resources exchange and social position is empirically explored. It will contribute in underpinnings on formation of HRM actors' social position and it influences on adoption.

4.2.3 Human Resource Management

An increasing scholarly attention has been directed to problems associated with MBA programs as carrier and as form of creation and dissemination of western management ideas and knowledge (Sahlin-Anderson, Engwall, 2002). Research has argued that management knowledge disseminated through MBA programs concentrates more on theories than practices and practical skills (Mintzberg, 2004; Leavitt, 1989; Bennis and O'Toole, 2005). It has been highly blamed for serious contemporary management problems, such as distorted impression of management, lack of experience, practical relevance and know-how, battle for professionalism etc. (e.g., Mintzberg, 2004; Khurana, 2007; Ghoshal, 2005; French and Grey, 1996). While research provide evidences of problems of MBA programs, the number of MBA graduates in corporate sector occupying managerial positions is continuously growing (Jacques, 1995; Starkey, Hatchuel and Tempest, 2004, Sahlin-Andersson and Engwall, 2002).

Like MBA programs, as carrier of management ideas and practices are criticised, HRM too has been highly criticised on the grounds of context, culture, its origin, and value to local businesses. It has been widely argued that HRM theories developed in North America lack generalisation to other regions (e.g., Brewster, 2007; Budhwar and Debrah (2009). Traditionally, scholars have examined HRM adoption through comparative studies (e.g., Easterby-Smith, Malina, Yuan, 1995; Bjorkman, Fey, Park, 2007), exploration of adoption factors (e.g., Gueutal and Strohmeier, 2009), analysis of national factors and institutional environment with focus on diversion-conversion, institutional isomorphism, and socio-political factors (e.g., Budhwar and Mellahi, 2006; Kamoche, Debrah, Horwitz, and Mukka, 2003; Kamoche, 2001; Khiji, 2002, 2004; Edwards and Kuruvilla, 2005; Saher and Mayrhofer, 2014). However, the underpinnings of adoption of HRM ideas and knowledge at the individual level, and role of individuals' social position, socialisation, and social classes in it is underexplored. Exploring these areas

would add into scholarly underpinnings on the social process, and the micro-level mechanism of socio-economic interest through which individuals take decision to adopt HRM.

Among very few studies on HRM diffusion and adaption in Pakistani context, Khilji (2002, 2003) identifies divergence and convergence factors. Her study was conducted on multinational corporations and their HRM practices and activities in Pakistan. Using the sample of five multinational firms, mainly focusing on the banking sector and referring to De Cieri's (1999) modes of divergence-convergence, she identifies that there was no stand-alone divergence or convergence. Instead there are multiple pressures, ranging from socio-economic, political, and religious, to historical aspects that facilitate both divergence as well as convergence. According to her, the convergence factors that facilitate diffusion of western HRM practices are British legacy, American influence, globalisation, and contextual contingencies such as de-regularisation of economy and business environment. She finds similarities among local and multinational companies HRM practices (Khilji, 2003) owing to international companies that are shaping the local firms' western HRM beliefs. Like other researches, her research too, concentrate on an organisational adoption of the western HRM practices in Pakistan. It creates need for understanding the adoption and diffusion of western HRM at individual level. The extant literature provides an understanding of how western management ideas and practices are externalised, but under-explores how it is internalised and objectified by individual actors. Research on the transfer, diffusion and adoption of management ideas and practices have identified different forms and carriers of western management ideas practices on the knowledge market (Fincham, 1995; Furusten, 1999; Huczynski, 1993; Kieser, 1997; Ten Bos, 2000), with a focus on the market value of management knowledge and practices as commodities (Collins, 2003, Fincham, 1995). Literature on the adoption and diffusion[21] shows that western management ideas and practices are institutionalised because organisational actors wanted to avoid of uncertainty (Huczynski, 1993); need for legitimation and inducement of organisational actions (Czarniawska, 1998; Werr, 1999; Werr et. al., 1997); and career ambitions of practitioners in organisations (Watson, 1994). Few studies has identified the key the

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[21] Adoption refers to individual actors' internalisation of western management ideas and practices: Diffusion refers to adaptation (or institutionalization) of western management ideas and practices in organisations.

characteristics that enhance the flow of management ideas' to a community of practitioners and western management knowledge consumers (Benders and Van Veen, 2001; Rovik, 2002). It defines the importance of knowledge entrepreneurs and social networks as a channel for distribution of western management ideas (Newell et. al., 2001).

Although, past studies highlight how management ideas evolve over time in the different regions (Bender and Van Bijsterveld, 2000), limited attention has been paid on how a specific professional group or individual actors such as HRM practitioners adopt it individually and diffuse it in organisations (with the exception of Braan et. al., 2007). Traditionally, past studies have focused on the 'front end' of creation and dissemination of the western management; the consumption, diffusion, and adoption of the same at individual actors' level is less addressed and poorly understood (Suddaby and Greenwood, 2001). Theory and research on adoption and diffusion of western management ideas and practices argues that it can be better understood in an economic and social sense (Fine, 2002). This directs scholarly focus on actors that seek to maximize their social position and the market place satisfaction that comes with the help of their specific income-generating opportunities and other benefits of western management ideas and practices in general and HRM in particular. However, it is underexplored as to why actors buy or adopt it (western ideas and practices) and what benefit they get out of it (Miller, 1987; DuGay, 1996).

Management knowledge, ideas, and practices do not develop and flow automatically, but it is shaped, transferred and transformed by a variety of actors in a variety of ways (Sahlin-Anderson and Engwall, 2002). Actors' active role in diffusion and adoption of ideas and practices is manifested in how these ideas and practices are shaped and presented in their lives, and what social position it can bring to them. Meyer (2002) identified four dimensions of globalisation that have fuelled expansion of management knowledge: the growth of markets and myths of markets, the weakened sovereignty of state, the expansion of 'persons' and 'rights', and rationalisation of the global environment. "Management practices flow to the extent that they are socially authorised and framed as universally codified, well times, and harmonized with existing practices, dramatized, and individualized" (Rovik, 2002). Nevertheless, there has been limited attention on the actors and actions of adoption, diffusion, transfer, and transformation of management knowledge, ideas, and practices (Sahlin-Anderson and Engwall, 2002).

4.3 Empirical setting and research methodology

My empirical setting consisted of the individuals who graduated from two top ranked business schools of Pakistan with MBA qualification and working as HRM practitioner in business organisations. Business school's alumni HRM practitioners are considered as promoters and careers of western management ideas and practices, which develop their active and dominant role in HRM adoption (Sahlin-Andersson and Engwall, 2002; Rovik, 2002). This provides interesting perspectives from which to examine practitioners HRM adoption and business schools role in defining their position and habitus. I employed an abductive qualitative research design which enabled me to encapsulate the current state of HRM and drivers to practitioners' adoption, through vivid description and incorporation of actors' subjective views (Lee, 1999). I adopted a multiple case study method for data presentation, which allows a robust exploration of the mechanism behind the adoption of HRM practices by business schools' alumnus. The use of multiple case study also allows a more robust basis for the theorisation (Yin, 2003) of how and why the HRM practitioners adopt, and provide basis for generalisable and accurate explanations (Yin, 2003; Eisenhardt and Graebner, 2007). Four core actors were selected as the representative categories of the HRM practitioners as participants, on which the representative multiple cases were presented.

4.3.1 MBA alumnus as HRM practitioners

The HRM practitioners' adoption that I examine is an attempt to explore the social and economic mechanism(s) that drive MBA alumnus to adopt HRM practices. Doing so enabled me to understand why and how HRM has been taken up by Pakistani individual actors in their organisations. For this reason, I selected those HRM practitioners from four different industries who have gone through MBA programs. In so doing, I gathered views and perception of actors with theoretical and practical knowledge of western HRM ideas and practices.

This amalgam of various socio-economic and political factors[22] necessitate the need of taking HRM actors with both academic and practical experience and background of the HRM practices development and their role in the country. Hence, I took MBA alumnus-HRM practitioners as participants. Fifteen actors were interviewed from four organisations in four different industries[23]: airline, food and beverage, banking, and petroleum and chemical industry. The selection criteria was set on the basis of their MBA degree from two top ranked business schools, and at least five years' experience of working as HRM practitioners.

4.3.2 Data collection

My qualitative data collection strategy involved 15 semi structured in-depth interviews, qualitative observation, and archival data, to triangulate sources of evidence (Jick, 1979). I examined relevant documents[24] from higher education commission of Pakistan,

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[22] Among different socio-economic phases in the country, during 1990s' deregulation, the country saw significant growth in business and commerce activities, both national and international firms grew in numbers and operations (Khilji, 2002). The influx of foreign direct investment created demand of western management practitioners. It led to setting up of the private business schools, and formation of human resource department in Pakistani organisations. Next era of 2000s onward, with reduction in foreign private investment and down turn of multinational firms, however saw that number of MBA alumnus in surplus and struggling to find job market (Jadoon and Jabeen, 2010). Despite of this surplus, the volume of enrolment in business school's MBA programs continuously increases. This was because of widespread acceptance of MBA as a passport to lucrative managerial job.

[23] The industrial sector of Pakistan comprises of 358 listed companies (Karachi stock exchange, 2015). However, the number of listed companies on the Karachi stock exchange has reduced during last few years. In 2014, there was 557 companies listed on the Karachi stock exchange, aginst 766 companies listed in year 2000.This down turn in the number of companies operating in the country wasdue to unfavourable business, economic, political, and law and order environment of the country. The textile sector remains the largest with 62 listed companies in 2015, and 224 in year 2000. Currently, foreign investment and multinational companies are most active in the sectors such as chemical/fertilizer, fuel and energy, banking, auto, and pharmaceuticals (Khan and Ahmed, 2008; Fallahi, 2011).

[24] Relevant documents such as: 1) reports on business schools, infrastructure of business schools, curriculum and faculty directives. 2) List of listed companies, their latest directives for listed companies, and directives on human resource development. The website of SECP, and documents from SECP regional office Sukkur's reports were accessed, collected and reviewed. 3) Annual reports, alumni record, student placement record, and documents of memorandum of understanding with foreign universities, HRM courses and curriculum development in past 10 years, and HRM faculty job description and job specification. 4) Annual reports of two business organisations in

Securities and Exchange Commission of Pakistan, business school's alumni and career development offices, reports of corporate development centres of both business schools, and reports and career profiles of the four national and international companies in which the alumni practitioners were located. These sources provided me with "substantial archival residue" (Gephart, 1993:1469). The archival data was collected before, during and after the interviews as per emerging requirements of the study. The data obtained from the qualitative observations supplemented the data obtained through in-depth interviews and secondary archival data. The logic of "progressive focusing". (Partlett and Hamilton, 1976) was employed to triangulate observation notes with interviews and archival data. While presenting the data, the logic of "progressive focusing" lead me to theoretically sample the cases of four focal actors (HRM practitioners) as representative categories of the participants.

4.4 Data Analysis

Consistent with the data analysis procedure employed in previous study, I carried out the analysis of the data in three stages. In the first stage, I performed initial coding of the data obtained from three different sources. Following this initial coding, I accumulated all of the interview transcripts, field notes, and archival data for each of the actors into a single data file. In order to understand the complexity of each case, I coded the data on a within case basis (Miles and Huberman, 1994).

4.4.1 First stage Data analysis

This first stage of analysis across all 15 cases, examined how actors exchanged capital resources, the degree of ease in that exchange, and habitus formation that guide their capital resource exchange. Doing so enabled me to understand how individual HRM actors' social position was shaped, and how that social positon shaped their understanding on value and utility of ideas, knowledge, and practices under the umbrella of human resource management. Guided by Bourdieu's theory of practice, capital exchange, and habitus, I coded for the focal actors' sources of power and influence, reflected in their control over favourable exchange of capital resources, i.e., economic, cultural, social, and

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airline, and foods and beverage industries were collected and reviews. Additional documents on HRM system and activities (such as appraisal forms and procedures) were collected from the both organisations.

symbolic. I then consolidated my codes across the 15 cases, drawing the following conclusion.

Actors HRM adoption is derived by their possession of economic capital. According to Bourdieu's structuralism views that was basically driven from Functionalism and Marxism, economic capital creates individuals' purposeful actions, meanings and behaviours. In order to acquire and gain control over economic capital, in the form of monetary value and luxury life style, actors seek active and favourable exchange of their possessed form of non-economic capital.

There are two main categories of the MBA alumnus HRM actors in Pakistan, the first one those who belong to elite or established class (e.g., business, and other affluent social class such as politician); the second one are those who belong to ordinary class of the society and by virtue of their habitus wanted to gain access over economic resource, to catch-up with dominant class in terms of life style and social life activities.

Before starting the academic and professional career, actors' habitus in the shape of primary socialisation and secondary socialisation guided them to acquire cultural capital. The cultural capital acquisition, subsequently, help them to gain social and symbolic capital with a belief that this route can get them easy access to economic capital. However, this route towards acquisition of economic capital requires actors to put more efforts and struggle than other elite classes of the society. On the contrary, if the actors belong to elite or established class before starting their academic and professional career, they possess symbolic capital beforehand, which they utilise to gain access to cultural capital by passing through social capital. This provides them easy or soft exchange of their possessed form of capital into economic capital.

For the purpose of analytical clarity, I aligned cultural capital, social capital and symbolic capital with economic capital to examine the influence of them on each other. In doing so, I was able to see how the exchange and trade among each of the capital resources is shaped by different actors. Furthermore, in order to understand the exchange mechanism and driving forces behind it, I aligned it with the degree of ease that each actors faced in adopting the western HRM practices, ideas and knowledge, while exchanging or trading the capital resources; and actor's primary and secondary socialisation as habitus forming factors. In so doing, I was able to explain better how and why actors adopt western HRM practices and how they shaped their social position behind it.

Based on the above analysis, I describe my focal actors:

- Rochie, as HRM manager at national Airline, belongs to emerging class of Pakistani society, gave importance to cultural capital as a mean to achieve economic capital, highly influenced by her primary socialisation.

- Aleeba, as HRM manager at a Pakistan based multinational food and Beverage Company, belongs to an established/ elite class, represented importance of symbolic capital as a mean to gain economic capital, influenced by her primary and secondary socialisation.

- Alesha, as a HR manager at a multinational bank, belongs to an emerging class and represented struggle and acquisition of cultural capital to gain economic capital, influenced by her primary socialisation.

  Lexman, ex. HR director at a petroleum company, belongs to an established class and represented exchange of symbolic capital into social and economic capital, highly influenced by his primary and secondary socialisation.

Figure 4.1: Focal actors' categories
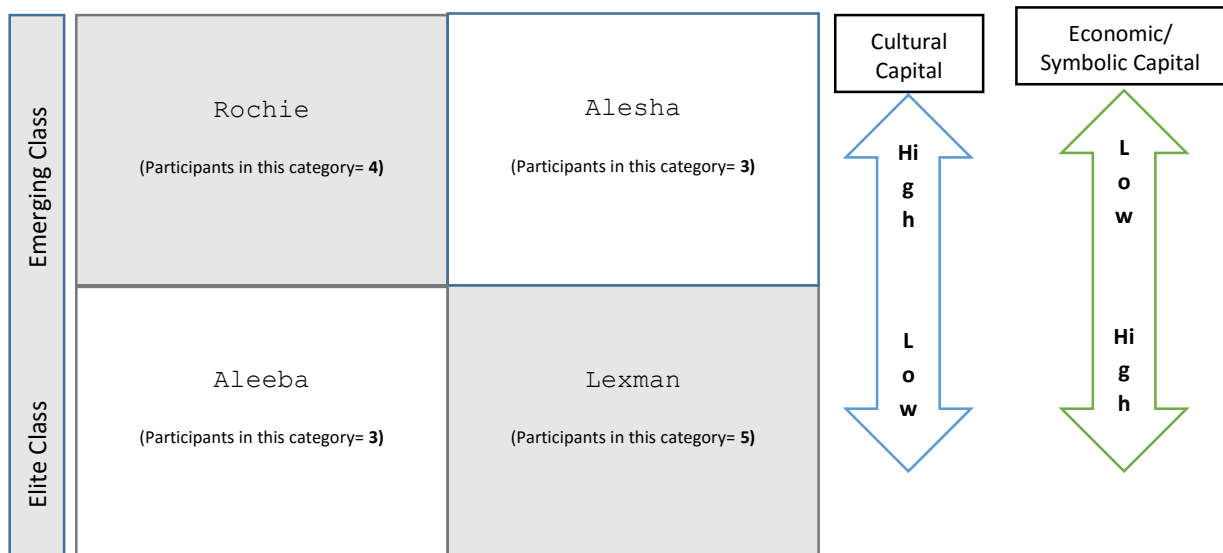
4.4.2 Second Stage Data Analysis

I carried out the second stage of data analysis by taking all of the four in-depth cases of focal actors with a focus on adoption through the capital resource exchange, and nature and degree of such exchange. It further analysed actors' habitus that shaped their

understanding behind such exchange to gain social position, which in turn drove them to adopt the western HRM ideas and practices. I started with a fresh and focused reading of data (Strauss and Corbin, 1990) collected from all three sources, which helped me to inductively create a list of first-order codes from case evidences. I combined all my codes across four cases, by progressing with "axial coding" to structure the data into second-order concepts and aggregate theoretical dimensions (Corley and Gioia, 2004; Strauss and Corbin, 1990). This required me to engage in deductive reasoning whereby I linked my inductive codes with existing concepts and frameworks (Walsh and Bartunek, 2001), which was driven from Bourdieu concepts of Capital, capital resource(s) exchange (Bourdieu, 1986, 1989), and habitus in the shape of primary and secondary socialisation (Bourdieu, 1977; Berger and Luckmann, 1967). In order to secure the credibility and reliability of data, I triangulated between data types (Van Maanen, 1998), i.e., the interview transcripts of the focal actor, the interview transcript of other actors for each of the representing category, archival data, and field notes. The structure of my data is presented in the following figure 4.2, which is constructed on the basis of at least two of the interview and observation.

The coding of capital resources, and primary socialisation and secondary socialisation as habitus was predetermined, drawn from Bourdieu's species of capital (economic, cultural, social, and symbolic) and Bourdieu's use of capital that act as social relation with in a system of exchange. To understand structure and driving forces behind capital exchange and system of exchange, I used Bourdieu's and Berger and Luckmann's concepts of primary and secondary socialisation as coding for habitus. The remaining first order-codes were developed inductively from the data.

I induced two main forms of capital resources exchange with in the actors social system of exchange. First, the capital resources exchange mechanism that actors adopted based on their ordinary or emerging social class. It was induced that actors from ordinary or emerging social class copy elite class to acquire dominant form of capital resources for which they start with acquisition of cultural capital; I termed it as 'hard exchange'. The second is the actors' adopted route of capital resources exchange under which they started with utilising their established position as a member of elite social class; I termed it as 'soft exchange'. In theorising about the 'hard exchange' and 'soft exchange' , I searched for relevant literature, which led me to review Bourdieu's work on capital resource exchange (Bourdieu, 1986, 1989), psychology of exchange, sociology of exchange and

social exchange theory (e.g., Blau, 1964, 1974; Emerson, 1976; Ibara, 1993). It was deduced from the literature that social change and stability is a process through which actors negotiate exchange between resources; and that human relations and positions are formed by subjective cost-benefit analysis and comparison of alternatives. It views exchange as a social behaviour of actors resulting in economic and social outcomes. Under social exchange theory (Blau, 1964), every individual tries to maximize his wins through favourable and dominant exchange to secure power in life (Blau, 1964, 1974). The exchange of capital resources is a voluntary action of actors motivated by returns they are expected to gain. It involves series of actor's interaction that generates obligations (Emerson, 1976), these interactions are seen as interdependent and contingent on actions of other persons (Blau, 1964).

Drawing on Bourdieu (1986, 1989), Blau (1964), hard exchange provide actors with task oriented resources to achieve valued outcomes. It involves exchange of social, task or job related resources (Ibarra, 1993). In Bourdieu's terms, it is the capital resource other than economic that actors strive to accumulate as a mean of exchange into economic capital with the aim to equalise the effect of actors belong to the social class rich in economic capital. Soft capital provide actors self-esteem and professional identity on the basis of their distinctive/ developed class membership (e.g., elite class) and social identity. According to Bourdieu, the actors rich in economic capital gain social distinction and position (symbolic capital) in surplus, which they exchange to accumulate non-economic forms of capital resources.

Based on above review of the literature, I define 'hard exchange' as actor's act of acquiring cultural capital as a mean to negotiate with economic capital of dominant actors of the field. This negotiation takes place with the help of intermediary role of social and symbolic capital that actors acquire through accumulation of the cultural capital. This is a mechanism operated by those actors who are poor in economic capital and relatively rich in cultural capital and other non-economic capital. Likewise, I define 'Soft exchange' as the actor's act of acquiring cultural capital with the help of symbolic and social capital that actors acquired through surplus of economic capital. This is a mechanism operated by actors rich in economic capital but relatively poor in cultural and other non-economic capital, which poses threat to their social position and dominance.

The first stage of my analysis used abductive reasoning, referring back and forth between data and theory, to develop an understanding of how and why HRM practitioner's social position behind their HRM adoption is shaped through the exchange mechanism of capital resource. In doing so, I induced temporal sequencing of how and why HRM practitioners exchanged capital resources drawing on both within and cross case analysis (Eisenhardt, 1989). I present the second-order codes in the temporal sequence in which they emerged in the case histories (Van de Ven, 2007).

Figure 4.2: Data structure

First order codes	Theoretical categories	Aggregate theoretical dimensions
Importance of monetary value, luxury, and managerial job Extent to which actors has control over promotion, additional benefits, and perks	Economic capital	Capital resource exchange
Importance of doing MBA Social and organisation status due to the current job/task Benefit of the current job for life style, family wellbeing, and social status Value of MBA and job experience for economic security and social status	Cultural capital	
Degree to which actors has dominant in social and organisational groups Benefits of social groups memberships Links and network formation and its importance for social position	Social capital	
Views of other social groups and family member about actors current position Benefit of current HRM position at social, organisational, and family level	Symbolic capital	
Perception of the dominant form of capital to be acquired Degree to which actors utilised established social position and family links	Soft Exchange	Exchange mechanism
Perception of latest trends, ideas, and practices of HRM	Hard Exchange	

Importance of HRM practices and mean to obtain them Perception about ease of getting monetary power through current position.		
Influence of family (parents) life style and occupation Influence of childhood histories and stories Social and monetary position of family during early age	Primary socialisation	Habitus
Influence of school and college environment Degree to which inspiration came from social media and job market trends Degree to which peers and established social relationships influenced the career decisions.	Secondary socialisation	

4.4.3 Within-case analysis: first order analysis

The first order case analysis is presented in the shape of following case narratives that are presented in the words of actors participated. My own normative judgement is avoided to maintain the efficacy of actor's underpinnings on the role of capital resources exchange in their social position and subsequent adoption of HRM practices. All participant that are presented in four categories of focal actors adopted HRM practices through certain powers and resources that they gained in different stages in their social life. The illustrative evidences of the cases are summarised in table 4.1 for Ruchie, table 4.2 for Aleeba, Table 4.3 for Aleesha, and table 4.4 for Lexman.

Ruchie: HRM manager in national airlines.

Ms Ruchie belongs to an average or emerging family, in terms of spending average life and below those who has good executive jobs and social position, with her parent having medical practice. During her child hood she observed her father's routine and the way he occupied a social and professional position. Although, Ruchie's family is classified as a well-off family of the city, she believed that it was due to struggle and efforts of her parent. She got best available school education in her native city where she made lot of friends. She considers acquiring quality education and selecting the field for further study

as an important decision of one's life. Although, she had an option to pursue further education in the same field as her father's, she opted to pursue higher education in business administration, i.e., MBA. She considered that MBA had more scope and value than other fields at that time. However, soon after embarking on her MBA studies she realised that it was not as easy as she thought of it. During her MBA she got a chance to work for a couple of companies on part-time basis. It was because she wanted to finance her study and other expenses by herself. This was the point where she developed an orientation about human resource management, which led her to select HRM as her major in MBA. She elected subjects such as training and development techniques, performance management, leadership and motivation, compensation and benefits management, and recruitment and selection in her programs.

Ruchies gained several friends and corporate links during her MBA study, part time jobs, and internship programs. It helped her a great deal to get recognition in her current academic and professional circles as well as in the society. It helped her to gather maximum information about new executive level job openings and other opportunities to exhibit what she had gained from her MBA program. She strongly believed that her MBA degree would help her to get her ideal life. Her belief about materials returns from an MBA were realised when she elected HRM as her main MBA subjects. She highlighted that she had anticipated the job market demand of MBA-HRM, and its potential to get her high paid job and social status.

Before joining her current organisation as a HR manager in 2008, she was HR executive in the same organisation. During that tenure she established an orientation of practicalities of the field, and realised that the functions of HRM in her organisation was very broad and consisted of lot of sections. However, her elected courses at MBA helped her a great deal to understand the practices of the field. Soon, she was promoted as HR manager, owing to knowledge and skills she acquired from MBA in HRM. However, she also believed that it was not solely on the basis of what she had learnt from MBA rather what she learnt during different training, and interaction with seniors in her current and past organisations. She admitted that the practical aspect of the field which was missing at MBA was covered by her while working at different HR positions. And it proved as main helping hand behind her promotions and enabling her to earn more money and perks.

In her organisation, HRM department consisted of various sub units and sections such as recruitment and selection, compensation, benefits, organisational development, and industrial relations. She found her HRM departments' function very different from what she was accustomed with. "here HR is not particularly dealing with HR…rather it is the main back bone unit of every single department of our organisation, e.g., HR unit of finance, persons working in IT have their own HR unit, and HR and its interventions in reservation, fight counter etc." Ruchie believed that by exercising HRM function she was able to create her own status and position. It connected her with number of department and persons, which helped her to establish professional and social relations and links with other departmental head and corporate persons. "It is not only the earning of connections and relations it also provides [her] lot of other opportunities which other organisations or department other than HR cannot." Commenting on benefits from her current job and organisation, she described that her recent pilgrim to Saudi Arabia with her parents were sponsored by her organisation. Her jobs in the airline company's HRM department enables her to secure the quota of 3 international and 10 domestic free airlines tickets. Apart from these benefits she enjoyed discounted fare to all destinations. According to her, these were the few among many benefits of working in this industry and HRM.

However, she commented that like other organisations in Pakistan, her organisation too did not have proper use of HRM department. She observed that employees from different departments who were getting training abroad, considered them as paid holidays. Although her organisation had its own training department, they are not practicing all the practices of training and development, "in fact, they don't have proper trainers and required skills." Commenting on uniformity of HRM practices in her organisation she said that her organisation has offices in several countries, in each country it has different set of practices, which is due to environment and culture. She said that in Pakistan, people were more oriented towards the short term and monetary benefits whereas in her overseas office people are more concerned with their careers and professional practices.

She said that Pakistan governmental system and political pressure was affecting HRM practices too. "Promotions, transfer, hiring and all other decision are under these pressures." Quoting the example of its impact of adoption of western HRM, she said that "we are recognised as following HRM practices and functions, but still following annual confidential reports (ACR) instead of contemporary performance appraisal system with feedback mechanism". "One way or other, it is good for us, we can capitalised on our

social relations and links." "It gives more earning opportunities at the end." She believed that all of the western practices were there on theoretical basis. What she learnt in books and cases of HRM during her MBA was not of much use for her at the job. According to her it is because of the changed context, and people's orientation and desire to get more short term and monetary benefits. In fact, it was one of the reason for Ms Ruchie to select HRM in her MBA and acquire job in the HRM field.

Table 4.1: Illustrative Evidences: Ruchie

First order codes	Theoretical categories
When she sought admission in MBA, lot of companies were opening HR positions with high salaries and perks. c) "I wanted to be self-sufficient, I wanted to have my own income and everything which an executive can have." a) "I get unlimited discounted air travels, five star hotels wherever I go and lot of other benefits….I can say that I spend very little proportion of my salary on my own life style maintenance..."	Economic capital
"Thanks to my MBA studies which gave me all the necessary theoretical knowledge of the field…. It helped me to climb in my career… even my recent promotions and additional perks are due to that." a)	Cultural capital
"I made lot of friends during my MBA, all of them are at good position now and we help other." A)	Social capital
"You need to have distinction in society..and it requires a hard work and tough studies." a) "I went to the school where normally upper class goes.."a) "In beginning, I got resistant from my relatives …..but now everybody proud of me." a)	Symbolic capital
By anticipating market demand and status of the field she realised the power of monetary value, that could be achieve through managerial job. C) She discusses with her past colleagues and current staff about value of HR functions c)	Soft exchange
"I had made my mind by the end of schooling that I would go for business education instead of medical field….it just had more scope." a)	Hard exchange
"My family wanted me to follow my parents' medical field…I was little undecided but for sure wanted to higher education" a) Her schooling with elite class school, and fathers medical profession made her realise the importance of social status…c)	Primary socialisation
"My interaction and links with colleagues, and what I learnt from different part time jobs told me the importance of HRM." A)	Secondary socialisation

a) Focal actor
b) Other actor
c) Archival data
d) Observation

Aleeba, HR Manager, Pakistan based Multinational firm in Food and beverage industry.

Mrs Aleeba started her career as HR associate 8 years ago, 6 years ago she was promoted to HR executive. She has been working in the capacity of HR manager for last 5 years.

Her areas of responsibility in her organisation are to do pay roll management, administration of benefits, and performance management of employees. She is dealing with HR policies, job evaluations, compensation and benefits administration, and employee's communication.

Aleeba considered all of her HRM practices and policies as a western imported product, which she got through training, interaction with colleagues, and her MBA degree. At her current job position, she has modified several western HRM practices according to local environment. She believed that western HRM practices and functions could not be applied in their original form. By quoting the example of how performance appraisal system is applied in her organisation, she informed that although 360 degree appraisal system is popular among business organisations across the world, however, in Pakistani context, she and her colleague found it difficult to be applied in its original shape. She highlighted that the level of understanding of customer, suppliers and other key stakeholders, as well as interaction and communication channel used in Pakistan made it challenging to collect feedback from all stakeholders (360 degree). She believed that even if organisations successfully collect feedback on the employee's performance, it is often not valid and reliable. Addressing this issue, Aleeba's firm had introduced new research-based performance appraisal system which takes progressive feedback periodically. Quoting several issues with the applicability of western HRM in the local context, she commented that it needed to be modified. She also observed that since many companies like hers were modifying western best practices, western HRM was not 100% western, rather it was modified according to the local culture. She was recently asked to conduct a salary survey of her company's employees, for which she hired consultants. The consultant and other relevant professionals who helped her with their services suggested "western way of conducting the salary survey within international parameters and systems". However, she did not completely follow their suggestions and advice because she believed that Pakistani local culture required to be adopted in the best western practices. She further commented, "Salary survey is conducted with the help of consultant. They come and see whole company's position. They look into whole job description……they tried to match with their standard JD [job descriptions] ……they do as it is to be in international context and standards. But to us, JD is bit different". She realised over the time that job description of individual employees should take up factor

of individual benefits of job description to employees, else employees would not follow their description or it would be difficult to measure their performance against set JD.

Aleeba has strong observations and feelings about the state of western management practices in Pakistan. She was born in a business family where she observed first-hand how to deal with employee related issues. Through her childhood, she had been realising that employees at her father's business should be treated with some standard practices, such as quality of work life, performance management, and effective reward system. She had observed the high turnover of employees at her family business, which, she believed, was because the employees wanted to have more earning opportunities. She had realised that managing employees is an art. At the same time, she had observed that those people who managed well their employee become successful and grow their businesses. This was the point in her child hood which sparked a desire to become an executive. It was coupled with job opportunities and high salaries to HRM executives at that time. After having completed her college education, she wished to do an undergraduate degree in business administration, however, she was recommended by her father to pursue commerce (B.com) and science (B.sc) degrees simultaneously. Although, she was not quite sure of the value of doing so, however, due to her culture and family structure, she had to follow the advice. After having completed B.Com, She joined her present organisation as HR associate. This was her job, which told her the importance of business degree like MBA. Many of her colleague at senior positions who were handling the same HRM functions and practices as she was, were getting high salaries and perks, only because they possessed MBA degrees. This disparity influenced her that to do an MBA. Consequently, she secured admission in MBA program of a renowned business school. Her organisation allowed her to continue her job while she was doing MBA. She found it quite challenging, however, she did well. After having completed her MBA, she got promoted as HRM manager, the position where she is currently working.

Aleeba believed that acquiring an MBA while working was a challenge. Although, it gave her sound theoretical knowledge, which differentiated her from her colleagues within the organisation, however, it was more of her social circle and networking that she had acquired over the time, not only through her position in corporate sector but also through her father's family business. Although, she initially regretted with her decision of doing B.com instead of BBA (business degree) at undergraduate level, but subsequently, she realised it proved the best in her favour. She had developed a good idea of the MBA

courses (as she had done commerce courses before embarking on MBA) before joining MBA programs, and she had her own corporate and social status, which helped her to make MBA study easier for her. Moreover, the salary boost and promotion which she got after the MBA was not possible if she would had joined as a fresh MBA graduate without herreal-life managerial work experience. She commented that her "experience, family background, financial self-sufficiency, and social support helped [her] a lot in [her] career". Adopting the route of job plus MBA helped her to achieve her ambitions swiftly. Talking about her ambition in life in her early years she said "I wanted to have good life, good family, and of course, as you know it is only possible if you have good job and solid sources of money….but…yes, it was my qualification and skills through which I secure a job which gives me luxury life style and good status in society today."

Table 4.2: Illustrative evidences: Aleeba

First order codes	Theoretical categories
"like every one, I too had lot of ambitions….my father business and my college life taught me how to get good life style and achieve goals…..it is all about money, and my job give me this all ." a) "our cultural and social value are developed in such a way that we look at everything in terms of what it will bring to us." b)	Economic capital
" from my early life, my job, and then in MBA, I realised that it is the knowledge and power of latest trends and information which make life easy." .." a) "Although, I could not do BBA, but my MBA with job experience provided my unique mix of experience." a) "here at Engro I am HR manager, I started with Sukkur plant..but it was my MBA and experience that today I am in head office here. I loo for HR issue of many plants and cities." a) "Our HR department has unique structure and we do locally compatible HR practices." b)	Cultural capital
"We have links and working relationships with top HR consultants, they are even impressed with what we are doing" a) "the working environment here is very informal, from peon to CEO we all are colleague, no dress code nothing…it is a unique mix of environment which create strong bounding with each other." b)	Social capital
"It is indeed my MBA and HR position before joining MBA which helped me achieve my carrier goals." a) "I am today well regarded in my family, people give my example…it really feels good."a)	Symbolic capital
"the MBA courses were relatively easy for me, I saw my class fellows struggling in several courses but I was lucky enough because of my practical experience.". a) "my seniors always guided me through out my MBA and after MBA…in deed it was because of that guidance and networking with seniors and other fellows that it took me relatively less time to get high grade and all that one gets after several years." a)	Soft exchange
" everything has cost and benefits, for me I scarified my family life, I used to leave house early in morning and enter back late night for 2 whole years" a) "My young age ambitions helped me a lot in becoming what I am today, I did hard work Engro as well as at college and at IBA."	Hard exchange

"I have been seeing my father and other routine for many years, it gave me sense of what to do and how to do to become something." a) It was unconceivable for many families in 1960s and 1970s to think about MBA or any other business education. c)	Primary socialisation
"When I was doing my B.com, I realised it was old fashioned. I compared it with what I was doing at my recently joined job as HR associate." a) "by looking at the situation, and my colleague, I convince my family that I must do MBA…because I realised that there was a need to do HRM courses, and it was the field where many people were required." b)	Secondary socialisation

a) Focal actor
b) Other actor
c) Archival data
d) Observation

Aleesha, HR director, banking sector

Before joining her present organisation Mrs. Aleesha had worked for many companies in textile, Pharmaceuticals, and consultancy. She had completed her MBA 15 years ago from IBA Karachi. She belonged to a middle class family. She developed her ambition to work at a managerial level by observing the life style and social status of those who were working in corporate sector. She highlighted that it gave her an impression that they were in the elite social circle because of their managerial jobs and contacts. Aleesha's first job was in the Middle East where she joined a bank as HR executive. She was concerned with the issue of 'brain drain', but she considered it as one's basic right to secure their future, even by opting to go abroad to find a better job. While she believed that one should avail the overseas opportunities of good job, she also thought that it was the responsibility of leftover professionals (those who chose to stay in Pakistan) to pay more attention to the development of best management practices and economic development. She commented that there was still "great need for better HR related policies" to be directed towards optimal level of productivity "with the best use of human assets that [you] have."

Realising the potential of western management practices and its scope in Pakistan, she joined a textile company in the country. She focused more on western HR practices. According to her it was necessary to give local businesses a global outlook. She believed that it was only possible with global networking and "easy access to quality and required information." 15 years ago when she did her MBA, there were few opportunities for professional networking, but then after she had worked in couple of organisations, she owned membership of several professional circles, which helped her to understand more about the use and need of western HRM practices. However, she had realised that it is

about how one maintains an understanding of the latest developments in management knowledge. Even the valuable social and professional circles in which she was well regarded were developed with the aim to update herself with the latest development of the fields. For that purpose, she went through a number of training and education programs. She did a few certification courses from IBA and abroad which helped her in this regard.

She believes that one should be conscious to adopt latest development, concepts, and practices of the contemporary management, which was a key for her networking and worth in corporate sectors. She commented that one should adopt "completely and quickly" according to the need of their role and their organisation.

Aleesha's jobs in textile and Pharmaceutical industries in Pakistan was in the organisations which were owned and controlled by traditional business owners, locally known as "Saith". "These traditional owners (Saiths) do not bother about the impact of latest HRM practices, rather they were more concern with their business outlook to the world. They dictate and control all the management practices." However, Aleesha observed and experienced during her latest jobs, that the thinking and business approach of the 'saiths' was changing, which was due to a new generation of saiths coming in and taking over. This new generation was consisted of children of those 'saiths'. The kids of the saiths, who subsequently took over their family business, were educated with contemporary business education, mostly MBA, which helped them to understand the value and benefits or adopting western business approaches, and running their family business organisations professionally. "They were very aware of what is going on in the world." At her recent job, she came across with the boss who was son of traditional business owner, and graduated from USA. She said, "it has been a norm here for long time, all the 'saiths' want their children to have MBA or so from major foreign universities.". She always felt comfortable working with bosses graduated with MBA or other business degrees. She believed that majority of current business owners in Pakistan are "moving forward… They all belong to family business structure but they have come a long way."

Aleesha belongs to a family that embraces traditional cultural roots. In her childhood, she had limited access to meeting different people and groups in the society. She has observed her family, relatives and other family friends who regard highly the British and American

styles and managerial jobs. In fact, she commented, having a managerial job was considered as a high status and sign of status. Like many other children, she too, fancied to have that status. Later on when she was exposed with internet and different other kind of communication means, she become open minded and felt that she was no longer constrained. She got introduced with what was going on in the world. She remembered when she first time saw a job advertisement online, and realised how well paid the managerial jobs, (especially HRM jobs) were. It gave her the impetus to do an MBA and try for managerial jobs.

When she enrolled in IBA's MBA program 15 years back, she got a mixture of resistance and encouragement from her elders and relatives. However, when she successfully completed her MBA studies and got a good managerial job, all of them were praising her. Many of her cousins and distant relatives' children also followed the same path and did an MBA. When she recently met with one of her relative who had done an MBA, she realised that there has been significant changes in the structure and courses since she had done her MBA.

Realising the dynamics of contemporary HRM practices, Aleesha has recently gone through several courses in HRM. She believed that keeping herself updated with the latest development of the field would secure her financial and social life. However, she did not find it difficult to pursue management courses and training then in past when she first time did her MBA. It is mainly because she had a status and HRM job, which she did not have in the past, which helped her to use her contacts and sources of information as of what is the best course or degree, and which one would add monetary value to her current role.

Table 4.3: Illustrative Evidences: Aleesha

First order codes	Theoretical categories
"It is not secret anymore. Anybody get HRM position considered as a most influential person in the firms, even the salaries and other benefits are way more than others." a) When she sought admission in MBA, lot of companies were opening HR positions with high salaries and perks. C) "All those families and relatives who have someone in managerial post, were well-off." a)	Economic capital
"every one want to have settled job and career progression, for my one I need to update myself with latest development of the field" a) "Being a HR practitioners we have opportunity to self-development. Our companies continuously spend on our training and latest courses from IBA and LUMS." D)	Cultural capital

Quote	Category
"I realised very early in my life that MBA is the route for good job and career, for which I worked hard and fought hard." a)	
"I did MBA 15 years ago, at that time there were very limited opportunities for networking and making links, but today after having completed MBA and after having worked in different companies, I am part of number of organisational circles, clubs, and professional groups." A). "We alumni help each other, in finding job, in solving any problems, sharing any new opportunity or just for knowledge sharing…" d)	Social capital
"Any one with managerial job was considered superiror and infleunctial…I remembered when my father used to listen carefully non-sense advices and recommendation of one of his friend who was a senior manager in a big company."" a) "MBA gave me a passport for prosper future and what I am today.."a) "People today know me but as what I am but because what I have..and this is equally valid for my position at my working place." a)	Symbolic capital
"As I grew-up, I learnt from my father's friends and relatives that anyone who has some unique degree can win.."a) "many people in our family circle have social influence, and links in government and companies...even few of our distinct relative look for them to help in getting jobs.." "Yes, it is some unique qualification and profession, links and connections, but this all cannot be achieved with our hard work or solid knowledge base of the field."	Soft exchange
"What I have and What I am today is because I successfully updated myself with latest knowledge and practices of the field and what can make me unique at my job." A)	Hard exchange
"It was my childhood dream to do MBA and become big manager.."" a) "even our families financial position and living standard drove me to do something extra ordinary…"a)	Primary socialisation
"Also. I was lucky enough that there was lot of managerial jobs in the market. Many American companies and banks were recruiting MABs." A)	Secondary socialisation

a) Focal actor
b) Other actor
c) Archival data
d) Observation

Lexman: HR Director, Petroleum Company.

Lexman has been practicing HRM since 1974. He has worked for Pan American airway, American Express, Shell, and several others. He did his MBA in 1990s, and joined his current position in 2001. Lexman has witnessed various restructuring in HR practices throughout his career. It was changed nature of the management practices and ideology which drove him to undertake his MBA qualification eventually.

To the current state of HRM practices, Lexman believed, "It depend a lot on the life of the organisation, completely new organisations will have better HR practices, older

organisation have old HR practice, multinational have adopted global HR practice" He expressed that it was the penetration of multinational companies, and their subsequent hiring of local people, that introduces western HRM practices in the region. He was first introduced with contemporary HRM practices during a training session in 1980s in America. He observed that due to the monetary and social benefits of foreign companies, lot of people joined them. It drove local companies to adopt the same practices as in foreign companies. Due to this trend, numerous local companies established western management practices. At this stage, he observed, local people working in multinational companies found local companies offering them the same environment and packages. Subsequently, there was free mobilisation of people between local and foreign firms. He commented that several local companies including banking sector had hired those people previously worked in multinational companies. This trend actively introduces the western practices, and to some extent, where ever possible, with management support for change, they created local versions of western practices. In his last company, he adopted the performance appraisal system, but soon after realising its incompatibility with local culture, he modified it according to the understanding of his customers, employees and other stakeholders.

Lexman highlighted that due to this changed structure of HRM practices, " in last 20 years, there is huge proliferation of HR conferences, and seminar, bringing local and international speaker" which has created the awareness" and importance of the field for one's career development and achieving personal life objectives and targets. He commented that local people has been presented HRM and other management practices in such a way that they take every western or American thing, be it commodity, service, knowledge, or practice, as precious as gold. It have, indeed, provided local people with more opportunity to connect with the world and explore more opportunities to secure the best life. Even, few people among those who has been graduated with MBA and had worked with foreign companies or with local companies with western structure, have acquired positions in public sector organisations, and government regulatory bodies. According to Lexman, Securities and Exchange Commission of Pakistan's recent step, to make HRM practices and existence HR department mandatory for every registered company in the country, was result of inculcation of western pattern of thinking and structuring in the country.

Lexman has been member of several government and consultancy bodies. His recent role as a lead trainer at a government training institute realised him that the time has been changed. At the time when Lexman enter into management practices, by joining Pan American Airline, in 1970s, there was no trend of doing MBA. Not enough people, wanted to become businessmen or wanted to join companies at managerial positions, were pursuing MBA as a passport for this. However, over the time, it changed, the business environment has been changed, companies prefer those who already know the common language and terminology of management practices, and who possess good knowledge and sound awareness of the business and management practices beforehand. And to motivate local people in the direction of acquiring preliminary business and management know-how before starting the career, they incentivised them by paying more salaries and perks to qualified managers and practitioners.

Lexman's MBA was not with major in human resource management, rather he did general MBA from UK. He believed that MBA education just exposed him to so many global practices, which eventually helped him to navigate further with HRM practices in different organisations. He commented that people still need to understand that MBA will just expose them to global practices rather than guarantee as a successful practitioner. "It just teaches how to sink." He succeeded on the basis of his "ability to analyse and ability to come-up with timely and effective solutions."

Commenting on the value and stuff of new HRM practitioners, during his recent interviews for hiring HRM managers and some other managerial jobs, when he asked one candidate about what brought him to apply for that job, he was replied that it was the scope of the field, and as everybody else is doing it, he also did the latest. He commented that people were following "one size fit approach". They did MBA because they knew that eventually they would get a managerial job, which would bring them lot of money, perks, benefits and living style. This kind of embedded thinking, he believed, hindered the use of best HRM practices at its merit. They look over everything in monetary terms, which is against the underlying principles of HRM, rather it is just old administrative approach, which teaches people "just give money and get rid of it".

Lexman believed that HRM has never been custom or focus of young business graduates, it was very hard for him to see people taking language of HRM and business. When he left his recent company, he had big HR department, with people development division as

a backbone of it. He launched global initiative there. But at the end he realised that it was not going to work, everybody was just doing for the sake of doing it. No one was owning for developmental purpose, it they are secured with more bonuses and allowances they might own it. Lexman had come across with many managers and his subordinates who were bounded by their family and social problems. He commented that due to socio-cultural make-up and structure of the country, people are surrounded with numerous issues. Couple of years ago he met with a HR manager, his subordinate, who had sick mother, and he was the sole financer of his family. He realised that it was difficult with people in this culture to adopt HRM or other western management practices without thinking about its monetary benefits. He had observed over many years that it is either, money, links and relations, or any other material thing which motivate people to go for business education like MBA, or just to compete and struggle for managerial jobs such as HR manager. Why they adopt and execute the western HRM practices was just a road way to achieve what they wanted primarily.

Lexman believed that it is the culture and society of the region, and interaction with outer world which teaches people what will give them the best, what is easy to achieved, what is difficult, in fact, people rationalise their decisions on the basis of what they have been observing and feeling for years. By sharing his own story, he put that, there was boom of industrial activities in the country during his child hood in 1950s and 1960s. He and his family anticipated well the worth of industrial career. He has been grown up seeing everything as American and English. Consequently, he had strong orientation of western culture and business practices. When he finished his college education, he got some got jobs because of penetration of several American firms with high demand of local human resource. Due to this demand factor, he got good starting salary, which realised him the value of the managerial jobs against if he would have gone for engineering or medical field. Due to this motivation, he developed his interest, and explored the western management practice with interest.

Table 4.4: Illustrative Evidence: Lexman, HR director

First order codes	Theoretical categories
"I joined an American company first time right after my college education, I took it as part time first, but eventually due to high salary and good offers I took it permanently." a)	Economic capital

Quote	Category
Several American companies penetrated during 1960 and 1970. They offered high salaries and good perks to attract local manpower. c)	
" I did my MBA during mid-way in my career, it just teaches u how to sink, it exposes you to so many global practices… this is the thing people need to understand now…………what u do is what you know…ability to analyse, ability to come up with solution.." a) "It opened several other opportunities for me.." a)	Cultural capital
"During my Job in Pan America, I make lot of social contact and leant a lot from them, in fact, it was because of these contact that I successfully joined other organisations whenever I wanted." A)	Social capital
"HRM like other management practices was a need of the industry in the country in that time." a) "For people, It was passport to western best culture and style…..."a) "People were increasingly buying ideas from western companies employees" a) "in our culture, we regarded external values and practices more than our own." b) Having Indian origin, British legacy, and Islam as a religion, the culture is amalgam of several factor, which embed dependency on foreign things as a norm… c)	Symbolic capital
"When I first time worked for Pan America, I was soon considered as wealthy and influential person. It felt like I am American. A) "I won lot of contact in the companies I worked, in family and society, and even in government institutes…It helped me to get best suggestions for my career progression….I was equipped with latest information which today's managers and business students are not."	Soft exchange
" I continuously learned from my on-job experiences…soon I realised that if I want to grow and remain distinctive, I must do MBA, because I was leading a team in which majority was MBA holders " a) "After I did it…it gave me a sense of achievement…and I broadened by social circle even.. I later on provided consultancies to many business schools here. I am now even teaching at IBA as a professor or practices…this is all because of my timely decision of doing MBA….	Hard exchange
"It was all about the time and timely decision………and yes, off course credit goes to my family and others around me at that time.. c) It was unconceivable for many families in 1960s and 1970s to think about MBA or any other business education. c)	Primary socialisation
"I learnt a lot from my mentors in colleague, and in companies…….at first I did not join as HR practitioners, rather it was general associate job…but soon my senior manager told me that I should consider recent opening in HR department….which I did." a) "It was the efforts of my sub-ordinates and other friends who made me realised that I must do MBA….due to this timely decision, I opened up many other earning opportunities, and yes It gave boost to my career." a)	Secondary socialisation

a) Focal actor
b) Other actor
c) Archival data
d) Observation

4.4.4 Cross-case analysis and Discussion: Second order Analysis

My second order analysis and theorizing about mechanism of capital resources exchange that influence practitioners to adopt HRM practitioners is summarised in table 6 and figure 1,2,3,4 and 5.

4.4.4.1 Capital resources

Similar to past studies and Bourdieu's original theorisation, I found economic capital as the most dominant form of resource that shapes actors' social position and status. Actors acquire it in the shape of market-competitive jobs of HRM, high salaries, perks and other incentives. However, in order to gain an occupational domination and social position, they strove to acquire relevant expertise, education, relevant know-how, relationships in society and corporate sector, and unique qualifications such as MBA in HRM or specialist HRM courses and training. It was found that cultural, social, and symbolic capital provided actors a means of achieving economic capital. However, how and in what sequence they acquired and used them as a means to gain economic capital depended on their social orientation and degree of ease in acquisition and convertibility of the non-economic forms of capital resources.

Table 4.5: Cross Case Comparison

Aggregate theoretical dimensions	Theoretical categories	Ruchie	Aleeba	Aleesha	Luxman
Capital Resources	Economic	High in present and low in past. High owing to the benefits and incentives she gets because of	High (throughout her life) owing to her family status and high social class.	High in present and low in past. She gets high salaries and perks than other departmental managers. She handled training and	High level of economic capital before and after acquiring HRM positions, owing to social class he belonged.

		the her position		development project with extra remuneration.	
	Cultural	High as she practice HRM in an international environment, she always impress her seniors because of strong knowledge of latest HRM practices.	High as she has gained the experience of handling multiple HR situation at multiple locations. She contextualises western HR practices according to local cultural needs.	High owing to opportunities for training and self-development.	High cultural capital in terms of his job experiences at several organisations.
	Social	High as she is the part of multiple professional groups with and outside her organisation.	High as she is the part of several social and professional group[s, owing to her social class and position.	Over past 15 years she has secured place in several groups within and outside, which raises her social and professional recognition.	High because of position in social circle and past work profile in many multinational organisations
	Symbolic	High as she got high social position owning to her job and MBA.	High as MBA gave her passport to promotion and salary increase.	High as she possess the power to influence people around her.	High as he is recognised as HRM practices expert. Business schools hired him as professor of HR practices.

Table 4.5 [Continued]

Exchange mechanism/ ease of exchange	Soft exchange	Low owing to her struggle to acquire cultural capital to be converted into economic capital. She	High level of soft exchange as did MBA with ease and minimum struggle. She did MBA with the aim of enhancing her	Low level of soft exchange as she belonged to emerging class of the society. She put extra efforts and struggled for both MBA and her	High level of soft exchange owing to his established social status. He did his MBA in late of his mid-career just to update him.

		preferred to go through the route of MBA for getting the managerial job, by anticipating the potential of managerial jobs as well as MBA.	existing status and position. After joining HR position she became part of several networks which supported her in getting high returns from her educational investment and job experiences.	managerial jobs.	
	Hard exchange	High level exchange because she belonged to emerging class and does not possess symbolic or social capital prior. She pursued MBA with a goal to acquire managerial position in HRM field. Her social links, and unique occupational and social position was based on her MBA degree and the HRM job she has.	Relatively low level of hard exchange as she belonged to elite class and possessed symbolic capital. She measured every social and work related act in terms of monetary cost and benefit. Although, she worked hard to get the position and status but it was her family and social class as well as job experience which gained him high returns.	High level of hard exchange as she worked hard to get HRM managers' position as well as MBA education. She valued her experience and education more than every other available alternatives.	Low level of hard exchange as he capitalised on his families stablished social status and contacts.

Table 4.5 [Continued]

Adoption: (Drive, motives and role)	Institutional and social position	High within business school, own department, beyond the business school and academic community.	High within business school, society, industry, and broader academic circles, relatively low within own department.	High within and beyond HRM department and business school.	High within society, business school and industry, low among colleagues from other departments.
	Occupational and professional dominance	High power to change the social and cultural values, earning social and professional links, and taking part in the latest fashion.	High believe on power of human capital development because HRM and newly introduced management methods are highly influential.	High believe on own HRM contribution, high value for academic performance, development and customising the ideas.	Highly regarded the value of HRM to self-career, student's jobs, and business and commerce development.
	Scope	High because of MBA-HRM bubble, increasing demand of HR professionals, mean of connecting with Americana and the developed economies and academies of the world.	High because it enables connections with the world, and potential to understand solve country's current economic and social issues.	Increasing pressure to design and develop new HRM courses, new jobs, and new discipline of managing people.	HRM courses taught in Pakistani business schools are widely accepted throughout the world. Alumni are working numerous multinational companies across the world. It has power to change orientation of traditional education.

Table 4.5 [Continued]

Habitus	Primary socialization	High role as she realised the importance	Low role, because on the basis of, her observation	High influence of primary socialization at her family	Low role of primary socialisation. Due to family structure and

185

		of hard work and choosing the right discipline by observing her father and other family member	and socialisation within business family structure, she wanted to do management education.	and close family circle. She learnt basic idea of having managerial job and MBA from home.	status, he did not think of becoming HR practices expert until end of his college life.
	Secondary socializa tion	Her class fellow, colleagues, as well as those relatives and family friends working in private companies realised him the importance of HRM jobs.	Her social circle of friends, colleagues, and community members, as well as latest job openings by top firms drove him to go for HR jobs.	High influence of job market, and multinational companies' job advertisement as well as suggestions from colleague and community members.	High influence of secondary socialisation. During his college time he realised the importance of managerial job and career in it.

Across all four cases, I found that cultural and social capital were the most influential forms of capital resources that forced HRM practitioners in acquiring the HRM practices. Actors defined cultural capital in relation to management and human resource management knowledge that they obtained in MBA, and practical experience of HRM practices in their respective organisations, aligned with actors' social and symbolic capital (Bourdieu, 1986; Bourdieu and Wacquant, 1992). In business organisations expert knowledge, education, and experience of western HRM ideas and practices provide economic, social security as well as the job and career security. Ruchie has the most valuable cultural capital as a MBA graduate HRM manager, followed by Aleeba, the practice-facing HRM manager, Aleesha as knowledge-producing HRM practitioner, and Lexman as knowledge-producing academic and corporate HRM practitioner. It was found in all four representative cases that the cultural capital was readily translated into economic capital because of its potential to yield competitive salaries, allowances, perks and several other incentives. Hence I suggest that HRM practitioners' economic capital aligns with their high cultural capital.

Social capital was found as important to the extent to which it connects actors with broader HRM practitioners' community. All four focal actors had high social capital as

they were connected with several professional groups and occupational bodies within and outside their organisations. For Bourdieu (1977), social capital plays an important role in socialising actors into norms of behaviour. Across all the four cases it was found that social capital was readily translatable into economic capital and vice-versa. With the help of occupational, corporate, and social networking actors were able to explore and secure more economic capital.

It was found across all the four cases that actors were also influenced by symbolic capital. It was their unique social and corporate sector distinction that they acquire through MBA education, and unique contributions by practicing western HRM practices. For example, Aleeba acquired symbolic capital by modifying western HR practices of salary survey according to local culture, and gained a fame as expert of developing HR practices in local context. Similarly, Lexman was recognised as professor of practices owing to his several years' experience in American multinational companies. It was found that like cultural capital and social capital, symbolic capital too can be readily translated into economic capital and vice-versa.

Figure 4.3

Capital Resources
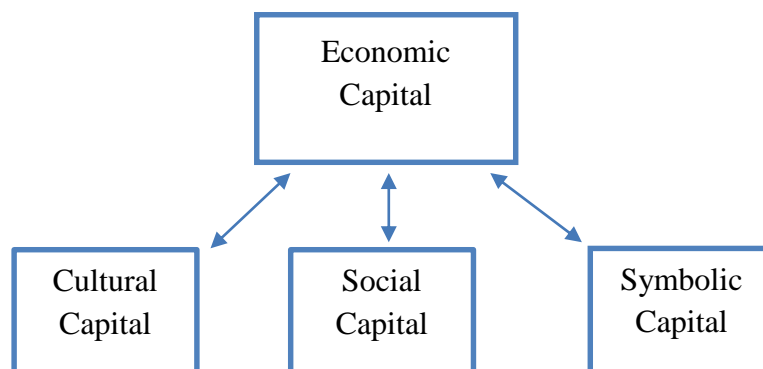
My four cases highlighted that I need to move beyond the effect of each capital resource in isolation and consider how they are exchanged into each other. In doing so, I found distinct configuration of how these capital resources are exchanged and translated into each other.

4.4.4.2 Acquisition of dominant form of capital resource through the exchange mechanism

According to Bourdieu's concept of capital, use and maintenance of the various forms of capitals is not a matter so much of enjoyment (i.e., wealth) but of work, i.e., production of that capital form. Similar to Marx concept of economic capital, Bourdieu takes it as dominant principle of domination in capitalist society. Actors gain dominance through acquisition and maintenance of economic capital (Bourdieu, 1986), but as not all actors can possess economic capital they strive to create their own dominant form of capital to be exchanged into economic capital. The actors strive to acquire those forms of capital that can easily be converted into economic capital. In doing so, they are engaged in an exchange relationship of the capital resources. According to Bourdieu, distinctive practices of professionals create fraction of dominant class of practitioners or professionals who are relatively poor in economic capital, but who by dint of their social role, rich in cultural and other form of capital, strive to enhance their own specific form of capital as a rival principle of domination. I found across the four cases that actors acquire and negotiate non-economic forms of capital into economic capital in two main kinds of exchanges: 1) Hard exchange, 2) Soft Exchange.

4.4.4.3 Soft Exchange

In soft exchange actors acquire cultural capital not as a means to get basic exchange into economic capital, but to enhance or maintain existing economic capital. It is the actor's act of acquiring cultural capital with the help of already acquired social and symbolic capital. This is the mechanism operated by actors rich in economic capital but relatively poor in cultural capital which possess threat to their social position and dominance. It was also found that actors, being already rich in economic capital, can only acquire symbolic and social capital to be directly converted in economic capital. Two of the focal actors who originally belonged to elite or established class of the society exhibited strong preferences for social and symbolic capital, which they acquired with the help of economic capital. Having acquired symbolic capital in the shape of fame and social recognition owing to their family background, and social capital in the shape of social connections and networking with influential and affluent members of the society; they

were oriented with importance and value of dominant form of cultural capital, i.e., HRM practices, executive or managerial jobs, MBA education. By doing so, they enriched their economic capital and social position. For example, Aleeba, who belonged to business family and rich in economic capital, realises the importance of latest trends of western ideas and practices in business organisation. She capitalised her established social links (social capital) and family's unique business position, (symbolic capital) in getting entry into her current organisation as HR associate. Later on, realising the need of contemporary management education she enrolled in MBA program which provided her cultural capital, which paid her in the shape of promotion as HRM manager. It enriches her economic capital and social position. Similarly, Lexman who belonged to elite social class, enriches his economic capital with the help of serving in various multinational companies in the capacities of HRM manager and HRM director.

Figure 4.4

Soft Exchange
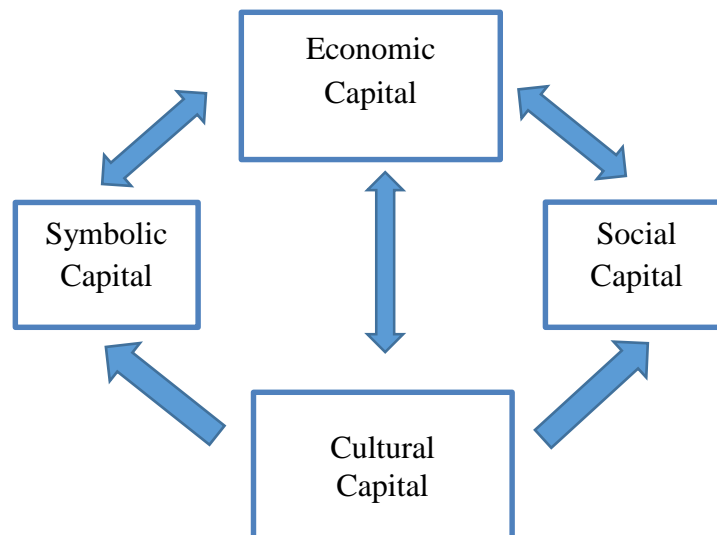
4.4.4.4 Hard Exchange

In hard exchange actors first acquire cultural capital in the shape of latest ideas and practices of HRM, and management education like MBA, as a mean to acquire economic capital. They negotiate for economic capital with the help of social capital (links, contacts, and networking facilitated by cultural capital, and possession of unique characteristics of the cultural capital such as MBA, specialised training, social class etc. (symbolic capital). It was found that this kind of exchange is carried out by the actors who belong to low or emerging social class, wanted to catch-up with established or elite social class. It was also found that non-economic form of capital resources such as cultural, social, and symbolic can also be directly converted into economic capital.

However, actor's social class and origin play a role in this exchange. Two of the focal actors who belonged to low or emerging social class exhibited strong preference for cultural capital that both influenced and facilitated their social and occupational position through economic capital. Ruchie focused on acquisition of cultural capital as she always wanted to impress her senior executives with her knowledge and expertise of latest HRM practices. Her MBA education helped her a great deal in this. In doing so, she gained distinctive position and status (symbolic capital), which was enriched through her links and connections with other actors in social and corporate sector. With the help of this unique temporal combination of non-economic capital resources (or her portfolio of non-economic resources) she gained rapid promotions, high salaries, and other financial incentive in the shape of perks and benefits which helped her to achieve luxury life style and security of financially safe future, which she considered as necessary for maintenance of social and professional position. Similarly, Aleesha follows the same route to gain social and professional position by adopting HRM ideas and practices, through MBA and job experience, which gave her high cultural capital. She worked hard to get the position of HRM managers as well as her MBA education. Her hard struggle to acquire MBA education and managerial job created her a value through which she enabled to earn not only high salaries and other benefits but also opportunities' for earning extra remuneration, which brought her close to elite/established class of the society.

Figure 4.5:

Hard Exchange
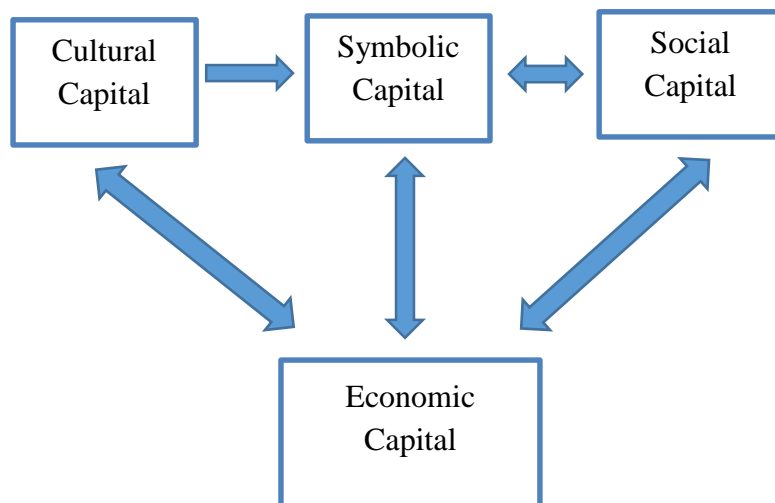
4.4.4.5 Habitus as structure or context

The structure or context that guided the actors' strategies on how to acquire and exchange for dominant forms of capital resources is guided by actors' habitus (Bourdieu, 1977, 1986). Actors both primary and secondary socialisation provide them basis for habitus development. It was found across all the cases that HRM practitioners adopted HRM practices according to the situation faced by them and their social circle including family. It was "a structuring structure, which organised actors practices and the perception of practices" (Bourdieu, 1984:170). In the case of HRM actors this structuring structure comes from their socialisation, histories and past experiences. Consistent with Bonnewitz (2005), it was found that they conceived the idea to go for managerial jobs and adopt western HRM practices during their primary and secondary socialisation. It was found across all the cases that durable scheme of action and perception about HRM practices was transferred during actors' childhood, education, or learning based on parents or family's social position in the social space. It helped them to internalise the potential of HRM field as the parents or family's mode of thinking, feeling, acting, and behaving. Later on, having been exposed to a broader social space in their educational institute, corporate sector, and job market, they linked their primary socialisation with their own social position in the social space, to be internalised as their own habitus. Bourdieu's (1977) notion of "class habitus" reflect this situation of "internalizing the external", according to which actors' different positions in society lead them to have different taste and interest among social classes (Bourdieu and Darbel, 1969; Bourdieu, 1984). Consistent with Bourdieu's theorisation of habitus and "class habitus", I found actors representing two major social classes, which I termed as 'elite/established classes and 'emerging/low classes. The structure of primary and secondary socialisation of both classes was found different from each other.

Figure 4.6: Capital resources Exchange mechanism

	Primary Socialization	Secondary Socialization
Emerging class	Hard Exchange	Hard Exchange
Elite/ Established class	Soft Exchange	Soft Exchange
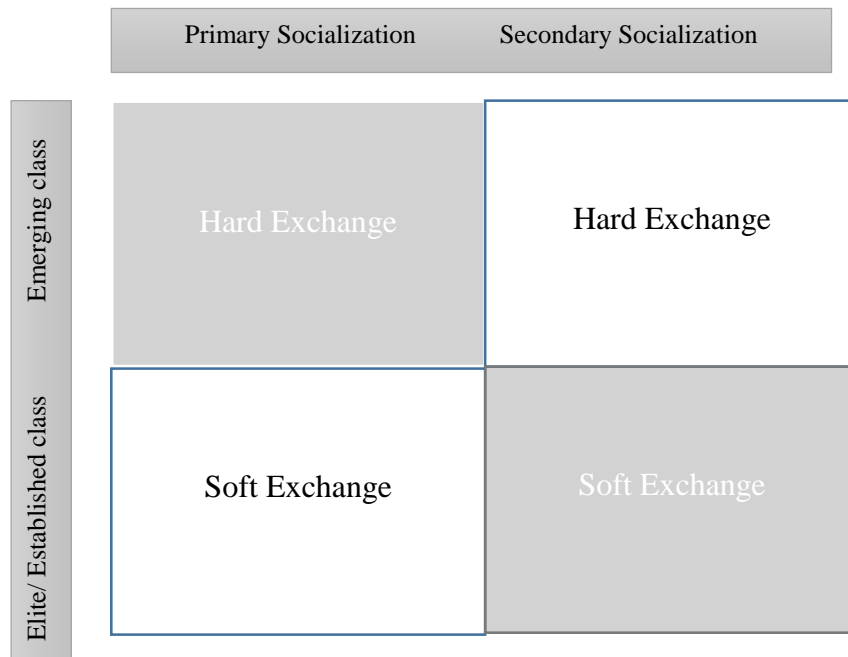
4.4.4.6 Primary socialisation

Ruchie and Aleesha were influenced by their parents' and family's way of thinking and believing. They learnt from their parents and family structure that they had to be well educated if they wanted to attain the best profession such as medical doctor or engineer. They wanted to improve upon their family status, and to secure their own financial and social prospects, which gave them a drive to acquire the education and job in the discipline that could make them distinctive among others. To this end, they faced financial, social, and family hardships. On the other hand, Aleeba and Lexman observed their parents and family structure as very flexible and well-off. They had both grown-up seeing the importance of business and management and social status as a part of business and corporate world. Owing to their family's social status, they studied at the best schools and colleges by default. Across all the cases I found that actors from elite or established class of the society did not consciously strive hard for cultural capital during their early life, rather it was their family's structure; symbolic capital and social capital; that made them acquire cultural capital eventually. It provided them with a soft exchange of capital resources. On the contrary, actors from established or low social class, wanted to improve

upon and change their family structure and living standards, which provided them with the drive to acquire high cultural capital even without support from the family structure and family possessed capital resources. It caused them to engage with a hard exchange of capital resources.

4.4.4.7 Secondary socialisation

Primary socialization, which develops primary habitus, was seen to build secondary habitus as a result of actors' interaction with society, such as education at school and university as well as other forms of life experiences. The primary habitus carries "embodied history, internalized as second nature and so forgotten as history" (Bourdieu, 1990:56). However, instead of losing its impact, it continuously influences the development of secondary habitus. Given the close influence of primary habitus on secondary habitus development, the habitus (both primary and secondary) can be defined as a force that is constantly reinforced and modified by actors life experiences, giving it a dynamic quality (Chudsikowski and Mayrhofer, 2011). As built on actors' present and past lived experiences, habitus can be taken as never ending restructuring internal structures (Bonnewitz, 2005).

Across all four cases, I found that actors current position as HRM practitioners were highly guided by their secondary socialisation. For example, Lexman, who did not wanted to get a managerial job or be an HRM practitioner until his college years was eventually influenced by his part-time job in a firm while in college, where he realised the importance of having career as a HRM professional. Similarly, Aleeba who wanted to pursue higher degree in medical field, was impressed by her friends and their family businesses, as well as the observation of how important was employees' management at her father's business. Being part of an established social class, they found it relatively easier to get managerial jobs to gain work experience. It provided them with a soft exchange of the capital resources that they wanted.

Ruchie, who wanted to become a medical doctor, failed to meet admission criteria of medical college. During what was a personally tough time, she explored new opportunities, and found a bachelors in business administration followed by MBA as the best alternative. Her decision was highly influenced by her family friends and relatives who were working in corporate sector. Furthermore, competitive job market conditions

in general, and demand for HRM practitioners in particular, assured her that she would still be able to bring about change in her family structure, including social status and living standard. It was her habitus (which started developing during primary socialisation) that guided her new strategy or subconscious practices to achieve the position (Rehbein, 2011) by investing or acquiring dominant form of capital resource, i.e., cultural capital that was readily convertible into economic capital. Similarly, Aleesha observed the boom of American multinational companies, abundance of managerial job advertisements by companies, which after her college life gave her the impetus to acquire cultural capital in the form of MBA. As both Aleesha and Ruchie were relatively low in symbolic and social capital, and because of their objectives to acquire the class status and taste (Bourdieu, 1986) of established and emerging class, they engaged in a hard exchange of capital resources.

4.5 Conclusion

The aim of this study was to explore why and how HRM practitioners in Pakistan adopt western HRM ideas and practices by exploring the socio-economic dynamics at micro-individual level of analysis. To this end, Bourdieu's theories of practice, capital, and habitus were applied to examine the role and mechanism of capital resources exchange. The overarching aims were to explore actors' social position and status, formation and influence of actors' habitus on their adoption, and the role of an MBA in the formation of HRM practitioners' orientation, which provide them drive and motive to accept and take up western HRM ideas, knowledge, and practices in their professional role. The focus of this study was MBA-alumnus who were working as HRM practitioners in Pakistan. Individual actors' social position; which is guided by their possession of capital resources (Bourdieu, 1986, 1989), personal histories, and backgrounds are all considered important factors behind their understanding and adoption (Weick, 1995; Gephart, 1993; Dutton and Dukerich, 1991). However, the mechanisms behind this individual understanding and adoption remains largely under-explored and un-theorised in extant work.

This study highlighted that actors increasingly adopt western HRM practices because of its convertibility into economic resources such as a luxurious life style, improve upon

existing family structure, social condition, and social status and desire to emulate the established, elite class of society. It confers upon HRM practitioners a power position at both a professional as well as societal level. Adoption and implementation of HRM practices in Pakistan varies across two main social classes: the elite class and the emerging class. It was found that MBA graduated HRM practitioners' lived experiences becomes their structured habitus which in the shape of their primary and secondary socialisation influenced their adoption and implementation of western HRM practices. It is based on differences in norms, socio-cultural values, and circumstances of the actor's social class. The actors representing elite class adopted western HRM practices because they wanted to enrich their family and social position. To this end, they acquired cultural capital (in the shape of MBA education, latest managerial practices and experiences) by incorporating their family-acquired symbolic capital (in the shape of social and corporate positioning) and social capital (in the shape of networking and connections with influential corporate and social networks). Furthermore, as they were networked in elite social class which was socialised and connected with British legacy, American influence, and corporate circles, the western practices matched with their symbolic and social capital.

For the HRM practitioners who originally belonged to the emerging social class the adoption mechanism(s) worked differently from the practitioners who originally belonged to the elite class. They invested in cultural capital or sought to enrich their existing cultural capital, in the shape of MBA education and managerial jobs experiences. This class of the practitioners, being relatively poor in family-owned symbolic and social capital, strove to get symbolic and social capital through the acquisition of cultural capital.

The findings highlight implications for the adoption and implementation of western HRM practices. The emerging class of HRM practitioners who adopted it through 'hard exchange' of capital resources incorporated more of MBA-laden theoretical knowledge in their practices. Contrary to scholarly debate on the value and relevance of MBA-delivered management knowledge and skills (e.g., Mintzberg, 2004; Leavitt, 1989; Bennis and O'Toole, 2005, Khurana, 2007), it was found that the emerging class practitioners were highly regarded in their organisations on the basis of their theoretical knowledge, skills and experience they derived from their MBA (cultural capital). On the other hand, elite or established class of practitioners adopted latest HRM ideas and

practices through soft exchange of their established symbolic and social capital into cultural capital and then eventually into economic capital. Due to this soft exchange as a developed medium of adoption, they viewed HRM practices and managerial jobs as a mean to enrich their existing capital resources to acquire social position and status in their own social space.

Habitus of the practitioners play a vital role in their adoption. However, the class of practitioners are guided by their respective 'class habitus'. The emerging class of practitioners are more influenced by their primary socialisation (parents and family's way of thinking, feeling, and judgement) which forced them to acquire cultural capital. Elite class of practitioners are less influenced by their primary socialisation to acquire cultural capital, and instead focus on symbolic and social capital. Similarly, emerging class is more influenced by their secondary socialisation (interaction with relatives, family friends, school fellows, labour market, national and domestic circumstances etc.) to acquire cultural capital as a means to contribute in the field and to generate their own social position and status. On the contrary, the elite class was more influenced by their symbolic and social capital in their secondary socialisation, which forced them to acquire cultural capital as a passport for maintenance of their family social status and position, and to create their own social recognition and position.

Although, previous studies and Bourdieu's original theorisation (Bourdieu, 2001, 1986) acknowledged the importance of capital resources which generates social relations within system of exchange, and that actors acquire and exchange it to confer power, position and status; the mechanism of the exchange, and role of class habitus behind such exchange, which is explored in this study, was previously unexplored. Furthermore, there were limited empirical studies on the nature and mechanism of capital resources exchange. Western HRM ideas and practices are adopted and consumed by practitioners on the basis of economic value it brings to actors. The mechanism of exchange that drives such adoption and acquisition of economic value varies on the basis of 'class habitus' of the practitioners. The difference in class habitus generates varying temporal sequence of capital resources exchange. Subsequently, it generates varying orientation of western HRM practices among the actors.

Chapter Five: Exploring the gap between adopted and actual HRM: A study of HRM actors in Pakistan

5.1 Introduction

The last two studies in Chapters 3 and 4 looked into HRM adoption at academic and practitioner level by analysing the influence of social position, and the capital resources exchange mechanism. They further looked into the HRM actors' dispositions, habitus, social class and socialisation. This study looks into the post adoption phenomenon by analysing the actors' varying orientations, social positions. Main argument that is established from this study advocates that differences in social position as a structure to which academic, MBA-HRM graduated practitioners, and non-MBA graduated HRM practitioners are exposed created a gap in adopted and actual HRM in Pakistan. While the previous two studies have taken HRM academics and MBA-Alumni HRM practitioners separately to explore and analyse the phenomenon of HRM adoption at individual level by employing the social position perspective, this study adds one more categories of HRM actors (i.e., Non-MBA-Alumni HRM practitioners) to analyse the effect of varying individuals' social position and structural orientation on HRM adoption. Furthermore, it analyses the influences of the social positions and how different actor's varying social position generate social expectations, in terms of knowing and doing, of the HRM. Analysing this will contribute in existing debate of structure-agency by taking case of HRM actors in various fields, and adoption and implementation decision of actors in Pakistani context. The core argument of this study is that there is a knowing-doing gap in HRM adoption due to conflicting factors that constitute social position, social expectation, and actors' field orientation. Therefore, this study analyses this gap by analysing the differences in the actors' social positions, social expectations, and orientations developed over their social positon. It employs Bourdieu's theory of practice and social position.

While the search for legitimacy is one of the main reasons the organisations adopt and implement management ideas and practices, other factors such as money, time, the law, the financial bottom line, and decision makers' style influence actors' adoption and implementation (DeNisi et al., 2014). At individual level, actors' social position and status influence their adoption and implementation of the ideas and practices. The

transferred management ideas and practices in a new context, on the one hand takes place in organisations seeking legitimacy through similarity in structure, practices, and forms (DiMaggio and Powell, 1983). On the other hand, it is the individual actor's social position and status variations that influence the adoption at individual level. The differences in an individual actor's orientation, social position, social status, and social expectations pave the way for misalignments in organisational and individual beliefs about management ideas and practices; and thus the actual implementation of the practices.

While there are several carriers, flows, sources, and factors through which management knowledge, ideas and practices expand and spread across the world (Sahlin-Andersson and Engwall, 2002) and to the individual actors, the flow and expansion of management knowledge is embedded in more general social and institutional development (Sahlin-Andersson and Engwall, 2002:07). It is actively shaped, transferred and transformed by the institutional environment and individual actors (Czarniawska and Sevon, 1996). Although, it has been established that business schools' academics, multinational corporations' managers, management consultants, and members of the business media are the significant actors that play a vital role in 'framing', 'packaging' and 'circulating' the management ideas and practices (e.g., Engwall, 2000). However, the factors from a broader environment, particularly societal factors that diffuse the ideas and practices in organisations, and influence the individual actors to adopt and implement the adopted knowledge are underexplored (DeNisi et al., 2014). This study tends to empirically explore these factors that influence the diffusion and a gap between accepted or adopted and implemented HRM ideas, knowledge, and practices in Pakistan.

While organisations adopt formal ideas and knowledge that show organisational conformity to legitimised knowledge, ideas, and socially sanctioned purposes; they may also decouple their adopted knowledge, ideas, practices, and structures from actual ongoing practices in organizations (Meyer and Rowan, 1977). Likewise at individual level, as highlighted in the findings of chapter three and four, social position, disposition, social class, and socialisation are the societal factors that influence the individual level adoption. The conflict or difference in these societal factors that arises particularly due to the individuals' varying orientation, social position and social expectation which reflect the structure they get influence from potentially guide individuals to create a gap between what they have adopted and what they are practically implementing.

Organisations and individual HRM actors face a gap in what is proposed and what is in actual practices (Othman, 1995). The gap between desired or adopted HRM and actually implemented HRM has been well documented in past research (e.g., Khilji and Wang, 2006; Khilji, 2002; Keenoy, 1999; Legge, 1995; Pucell, 1999; Truss, 2001). The extant studies in the Pakistani context have highlighted that HRM adoption is problematic and HRM practitioners fail to implement the Western HRM ideas and knowledge in practice (e.g., Khilji, 2001, 2002, 2003; Khilji and Wang, 2006). The focus of previous research on the implementation of HRM practices has been on justifying HRM's position in organisations (e.g., Wright et al., 2001; Purcell, 1999) in terms of its contribution to organisational performance and productivity (e.g., Becker and Gerhart, 1996; Delery and Doty, 1996; Bjorkman, 2001; Wright et al., 2001; Budhwar et al., 2007; Katou and Budhwar, 2015); how to fit it with the external environment (Lawler, 1996; Baird and Meshoulam, 1988); internal and external fit or horizontal alignment (e.g., Grantton and Truss, 2003). However, it is little known why organisational actors fail to convert HRM ideas and knowledge into their practices once adopted. Hence, this study contributes in underpinnings on the phenomenon of decoupling which develop knowing-doing gap at the individual actor's level by examining the differences in HRM actors' social positions, social expectation.

The past studies on the phenomena of the gap between adopted and implemented has widely used neo-institutional and institutional change theories. These studies coined the neo-institutional term of "decoupling" to show the gap between individual actors adopting ideas and knowledge and implemented practices carries out organisational level analysis. It creates a lacuna in understanding the same with perspective of individual actors' social position and Bourdieusm. To fill this lacuna this study will analyse the phenomenon at individual level by considering the case of human resource management and three different types of HRM actors in the analysis of the phenomenon. Doing so would add into how structures are developed for different HRM actors, differences between them, and how individual actors respond them.

As established in previous chapters, individual actors play an active role in the expansion and spread of HRM ideas and practices to obtain social position. The acquisition and exchange of various capital resources such as economic, cultural, and social capital

influences actors to produce a repertoire of practices through dispositions of imitation, professionalism, materialism, mechanisms; which in turn defines their behaviour and actions towards adopting management practices in general and HRM in particular. As an individual actor's contribution in the field comes from different social and professional groups, they strive for the possession of different capital resources and subsequent social positions, which may, consequently, create a gap between knowing and doing the ideas and practices.

In order to analyse why there are differences in knowing and doing of proliferated Western management ideas, knowledge, and practices; and why despite such differences they are still being widely proliferated; I take the case of human resource management (HRM) as an organisational entity in Pakistan. Doing so will enable me to look into the influences that hinders different actors from establishing HRM practices in Pakistani organisations. It looks into the practical and theoretical status of HRM in Pakistani organisations, which enable me to examine the impediments to the implementation of diffused and adopted Western human resource management ideas and practices. It addresses decoupling issues through Bourdieusm perspective, by adopting the perspective of social position and social expectation. It enables me to investigate the varying influences that prohibit actors from establishing HRM as an organisational entity in Pakistani organisations. By understanding why despite the varying context and environment HRM is increasingly adopted and less established as an entity in Pakistani organisations will highlight how, why, and at what level it has been taken in different organisations. For this purpose, this study will analyse three different categories of HRM actors: academics, MBA-Alumni practitioners, and Non-MBA-Alumni practitioners in two business schools and five business organisations. In so doing, I not only examine environmental forces in terms of global and national environmental factors that influence the adoption and implementation, but also how actors' varying social position and status generate a gap between the adopted HRM ideas and actual practices in organisations.

Research Questions

What are the factors that enable the gap between adopted and actual HRM in Pakistani organisations?

Why do actors become unable to translate their adopted Western HRM knowledge from various carriers into their actual practices?

How do actors' varying professional and social orientations hinder the implementation of HRM knowledge and ideas?

How does the duality of factors from the institutional environment and actors' individual social positioning affect the implementation of adopted HRM in Pakistani organisations?

5.2 Literature Review

According to Bourdieu (1986), human agent's practices are embedded in their social position, which is acquired and governed by the species of capital: economic, cultural, social, and symbolic capital. The repertoire of human practices to acquire these capitals develops social actions through which meanings are developed in a society. Economic capital is gained and used by agents to command over economic resources such as cash, and other monetary returns and financial resources that led to certain practices needed to acquire them. Cultural capital is a knowledge, experience, or connections that one has had through life courses which was needed for success and dominant in a social space. This capital allows one to be familiar with, and ease with using the institutionalised and valued cultural forms. Social capital is acquired through membership in particular groups, relationship, and network of influence and support. The value for honour, prestige, or recognition is termed as symbolic capital. Agents compete for these capital resources in specific field of their actions, as well as in a broader social field. It leads agents to imitate the practices of those who successfully acquired different capital resources, through generated meaning and context specific rational of practices in a field.

Bourdieu (1998) and later on Kloot (2009) advocated that a field is constituted on network of current and historical relations between objective positions that are anchored in capital (Bourdieu, 1998; Kloot, 2009). This objective position with in fields is taken by actors who have interest in the operation of the field, which is developed or constructed through certain influences from social structures. According to them, one of the major structuring forces in a field is the amount and weight of capital resources that enable actors to obtained social position. Although, Bourdieu, on the basis of his studies in Algeria and France, put that excess of one capital generate demand for other, however, it is difficult to find which kind of capital acquisition lead to demand of which other in a specific context and in a social space of particular region.

Although, classical structuralism (e.g., Levi-strauss) or the structural Marxist convey the same ideas on conceptualisation of 'field' as Bourdieu (i.e., Reckwitz, 2002; Kurzweil, 1996), however, under Bordure's concept of field, very shape and division of it become a main interest for actors, it offers actors their share and relative weight to different types of capital resources inside field that become virtually the same as of any change in the structure of the field. **So**, it is the field which tells actors historical dynamism about them. We have a merely ability that escapes the determinism to classical structuralism. If external structures are not forcing the shapes of the field then what is providing its patters is, according to Bourdieu, 'Habitus'.

According to Bourdieu, the 'habitus' is a system structures that take account of actors emotional and cognitive exposer. First, it is an internalize embodiment of external social structures that actors obtain over the course of a life time. Second, habitus is the structure that enable actors to produce their thoughts and actions, which in turns generates their external social structures. It is actors' habitus in the form of their primary and secondary socialisation that both structures the social world around them and which is structured by the social world. Therefore, habitus can be taken as the collective individuated through the biological individual. Habitus can be seen as collective phenomena because it can be similar between different groups of people. The key point of the 'habitus' that differentiate Bourdieu from others is that Bourdieu's habitus constrains but does not determine thoughts and actions (Mohr, 2013). Thoughts and actions are constrained because the habitus suggests if an actor should think or how they should act. But according to Bourdieu, people are not forced; they would not act blindly according to habitus. Rather their actions would be on the basis of what Bourdieu called "practical sense" or "fuzzy logic" (Bourdieu, 1990). However, this practical sense cannot be mixed with formal logic. It depicts that people will act or react rationally in given situations: Bourdieu approaches toward conceptual extremes of a mechanistic reaction as totally unpredictable one. In his book "Logic of practices" Bourdieu describes interplay between structure and practice via this concept of habitus (Bourdieu, 1990). Later on, neo institutional theorist (e.g., Gidden, 1984; Oliver, 1992) describe this as agency-structure dichotomy. However, it is still unclear in both strands of literature that what makes beliefs and actions of actors or agents different. Specially, why does agents mechanistic reaction which is developed through routine and past life becomes unpredictable: and what factors, fields, and their embedding capital resources develop "practical sense". Answers

of these questions would help understand the differences between task or professional behaviour and practical rational actions of actors and agents. This analysis would help me to understand routine and past life influence that generate a structure for HRM actors. As there could be different structural pressures and forces different actors are exposed to, it might create a gap between what is adopted and what is actually implemented by them.

5.2.1 Bourdieu's field in context

The Practices of HRM academics are grounded in their social position, which is acquired at junction of relational social space as well as HRM field specific interactions. The orientation of social space is developed prior to enter in to the HRM field. Hence, habitus of the agents guide them the action and rationale behind the actions in the field. Although, literature on Bourdieu lead me to use term 'agent' to refer HRM academics, by taking their positon in relation to and in interaction with social space; the literature of new institutionalism commonly use the term 'actor' to denote the individuals involved in the processes of diffusion, adoption, knowledge transfer etc. Nevertheless, as I mainly analyse the gap between adopted and implemented HRM ideas, knowledge and practices in Pakistan, it takes an account of forces and pressures that influence them and duality of their practices. It will facilitate me to understand the field and field level activities of HRM actors at different levels such as academia, practitioners with MBA HRM, and practitioners without MBA-HRM.

The social position of HRM agents is acquired through and governed by the volume and quality of capital relative to other discipline and fields in the broader social space. The HRM field represents a network of HRM agents' and actors' relations between their objective position that is to be gained by them through specific capital identified and acquired by them through interaction with other fields in the social space.

HRM actors propensity to diffuse, adopt, and implement HRM in Pakistani organisations is seen through duality of actions and meaning in the HRM field. Bourdieu's interlinked concepts of capital, field and habitus help understand the HRM field in the Academia. Although, HRM has been widely proliferated in Pakistan and other developing countries, however, as practices are considered institutionalised only when they are adopted for technical routine work requirements as well as requirements beyond the technical requirement (DiMaggio and Powell, 1983; Oliver, 1992), it raises questions on adoption of HRM in Pakistani organisations, specifically the gap between adopted and

implemented one. The adoption of HRM in organisations in Pakistani is up to the occupational and earning (economic) requirement which lead us to conceptualise the current state of the HRM field as being adopted at its early stage with merely technical or efficiency consideration (Strang and Macy, 2001; Tolbert and Zucker, 1983; Wesphal, Gulati, and Shortell, 1997). As cognitive legitimacy (Greenwood etl al., 2002; Tolbert and Zucker, 1996), rationality or conscious choice, beyond the adoption of the field in organisations is absent, it could be about external forces or pressures (as a structure) that from the broad social space of the region that compel HRM actors to adopt the field practices. In Pakistani context, Khilji (2002,2003,2005) identifies British legacy, American influence, religion, social structure with centralisations and concentration of power as the main elements that form social space of Pakistan in which different fields' actors acquire their social position. Consequently, it generates duality of HRM academics actions, which are generated through repertoire of practices, in compliance with external pressures and their associated meanings and beliefs in broader social space. It further generates decoupling or gap between field actions and social value of the field, as HRM developed outside the inherited social structure of the region (i.e., Western concepts of HRM). It conflicts the interests and stacks of different actors of the field. For example, students or MBA-HRM alumni whose habitus are based on contemporary rational of the field in relation to their interaction with western business and academia trends, constitute different beliefs and required practices of the field in academic teachings.

5.2.2 Social Space

HRM actors with varying orientations such as academics, practitioners with MBA-HRM qualification, and practitioners without MBA-HRM qualification, work in relations within a broader social space. Bourdieu (1991: 229) defines social space as "a multi-dimensional space constructed on the basis of differentiation or distribution constituted by the set of properties active in the social universe under consideration, that is able to confer force or power on their possessor in the universe." The social space, in which HRM field exist in Pakistan, is multifaceted and multidimensional, e.g., economic, educational, cultural, social etc. Bourdieu's work categories these dimensions or faces of social space in forms or species of capital that they tend to acquire to gain a position with in a particular space in a society. Construction of the broader social space on principle of differentiation or distribution (on the basis of capital) explains the HRM field's position

with in the space on the basis of the amount of capital HRM field agents possess in relation to others with in the same space. The properties that act in a social space confer power and force to their possessor in the broader social space. HRM actors' activities are driven from the forces in broader social spaces. However, relative value of HRM in Pakistan and extent of HRM actors' practices may change in relations to other fields and agents in the broader space. Although, Bourdieu put that proximity of fields, professions, and occupation in which a social space matter actors adopt from each other in terms of desire for quality and volume of the capital (Bourdieu, 1984), it also tend to create conflicts and competition. This conflict and competition among different agents lead to imitation of those practices which assumed to be a source to gain high volume of capital. In Pakistani social space where multinational corporations, British legacy, religious values, and country specific environment conflict each other, it lead to desire for HRM practices of HRM actors, and occupying HRM practitioners and academic positions by considering HRM profession as a mean of gaining high volume of capital at par with western academics, practitioners, and MNCs operating in the country.

5.2.3 Social Position

The individual actors' actions and practices can be best explained through resources needed to maintain their position vis-à-vis others (Martin, 2003). The social position is the central concept used in field theory which depicts that the actors' position is embedded in social networks (Dorado, 2005). The individual actors' perception of actions in the organisational field is formed through their social position and the set of persons and other individuals with whom they are linked. The social position of an individual actor "indicates the potential for a force exerted on the person, but a force that impinges as opposed to external compulsion" (Martin, 2003: 1). Drawing on Bourdieu's (1977) theory of practice and field theory (Bourdieu, 1988; Sauder, 2008), the HRM field represents a system of actors' social position, which is defined by the actors' control over capital resources: economic, cultural and social (Bourdieu, 1986). For detailed literature review on Bourdieu's theory of practice, encapsulating social position, capital resources, disposition, field, socialization and social class, please see sections 3.2.4, 3.2.5, 3.2.6, 4.2.1, 4.2.2 and appendix-A).

5.2.4 Historical developments in HRM adoption

The HRM practices, at the outset, started off alongside HRM research and theories in the USA at the beginning of the 20th century. The activities of the HRM, its theoretical dissemination, and understanding that were aligned in its early days became diverged at some point in history. The history of HRM's practices could be traced back to 1901 in the USA when the National Cash Register Co. developed a formal HR department to avoid future conflicts and issues with unions. The department was formed to handle the employees' grievances, workers' relations, safety, and several other employee related issues that could potentially hamper business operations. In early 1900s, to proactively handle any threat from the union was the major reason for many companies forming a HR department. Until 1914, the practices of the HRM department were exercised as a 'record-keeping' office than to handle employees' related issues and to keep out unions. In 1914, Ford realised that due to paying low wages to their employees (i.e., $2.34/9 hours) employees' turnover was growing higher. Consequently, more of the first line managers' working time was spent on recruitment, selection, or hiring activities. Addressing this issue, when Ford increased wages from $2.34 to $5.00, they received quite a lot of applications and they had no other option than to establish a separate department (i.e., an employment department) to handle (shortlist, recruit, and select) these applicants. Facing a similar situation, several other companies such as GM and Bethleham Steel developed personnel departments with the functions of deciding who was to be hired, when, and at what wage rate. All of these established practices in companies like Ford, GM, and Bethelem Stell were guided by "Scientific Management" as a prevailing theory (Taylor, 1911) which guided companies on how to get more efficient and productive workers.

Actual HRM/personnel management practices and theoretical beliefs started to misalign at the time of the Hawthorne studies (Mayo, 1933; Roethlisberger and Dickson, 1943). The Hawthorne studies generated the renewed human resource relation era and the resulting human resource relation movement proved the relationship between employees' attitudes and organisational productivity. Subsequently, companies began to realise the importance of keeping their employees happy, for which they established personnel/HR departments. By the time of the Second World War in the 1940s, the majority of Western companies had self-contained personnel departments. An interest in maximising the

match between a person and a job had been renewed during the Second World War. Particularly, psychologists were employed to screen, select, and place soldiers. At the end of the world war, the same practices were transferred to industries which made HR/personnel practices more sophisticated. The post war growth of industrial activities and labour unions paved the way for the 1964 passage of civil rights, according to which organisations were bound to follow laws and regulations on employees' recruitment, selection, training, and development (e.g., Arvey and Faley, 1988). The companies were no longer able to dump ineffective employees, but rather they were required to train their employees and professionals to abide by the laws. By the 1980s, managers had realised the importance of hiring the 'right' people, and their training, appropriate compensation, employee retention were taken as the source of competitive advantage. This era saw the value of employees (human resources) as a valuable asset rather than simply a cost. At this point and onwards, employees were referred to as resources, and personnel managers as human resource managers. The importance of HRM grew with the rate of increasing serious global competition. Consequently, by the end of the 20th century to the present, HR managers are being taken as strategic partners rather than compliance officers (Lawler and Mohrman, 2003).

The above portrayed historical evaluation of HRM practices shows that HRM ideas and information began in organisations with the aim of solving organisational problems (e.g., as in Binet and Simon's work, published in Hugo Munsterberg, 1913). However, all this development was done in the West, particularly in the USA. When these ideas and practices transferred across the world with the fame and proliferation of American enterprises and American modelled business schools they faced the challenge of varying the environment and context.

By these development of the field, the promoters of the ideas and practices were no more practitioners as it was without alignment of theory and practice. Business schools, consultants, and managers became the typical carriers of management knowledge in general and HRM in particular (Sahlin-Andersson and Engwell, 2002). The prevailing local environment, context, and individual beliefs generated strong conflicting factors, which hindered the implementation of the American or Western 'best practices' in a local context (Rousseau, 2006; Rousseau and Boudreasu, 2011; Rynes et al., 2014).

The concepts of HRM that were initially developed in North America were based on organisational autonomy and the role of private enterprises with minimum regulatory force. It enabled firms to imitate the successful practices of leading firms. American MNCs and academic structures transfer and penetrate these practices in other parts of the world, which face the challenge of an environmental dynamic and changing context (Brewster, 1995). In the context of Europe and Britain, Brewster (1995, 2007) and Guest (1990) found that the transferred HRM practices became less effective and valuable to organisational efficiency and the socio-economic development of the region. In the context of developing countries like Pakistan, the research studies (e.g., Budhwar and Mellahi, 2006; Kamoche, Debrah, Horwitz and Muuka, 2004; Perez Arrau, Eades and Wilson, 2012; Khilji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014) found that the adoption of the Western HRM is an issue. In the Pakistani context, research studies (Khilji, 2003, Khilji and Wang, 2006) found cross-cultural differences, and the effects of British legacy and American influence as core factors that develop the institutional set-up of Pakistan, which generates conflicting demand for HRM adoption in the country.

Given the differences in actors' occupational norms and interests between HRM knowledge disseminated through MBA programmes to industry, and HRM practices prevalent in the industry, the process of adoption and diffusion is not as simple as it appears in the studies on knowledge transfer, international business, and international HRM (Tarde, 1903; Kostova, 1999; Kostova and Zaheer, 1999; Kogut and Zander, 1993; Smale, 2008; Sahlin and Wedlin, 2008; Khilji and Wang, 2006). Particularly, actors' varying social positions and varying social expectations develop gaps between the adopted and actual practices.

Past studies conducted in the Pakistan and developing country's context show that there is misalignment and a gap between the adopted Western HRM ideas and prevailing practices. However, there is a paucity of research exploring the factors behinds this gap, particularly, at individual level. Among very few studies in the Pakistani context, Khilji[25] (2002) identifies divergence and convergence factors in respect to the adaptation and diffusion of HRM in Pakistan. The study was conducted on multinational corporations and their HRM practices and activities in Pakistan. Using a sample of five multinational

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[25] Due to the lack of literature and past studies in Pakistani context, and significance of Khilaji's work: some of the review of Khilji's researches and findings that has been mentioned in chapter three and four has been repeated here.

firms, concentrating on the banking sector and employing De Cieri's (1999) modes of divergence-convergence, she identifies multiple pressures, from socio-economic, political, religious, and historical aspects that facilitate both divergence and convergence. The convergence factors that have more similarity to the HRM practices in Pakistan are globalization, contextual contingencies such as the de-regularization of the economy, and business environment (Khilji, 2002). Her study was conducted more than a decade ago. Since then the socio-economic and socio-cultural condition of the country has greatly changed. The activities and role of MNCs have since been decreased due to the role of factors like security, law and order situation. Moreover, the organisational and contextual variables that supported her study at that time might have been changed in terms of their shape and make-up. Furthermore, the study was based on MNCs only, ignoring the role of local business organisations and the role of the MBA programmes of prominent business schools of the country that diffuse HRM ideas and practices in the country more actively than MNCs in developing counties. However, in her next study, Khilji (2003) overcomes the shortcomings of the limited sample and culturally sensitive view of HRM diffusion. She increased the sample to 11 MNCs which enabled her to find similarities in HRM practices between local and multinational companies. She argues that the similarities between the national and international companies' HRM practices are due to international companies adapting to local culture by giving up international practices, with the intention of being aligned and gaining conformity with local business and societies.

By arguing in favour of a combination of both convergence and divergence for adopting HRM knowledge practices, she advocates that the adoption is a two way process where both parties seek legitimacy. The findings of the study suggest that HRM knowledge practices that are carried out by multinational managers in developing countries like Pakistan and developed differently from global practices. Local practitioners adopt the practices according to their social position and the influence of environmental factors. Multiple inputs from different environmental and institutional factors create conflicting demand for the practices, which could lead the actual practices to be developed differently from the planned or globally adopted best practices. These findings show that despite the transfer and proliferation of Western management and HRM ideas and practices, there was misalignment and a gap between the adopted HRM ideas and the implementation of these ideas or prevailing HRM practices in Pakistani organisations.

5.2.5 HRM adoption and de-coupling

According to the tenants of neo-institutional theory, a practice in an organisational field is a social ontology that makes social activities a field of embodied, materially interwoven practices that are eventually centrally organised around the shared practices and understanding of actors. There are two main aspects of institutions in organisations: process and practice (Lawrence and Suddaby, 2006). The process aspect of institutions tells us about what happens to institutions, how institutions are formed, transformed, and what form, shape and order they take (Greenwood and Hinings, 1996; Tolbert and Zucker, 1996). The practice aspect of institutions elaborates on the work of actors in shaping the process behind creating, maintaining, and disrupting institutions (Brown and Duguid, 2000; Whittington, 2003). The actors interact within the existing social and technological structure in an unintended and unexpected way. Along these lines, a study of Orlikowski (2000: 407) on practices and actions in the context of technology finds that in using technologies according to prescribed way users also 'circumvent inscribed ways' of using it. In doing so, they either ignore certain properties of technologies and their operating procedures or add certain properties and procedures to already existing practices. This either contradicts the manufacturer's expectations or invents new properties, procedures and practices. Employing this finding in the context of HRM adoption as an organisational entity and as an outcome of actors' practices; individual and collective actors strive to become knowledgeable, creative, and practical in creating, maintaining, and transforming the adopted HRM practices according to the 'circumvent inscribed' way of using it. Subsequently, the HRM actors' practices shape the creation, maintenance, and disruption of Western HRM ideas and practices.

The process of the institutionalization of knowledge, practices, structures or ideas is based on "those factors by which societal expectations of appropriate organisational action influence the structuring and behaviour of organisations in given ways" (Dacin, 1997:48). According to new institutionalism, organisations follow contextual expectations to increase their likelihood of survival and to gain legitimacy (Greenwood and Hinings, 1996; DiMaggio and Powell, 1991). It was identified by DiMaggio and Powell (1983; 1991) that organisations adapt to become similar to successful organisations in the same field. In doing so, organisations adopt similar practices and systems, not only because of market mechanisms but also as a result of

'institutionalisation' or 'structuration' (DiMaggio and Powell, 1983), including the social structures such as social position and social expectations (Bourdieu, 1986, 1989, 1977).

The idea that organisations are deeply embedded in the wider institutional environment suggests that practices in organisations are either a reflection of, or a response to, rules and structures of the wider environment (Powell, 1998; Meyer and Rowan, 1977). According to Jaffee (2001:227), "viewing organisations as institutions means that organisations have a history, a culture, a set of values, traditions, habit, routine and interest. This contrasts with the economic or bureaucratic view of organisations that views organisations as formally rational instruments for the realization of clearly defined objectives. Referring to organisations as 'institutions' depicts that they are not simply black boxes that produce goods and services, but are human organisations driven by emotion and traditions." The emotions and traditions carried out by individual actors in organisations take different forms in different contexts. In varying contexts, the process of institutionalization is based on "those factors by which societal expectations of appropriate organisational action influence the structuring and behaviour of organisations in given ways" (Dacin, 1997:48). According to new institutionalism, organisations follow contextual expectations to increase their likelihood of survival and to gain legitimacy (Greenwood and Hinings, 1996; DiMaggio and Powell, 1991).

It was identified by DiMaggio and Powell (1983; 1991) that organisations adapt to become similar to successful organisations in the same field. In doing so, organisations adopt similar practices and systems, not because of market mechanisms but also as a result of 'institutionalisation' or 'structuration' (DiMaggio and Powell, 1983). The organisational adoption/diffusion and implementation of the adopted ideas and practices takes influence from varying contextual forces and factors. Due to the varying and conflicting factors influencing the organisational actors' actions, organisational members' beliefs and interpretations may vary, which could lead them to create a gap between their adopted ideas and actual practices. The new institutional theory literature addresses this phenomenon as "De-coupling."

<u>5.2.6 Decoupling</u>

The phenomena of decoupling which has been widely researched with theoretical lens of neo- institutional theories[26] in different contexts refers to the creation and maintenance of a gap between formal policies and actual organisational practices (Meyer and Rowan, 1977; Bjorkman et al., 2004; Delucchi, 2000; Paauwe and Boselie, 2007; Ortenblad, 2015; Tilcsik, 2010). In this study I intend to employ Bourdieu theory of practices, specifically social position, social expectation and capital resources to analyse the phenomena of decoupling. Doing so will enable me to look into the difference between acted or adopted and actual or implemented HRM ideas, knowledge, and practices in Pakistan. Previously under neo-institutional conceptualisation, decoupling was treated as a phenomena at organisational level with focus on gap between policies and practices. This study, focusing on individual level, conceptualises this phenomena as a gap between adopted and implemented HRM.

Research studies have been done on the phenomenon of decoupling in a variety of organisational settings such as schools (Meyer and Rowan, 1978; Delucchi, 2000); corporations (Westphal and Zajac, 2001); government agencies (Tilcsik, 2010) and social movement organisations (Elsbach and Sutton, 1992). These studies have proposed numerous explanations of why decoupling takes place in organisations. Among many, few research studies argue that it enables organisations to gain legitimacy in their environment by maintaining their internal practical considerations (e.g., Meyer and Rowan, 1977). Other research studies (e.g., Westphal and Zajac, 2001) explain that decoupling serves the interests of powerful organisational leaders. It allows organisational leaders and decision makers to keep formal policies and practices at a distance from their own ideological beliefs.

In the context of de-coupling in adopted human resource management ideas such as theories and research studies and actual organisational practices, it has been identified that the adopted ideas and knowledge of the field often become subject to the constraints of money, time, the law, the financial bottom line, and the decision maker's style (DeNisi et al., 2014). Money has been identified as a major constraint (Huffcutt and Culbertson,

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[26] In new institutional theories used in research of international HRM, international business, organisation studies, and management.

2011) in developing an infrastructure, for example, set-up for hiring (recruitment), interview format, outsourcing or hiring a psychologist, developing simulation and training for the department and personnel etc., would be expensive to implement. This enables firms not to divert their resources away from their prevailing and routine practices until there is a strong reason to do so. Although, numerous factors have been identified in previous research studies that become enablers to organisational de-coupling, such as global factors (Meyer and Rowan, 19777, 1978; Westphal and Zajac, 2001; Tilcsik, 2010), national cultural and national factors (Khilji, 2002, 2003). However, individual level factors such as organisational actors' varying social position, status, social expectations, and actors' orientation has been little explored as the sources for the de-coupling of adopted HRM ideas and practices and actual HRM practices prevailing in organisations.

Initial developments in decoupling theory (Meyer and Rowan, 1977) suggest that the organisational policies, procedures, standards, practices, etc., which organisations adopt to comply with social, community, and government mandates and demands, often become separate from organisations' on-going routines, standards, practices, procedures, policies, etc. This early theorisation, which was based on Meyer and Rowan's (1977) qualitative case study on decoupling in a school's teaching and administration took account of the rationalised myth, according to which institutional factors in the external and internal environment of an organisation and contrasting and conflicting pressures generated by these environmental factors cause the decoupling. This results in organisations decoupling their prevailing knowledge, ideas, and practices from the latest adopted one. Along these lines, Edelman et al. (1991) identified how the individual's understanding and interpretation create decoupling in organisations. They found qualitative evidence of the decoupling in a college by exploring the case of an affirmative action officer. The officer had issued a formal policy statement along the lines of EEO/AA legal directives. However, he also preserved his discretion in the actual hiring and promotion process. This study shows that individual actor's variable interpretations and understanding may prove an impediment to align the adoption and implementation of new ideas, and prevailing practices. However, this perspective merely takes account of environmental factors such as pressures from internal organisational and social elements that force an individual to act in a certain way. Persistent to the initial development in the decoupling theory, Edelman et al. (1991) do not explain variation in

decoupling such as when and why decoupling is more or less likely to be found, and what does force individual actors to implement or deviate from the adopted ideas in their practices.

Among quantitative studies on how organisations take institutional pressures to adopt and implement new ideas, knowledge, practices, policies, and structures etc., Oliver (1991) find that there are certain organisational factors that lead organisations to adopt and implement new ideas, knowledge and practices. It was found that institutional uncertainties provoke an organisation's need for the adoption, which in turn leads organisations to imitate the ideas, knowledge, and practices of other successful organisations through their established network ties (Haunschild, 1993; Haunschild and Miner, 1997). However, this may lead organisations to adopt conflicting organisational practices to address 'conflicting institutional demands' (Peyrot, 1991; D'Aunno, Sutton, and Price, 1991). Studies on adoption under conflicting institutional pressures have shown that some organisations that formally adopt as a response to external pressures for change can still act to 'avoid' these external pressures by decoupling, whereas other organisations follow institutional pressures to implement the adopted ideas and practices to address the 'constituents' demand' (Westphal and Zajac, 2001).

While it is known how the institutional environment influences adoption, diffusion, or institutionalisation, and implementation by binding organisations to comply with social expectations as well as government, regulatory, normative, and coercive pressures to adopt and implement various ideas, practices, and structures, etc. (DiMaggio and Powell, 1983); little is known about when and to what extent organisational decoupling is more likely to occur. A few of the past studies on the determinants of institutional decoupling (e.g., Zajac and Westphal, 1995; Westphal and Zajac, 1994; Westphal and Zajac, 1998) developed a socio-political perspective on the decoupling. For example, in a large sample based investigation on executive incentive programmes, Zajac and Westphal (1995) and Westphal and Zajac (1998) provide evidence that organisations are more likely to decouple in what incentive programmes they fixed for chief executive officers (CEO) from what the CEO actually gets based on actual practices when CEOs were relatively powerful on the board of directors.

Findings of the extant research suggests that an actor's interpretative process lead an organisation's decision to be decoupled. According to Tilcsik (2010), before deciding

whether to decouple or not organisational members evaluate and interpret the particular policy. In research on teachers' instructional policies, Coburn (2004) found that before complying with the external pressures to adopt new policies teachers assess and evaluate the policies by using their prior belief. This helps them to decide whether to adopt the policy only at symbolic level or to put it into current practices as well. The actors' prior beliefs that are constructed over their lived experiences develop their habitus (Bourdieu, 1977, 1986) that guide their future actions and practices[27].

The existing literature on decoupling draws attention to internal and external environmental factors, and the actor's interpretive process that leads to decoupling, and that decoupling is undone or becomes recoupling in the long run (Tilcsik, 2010). For example, it happens when organisations become similar in the pursuit of gaining legitimacy, to respond to competitive pressures, or due to the influence of broader environmental factors such as national culture, national factors, and global environment affecting a field of the ideas and practices. Previous studies, however, have not explained why and how organisational decoupling occurs, what causes the differences in actors' beliefs about adoption and the implementation of particular knowledge, ideas, and practice. To fill this lacuna, and to find out why actors adopt but do not really implement the adopted knowledge, ideas and practices, I take the case of human resource management ideas and practices in Pakistani organisations. To explore the gap between the adopted knowledge and actual practices in Pakistani organisations, I analyse HRM actors' social position, social expectation and orientation. While it has been highlighted above how individuals' and organisations' social expectation is formed, for the social position of individuals I employ Bourdieu's theory of practice which encapsulates individual actors' social position and capital resources.

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[27] Please see appendix-A for more detail.

5.3 Research Setting and Method

My exploration of the gap between adopted Western HRM ideas and actual HRM practices is done using a qualitative, abductive study of Pakistani organisations. The sample organisations belong to airlines, foods and fast moving consumer goods, education (business schools), petroleum and chemical, and the banking industry. The sampled respondents come in three categories: MBA graduated HRM managers, Non-MBA graduated HRM managers, and HRM academics. The unique mix of respondents and organisations provided an interesting multi-dimensional vantage point to look at the extent to which HRM actors implement the HRM ideas adopted from multiple sources, carriers, and flows. It provided an angle from which to explore the factors that hindered the organisational as well as individual actors' level form implementing the HRM ideas and practices. Persistent with the research design and methodology used across all 3 studies in this thesis, I employed a multiple case study format which enabled me to robustly theorise the gap between adopted and actual HRM practices (e.g., Yin, 2003). It enabled me to obtain a more credible and generalisable exploration of the phenomenon, which required gathering subjective and representative views of the multiple actors in multiple settings, which would not have been possible if the single case study approach was used (Eisenhardt and Graebner, 2007). Moreover, it provides an appreciation of the subjective views of multiple actors, vivid descriptions, and contextualisation (Lee, 1999; Locke, 2001).

5.3.1 HRM practices in Pakistan

This study looks into the HRM ideas and knowledge and practices of HRM academics, MBA-Alumni HRM practitioners, and non-MBA-Alumni HRM practitioners. HRM academics adopted Western ideas and knowledge in their teaching and other professional role activities. MBA-Alumni HRM practitioners adopted these ideas and knowledge to implement them in their organisations. Non-MBA-Alumni HRM practitioners adopt the Western HRM ideas and knowledge, through their professional and social networks including MBA-Alumni HRM practitioners and multinational corporations, to implement in their organisations. While it has been highlighted in extant literature that there is a gap between adopted and implemented HRM, this study explores and investigates this gap by analysing individual actors' orientation, social position, and social expectation. It

examines why HRM actors fail to implement what they are trained and educated about. And why although developed Western countries' organisations consider HRM practices as a strategic weapon and a source of competitive advantage, in developing countries like Pakistan it is taken as a tool for carrying out routine administrative practices (Khilji, 2003; Khilji and Wang, 2006; Jamil, 2007; Storey, 1995; Bjorkman, 2004).

The respondents that were interviewed from the above mentioned sampled organisations were selected according to purposive criteria (Miles and Huberman, 1994), which was to get a representation of 1) HRM academics, 2) HRM practitioners with an MBA qualification, 3) HRM practitioners without an MBA qualification. The HRM practitioners (i.e., HRM managers) practicing in these organisations were either educated and trained at business schools with an MBA or an HRM degree, or had past experience of working at multinational organisations, or simply working in their respective organisations on a longevity[28] basis which gives them social and professional recognition as HRM practitioners. Business schools have been providing a source of modern (Western) HRM ideas and knowledge to the business organisations by training and educating the organisations' current and potential executive personnel. However, due to certain bottle necks (constraints), the MBA training and education is not effectively transferred in organisations (e.g., Khilji, 2004; Bloom and Reenen, 2010; Pfeffer, 2005; Mintzberg, 2004).

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[28] They are the senior HRM managers and management executives who are working for years, (even before the MBA programs were established in Pakistani business schools, or HRM courses were formally included in MBA). They occupy their job position on the basis of experience and seniority rather than qualification.

5.3.2 Data Collection

Following the qualitative, abductive research approach, I collected the data through in-depth qualitative interviews from three categories of respondents: MBA graduated HRM practitioners, Non-MBA graduated HRM practitioners, and HRM academics. The data was collected at six different locations. Of the six locations, one each was airlines, foods and beverages, petroleum and chemicals, and banking industry firms; and two were business schools. The selection of the respondents was on the basis of the research purpose (Miles and Huberman, 1994), which was to gather vivid descriptions and the subjective views of those who carry and implement Western HRM ideas and practices in Pakistan. It led me to look for HRM academics, HRM managers with MBA qualifications, and HRM practitioners without MBA qualifications. HRM academics carry and transfer HRM in teaching, consultancies, and networking with corporate sectors. HRM practitioners with MBAs in HRM transfer MBA learnt ideas and practices (best practices) to their respective organisations, as well as learn from their industry experience and social relations. Non-MBA practitioners carry traditional HRM and personnel management practices in their organisations, and implement the practices which they learn through social relations, networking, and the influence of their bosses. Hence, I collected the data by conducting in-depth

Organisation/ Industry	HRM managers with MBA qualification	HRM managers without MBA qualification	HRM Academics	Total
Education/ Business schools	4	3	19	26
Airline	2	1	0	3
Banking	2	1	0	3
Foods and Beverage	4	3	0	7
Petroleum and Chemical	3	2	0	5
Total	15	10	19	44

Table 5.1: Participants and Sampled Organisations

interviews with three categories of the respondents and observations at six organisations. I collected the data over 3 months by conducting 19 in-depth interviews with HRM academics at the two locations of Sukkur IBA and IBA Karachi; and 15 in-depth interviews with HRM practitioners with MBA qualifications (e.g., HR managers). Of the

15 HRM practitioners, 2 each were situated in organisations in the airline and banking industries, and 4 each in the foods and beverages, and education industries, and 3 in the petroleum and chemical industries. Ten in-depth interviews were conducted with HRM practitioners without MBA qualifications. Of these 10 non-MBA human resource practitioners (HRM managers and HRM associates), one was from the airline industry, three were from the food and beverage, two from petroleum, one from banking, and three were from the education industry. All of the interviews were conducted in face-to-face meetings with the respondents in their settings. The number of respondents for the interviews was decided on the basis of purposive criteria, and I completed the interview process at the point when I felt that no new themes or sub-themes were emerging from the interviews (Strauss and Carbin, 1998). Besides the interviews, qualitative observations were made in the same organisations, which supplemented the data collected through the interviews.

5.4 Data Analysis

5.4.1 First stage Analysis

Persistent with the joint studies presented in the previous chapters, for this study too I analysed the data in three stages. In the first stage, initial coding was done. I matched and organised both my interview transcripts and fields notes from the interviews and observations for each of the cases in a single document. In order to understand and describe the views of each HRM practitioner, I performed within case coding of the data (Miles and Huberman, 1994). In the first stage, I examined the HRM actors' adoption and implementation of the practices across all cases. Employing the neo-institutionalist notion of 'de-coupling' and Bourdieu's theory of practice and capital resources, I coded for the focal actors' HRM ideas, practices, and the misalignment and the gap, which was reflected in environmental factors such as national factors, global influences, social expectations, and social position and status. I then combined my codes across all of the cases, which yielded the following conclusion.

HRM practices in the sampled Pakistani organisations are driven by a mix of environmental factors which affect the organisational level adoption, and individual actors' social positioning. The actors' social position which comes through the possession and maintenance of capital resources forms the actors' beliefs and understanding about HRM practices. The broader environment which could be categorised into national factors and global influences constructs actors' social expectation. It was found across all cases that the differences between the social expectation and social position of the actors create the decoupling of actors' adopted HRM ideas and prevailing organisational HRM practices.

The actors' orientation with the practices in business schools, job experiences and lived experiences, and interaction and involvement with the environmental factors generate actors' initial belief system, which in turn guides them about what is expected of them, and what social position they are seeking. As both social expectation and social positioning are manifested in varying and conflicting factors, it creates a void in what they believe and what they actually do.

Actors' multiple backgrounds and orientations shape their social position in their professional and social hierarchy in different ways. Actors with more of an academic background and orientation are influenced by the possession and maintenance of cultural capital. Actors with more practical job experience are influenced by social capital. A combination of actors with two different social positions generates a gap in the unanimous understanding of the practices. Similarly, the social expectation, which is formed through national factors and global level influences varies among different actors in the same field.

For the purpose of analysing the gap among different categories of actors' adopted and actual HRM idea and practices, I combine social expectation and social position. However, my concern lies in exploring the gap between adopted HRM ideas and prevailing HRM practices in Pakistani organisations. In so doing, I describe my 3 focal actors that form the categories of participants on the basis of common responses, and common orientation and professional role. This led me to a within-case analysis of how actors' social position and social expectation is formed to create the decoupling. The focal actors are as follows:

- Alex, as an HRM academic, represents academics' views on the gap between academic knowledge and practices.
- Rita, as an HRM officer, represents HRM practitioners with MBA qualifications, and the views of MBA oriented practitioners on the adopted and actual HRM practices.
- Leon, as an HRM manager, represents the views of practitioners without MBA qualifications, and how they describe the gap.

5.4.2 Second stage analysis

At this stage I carried out an analysis of the three cases of the focal representing actors with a focus on how and why they adopted and implemented the HRM practices. This stage started with a close reading of the interview transcripts of the focal actors as well as of other actors in the same categories, and of the field notes from both the interviews and observations. By doing so I inductively generated my first order codes, combining the cases across these codes. This was followed by generating second order codes and

theoretical dimensions by employing 'axial' coding'. In this step I was engaged with 'deductive reasoning' which enabled me to link my inductive codes (first order codes) with relevant concepts and framework (Walsh and Bartunek, 2001).

My data structure with details of the first order codes (empirical categories), second order codes (conceptual categories), and/or third order codes (theoretical dimensions) are presented in Table 5.1. The coding for economic capital, cultural capital, and social capital was drawn on the basis of Bourdieu's concept of 'capital resources'. By using Bourdieu's theory of practice and social position, I linked these second order codes with 'social position' in the third order codes. The coding of national factors and global factors was drawn from a review of the literature on HRM adoption in developing countries and Pakistan, divergence and convergence, HRM in Pakistan, and national and global level influence on HRM practices in Pakistan (e.g., Budhwar and Mellahi, 2006; Kamoche, Debrah, Horwitz, and Mukka, 2004; Kamoche, 2001; Khiji, 2002, 2004; Edwards and Kuruvilla, 2005; Saher and Mayrhofer, 2014). The codes of national and global factors were then linked with 'social expectation' as a third order code. The term social expectation was both induced from the data and deduced from the extant literature on decoupling, duality, and institutional factors. In theorising about 'social expectation' I reviewed literature on the sociology of expectation and Bourdieu's conceptualisation of habitus, field, and social space (e.g., Bourdieu, 1986, 1989; Konrad, 2006; Wilkie and Micheal, 2009; Pieri, 2009) and institutional expectation (Greenwood and Hings, 1996; D'Aunno, Sutton and Price, 1991; DiMaggio and Powell, 1991; Scott, 1987). In light of the reviewed literature I define 'social expectation' as "a force which enables individuals to make use of any available information to practice something. It creates possibilities for individuals' future actions and guides people on what they should do." The codes for social expectation and social position were then linked with the third order code of gap between adopted and implemented HRM which was drawn from theoretical basis of Bourdieu's theory of practices, social space, field; and neo institutional literature on the gap between policies and practices or the misalignment between ideas and practices.

Figure 5.1: Data Structure

Empirical themes	Conceptual categories	Aggregate theoretical dimension
Degree to which actors are concern with monetary security. Degree to which actors have control over monetary returns from HRM practices. Degree to which HRM practices provide extra earning.	Economic Capital	Social Position
Professional status Willingness to get more field related knowledge Willingness to get more field related experience	Cultural capital	
Networking within practitioners circles Professional boundaries Relations with others at the field's boundary	Social capital	
Ability to obtain funding and projects Ability to get business with international firms Networking with multinational corporations Influence of international governments and institutions.	Global factors	Social Expectation
Governments' policies and influence Role of de-regularization or privatization Influence national culture Influence of local business organisations Family and peers influence	National factors	
Degree to which national factors influence Degree to which global factors influence	Social expectation	Gap between adopted and implemented HRM
Type of capital resource desired by HRM academics Type of capital resource desired by HRM practitioners with MBA Type of capital resources desired by HRM practitioners with-out MBA	Social position	

I employed both inductive and deductive reasoning in my first stage analysis, for which I referred back and forth to data and theories. This enabled me to explore and theorise the gap between the adopted and actual HRM practices in organisations in Pakistan. In doing so, I induced a temporal sequence in which actors described around the gap, by drawing on both within case and cross case analysis (Eisenhardt, 1989).

5.4.2.1 First order within case Analysis

Following is the presentation of the data in the form of 3 representing cases of the focal actors and within case analysis. All three focal actors were found in an opinion that there is a gap between what they believe, what they adopted, and what they are practicing. However, all three focal actors had different opinions behind its existence and the factors that create them. The illustrative data for each case is presented in Tables 5.2- 5.4 for Alex, Rita, and Leon respectively, as well as a few core quotations that are presented within each case.

Alex: HRM academic

Alex started his formal career as an associate professor in HRM after completing his PhD and having his work published in well ranked academic journals. Before entering the HRM academic field, he worked as an HRM associate at a firm in the garment industry. In terms of his current role, he currently works at a well ranked business school in Pakistan where he teaches and researches organisational behaviour, psychological contracts, and employee-employer relations. Alex's basic drive to research the field of HRM and then to be a full time HRM academic came from his reflection and observation of the state of the HRM practices in Pakistani organisations as well as the funding opportunity for the PhD which he eventually received. His basic aim behind entering into the academic field was to bridge the gap in HRM practices between industry and academia. He explained that the theories and ideas that were delivered to HRM students were rarely of practical value to business firms. He observed, through his past experience and while providing consultations to business organisations, that business firms were more influenced to follow the practices of Western firms in the country and that all of the terminologies and practices that were adopted by them just become a showcase to the firms. Nevertheless, he highlighted that it enabled firms to receive recognition as employers who were following global best practices.

Alex was more concerned about gaining awareness of the state of the HRM practices and their best use in Pakistani industry. He frequently addressed these issues in his research and writing as well as sharing and developing his knowledge through networking and communicating with industry practitioners and academic networking in the field. He believed that "what we are teaching to our students is purely based on our theoretical knowledge. Content based knowledge that is published by Western countries cannot be applied in our context unless we adopt it according to the needs of our context." By saying this, he highlighted that HRM is not fully adopted in Pakistan.

He reflected that at academic level the content and ideas that were being delivered to students or future practitioners were adopted by the business schools through their agenda of gaining maximum foreign funding. He noticed that the prevailing curriculum which was followed by him and his colleagues did not reflect the true need of the Pakistani business organisations, but rather it was based on what business schools' teaching and training curriculum has to show to the developed Western countries of the world to gain infrastructural support and funding. According to him, it not only shaped business schools' current offerings but also gave practicing academics good avenues for financial earning. Alex believed that financial earning was a basic need in Pakistani society, but he selected the field on the basis of his reflection on the state of the HRM field in the country, and what he can contribute so that the Pakistani business organisations could get the same benefit from the HRM practices as business organisations in the West and other developed counties.

During his recent experience of providing consultation to a local business organisation, he realised that it was the implementation of HRM theoretical knowledge in practices that businesses needed, rather than just adopting the knowledge or ideas to show-case to the world. In his recent experience with a 'Saith' cultured organisation (traditional family business firms in Pakistan), when he recommended his findings on how to conduct a performance appraisal, and what benefit it would give to generate a positive psychological bounding between employee-employer, his beneficiary (the Saith: the company owner) responded that they did not want to give authority or control to their HR department. However, a few of the functions and practical authority, with more routine administrative tasks, could be delegated to the personnel of the HR department. He felt that they were taking HRM practices as an elite fashion and a source of having modern business status to them as the owner of the business. He reflected that unlike in the west

HRM was not yet considered as a competitive tool which brings competitive advantage in Pakistani organisations. It constrained senior managers and owners to utilise HRM practices, for example, performance management, performance appraisal, and recruitment and selection, as a tool or resource to gain competitive advantage. Alex noticed that businesses were using HRM practices as a tool to control employees, and to a greater extent business schools' teachings of HRM also enforce the understanding that HRM is a tool. However, if it is so then the current state of Pakistani business organisations where people's performance and organisational productivity was too low then other HRM practices, following business organisations is the world, tells that it was not appropriately used.

Alex learnt from his experience at business schools and networking with the corporate sector that senior managers and business owners were more concerned about the short-term results than consistent long-term outcomes. This led them to take every possible step by which they could earn immediate profits. He quoted an example of a firm where he provided consultancy and the firm followed all the best HRM practices and had established a formal HRM department. However, when it comes to the functions of HRM, they still preferred the traditional methods of hiring through referral and connections. First line managers and owners are still impersonal while conducting a performance appraisal. The reason the company had to have a HRM department and its function was only to follow the government's recent directives and regulatory influence and to show their buyers overseas that they were following all the best procedures and approaches in their business process operations.

Alex explained that they were developing an identity for their students. This identity gives them a badge to manoeuvre easily in business organisations. However, the theory and skills they got from the MBA courses did not help them practically. He further explained, "We teach them the theories and practices which does not make sense to traditional business owners and managers." "It creates clashes in identities". He believed that the identity which the academic environment provided to the future HR managers was very much influenced by Western and out of context literature, and less influenced by what business schools develop in light of practitioners in multinational corporations and what HRM academics learn from their networking with international academic and corporate circles. Explaining further, he said, "In the MBA we are dealing with all of the areas and functions of HRM, it is not a single component or area that we uniquely address

here; whereas, companies look for specialised components which can immediately yield them returns." Furthermore, he observed that MBA graduates and even HRM academics were doing it for the sake of their jobs and to secure their economic life, whereas businesses and business managers not only strive to secure their personal economic life but also to secure their organisational bottom lines, and market competitiveness which influenced them to reject the implementation of the best HRM practices and knowledge that was delivered by academia.

Table 5.2: Illustrative Evidence: Alex

Initial codes	Theoretical categories
"Entering into HRM directly affect my personal and family life standard." A)	
"Our job is more of multitasking. I teach MBA and MS students, I do research work, and at the same time I get involved with companies…this all gives us multiple earning sources." B)	
"Our salaries are far better than what other universities are offering to their faculty…the component of IBA, being a faculty IBA, is the main difference between what we get and other." B)	
"I and 15 chancellors of the Pakistani top universities recently visited USA, as a part of higher education commission of Pakistan's delegate. We were giving tours and briefing on American education system, their business schools day to day operations and benefits to businesses and society there. What I learnt. It was net of community colleges there that enhance the community's awareness for quality business educations.. The benefits business schools get from this idea is they get good intakes for their MBA programs.. It is not like here with us.. I insisted Americans (name and positions omitted) we need non-military add, we need to invest on education.. I presented them the idea of having community colleges in Pakistan…eventually, It approved from authorities at both ends..and today three community colleges are running under the management and administration of Sukkur IBA." A)	Economic capital

Table 5.2 [Continued]

"I leant in the right time that the HRM field can provide me maximum learning and career development." A) "It now give me good job security, there has always been shortage of good academic in HRM fields in Pakistan." B) HRM academic are well regarded in industry and society. Students, due to cultural factors, become hesitant to argue on academic matters..it led to one way flow of information and ideas…C) "Although, we HRM academics are willing to explore how to do real local shaping of western HRM practices, it is very difficult because traditional owners and managers don't even know many of prerequisite terminologies and knowledge.."C)	Cultural capital
"Although, neither HRM nor academia was my first career choice but eventually after working and observing in corporate culture, and learning from my friends I calculated it as my field." A) "We attended seminars and conferences…it tell us what is good and what is bad…For example, my interest in psychological contract, and employee employer relations was developed initially in a conference in Karachi." A) "Our networking with corporate sector by the way of trainings and consultancy. And alumni contacts enabled us to look into overall business practices in companies. As well as job market trends."b) HRM academic were found meeting and interacting chamber of commerce members, and knowledge sharing sessions among themselves. C)	Social capital
"USAID and many other international bodies provide funding to our programs, which is one of the reasons why management education if widely adopted here." A) "There is still shortage of people in HRM department here, it gives us more and more opportunities for funded research projects with less competition." B) "We have unique position here, we frequently meet with foreign companies and top national companies…it tells us what is the trend in terms of the HRM practices…majority of our colleagues consider multinational companies' preferences while designing their courses." A) "We have been lucky here that we got lot of opportunities to work in collaboration with UNDP, UNICEF, and many other organisation. Recently we have established recruitment and development unit with the funding of UNDP and world bank." A) "One of our strength is to spread our academic operations innovatively. For example, we provide testing and HRD services to major companies….."	Global factors

Table 5.2 [Continued]

"Recently higher education commission has directed business schools to have established HR department and academic discipline.." a) "We take great care in designing our HRM courses, our culture is not the same as the western one…major difference comes when students start debating on for instance, what is Islamic and what is not, how they will deal with typical 'saiths' if working in Saith companies..etc.."b) "The ongoing privatization policy of the government has changed the equation a great deal. Many major companies like in telecom sector has been taken over by private business groups…they all need to have latest HRM approaches…. However, the employees who has been working with previous mind set, in which they had more relaxation, are in trouble now…similarly the expectation of our students which is developed on the basis on that mind set get them hurt when they actually start the jobs.." a) "Local business organisations and Saiths buy our knowledge and ideas of HRM but at the end it become drastic…they still do by following their traditional approaches in hiring, promotions and other decisions. At this point, our students become dummies in these companies.."a) "Early migration of Pakistanis to Canada and united sates lead the formation of IBA. They settled there, they had role in industry and academia there, and at the same time they wanted to do something for Pakistan.. Also it was because number of American, French, Germen, and British companies wanted to penetrate in Asian and African markets… Indian and Pakistan was ideal place for them to establish their businesses and interests for the South Asian, Middle-eastern, and African markets." B) Majority of our students come from the rural background, they are trained with typical mind set of 'respect' under which they avoid arguments, even academic one…this hurts their leadership skills and productivity..c)	National factors
"People now a day, are try to get a job in this hostile environment. And are ready to scarify their key practices and value. Because boss comes and tells, do as I say and forget about police and practices. And he/she certainly goes to follow his/her/ orders. This is point where we are saying these Saith cultures are being freely nurturing, and they are being promoting, and no one is restricting, no one is objecting, and nothing is going wrong for them."a) ", "media is considered highly influential to lives of the masses of business and society.",a) "A typical example of cultural roots of dependency and its lasting impact is of a girl, [a female student]: she is a typical example of dependency. She is grown-up in an environment where she always seeks permission of her father	Social expectation

in all of her acts and decisions, going to primary school, going out with other female friends, shopping, seeking admission into college, and even doing MBA at later stage. Later on, when the girl is given some project and tasks as a part of her MBA program, she depends so much on friends and ask teachers to help her again and again. Even if she is doing ok. She developed this habit of asking permission for everything from her family. Later on, when she graduated and joined a company her attitude continues. She cannot take decisions by her own. She goes to her boss' office again and again. She is habitually dependent. This dependency affects her leadership and managerial qualities every time.." b) ""Quran teaches us exact role of women in the society, they should be treated with equity and equality both".b) "Although we follow American text books, and Harvard case studies as a part of HRM course…we still quote our local business situation…indeed, many of my teaching fellows cannot make sense of those American and western example to their students…. We felt it and decided to come up with our own example or at least replicating the business issues and situations.."a)	
"I had realised well in time that HRM is the area which need attention in Pakistani Academia.." A) "Being a associate professor, I have my own unique position in the university, corporate world, as well as society.." a) "It has no doubt given me a badge for success and father growth in terms of developing myself with latest ideas and knowledge of the field.." b) "Our importance is with the importance of IBA [business school], there is shortage of HRM teachers and researchers…HEC has rightly spotted this and incentivised we existing HRM faculty members as well as lucrative packages and opportunities for new member.." b)	Social position

e) Focal actor
f) Other actor
g) Observation

Rita : HRM practitioner, with an MBA orientation

Rita joined her current organisation after having completed her MBA. Her recent job position was transferred from management trainee officer to HR officer, and senior HR officer. During her MBA on the HRM programme she underwent training and development, employee-employer relations, and a performance appraisal as her specialised elective subjects. She realised while working as an HRM officer that what she had learnt in the MBA was not enough for her career to progress in her organisation. It was her practical knowledge and experience, and connections with her colleagues in multinational companies that helped her to learn and implement best HRM practice.

She explained that the HRM department in her organisation was very broad in terms of size and functions. It consisted of many sub units and sections. Rita has gone through several training and development programmes during her job to learn many of the practices of HRM. She was also sent abroad for a few of the training sessions. Although the purpose of these training sessions was to implement the modern HRM practices that she learnt from the training, she found it difficult to implement them. While working in different departments the biggest issue she faced was working with senior managers and bosses, as the majority were from non-MBA or even non-HRM backgrounds. Over time, she identified that it was because of their differences in mind set and what her colleagues had learnt from their seniors and the typical personnel management culture in Pakistani organisations.

Rita has an active role in the training and development of staff; she commented that "*Training to an MBA-HRM person is much easier than training a non-MBA person or someone with no knowledge of basic HRM concepts for human resource practices.*" She explained that it is because staff members with the MBA qualification know the basics of modern HRM and its benefits. During their MBA they went through several case-studies on Western HRM practices, specially Harvard case studies which helped them to develop their basic understanding of HRM practices. She further explained that her MBA education and networking with her MBA colleagues who are working in various multinational firms helped her to understand the differences between MBA learnt HRM and practical HRM. One of the differences she observed was that her seniors were very much prone to the influence of their connections and networking with political people. This influences their major HR related decisions and practices. However, she found they

231

were still willing to follow the world's best HR practices, and this was why she followed them. She highlighted that HRM has been adopted in her organisations, but the actual practices are not up to the standard of where they should be. She identifies that systematic procedures, proper training, and proper awareness were missing among many of her colleagues.

She realised that her organisation was not following the proper purpose of having an HR department. Although at superficial level practices such as training, developing and conducting a proper 360 degree appraisal is considered as a basic need of her organisation at strategy and policy level, however, in reality, no one follows this. Elaborating on the situation, she said that "for example everybody knows that we are following a 360 degree performance appraisal system, and have complete activities of performance management as our HRM functions, but in reality what we do is just conduct annual confidential reports (ACR) rather than proper appraisals." This shows that although global pressures and interactions with other stakeholders and business partners influenced her organisation to adopt the latest HRM approaches, in reality the old personnel management approach was still prevailing. According to her, this was due to the senior managers' beliefs that they were the administrators, or they had to keep authorities. Moreover, she observed that the national organisational cultural roots which were embedded in typical British personnel management systems were not letting many companies freely implement modern HRM practices. Recently she observed that the labour laws and other legal systems of the country related to HRM practices are not aligned. For example, she noted that the fines and penalties for non-complying employment and labour laws are so fractional that this allowed many organisations to ignore them.

She highlighted that due to the nature of the industry in which her organisation was operating; they have to deal with multiple international markets. "*In order to deal with the European market we have to adopt all HRM practices, such as working conditions with quality of work life, a proper and systematized compensation system, salary survey, quality control…*" Although her organisation follows the home country approach to her foreign offices and operations, there were still differences in the set of practices implemented in both places. For example, she elaborated that the way a job description is designed for the staff working in foreign countries is somewhat aligned with Western HRM practices, but when the same comes to local HRM practices in Pakistan, it becomes totally different. Similarly, her organisation implements a 360 degree appraisal for her

foreign offices staff, but in Pakistan it is still the traditional and historical ACR system that is followed. This creates a duality of HRM practices.

Talking about the benefits of having a career in HRM, the range of extrinsic and intrinsic benefits which her organisation and her role in the organisation provided was more than if she had joined another organisation, or if she had selected any field other than HRM. Talking about the main benefit, she said it was the maximum learning and development opportunities that mattered for her a great deal. She compared her current knowledge of the field before the MBA and after the MBA and realised that it was both her current HRM job and MBA education which provided her current position.

Table 5.3: Illustrative Evidence: Rita

Initial codes	Theoretical categories
"I have luxury of free travels, and honorarium for training programs.."a) "If I were in any other organisations I could have been earning much less then here…and probably any field other than HRM cannot pay this much…" a) "At the time when I joined, HRM practices were in sort of infancy in Pakistan, it gave me opportunity to secure my job and career…"b "Today after having worked for several years, I am not much concern about what I am getting in terms of monetary value, rather it is about how best to keep myself undated with changing shape of HRM practices."	Economic Capital
"Luckily I had done MBA in HRM which helped me to develop an habit of keeping in touch with academic circle and to develop which helped me to keep undated in terms of my knowledge and skills…..this is one thing which matter a lot for me." A) "My position as a senior HRM officer requires me to show my associates and other colleagues that I am the right person to lead them, and it is only possible through continuous learning and development." A)	Cultural capital
"After joining here, I was introduced with several professional and social circles. I kept with few of them and left other. Specially, the circles which I was introduced by my seniors and immediate bosses was very governmental. But nevertheless, I learnt a lot from them as well.." a) "Today, I am not only still linked with my MBA colleagues and my MBA time teachers and mentors but those governmental circles, and those earned from past trainings, and international workshops are still my asset…it not only helped me to keep updated with my own areas' knowledge, which is recruitment and appraisal, but also other areas with in HRM and organisational development." B)	Social capital

Table 5.3 [Continued]

"In order to deal with European market we have to adopt all HRM practices, such as working condition with quality of work life, proper and systematized compensation system, salary survey, quality control…" a) "One of the big positive of working in this industry is that I have been learning from many of international airline companies' HRM practices…It gives me good exposer of latest development in HRM practices but also problems in terms of how will I convince my senior to modify their policies and practices….Due to this issue I many times feel like odd one here.." b) "Being a airline industry, we are bound to follow directives of International civil aviation, IATAand several other standards…it forces my organisation to adopt the best HRM practices, but again the implementation of the same is an issue here.." a) "One of our strength is to spread our academic operations innovatively. For example, we provide testing and HRD services to major companies….."	Global factors
"I sometimes feel odd talking the language and concepts that I use at my jobs. People think I am not among them. They don't share and keep distance. So I just keep quite in many matters. This is why I sometimes cannot solve simple problems out of my organisational settings because I don't have confidence that I would be able to meet expectations of peoples such as my family members. However, when I am in company or at my set, I don't have social pressure of this kind, I easily dictate my subordinates and other staff members… Even I have brought novel solutions to HRM related issues in my company. "a) "Government's recent policies for privatising major national companies are a big threat for many of my seniors and colleagues here…if it happens the new owner and management team would be only concern with financial bottom line which is only possible if we all do best and modern HRM practices.."b) "I think the main problem lies in our culture and social setting…there is lot of misconception about religious values and concepts…it shape peoples thinking in such a way that they at front level they consider Best HRM practices as the best or that everything of west is the gold…and at practical level they take it as against their core beliefs.."b) The working hours, timings, perks and benefits is driven from the local cultural roots and typical british legacy, majority of the company's staff were found taking frequent breaks for the prayers and other matters..it was part of their routine to bring personal meetings and matter in their office. C)	National factors

Table 5.3 [Continued]

"Training to MBA-HRM is much much easier then training non MBA or someone with no knowledge of basic HRM concepts for human resource practices.."A) "Since I joined here my family and friends had lot of expectation from me..they think I am going to be the person who will help their families and other relatives in getting good jobs her." A) "At the same time…my MBA colleagues and teachers had different expectation from me. I realised that they want to see me successful to show that they students and colleague is good…or may be that they are producing best HRM students and their MAB-HRM program is very competitive and successful.." a) " I also have changed my thinking and gained new skills and knowledge through my interaction with different peoples while attending overseas training and other programs.." b)	Social expectation
"I had realised well in time that HRM is the area which need "I started my job with this organisation to secure my financial career..but today monetary value is secondary for me…I am enjoying here… it gives me maximum and continuous learning of new HRM practices and developing myself accordingly. A)	Social position

a) Focal actor
b) Other actor
c) Observation

Leon, HRM practitioner, without MBA orientation

Leon has been practicing personnel management and HRM for about 40 years. He has worked in the airline, banking, and petroleum industries, which gave him very rich practical experience of the field. He has been working in the petroleum industry for the last 10 years. He experienced a major restructuring of the field of HRM practices over the period of the last 40 years, which influenced him to work in multiple organisations in different industries.

Leon believed that due to the penetration of multinational companies in the country, the transition from personnel management to human resource management was swift. The flow of employees between multinational and national companies introduced the modern HRM practices into several Pakistani organisations. For example, at his last job in a bank, he observed that the quality of the bank's HRM operations became high when they hired personnel who had recently quit from a multinational bank. He said that during the late

1990s Pakistani banks that were earning the world's best returns was due to the structural changes. "Lot of recruitment and appraisal practices, which traditionally was not in proper hands and minds, came in safe practicing hands and become strength for the companies." He further added that the proliferation of multiple platforms like HRM conferences, workshops, training programmes as well as business school offerings like the MBA in HRM, changed the picture of HRM practices in the country.

Leon has been part of the government advisory committee for human resource development, where he and one of his colleagues suggested forcing Pakistani listed companies to follow HRM by establishing a formal HRM department. Later on, the suggestion was taken on board and translated into the Securities and Exchange Commission of Pakistan's directives in which they made it mandatory for all listed companies to have an HRM department. Leon observed that before the boom of HRM practices in Pakistan, "Traditionally lots of HRM practices were done through our in-house HR department, but now a lot of it is being outsourced."

He explained that the most influential and popular companies in Pakistan were owned by the government. They were very big in size but with no concept of HRM, rather they followed traditional personnel management practices. In his recent training session, which was organised by the training and development department of his company, he noticed that whenever he talked to people from state owned companies about any of the HRM issues, they looked "clueless". He believed that this is because there people were nurtured and developed in an environment where bureaucracy, nepotism, and personal favour were part of their job and social lives. Subsequently, the senior people who even seem to have adopted HRM practices in their organisations and departments take it as a sort of fashion rather than reality.

He explained further that due to the fast pace of globalization and the success of Western firms, many Pakistani businesses are adopting or borrowing MNCs or Western proved practices. However, he felt, despite using the same set of practices they were not getting the required outcomes. Remembering his past experience with a director of his past organisation, he elaborated that many of the employers and CEOs still consider employees' benefits as a sunk cost. But what multinational companies are taking employee benefit as is not a sunk cost; rather it is taken as a very lucrative investment opportunity. He said that successful HRM practices require "a change in the mind set and

philosophies". The companies that adopted HRM practices along with the set of theories for their HRM development could truly get the benefit of it. In the context of employees' benefits, according to him, understanding motivation theories such as hygiene factors is important to change thinking. He believed that global initiatives which are going on in the field will bring benefits to the Pakistani organisations.

Leon's interest in HRM practices developed from the point when he realised that his communication skills and corporate relations could be enriched through this field. He liked to look into employees' issues and how to keep them happy. It helped him to be in the professional position where others considered him as an expert in the field. His abilities and expertise in HRM practices in Pakistan have been nurtured over time through his strong networking. He considered himself as a person who is naturally fond of having social circles. It helped him in his career as a HRM practitioner and in his professional status in the corporate sector, where he enjoyed interacting with people from different areas such as marketing.

On the current state of HRM practices in Pakistan and why some companies were not getting benefits from HRM practices but rather taking it as a formality, he mentioned that the Pakistani government's policies had traditionally played a vital role in this regard. He recalled the time before the "nationalization" wave was about to set off in the country; many firms which were working in close collaboration with American firms were ready for the transition of their personnel management practices and approaches to human resource management approaches. However, the government's nationalization programme made it difficult for managers to abandon the personnel management approaches. He said that the transition of personnel management to human resource management which was due in the 1970s took place in the 1990s when the Pakistani government moved on to 'privatization' policies under which it de-regulated major firms. It invited foreign companies and investors to buy and run these companies, which forced prevailing managers to adopt the HRM practices. However, he further commented that the managers who were used to using the traditional way of managing employees and personnel considered it hard to implement the practices in the true spirit. This was mainly due to the 'status quo' and other social positions which they had obtained through the old status that were at risk. He also believed that social as well as local business firms' set up in the country was formed in such a way that it became difficult for local managers to work in an environment where they had the threat of losing their authority and earning

potential. He identified that business organisations in Pakistan were increasingly adopting the HRM practices due to global trends which were translated by MNCs operations in the country, business schools' efforts, and government policies; however, it was individuals who had to implement them. The 'status quo' and positions in the society as well as in their organisations did not let them abandon their old beliefs. Consequently, he highlighted, it might still take time to have true shape of HRM practices in the country.

Table 5.4: Illustrative evidence: Leon: Non-MBA HRM Practitioner

Initial codes	Theoretical categories
" I am basically an extrovert person, like meeting with different people and position in many circles…It has helped me a lot in understanding why American are successful with HRM…it gives me lot of opportunities for bidding for projects…I have been in a HRD advisory committee to the government…the different corporate training programs which I run with my colleague generate pockets of money for me.." a)	Economic Capital
"by the way of getting involved in training projects…government committees…I not only share knowledge and my expertise by also it become a platform for my updated learning.." a) "Whenever I saw major issues are coming or bosses are not listening to me I looked for new organisations…wherever I applied I got good position and status…it was mainly because of my knowledge and expertise of the field as well as my experience as an active HRM practitioners in American companies.." a)	Cultural capital
"..Today I am well regarded not only for HRM but my identity is developed in such a way that people from other areas and department freely discuss and get my advices.." a) "…We people don't have the kind of qualification which other HRM managers possess…they [MBA holders] have more of theoretical approaches…and network with in the circle of their own or with HR peoples only…we easily intermingle everywhere…it is because we have earned good relations with cross filed peoples.." a	Social capital
"my work with American companies shown me the true face of HRM practices and what is right and what is wrong…I know we	Global factors

have different culture…I can still see HRM fitting in our context..” A “ I meet with many people from different backgrounds, both in multinational and local firms..I can understand their concern and why they don't internalize the theories…yet I can clearly see that there is lot of mis-conception and probably people don't have adequate sources of field information..” b)	
“by participating in governments' committees I know government is moving in right direction…” a) “…for example, recent privatization can give boost…but our colleague will have to realise first..” “Another important element is how we are nurtured in our families, in our societies..”	National factors
“government policies as well as our economic condition make people bit confuse…they blindly think that adopting HRM will solve every problem as it did for western world…but in reality it is about understanding the logic behind it and then to internalize and operationalise it.” a) “We need more connections with the world to understand why.a).”	Social expectation
“I think my main strength will remain networking and dealing with peoples from multiple professional backgrounds..b)”	Social position

a) Focal actor
b) Other actor
c) Observation

5.4.2.2 Second Order Cross case Analysis and Discussion.

My second order analysis and theorising about the gap between the adopted HRM ideas and their implementation is summarised in Table 5.5 and Figure 5.2.

Table 5.5: Cross case comparison

Aggregate theoretical dimension	Theoretical categories	Alex	Rita	Leon
Social position	Economic capital	High because of connection with corporate sectors	Relatively high because of connection with both corporate sectors and academia	High because of professional status and experience.
	Cultural capital	High as a researcher and teacher of HRM at MBA level	Relatively high as a MBA graduate.	Relatively low as developed career through eventual learning from

				practical lived experiences.
	Social capital	Relatively low as mainly dealing with academic clients	Relatively high as connections and orientation from MBA and corporate circle..	High as earned social and corporate circles.
Social expectation	Global factors	Relatively influence as association with western academic literature	High influence as linked with western academic literature, as well as networking with past colleagues and MBA fellows in MNCs.	Relatively high as possessed good knowledge of HRM practices in American firms
	National factors	High influence as bound with HEC directives, and government funding.	Relatively low as not directly affected from government policies and regulations.	Relatively high as part of government committees, and training provider to government departments.
Decoupling	Social expectation	High social expectation to adopt owing to high influence of national and global factors	High social expectation to adopt owing to high influence of national and global factors	High social expectation to adopt owing to high influence of national and global factors
	Social position	Influencing against implementation owing to rich in cultural capital.	Mixed for implementation owing to rich in cultural and economic capital.	Influencing the implementation owing to rich in social and economic capital.

5.4.2.2.1 Social Position

Across all three cases that comprised of the representatives of HRM practitioners from three different areas and orientations such as academics, practitioners with the MBA qualification, and practitioners without the MBA qualification; it was found that actors' professional and social orientation shapes the influences of varying capital resources on their adoption and implementation. Cultural capital was the most influential form of

capital in shaping HRM academics' social position. Both the cultural and social capital were the most influential forms of capital that shape social position of HRM practitioners with an MBA. Social capital was the most influential form of capital for HRM practitioners without the MBA qualification. Across all three cases it was found that economic capital influenced them in gaining the position. Each actor in varying settings acquired and maintained economic capital through the transition and exchange of varying forms of other capital. For example, HRM academic actors earned and encashed their cultural capital to obtain monetary resources and social status based on their knowledge of the field as well as the financial benefits they obtained. The HRM practitioners with the MBA qualification used their cultural and social capital to gain financial means and stability. Similarly, HRM practitioners without the MBA qualification relied more on their social capital to gain financial capital resources.

In the context of HRM, cultural capital was defined in relation to expert knowledge, experience, and field related skills through which actors get a social and professional position. For example, Alex had the most valuable cultural capital, as the knowledge translating and disseminating HRM academic. Rita had cultural capital as she transferred the HRM knowledge and ideas that she obtained through HRM academics, and enriched it with her field related experiences. Leon had relatively less valuable cultural capital as he had been focused on career development and networking rather than acquiring formal knowledge and ideas about the field through legitimized channels such as the MBA. However, he had valuable social capital which he gained through networking and his role in the field. He was more socialized into the norms of the HRM practices (Bourdieu, 1977). The social capital spanned over actors' professional boundaries. According to Bourdieu (1977), it plays an important role in socializing actors in the norms of behaviour in the group or the field. Unlike Leon, Alex had less valuable social capital because he did not span over the field of HRM practices, and had limited networking and socializing in the norms of behaviour in the field of HRM practices or the implementation of his academic adopted HRM ideas, knowledge, and theories. Rita, who was an MBA graduate, had both valuable cultural and social capital. She had networking and social links as well as strong theoretical knowledge and ideas about HRM and how to implement them practically.

My three focal actors' cases suggested me to move beyond considering the effect of each capital resource in isolation.In doing so I found that Alex had high cultural capital as an

HRM academic who was active in research and industry consultation activities, with a low level of social capital which was largely derived from her own professional and more academic oriented group and circles. Thus, Alex was oriented more towards the adoption of the latest and Western HRM ideas and knowledge, which was reinforced by cultural capital which she found readily convertible or exchangeable to economic capital, such as a competitive salary as well as research projects, training and consultation work, and consultation services to industry. Rita was an HRM practice-facing actor who has been oriented with MBA and HRM academia and so had a relatively lower cultural capital than Alex, but had high social capital as she spanned within and outside the HRM practices in her professional life. She was more oriented towards the importance of HRM practices and how to implement academic knowledge and ideas. She used her strength of being rich in social capital and relatively rich in cultural capital to secure her economic life (economic capital) which she considered as an easy way of gaining a social position. Leon as an HRM practitioner without the MBA had the lowest cultural capital, but due to his professional status and position as a renowned HRM practitioner, which comprised of networking in many organisational and professional domains within and outside HRM, he was able to develop a high level of social capital. He considered his high level of social capital acquisition as an easy way for him to gain monetary value (economic capital), which led him to have power and status in the HRM practice field as well as in society.

5.4.2.2.2 Social expectation

Drawing from the literature on institutionalism and the sociology of expectation (e.g., Greenwood and Hings, 1996; D'Aunno, Sutton and Price, 1991; DiMaggio and Powell, 1991; Scott, 1987; Konrad, 2006; Micheal, 2009; Pieri, 2009), HRM actors tend to implement the adopted HRM ideas and knowledge under the influence of environmental and social forces that enable them to make use of any available information to practice something. This generates actors' and organizations' beliefs on the possibilities for individuals' future actions. Across all three cases, I found that actors' organisations were exposed to many environmental factors which influenced the prevailing HRM practices adopted from varying channels, carriers, and flows (Sahlin-Anderson and Engwall, 2002). For analytical purposes these influences are divided into the two main conceptual categories of 1) global factors, 2) national factors.

It was found across all three cases that the global factors which affect the prevailing HRM practices in Pakistani organisations emerged from actors' and organisations' ability to get aligned and interact and deal with MNCs and international businesses through their business operations; ability to get training and funded projects, outsourcing international consultants; networking with multi-national organisations; and the influence of international organisations and institutions.

Around these factors, it was found in the representative cases that Alex was highly influenced by Western academic literature and practices. He adopted much of his prevailing HRM knowledge and many of his ideas through his role in MBA programmes. The worldwide proliferation of MBA programmes, interaction and networking with American and Western academics, orientation with the Western style of teaching, syllabus, and business practices to be delivered to MBA students, the funding for the establishment of the Western managerial training avenues (i.e., USAID, JICA) were the major influences which he got from international environmental factors. Subsequently, the MBA alumni were equipped with the Western concept of HRM knowledge and adopted the Western norms of doing managerial jobs, which became recognition for Alex and his business school. He became heavily influenced by Western norms and beliefs that were cascaded into the country's social structure as part of the parcel of following the internationally dictated MBA structure and content (e.g., American modelled MBA programmes). Alex's organisation, being dependant on government funding and the higher education commission of Pakistan's directives, were highly influenced by national factors. Government policies on deregulation and local business organisations' needs influenced their programme structure. It was also found that the way of dealing with MBA students from multiple backgrounds and social orientations forced him to follow the national HRM need. It was also found that Alex was influenced by national culture.

Rita, after graduating with her MBA, carried the high influence of the MBA environment which developed her orientation of global influences. Moreover, her networking with MBA colleagues who were working in MNCs exposed her to global HRM practices. Her training and networking overseas enabled her to gauge the true face of HRM practices. Working in the airline industry, she was also exposed to the directives of international organisations and institutions on policies and procedures to be followed in prevailing HRM practices. Rita was relatively less affected by government policies and regulations as her professional position was not in direct networking with government bodies.

However, her organisation was influenced by the government policies and directives as senior managers in her organisations had close relationships with the government authorities. For example, the recent trend of 'privatization' had affected her organisation as the government was taking the initiative to change the structure of her organisation. As the majority of the employees and personnel in her organisation were local and had graduated with degrees other than an MBA, it carried pressure to remain using the traditional HRM approaches (e.g., personnel management, annual confidential reporting system). Furthermore, it was found that Rita was also exposed to family and peer influences while performing HRM practices. This created a dual kind of conflicting influence on her understanding of HRM practices.

Leon was relatively highly influenced by the global factors as he started off his career with American companies. His primary professional socialisation forced him to look at HRM in an American way. By using his networking and socialization skills in local and international firms he obtained several training projects from MNCs, local firms, and international institutions and the government, such as the United Nations development Program (UNDP) and the government of Pakistan. Leon, being part of many government advisory committees, was influenced by government policies and directives. His current organisation has been restructured a lot due to the government policies of privatisation which brought a number of international business firms' practices to the country. This has led to a different set of HRM practices. Furthermore, due to his socialization and networking skills, Leon interacted with people with multiple backgrounds, which influenced his orientations towards HRM practices. The following section analyses the influences of conflicting factors that shaped the social position and social expectations of the actors. As discussed above, these factors generate the gap in individuals' accepted/adopted HRM ideas and knowledge and their actual implementation in actors' organisational and professional HRM practices. As shown in the data structure (figure 5.1) the notion of institutional decoupling is used to analyse this gap.

5.4.2.2.3 Gap between adopted and implemented HRM

In neo-institutional theory fashion, decoupling refers to the creation and maintenance of a gap between formal policies and actual organisational practices (Meyer and Rowan, 1977). It enables organisations to gain legitimacy in their environment by maintaining their internal practical considerations (e.g., Meyer and Rowan, 1977); it serves the interests of powerful organisational leaders (Westphal and Zajac, 2001). It allows organisational leaders and decision makers to keep formal policies and practices at a distance from their own ideological beliefs. In the context of HRM, it has been shown in past research that the adopted ideas and knowledge of the field often become subject to the constraints of money, time, the law, the financial bottom line, and the decision maker's style (DeNisi et al., 2014). However, in the current study it is argued that, at the individual actors' level, the decoupling becomes subject to actors' different social positions and social expectations. The factors, such as money, financial bottom lines, etc. that were identified in DeNisi et al. (2014) were a source of capital resources for the actors, which in turn contributes towards their social position. Similarly, the factors, such as the decision maker's style, the law and regulations, etc. come under the national and international environments for the actors which in turn generate their social expectations.

As discussed in literature reviews (see section 5.2.1 and 5.2.6), employing the perspective of social position and social expectation under Bourdieu's work tells that decoupling is a gap between individuals' adopted and implemented HRM ideas, practices, and knowledge. This conceptual perspective depicts that since HRM actors belongs to multiple classes and varying social orientation, they tend to possess different capital resources, which in turn develop them varying structural constructs behind adoption of HRM. It, therefore, enable them to create gap in what they adopt and what they implement in HRM field.

Across all three cases, I found that money in terms of funding and monetary value to individual actors; time in terms of catch-up with Western business practices; the law in terms of regulatory requirements and government pressure; financial bottom line in terms of organisational performance, productivity and competitiveness; and decision makers' style in terms of actors' beliefs generate contradicting inputs which creates misalignment between the adopted HRM knowledge and prevailing HRM practices in Pakistani organisations. These factors, along with the other factors that shape actors' social

expectations, are summarised under national and global environmental factors. This set of information from environmental factors guides HRM actors to implement or not implement the adopted HRM knowledge. It creates a possibility for the actors' future actions on the adopted HRM knowledge. It generates actors' and organisations' social expectations which in turn led them to adopt and implement.

My three cases highlighted that beyond the global and national environmental factors, individual actors are also influenced by their social position, which is the constituent of socially dominant form(s) of capital resources (i.e., economic, cultural, social). It was found that each focal actor desired and relied on varying forms of capital resource for their social position. For example, Alex, who was representing HRM academics, relied on cultural capital acquisition, Rita, who was representing HRM practitioners with the MBA qualification, relied on the acquisition of both cultural and social capital, and Leon, who was representing HRM practitioners without the MBA qualification, relied heavily on social capital acquisition as a dominant form of capital resource to obtain social status. All three actors decided whether to implement or not the HRM knowledge and ideas, which they adopted through different carriers, on the basis of the ability of a required practice to yield them their desired source of capital, which in turn enables them to get domination and their desired social position. Consequently, on the one hand, the forces from the global and national environment influenced them to adopt the HRM knowledge and ideas, while on the other hand, the implementation of the adopted knowledge and ideas was subject to the potential of these environmental factors in helping actors to acquire and maintain their social position. To gain legitimacy in their environment and to avoid the business ambiguities and uncertainties, the pressures from the global and national environment are accepted by the actors which force them to adopt HRM by establishing HRM departments and appropriate structures. However, practical considerations of the same by viewing the potential of the adopted knowledge to contribute to and enrich their existing status and position helped them to decide whether or not to implement them practically.

Figure 5.2: Theorisation of the gap between adopted and actual HRM practices.
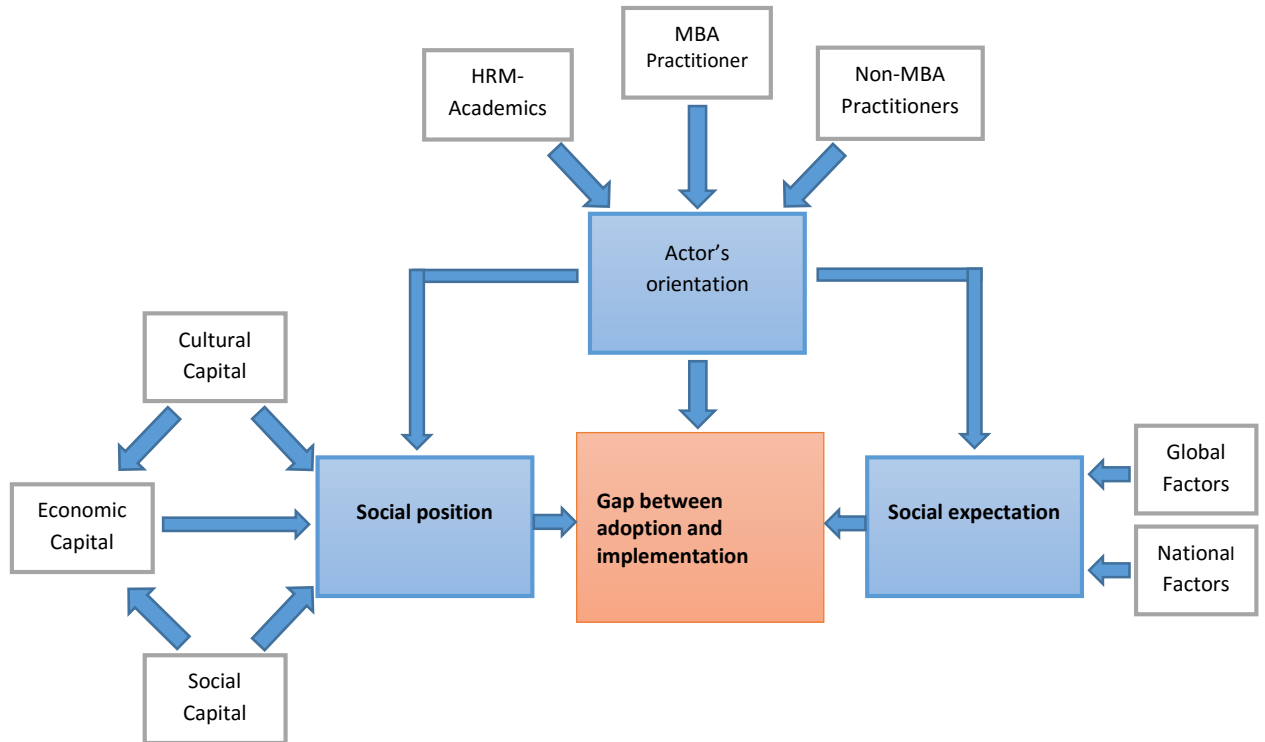
5.5 Conclusion

The duality of the social position and social expectation generates a misalignment between the adopted HRM knowledge from different carriers and the prevailing HRM practices in Pakistani organisations. In Pakistan, HRM actors come from different backgrounds, professional orientations, social classes, and socialisations. This constitutes their social positions and social expectations in different ways. Economic, cultural, and social capital resources are the main factors that shape their social position. National and global factors influence their social expectations. The social position is translated by actors as a mean of acquiring and maintaining power, authority, and status in society and the broader environment. The actors' social position is manifested in their possession of dominant forms of capital resources (economic, cultural, and social) (Bourdieu, 1977, 1986). HRM actors in Pakistani organisations make a decision about the adoption and implementation of the adopted HRM knowledge on the basis of the potential of the

modern HRM practices to obtain them easy acquisition and maintenance of their desired capital resource, and to gain legitimate social position. However, consistent with the previous chapters' findings, as every individual actor possesses varying perceptions, dispositions, and predispositions, which guide them to decide which capital resource is appropriate for them to acquire power and a dominant social position; the HRM actors' professional and social orientation influenced them to decide whether or not to implement the adopted HRM ideas and knowledge in their organisations. Again, consistent with the previous chapters' findings, the selection of an appropriate capital resource as an enabler to provide actors with their desired social position was based on the swift convertibility or exchangeability of cultural and social capital into economic capital or monetary resources.

The HRM academic actors were found to possess and desire high cultural capital owing to their social and professional status as a researcher and teacher of HRM at MBA level. They possessed a low level of social capital as they were mainly dealing with their client in an academic environment. The second category of HRM actors in this study which is HRM practitioners with an MBA qualification were found as rich in both cultural and social capital, owing to their MBA learning and training, and connections and networking with business school colleagues and corporate circles. The third category of HRM actors in this study, which is the HRM practitioners without an MBA qualification, were found to be relatively low in cultural capital, owing to their informal knowledge acquisition through eventual learning from job-based lived experiences, but were high in social capital which was earned through socialising and networking in various social and corporate circles. All of the actors with varying professional and social orientation were found rich in economic capital, which shows they had their desired and appropriate form of capital resources (cultural or social), which they find to be easily convertible into monetary value which provided them with a unique social status and position.

Besides social position, social expectation was found to be the force that enables organisations and actors to decide whether to adopt or not to adopt the Western HRM knowledge from different carriers, by making use of the available information and influence from the national and global environment. The available information comes from the environment in which organisations and actors operate and interact (Greenwood and Hings, 1996; D'Aunno, Sutton, and Price, 1991; DiMaggio and Powell, 1991; Scott, 1987). The HRM actors in Pakistan were found highly influenced by global and national

factors in their environment. The global factors consisted of the influence of international funding bodies and grants, perquisite requirements for interacting and dealing with international business firms, networking with multinational corporations in the country, and the influence of international organisations and institutions. The national factors consisted of the Pakistan government's policies and directives in favour of adopting modern HRM, the recent wave of privatization or 'de-regularization' (contingency factors), national cultural factors such as religion, family and friends' structure, the amalgam of British legacy and American influence, and practical considerations of local business organisations. Both the global factors and national factors influence Pakistani organisations and actors to adopt the HRM.

However, organisational key actors' varying professional and social orientation decides the intensity of the pressure of these factors. Academic actors, owing to their role and responsibilities in business schools' MBA programme, are relatively indirectly influenced by the global factors. They adopt Western academic literature; interact with Western academia and research done in the Western context. The academic HRM actors are bound to follow higher education commission directives as well as the directives of government bodies to secure funding for training and research projects at individual level, and to secure smooth organisational operations and competitiveness. HRM practitioners, as actors who were equipped with both an MBA and corporate orientation, are highly influenced by global factors. They not only derive their initial beliefs from MBA learning and training which was based on Western academic literature and the business context, but are also involved in networking and interacting with MNCs and their HRM practices. The HRM practitioners with the MBA qualification are relatively less influenced by the national factors as they are not directly affected by the government's policies and regulations. However, the HRM practitioners without the MBA orientation are relatively highly influenced by Western ideas and knowledge, owing to their lived practical experiences in various national and multinational firms, and active roles in national HRM set up. The HRM practitioners without the MBA orientation are also highly influenced by the national factors owing to their networking and socialising with varying organisations; and active roles in the government's initiatives on HRM, due to their lived experiences and personal preferences.

The duality of social position and social expectation generates an amalgam of conflicting factors such as global and national environmental factors; and the acquisition and

maintenance of capital resources such as economic, cultural and social that construct actors' varying interests and actions in implementing the adopted HRM knowledge and ideas. Furthermore, actors' varying social and professional orientation tend to put them in a structure which forces them to perceive and respond to environmental factors differently. Consequently, this creates a knowing-doing gap in the adopted HRM.

Chapter Six: Conclusion

This thesis explored and investigated HRM adoption by employing the perspective of individual HRM actors' social position. The main focus of this thesis was to gain insight into the influence of social position, and the formation and mechanism of capital resources exchange through which individual HRM actors gain social position, social expectation, dispositions, habitus, and macro-institutional environmental factors on HRM adoption by actors in Pakistan. It further explored the gap between adopted and implemented HRM ideas, knowledge and practices. The specific objectives of this thesis have been explicitly presented in the first chapter (Please see section 1.8.)

The objectives of this thesis were achieved by systematically conducting three different studies within it. The first study was carried out to gain insight into the influence of social position on HRM academics' adoption. The major contribution of this study was a theorising model of HRM academics' adoption. It shows which capital resource is particularly sought after and how it is structurally constructed in the lives of HRM actors, which in turn plays a role in developing their dispositions, which in turn provide them with the drive and motivation to adopt western HRM ideas and knowledge. The second study was carried out to gain insight into the mechanism and formation of capital resource(s) exchange which influences HRM practitioners to adopt western HRM ideas, knowledge, and practices. The main contribution of this study was empirical insight into the importance and role of social class (élite and emerging class), habitus and socialisation (primary and secondary socialisation) as developer and controller of the mechanism of capital resource(s) exchange, and formation of social position. The third study investigated a gap between accepted (adopted) HRM ideas and knowledge on the one hand, and actual HRM practices and business need on the other. The major contribution of this study on the knowing-doing gap in adopted HRM was a theoretical picture of the factors that influence this gap. It explored the influence of conflicting factors, such as actors' professional and occupational orientation and position, social position, and social expectation, which develop the gap.

This thesis which is drawn over three individual yet interrelated studies finds around how HRM actors adoption decision is structurally constructed in Pakistan. Bourdieu theory of practice, following relationalist approach, views HRM adoption in Pakistani academia

through value of relations or individual functions in the field. This approach determine rationale and meaning behind individuals' actions through the analysis of overall field, habitus of individual agents, and capital required to gain social position in the field. According to the Bourdieu's theory, main object under investigation is to be seen in a context. It put emphasis on the understanding of Pakistani broader social space in which HRM actors play their role. It is not meaning fullness of HRM's characteristics, attributes, or essence, that force adoption, rather it is the field and broader social space in which HRM is conceptualised and acknowledged. The practices, activities, and interaction, with in the field create meaning of HRM in academia to be adopted.

HRM in academia is considered as a main structuring institution of HRM knowledge and practices in the country. Institutions, according to Bourdieu, are to be taken akin to language. It means meanings are interpreted through actions of the actors. In the context of HRM in Pakistan, in which HRM academic institute's HRM offerings and organisational HRM practices in Pakistan are structured on its western origin, the practical actions of HRM that are developed in a different social space than its origin, are interpreted in an alien space where the meaning of the HRM field's practices and its interpretation in academia are constructed with dualities in absence of uniform practices; and generation of overall HRM field on the basis of quest for symbolic, economic, and cultural capital, to acquire social positon and status. This situation could be taken akin to foreign languages, i.e., English, in Pakistani culture which creates polarization between words and actions as well as developing different forms of social positions and classes.

Although, based on Bourdieu's conception of practices, meaning of HRM in the academia and business organisations is embedded in system of academics' and organisational practices and locatedness of the HRM practices, in academia as well as industry and across the world communities, the broader social space in Pakistan interprets the meanings through local system of Business and HRM practices and its meaning and rationale in the society. As locatedness of HRM knowledge is in western social space, which interpret field's specific meaning of the HRM artefacts, it generates conflict and system of differences. Interaction of the agents that have relations with HRM's locatedness, i.e., Alumni practitioners with contemporary habitus, HRM academics with western qualification, MNCs managers etc., and agents in local social context, i.e., HRM academics graduated from local universities, local business managers and HRM practitioners, local regulatory bodies etc., generate conflicting elements at intersection of

the HRM field with the local social field. These differences in overall social space locate the position of HRM contents and HRM adoption in academia.

According to Bourdieu, some meanings and interpretations are more valid and meaning full than others on the basis of how deeply they are rooted in practices. However, as HRM academics in business schools and business organisations are equipped with low practical exposer of the field specific practices, they lack practical interpretation of the HRM courses and best practices. This makes full diffusion and adoption of HRM in academia and business organisations difficult. It leads them to decouple or delink what they believe HRM practices in academia are and what it should be. Consistent with Bourdieu's conceptualisation in this context, HRM practices are equally dependant on ways of knowing and understanding. But as engagement with some practices are automatic by the way of regulatory, market, and social pressures, the forms of practices may well dependent on forms of knowledge and understanding, i.e., research of the HRM field, western literature, relations with in academic communities etc.

Consistent with Bourdieu theory of practice, HRM ideas, knowledge and practices are driven from set of practical ideas and cultural context. The conflict between both generates system of difference. It generates system of difference that effect on diffusion of knowledge, practices, and ideas. However, as Bourdieu put that features of institutional life are not meaningful because of the differences in set of ideas, practices, and culture but rather it is because they are implicated in forms of practices. The set of practical ideas of HRM in academia can be located to historical development of the field and international business operations, and influx of foreign direct investment in the country. The cultural context of the region which is based on British legacy and British and Islamic personnel management practices create weak link between HRM that is rooted in American HRM practices and resulting business structures. However, the need of international business firms in the country, which makes HRM field as a demanding in the society, with interaction of companies, academia, student, and practitioners with awareness of latest management fashions and international job market; it generate several applications of the field. Along these lines, consistent with Mohr (2013) findings in the context different from Pakistan, cultural capital pave ways for recognisable institutional interpretation. The communicative systems of understanding are generated by the

institutional interpretation. For example, HRM academics shares meanings and understanding with peers, mentors, reviewers, texts, and with global HRM communities. However, it is less known if the field is serving its purpose in the region with making sense to local adopting end. As the academics with high level of cultural capital are able to demonstrate a common sense of identity and co-membership with key institutional gate keepers (DiMaggio and Mohr, 1985), it could be inferred that common sense of identity, and co-membership of HRM academics is gained at the cost of irrationality of the practices of the field in Pakistani context. The ambiguity and uncertainty of personnel management practise in local businesses in relations to HRM practices in international business venues and HRM teaching practices in international academia may led to diffuse and adopt it by imitating western HRM practices, with the social field and HRM field specific pressures.

The following section summarises and theorises the findings and contributions of this thesis as they were obtained through these three different studies.

6.1 Individual actors' HRM adoption: formation and mechanism of social position

This thesis explored the adoption of HRM in Pakistan by taking up the perspective of social position of different HRM actors at academic and practitioners' level. It further explored the formation and influence of HRM actors' social position, social expectation, social class, socialisation, and institutional environmental factors such as national and global factors which shape the individual's orientation and decision to accept western HRM ideas, knowledge, and practice. The use of the term "HRM actors" in this thesis referred to HRM academics, MBA-Alumni HRM practitioners, and Non-MBA-Alumni HRM practitioners. This thesis examined three categories of HRM actors by carrying out three different studies. The main focus was on formation and influence of the actors' social position on their HRM adoption decision, which was common to all three studies. Besides this common focus on social position in all three studies, Study 1 analysed the dispositions of HRM academics. Study 2 analysed the mechanism of capital resources exchange, and the effects of social classes and socialisation on HRM practitioners'

adoption. And Study 3 investigated the knowing-doing gap between adopted and actual HRM by employing the notion of decoupling to analyse the triple influence of social position, social expectation, and HRM actors' professional groups and orientation (i.e., academics, MBA-Alumni-practitioners, Non-MBA-Alumni practitioners).

While past studies on adoption and diffusion of HRM ideas, knowledge, and practices have drawn widely on a macro-institutional perspective through organisational or group level analyses, this thesis focuses on individual-level adoption of western HRM. In this thesis, I define HRM adoption as the individual actor's decision to accept and make use of the western HRM ideas, knowledge, and practices suggested to them through various channels such as academic environment, peers and colleagues, organisational opinion leaders, training programs, and broader environmental factors like national government influences and policies, global trends and compliance with standards of social and corporate legitimacy. The conceptualisation and definition of HRM adoption in the thesis is derived from the studies of Tarde (1903), Rogers (1995, 1962, 2003), Bourdieu (1977), and Jayaraj et al. (2006). It has been highlighted in past researches on adoption that studies in the field of human resources management in particular, and management learning, organisational studies, and international business in general have not fully engaged with the issues of adoption of management (HRM) ideas, knowledge and practices (e.g., Antal and Krebsbach-Gnath, 2001; Giroux and Taylor, 2002; Ball, 2001; Comacchio and Scapolan, 2004; Olivas-Lujan et al., 2007; Galanaki and Panayotopoulou, 2008; Lau and Hooper, 2008). Unlike past researches on diffusion and adoption of western HRM which examined the influence of macro institutions and institutional environment (e.g., for Pakistan specifically, see Khiji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014; for other developing countries and emerging economies, see Budhwar and Mellahi, 2006; Kamoche et al., 2004; Kamoche, 2001), this thesis places emphasis on the influence of context on individual HRM actors, underpinning the HRM fields' value and utility in their social and professional lives which offer them the structure within which to take a decision about its adoption. In order to examine the context, the core concepts that were employed in this thesis are: social position, social expectation, capital resources, capital resources exchange, dispositions, social class, socialisation, decoupling, and institutional factors at national and global level.

Bourdieu's theory of practice, which comprised the theorisation of social position, capital resources, dispositions, social class and socialising as habitus forming factors, is used in

this thesis (Bourdieu, 1977, 1986, 1989; Bourdieu and Wacquant, 1991; Battilana, 2011). Furthermore, notions of decoupling, diffusion, and macro-institutional factors were derived from neo-institutional theories (e.g., Meyer and Rowan, 1977, 1978; DiMaggio and Powell, 1983; Delucchi, 2000; Westphal and Zajac, 2001; Tilcsik, 2010; Elsbach and Sutton, 1992; DeNisi et al., 2014; Greenwood and Hings, 1996; D'Aunno, Sutton and Price, 1991; DiMaggio and Powell, 1991; Scott, 1987).

The objectives of the thesis, which were shared by 3 individual studies, were pursued by the research questions, the empirical setting, findings, and analyses of the findings through an abductive approach which used (triangulated) the above-mentioned theoretical perspectives and empirical findings. What follows is the conclusion drawn by consolidating all three studies.

Individuals' social position, social expectation, and macro-institutional environmental factors shape the context for HRM adoption in Pakistan. The influence of these factors varies according to the individuals' social and professional orientation as well as their professional and occupational group within the HRM field. The social position of HRM academics is formed differently from that of HRM practitioners. The social position of HRM academics guides them to develop a repertoire of practices that develop and are developed by dispositions of imitation, professionalism, materialism, and mechanistic actions. These dispositions, in turn, guide them to accept the influence of western HRM ideas and knowledge from their promoters in academic and practitioners' environments across the world. The social position of HRM practitioners is structured through their social classes, which in turn impel them to engage in certain mechanisms for capital resources exchange (i.e., economic, cultural, social, symbolic). The following figure summarises the formation of HRM actors' social position through the mechanism of capital resources exchange.

Figure 6.1: Social position of HRM actors: Formation and Mechanisms
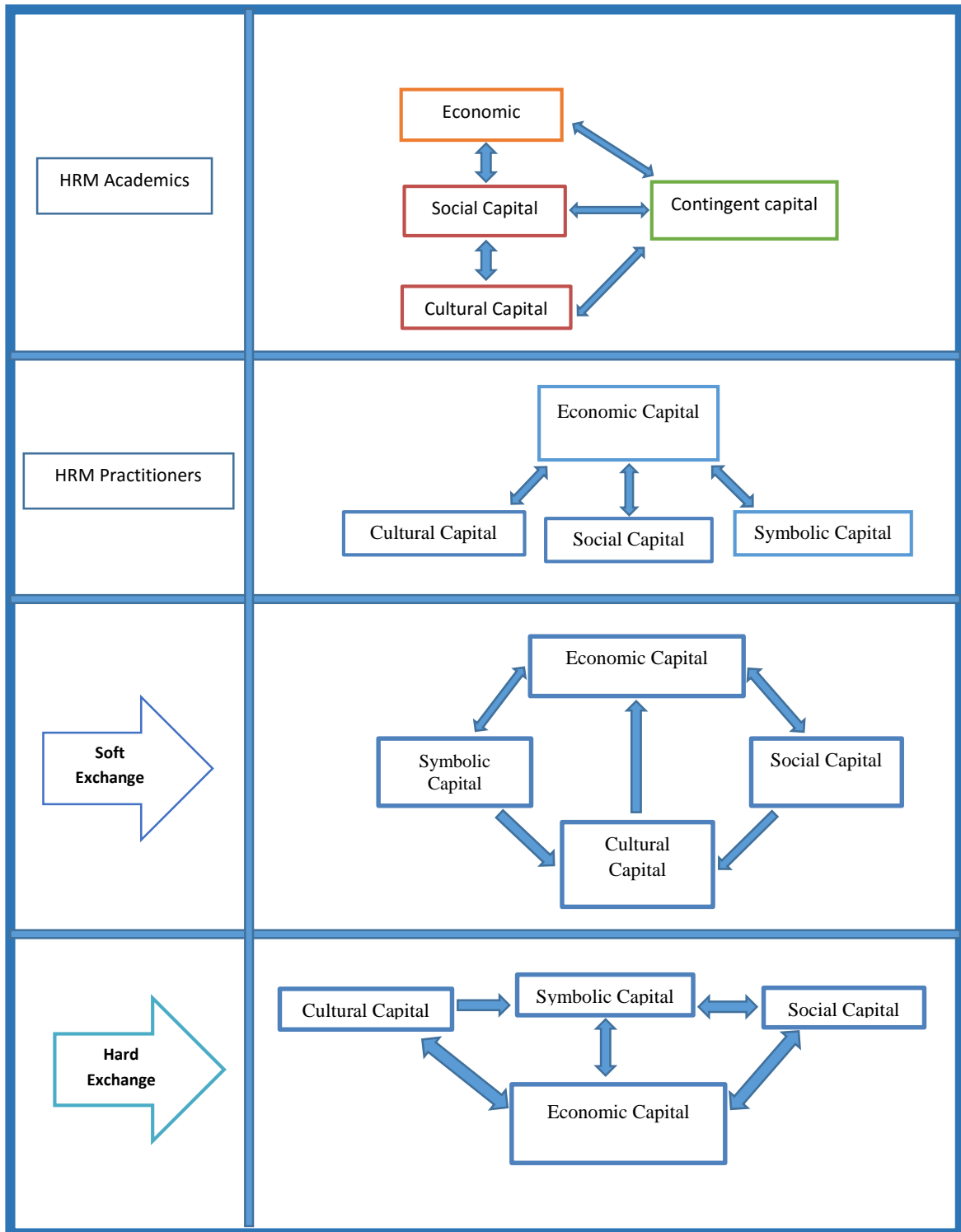
It is shown in the above figure that HRM academics perceive seemingly alien concepts of HRM according to their social position which is shaped by their acquisition of and control over dominant forms of capital resources. Cultural and social capital are the main

capital resources that are manifested in contingent capital. The state of the overall HRM field in the country, and business schools' academic trends, engenders ways for actors to recognise, acquire, and maintain capital resources such as contingent capital, cultural capital, and social capital, which are perceived and experienced by the actors as readily convertible into economic capital. Control over economic capital, in turn, provides actors with dominance at organisational and social level. This shapes seemingly alien ideas and practices of HRM as a means of gaining occupational, professional, and social security and dominance. HRM academics strive for economic capital to gain social position and power, for the sake of which they give importance to contingent capital. Contingent capital is a resource for controlling contingent factors and multi-faceted circumstances so as to create and utilise multiple options for securing social, institutional, and organisational mobility and security. For example, it gives HRM academics the ability to adjust to a new environment, to multi-task, and to negotiate social and cultural capital in order to gain the desired and dominant social position.

Unlike HRM academics, HRM practitioners strive to adopt western HRM practices because of their convertibility into the actors' economic resources, such as luxury lifestyle, improving on and changing the existing family structure, social conditions, social status and catching up with the established élite class of the society. It provides the HRM practitioners with a power position at professional as well as societal level. Adoption and implementation of HRM practices in Pakistan varies on the basis of two main social classes within the society: the élite class and the emerging class. It was found that MBA-graduated HRM practitioners' lived experiences in the shape of their primary and secondary socialisation influence their adoption and implementation of western HRM practices. This feature is based on differences in norms, socio-cultural values, and circumstances of the actor's social class. The actors representing the élite class adopted western HRM practices because they wanted to enrich their families and improve their social position. To this end, they acquired cultural capital (in the shape of an MBA degree, and the latest managerial practices and experiences) by incorporating their family-acquired symbolic capital (in the shape of social and corporate positioning) and social capital (in the shape of networking and connections with influential corporate and social networks). All this provides them with soft exchange of capital resources to gain their desired social position and power. Furthermore, as they had networked in the élite social class which was socialised through and connected with the British legacy, American

influence, and corporate circles, the western practices matched their symbolic and social capital.

For HRM practitioners who originally belonged to the emerging social class, the adoption mechanism works differently from the way it works for practitioners who originally belonged to the élite class. They invest and acquire more cultural capital or focus more on enriching their existing cultural capital, in the shape of MBA education and experience in managerial jobs. This class of practitioners, being poor in family-owned symbolic and social capital, strive to obtain symbolic and social capital through the acquisition of cultural capital. The process engages them in hard exchange of capital resources to gain their desired social position and power.

Besides social position, HRM actors are exposed to the influence of environmental factors at national and global level which form their social expectation as a constructing structure for their adopting and implementing decision. Therefore, adoption by HRM actors, based on their receptiveness to the suggestion-initiation-implementation of western HRM in their social and professional environment, is open to the influence of both social position and social expectation. Jointly they form them the thoughts, beliefs, and norms constructing structure. While influences from both directions lead HRM actors to be receptive and accept western HRM ideas and knowledge, the differences in their orientation, occupational and professional groups, social class, and socialisation (primary and secondary) incline them to interpret and respond to both genres of influence differently. In particular, the formation of social position, based on their relative possession of capital resources in their own social and occupational/professional fields, varies from one to another. Consequently, while they become receptive to and accept it, its implementation diverges from the accepted form. Factors such as senior managers' resistance to change, and norms and structures of carrying out traditional personnel management practices rather than HRM practices for the sake of avoiding uncertainty and maintaining the status quo, contribute to the environmental influences on implementation of western HRM practices.

Therefore, the amalgam of conflicting factors has led to a knowing-doing gap in actors' HRM adoption. Taking individual level adoption as a process of suggestion-initiation-implementation (Rogers, 1995, 2003; Tarde, 1903), this situation indicates that HRM has not been fully adopted by HRM actors in Pakistani organisations. Nevertheless,

receptiveness to it has been established due to the suggestion and promotion of the relevant ideas and knowledge at global level. This receptiveness has paved the way for its adoption at academic level. HRM academics have implemented it in their offerings at MBA level, by providing specialised courses and training in the field, as well as by providing consultation and training programs to business organisations. It has developed HRM academics' institutional and social position, occupational and professional dominance, as well as the overall scope of HRM in the country. The combined influence of academics, multinational corporations, and global business and academic institutions and environment, has paved the way for its adoption at practitioners' level in organisations in Pakistan.

Figure 6.2: HRM adoption and knowing-doing gap
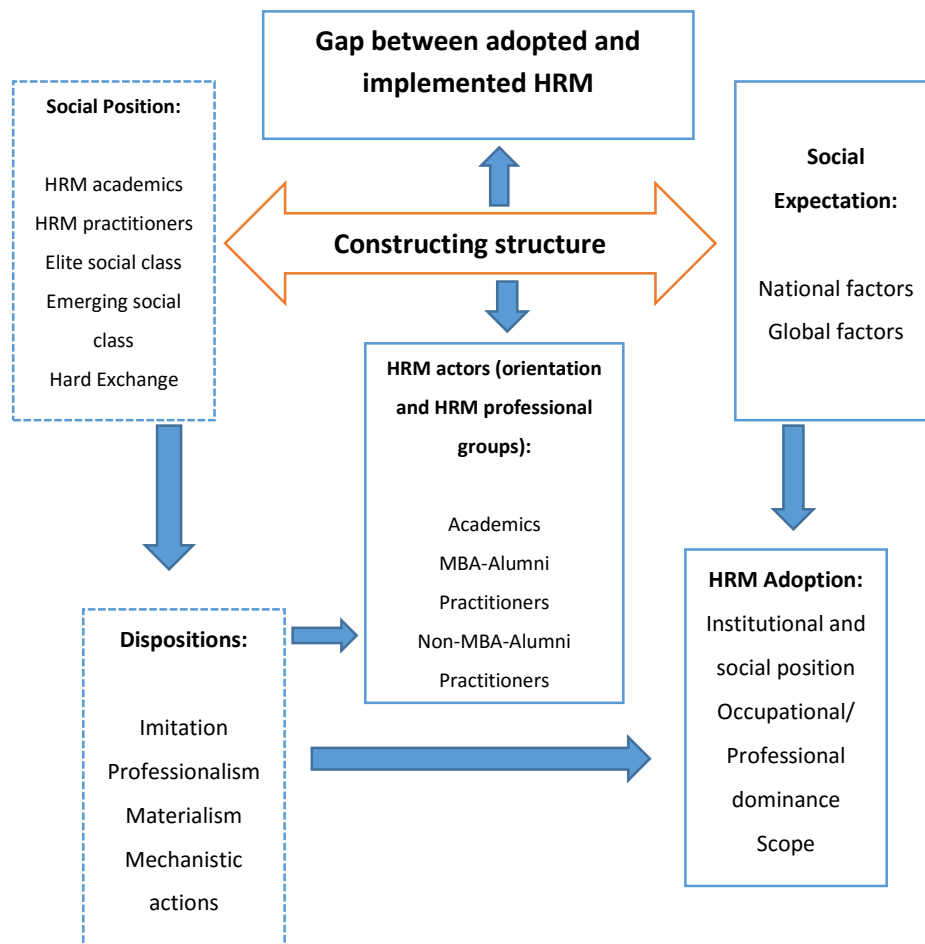
The above contribution and theorisation was drawn by consolidating the three individual studies on the phenomenon of HRM adoption. The following sections elucidate and summarise each of the 3 studies, and how each of them contributed to the objectives and contributions of the thesis.

6.2 The influence of HRM academics social position on HRM adoption.

Of the three studies for this thesis, this one looked into the influence of academics' social position on HRM adoption. This study explored the key drives and motives for HRM academics' adoption at individual level by analysing social position and disposition. The focus of this study was HRM academics as one of the core groups of HRM actors dealing with western ideas and knowledge in Pakistan, through their role in business schools at MBA level. Although HRM academics' institutional role(s) (e.g., teaching, research, corporate training and consultancy) confer social position and legitimacy on them, the questions of how the adoption and dissemination of western HRM were shaped by the actors' social position, what resources they required to gain dominant social positioning, and what dispositions they developed and exerted in order to gain resources and social positioning, were underexplored. This study has addressed the following main gaps in the extant literature.

Empirical gaps:

- o Developing countries like Pakistan have been underexplored in research on management, international HRM, international business, and organisational studies (e.g., Austin, 1990; Khilji, 2002, 2003, 2004, 2012; Saher and Mayrhofer, 2014; Ali 2013; Ahmad, 2013; Ahmad et al., 2015; Syed and Ozbilgin, 2015).

- o Extant literature on adoption and diffusion of HRM does not address individual-level actors' adoption and overlooks HRM academics as the core actors in the process (e.g., Björkman et al., 2014; Rupidara and McGraw, 2011).

- o The extant literature places emphasis on:

  Macro institutions and environmental factors (e.g., Khilji 2003, 2002, 2004; Saher and Mayrhofer, 2014; Minbaeva, 2005);

  Cultural sensitive perspective (e.g., Khilji, 2002; Holden, 2001; Lu and Bjorkman, 1996; Newman and Nollen, 1996; Lawler et al., 1995; McGaughey et al., 1997; Cyr and Schneider, 1996);

  Networking (e.g., Zappa and Lomi, 2015; Sturdy, 2004; Zupan and Kaše, 2007);

Institutional and competitive isomorphism (Khilji and Wang, 2006; Sparrow and Wu (1997); Farndale and Paauwe, 2007; Chung, 2015);

Role of divergence and convergence factors (Wright et al., 2005; Khilji, 2002; Khilji and Wang, 2006; De Cieri and Dowling, 1999; Khilji, 2002; Brewster et al., 2015);

Historical and evolutionary perspectives (Guest, 1991; Budhwar and Sparrow, 1997; Brewster et al., 1997);

HRM adoption as a source of competitive advantage and its potential to contribute to organisational performance (Minbaeva et al., 2014; Ulrich and Brockbank, 2005).

Hence, this study chose the overlooked category of HRM academic actors to study the adoption of western HRM at individual level in Pakistan. It explores the influence of HRM academics' social position and formation of the actors' disposition, in which their HRM adoption is manifested. This study looks into the influence of the actors' social position as a context, and the gap between social legitimation or good environmental relationship and actors' social positioning. It draws on the field theorist concept of social position and Bourdieu's theory of practice and notions of social position, dispositions, and capital resources (Bourdieu, 1977, 1986, 1988, 1989; Saunder, 2008).

Theoretical gap:

o The full potential of Bourdieu's work has rarely been exploited (Sieweke, 2014).

o While management and organisation studies researches (e.g., Nicolini, Gherardi and Yanow, 2003; Slutskaya and Decock, 2008), and HRM researches (e.g., Harley and Hardy, 2004; Mayrhofer, Meyer, Steyer and Langer, 2007) have begun to view organisations through a "practice lens" and have applied Bourdieu's work for this purpose, many of its aspects are still underexplored in management and organisation studies and HRM researches.

o Although research in management and organisation studies has been influenced by and has engaged with Bourdieu's theories (e.g., Greenwood and Meyer, 2008; Lawrence and Suddaby, 2006; Voronov and Vince,

2012; Battilana, 2006; Townley and Cooper, 1998), his theories of practice and notions of social position, disposition, and capital resources are still underexplored in management and organisation studies and in the context of other countries (Mohr 2013; Whitington, 2002), particularly developing countries.

Hence, the notions and concepts of social position, capital resources, and disposition are underexplored and underused, especially in the developing countries context, and in the context of HRM academic adoption.

o Past studies on HRM adoption and diffusion have widely used institutional theories such as networking, including actor network and activity theories (e.g., Björkman et al., 2007; Scarbrough, 2003; Sparrow, 2006; Brewster et al., 2015; O'Mahoney and Sturdy, 2015; Lee and Chung, 2015; Laursen, 2002), institutional isomorphism, and divergence-convergence (Khilji and Wang, 2006; Sparrow and Wu, 1997; Farndale and Paauwe, 2007; Chung, 2015; De Cieri and Dowling, 1999; Khilji, 2002; Brewster et al., 2015), and social psychology theories such as psychological contract, social learning, and many other theories that point to a group or organisational level analysis. Particularly in the developing country context, the majority of past studies have drawn on environmental analysis frameworks (Austin, 1990). In this thesis, I focus on individual level analysis, for which I draw on Bourdieu's theory of practice (1977) which encapsulates social position, capital resources exchange, habitus, and dispositions (Bourdieu, 1986, 1989, 1984; Saunder, 2008; Battilana, 2011) that condition individuals to take a decision to accept or reject new ideas, knowledge, and practices.

The following were the research objectives of this study:

• To explore why individuals accept and take up their professional roles in HRM ideas, knowledge and practices.

- To identify the core factors and motives that induce HRM actors at academic and practitioner level to adopt HRM.
- To analyse the role of different actors' social position in taking the decision to adopt HRM.
- To identify the core dispositions that support the actors' adoption decision.

These objectives were taken from the overall objectives of the thesis which were shared among all three studies. The following are the research questions set for this study. The summarised answers to each question are given beneath the questions:

- Q. What are the key motives and dispositions that influence HRM academics' adoptions decision(s)?

  Answer: Key motives: Institutional and social position in the shape of monetary benefit (economic resources), professional, occupational and social dominance, scope.
  Key dispositions: Imitation, professionalism, materialism, mechanistic actions.

- Q. How best to theorise the influence of individual actors' social position on adoption of seemingly new management ideas and practices?

  Answer: Please see the theorisation model on this in Figure 3.1, and section 3.5 and 3.6.

- Q. How does HRM academics' institutional role provide them with social legitimacy and good environmental relations?

  Answer: HRM academics direct their institutional role towards acquisition, maintenance, and enrichment of capital resources, which in turn give them social legitimacy and good environment relations, and consequent social position and power.

- Q. Why do the actors become critical of their role as adopters?

    Answer: It is due to varying forms of capital resources that they obtain from their role, and the activities and practices which shape their dispositions.

Findings and contribution:

The main capital resources that shape HRM academics' social position and adoption decision on western HRM ideas and knowledge are: economic capital, cultural capital, social capital, and contingent capital.

To acquire, maintain and enrich these capital resources, HRM academics develop and exert dispositions of: imitation, professionalism, materialism, and mechanistic actions.

Capital resources and dispositions jointly shape HRM academics' social position which influence their underpinnings in relation to scope, social and professional dominance, and institutional and social position, which in turn influence their adoption decision on HRM.

While cultural capital and social capital are the main kinds of capital resources which are legitimised in the society and institutional set-up, HRM academic actors develop "contingent" capital which enables them to cope with varying environmental situations. It helps them to modify their actions and practices, to gain swift convertibility of cultural and social capital into economic capital, and, in turn, to gain dominant social positioning. Cultural and social capital constitute economic capital for the actors, whereas contingent capital enables them to gain the qualification of economic capital.

Although the actors take up their academic roles (in teaching, research and publication, corporate training and consultancies) to gain dominant forms of capital resources and resultant social positioning and legitimacy, the implementation of the ideas and knowledge disseminated through their roles is based on social positioning, along with the social and institutional exchange mechanism of different capital resources available to practitioners (e.g., alumni students). It gives academic actors an arena in which to be critical in their role.

Capital resources becomes main structure constructing their beliefs and understanding around HRM field. In order to gain control over dominant capital resources, actors engage

265

in the practices, actions and behaviour of imitation, material centrism, mechanistic actions and profession centrism. These are the actors' dispositions (newly shaped schemata) directed towards capital resource acquisition, and developed on the basis of past structures such as habitus (past schemata). These dispositions are used to gain control over dominant capital resources. They shape actors' institutional position, social position, and occupational and professional dominance, which define the overall scope of HRM in academia.

HRM academics in Pakistani business schools come from multiple backgrounds and orientations. They were influenced by corporate practitioners and foreign-qualified colleagues through professional and social networking and relations. Western-qualified faculty become the point of contact for practitioners in MNCs, aligning foreign-qualified faculty's opinions and interests with those of western business organisations. This alignment enables business schools' influential faculty to purchase new ideas from various carriers such as practitioners, research outputs, conferences, and other corporate and social interactions. The use of these ideas in academic operations, and their dissemination by influential faculty members (opinion leaders), enable other academics to rapidly adopt the ideas in their institutional roles, such as teaching, research publication, corporate training and consultancy.

The structured environment and academics' institutionally defined role influence HRM academics to listen to prominent suggestions and initiate and implement those suggestions in their role activities (Jayaraj et al., 2006; Rogers, 2003). By doing so, actors imitate the cultural capital of opinion leaders, such as ideas from influential faculty members, government departments etc. This imitation infuses professional norms and requirements of the HRM academic field, which in turn inculcates in HRM academic actors the norms and requirements of the discipline in their routine role activities.

The main contribution of this study is to the literature on management, organisation studies, international business and HRM. It makes this contribution by adding the underpinnings on how HRM academics' context shapes their HRM adoption, and particularly in developing countries like Pakistan. To date, there are limited studies of how actors at academic level adopt management ideas and practices. Developing countries like Pakistan have been underexplored in management and organisational studies (Khilji, 2002, 2004). Scholars have examined a limited number of contextual

266

features while ignoring the role of individual actors' histories. Although a few studies (e.g., Rogers, 2003; Weick, 1995; Dutton and Dukerich, 1991) recognise the importance of individuals' position, background, and histories in relation to adoption, how social position (as a context) drives actors' adoption of management ideas and practices has remained largely unexplored and un-theorised in management, organisation studies, and HRM researches on adoption and institutionalisation of HRM (e.g., Krebsbach-Gnath, 2001; Giroux and Taylor, 2002; Kostova and Roth, 2002; Lockett et al., 2014). This study has contributed to the literature as well as to the understanding of HRM academics, the HRM practitioners community, and the relevant general public by providing the underpinnings on 1) HRM academic adoption, 2) the influence of individual actors' social position on HRM adoption, 3) Bourdieu's work in theorising academics' HRM adoption in Pakistan, and 4) underpinning of capital endowments and dispositions, and how they form actors' social position, occupational dominance, and scope of HRM usage.

6.3 A mechanism of capital resources exchange and social position formation: study of MBA-HRM graduated practitioners.

While the first study looked into the influence of social position, as a structure constructing HRM academics beliefs and understanding around their adoption decision, this study explored social position in greater detail and at individual practitioners' level by focusing on the mechanisms of capital resources exchange. In other words it looks into the formation of the structure in actors' individual lives and through their lived experiences. This study looked into MBA-Alumni HRM practitioners' socialisation and social classes, and their effects on capital resources exchange, formation of social position and consequent HRM adoption. Unlike the first study, this one focuses on another type of HRM actor, namely MBA-Alumni HRM practitioners working in different business organisations in Pakistan. I focused on different categories of HRM actors in this study because of their involvement and experience with and exposure to both the academic and practitioners' HRM fields. I examine HRM practitioners' adoption in this study in order to explore the social and economic mechanisms that drive MBA alumni to adopt HRM practices. Doing so has enabled me to understand why and how HRM has been taken up by Pakistani individual actors in their organisations. To this end, I selected those HRM practitioners, from four different industries, who have gone through

MBA programs. In doing so, I gathered views and perception of actors with theoretical and practical knowledge of western HRM ideas and practices.

 Objectives of the study:

The objectives for this study were taken from the overall objectives of this thesis, which were shared by all three studies. The objectives of the study were:

- To explore why individuals accept and take up their professional roles in HRM ideas, knowledge and practices.
- To identify the core factors and motives that induce HRM actors at academic and practitioner level to adopt HRM.

- To examine the role of different actors' social position in taking the decision to adopt HRM.

- To analyse different capital resources (economic, cultural, and social) that are perceived and formulated to gain social position, in turn affecting the adoption decision.

The gap in the extant literature that was addressed in this study:

- Past researches have highlighted the issue in relation to western HRM practices in emerging economies and developing countries (Budhwar and Mellahi, 2006; Kamoche, Debrah, Horwitz and Muuka, 2004; Perez Arrau, Eades and Wilson, 2012); and in Pakistan (Khilji, 2002, 2003, 2004a; Saher and Mayrhofer, 2014), but did not address and explore the nature of issues beyond the cultural aspect, macro-institutional aspects, and the broader environmental factors that provide a structure.
- Extant literature on adoption and implementation of western HRM practices often disregards basic differences in local norms, socio-cultural values, and other circumstances.
- Since the desired results of implementing and adopting modern management practices cannot be achieved when different worlds collide (Pache and Santos, 2010), the question arises as to why actors adopt seemingly alien management

practices and what mechanism drives their role in the adoption of these practices. However, no past study has engaged with this perspective, particularly in the context of developing countries.

- Although past studies have identified global factors, national factors and the economic circumstances of a region, such as the labour market and "deregulation", and the profile and proliferation of multinational firms and business schools etc., that influence the diffusion and adoption of western HRM ideas and practices (e.g., Khilji, 2002, 2003, 2004a; Budhwar and Mellahi, 2006; Sturdy, 2004), the factors that influence HRM practitioners' adoption at micro level (in Pakistan) are little explored in previous studies (Bjorkman et al., 2014).

- Lack of understanding of the mechanism behind individual actors' adoption provides limited underpinnings to scholars and practitioners as to why and how individuals adopt HRM practices. Theorists of consumption and adoption of management ideas and practices stress that it is largely understood in an economic sense (Fine, 2002). However, less is known about the economic sense (at individual level), and the mechanism behind actors' adoption of management ideas and practices that creates that economic sense.

- In particular, there is a gap in research in management and organisation studies that addresses the social factors such as socialisation, social class, habitus, and social position or organisational actors, and the capital resource exchange mechanism that shapes these social factors (Bourdieu, 1987, 1986, 1989, 1977). Furthermore, while Bourdieu's theory of practice (encapsulating social position, capital resource, habitus, and dispositions) has been used in management and organisation studies research in the context of western developed countries, its use in the developing country context has been limited, being mainly used in education and social psychology research. Hence, this is one of the main theoretical gaps that is addressed in this paper.

This study tended to fill the above-mentioned lacunas by exploring the actors' drive and motivation towards HRM adoption that arises from the capital resource exchange mechanism which provides them with a structure for their desired social position. In the process, I explored the mechanism for capital resources exchange, and how and what kind of exchange of capital resources the actors engaged in to obtain the dominant form of capital resources and subsequent social position. It further analysed the actors'

socialisation and social classes which gave them a structure in which to engage in the exchange mechanism and to perceive the dominant form of capital resource and desired social position, in relation to engagement in the HRM field.

Research questions and their answers:

The following were the research questions for this study and the answers that were supplied by the findings and by analysis of the findings:

- Q. How do actors engage in the mechanism of capital resources exchange to gain social position?

  A. Actors engage in the mechanism of capital resources exchange through hard exchange and soft exchange. In hard exchange they begin with economic capital, whereas in soft exchange they begin with cultural capital resources. This whole mechanism takes its influence from actors' social class and past socialisation.

- Q. How do actors' lived experiences (habitus) guide them to form favourable exchanges?

  A. Actors' primary and secondary socialisation provide them with a structure and schemata (social and mental frames) through which they perceive the value and accessibility of the capital resources and exchange available to them. This enables them to obtain economic capital or other capital resources to compensate for their lack of economic capital and to gain social and professional power equivalent to that of persons rich in economic capital.

- Q. How did actors' habitus influence their HRM adoption?

  A. The habitus in the form of primary and secondary socialisation influenced actors by introducing them to certain actions and practices in their social and professional lives. The actions and practices in turn guide them to take a decision on whether or not to accept western HRM ideas, knowledge, and practices.

- Q. What is the role of MBA-Alumni HRM practitioners' socialisation and lived experiences in HRM adoption?

  A. MBA-Alumni HRM practitioners come from two main social classes: élite class and emerging class. Elite class practitioners are socialised with corporate norms and practices as well as with western cultural values and norms. Their lived experiences in family, social class in society, and profession, make them rich in economic capital. This causes them to accept western HRM with relative ease through soft exchange. Emerging class practitioners are socialised more with social norms and values than with western ones, and are poor in economic capital. This causes them to be critical of their role as HRM practitioners and to obtain more cultural capital in adoption of HRM.

- Q. How do past socialisation and lived experiences affect HRM practitioners' possession of dominant forms of capital resources and consequent desired social position?

  A. Past socialisation and lived experiences develop the practitioners' orientation towards their social position and power in social and professional lives. To obtain, maintain and enrich the capital resources that yield them the desired social position and power, they engage in the exchange mechanism for capital resources.

- Q. What is the role of business education in shaping or re-shaping the economy of exchange of capital resources to enable actors to gain dominance?

  A. Business education and HRM education within it provide the practitioner with an important source of cultural capital. The cultural capital which is taken as the important medium of exchange in the exchange mechanism for obtaining economic capital provides actors with power and social position in terms of executive jobs, a lucrative career, a luxury lifestyle and more earning opportunities.

Findings and contribution:

- Economic capital resources are the most dominant form of capital resources that give practitioners their desired social position.

- HRM practitioners' social class and socialisation play a dominant role in forming their social position and the mechanism for capital resources exchange through which they gain the desired social position.

- HRM practitioners from the élite social class engage in soft exchange of capital resources to obtain their social position.

- HRM practitioners from the emerging social class engage in hard exchange of capital resources to obtain their social position.

- HRM practitioners by virtue of their élite class status tend to obtain cultural capital with the help of their family and class-owned social and symbolic capital. This cultural capital, in turn, gains them economic capital with which to form their own social position and to maintain their family and class status and position (Soft exchange).

- HRM practitioners by virtue of their emerging class status are poor in economic capital. They perceive cultural capital as a means to obtain economic capital. While engaging in the activities and practices needed for cultural capital, they also obtain social and symbolic capital, which further helps them to obtain economic capital (Hard exchange).

- Cultural capital is the commonly desirable capital resource for both classes, which defines the extent to which they engage with HRM ideas, knowledge, and practices. Either it is obtained through economic capital, or it enables practitioners to obtain economic capital, depending on their social class and habitus (primary and secondary socialisation).

Consistent with past studies and Bourdieu's original theorisation, I found economic capital as the most dominant form of resource that shapes actors' social position and status. Actors acquire it in the form of market-competitive HRM jobs, high salaries, perks and other incentives. However, in order to gain occupational domination and social position, they strive to acquire relevant expertise, education, relevant know-how, relationships in society and the corporate sector, and unique qualifications such as an MBA in HRM, or HRM specialised courses and training. It was found that cultural, social, and symbolic capital provides actors with a means of achieving economic capital. However, how and in what sequence they acquired and used them to gain economic

capital depends on their social orientation and degree of ease of acquisition and convertibility of the non-economic forms of capital resource.

6.4 Knowing doing gap between adopted and implemented HRM in Pakistani organisations.

This study looked into the phenomenon of why, after having accepted and adopted HRM, actors in Pakistan fail to implement them in their practices. It categorised the HRM actors in three groups according to the professional role and position which shapes their orientation. While the first two studies looked into HRM adoption, social position, dispositions, capital resources exchange mechanism, actors' social classes and socialisation to theorise the HRM adoption of both academic and practitioner actors, this study looked into the gap between the adopted HRM as distinct from actual HRM practices and real business need. The analysis was carried out by examining the influence of the actors' social position, social expectation, and professional and social orientation on their HRM adoption. The central argument that was developed in this study is that the factors and elements that shape the actors' social position and social expectation vary according to their professional and social orientation and social class. The social position and social expectation of actors vary according to their occupational group and HRM orientation (i.e., Academic, MBA-Alumni practitioners, non-MBA-Alumni practitioners). These differences, coupled with influences from conflicting factors that form social position and social expectation, create a gap between what they adopted and what they are practically implementing. The notion of "decoupling" is used to elucidate this gap, which is formed through the input from the actors' occupational position and orientation, social position, and social expectation.

As established in previous chapters, individual actors play an active role in the expansion and spread of management ideas and practices in general and HRM adoption in particular to obtain social position and to meet social expectation. Acquisition and exchange of various capital resources such as economic, cultural, and social capital influence actors to produce a repertoire of practices, such as imitation, professionalism, materialism, and mechanisms, which in turn define their behaviour and actions in adopting management practices so as to obtain, maintain and enrich their social position. As an individual actor's contribution to the field emerges from varying social and professional groups,

actors strive for possession of different capital resources and subsequent social position, which may, consequently, create a gap between knowing and implementing management knowledge, ideas, and practices.

The following are a few of the gaps in the extant literature that were addressed in this study:

- While it was known that organisations tend to be structured in line with sets of rationalised myths (Meyer and Rowan, 1977; Meyer et al., 2006; Child, 2015), and developed according to a logic of appropriateness (March and Olsen, 1995; Armstrong, 2014), the same phenomenon at individual actors' level is underexplored. This is particularly so in relation to how organisational structure, practices, and logic of appropriateness are developed by individual actors. This question leads to exploration of the global trends and pressures under which HRM actors are placed.

- While it has been established in extant literature that organisations adopt the formal ideas and knowledge that show organisational conformity to legitimised knowledge, ideas, and socially sanctioned purposes, less is known about why they decouple their formal knowledge, ideas, practices, and structures from actual ongoing practices in organisations (Meyer and Rowan, 1977), particularly in the developing country context and at individual actors' level.

- While research has been performed on the phenomenon of decoupling in a variety of organisational settings such as schools (Meyer and Rowan, 1978; Delucchi, 2000), corporations (Westphal and Zajac, 2001), government agencies (Tilcsik, 2010), and social movement organisations (Elsbach and Sutton, 1992), no research on HRM adoption has been conducted using the notion and perspective of decoupling, particularly in a developing country context.

- Previous researches have identified numerous factors that become enablers of organisational decoupling, such as global factors (Meyer and Rowan, 1977, 1978; Westphal and Zajac, 2001; Tilcsik, 2010) and national cultural and national factors (Khilji, 2002, 2003); however, the influence of these factors and analysis of them in conjunction with the factors that create individuals' social position have been underexplored.

- Researches on decoupling have traditionally been focused on the broader institutional environment that causes organisations to showcase modern management ideas and practices while actually holding on to traditional routine practices. Relatively little research has been done on the phenomenon of organisational decoupling and its specific antecedents (Scott, 1995: 128). In particular, the question of how and why organisations and individual HRM actors create a gap between what is proposed and what is actually practised (Othman, 1995) is less explored, specifically in the context of a developing country like Pakistan.

- The gap between desired or adopted HRM and actually implemented HRM has been well documented in past researches (e.g., Khilji and Wang, 2006; Khilji, 2002; Keenoy, 1999; Legge, 1995; Pucell, 1999; Truss, 2001). But the focus of these previous researches on the gap and implementation of HRM practices has been on justifying HRM's position in organisations (e.g., Wright et al., 2001; Purcell, 2000) in terms of its contribution to organisational performance and productivity (e.g., Becker and Gerhart, 1996; Delery and Doty, 1996; Bjorkman, 2001; Wright et al., 2001; Budhwar et al., 2007; Katou, 2015); how to fit it with the external environment (Lawler, 1996; Baird and Meshoulam, 1988); or internal and external fit or horizontal alignment (e.g., Grantton and Truss, 2003).Therefore, why organisational actors fail to convert adopted HRM ideas and knowledge into their practices is little known, particularly in the context of a developing country like Pakistan.

Research objectives of this study:

This study shared the following objectives of the thesis[29]:

- To explore why individuals accept and take up their professional roles in regard to HRM ideas, knowledge and practices.

- To explore the gap between what HRM practitioners are taught and trained for in their social and academic environment and what they actually practise.

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[29] These are objectives numbers 1, 3, 4, and 7 of the thesis objectives mentioned on the previous page ("objectives of the thesis").

- To investigate the role of different actors' social position in taking the decision to adopt HRM.

- To analyse the impacts of actors' varying social position formation and conflicting environmental factors on what they adopted and what they actually practise.

Research questions and their Answers:

The following are the research questions set for this study, and the answers to these questions that were obtained through findings and analysis.

- Q. What are the factors that create the gap between adopted and actual HRM in Pakistani organisations?

  Answer: The gap between adopted and actual HRM in Pakistan is created by conflicting factors that shape the HRM actors' social position and social expectation. National factors and global factors shape the social expectation, and capital resources (economic, cultural, and social resources) shape social position. Please see table 5.1 for details on factors forming social expectation (also see section 5.4.2.2.2), and social position (also see section 5.4.2.2.1. The degree of influence of social position and social expectation varies according to HRM actors' occupational group and orientation (i.e., HRM academics, MBA-Alumni HRM practitioners, non-MBA-Alumni HRM practitioners). These differences lead to the cumulative gap between accepted/adopted HRM ideas and knowledge and their implementation in organisational HRM practices by individuals.

- Q. Why do actors become unable to translate their adopted HRM knowledge from various carriers into their actual practices?

  Answer: HRM actors fail to translate the adopted HRM into their actual practices due to the influence of conflicting factors encountered at different stages of their adoption and implementation. Please see figure 5.1 and section 5.4.2.2.3 for details, where the phenomenon of decoupling is theorised on the basis of the findings and analysis.

- Q. How do actors' varying professional and social orientations hinder the implementation of HRM knowledge and ideas?

  Answer: The HRM practitioners with a more academic orientation and who are rich in cultural capital tend to implement the theoretical and other ideas and knowledge of the field they are trained in, for example at MBA level. The HRM practitioners with a non-academic orientation tend to carry on traditional and routine practices to avoid the risk of uncertainties and to secure and maintain their social position and power. For example, MBA-Alumni actors implemented the 360 degree performance appraisal system which they learnt in the MBA course, whereas the traditional HR officers still used the annual confidential reports (ACR) system for employee performance appraisal. This not only conflicts with the core philosophy of HRM, which goes against traditional personnel management, but also hinders the implementation of western HRM ideas and practices.

- Q. How does the duality of factors from the institutional environment and actors' individual social positioning affect implementation of adopted HRM in Pakistani organisations?

- Answer: The duality of factors such as social position and social expectation produces conflicting underpinnings for different HRM actors and organisations as to the value and usability of western HRM ideas, knowledge, and practices. Therefore, it affects the implementation of adopted HRM in Pakistani organisations.

Main contributions of this study:

While the first two studies have focused on HRM academics and MBA-Alumni HRM practitioners, in this study I included one more category of HRM actors, namely non-MBA-Alumni HRM practitioners. They are the individuals who have not graduated from business schools, and are working as HR managers, HR directors, or HR executives. Examining all three categories of actors in this study gave me a holistic view of the gap between adopted and implemented HRM in Pakistani organisations, and in-depth understanding of the structural constructivism behind actors adoption and

implementation of HRM ideas, knowledge and practices at different level. The analysis of the gap between adopted and implemented in this study was based on: 1) actors' professional and social orientation as HRM academics, MBA-Alumni HRM practitioners, and non-MBA-Alumni HRM practitioners, 2) HRM actors' social positions and possession of capital resources such as economic, cultural, and social resources, and 3) social expectation, which is constituted through broader environmental factors such as national and global characteristics.

This study contributes to the extant literature on management and organisation studies, international business, and international HRM. It explores the structure and influence of social position and social expectation of different HRM actors (i.e., HRM academics, MBA-Alumni HRM practitioners, and non-MBA-Alumni HRM practitioners) on HRM adoption in Pakistan. It further contributes to the underpinnings on decoupling by analysing the influence of conflicting factors and resultant variations in different HRM actors' social position and social expectations.   It contributes to the underpinning of scholars', practitioners', and the relevant general public's position on the gap between adopted HRM ideas/knowledge and practices at individual actors' level, specifically in the context of a developing country like Pakistan.

6.5 Research contributions and implications of this thesis

As discussed and described in the above sections, this thesis has made several contributions to the existing body of knowledge. These contributions have methodological, theoretical and empirical implications. The methodological contributions consist of the research procedure employed to achieve the research objectives. The theoretical contributions have been achieved by empirically employing Bourdieu's theories in the unique context of a developing country, Pakistan. The thesis provides a unique theorisation and application of the theoretical lens, which enhances understanding of the phenomenon studied. Following are the methodological, empirical, and theoretical contributions of this thesis.

6.5.1 Methodological and theoretical contributions and implications

This thesis has extended the understanding of HRM adoption at individual actors' level by exploring and investigating the influence of social, economic, and macro-institutional factors in a new environment, Pakistan. As highlighted in the literature review and the description of research gaps in the above sections, most of the extant research in this area was conducted in developed countries. Individual actors' level adoption, specifically HRM academics and MBA-Alumni HRM practitioners' adoption, has never been explored and examined in Pakistan, and very limited research has been conducted in similar developing countries, particularly within the SAARC region.

This thesis contributes to the existing body of knowledge by providing insights into individual actors' level HRM adoption, which is an underexplored area in Pakistan and similar developing countries. By employing theoretical and analytical tools based on Bourdieu's theory of practices and social position, Rogers' and Tarde's theorising of adoption, and findings of empirical studies of macro institutions, cultural sensitive views, and the institutional factors' framework in the diffusion of HRM, this thesis explored, examined, and theorised HRM adoption at different individual actors' level in business organisations and business schools in Pakistan.

Comparing it with previous studies in the same field, this research might be considered more comprehensive as it did not focus much on macro-institutional and cultural factors, or specific functional areas and performance of western HRM ideas, knowledge, and practices. In other words, this thesis provides seminal exploration and investigation of the adoption of western HRM by starting from the micro level, or different categories of individual HRM actors that constitute the HRM field in different organisations in Pakistan.

Considering the importance of research in this area and the need to capture the different situations of HRM actors in Pakistan, this thesis is based on three different studies that provide in-depth exploration and investigation of the phenomenon of HRM adoption in Pakistan. To the best of my knowledge, this method and approach to seminally exploring the adoption of western HRM in Pakistan, similar developing countries, and the SAARC region have never been previously used in studies of HRM adoption, international HRM and organisations.

This thesis also has important implications for studies aimed at understanding HRM adoption and implementation in developing countries by employing Bourdieu's theories.

Contrary to the dominant theoretical lens of neo-institutional theories which support studies on "adaptation" and "adaption" rather than "adoption" as being more useful for exploration and investigation at organisational or group level, Bourdieu's theories and their unique use in HRM and adoption research provide significant implications and suggestions for future researchers and studies in this area.

6.5.2 Practical contribution and implication

The practical contribution and implication of this thesis relate to management and think tanks in business schools, business organisations, educators, HRM practitioners, and relevant government and regulatory bodies including accreditation agencies and ranking media. I believe that these audiences for the research could benefit from the findings of the studies[30] in this thesis, by gaining a better understanding of the value and utility of western HRM in particular, and western management ideas, knowledge, and practices in general. The studies in this research provide greater understanding of the drives and motives behind individuals' decision to accept and agree to take up western HRM. The thesis also provides some insights into the reasons why employees, HRM practitioners, and HRM professionals accept change in their professional roles, practices, and structures. In turn, it assists management of the organisations and relevant decision makers in implementing the required change in their organisation's policies, procedures, and strategies. The findings of this research make the aforesaid stakeholders and decision makers aware of different factors and social structures affecting western HRM's effectiveness and its applications. It also suggests factors that affect individuals' and employees' adoption of western HRM[31], western management ideas, knowledge, and practices, and any change in strategies, policies, and procedures. It further indicates problems in the implementation of western HRM.

This research is also expected to be useful to managers in planning and implementing new HRM policies, procedures, and practices, where extensive attention is given to their applications and implementation with a focus on the factors required for supporting the

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[30] The studies and findings would be communicated to the audiences through academic publications in general, presentations and talks at seminars and conferences, and my own academic position in a business school through which I provide consultancy and training to the corporate sector.
[31] Set of HRM best practices.

decision making process, rather than just administratively introducing and implementing the new features.

Furthermore, senior managers, HRM educators, and think tanks in different institutional settings need to comprehensively understand the influential factors[32] at social, economic as well as broader institutional level before making a decision on adoption and implementation of new practices and their applications. In addition, the Pakistan government[33] could consider these factors when issuing directives and giving assistance to business schools and business organisations in connection with the development of HRM and HRM departments and faculties.

6.6 Limitations and future research

This thesis has several limitations that are to be considered when evaluating generalisability of the findings of the studies in it and the conclusion. The following are the limitations of this thesis and studies within it that provide a starting point for future research.

All three studies were conducted in one country, Pakistan. Although Pakistan is taken as representative of the wider South Asian Association for Regional Cooperation (SAARC) countries, and Muslim developing countries, the lack of external validity means that any generalisability of its findings needs to be treated with caution. Future research can be carried out in other national, institutional, cultural, and social settings and compared with the findings of the studies within this thesis.

The analysis of data in the studies was cross-sectional. As with all cross-sectional studies, the factors, actors, and parameters tend to be static rather than dynamic. This also limits the generalisability of the findings of the studies in this thesis to other settings and beyond the population studied here, from which the data were collected. However, future longitudinal studies could provide a better underpinning of the adoption of HRM by individual actors over time.

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[32] Influential factors such as social class, financial, social, educational position, past background, lived experiences, key habits and dispositions etc.
[33] Higher Education Commission of Pakistan; Securities and Exchange Commission of Pakistan; ministry of finance and commerce; ministry of education.

The iterative process of referring to empirical data and theoretical core concepts was applied in data analysis. It yielded theorisation models as outcomes of each of the three studies. However, future deductive (qualitative) research is needed to form and test the hypotheses that could be taken as outcomes and findings of this thesis studies. Furthermore, this future research, by increasing the sample size, will enhance the generalisability of this thesis.

Since this was the first study to address individual actors' level adoption of western HRM ideas, knowledge, and practices in business academia and business organisations in Pakistan, there are many issues and influencing factors that are not covered in this thesis, and warrant further research. The following are the suggested areas for future research.

External validation of the findings of the set of research in this thesis: for this purpose, it is suggested that the same dimensions and theoretical lens (i.e., Bourdieu's theory of practice, encapsulating social position, capital resources, dispositions, and habitus) should be used.

This research has been conducted in Pakistan. Future researches need to be carried out in different countries, various business organisations and business academia to investigate whether the findings are consistent with those presented here. In particular, future research should be done on business academia (e.g., HRM academics in business schools and MBA programs) to investigate HRM adoption. While this thesis focused on the effects of social position, it is suggested that future research consider sense making, the cultural-sensitive aspect, and socio-economic perspectives. Furthermore, it is recommended that investigation of the phenomena surrounding HRM adoption be carried out by considering specific HRM areas, knowledge, and practices (e.g., performance appraisal, recruitment and selection, training and development techniques). This will provide additional insights into adoption and diffusion of the HRM field and its value and utility in different countries, regions, and organisations. Logical extensions of the research in this thesis include 1) a focus on specific HRM areas in terms of ideas, knowledge, and practices, 2) consideration of specific types of consumers, users, and promoters involved, to determine the effectiveness or ineffectiveness of western HRM in developing countries, and 3) a contingency approach, which can also be useful for underpinning the nature of HRM users' involvement and HRM effectiveness in Pakistan and in other developing countries. The accumulation of such studies will benefit

international HRM, management, and organisation studies researchers, and HRM and management practitioners in local and multinational corporations, by giving them insight into the HRM field, and its adoption, utility, value, and benefits to their businesses.

6.7 Personal Reflection on the thesis

My PhD thesis, which is structured on a three studies approach, explores the adoption of human resource management at individual actors' level in business organisations and business schools in Pakistan. It focuses on the effects of HRM actors' social position on their adoption of western HRM ideas, knowledge, and practices. The overall process and different phases of the journey of my PhD study helped me to explore, reflect on, and theorise my past experiences as an academic, and my current experience as a doctoral researcher writing a thesis in the field of international HRM, organisation studies, and management. Reflecting on my experience of the PhD journey and of writing a thesis, I realise that it is an iterative process of learning how to find the truth, considering what could be valuable to knowledge communities, and adding to the body of existing knowledge in a particular field. On the whole, I truly enjoyed the whole journey and its processes. Indeed, the ups and downs of this journey provided me with insights into research, the reality of academic life, and multiple worldviews surrounding the HRM field and the research process that pertain to my future career as an academic and researcher and as a responsible human being.

During the overall process of the PhD study and thesis writing journey, I learnt specifically about effective thesis management strategies, effective balance between family and academic (research) life, scholarly writing skills, responsibilities and duties as a researcher and as an academic, and the need to maintain a positive attitude. My research experience was enriched by my supervisors: Dr. Sara Chaudhry and Dr. Xiaobai Shen. I particularly enjoyed the challenge of Dr Xiaobai's devil's advocacy role which helped me to develop core learning and to glean lessons from my overall PhD process. I greatly enhanced my understanding of the topic and area of the research with the help of Dr Sara Chaudhry who, despite being my second supervisor, guided me by spending the same amount of time and effort on my project as my first supervisor. Both my supervisors patiently guided me throughout the process and at every stage of my thesis.

I embarked on this journey with past experience as an academic in a renowned business school in Pakistan and with previously gained academic qualifications of MBA (HRM) from IBA, Pakistan, and MRes (Management) from Lancaster, UK. My background and lived experience in HRM and the knowledge management field, and my professional job-related observations on critical management and the state of HRM underpinnings, as well as the relative value and utility of HRM in different organisations and institutions, helped me to refine my PhD study in the first year. At the start of the second year of my PhD study, upon returning from the main phase of field work in Pakistan, I obtained my supervisors' agreement to follow the 3-papers approach to the thesis rather than a traditional approach. The decision was taken in the light of 1) the number of relevant themes that were covered in the empirical data, 2) the need to maintain the depth and breadth of the thesis, 3) the challenge of effectively handling the empirical data analysis and relevant theoretical categories, 4) the need to overcome the difficulty of framing a number of theoretical and empirical dimensions in traditional thesis format, and 5) the aim of securing academic publication and wide reach of the study and its findings to a broad range of audiences such as academics, researchers, practitioners, and the relevant general public. It was also considered that future researches in this area can quickly be triggered by following this approach.

Following this approach, I produced a draft of the first study in the middle of the 2nd year, a draft of the second study in the middle of the 3rd year, and a draft of the 3rd study at the end of the 3rd year. It took me the next six months to refine all three studies and consolidate them as a thesis. Having written my PhD thesis by the beginning of the 3rd quarter of the 4th year of my PhD journey, I had enriched both my understanding of the research process and my contribution to the field of international HR.

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Appendices

Appendix-A
Background of Bourdieu's work and developments in theory of practice and social position: A critical review

Pierre Bourdieu (1930-2002) was a French sociologist whose researches are considered prominent in the field of cultural sociology and education (Ozbilgin and Tatli, 2005), and management and organisation studies (e.g., Greenwood and Meyer, 2008; Battilana, 2006; Splitter and Seidl, 2011; Statler et al., 2008). He was trained as anthropologist, within structuralist tradition. His work is influenced by Emile Durkheim, Claude Levi-Strauss, Karl Marx, Max Weber, Ferdinand De Sassure, Marcel Mauss, and Ludwig Wittgenstein. For instance, from Durkheim, he adopted a deterministic style in his work. His conceptualisation of importance of domination, symbolic systems in social life, and social order that become basis of his theory of field is heavily influenced from Weber. From Marx, he adapted the concepts of capital in linkage with social activities and position. His focus on structuralism, and tendency of taking social structure as self-producing entity, is influenced by Mauss and Levi-Strauss. Similarly, he adapted concepts focusing on the body, action, and practical disposition that is evident in his work of theory of practice, is heavily influenced from Merleau-Pnty and Husserl.

Bourdieu's main focus in his work is on power, academia, symbolic violence, the relationship between historical structures and subjective agents, and how language connects to power. His writings are focused on empirical investigation, which contributes to cultural sociology or theory of practice. He used concepts of "habitus," "field," and "cultural capital" to show interplay between structuralism (historic structures) and individualism or agency. He forms theoretical connections between structure and action. However, his work focuses on "theoretical theory" which relates his work more with developing ideas or concepts rather than using them to understand the world. Bourdieu's work, specially his theory of practice, has been widely used in many disciplines other than sociology, e.g., anthropology, education, and cultural studies. The theory of Practice theorizes human nature and conduct in an abstract and normative way (Reckwitz, 2003; Skinner, 1985). Due to the theory's generalisation quality, it is widely used across many disciplines, for instance, it has been used in human resource management studies (e.g., Mayrhofer, Meyer, Steyer, and Langer, 2007), Organisational change (e.g., Lockett et. al., 2014), Organisational studies (e.g., Nahapiet and Ghoshal, 1998), Marketing (e.g., Holt, 1998).

Disposition

Bourdieu (1977) introduces concept of 'disposition' that are 'schemes of perception and thoughts, extremely general in their application, 'such as those that divide-up the world in different opposition between male and female, future and past, top and bottom, left and right etc. At deeper level, it could form bodily postures and stances such as 'standing' sitting' 'looking' 'speaking' etc. (Bourdieu, 1977:15). The way in which social agents make sense of different practices, and the way they 'carry themselves' in the world, their gait, gestures, and postures are explained by Bourdieu (1977) by using the term "hexis". Bourdieu explains 'hexis' with the help of analysis of his observations in research in Kabylia, in Algeria, by putting that, men and women carry themselves in markedly different ways. Women bodies are oriented in ideal of modesty and restraint, whereas, men bodies were oriented with other men (Bourdieu, 1977:87). Bourdieu put in his analysis that Kabyle bodies are "mnemonic

devices" that reproduce fundamental cultural oppositions. The 'mnenomic devices' or Kabyle bodies with 'mnenomic' devices are integral to a cultural habitus that are learned through observation and experience rather than teaching (Jenkin, 2002: 75). He highlighted that that social life of individuals is a continuous struggle to make sense of life with the help of cultural resources that individual experience. By living in a society, an individual face 'formidable' social constraints. Successful practices of other individuals and the practices that develop certain 'pre-disposition' guide individual actors to act in a certain way. To identify and define domains of actors practices, how and what 'pre-dispositions' guide them, Bourdieu introduced notion of "field" (Bourdie, 1992, 1993, 2005; Bourdieu and Wacquant, 1992).

Field

'Field' is a specialist domain of actor's practices (e.g., education, HRM, finance, photography etc.). These domains of practices contains their own 'logic' to actors that they form by a unique combination of species of capital, e.g., economic (financial benefits), symbolic (prestige, renown), social (social connections), and cultural (knowledge, education, intellect). Drawing from Bourdieu's work, 'field' can be understand as a game, where players with adequate knowledge and 'belief in the game will be willing to take part by investing their time and efforts. Those players who are skilled in the game will gain a 'feel for the game', which will generate them a 'practical sense'. It will allow players to improvise rules of the game and others understanding of the game. According to Bourdieu, although, successful strategies of the agents in a field can be based on their 'casual observer rational' and agent's consciousness about in reality, however, it is about 'good fit between habitus and field' that make it possible.

Habitus

The habitus guide agents to form strategies. These strategies then objectively adjusted according to the situation agent face. Feel for the game or a practical sense guide agent's actions which is deduced as a product of agent's rational actions. For example, tennis player, who take automatic or unconscious decision to runs up to the net, is not according to construction of what he learnt from the coach. "The conditions of rational calculations are particularly never given in practice: because time is limited, information is restricted (Bourdieu, 1990:11). To explain and analyse these sort of automatic or unconsciously rational practices, Bourdieu introduces a term of "doxa."

Doxa

"Doxa" is "those deeply internalised societal or field-specific presuppositions that go without saying and are not up for negotiation (Bourdieu, 1998:66-67, 2005:37). According to Bourdieu (1998), practices are 'based on the disposition inherent in habitus' that appears with continuous improvisation; through strategies, interests, and goals. Doxa plays a role in back ground of practices and dispositions that limits or constraints practices.

Actors as a centre of social processes

Bourdieu emphasis on role of individualactors as a centre of social processes by defining his focus on actor's practices. However, structures also play a larger part in enabling or constraining actor's practices (Ortner, 2006). Bourdieu's theory ignores concept of culture, power and history (Ortner, 2006). Theories of history, culture, and underpinnings of environmental influences is integral for theory of practice. Social practices of agent can be better understood with understanding of historical events behind the practice (Ortner, 2006). Ideas and practices make their way in a society according to reward they carry to their practitioners (Warde, 2005). According to Warde's social reward (Bourdieu's social recognition and social capital); Psychological reward (e.g., Bourdieu's symbolic

capital; and Csikszentmihalyi's (1991) notion of 'flow'), and other kind of rewards that reinforce individuals to proliferate practices in societies. Warde (2005) argues that "practices are internally differentiated, and distinctions among practitioners can matter a great deal" (Warde, 2005: 138). It is individual practitioners who define the rule of practices, associated actions, beliefs and commitment with practices in a society. Individual agent's habitus, disposition, as well as reward power of the practice, and actors' willingness to acquire a particular capital resources (e.g., Bourdieu's economic, cultural, social, and symbolic resources) create versions of practices and its qualities. Wade (2005:141), however, put that "no-practices are 'hermetically sealed' from other practices: innovations, diffusion, copying, and borrowing are common." He further added that broader political, infrastructural, and technological environment in which the practices are carried out affect a great deal on understanding and sustainability of practices.

Interplay between field, capital and habitus

In Bourdieu's theory of practice, he attempts to maintain a balance between structure and agency, structuralism and constructivism, determinism and freedom, and micro and macro (Bourdieu and Wacquant, 1992; Bourdieu, 1972, 1977). He explains that practice of agents take place with complex interplay of 'field' 'habitus' 'and 'capital'. The unconscious behaviour of agents in conformity with their interest that help actors to achieve their objectives is formed by struggling, investing, and contesting for capital resources. Bourdieu contributed in previous theories of practices, by using constructivist structuralism approach (Bourdieu, 1989:14), by providing an understanding of practice as an outcome of social structures on a particular field, and that in a particular field individuals' habitus and certain rules apply. Collective beliefs of a field are assured by habitus which form actor's practices in the field, according to their position in the field ('doxa'). This relative position in the field depends heavily on relative amount and structure of economic, cultural, social, and symbolic capital with actors.

According to Bourdieu and Wacquant (1992) agents are not robotic or puppets whose action can be manipulated solely by external field forces, rather it is the exchange of capital resources that form their practices. However, as the capital resources also depend on the field functionsand agent's relative position, and overall environment (broader social field), so, agents can still be dependent more on social structures. Giddens (1984) notion of routine also points that agent's practices are heavily dependent on structures around them. Bourdieu put that, being a bearer of a capital and its outcomes on which individualsoccupy the position in the field, they orient themselves towards repertoire of those practices that show them a way to acquire the required and dominant form of capital(s). This may bring certain degree of 'individual choice' or agency or liberty in their choice of actions; and practices in their fight for relative position in the social field. This enables actors to 'act intentionally without intention' by following certain rules and relative position in the field (structure). "Individual make choice, but do not choose the principles of these choice" (Wacquant, 1989). Therefore, they are strongly influenced by structure. This shows that individual agents' habitus bring agency, and field focus bring structure in the equation to understand practices. However, understanding of both habitus and field, require understanding of agents social position and the nature of capital that help them to gain that position.

Appendix –B: Interview Transcripts

Name	Designation	School/Organisation	Experience	Main responsibilities	Consent form filled	Agreement obtained for observations
███████	Assistant Professor (HRM)	███████	12 Years	Teaching MBA/BBA, trainings, consultation, Projects	Yes	Yes

I am ███████████ here. Besides my basic job responsibilities I am involved in several commercial projects, and coordinating certain academic programs and other projects here. I have very wide experience of teaching in different discipline and almost every offered course of HRM and marketing. Before joining here I was sales executive in Citi bank, then I joined Mobil ink as a unit manager. After working for many companies, I finally joined here and started my academic career. Currently, I am coordinating HRM courses and involved in different projects.

Q. What is the value and utility of HRM that you have observed over last few years?

Well, HRM ☺ different people are operating at different level, and for different purposes.

In fact you cannot refute the utility as well the value of this particular discipline where u see it as discipline of separate specialise field. In Pakistan either you take example of corporate sector or any business school, usually people are very short sighted, they do not see HR as a field which will bring a very lucrative life or you can say that will raise their living standard. In most of the cases people are trying to catch those positions, in fact, or try to enrol themselves in that sort of discipline which will bring money to them. May be in terms of jobs, may be in term of business, they see HRM is not the field which bring money to them.

I think, they are not specialised to understand, or mature enough, or they are really literate enough to understand the overall impact of this field in terms of their family in terms of all provinces as well as the overall economy of the country.

Q. What is the perception or believes of academics about it?

Academics, again, gain, what I say people are very short sighted. And it is same here. Many of our colleagues are looking for something that will earn them personal relations, status in society, or putting it simply the money that can give them very lucrative and luxury life.

Q. Who is driving such kind of perception? People are short sighted…….. What are the forces driving the things.

In fact, the existing values, the culture we belong to is not letting to deal this discipline properly. Because the way we believe in collectivism we do not try to give more weightage to professionalism, where we come across to different things in a manner that we have to solve as a family as a unit, so , the perspective of HR which focuses on that is say you should be very very specialised in each and every segment and specialised person deal with specialised problem, we either try to get rid from our own responsibility, try to diffuse those responsibility, and then one member from our own family, in most of the cases, being treated as responsible of dealing with such problem, similar thing apply when we join corporate world because most of faculty member, staff member, believe these are the people responsible of dealing the problem, no need to be specialised. If no specialise, jack of all master of none. You cannot properly handle such issues.. You never in fact realise the importance of particular field, We are considered as professional because we follow routine, and we disseminate HRM ideas and knowledge that businesses here would want to see in their job applicants.

Q. What MBA are doing for the society?

The main problem is that we people are worried about our own jobs, even I, because of the living standard as well as the way we try to compare ourselves with those families living very lucrative live is triggering us to earn more money. In Fact we are not looking from the perspective that we have to groom ourselves, we have to learn something. But to earn something like money or something which can provide us financial value. If your priority is doing job in any university in any discipline, if you got job, ok otherwise you wont prefer that, I think that people don't realise the importance of discipline….. The problem is that we keep on changing our priorities…we have different pressures. We accept all these pressures and decide the best way to keep all the melons in hand They only focusing of earning money.

Q. Are they capable of transforming the HRM for Pakistani business structures, specially our local business organisations?

Yes, they are. But they are not realising what they are capable of……….. Either they are qualified graduate of good business school or not. They have the capabilities and potential that they may come up with their own businesses in Pakistan instead of searching job in a company…………. And create job for other.. they never realise that they do not work in particular direction, they do not understand their personality…………..that particular job search or that particular inflated impact on their lives and thoughts is not letting them to think like this. They all think to get job and earn money.

Q. What do you think of the HRM knowledge need in Pakistan business? How is it taken here?

To some extent I can say that we usually follow what the rest of the world is doing. In fact what European countries or America is doing. We never realised that we have different culture, different religion……….. it has very very important impact on our lives as well as on any western knowledge domain, and it is the same for HRM.

We come up to do many different plan in Pakistan. The way Grameen bank in Bangladesh. Can it be solution of each and every problem in Pakistan? Our situation is different. Our scenario is different….. Zakat is always there to support such sort of people. But we never implemented that particular such package or plan for needy people

Q. What do you think about the Impact of our cultural or social values such as Islamic values on HR practices and policies in the country?

In fact we are not truly following religious or Islamic values, otherwise I believe that we have the solution of each and every problem either relate to HR or any other.

Few people do in fact, but majority is not following religious value. We pretend that we are really religious. But In true sense we are not adopting the same. I think that if any of the western practice bring benefit to me by hook or cook I will follow that, if I think it is not then I move back to religious value.

Q. what about Pakistani business organisations, how have they taken it [HRM]?

Yes, everybody is trying to access HRM knowledge, policies, rules and practices, they are conscious about their own money that's why they sometime violate basic HR value when they hired by different companies. They even dame care about religious practices and policies.

Q. Does HRM bring any particular impact on peoples social live?

No I don't think they truly understand the nature of HR in Pakistan. What I see it is the newly emerging field in Pakistan. Maybe that is the hype so far. Some sort of a bubble so far. Within few years I don't think that propel will try to promote the same field with the same passion. So far people are, whether they belong to very small or large unit of business, in fact exaggerating the impact of HRM.

Q. If there is nothing for them…………. Then why people at academic as well as practitioners level take it and it is being widely promoted?

In fact, HRM is useless for them and the underline factor is that whenever, the Pakistani companies, either the smaller, the medium or larger one, had to deal with any international company, whenever they are involve in sort of import export, at that time they had to follow instruction or restriction from those foreign companies and government and what they usually ask them whether you have the HR department or not, how you treat your employees, either you are justified in your approach or not…………….. So many things. In fact due to that compulsion they usually have to have that department or that discipline in business schools. in fact HRM department is doing nothing for people to lift up their professional lives or to provide something which other disciplines like marketing or finance cannot. At practical level, they are not using it properly. They are even not hiring qualified people in HRM department. that y they are never been able to come up with brand which may represent Pakistan world over. Pakistani doesn't have any global brand. In terms of personalities and celebrities in Pakistan got name in the world, but as far as team work and HRM is involve we don't find such kind of achievement. Coming to you question, as I have already mentioned it is because people are very material and they want to deal with foreign world and get benefits from them.

Q. Let say, as u mentioned……….., why we still fail to adopt this things/ or why we fail to get benefit of this discipline?

Because again as I said earlier, we are very short sighted. We are not interested in relations with government or companies all over the world. The thing that, that particular transaction will bring some sort of benefits for us.

Q. To what extent MBA programs and business schools have shaped HRM? Where from people learn all of their beliefs [that you mentioned] about current state of HRM?

What I believe that if any of the company or an individual is not clear and sure about what he or she really stand for, in terms the overall personality, he will never be able to decide what right and wrong for her. What particular area is in fact he has to approach and to pursue and to excel and which particular area or discipline he/she has to make voice? In fact, we people as an individual as well as company or unit not clear in terms of our own identity. Although due to latest changes The latest structural developments here enable us to decide, at the end of the day, whether we follow it as it is….it enable us to identify what position we want to gain with in the field. But again identity tells about what I really stand for, what my company stand for, what my particular offerings stands for and so on. It is our culture, history, and traditional practices that tell us all of this. And yes, don't forget what we have learnt from British system and current American and other western practices. We have adopted lot of thing from them because they knew how to be successful and how to influence other nations and cultures.

What so ever model you have to follow, you have to follow or you have to adopt that model is based on your identity. If u thing that you are a trust worthy person. What you will try to avoid behaviour which goes again your trustworthiness.   Relations…..trustworthiness. Whom u have different personality to interact. In our case, we people are not sure. Whenever we deal with one as individual basis or unit or group basis we never think like this. We are not sure about our own identity.. we try to come across different particular options and get ourselves confuse which particular part take me to that particular destination. It again a result of what I am short sighted……….my vision is not clear. In fact, whether it is a local or foreign model,,, we do not care about those model. What we just care about is what benefit these models will bring to us to our family, to our social life and to our financial security. In fact, we are bound with lot of expectations from our family, friends, and our own wished to earn lucrative live patterns.

Q. Do we have some local models, which you think drive us to follow or adopt western models?

In fact, no. I don't think any researcher or scholar in Pakistan is concerned about finding out this aspect. We have very strong tradition in Pakistan through, which is that we usually try to replicate foreign model. We dam care about whether these model need some modification or now. Without modifying those model or incorporating local culture and values we are adopting the same and this is the main problem.

Q. What would you say, is it like we are imitation foreign models or just following them as a fashion …?

We can say that it is the detox copy. We tend to have something similar to what is being done in the America, in UK or in any other developed country or in the companies of these countries in our county. We people are good at following rather than introducing something that can be followed.

Q. How we can make it to work in our context?

Because they are not in fact, concern about it. Either it will work or not. Just they have to pertain that they have such and such procedures, so that they have to contact different national and international companies or governments.

Q. is there anything like Global fashion?

for the time being yes, you can say that. Until something new come-up. It is same like we been following personnel management practices. All of our government department and public sector organisations are still having traces of it. But then we started following the global development of HRM. Let's wait and see what's next in coming days.

Q. What we academics are doing, in terms of our interpretation of HRM knowledge in class rooms?

We are represented in the world or business through our counselling and research and developmental projects yes, few of the faculty member all over Pakistan are sincere with student, they try to teach them what is in fact the need of Pakistan from the HR perspective. But in fact, again, keeping in view the policies of government, HEC, their own institute, they are engaged in those sort of research which bring benefit to them in terms of financial reward. lot of local and international companies have started hiring the product of Sukkur IBA… couple of our HRM faculty members have also joined corporate sector. It was because they earned relations and fame while working here as HR teacher. Either particular research adding value to the existing field or not, is not their concern. They just have to show to the world that we are doing researches in something that you like.

Q. What role your graduates are going to play in this context? In other words, what is the role of an MBA education in understanding value and utility of HRM in the organisations in Pakistani society?

We have number of part time visiting faculty members teaching HRM, they share their company practices with students, and we find connected with broader corporate sectors. They can play a vital role at practical level understanding of our students, but again what we are imparting , in fact we are shaping their attitude, their behaviour, their though. Their thought are reflecting what for me is completely wrong. Where they stand? Nowhere, in term of their own identity. They know nothing about their country. They know nothing about what to inherit. What u can expect from them. Some time they will follow x person. some time they will follow y person. They are not clear about their own path. And again it is our common problem that we just follow someone for financial benefits. Again it is for we teachers and also for the students that We are considered as elite not only here but in society also…it is because we don't teach like other public sector universities. it is also reflected in what returns we are getting. We are paid more than others… we have more social links and connections…and the field is still growing with fashion.

Q. After doing major in HRM, are they capable of dissemination it to companies?

Yes, u can say that but the path they have when they are in fact very young and fresh blood. When they become part of that firm they have to accommodate themselves as per the culture of that firm. Either it is a local company or multinational company operating in Pakistan. The worst picture is that the people who are in fact working as system within those companies are Pakistanis. And they have very strong those values which they are following from so many year. Those young fresh graduate have to compromise on their values in order to sustain their positon with in that company.

Q. could you elaborate more on the influences of British legacy or American influence in this context, to what extent and how they have influenced academics to adopt HRM?

……….. What I believe blaming British legacy or American influence is easy way out. We usually claim that when we have to depend yourself. When we are not realising our own responsibility. So, after more than 60 years, how much more time you need to realise that you are on your own and you have to groom yourself. you have to understand what your needs are. So do not blame those people. People do blame. What I think that it is rubbish. That approach was right or wrong in times…….but being in a academic profession we should have an ability to see what is wrong and what is right.

Q. Keeping in view the American influence, role of foreign companies, recent global trends and changes etc., Do u think there is some sort of compatibility issue. Acculturation etc. ?

They [America and Britain] have already moved that way. No, doubt, American culture have very huge impact on Pakistanis, so far as the way out is concern and underline reason behind that are so many. But what I believe that again repeat the same. If you not realise what your are , what you stand for you will never able to come up with proper solution. Even to avoid the influence of any foreign country or culture. So no doubt we people are taught with those value those policies but again that is our own fault, because we have not realised…………….we underestimated our self. We never try to groom our self. The way we treated our people, who tried to change. culture,.,.,.,.,.,.,.,. that is very evident and demotivating. Only one person in Pakistan who got noble prise what kind of treatment he got…………appreciation is missing. That sort of psyche!. Anyone can easily track us.

Q. So, what are the main difference between what we are teaching and what is being implemented in practical world?

That [HRM] just for the sake of particular position. In fact we are pertaining. And not sincere. We are not honest with different profession, eg., teaching. No one is ready to sacrifice, no one want to lose anything in terms of what so ever they have. And this the same that create difference in what we teach to student and what they do when they join companies.

Q. To what extent that we are really teaching western HRM in our programs [MBA]?

being a teacher, I think that teachers are the only people in Pakistan or world over, in any society, who can easily shape the though, behaviour and the reaction of peoples. Certainly, I think we have ability to shape the thought, behaviour and the reaction of peoples And what is being done in the business schools in Pakistan, we are injecting the thoughts that western text books, Harvard cases, and western research journal are the true knowledge rest is useless if you want to get good job and lucrative life. we have sort of bureaucratic structure here…we follow almost ready made curriculum, and whatever is mentioned in Harvard case studies or in western authored text books. So, yes, all what we design in our curriculum and provide to our students is purely wester.

Q. What is the Primary socialisation effect………. Effect of the way we are imparting HRM knowledge……….to what extent it will reflect our own …… to what extent my own orientation will effect upon the HR for student? Imported contents………. Local context?

In fact, no one. may be very few in Pakistan. It is a complete drama. YOU are not truly reflecting. We have degraded ourselves to that extent where we even don't think our self to a position to challenge any model in any model including HRM. Because we are not grooming or preparing ourselves according to our local needs. We are not learning things up. Instead of learning from different model. We think that if any of the model is presented by foreigner. It is the best one. We never try to investigate by ourselves. We know nothing about the basic values, basic knowledge of the discipline. We have to accept what the rest of the world is presenting to us. No one, even, I usually ask my student in my class. Being a Muslim have you ever ask any question from your parent from your family members……. Why I am a Muslim. What makes me Muslim… what sort of practices I have to follow……….. Without knowing about rest of the religion how I can claim that my religion is the best…………….. In Pakistan we people usually blame other ……..

Offering different packages to different communities, offering differing levels to different society. Common person in Pakistan is not that much literate, even not striving to understand such sort of factor that they are being manipulated. Overall situation is being manipulated by those families. In a manner what so ever practices is to be followed in Pakistan.

Q. Do you think our cultural values are being change because of business schools and MBA programs?

To some extent, yes, u can say. But still I say that they don't have impact in Pakistan. When we teach such sort of contents, different book, specifically the foreign editions to our students, they come-up with preoccupied thoughts, that they are teaching us foreign practices. And these are possible in those countries. We cannot implement such sort of things in Pakistan…………it is not happening in Pakistan.

Business education is not the only culprit. We are going towards the materialism. Collectivism is going to be lost soon in Pakistan.

You can say that……………in ideal world yes…………but in reality it doesn't happen. The way I said people are not realising the importance………… when u will not give weightage and value to customer………. you stands nowhere. Our fore fathers spend very healthy, wealthy life………… they paid respect to each other……..they were aware about their identity. Didn't pay much attention ……..

Q,. Well, lets imagine, if there were no MBA or business schools, would we still have adopted or taken up western management ideas and knowledge [HRM] ?

Very simple…………. In my opinion, all the business education including BBA, MBA or even research side, MS and PhD, its nothing but a common sense……..Business education is nothing but a common sense. What the foreigners (European and American scholar) did, they came up with a specific shape and model. They came up with specific name and terminology of these factors……….otherwise we people performed such kind of activities in our daily lives………… we did not realise that this activity has a particular name………specific theory or model. So, yes, we would still have taken this. If you look back in past, you will see we had adopted personnel management, and many other of the similar from Britain when there were no business schools or MBA even……

Q. Do u think translation of certain models/ methodology in local context matter?

 No………I am not saying like this. We people are not in fact realising that if I am performing one particular activity and I succeed in that. Next time I come across similar sort of activity, I will not properly recall all the steps I am dealing at that time, all those factor contributed in that particular success………

Q. How would u define HRM, Personally?

HRM is nothing but to understand the overall psychology of Human as an individual and as a group and deal him her at merit but the important thing again for is that I am not clear in term of my own identity………… what is the overall scope of my interaction with different people.

Q. practically speaking, do you think our business organisations are getting benefit of MBA-HRM alumni. For example, if they are asked to control employees performance, what do you think, would they be able to do this in their organisational favour or as a Alumni from the western country's business school would do?

Authoritarian sort of personality is more successful in Pakistan, so those companies or the owners whose background is the same, they get maximum benefit of our Alumni, and I think this is where American companies fits. And the same is for our local companies. But nevertheless there is big difference between what graduates of other foreign universities are producing………….. again, if they understand themselves and people it is easy to get job done. For example, if HR managers have to deal with someone who is not performing well, the foreign graduate will look into the reasons and try to rectify the underlying causes. But the local graduate will take disciplinary actions or put red in appraisal etc. again from companies point of view it also depend on job market and availability of skilled people.

Q. Among different HRM functions? Which comes first for MBA-HRM alumni at practical level?

I think, they focus more on the community and economic development, and then it brings them to controlling functions for which they like performance based appraisal systems, because it give them authority and power.

Q. Is there any local transformation going on in HRM functions and practices?

If I am not clear what I will communicate with the rest of the world. Every one come with different directions. Need to have agreed model. Even if u are not following any model but clear about You identity who u are……..

We need to understand why those people develop that model………… either your case is the same or not. If same particular position operated by different individual. The thing is that again if you have a very strong relation in terms of trust with your employees, at professional level, at friendship level………. I cannot cheat or be cheated. This the best way otherwise different people have different grievances. I have seen the major shift recently is that they now started believing that they are not to just control employees but to guide them.

Q. Why do we feel the need of western knowledge?

 I think that information in shape of model what so ever that is very healthy; either you belong to a Asian or European culture, what so ever your religion is….. you have to have information…….. Information relevant to your discipline. And the discipline like HRM have been developed by the western companies and academics. So we do feel that we should have that knowledge. It is just like to learn about the secret of success.

Q. What are the sources of information for you being a teacher?

There are so many……. Research journal, research groups, so many people in terms of your friends, close circle, your alumni, you have to come across, u have to deliberately set meeting with those people……………..virtually and physically. In fact, it is not like that I may try to set a very standardise example for student that if XYZ company is behaving, doing or adopting such and such model and practice of HR that's y they are top in the world…………. What I believe that we have to learn from those practices……..which are not. In fact there main purpose of many in academic environment is to kill time rather than looking at the value at broader scale not the value to self only………. Most of us follow 9:00 to 5:00 routine, which is bit different from normal academic routine and flexibility…..However, we get paid for extra teaching and programs. But still value addition is mostly ignored here.

Name	Designation	School/Organisation	Experience	Main responsibilities	Consent form filled	Agreement obtained for observations
████████	Senior HR officer	██	9 Years	Training and development/ HRD/Performance management	Yes	Yes

Q. Can describe how did you enter into HRM field and this job?

Before joining this field in ███ I was teaching assistant at ███ was my first job within the HRM field. Before joining at the post of senior HR officer I was training officer. I can tell u what HR is in PIA. It is very broad; it consists of lot of sections.

Q. What courses u has gone through in your MBA?

The specialised courses that I elected during my MBA were Training and development, compensation and benefits, conflict management, advance performance management, employee employer relationship, HRD, recruitment and selection, leadership and motivation, CSR.

It is [at PIA] is not only about what I learnt in MBA but more of what I learnt after practising here. My main aim to join PIA was to have practical touch.

Q. what do you think about the HRM department here, it is what have image during your MBA?

It is very broad department here. It is not single dept. it consist of various sub units and sections. HR is consist of the R&S, compensation, benefits, policy and procedures, staff recruitment, OD, IR. Also in every deferent department , ……….they consist there their own separate HR unit. HR functions here are not particularly dealing through only HR departments. this is the main unit back bone of any organisation……… for every department………… e.g., HR unit of the finance, person working in IT have their own HR unit, reservation, flight counter etc. have their own HR unit. HR is not being dealt from centralised HR dept. All related with employees. HR is basic asset. The purpose we are here is the employees.

Q. What benefit (in general) one can get from managing HR? in your organisation or lets say in Pakistani organisations.

Pakistani or developing county's organisation……….. Organisation which not having proper purpose or HR department have not yet realised that HR is a basic need of any organisation. From time to time. From time to time, organisations develop their own HR departments. they need to have proper HR system in their organisations. Any organisation lacking in all these, that organisation is not doing well in its operations. HR department a major. HRD vs HR VS R&D.

Q. Is HRM a need of Pakistani organisation of it is taken as a fashion or imported western management practice?

Yes, this is right to some extent. Employees from deferent department getting training from abroad and foreign companies and foreign trained trainers. The purpose of these training is to implement what discussed in training. In PIA we have our own PIA training department………… the next level training is held in abroad. So, looking at the structure of this and any other HRM function here it is practiced according to western best practices, and we follow them in all the ways.

Q. Do you think those practices which are widely exercised in abroad can work in Pakistan also?

Yes, this. But we can't practice all the practices, things in Pakistan different depending on the nature of organisation. We are missing systemise procedure, proper planning, proper awareness. So, the purpose of that training is to guide us in a way that we implement the things in future. Definitely it will benefit us.

Q. What benefits these trainings give?

A. their practices which we learnt will help to implement good systems and working environment here. If someone is learning a good thing………..management will improve. Lot of improvement for organisations and management is taken place globally, we need to adopt the most workable practice. We have to be ready for the changes. Things are changing very rapidly.

Q. What benefit it gives you at personal level?

Its simple I get lot of allowances, perks, and other benefits. It also made me what I am today.

Q. Is HR is a form of control of employees?

It is not a form of control but control or controlling is a part of HR. the way they are presenting the performance of employees is also …….. feedback from employees… measuring information on the basis of …….. so in this sense I can say the western concepts of even performance management and performance appraisals are also form of control.

For the controlling purpose we first have to know the performance of employees, the bench marks and ………………

Feedback regarding the training is the control measure. PA forms are filled by sectional head……. Depending on in which group u are. On the basis of performance relation we decide how an employee is needed to be controlled.

It create operational efficiency, for example, check and balance on counters [she meant booking counters and boarding counters as well as ground staff of flight operations]. But the measure of performance in abroad is based on the customers' feedback and complaints. We check and find out what are the reasons behind that. For any discrepancy, we call them and if needed arrange training program for them.

We are more concern about the performance appraisal and managing performance of our traffic staff………… we cannot administer performance appraisal for all department and employees equally, it need to be prioritise according to significance and contribution of departments in operations and their importance.

Q. Do you think all the western HRM practices are useable in your office?

No, even the offices or PIA office in abroad in different countries, their practices are not matching,,, they do it according to environment and culture. What we are doing in Pakistan are obviously different from what they are doing in abroad and different from other airlines. The practices of every airline are different. Depend on the culture, environment, legislative, policies.

Q. To what extent PIA offices in abroad following the headquarter approach?

As far as the basic things, documentation, system, they are following………… the rest they are following country specific approach.

Q. What about other airlines?

They have to follow, every airline either working in Pakistan or abroad, they have to follow head office policies and procedure. But they are following 60 to 70% only. the following , 30 to 40 is the legal and social environment of the country they are working. Even compensation and benefits package is compatible with local market. It is differently design for them than those working here.

In Pakistan, we are coming under the governmental system, there is some kind of pressure, political forces which indeed translate us to do the practices in a certain way……………

For example, some promotion, transfer hiring and other functions carry government pressure which is here. What I currently doing in terms of policies and procedures of HR is not getting effected with the government pressures through.

Another things which I found is that appreciation is the very good technique, monetary and non-monetary, recognition of performance.

In Pakistani set-up things are not homogenous, convergence is here…………. They are not exactly following what we have as a process of performance evaluation.

Performance management is not consisting only on performance appraisal activity here. it is taken in relation with the overall performance of employees. How your employee is performing during given duration is what say that PM in a broad sense, it not only consist of PA…………….

Q. How do you see HRM practices such performance management or performance appraisal, are they taken from what you learn in MBA or what you learn practically while working here?

For performance appraisal, we call it ACR [annual confidential reports] here in PIA. In very start performance appraisal system [ACR] were not here. They were following bell curve system. Outstanding, average, above average were the categories in which employees performance was

evaluated………. We did not find this, bell curve, system very good or accurate. Personal relation and biasness was there, causing conflict and grievances………. Equity issues among employees, these all factors were effecting motivation toward task accomplishment. So what we decided to have practical approach rather than what is mentioned in books or what other companies are doing.

Q. How ACR systems work here, is it the same as you were introduced in MBA?

It is not completely same as I knew it from my MBA. Here, it is a confidential in a sense that your section head fill the form. After filling the form employee sign the form if agree, if not agree he will write comment why he is not agree. The form is forwarded to DGM OR GM,……. Finally forward to review board.

Q. To what extent your past education helped you understanding of all this?

obviously both things are here. Current practical touch is more helpfull to understand all these things but I can't say that book or MBA was not help full for me. On the basis of MBA, I joined here. Furthermore due to the MBA I made lot of friends during my MBA, all of them are at good position now and we help other. It give good support to increase the knowledge base of the field.

Q. what you did MBA, or selected HRM field, is there any personal drive behind this?

Well, like many of the college students I was not sure what is good for me. May be it was my family background or the region I belong guided me. I actually belong to middle class family where everybody dream for jobs. I also know my family and my father job and condition so I wanted to be self-sufficient, I wanted to have my own income and everything which an executive can have. So after getting low marks for medical admission I was left with the choice of BBA and MBA which was very much growing at that time. So, in a way even I had made my mind by the end of schooling that I would go for business education instead of medical field because it have the value next to medical profession and it just had more scope. So briefly speaking this may be the personal reasons why I chose this. I started my education in a good manner, I went to the school where normally upper class goes. Our family became unique in the whole circle that I was going to upper class schools. But it did not last longer, when I selected IBA for BBA and then MBA, In beginning, I got resistant from my relatives for why I am joining the business school where all upper class goes, but now everybody proud of me because I have good job, good status and many other things that they don't have.

Q. How about the way HRM knowledge and practices, like PA ACR etc., is the same as u learnt?

The way we read or learnt in MBA classes, was general. Types of PA, what is JD, …………… all theoretically, but when I got the practical exposer I found all the things have practically existed, but in different shapes and practices. I learnt practically how things are performing. Context is different through. We followed the books of foreign authors, foreign authors, so the practices we learnt were of abroad practice but the things that are totally dependent on a Pakistani context needed modifications. Look at the practices of any organisation or current context of the organisation it is totally different from the other organisations or MBA theoretical knowledge, Thanks to my MBA studies which gave me all the necessary theoretical knowledge of the field. It came from MBA case studies and then internships programs. It helped me to climb in my career. It give me good exposer of the field, even my recent promotions and additional perks are due to that The basic purpose and the knowledge is the same. I knew about all the terminologies and all the things before joining PIA, which became my strength. The main advantage it gave me you know you need to have distinction in society, which is necessary for good position in terms of finance and social life, and it requires a hard work and tough studies

Q. Would describe about the process of JD here? Is it the same as mentioned in text books or cases in MBA?

JD help design PA, obviously. PA is deferent for every department just because of its JD. JD, even in every particular department, is the base for PA. So JD of all the HR office is different from others. It is different on the basis of certain competencies and skill required for a job.

Q. Are you getting any particular benefits of having this job [HRM officer] ?

Well, I am quite satisfied. Even I earn more than if I was doctor in medicine or other field. Actually it is not about direct salary but the other financial benefits I earn are the main thing here. For example I was in other job then being a Muslim I must spend for performing hajj [Pilgrimage to Makkah] which I did here with spending my own money. Even my parents are covered. It is because I get unlimited discounted air travels, five star hotels wherever I go and lot of other benefit, it indeed also providing me something I can proud of in my social circles and family, I can say that I spend very little proportion of my salary on my own life style maintenance.

Name	Designation	School/Organisation	Experience	Main responsibilities	Consent form filled	Agreement obtained for observations
▮▮▮	Lecturer	▮▮▮	4Years	Teaching MBA/BBA, trainings, consultation	Yes	Yes

Q. Brief introduction/ basic info about yourself/ about the courses you are handling/ other role related to HRM/ education or training or whatever you can add up to your introduction.

I am serving as a lecturer in business administration department for nearly 4 year. I started off from ▮▮▮. And now I am serving ▮▮▮. I did my basic masters from UK. I came back in 2010. I am involved in lot of variety of activities, basically ranging from teaching to administrative; I am also coordinator in undergraduate program here at business administration department. Additionally I am also editorial member of a monthly magazine here at SIBA. I am also founder and lead trainer of centre of human development here at SIBA. With regard to student development and their career development; I have been involved in variety of other activities and club such as Harvard business review club where we help our graduating student to development professional presentation skill. And SIBA virtual economic group where we share excellent economics articles for the information gains of our student at large. Apart from that I am also a member of campus vigilance committee in order to handle any conduct and ethical issues. So, I am involved in lot of variety of activities. different clubs.. teaching.. Administrative; I am also coordinator in undergraduate program ..also editorial member of a monthly magazine, which gives me platform for knowledge sharing and career development, I am also a founder and lead trainer of centre of human development, where I have done many projects including UNDP one .. That is brief about myself.

Q. would you like to give me brief about ▮▮▮, HRM at ▮▮▮, its origin, functions, etc. ?

Khalil, to be very honest with you, I think, it has been running for quite a long time. In couple of year it has been established and ▮▮▮ with regards to business admin and business studies is doing well. Recently awarded 4th place in the overall country. 4th best business school we were awarded in particular. In connection to HRM, ▮▮▮ is doing from quite a long particularly in the urban upper Sind region because there are very few business school in this region. Moreover, there are very few school, university, and higher educational institutions that are providing quality education at affordable cost. Furthermore, the level of courses, specialisations, and with the other intellectual contributions that we provide to our students are second to none. here we are offering degree programs keeping in view the market demand, not keeping in view the professional requirements…it's about to get the power in market and economy .So, I believe the HRM department, particularly if you talk about that, doing a phenomenal job. I haven't seen such an improvement, I have worked in Karachi, I worked in couple of universities in Karachi. Karachi in Pakistan is considered to be the hub of education. But the level of contribution to HRM department and BA studies department in large is doing is simply priceless, and I would say that it all because of the commitment of faculty members also because they really fell sort of responsive of entire upper region. The truly believe that it is their responsibility to nurture the HRM, HR of upper Sind.

Q. What would you say on the overall conceived value and utility of HRM, or HRM as a discipline.

HRM to me, to be very honest again, there are different mind-set about HRM as specialisation and HRM as department. It is at times very funny to come to know that people believe that HR is not an important or significant department for any company. The reason is why they think like that is that there are many companies in our country that do not have any formal HRM. Secondly, our department or HR area is at times compared with other common or most popular department, like marketing and finance. Especially in terms of how many jobs are advertised. Now it is important for people to understand that hr department require couple of people. We don't have more of clerical job, whereas, in marketing and finance they can have entire army.

Q. so, if I say; keeping in view of the current situation of Pakistan or current situation of the region where MNCs as well as local SMEs play a major role. What do you think do HRM really contribute to their management practices and policies?

It is all about how many the companies are becoming and how much responsive employees are becoming. There have been instances, where companies have observed where they are willing but their employees are not willing to contribute. Furthermore, hostile environment and situation of our country is playing major role in terms of violating and in terms of not motivating better and positive HRM practices in our country.

Q. Especially when we say hostile and vibrant condition of our condition, how would we put receptiveness [receptivity towards HRM) of saith cultured organisations in the context.

before answering this, I would like to share my experience. I was writing a case on big retail company here in our local region and we suggested few things to them with regards to their employees training, development and supervisory role. And their response was. Ok. We shall look at them…. They were trying to ignore our suggestions only because of the fact that their values were being affected.   And they don't want. At the times, it is very difficult to make people, from SME or other local business back ground to understand that these HR practices are for their benefit. These HRM functions and practices are there to accommodate them not to hit their status quo, but at time it is taken as their values will be damaged and probably they will lose their power, which at time they don't want. And biggest concern is of level of centralisation and decentralisation and their acceptability. In our culture SME don't believe on decentralisation…… they don't believe on delegation of power, and authorities………. And major reason is the financial elements. And the narrow minded mentality kind of a thing that is creating a lot of trouble for hr professionals also. Because they don't let HR people, individual, and young talent to come with free HRM practices and policies and practice them in their companies.

Q. What do you think why majority of sme with saith culture, without any proper hrm policies and systems, they are somehow successful..?

As far as I see there are two reasons. First of all these businesses and their owner doing business for year, and experience really count…. And that experience at time at times , yes, make them successful, but successful in term of they manage to generate sale,, they manage to expand further, but in term of employee engagement, in terms of employees empowerment, in terms of employees development at large, that you will find nowhere, . And secondly, when you have an entire culture developed on centralised and autocratic means, then people try to accommodate themselves according to their culture. This is what happening…. People now a daya are try to get a job in this hostile environment like Pakistan. And are ready to scarify their key practices and value. Because boss comes and tells, do as I say and forget about the standard or evidenced based policies and practices. And he or she is certainly going to follow his/her/ orders. This is a point where we are saying these saith cultures are being freely nurturing, and they are being promoting, and no one is restricting, no one is objecting, and nothing is going wrong for them.

Q. Is HRM really a business need for all Pakistani organisations, including Saith, or it has taken as a management fashion or sort of imported practices, western imported practices.

At times, we yes, really get a glow, as if sort of imported practise exist to polish-up your business. If you want to make your business look good. You have to develop some of developed countries practices. Without knowing value and vitality of the practices. But. Yes, to some extent our culture is

responsible for the dull, ill, weak,. Implementation of HR practices……..HR and its implementation is a ball game … it is a two way game. We have to be very careful and concern about the involvement of both the parties, employees, and management.. On the other side, the local policies, and government implementation……. For instance, there are no regulation with regard to diversity, paid holidays etc…………. how many holidays employees are been given, casual or other leaves etc... Employees are not even informed of that. Last time we were having sort of informal discussion with some of the employees and they said, there were told that as per the local ordinance act 1934, we are still working on British law…… you are entitled to have 14 days paid holidays after 12 months of you reprobation period. He was shocked, he said I have been working for the company for last 7 years, no one told me. I said, go to your boss, you are entitled for 14 days paid holidays. And it you don't take it will be carried forward to next period,……….. I don't know how to explain Khalil… but he was surprised to hear that.. Now all this is being done by saith organisation. They are taking benefits out of it… they are violating people. They are abusing peoples at times; It is also government's responsibility to ensure that. We need to formulate sort of policy; develop sort of task force, team. In order to effectively implement these things.

Q. Do you thing HRM is the tool for controlling employees?

At times, I generally share a picture with some of my student that… in which a meeting going on. There is wolf sitting in place of boss, there are sheep sitting next to him. He eaten one sheep and said anyone else disagree……. I tell them, this is the image of HRM and HRM managers. But people are not to be blamed for such image…….. Because all organisation have been the cases where HR manager, departments and people from HR dept have been brutal to employees. And this all again happens because who are giving free hand to such peoples and not ensuring the implementation for proper policies, because if there are no policies then HR managers can go and play around……… any one and other hr manager……. Whoever get the chance will go out and abuse employees….. Because of no proper implementation,,,,,,,, action,,,,,,,,, with regard to any activity.

Q. What do you think, what should be the focused contents of HRM programs in Pakistani context?

In general, people in developed economies, they get see its benefits and adopt it. They become lucky to get a variety of experience, with regard to studying, with regard to diverse work force, talking to people with different background,, and they informally lean how to interact with people with different background. Unfortunately, countries like Pakistan, we don't get diversity from different area………so, info you get into .. in any university or business school, you will get the people from same back ground and region……. So, diversity and how to deal with diversity and its issue is one of the most significant topic of 21st century. I will highly recommend that this areas should be included…………. Because,,,,, talking to people , I had to speak with a person, from Germany, talking to people from Japan, …………… is very important. What if a person from Pakistan goes and get an opportunity to work in the UK, how he will interact with people from England, Scotland………… is he allows to hug people, ………. And all that………… that element is missing from our programs. Disciplinary kind of activities.. We have learnt and teach in HRM. First form of element would be to council them. And this is also accepted and appreciated by majority of organisations and nations world-wide. In Pakistan, I say, informal counselling would be more appropriate. Apart from making people to learn basic HR process, it is most important, which I think most of the university are doing,,,,,,,,,, , and yes industrial labour laws also, because where ever they go to operate they should be well aware of their local law, in order to make policies and able to follow their local policies and regulations. To become good policy maker for their respective companies.

Q. Do you think law, and country situation, influence the implementation of HRM.

To some extent yes, it is where they are effectively implemented, but in some extent in areas where there is not control, see, trouble is ,,,,,,,,,,, our economy,,,,,,, we don't have strong institutions,,,,,,, here individuals are strong and institutions are week. Where people are strong and institutions are running on few individuals will, you will not see any implementation of HRM,,, very minute , HRM polices………. The good thing about developed economies is that they have strong institutions.

I been to UK, they have trade body, they have consumers courts……… if they sell expired product, if they charge more,,,,,,,, they will be penalised. There is no ifs and buts………. . If even a women

come out of street of London and stop you on breaking a signal,…………. Not because she is a women but because she is coming from a strong institutions……….. in countries like Pakistan we need to make our institutions strong………. Policies, and labour law, our social circles, even right from the family values, institutions are responsible,,,,,,,,,,,, they are not doing their job correctly……. They are just copying ………..and pasting. But with regard to ensuring to their implementation they are just sitting in their office.

Q. So, what do you think should be the focus for effective adoption of HRM and its value to the country?

 Khalil, I would like to give you an example, union, and concept of union, collective barging agents, agreements, these institutions are just playing to abuse companies.. The concepts of union and unionization, and why employees unionize is to protect themselves , is to facilitate their work place and make them able to work properly . Not to abuse a department……….. Here what happens, the situation is other way around…………. People in union get more power. People come late, not work properly. Because they are in part of a union. the law making bodies , they themselves are accommodating employees…………. In their benefits also………… their results are given in monetary benefits for making people do as what they want. It is all about how we get influence from peoples in our surroundings.. We learn from western academic material, local managers, and feed back from those who seek our advices as well as our students. Same is the case with HRM. Even what we are teaching here is to say that money is everything and we are the good place to get you there.

Q. What do you think, what is role of MBA education in understanding the HRM……… value and utility of HRM in Pakistani context/ taking MBA as a broader and macro level institution.

 Master in BA, This degree program is not to make manager, but to make decision makers. ….. this is my personal believe and truly believe on that……. We are not making finance managers, there are accountant for them. MBA are not going to do 2 plus 2 4 , have accountant for that,,,,,,, MBAs are not going to tell the widths of the rooms, engineers are for this…………. The role of an MBA is to take all the entire information and take effective and efficient decision. Our job as a business school or as a faculty member from HR department is to develop better decision makers. if we talk about hr department in particular their job is to develop such a graduate that are able to develop better polices for the hr department of their companies in the future, able to analyse current situation and take corrective actions. Able to come up with strategic significant suggestions. These are the core areas which are entirely missing. ……………. We have people for administrative work, we have people to sign paper, and forward email………… understanding the needs, understanding the market position and ……. Furthermore, developing those strategies that are highly effected not for the person but also for the future.. that elements is missing because we have been forcing , majority of business school,,,, not forcing on developing of decision making capabilities…. One thing that is very common in number of courses, structure, exam pattern and in many instances class room and group work setting across many business schools HRM offerings And I think where ever we go, if we talk about the best [best] school with top ranking, their prime focus have always to remind on to prepare good decision maker. Even if they teach any of the theoretical aspect……and the end of the theoretical component, student are taken to discussion kind of activity……..

Q. do you see any sort of transformation in teaching contents here and there?

Yes, there have been, I have been in couple of university in Pakistan before going to UK for further education, and how we were taught trained, it were entirely different, the things are really, we have now access to information, technology is playing really a differential role………… there been a lot of work on course contents by our faculty members…………. If you talk about ……………. We are working on double accreditation, that accreditation or our desire to achieve that accreditation force us to revise lot of our activities, material, topics, cases, …………. Everything……. It's happening, really happening, across Pakistan, but trouble is that, if it is even making them to implement in the job market. They are not getting profound platform to implement these practices. As long as I am concerned, by nature I like to intermingle with people, including students and outsiders, whoever come for advice.. Solve their problems. Thanks God that I am able of doing the same here, it is mainly

because of IBA's unique environment which provide this opportunity, I meet different people when write case study or conduct researches..My lead trainer role make me superior than others

Q. What is the gap between what business schools in Pakistan is teaching and what is practiced?

Only one thing, the difference is what is taught and what is out there in the market. The difference is not what we teach in the school,, is (I don't know) is not applicable ………………….that reason is what we teach them , what university teaches them in school ………… are the best practise……….. And what they go and observe in the market is different. They are trapped between the best practices and their own traditional practices. The trouble comes when the boss or owner comes and intervene, and try to modify policy………… as of his demand. This is stage where students faces trouble at first place, secondly, the gap between what is taught and what is being done is they have to learn those practices , so called doubt-full practices, that company want him/her to follow and implement. It is not possible for business school to teach them how people in the market want their businesses to be handles, positive or negative, the job of the institution is as on a father or a mother, they are responsible and they will only teach better, positive practices, and the practices that are practically accepted and implemented world-over, or at least at the local level, keeping the local legal policies and regulations in mind. Now, when there is no implementation , or no law enforcement agencies working on it, companies and their bosses are doing as they wanted to……… they have really taken implementation elements and policies for granted. As I mentioned when a men working for 7 years and not aware of paid holiday, and I was further surprised when I spoke with other individual, who said, I was getting married and I got only two days off. Only!. Whereas, as per the policy he is allowed to have 12 days off in this elements. Another case with regard to our ordinance 1938, people are allowed to have 60 days off if they are going to perform pilgrimage to Makkah, or if they are from Hindu community , they are going for "yatra" to India. They allowed to have 60 days paid off, and he was given 40 days…. It is including a strict compliance of local practices, if not then he won't be paid for those 40 days also. The surprising fact that he was not from an ordinary company but from a medium size famous company. He still working there, but why it is so, not because there are no policies. There are policies, and they are in place also………. But there are no law enforcement agencies to implement them. And the owners of saith organisations and the bosses are given free hand for what they want to do. And unfortunately the deprived population of the country the hostile environment, willingly or unwillingly….

Q. Do u think same thing happen on the basis of certain culture, factors alike, change in leadership style, direction. Social factors like respect for elders………. ?

Yes, It is all about how responsive we academics are.. There have been instances, where HRM faculty members are not willing to contribute because they have different objectives in mine…the objectives got through surface level awareness and knowledge. And the objectives they got in agreement with their problems. these factors do contribute, actually, what we show and when we attempt to have higher education, and when we get into work.. How we have being nurtured………. There is the big contribution of the way we are being nurtured from our families, and what have been our family values. It have also been observed that people from very active background with given values and ideas from different back ground have been very active for the work of fighting the right of ………….. But people comes from less popular background………. Have always accepted what have said or given to them……… a lot of autocratic style……….. right from the family………… family leader, whatever they say become mark on the stone, whatever they say become the order…………people show the same attitude at the work.

Q. Taking the gender perspective, Is HRM female dominated areas?

 I have been discussing this issue on very personal background with many people. This is an holocaust. Especially in country like Pakistan, when u come to HRM class, u can see 70% females in the class. Are they not getting job. No they are getting jobs. I visited coco cola company , and I surprised that 98% in learning and development department were female, there were only two man given clerical job, one peon and other…………./

Q. Why it is so?

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It is…, At time , you know, the preference given to female. The way they handle issue, become more comfortable and convenient for organisations, to handle some sort of employee issue. The female representative in HR department…….is not the situation , I think, in Pakistan but also in other developing countries, that there is more humbleness and modesty, which is more required for HRM dept. . This is the one of the reasons why women are more preferred in HR departments at time. But there may be many other reason. At times, it is also noticed that there are certain women in the top positions in HR dept and organisation. And they promote women. But there have been also cases where they have been discriminated here. But I think the situation is entirely changed in this time. Women are prefer, more prefer in hr depts.. if you can observe, ranging from very good trainers from Islamabad, Karachi, even from sukkur. There are many top nock panel, working for UNDP.. iba Karachi, lums….. They all are females. They are actively promoted by organisations and they are doing a phenomenal job. Furthermore, I must say that, hostile environment and situation of our country is playing major role in terms of violating and in terms of not motivating better and positive [academic] HRM practices in our country

Q. Well, can you tell us, if you feel there is a different position. How could the various HRM term would have been interpret, or do HRM faculty and students truly understand these terms?

It all started from 70s in our country. The job of HR department, when we use to have personnel or pay department kind of thing. Their jobs was to maintain files and do administrative work, and keep personnel record. The job of HR department which existed at that time was very clerical at that time…….. There were no concept of HR because employee of any organisation was not considered as key resource for any organisation. They were considered as sort of another element that to get work out from. As the time passed by, organisations started realising the significant of HR departments as they came to start realising that if we have all the resources and there are no one to operate and use them, it is useless…..,, at personal level, I must acknowledge that, now as a result, HRM concepts, and practices are slowly and gradually becoming part of my daily life language, and it is the same with our students and those who are working in companies…I even use HRM terms at my home unconsciously…It shows how overwhelming we are becoming with HRM Phobia with western aids and agenda.

Q. Who guide and channelize them?

MNCs play have played major role in it. And the Business development from MNCs in our local areas, and their implementation of those policies, make people to wake-up from their good dreams and start realising the significant of HR component. Or I would say rather, they started to even come to know about the concept of HR, which they were not aware of. So, hr has, the big boundaries of MNCs, on the component of hr, with regards to our region.

Q. What would you say on the role of business school……… MBA……… MNCs?

every individual is unique in terms of the profession and job, everybody has their own taste, one thing for sure we are all getting benefit in terms of our value and returns in terms of people considering us as elite teacher, which is different status and recognition than those who are teaching in other disciplines. Business school, there are some business school that have been offering degree programs keeping in view the market demand, not keeping in view the professional requirements. They open-up departments because there was an opportunity to cash on. And that's it. So, whatever the value is, they produce accordingly. But yes, there are some institutions and ………… other institutions in Lahore and Karachi……. Who have been actively working on developing students in the HRM areas and they are required by the company ……… student/and Alumni Who are good for the companies in order to learn their policies, they learn other policies too. In other areas, for example, Marketing finance as well………. It create more demand ………. Which help them produce better graduate.

Q. if you look more on technical side, in your academic opinion, how to control somebody who is not performing their jobs.

Disciplinary kind of activities. We have learnt in HRM. First form of element would be to council them. And this is also accepted and appreciated by majority of organisations and nations world-wide. In Pakistan, I say, informal counselling would be more appropriate. Since they keep local value and

culture in mind. Secondly, if the issue is not handle properly by them, then we can get on for formal counselling with the entire body of disciplinary committee. Then we may go for formal disciplinary procedures if issue remain the same.

Q. can we embed these informal sort of counselling in Performance management structures in any of the business organisations in Pakistan ?

There is no hard and fast rule that we cannot. See! We have learnt from Japanese management. Japanese management at the core if u read, they have neglected and rejected the ideas of American management practice , and no one went on to say them, what are u doing with American management practices……… so, if we have certain culture, we have two things………….either we may work on changing the mind-set. If we cannot, or if it is gonna take too long, then, At a moment what we can do in order to address these issues……… is to develop a able work force……………..because if we straight away take them for formal counselling kind of things people take it.. people take it on serious note and this will, because of our, because of our society that will damage their performance, because concept of HR as work disengagement, will get into the elements of this work engagement if you state and formally council them

Q. What is you understanding about HRM or Performance management in Pakistani context.

PM , there been few industry, I would rather say, which working on the Performance management area through implementation of 360 degree appraisal system, apart from that Performance management system is not completely practiced or embedded in the key elements of HRM in many organisations where people are just on informal basis, rather on formal basis…………… moreover, there is also the elements of biasness and preferences of bosses also, and it has also been observed that PM system has also been abused to punish some students or some employees in some organisations and through giving them bad remarks or evaluating them incorrectly, and in order to sort of push them to leave organisation or take revenge of any kind. All it happening because there is no openness, and still we have got this 360 degree kind of thing, which many companies in across the globe have maintained that we are still working on comparison with ……peer group method……… in our culture it is because bosses are comfortable, so that they can punish people, so they may handle people accordingly or even reward entire group if they want to. Or even punish entire groups.

Q. Would u like to say on skill and competencies that are required for performance management ?

For the purpose of evaluating their skills and talents it is important that companies should have skill inventory in hand. Now companies do not focus a lot on skill inventory in Pakistan. There have been instance where companies have started developing, even in the local organization, I went to, biscuit manufacturing company, they said , yes, we have started working on developing people skill inventory. In order to evaluate people accordingly and to replace people when they are need and required, but how much or the percentage………. With which it been present is very minute.

Q. If we look at different systems and methods of PM and the adopted one in Pakistan. What you would say on the value and utility of PM system in Pakistan? Are u satisfied with the present pm systems?

It is to appraise people and evaluate how they are doing, to punish them ……………it is mainly line managers or other individuals want to secure their power and position………

Q. Do u think the way it is been carried out in Pakistan is fine, or up to the mark with international standards.?

Companies at the moment are not too much focusing on PM, because it is highly intellectual and time taking element as an attribute of HR depart. And required lot of …………….. In connection with analysing the data……… and …. Furthermore, it also requires medium or large companies HR information system to manage entire, and keep record of the entire data. Keeping in view, all these requirements, companies at times just doing it may be to show some one that yes we are being responsive and we are monitoring your performance. I came across with performance evaluation form, that is 360 and it was of one page.. it was for about every month. There was one question from

subordinate one from peer, one from boss. On the same sheet. Same form is to be circulated to everyone. One question repeated to everyone "how do u feel about this person". …………… If u are ethical and not bias, you should not be showing responses on other person and other person's decision. This will affect the decision and comment of a person…….. it will force………….form is not good at all. Not up to the standard………. No even worth been used as performance evaluation form. There are so many other examples where we can say that it is certainly not up to the standard.

Q. What do u think, what is the academics understanding in interpretation and dissemination of HRM to students or future HRM managers?

The significance of HR department is second to none, and we all agree on that. And at the moment companies as well as business school have realised the significant of this elements for the effective and efficient running of the business. Now the trouble comes here that we teach the practices and we refer foreign book. When it come on example at time, it become difficult for tutors also to make student understand the topic and concept ……… in connecting the theory to the scenarios and situations in the local context………. yes, they try to bring local example………. We are working on launching a course about a general practices of saith organisation. Because 40 to 44 percent of all graduate end up working for the saith organisations and their practices are entirely different. When they enter working or starting career for such organisation. They enter a different world all together and their practices are totally different from what we teach them here. ……… our instructors are doing extra job to bring such example which are healthy, positive that show a direct and agreeable connection with theories and best practices, and concepts. It is high time in order to move that we need to come up with both theories, concepts and cases of our region, in particular in order to make them a better decision maker for companies. It had been noticed that people from our region have gone to developed other regions' economies have done a phenomenal job, why. Because whey they are taught they got an opportunity to apply. But when a same guys work in local company they fail,,,,,,, because a formal process of …. Performing a job analysis………….. He is force to implement. ……….. he starts facing troubles, he start performing below the slandered. And time comes when it is forced to resign or he/she is willing to resign because he is termed as incompetent not because of the information but because of lack of proper implementation of hr policies and knowledge. …………… same person stunned bosses in uk . They say how come he stand so well in the uk …………. Because he got chance to implement ……….. And got successful.

Q. What is our understanding and interpretation of hr practices and policies, as an academic………… are we trying shaping the HRM in academic field?

HR practices and policies got lot of involvement from the local culture and norms.. for instance if u read the book of Dessler u will find a lot of information and a lot of example from the developed economies that are not matching with our local culture. So keeping this in view our practices and culture…… yes it high time………… yes, we should develop best practice, because they should be based on consensus………… we should invite and involve the developed economy's intellectual and people who have been working on the policies in developing countries, as well as best practice in companies in developed economies. So that we may come out with a policy and practices that are not against any culture, acceptable at global level also. That are strategically going to help us and business in a long run.

Q. what would u say HRM or people management practices before MBA programs arrive in the country.

MBA programs before, was just to make personnel administrator…

Q. Does it had to do with any international business structures or MNCs structures and practices …..?

The contents, objective, and how the programs are offered have significantly changed and developed…………….. before people needed administer ………… degree and course contained administrative components……… now system have been change…… they require some one like Decision maker. Mind set have been change…………… technology had made a major contribution in that…. We are looking at the best practices of UK and Japan………… how they are teaching, what they are teaching, and their objective, companies and business school have started aligning the

objective. The program, its core reason or mission have completely change……. Administrative to those who can make companies grow, through making effective decision.

What personal benefit you got or you see from your job in HRM or why did you mentally accepted this?

Well, Khalil, it is very tricky question, It is all about I needed to have good career, I wanted my family and ex class fellows proud of me. I think like anybody I also took it as it had scope. Many of my college and school fellows are in different disciplines, but when I met them I feel proud. Although it is not easy when I choose it, it was very new field or many people did not know about it. but I choose it and what it give me today, I have almost everything which I was wishing for 10 years ago…good family life, good social circle, good car and house

Q. What is overall value and utility of MBA in Pakistan. Are u satisfied with what MBA programs are doing for cultural, economic and social development of the region?

As I mentioned earlier, there are different institution that have little bit of varied focus. Institutions that are really and truly focused of making better DM are really working according to …………… they are significantly providing positive feedback to societies. But the institutions some time, that I am working, are offering BBA, MBA mind of products, just because of the need of the market….. are not significantly on working hard to develop…….. Better decision maker………… they are still developing and producing decision makers. For having job in the HRM field, yes I am quite satisfied because Apart from normal teaching responsibilities, I involve myself in different projects and activities..especially counselling and advising local business people is what gives me sense of HR professional

Q. Do u think being a Muslim country Islamic principles support HRM? (If we focus on PM, PA etc. are they supported by Islamic beliefs)

Majority of HRM practices are not against Islam, if u talk about employees engagement, team work, leadership, how to perform ………… how to take decision…… employees focus lead their benefits, their incentives, they are actively promoted and strongly supported by Islam. But outside the IBA we are taken as different class sometimes, some people think that we have lot of power to influence companies and executive jobs and it effect Islamic beleifs also. But I don't think it is the case. Also People do not study, and at time, away from Islam and wrongly believe that Islam may be against HRM.

Name	Designation	School/Organisation	Experience	Main responsibilities	Consent form filled	Agreement obtained for observations
▪▪▪	HR director	▪▪▪	30 Years	Training and development/ HRD/Performance management	Yes	Yes

My introduction is too long.

I joined ………….in December last year as a director HRM. I have been working since 1974 in the field, started with pan American airways, then I joined American express. Initially my company gave me HRM as additional responsibilities on a carer taker basis for 2 years……..then as there was many restructuring that took place, and due to this I left and joined so many organisations and worked at many position I many areas including Marketing, HRM, and Opertions. I got back in HR……. at IFC and world conservation union, A Dutch bank for little over a year head of HR, then Shell, from 2001 – 2011. I was HR manager and director on the board for many companies in Pakistan and in middle east …………then there was again major restructuring occurred when I was working in Shell…the size of my portfolio half in 2009 but they kept me in 2012……………………….that's my brief introduction and story. So, I joined an American company first time right after my college education, I took it as part time first, but eventually due to high salary and good offers I took it permanently. And it was the time when several American companies penetrated during 1960 and

1970. They offered high salaries and good perks to attract local manpower. Like many other youngsters I also idealised this and eventually get there.

Q. what was the main drive behind you joining HRM field, I meant there was many other disciplines like Marketing, Finance etc where you could have applied in those American companies?

May be it was up to my personality, I may think that I was not fit for market or meeting job, or I may not had passion for that. But I think it was the trend at that time to have administrative or managerial job. I am basically an extrovert person, like meeting with different people and position in many circles…It has helped me a lot in understanding why American are successful with HR. at later stages, it gives me lot of opportunities for bidding for projects…I have been in a HRD advisory committee to the government. by participating in governments' committees I know government is moving in right direction…the different corporate training programs which I run with my colleague generate pockets of money for me. Besides this, I probably wanted to go for the field which is new and now taken by majority. The main benefits that I got from here was that by the way of getting involved in training project, or taking part in government committee, I developed certain skills, I not only share knowledge and my expertise by also it become a platform for my updated learning.

Q. What is the current state of HR practices in Pakistan?

It depend a lot on the life of the organisation, ok, so completely new organisations will have better HR practices, older organisation have old HR practice, multinational have adopted global Hr practice, in last 8-10 years there are lot of people from multinational going to local companies, started from banks, senior bankers from Citi bank, bank of America…….. went into local bank……….quality of local banking went really high, if u look at local bank in Pakistan, most of them run by people who had worked for foreign banks. So that brought the level up. Those people who use to sophisticated HR system they also brought system with them. In last 20 years there is huge trend of HR conferences seminar, bringing local and international speakers so the awareness is being created, u also have lot of consultancies now offering service. Traditionally lot of HR was done in house HR departments, now lot of it is being outsourced. Technology is making a lot as well, managing a self-service, available to employees, there ability to do online is helping a lot. And last but not least……… the SECP now requires all listed companies to have HR and compensation committees on the board, previously they have only audit committee as a mandatory committees, now they have HR committee, …………….. I and ……. Are also the visiting faculty for Pakistan institute for corporate governance, we go around for workshop to educate directors, CFO and many more, ……. To deliver, what HR can do for their companies…… and what they should be looking at……….

Q. To what extent MBA programs are educating traditional managers about HRM?

This is a current debate going on here among we HRM practitioners and even among senior executives from many companies that Why not enough people who have done HRM at undergraduate level able to work for us. And when u look at the environment out there, HR is not sophisticated there………it needs maturity and experience…. They want really good people in …… to me, I never took HR graduate for senior HR position…………… at the MBA level if somebody is specialise with HRM he should certainly go with HR role……….. Again at that level the expectation would be quite different. You would be talking about middle level position at least. At the BBA level you will talking about basic joining or entry level. My concern right now is to find out if MBA give complete profile for HRM practices and it is compatible with what we want to see in candidate. In Pakistani culture and environment it is difficult so I would say it is experience and practical understanding rather than MBA qualification that we want.

Q. So, you think MBA in HRM don't deliver for real business needs?

MBA education and training is very broad and general, it just develop some sense or attitude but not what actually required by the companies. it just teaches u how to sink, it exposes u to so many global practices… this is the thing people need to understand now…………what u do is what u know…ability to analyse, ability to come up with solution. So it can be said that MBA give good avenue to develop practical skills but MBA itself is not enough.

Q. What do you think about the differences in conceptualising HRM of practitioners or experts like you and young/fresh graduate?

For HRM, this is the problem more than any other department…………. It is the behaviour and attitude more than any other knowledge.

I been part of many conferences and workshops where I developed good understanding of the field, but again the problem was how to convince or promote the best practices. The resistance always came from not only line managers but also bosses. Whenever I saw major issues are coming or bosses are not listening to me I looked for new organisation, because I knew that I can easily get the similar or even better positon, wherever I applied I got good position and status…it was mainly because of my knowledge and expertise of the field as well as my experience as an active HRM practitioners in American companies.

What I have observed is that HR has traditionally been a blocker, administrator, policy maker, disciplinary and that kind of stuff, that is the image of HR. how it comes at the level of strategic business partner…….if u listen to david Ulrich……………. They are talking about completely different stuff of HRM than MBA graduate believe…………

Another problem is that In Pakistani the size of company is not that big……….the bigger companies are state owned companies………where no concept of HR……HR functions………..You need to segment as to which industry or which type of industry we are talking about. For example. Even in those workshops which we are doing for corporate governance for human resource management……..When we address people from state own industries, they looking at this clue less…..because they don't use performance appraisal. …they are looking at giving everybody the same thing. They are not looking at evolved system……….. if u look at multinational ,,,,,,,shell …… they have realigned all benefits…………when u give benefits of employees that is a sunk cost to you…………… if u goes to theories of motivation it becomes a hygiene factor………….comparing to what PNG, uni liver giving, what colour of uniform is required or popularised etc……………. in Shell they monetized……….. You go and do and buy what u want .. Money is given. The money is yours ……….. this is what have changed the perception of HRM practices and its benefits to young joiners. They are given lot of policies and benefits.

For example, with regards to rewards, It is administrative Burdon of giving rewards, why to have it……… tax effect……… gust give money and get rid of it. This is the kind of policy or you may say HRM practices have been developed in practices, and MBAs are not familiar with these kind of thinking.

Now the pie is cut differently now. What guarantee that it is kept at minimum. government policies as well as our economic condition also make people bit confuse…they blindly think that adopting HRM will solve every problem as it did for western world…but in reality it is about understanding the logic behind it and then to internalize and operationalise it. In fact, We need more connections with the world to understand why

Q. What do you think about the overall benefits of HRM for society as a whole? Is it really need of a society or it's just an imported knowledge product?

I think, to be very honest. People are doing it because everybody else is doing it. People are doing one size fit approach…………… oh he is doing 360 let's do it in my company….. there is not cohesive whole of the thing and there is no thinking of what is behind it…………..One must know why they or he is doing something.

Well, if you want to know what I got from this at personal level, yes, today I am well regarded not only for HRM but my identity is developed in such a way that people from other areas and department freely discuss and get my advices. It was mainly due to knowledge sharing and networking skills that I developed here. Partially it is because We people don't have the kind of qualification which other HRM managers possess, they [MBA holders] have more of theoretical approaches…and network with in the circle of their own or with HR peoples only…we easily intermingle everywhere…it is because

we have earned good relations with cross filed peoples. This in fact helped me a lot in developing my tacit knowledge and understanding.

Lot of people are interested in taking HR if I am taking it.

I won't bring that element into thing. I want to bring the perspective of CEO, as a post to an HR manager. My boss, ……….he very best explained to me……….. he said, look are u outside the room or r u inside the room. If u in the room are u at the table. If u are at the table what is your position………… behaviour of HR is important…………..they play politics. In any organisation real power rest with the people who bring money, marketing…..HR is considered as blockers…………..behaviour and structure…………so what has happened now with big evolve company is that they have devolved HRM.

A lot of what HR was traditionally as an insource function within the organisation is now being done by line manager. Performance appraisal is a line manager's function, disciplinary employees is a line managers function. For performance assessment ………. HR is considered as the custodian of the process, policy. I avoid using the world HR policies, we have company policy, we don't have HR policy……..the minute u say HR policy it is changed it is not more line managers job.

Q. Have HRM been the custom or focus of companies as well as young job seekers and graduates in this country?

HR has never been custom or focus. How do you get them talking the language of business? In the last ……….before I left shell. We had a big HR people development, global initiative were going on , they have dev Ulrich talking about what it is that they are looking for now. He is the one who came with strategic business parent, employees champion……….he is the new one who talks about HR being a credible activist. He has gone from being the strategic business partner………so HR does not speak the language of business, and that's why it has never been the custom or focus of people here.

U have the department u have people in the department, You have the public perception of what HR is doing.it is very large like that. They did some research ,,,,,,,,,140 behaviour identified in 25000 people and groups …so in terms of external world u got ur customer, investor, general community, u hired from them, u lived for them, ur strategy execution………….this is where HR is playing by influencing. The impact of HR on all of these thing , it impact investor……………..people want to join u, people have a good opinion of you……….. But what HR should be doing, keeping it simple, investing the time to do it…….. How do them resource to changes they need to….so, Right now it is considered as an exciting time to be in HR in Pakistan. Be it via academic qualification or real role.

Q. What do you think, can someone can get understand and get benefit of HRM with academic background only, or it is only possible with a mix of practical and academic background?

Unless u have done it there is no way u can teach HRM………….one of my colleague know 500% more knowledge about than I have,,,,but he cannot use it………… same with principles of management. ……………. When I went into the classes of MBA as guest lecturer, the kids were excited even though they had their own issues…………because of contents and delivery style………so that is the work…..the feedback I got people need someone with real world experience.

Q. Do you see any difference in the MBA taught contents of HRM and the the contents required to carry out HRM practices at practical level?

We are only using western contexts. One of the thing I realise is even this executive leadership we did………………..what is the life skill a student needed.

I did not use a book. I got article. Everybody have example. Steve, bill gates. All we have foreign context…………now IBA Alumnus focuses on research………..principles are universal the practice might be local……….

Have you ever cameacross with the situation where an MBA HRM managers does not do his job well because of the differences in what he learnt and what he is required to do practically? What would you in this situation ?

I will try to identify why. Is it behavioural issue or competency issue………

In Pakistani organisation it is about the attitude of organisation………….

The line manager should sit you down and ask. What is your problem…….everybody is doing their work what about u………….Motivation, competence.

Q. What about the impact of Pakistani culture / organisational structure/saith cultured organisation?

This is something which I realised many years ago, we sit in organisation with this theories of motivation…………… one don't have light for last two day, he has sick mother,,, he has to change busses to reach to university, office, and then to back to home…………………he get push , shut and shout by everybody, then he is getting in the company and being pushed by supervisor………what will be his motivation…… these are the lot of external factor we are not taking into account. Companies are not looking at this……….. they are looking at how he can sale be increased and how to maximise profits for the organisations…………if you have enlighten employer he will make sure that basic needs of people are taken care………… that way power of union seizes to it. This is big thing people don't realise. For example, Telenor recently came to Pakistan………about 15 years ago. people talk about their open office plans…………. At Shell before I left I was trying to bring in that office structure……….one floor………. Resistance came from the people that where is the office……they people were qualified with MBA and other relevant qualifications……you born in British raj company…………. If u go to pak-Suzuki….everybody sit in the hall everybody wear uniform……………..this is how cultural and organisational structures work.

Q. what do you think is it still the British legacy or American influence?

Yes yes yes ………….. American influence is much more egalitarian ………. Open door. In American express. The best HR system. Very top of the line………. But in American company if u r not needed tomorrow ……you will be fired……… in British companies, they have soft corner………. Pakistani companies won't get rid of you ………….. you must diagnose the organisation first and then. It is like going to a doctor…………….so yes, we still have British legacy in our structures as well as lot of American influence. And I think this is the problem, we still not clear what to follow and what is best for us.

Q. What are your views on adopting performance appraisal system or conducting performance management practices?

A. By and large, to bring a change at performance management is rather far more difficult than doing at top………………… people will say performance at other company,, compare….. People at lower level will say why are u doing this………………..for example, in PIA…….. they want to have bell curve………… how can u differentiate………… this is only way to differentiate the performance……………..then what happens the next CEO abolish this differentiation………… when CBR was doing a change management….Performance management…………..I gave some talks there ………….. and said that because they want to have share of what industry is doing…but they said how can u differentiate………they were certainly not clear or clueless..It is same as for every race the combination is different. The organisation with college graduate they would have learnt about that….. Other organisation have impact of google.dot.com business………..not able to attract people, it is very much about the nature of organisation, it developed through all the external influences.

Q. what do you think, up to what extent HRM or performance management has been adopted in local (Saith) businesses in Pakistan.

Performance appraisal does not exist by its own. …………….. It is same as If I have seed of mango and I plant it to UK can I………….No ………. Environment is needed first. Need flexibility. Small organisation need flexibility………… saith organisation don't have that flexibility.

In large organisation you can't have that much differentiation………….. But in saith organisation you paid people according to how much u like them……………

Ok. How many children u have…………. They pay bonus and incentives according to family member. what u will get if you r not marriage. These kind of practices differentiate in practices.

Q. is there any transformation or change in HRM going on in the country at practitioners' level?

It is more being transform because of technology, role of media and tv………. And the money Saudi pumping into Pak…………….. the amount of nonsense, if u go into ████ bank, Shan foods, etc. u can see the Saudi influence…………… people adopt it because they want Saudi money. From that money they buy everything including relations and networking and circles………….. And as a result all of the HRM practices which we have learnt or so called adopted from foreign companies or from MBA are very influenced from money. And this is not only the bottom line for companies but also for HRM practitioners at their personal level.

Appendix- C: Guideline for interview questions
Guideline for interview questions with Academics

Basic Information about the interviewee, School/Department, Courses, other roles, education and training etc.

Management knowledge and HRM in Pakistan:

I. Basic information on HR department/faculty, e.g., how old, origin, functions, any recent change.

II. Why HRM is considered as an important resource to business in Pakistani context as well as in the West, like North America and the UK?

III. Given the labour market, and state of international business in Pakistan, What benefits one can get from managing HR in Pakistan?

IV. Why majority of those firms that are operating in traditional "Saith" culture, without qualified managers and HRM practices, are the successful firms in Pakistan?

V. Do you consider HRM as a need to current business in Pakistan or fashion to match and speak the same language with international business? (The answer could be in the both directions).

VI. Why did you chose this field? What benefit it gives to you?

VII. What are the focused functions of HRM in MBA teaching? What are the commonly practiced HRM functions in organisations in Pakistan? (Won't say 'Pakistani organisations).

VIII. What is the role of an MBA education in understanding value and utility of HRM in the organisations in Pakistani society?

IX. In the case it is undergoing transformation, what changes have been made in the process? (Teaching contents, delivery, and practices).

Institutional and other influences behind joining and performing as HRM academic.

I. While MBA degree is considered as a licence to high paid job, What is the conceptual relationship between HR knowledge delivered by you and the one practiced in organisations in Pakistan

II. Is there any influence of government bodies (e.g., HEC, Labour dept etc.) in setting-up management/HRM courses? Eg., What is the importance of funding and other financial beneficial projects (e.g., trainings, consultancies etc.) to you ?

III. What is the role of business schools and MBA programs in deciding and carryout HR activities in Pakistan? Or , If there were no business schools/MBA programs in Pakistan, what could have been the current state of HRM?

IV. What is the role of national culture and values (e.g., gender differences, leadership styles, respect for elders etc.) in deciding and carryout HR activities in Pakistan?

V. Does your past education or family background influenced you selecting this field?

VI. In your view, how were the various HR systems introduced in Pakistan? (go through all HR functions, with more focus on PM/PA).

VII. What is the role of: a) MBA, b) culture, c) national regulations, d) international funding bodies, e) MNCs in introduction of these systems?

VIII. Does your own qualification help you to design and deliver HRM in a particular way to MBAs?

　　i. If yes, what are the contents?

　　ii. How is it implemented?

IX. How similar are the procedures/practices/systems in Pakistan to the companies in the west.

Expectation; environmental social influence.

I. What, in your opinion, is the role of multinationals in setting the trend of HRM in Pakistan?

II. Do you think Islamic principles support HR systems, e.g., PM/PA.

III. What is the influence of governance system, other systems, like "Sifarish", in directing HRM practices in Pakistan?

IV. What role foreign business schools/ foreign MBA graduates have played in setting HR activities and policies in Pakistani organisations? (Both, local SMEs, and MNCs).

　　i. What is the importance of attending foreign conferences and networking with foreign academics (western).

V. To what extend you get influence from your social circle like friends, relative family etc.

HRM knowledge transfer

I. Given that Pakistan has strong culture of 'Caring' 'Sharing' and --------;Why and how HRM knowledge and practices has been transferred/ generated/ adopted in Pakistan.

II. What role academics' understanding and interpretation to students play in generating HR practices in the country?

III. What would you say on HRM/Personnel management practices before the MBA programs arrived in the country?

IV. To what extent MBA programs and business schools have shaped HRM?

V. What is HRM to a traditional owner of a business (Saith), who traditionally wanted to retain all the main powers relating to HR decision with him?

VI. What is the contribution of HRM practices, i.e., recruitment and selection, performance management, total reward management etc., to success of traditional (Saith-cultured) business.

VII. What is the overall value and utility of MBA programs in Pakistan to local as well as multinational businesses? Does it contribute to economic, social, and cultural development?

Specific HRM idea or knowledge: How, why and from where taken. Eg., Performance Management/ Performance Appraisal

I. In your own opinion, How to manage somebody who is not performing in their job?

II. What is your understanding on performance management in Pakistani context?

III. How to identify skills and competencies that may enhance or improve the employee's performance?

IV. Is it all what we learned from western authored books or what is being implemented in MNCs? What was the sources of information for you on this?

V. While keeping the right people could be key to improved organisational performance and business success; how to find out the right people?

VI. How best to get an employee motivated and committed to an organisation?

VII. What is the best way to collect objective and relevant information about employee performance? Why? How?

VIII. What is the role of some evidence based on personal observations of the employee's performance and behaviour over a period of time?

IX. What is the role of employee preparation for appraisal interview? How long it should take?

X. How to get the basic knowledge of performance appraisal system?

XI. What is the role of goal setting in Performance appraisal? How they are set? What influences they carry?

XII. Are writing 'appraisal narratives' of PA work in Pakistani context? If yes, How?

XIII. What is the basic purpose of performance appraisal in Pakistani organisations? How it is carried?

Guideline for interview questions with Alumni and Non-Alumni Practitioners.
Basic Information about the interviewee, organisation, role etc.

HR department/ Practices:

I. Basic information on HR department/activities, e.g., how old, origin, functions, any recent change.

II. Which one is the most important resource to businesses in Pakistani context: financial, technological, material, or Human Resource? Why?

III. What benefits one can get from managing HR in Pakistan?

IV. Do you consider HRM as a need to current business in Pakistan or fashion to match and speak the same language with international business? (The answer could be in the both directions).

V. Is HRM a form of control over employees; if yes, who is responsible for this among HR department, HR manager, and CEO/owner?

VI. What are the commonly practiced HRM functions in organisations in Pakistan? (won't say 'Pakistani organisations)

VII. What is the role of your MBA education in understanding value and utility of HRM in the organisation? (Only for Alumni)

VIII. In the case it is undergoing transformation, what changes have been made in the process?

IX. What was the main drives behind you're choosing HRM as a profession?

Influences: Position, motives, drives, development and/or imitating professional habits etc.

I. What is the conceptual relationship between HR practices in your organisation and HR knowledge imparted by MBA programs?; Is it the same as interpreted at MBA?

II. Is there any influence of government bodies to usage of HRM practices?

III. What position you enjoy in the society, corporate circles, family etc because of your profession?

IV. What is the role of business schools and MBA programs in deciding and carryout HR activities in Pakistan? Or , If there were no business schools/MBA programs in Pakistan, what could have been the current state of HRM in your organisation?

V. What is the role of national culture and values (e.g., gender differences, leadership styles, respect for elders etc.) in deciding and carryout HR activities in Pakistan?

VI. In your view, how were the various HR systems introduced in Pakistan? (go through all HR functions, with more time and focus on PM/PA).

VII. What is the role of a)MBA, b) culture, c)national regulations, d)international funding bodies, e)MNCs in introduction of these systems?

VIII. Does your MBA help you to have standardised HR policies in your organisations? (Only for Alumni)

    i. If yes, what are the contents?

    ii. How is it implemented?

IX. How similar are the procedures/practices/systems in Pakistan to the companies in the west.

X. If you had been graduated from a western business school, e.g, in the UK, would you orientation to HR activities in your organisation be same?

XI. What is the importance of keeping updated with latest knowledge and development in HRM practices?

    i. If yes…what benefit you get. If not why not, or what are the other things that comes first?

Expectation: factors such as competitors, networking, and other factors at local and regional level:

I. What, in your opinion, is the role of multinationals in setting the trend of HRM in Pakistan?

II. Do you think Islamic principles support HR systems, e.g., PM/ PA.

III. What kind of role other organisations have played in setting HR activities and policies in your organisation. (both, local SMEs , and MNCs).

HRM adoption

I. Why and how HRM knowledge and practices has been transferred/ generated/ adopted in Pakistan.

II. What is the role of academics' understanding and interpretation to students in generating HR practices in the country?

III. What would you say on HRM/Personnel management practices before the MBA programs arrived in the country?

IV. To what extent MBA programs and business schools have shaped HRM?

V. What is HRM to a traditional owner of a business (Saith), who traditionally wanted to retain all the main powers relating to HR decision with him?

VI. What is the contribution of HRM practices, i.e., recruitment and selection, performance management, total reward management etc., to success of traditional (Saith-cultured) business.

VII. What is the overall value and utility of MBA programs in Pakistan to local as well as multinational businesses? Does it contribute to economic, social, and cultural development?

VIII. Are you following the latest HRM practices? If yes, what is the main benefit for you following the latest HRM practices? Discuss in detail…

Accepting and implementing specific HRM function:
Example, if respondent choose PA/PM then questions will be as follows:

I. How do you manage somebody who is not performing in their job?

II. What in your understanding on performance management?

III. How to identify skills and competencies that may enhance or improve the employee's performance?

IV. While keeping the right people could be key to improved organisational performance and business success; how to find out the right people ?

V. How best to get an employee motivated and committed to an organisation?
VI. Do you or HR department collect objective and relevant information about employee performance? How?
VII. Do you collect some evidence based on personal observations of the employee's performance and behaviour over a period of time?
VIII. How do you advise the employee to prepare for the interview? How long it takes?
IX. What do you set the location and time for the interview?
X. How do you get the basic knowledge of performance appraisal system?
XI. What is the role of goal setting in Performance appraisal? How they are set? What influences they carry?
XII. Do you write appraisal narratives? If yes, How?
XIII. What is the basic purpose of performance appraisal in your organisation? How it is carried?