EXPLORING THE PHENOMENON OF SILENCE IN ORGANISATIONAL SETTINGS AS EXPERIENCED BY NON-STANDARD WORKERS.

A thesis submitted for the degree of Doctor of Philosophy (PhD)

by

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DECLARATION

Candidate's declarations:

I, William Joseph Pirie Sture, hereby certify that this thesis submitted in partial fulfilment of the requirements for the award of the degree of Doctor of Philosophy (PhD), Abertay University, is wholly my own work unless otherwise referenced or acknowledged. This work has not been submitted for any other qualification at any other academic institution.

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I, Alex Avramenko hereby certify that the candidate has fulfilled the conditions of the Resolution and Regulations appropriate for the degree of the degree of Doctor of Philosophy (PhD) Abertay University and that the candidate is qualified to submit this thesis in application for that degree.

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ABSTRACT

The purpose of this study was to capture, analyse and interpretate Non-Standard Workers (NSWs) experience of the phenomenon of *silence in organisational settings* to provide a conceptualisation of the *antecedents* and *determinants* of silence utilised by NSWs. NSWs are defined as being individuals delivering services within a contractual legal framework Cappelli and Keller (2013). The body of workers defined as NSW are an important classification of workers, with more than 1.65m, or 1 in 8 of workers in the United Kingdom and that approximately one third of surveyed organisations intend to recruit a NSW on a regular basis (Kitching and Smallbone, 2012; 2015). Despite their importance, studies to date have largely focused on creating and defining *worker classification*, identification of the life cycle of a NSW, and the impact on standard workers (SWs') from *blending* with NSWs (Kunda, Barley and Evans, 1999; Barley and Kunda, 2006; Cappelli and Keller, 2013).

To capture the experiences of NSWs, in its full richness and depth, this study utilised *hermeneutic phenomenology*, a methodology combining descriptive phenomenology with interpretative phenomenology and, hermeneutics to transform the lived experiences of *silence in organisational settings* into a textual expression of the essence of the NSW's experiences (van Manen, 1990).

Key findings of this study include identification of the *antecedents* and *determinants* of silence utilised by new entrant and experienced NSWs. New

entrant NSWs are motivated to remain silent for reasons of feeling *ineffective* and adopt *defensive* voice to reduce the risk of early contract termination. In comparison, experienced NSWs utilise a tactic of remaining silent for a period of up to two weeks' silence during his or her socialisation into an organisation to enable gathering knowledge about the reality of organisational settings through listening to the organisations informal communications.

Experienced NSWs demonstrate learning of the importance of maintaining a continuous marketing presence. This presence enables experienced NSWs, to identify the availability of opportunities in the market place, this knowledge is utilised as a determinate of voice or silence. Where market opportunities are limited experienced NSWs reduce their willingness to voice as a *defensive* mechanism from early termination of contracts.

A key antecedent to voice is the tactic utilised by experienced NSWs to establish the client's willingness to hear the voice of the NSW during the *negotiation* stage, where the NSW determines voice could be restricted or the NSWs perceive a risk of reputational damage experienced NSW's will walk away from a contract opportunity.

The findings determine that a *climate of silence* in an organisation acts as a powerful determinate for NSWs to remain silent to defend their contract. In addition, a new contribution is the role of NSWs in the creation or supporting a *climate of silence* through a transfer of their experiences of a *climate of silence* when they were standard workers (SWs).

The findings demonstrate the *blending* of workers as an antecedent to NSWs determination to remain silent. First, the physical location of NSWs with SWs,

where a client physically co-locates NSWs with SWs, this acts as a powerful enabler for voice, whereas a segregated environment influences NSWs to remain silent. Second, the size of a blended team; where the team size is small, this acts as enabler of socialisation between SWs and NSWs encouraging voice. In contrast, larger teams can create isolation and or worker cliques acting as a disruption to voice. Third, experienced NSWs utilise a tactic of socialising with colleagues outside the workplace to gain knowledge of the colleagues as a key enabler to voice.

The overall studies contribution to knowledge is the provision of a conceptual model of the NSWs sense making framework that presents the antecedents and determinants utilised by NSWs in their determination to voice or remain silent. This is a significant contribution as it contributes theoretical, policies, and practice proposals for academics and practioners as to the antecedents and determinations of voice by NSWs in an organisational setting.

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1 SETTING THE SCENE

Research by Detert *et al.* (2000) and Milliken, Morrison and Hewlin (2003) demonstrated when workers consciously decide to remain silent from those in an organisation who may be able to act on information provided, serious implications for both the organisation and the workers themselves can result. Detert *et al.,* (2000); Bryant, (2003); Milliken, Morrison and Hewlin (2003) has demonstrated that, when workers are faced with a decision to either voice their concerns or remain silent, workers choose to remain silent. This study intends to expand the current conceptual understanding of the *antecedents* and *determinants* of silence in organisational setting by examining an under-researched body of workers, defined as Non-Standard Workers (NSW).

A NSW provides services to organisations, via limited liability companies based in the United Kingdom, on an interim non-permanent basis (Pfeffer and Baron, 1988; Barley and Kunda, 2006; Ashford, George and Blatt, 2007; Cappelli and Keller, 2013). The importance of NSW's to organisations is in their increasing role in the provision of a flexible and specialist pool of workers to enable organisations to operate efficiently and effectively. Arguably, to maximise the benefits of utilising a NSW organisations need to ensure that the voice of the NSWs is maximised and a core element of enabling voice is an understanding of the *antecedents* and *determinants* that act on silencing the voice of the NSW when they have something to communicate to organisational clients.

1.1 Background to the Study

The literature investigating silence in an organisational setting is a relatively new body of knowledge comprising both theoretical and empirical knowledge. Research of silence in an organisational setting can trace its genealogy to the studies by Hirschman (1970), which examined the roles of voice and silence from the perspectives of consumers procuring from organisations. Hirschman (1970) provides a framework to explore how customers react to dissatisfaction with an organisation's performance through a choice over whether the consumer will voice their dissatisfaction, exit the relationship between the organisation and consumer, or remain a loyal consumer to the organisation.

Brinsfield (2009) summarised that theoretical and empirical studies of silence in organisations encompass three distinct schools of thought: the constructs of silence, the forms of silence and the organisational effect of silence. Whilst Hirschman (1970) provides a useful framework to analyse the constructs and organisational effects of silence, silence within the organisation must also encompass socio-historical and environmental factors which Brinsfield (2009) defined as being achieved by examining organisational codes, climates, and culture from the perspectives of workers.

To appreciate the extant academic knowledge there is a need to understand the definition and appreciate the distinction between *employee silence* and *organisational silence*. Morrison and Milliken (2000) proposed that *organisational silence* is a *climate of silence* that suppresses the ability of workers to voice. Morrison and Milliken (2000) proposed that the organisational leadership team demonstrating practices, beliefs, or implementation of policies

that create a climate of suppression of the voices of workers creates an *organisational climate of silence*. Van Dyne, Ang and Botero, Isable (2003) defined *employee silence* as being workers' motivation to withhold their voices instead of expressing ideas, information and opinions about work-related improvements to individuals within organisations that could utilise information in question. Pinder and Harlos (2001); Van Dyne, Ang and Botero; Isable (2003) demonstrated that *employee silence* is constructed from three specific groups of factors: (1) disengaged behaviour based on resignation because nothing will change, (2) remaining silent to self-protect based on fear of organisational reprisal, and (3) silence based on protecting other colleagues and workers in the organisation.

Donaghey *et al.* (2011) demonstrated that the negative impact of *employee silence and a climate* of silence results in organisational decision makers being prevented from receiving information that might allow them to make improvements or to circumvent problems before the effects became seriously damaging. In addition, the presence of a *climate of silence* can lead to employees feeling worthless or, as suggested by the Hirschman (1970) model, employees determining to exit organisations or to remain silent. A study by Morrison and Milliken (2003) identified that 85% of the study participants reported that, on at least one occasion, they were motivated to withhold communication on an important issue from the attention of their supervisor.

Studies to date of *employee silence* and *organisational silence* have been examined from the perspectives of workers defined as employees of organisations, and there is a need for this study to define the term *employee*. To do this, an examination of the contractual arrangements between workers

and organisations is necessary (Inkson, Heising and Rousseau, 2001; Ashford, George and Blatt, 2007; Cappelli and Keller, 2013). Research has demonstrated that organisations have developed a plethora of contractual arrangements including alternative, non-traditional, market mediated, vulnerable, contractor, freelance, contingent, disposable, temporary and non-standard (Ashford, George and Blatt, 2007). These contractual arrangements have been classified into two core groupings: first, *Standard Worker* (SW) and, second, *Non-Standard Worker* (NSW) (Ashford, George and Blatt, 2007). Workers defined as a SW anticipate recruitment under a contract of employment and have expectations of longevity. In return, they understand that they will be under the administrative control of an organisation (Cappelli and Keller, 2013). This study will utilise the term SW when referring to the academic body of knowledge pertaining to *employees* and *employee silence* and when distinguishing workers under a contract of employment.

In contrast, a NSW has no expectation of longevity of contract, as they anticipate that the administrative control by organisations is limited and that contracts between A NSW and organisations will utilise contract law for their terms and conditions (Cappelli and Keller, 2013). A range of terms are utilised to describe a NSW including contractors and contingent workers and when the term contractor is utilised this study is referring to a NSW.

Studies by Kitching and Smallbone (2012; 2015) demonstrated that there are more than 1.65m NSW working in the United Kingdom, representing one in eight of the workforce and that approximately one third of surveyed organisations intend to recruit A NSW on a regular basis. Despite their importance, studies of a NSW have largely focused on creating theoretical

frameworks to enable understanding of the differentials between a SW and a NSW.

 Connelly and Gallagher (2004) documented that workers are motivated to become a NSW for a range of reasons. The first contributing factor is a decision by a worker's former employer to change their contractual arrangement from that of an SW to offering the worker a contract as an NSW. Kitching and Smallbone (2012; 2015) argued that age is another factor influencing individuals to become a NSW determining that NSWs aged forty plus accounts for 70% of NSWs in the UK. Kitching and Smallbone (2015) suggested that, as the population becomes older and retires later and the United Kingdom default retirement age increases, that the number of NSWs will continue to increase. The incentive for retirees to become a NSW include the need to avoid workplace ageism and flexibility to undertake contracts when the NSW chooses. Kitching and Smallbone (2012; 2015) suggested the flexibility when to undertake contracts is a powerful motivation for a NSW is best demonstrated by women, with surveys showing an increase in women becoming a NSW by 70% since 2008, and women now account for 38% of the NSW community.

The limited studies that have specifically focused on the organisational life of a NSW provide first; a theoretical and empirical definition of the NSW *life-cycle* Barley and Kunda (2006) involving a temporal rhythm encompassing a continuous cycle of marketing their services to organisations, negotiating contracts with organisations, and transitioning into delivering services before the *life-cycle* is re-instigated when the *delivery* of services is complete. Second, the *delivery* stage typically requires a NSW to enter a *blended workforce* comprising SW and NSW working side by side and become integrated to deliver

organisational activities. Davis-Blake, Broschak and George (2003) provides the theoretical and empirical impact on a SW when *blending* with one or more NSW and the impact on a organisation. This study demonstrated that a SW experiences increased conflict, poor working relations with other workers, decreased loyalty to organisations and increased intentions to exit an organisation. Inkson, Heising and Rousseau, (2001) demonstrated that a NSW enters a "*blended workforce*" knowing that they will often be marginalised, stigmatised, treated as outsiders and typically seen as bundles of skills rather than individuals. Third, Barley and Kunda (2006) provides a listing of stakeholders involved in the NSW *life-cycle* comprising of staffing agencies, organisational recruitment managers, SWs within an organisation, other NSWs and organisational executive teams.

The extant body of knowledge to date does not specifically examined the role of the NSW *life-cycle*, the impact of *blending* and the NSW stakeholders on the theoretical constructs of *employee silence* and/or *organisational silence* from the perspective of NSWs*.*

1.2 Problem Statement

Academic studies to date have not sufficiently examined the *antecedents* or *determinants* of silence for an NSW; studies to date have focused predominately on studying *silence in organisational settings* from the perspective of SW and organisations. This is despite the growing importance to organisations to utilise a NSW, an investigation by Kitching and Smallbone (2012, 2015) identified that there were in excess of 1.65m NSWs in the United Kingdom delivering in excess of £8bn of GDP contribution, accounting for one

in eight of the working population.

Kitching and Smallbone (2012; 2015) concluded that the organisational demand for NSWs would continue as it allows organisational to adapt flexibly to meet operational requirements in order to increase efficiency and manage risk better. In addition, the persistent turbulence in international markets would suggest that many private and public sector organisations will continue to experience incentives to use a NSW in the future. It is suggested that a key determinate of a successful working relationship between organisations and an NSW is the NSW determination of their ability to voice.

1.3 Research Aims, Objectives and Research Question

The purpose of this study is to:

> *Identify and analyse NSWs experience of the phenomenon of silence in organisational settings to provide a conceptualisation of the NSWs antecedents and determinants of silence.*

To deliver this aim the research objectives were first, to *identify* the NSW experiences of *silence in organisational settings*; second, to *analyse* the experiences of the NSW to elicit the *antecedents and determinants* of silence in an organisational setting and third, to offer a *conceptualisation* of the NSW's experience of silence for the purpose of extending the current extant academic body of knowledge.

The research question that guides the research aims at the outset of the study was:

> *What are the antecedents and determinants that a NSW utilises in their sense-making process to adopt a behavioural action of remaining silent in organisational settings?*

1.4 Summary

This chapter has presented the background to the research and the remainder of this thesis is structured as follows:

- Chapter 2 – Literature Review – focuses on worker classification, *blending* of workers, *impression management*, *organisational socialisation*, *silence in organisational settings* concluding with a proposed research framework;

- Chapter 3 – Research Design – defines the philosophical, ontological, and epistemological foundations of the study;

- Chapter 4 – Implementation of Research – defines the detailed steps undertaken to identify the participants, capture the experience of the NSW and interpretate the lived experiences of a NSW;

- Chapter 5 – Findings– presents the findings of researcher's interpretation of the NSW lived experience of silence;

- Chapter 6 —— Discussions – presents a comparison of the study findings from Chapter 5 to the literature review from Chapter 2 concluding with a presentation of the key findings; and

- Chapter 7 – Conclusion – presents the outcome of the study, study limitations and future research opportunities.

2 LITERATURE REVIEW

2.1 The Concept of Silence in an Organisational Setting

Studies of *silence in organisational settings* can trace its genealogy to Hirschman (1970) *Exit, Voice and Loyalty* study, which examined voice and silence from the perspective of the customer and explored how the customer *sense-making* process is triggered by dissatisfaction with an organisation's performance, and determined that customers can either voice, exit or remain silent and be loyal to the organisation.

Like customer's workers must also make the decision, in an organisational setting, whether or not to express their ideas, suggestions or concerns upwards to the workers' organisations leadership teams or to remain silent (Dyne, Ang and Botero, 2003). It can be envisaged that many would suggest that, silence is golden, but as this chapter will assert, silence, both for the organisation and for workers, is not always a golden opportunity. In fact, studies by (Milliken, Morrison and Hewlin, 2003; Vakola and Bouradas, 2005a; Detert and Burris, 2007) have suggested that silence can harm both the individual and organisations, resulting in workers experiencing reduced efficiency, motivation and organisational productivity, and performance and evolution are harmed. Brame and Barlow (2010) presented findings of 100 representatives of New Zealand based organisations interviewed that, 70% of organisations had suffered at least one project failure and 50% reported that multiple projects failed to deliver the benefits anticipated. A question then arising as what actions the leadership took to mitigate these failures and did they have the right information at the right time to enable them to take relevant actions. This

question then expands into the role of employees voicing to the leadership problems or concerns to enable the leaders to take relevant actions. Research demonstrates that employees are motivated to remain silent for several factors, as example the House of Commons Treasury (2009) studies of the global banking crisis concluded that many banking employees had concerns about their firms' trading activities but were afraid to voice these concerns to management; for fear that, they too would find themselves bound to an unenviable end to their employment. .

To examine the phenomenon of silence by workers, this chapter is structured around a critical interpretative review of the body of knowledge encompassing several key themes: theme one is the body of knowledge pertaining to the *classification of workers* to enable presentation of a definition of the research participants*.* The second theme focuses on *organisational silence* and *employee silence* to define these terms and to demonstrate the extant knowledge about silence in organisations identifying gaps of knowledge. The third theme focuses on the NSW *life-cycle* to define and determine the role of the NSW *life-cycle* in behavioural responses to voice or remain silent. The fourth theme focuses on *organisational socialisation* which demonstrates how SW's are inducted or socialised into an organisation*.* The fifth theme is the role of *impression management* in enabling the workers voice. The final theme being the theoretical framework defined as *sense-making* and its role as a framework to investigate worker's behavioural decision to voice or remain silent. The chapter concludes by presenting a summary of the gaps in the literatures then supports the refinement of this studies research questions and research model.

2.2 Classification of Workers

This section examines the body of knowledge pertaining to the classification of workers through examination of how organisations contractually engage with workers. A plethora of terms has emerged to describe the various contractual arrangements and this has led and continues to lead, to a confusing array of theoretical definitions of classification of contractual arrangements between organisations and workers. A search of academic research published over the past 30 years classifies workers' arrangements as follows: standard, employee, alternative, non-traditional, market-mediated, vulnerable, contractor, freelance, contingent, disposable, temporary and non-standard (Ashford, George and Blatt, 2007). The variety of terms available reflects a simple fact that organisations, and workers, have a diverse range of options available to them regarding how they decide to contractually engage with workers (Pfeffer and Baron, 1988). The diversity of options available to organisations and workers also shows that organisations are dependent on contractual arrangements, with workers aligning with organisational environments that are continuously evolving and unpredictable; thus, organisations are continually evolving their contractual arrangements (Pfeffer and Baron, 1988).

Kalleberg, Reskin and Hudson (2000) demonstrated that the various contractual arrangements available could be combined into a classification of workers as either *standard* or *non-standard workers*. *Standard* work is generally characterised as work that involves:

(1) The worker performing tasks for an organisation at the organisation's site;

(2) Being under the *administrative control* of the organisation;

(3) *A commitment* from the worker to undertake a set number of working hours in return for the organisation paying a set remuneration package; and

(4) An expectation of both parties that the *arrangement will be continuous*.

To define what *non-standard work* is, there is a need to examine examples of non-standard contractual arrangements offered by organisations. Pfeffer and Baron (1988) examined differences between contractual arrangements by examining levels of *externalisation* between the worker and the organisation, typically encompassing one or more of three specific attributes: (1) *location* where work is performed; (2) *administrative* control of workers and (3) *longevity* of contracts.

Reasons for *externalisation* of workers have to be considered from both individual and organisational perspectives, for organisations *externalisation* of roles is driven by the need for flexibility, usage of specialist skills on a short-term basis and overall optimisation of organisational cost bases versus operational demands (Pfeffer and Baron, 1988). For the individual, *externalisation* of roles is driven by the demands of workers to have control in terms of *location*, hours, and *longevity* of an individual's work for an organisation, as well as the level of *control* an organisation has over an individual.

Transfer to external arrangements through *location* refers to the physical attachment to an organisation. As described previously, SW deliverables are typically conducted fully at an organisation's site. Externalisation of *location* will be demonstrated through arrangements with workers almost entirely physically remotely from the organisation site with only infrequent contact with the

organisation (Pfeffer and Baron, 1988). Kalleberg (2000) identified various naming conventions for externalisation by location to include "homeworkers", "telecommuting" and "flexi-place".

Externalisation through *administrative* control over a worker is where organisations take an opportunity to externalise work by removing task activities and the associated administrative attachment, transferring administrative control to a third party (Kitching and Smallbone, 2016). Typically, these activities are delivered through outsourcing arrangements, with agencies providing workers for work at organisational locations or by means of external *delivery* to organisations under the administrative control of the subcontracting agent. Externalisation of *administrative* control also introduces the concept of *longevity*, Externalised *administrative* control using third party agents enables organisations to recruit workers on zero hour contracts, short duration temporary placements and other contractual arrangements where the relationship and/or attachment with organisations are time limited.

Ashford, George and Blatt (2007) defined externalisation of worker arrangements as "contingent" or "fixed-term contracts". Connelly and Gallagher (2004) defined contingent work as any work arrangement that does not contain an explicit or implicit commitment between worker and employer for long-term employment. A *contingent* contract removes the expectation of longevity, which is a key attribute of arrangement if a contract is to be classified as *standard.* Research has identified four broad groupings of contingent work arrangements. First, fixed term contracts involving three party arrangements encompassing workers, organisations and employment agencies entering assignments. Second, there are arrangements for hiring workers with "independent

contractor" or "contract" status, often also defined as self-employed individuals who sell their services directly to client organisations on a project basis or fixed or interim period. Third, direct hires by organisations have distinguishing elements that make this work *contingent* and not *standard* involving the duration of work, which is not indefinite. In many cases, organisations utilise zero hour contracts. The fourth and final area of contingent work is a subset of direct hire or three-party arrangements utilising seasonal only or short duration contracts. This study will focus on the *contingency* contracts that encompass hiring workers as an *independent contractor* or *Non-Standard Worker* (NSW).

To determine the specific attributes of NSWs, that fulfil the criteria of *independent contractor,* utilising the externalisation attributes of *location*, *administrative control* or *longevity* has been proven to be challenging for researchers in relation to separating these components in empirical studies, as they are interrelated and interact in ways that make it difficult to differentiate their individual effects (Broschak and Davis-Blake, 2006). As an example, consider *location* involving home working, in the 21st century this is available to both SW and a NSW and is thus a weak indicator of *standard* or *non-standard* worker arrangements. Research by Broschak and Davis-blake (2006) and Davis-Blake, Broschak and George (2003) referred to this difficulty and their study utilised the concept of the overall degree of externalisation of worker contractual arrangements in preference to examining externalisation by their individual elements.

An alternative method of distinguishing between a SW and a NSW arrangements has been provided by Cappelli and Keller (2013), figure 2-1 which combines the attributes of *administrative control* and *legislative*

framework to distinguish between worker classifications.
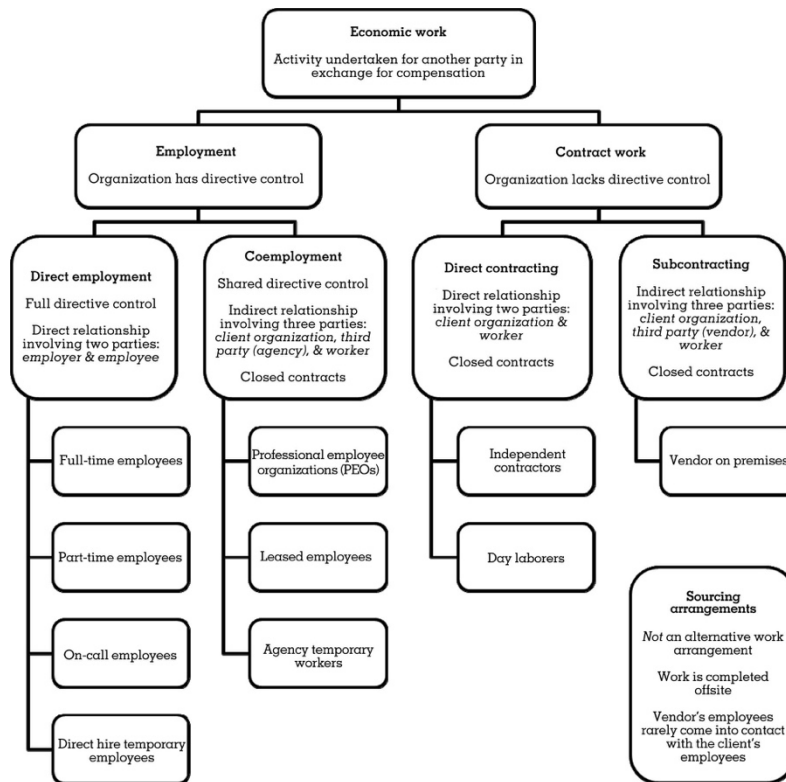
Cappelli and Keller (2013) supports the definition of a SW expectations to be under the *administrative control* of organisations with an expectation of *longevity*, these workers are typically recruited under a contract utilising *Employment Law* as its foundation. In comparison, Cappelli and Keller (2013) define that contracting, including NSWs, have no expectation of *administrative* or *directive* control by an organisation and legal arrangements are based on *Contractual Law* and not *Employment Law*.

This study utilises the research by Connelly and Gallagher (2004); Cappelli and Keller (2013) to define an SW as a worker who undertakes work under a *contract of employment* for an organisation that is:

- Performed on a full or part-time basis;

- Continues indefinitely;

- Performed at a location determined by the organisation;

- The worker is *administratively controlled* in undertaking tasks by the organisation's supervisory body and where applicable supported by third parties; and

- Subject to the terms and conditions of employment defined in the relevant United Kingdom employment legislation.

Cappelli and Keller (2013) enables this study to define a NSW as being an individual delivering services to organisations under *contractual law*, with the individual and client having expectations of limited *administration or directive control* by the organisation combined with limited expectations of *longevity*.

In support of these definitions, the United Kingdom tax authorities utilise these three same dimensions (supervision, direction, and control) as a key legal test for differentiation between workers operating under *contracts of employment* and *contracts of services* under contractual law arrangements.

2.3 The Life-Cycle of Non-Standard Workers

Connelly and Gallagher (2004) suggested that workers are motivated to undertake *non-standard* arrangements and become a NSW for a range of reasons. These include a decision by their former employer to change their contractual arrangement from an SW to that of an NSW, a choice because of an inability to find work as an SW, while others elect to become a NSW as part of a deliberate career or lifestyle plan. This study identified a gap in knowledge as to the role of attitudes or motivation to become a NSW in the achievement of delivering services successfully to clients.

Barley and Kunda (2006) identified that a NSW enters a world comprising a

diverse range of stakeholders including recruitment agencies, organisational recruitment managers, SWs within organisations, other NSWs, organisational leadership teams and organisational human resource teams. A NSW engages with these stakeholders in a temporal rhythm involving a continuous cycle, moving through three stages comprising of from *marketing, negotiation* and *delivery*, figure 2-2
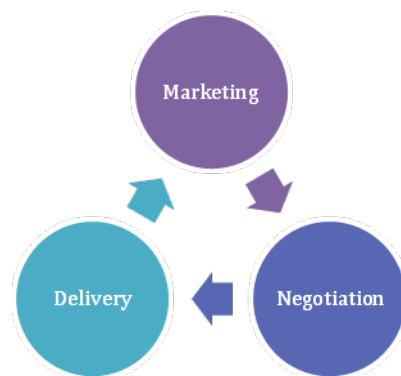
Figure 2-2 – The Life-Cycle of a NSW (Pirie, 2016)

Barley and Kunda (2006) restricted their research to the identification of participants and activities within each *life-cycle* stage; their study did not investigate the *antecedents* or *determinants* of voice or silence during each stage of the NSW *life-cycle*. The following sections describe the components of each stage of the NSW's *life-cycle*.

2.4 Life-Cycle Stage 1 Marketing

Feldman and Bolino (2000); Barley and Kunda (2006) identified that to initiate the *marketing* stage, both new and established NSWs must sell their services to organisations in a market that operates 365 days a year, with recruitment agencies utilising the power of the internet to engage with clients and NSWs. Barley and Kunda (2006) suggested that a NSW has a need to actively participate in a process of gathering, ordering, disseminating, and interpreting,

selecting and utilising information about role opportunities, determining the skills required by hiring organisations and to determine rates for *delivery* of these services. The key stakeholder for a NSW during this stage is the specialist recruitment agencies that target the recruitment of a NSW. Barley and Kunda (2006) recognised that marketing operates continuously between the agencies and clients and suggested a need for a NSW to retain attention to the *marketing* stage, to aid the enablement of future contracts and thus reduce the risk of gaps between contracts. A key question is to determine if a NSW does maintain a marketing presence to reduce the risk of gaps between contracts and to maintain awareness of market conditions.

A key question is to determine if market conditions and client requirements have an influence on a NSW determination to remain silent or to voice.

2.5 Life-Cycle Stage 2 Negotiation

Barley and Kunda (2006) defined the *negotiation* stage as being an interaction between a NSW and hiring clients negotiating to determine suitability to fulfil the client's requirements and to agree on terms of the *contract for services*. A core stakeholder that initiates the *negotiation* stage is the recruitment agencies as they act as the introducer of a NSW to potential clients. It was suggested that *negotiations* are not only monetary focused but also focuses on the NSW ability to determine the client's needs, expectations, and the ability of the NSW to sell their skills, expertise and capabilities to fulfil these organisational needs and expectations. A key question is the role of the *negotiation* stage as an input to the NSW determination to remain *silent or to voice*. The successful conclusion of the *negotiation* phase enables the NSW to transition into the third

life-cycle stage, which focuses on the NSW delivering services to the organisation.

2.6 Life-Cycle Stage 3 Delivery

Barley and Kunda (2006) defined the third and final stage of the NSW *life-cycle* as being the *delivery* stage that involves the NSW entering the organisational setting, interacting with SWs and potentially other NSWs to begin *delivery* of the contracted deliverables.

2.6.1 Organisational Socialisation

Van Maanen and Schein (1977) seminal study defined *Organisational socialisation* as being a process by which an individual comes to appreciate the values, abilities, expected behaviours, and social knowledge essential for him or her to assume both an organisational role and an enabler for participating as a member of the organisation.

Organisational socialisation of the NSW has not been specifically researched previously and thus the critical evaluation of the body of knowledge focuses on research undertaken into the socialisation of SWs. Research has been examined through four key themes, the first theme deals with the general characteristic of socialisation, the second theme encompasses the stages of *organisational socialisation*, the third theme is the content of socialisation, what is being imparted to the newcomer, and finally the fourth theme focuses on the characteristics and effects of socialisation practices.

2.6.1.1 Characteristics of Organisational Socialisation

Van Maanen and Schein (1977) determined the general characteristics of *organisational socialisation*, as workers enter an organisation, that they bring

questions and assumptions about how things should be performed within an organisation. These characteristics were augmented in the study by Ardts, Jansen and van der Velde (2006) stating that a SW entering an organisation needs to gain knowledge about an organisations rules, reporting structures, objectives, politics and the overall unwritten workings of the organisation. In addition to learning about the work activities, workers require to learn about their colleague's personalities, interests, attitudes and behaviours, the ways in which tasks and functions should be fulfilled, expectations of the organisation as required knowledge and skills, priorities, resource utilisation and, finally, workers require to establish their identity, self-image, and motivation.

2.6.1.2   Stages of Organisational Socialisation

Ardts, Jansen and van der Velde (2006) proposed that there are three key stages of socialisation: an anticipatory phase, an encounter phase, and an acquisition phase. It is suggested that with adaption these three phases can be aligned to the three phases of the NSW *life-cycle*; the anticipatory stage aligns to the *marketing* stage where workers market themselves and seek out specific jobs or organisations. During this stage, workers develop expectations or anticipate life in an organisation and their role in the organisation. The encounter phase relates to workers entering an organisation as a newcomer, their anticipations are tested against the reality of their new work experiences and any differences between their expectations, and reality becomes apparent and contributes to the worker's transition into an organisation.

Early studies by Louis (1980) found evidence to suggest that SWs coping both with the reality of organisational life and "learning the ropes" of the organisation occupies a SW for a period of up to ten months. This raises an interesting

question, as to the role or impact of the reality of organisational life on a NSW ability to achieve his or her deliverables.

The final stage is the acquisition phase where a SW transitions from a newcomer to an insider. An SW becomes an insider when they are included in informal networks, encouraged to represent the organisation, and sought out for advice and counsel by others (Louis, 1980). This raises a question whereby an NSW, having no expectation of becoming a permanent member of an organisation, suggests that an NSW will never engage in the acquisition stage but an organisation may have an expectation that a NSW will enter the acquisition stage, for the purposes of the NSW advising, counselling and or representing the organisation. There is, therefore, a need to determine how a NSW enables voice in the encounter stage to fulfil potential client requirements of internal networking, support, and other insider activities.

2.6.1.3   Content of Organisational Socialisation

Early studies by Louis (1980) proposed that *organisational socialisation* encompasses two basic kinds of content, the first is role-related learning, and the second is a more general appreciation of the culture of an organisation. To perform in a new role, newcomers need to develop an understanding of what others expect of them. Ideally, during socialisation, especially during the encounter stage, the newcomer's role-relevant abilities are identified, expectations of others are conveyed and negotiated, and incentives and sanctions are clarified, with the aim of enhancing motivation to perform. In addition, the newcomer must understand critical organisational values to identify essential or pivotal role behaviours, those that must be performed to avoid the risk of expulsion. This raises a question of what materials are utilised

by a NSW to socialise themselves into an organisation? It is suggested that role-related learning is not relevant to a NSW as by their very nature clients are recruiting these specialists because they are overqualified to enable them to fill roles without the time and effort of role training for SWs. This then highlights the question how organisations and a NSW undertake the development of expectations, values and other data sets that enable the NSW to deliver his or her contractual requirements. It is suggested that the risk of expulsion or termination of contract will be increased for a NSW as organisations have expectations of the NSWs ability to integrate quickly and effectively to deliver the contracted services in a potentially limited period.

2.6.1.4   Effects and Characteristics of Organisational Socialisation

The transition to a new organisation or role requires a SW to experience a change in both their expectations, their identity in the workplace, and experience the introduction and bonding with new colleagues. Similarly, entering a new organisation can entail learning the reality of differences in basic working conditions, work schedules, locations, facilities, and interaction with the new colleagues. Early studies by Louis (1980) suggested that an important aspect of socialisation is the individual undertaking a journey to let go of their previous organisational attachment, both formal and informal networks, and encounter reality where, at least initially, newcomers typically find themselves peripheral to the organisational network as they are seen as being on the " outside". Over time, as part of the socialisation process, the individual potentially develops networks to become an insider (Lalonde, 2010; Matuszewski and Blenkinsopp, 2011).

It is proposed that; a SW will have a different *organisational socialisation*

journey to that of a NSW given that a SW has an expectation of a continued period of contract with an organisation and will become embodied into that organisation. In contrast, a NSW has no expectation of permanence with an organisation and, thus, it is argued that, at least theoretically, their expectations and socialisation journey will be different to those of a SW. An interesting question is the impact on the individual who was previously contracted as an SW and is transitioning to a new role or organisation as an NSW and how the combination of change in classification of work and change in an organisation affects the new entrant NSW. Ashford, George and Blatt (2007) identified that a NSW can experience negative treatment from co-workers and these experiences can lead many a NSW to feel marginalised. The study presented an argument that, perhaps because of the prevalence of treatment of marginalisation, a NSW are keenly attuned to how they are treated by others, leading to the question of what impact these marginalisation experiences have on a NSW socialisation processes. Inkson, Heising and Rousseau (2001) determined that even a highly educated NSW are often treated as a bundle of skills rather than as individuals, raising the question of what impact this has on the NSW socialisation process.

2.6.1.5 Role of the Individual and Organisation in Organisational Socialisation

Gruman, Saks and Zweig (2006) suggested that previous studies had focused on *organisational socialisation* from either the organisation's perspective or from the perspective of SW. The study suggested that future research should co-join these two perspectives to understand the relationships between the individual's self-efficacy and the tactics by an organisation to socialise the

worker into the organisational setting.

Van Maanen and Schein (1977) suggested *organisational socialisation* assumes that workers' are passive and socialisation is dependent on the tactics employed or provided by organisations to structure the SW socialisation experience. Gruman, Saks and Zweig (2006) suggested that a SW is not passive and that future research should examine them as being active agents in the socialisation process. An active agent is a SW that utilises self-initiated or proactive behaviours in their journey to socialise into an organisation, independent of any formal *organisational socialisation*. Additionally, this study suggested that self-efficacy requires a SW to self-determine their own abilities and capabilities that are required to enable them to successfully perform specific tasks and behaviours required by an organisation and that the use of self-efficacy enables a SW to experience reduced entry anxiety and is positively related to successful transition into the organisation. Gruman, Saks and Zweig (2006) identified that a SW, as an active agent, utilises proactive behaviours such as feedback-seeking, information-seeking, general socialising, relationship building with the leadership, and networking independent of *organisational socialisation* tactics to learn about their abilities to better understand the expectation of the client. The feedback or learning is utilised to adjust their behaviour in order to improve their socialisation and career success.

This raises a question are NSWs passive awaiting organisations to lead on socialisation or are they proactive and undertake socialisation initiated by their own efforts. To answer this from the perspective of a NSW requires examination of *organisational socialisation* from an individual focus.

2.6.2 Sense-Making in Organisational Settings

The key contributor to an individual focused approach to *organisational socialisation* was Louis (1980) who proposed that the theories of *organisational socialisation*, with its associated stages, content, characteristics and affect do not adequately explain the physical activities, journey or experiences that a worker progress as they socialise into a new role or organisation. The alternative proposed by Louis (1980) was to examine socialisation from the theoretical perspective of organisational *sense-making*.

Louis (1980) developed a cyclical model focusing on how individuals cope with their new organisational environments and make sense of it attributing meaning and behavioural action to surprises occurring during *socialisation* or organisational entry. The model has been utilised for a diverse range of *organisational socialisation* empirical studies across different industries and countries but has not been utilised to study specifically the socialisation of a NSW (Matuszewski and Blenkinsopp, 2011).

The *organisational socialisation* sense-making model proposed by Louis (1980), figure 2-3, comprises three stages: first, *detection* or *triggers* encompass workers encountering scenarios where expectations are violated, moving individuals or groups into a phase of the *diagnosis and interpretation* to create interpretations of what is happening. The outputs from the diagnosis and interpretation stage enable individuals or groups to move into the final stage of the *sense-making* framework, which involves attributing meaning to determine if action is required or not. The attribution of meaning enables individuals or groups to update expectations for use in the *detection* and *diagnosis* stages in future events (Gioia and Chittipeddi, 1991).
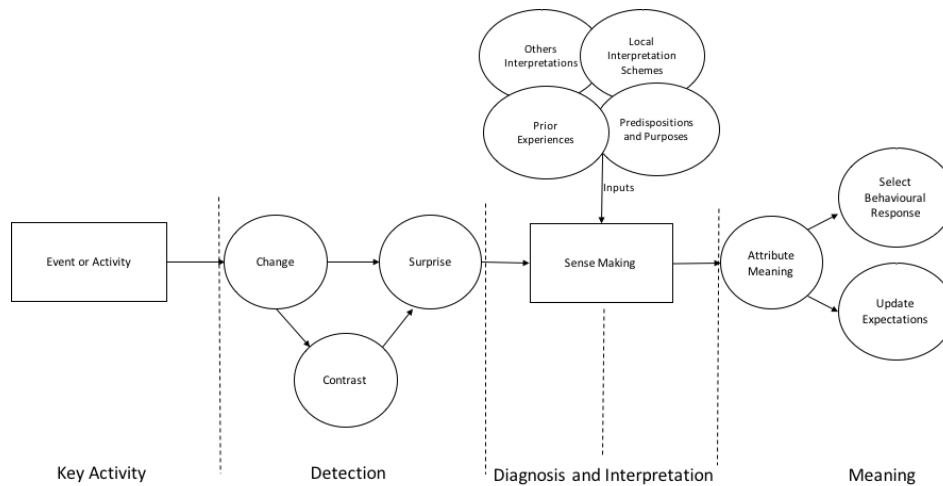
Figure 2-3 - Sense-making Framework – (Louis, 1980)

The study by Louis (1980) is closely associated with *sense-making* in an organisational setting first attributed to studies by Weick (1988) and Weick, Sutcliffe and Obstfeld (2005). Maitlis, (2005) suggested that *sense-making* is now viewed as a framework with known process elements, having a social context that encompasses workers in organisations interpreting events through interactions with each other, constructing accounts that allow them to comprehend work and act collectively. The social context is where thoughts, feelings and behaviours are influenced by the actual or perceived presence of others (Weick, Sutcliffe and Obstfeld, 2005). Maitlis and Christianson's (2014) study developed the definition of the *sense-making* process further, determining that it is a framework with a process, prompted by triggers, and requiring the worker to attend to the trigger, creating intersubjective meaning through cycles of interpretation and action and thereby enacting a more ordered environment from which further cues can be drawn.

2.6.2.1 Sense-Making – Detection Stage

The first stage of the Louis (1980) *sense-making* process framework is initiated when the worker detects events, issues and actions that are somehow surprising or confusing (Maitlis, 2005), or where an individual experiences an event, situation or issue for which meaning is ambiguous and/or outcomes are uncertain, and or expectations are violated (Maitlis and Christianson, 2014).

The elements of the detection stage are, figure 2-4:
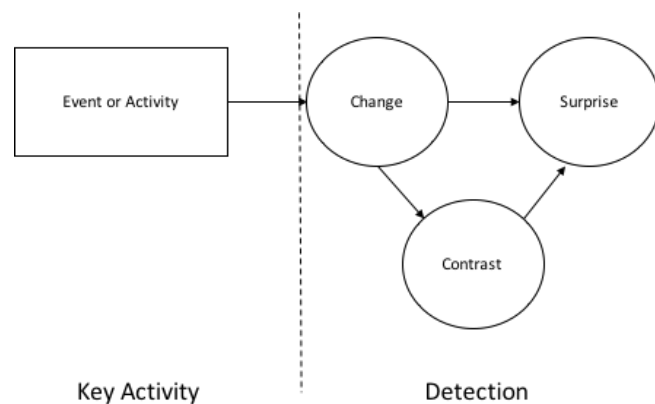
Figure 2-4 - Extract of the Sense-making Framework – (Louis, 1980)

Louis (1980) defined the *change* element as a comparison between the individual's expectations or experiences e.g. between the new and old organisational settings. Additionally, the study defined the *contrast* element to represent the subjective difference between new and old settings, in terms of the worker letting go of old roles as, in almost any activity in the new role, the memory of the corresponding activity in one or more old roles may be suggested. The *surprise* element represents a difference between an individual's anticipations and subsequent experiences in the new setting. Surprise also encompasses a SW reactions to any differences, including contrasts and changes, and unconscious job expectations being unmet or when features of the job are unanticipated. Job aspects not previously considered

important stand out as important because their presence or absence is experienced as undesirable (Louis, 1980).

These elements of the detection stage have been investigated from the perspective of a SW only and there is question of what role the NSW *life-cycle* has on the triggering of the *sense-making* process. The triggering of the *sense-making* framework requires the NSW to determine that the difference between what they expect and what they determine or interpret reality to be is sufficient for them to question what is going on and what they should do next. At this point, consideration must be drawn to the experience of the NSW, does an NSW with years of experience of living and breathing the NSW *life-cycle* have a higher threshold for triggering *sense-making* than an NSW in their first or second year of experiencing the NSW *life-cycle*?

The triggering of *sense-making* will require the individual to undertake diagnosis and interpretation to determine if an action or behavioural change is required.

2.6.2.2   Sense-Making – Diagnosis and Interpretation Stage

This stage of the *sense-making* framework requires the SW to diagnose and interpret situations and determine if action is required. The elements of this stage of the *sense-making* are, figure 2-5:
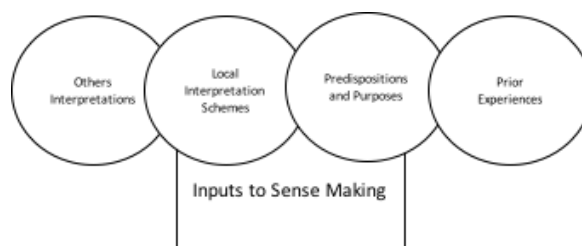
Figure 2-5 – Inputs to the Sense-making Process (Louis, 1980)

The elements can be classified into two specific groups: the first group, are inputs from others in the organisation or from localised interpretation schemes in place within organisations. The second group is provided from an individual's prior experiences of decisions or behavioural responses and the individuals' predispositions and purposes.

2.6.2.2.1 Sense-Making Inputs –Localised Interpretation Schemes

Van Maanen and Schein (1977) suggested that local interpretation schemes provide the most difficulties for workers entering an organisation as the individual may not have an adequate history of the organisation to interpret localised interpretation schemes. The key to interpretation is achieved only through time and experience in the new setting experiencing how to interpret the actions of superiors and others and what meanings to attach to events and outcomes in the work setting. As a result, newcomers often attach meanings to action, events, and surprises in the new setting using interpretation schemes developed through their experiences in other settings and these experiences may lead to a decision that is inappropriate or dysfunctional to the current situation (Louis, 1980). The importance of the worker's interpretation of the organisational rules and actions of others has been shown to be an important antecedent to a SWs commitment to an organisation (Meyer *et al.*, 2002). As a NSW are not expected to have longevity with a client, the key consideration of this element of *sense-making* is examination if NSWs engage in interpretation of the rules and actions of others. If a NSW does utilise this input how does a NSW undertake this activity and what role has the short duration of their presence in an organisation in this interpretation process.

2.6.2.2.2 Sense-Making Inputs –Interpretation from Others

The second type of input that is problematic for newcomers is the interpretation of the information received as inputs from others in the organisational setting (Louis, 1980). In the context of researching silence in an organisational setting, it suggested that an important input from an organisation source pertains to the organisations leadership team willingness to hear the voice of workers.' Morrison and Milliken (2000) determined where workers receive an input from an organisational source that indicates voice is not welcomed is defined as an organisation having a *climate of silence*. Research by Morrison and Milliken (2000) and Pinder and Harlos (2001) proposed that that the predominant factors that create a *climate of silence* have included the practices of organisational leadership teams demonstrating practices, beliefs or implementation of policies that create a climate of suppression of the voices of workers. Indeed, Morrison and Milliken (2000) contend that *climate of silence* is a socially constructed phenomenon, created at organisational level and affected by differing numbers of contingent characteristics. These include factors such as *management processes*, *decision-making processes,* and *employee blending*; and define individual perceptions of these characteristics as *determinants* of silence or voice. An alternative naming convention for a *climate of silence* is highlighted in the studies by Morrison and Milliken (2000) who defined *organisational silence* as a *climate* within an organisation in which workers choose to withhold their opinions and concerns about organisational problems. The worker withholds voice because they believe that: (1) speaking up about problems in the organisation is not worth the effort, and (2) voicing opinions and concerns is dangerous to them.

Morrison and Milliken (2000) identified that a *climate of silence* or *organisational silence* owes its origins to a:

- Managerial fear of negative feedback from workers; and

- Set of implicit beliefs, often held by managers, that workers are self-interested, cannot be trusted, effort averse, and unable to act in the best interests of the organisation without some form of incentive or sanction.

Vakola and Bouradas (2005) identified that some managers have lived for so long with *climates of silence* in environments where fear, intimidation and silence is the reality of organisational life and that they cannot envisage the organisation introducing an alternative climate. They argue that this inability to consider a change in organisation climate reinforces the existing *climate of silence* and creates a norm of silence for newcomers. The impact of an organisation's *climate of silence,* as an input to a NSW determination to remain silent or voice. has not been examined and the question exists if the *climate of silence* is recognised and adopted by a NSW.

2.6.2.2.3 Sense-Making – Interpretation from Others

Mobilisation of a NSW into the *delivery* stage of the NSW's *life-cycle* typically requires a NSW to enter an organisational setting of a *blended workforce*. Maitlis and Lawrence (2007) defined a *blended workforce* as one that has both SWs and NSWs working side by side within an organisational setting and where the two classifications of workers become integrated into delivering organisational activities. This study suggested that Interaction between a NSW and a SW creates threats to individual identity and these threats have proven to be a powerful *trigger* for *sense-making*. Petriglieri (2011) proposed that organisational Identity is comprised of two elements: (1) involuntary elements

such as race and culture and, (2) voluntary aspects such as a workers role in society. The voluntary factors give individuals self-worth. In addition, each identity is accompanied by a conceptualisation of what it means to be an NSW or SW. These conceptualisations and self-worth assessments are continually in *negotiation* as a NSW socialises with other workers in organisational settings, and other social interactions. Petriglieri (2011) defines the potential harm to the value, meanings, or enactment of identity as an SW in three broad groupings:

- Devaluation of the individual's identity in the future;

- Unsustainability of identity in the future; and

- Limiting or preventing an identity's enactment in the future.

For an NSW, it is suggested that their identity as specialists or through records of accomplishment of achievements is utilised to win opportunities in the market place. If the skills held by an NSW are likely to become obsolete, will his or her identity become devalued or unsustainable or if an NSW is noted as poor in *delivery* or has a contract terminated early for non-performance, has this the potential to limit or prevent the individuals from identifying themselves as an NSW.

Davis-Blake, Broschak and George (2003) study identified that the impact of *blending* from the perspective of a SW is associated with increased conflict and poorer relations between fellow SWs, decreased loyalty to organisations and increased intentions on the part of SWs to exit organisations. Academic studies have examined the impact of *blending* on a NSW in limited terms; Inkson, Heising and Rousseau (2001) proposed that a NSW enters a *blended workforce* knowing that they will often be marginalised, stigmatised and treated as outsiders or invisible and are typically seen as bundles of skills rather than

as individuals. Barley and Kunda (2006) supported these findings, arguing that a NSW experiences a world of politics, cultures, routines, and expectations set by SWs. Additionally, these studies emphasised that SWs ensures that all can see that they are a NSW and that they cannot make claims of membership on an organisation.

It is therefore suggested, based on factors determined by the impact of *blending* on SWs, that several influencing factors require consideration. First, investigation of the impact of *blending* needs to consider the *proportional* mixture of NSWs to SWs.' Broschak and Davis-Blake, (2006) suggested that intragroup relations should improve with greater proportions of minority members; when proportions of minority members are very small, minority individuals are visible and thus closely watched. Majority members tend to exaggerate differences between themselves and minority group members and heighten social boundaries. As a result, minority members become socially isolated and intragroup relations between majority and minority members deteriorate. As proportions of minority members increase, leading to increased contact between majority and minority members leads to increased understanding between each member group and, as a result, group relations improve. Second, it is necessary to consider the impact of differences in the *perceived status* of a NSW and a SW in an organisation. Workers in similar jobs and occupations possess similar status, but, as discussed previously, a NSW is generally treated as having lower social status than a SW because of the limited duration of their attachment to an organisation and their low level of firm-specific expertise (Lautsch, 2002; Davis-Blake, Broschak and George, 2003). George and Chattopadhyay (2013) found that a NSW perceived their jobs to be

of lower prestige than comparable positions held by that of a SW. For an NSW, these status differences are reinforced in a number of ways, such as use of identity markers and lack of access to employee-only resources and social activities (Feldman and Bolino, 2000; Lautsch, 2002; Davis-Blake, Broschak and George, 2003).

Third, there is a need to consider the process of *task allocation* between an NSW and a SW. As an example, the on-boarding and supervision of a NSW is typically delegated to a SW, potentially creating new, uncompensated tasks for a SW to undertake. Lautsch (2002) noted that the use of a NSW encouraged managers to assign the most complex and difficult tasks to a SW.

Finally, Davis-Blake, Broschak and George (2003) argued that increased contact among members of different workers classification improves relations and reduces conflict. The study suggested that organisations vary in the level and types of interaction that they authorise between worker classifications because of concerns about comparisons of work arrangements between the two worker groups. Some organisations attempt to limit contact to organisational task *delivery* activities, while others permit and even encourage non-task *delivery* social contact between the two groups in the workplace. The social contact between the workers enables exchange of social information, which might reduce tensions between SWs and NSWs in two ways: (1) social information might help individuals see similarities in non-work attributes such as hobbies or entertainment preferences and work-related attitudes such as opinions about the quality of the physical space in which workers are situated. To the extent that SWs find these interactions with a NSW easy, desirable, and positively reinforcing, non-task-related interactions should reduce negative

feelings created by conflicts over mobility opportunities or allocation of tasks; (2) more detailed information about a NSW might allow the SW to reaffirm their status relative to their co-workers, thus improving relations toward co-workers.

Ashford, George and Blatt (2007) suggested that a NSW appreciates or quickly learn that, irrespective of how an organisation's workers treat them as individuals as an NSW they will return to the marketplace to repeat the NSW *life-cycle*. As a result, Feldman and Bolino (2000); Barley and Kunda (2006) suggested that a NSW should focus on the *marketing* and *negotiation* stages of the NSW's *life-cycle* to develop their network in aiding and securing future work. In addition, these studies proposed that a NSW should consider, as they undertake services for clients, that they are vulnerable to market shifts relating to which skills remain in demand as they re-enter the *marketing* and *negotiation* stages.

2.6.2.2.4 Sense-Making – Predispositions and Previous Experiences

Inputs utilised by workers in the interpretation and diagnosis includes prior experiences from similar situations and/or their personal attributes or predispositions. In the context of researching *silence in organisational settings*, the important body of knowledge is the factors that determine or motivate a worker to remain silent from prior experience of personal attributions. As a reminder, Dyne, Ang and Botero (2003) suggested that *employee silence* is the scenario where a worker withholds their voice instead of expressing ideas, information and opinions about work-related improvements to individuals within organisations that could utilise information in question. Pinder and Harlos (2001) identified two motivators for *employee silence*: *Acquiescent* (passive withholding of information based on resignation or submission to the situation)

and *Quiescent* (active withholding of information in order to protect self-based on fear of managerial repercussions). Van Dyne, Ang and Botero (2003) expanded the Pinder and Harlos (2001) studies by asserting that there are three specific motivators to remain silent: *Acquiescent, Defensive* and *Pro-social*.

Milliken, Morrison and Hewlin, (2003) defined *acquiescent silence* as an expectation that voice will fall on 'deaf ears' and that organisations will not change if a voice is raised. Acquiescent silence encourages *disengagement* between workers' and organisational leadership. Dutton and Ashford (1993) proposed that *defensive silence* is a determination to remain silent for self-protection, from the fear, or consequence, of their voice. These perceptions emanate from worker's experiences of management acting in a way that discourages communication through intolerance of a dissenting voice and, second, the fear of termination of employment because of voice. *Defensive* silence is a development of the founding studies by Tesser and Rosen (1972) that observed that individuals can hesitate to deliver bad news, and they referred to this reluctance as the MUM effect (keeping 'Mum' about undesirable messages). It was suggested that the reason for this reluctance was a hesitation to share bad news, not for *pro-social* reasons, but because they fear, the receiver of the communication will look upon them unfavourably (Smith, Keil and Depledge, 2001; Dibble and Levine, 2013; Dibble, 2014). *Pro-social* is defined as a determination to remain silent in support of group membership, or for fear of isolation from the workgroup, particularly where SWs believe that their position holds a minority viewpoint (Pinder and Harlos, 2001; Dyne, Ang and Botero, 2003; Milliken and Morrison, 2003).

Brinsfield (2013) expanded the Van Dyne et al. (2003) model, finding empirical

support for *defensive silence* and *pro-social silence*, but proposed a need to segregate acquiescent silence into *ineffectual* and *disengagement* motivators to remain silent. *Ineffectual* motivators focus on the belief that speaking up would not positively affect the situation or is *ineffective* in changing it (Brinsfield, 2013). This supports (and extends) the study of Milliken and Morrison (2003), which asserted that individuals are motivated to remain silent from an expectation that their voices will be ignored. *Disengagement* is defined as the uncoupling of the individual worker from the organisational work situation, demonstrated by: not caring what happens; not wanting to get involved; not caring about the organisation; and holding a belief that someone else should speak up (Brinsfield, 2013). It is suggested that *disengagement* is an important question whether a NSW contracted to provide services, without permanent residency with an organisation, acts as a *disengagement* influencing factor when determining whether to voice or remain silent.

Brinsfield (2013) introduced two new motivators to remain silent: *deviant* and *diffident*. *Deviant* motivators demonstrate a desire to seek revenge, purposefully harm others, retaliate against the organisation or make management look bad. As one scenario, there is an argument that an NSW could be motivated to remain silent for *deviant* purposes to retaliate or harm an organisation when the said organisation has harmed the NSW previously, e.g. terminating a contract of services early. The role of *deviant* motivators in the decision to voice or remain silent has not been examined from the perspective of a NSW. Brinsfield (2013) defined *diffident* as being hesitant in voice through a lack of individual self-confidence. Research by Brinsfield (2013) identified individuals motivated to remain silent for *diffident* purposes including not feeling

confident enough to speak up, avoiding embarrassing themselves, not wanting to draw attention to themselves, avoiding appearing to be incompetent, or being unsure of the correct avenues of complaint. This is an important factor to examine from the perspective of a NSW questioning how a new entrant NSW develops the confidence to speak up, and how they avoid embarrassing themselves in front of organisations because of their inexperience.

The final question is the role of prior experiences as an SW prior to becoming an NSW as a motivator to remain silent. It is suggested that this transition period tests the new or inexperienced NSW confidence to speak and it can thus be suggested that an inexperienced NSW could be motivated to remain silent from fear of embarrassment, concerns about their image or impression, and how to engage with clients.

2.6.2.3   Sense-Making – Meaning Stage

The final stage of the *sense-making* framework is where an individual determines both their behavioural response and determine if there is a need to update their future expectations, figure 2-6.
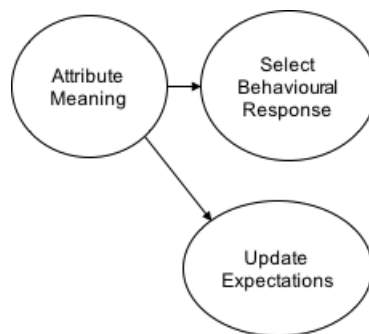
Figure 2-6 – Meaning and Behavioural Response (Louis, 1980)

Hirschman (1970) determined that ultimately, an individual has to select their behavioural response, either:

- Exit an organisation;

- Voice to the leadership team;

- Remain loyal to the organisation by remaining silent; or

- As proposed by Rusbult, Zembrodt and Gunn (1982); Rusbult *et al* (1988) neglect the relationship between the worker and the organisation by remaining silent.

Withey and Cooper (1989) proposed, in determining what behaviours or actions to take, individuals must consider the potential direct and indirect costs associated with their decision. This study defined direct costs as being the time and energy expended in undertaking the actions and that indirect costs are the unpleasant things that can flow from behavioural responses by the individual. Examples of the direct and indirect costs include a decision to exit by an SW could incur lost income and pension benefits, loss of social networks and loss or reduction in skills not utilised by future organisations. A decision to voice can lead a worker to experience the indirect cost of retaliation, reputational damage, and the emotional cost of voice to the leadership team. A decision to remain loyal to an organisation by remaining silent also exposes workers to the indirect costs of the emotions of remaining silent and not being active as they see events happen in an organisation. The study by Withey and Cooper (1989) suggested that a worker will select a response with the least indirect or direct cost.

A contributing factor in the selection of a behavioural response is the role of *impression management*. Gardner and Martinko (1988) defined *impression management* as being concerned with the behaviours people direct towards others to create and maintain desired perceptions of themselves, in the context

of this research is the role of *impression management* as an enabler to enable voice in an organisational setting.

Impression management is a core element of the Goffman (1959) dramaturgical framework where dramaturgy examines how individuals perform in an organisation to project a desirable image. Specifically, *impression management* recognises that organisational life can be compared to a theatrical production and that all individuals have a mask or face that they put on when interacting with others. When an SW or NSW is on the front stage, they are conscious of being observed by an audience and will perform to those watching by observing certain rules and social conventions, as failing to do so means losing face and failing to project the image/persona they wish to create. In contrast, when the actor is backstage, his or her behaviour can be completely different as no performance is necessary (Goffman, 1959). *Impression management* techniques by workers can be compared to an individual choosing a mask to wear in each situation; the mask is utilised when the individual performs on the front stage and is retained and reused each time the individual is on stage. The selection of the mask, to create a specific impression on the audience, is a core component of the worker's decision of a behavioural response. The choice of mask also hides the identity of the actor and the audience can be ignorant that a different self is hidden behind the mask.

Ashford et al. (2007) suggested that when individuals expect that their association with an organisation is limited to a single event, they are likely to be unconcerned about the use of a facemask and are less likely to be concerned with their *impression management* or front stage performance. This indifference to an individual's performance in an organisation has not been examined from

the perspective of a NSW to determine if this represents reality for this specific worker group. A NSW has an expectation that connection with an organisation will be a single performance but, as with any actor, there is a possibility of the performance being extended because of popularity or demand. Actors in theatrical performances find that their individual reputation can trigger further performances with other organisations and thus the study has an expectation that a NSW will treat each performance as critical in enabling their *marketing* and *negotiation life-cycle*s.

The use of *impression management* is not restricted to usage during the NSW *delivery* cycle but has a potentially powerfully role in the *marketing* and *negotiation* stages. Kunda, Barley and Evans (1999) asserted that, during *negotiation*s, a NSW competes with other NSWs to be awarded contracts with organisations and a question exists around the role of *impression management* for all actors involved in the process. Gardner and Martinko (1988) examined the use of *impression management* in interviews, looking at the consequences, and identified that *impression management* tactics were positively associated with decisions to hire a SW.

Studies by Gardner and Martinko (1988) and Dubrin (2010) proposed that examination of the role of *impression management* during the *negotiation* phase needs to consider:

- Influences on the interview of situational aspects;
- Tactics undertaken during the interview;
- Interviewer judgements of candidates versus role competency behaviours; and
- Impressions post interview.

Dubrin (2010) suggested that workers have a range of *impression management* tactics available to support the *negotiation* process; defining three sets of factors, as follows:

- Attributes as an interviewee;

- Real and perceived attributes of the individuals undertaking the interviews on behalf of the organisation; and

- Attributes of the situation itself.

Gardner and Martinko (1988) examined the impact of utilising four interview *impression management* behaviours:

- Slight image creation;

- Extensive image creation;

- Image protection; and

- Ingratiation.

They determined that utilising these *impression management* techniques led to increased favourable interview outcomes. Dubrin (2010) argued that a SW utilised a range of *impression management* techniques during *negotiation*s including assertiveness, self-promotion, self-protection, and non-verbal behaviours. Gardner and Martinko (1988) identified that a SW can successfully utilise *impression management* post interview to influence the outcome of negotiations including, the use of follow-up phone calls, text messages or emails to the interviewers. Their research demonstrated that a follow-up is expected from candidates by an organisation, meaning that the impact of *impression management* through follow-up is limited. However, conversely, if a candidate does not follow-up, this creates is a negative impression of the candidate to the organisation.

These studies have focused on the role of impression tactics influencing a SW and have not examined the role or impact or *impression management* specifically on the NSW and in addition, if there are any differential between a new entrant NSW and an experienced NSW usage of *impression management* techniques?

The final determination in this stage is the worker's decision of updating future expectations and triggering the learning feedback to update expectations for future use.

2.7 Gap in academic knowledge

This section documents the identified gaps in knowledge that has been identified from the previous sections of this chapter as presented below, table 2.1:

(1)	NSW Life Cycle	(Connelly and Gallagher, 2004)	The study identified a need to further investigate the attitudes or motivation to become a NSW and successfully deliver services.
(2)	NSW Life Cycle	(Barley and Kunda, 2006)	The study did not examine the impact of the NSW life cycle on the NSW sense making to voice or remain silent.
(3)	NSW Life Cycle – Marketing	(Feldman and Bolino, 2000)	Studies have not examined if market conditions have an influence on the NSWs determination to remain silent or voice
(4)	NSW Life Cycle – Negotiation	(Barley and Kunda, 2006)	Studies to date have not examined what role the negotiation stage has in enabling the NSWs voice during the delivery stage
(5)	Organisational Socialisation	(Van Maanen and Schein, 1977)	Studies to date have not examined if or how NSWs socialise into a client during the

			delivery stage of the NSW life cycle
(6)	Organisational Socialisation – characteristics	(Van Maanen and Schein, 1977; Ardts, Jansen and van der Velde, 2006)	Studies to date have not examined the characteristics of socialisation from the perspective of a NSW.
(7)	Organisational Socialisation – stages	Ardts, Jansen and van der Velde (2006)	Studies to date have not examined if NSWs experience the same or different stages of socialisation compared to a SW.
(8)	Organisational Socialisation – stages	(Louis, 1980)	Studies to date have not examined the role or impact of the reality of organisational life on the ability of the NSW to deliver.
(9)	Organisational Socialisation – content	(Louis, 1980)	Studies have not examined how organisations and NSWs develop expectations and values to enable delivery to meet client's expectations.
(10)	Organisational Socialisation – content	Ardts, Jansen and van der Velde (2006)	Studies to date have not examined the role of clients in the provision of socialisation content to NSWs.
(11)	Organisational Socialisation – journey	Ardts, Jansen and van der Velde (2006)	Studies to date have not examined if a NSW experiences / undertakes a different socialisation journey to that of a SW.
(12)	Organisational Socialisation – journey	(Inkson, Heising and Rousseau, 2001; Ashford, George and Blatt, 2007)	These studies identified that NSWs can experience negative treatment, marginalisation or seen as a bundle of skills. The gap in knowledge is the impact or role of these experiences on the NSW ability to voice.
(13)	Organisational Socialisation – role of the individual	(Gruman, Saks and Zweig, 2006)	This study identified that SWs are self-efficient in their socialisation and not fully dependent on the organisation to provide the socialisation content. The gap in knowledge is the question if NSWs are active agents in their socialisation journey.
(14)	Organisational Socialisation – role of the individual	(Gruman, Saks and Zweig, 2006)	This study identified the proactive behaviours utilised by a SW to socialise. The gap in

			knowledge is what proactive behaviours are utilised by NSWs as they undertake socialisation.
(15)	Sense making in organisational settings	(Louis, 1980; Matuszewski and Blenkinsopp, 2011)	This study presented a cyclical model of the organisational socialisation undertaken by a SW. The gap in knowledge is this model applicable to the socialisation of a NSW.
(16)	Sense making – detection stage	(Louis, 1980)	The elements of the detection stage have not been examined from the perspective of a NSW.
(17)	Sense making – detection stage	(Louis, 1980)	What impact as the determinate of prior experience have on the triggering of the sense making framework, is there a difference between new entrant NSW and experienced NSW triggering of the sense making.
(18)	Sense making – diagnosis and interpretation stage – localised interpretation schemes	(Van Maanen and Schein, 1977; Louis, 1980)	As NSWs are not expected to have longevity with a client do NSWs still undertake to identify and interpret organisational rules and actions of others in their determination to voice.
(19)	Sense making – diagnosis and interpretation stage – interpretation from others	(Morrison and Milliken, 2000; Pinder and Harlos, 2001)	This study identified the role of leadership in their willingness to hear the voice of SWs and their role in creating a climate of silence. The gap in knowledge is the role of a climate of silence on a NSW in their determination to voice or remain silent.
(20)	Sense making – diagnosis and interpretation stage – interpretation from others	(Vakola and Bouradas, 2005b)	This study identified that some managers have lived for so long in an environment with a climate of silence that they cannot envisage an alternative climate. The gap in knowledge is the question if a SW leader becomes a NSW do they transfer an expectation of a climate of silence to clients.
(21)	Sense making – diagnosis and interpretation stage – blending	(Davis-Blake, Broschak and George, 2003; Maitlis, 2005; Maitlis and Lawrence, 2007)	Studies of blending of SWs and NSWs has been focused on the impact on the organisation and SWs. The gap in knowledge is the impact of blending on NSWs.

(22)	Sense making – diagnosis and interpretation stage – blending	(Petriglieri, 2011)	The impact or potential of a negative impact on the value or identity as a worker has not examined the role of identity as a NSW and the protection and maintenance of the identity as a NSW.
(23)	Sense making – diagnosis and interpretation stage – blending	(Broschak and Davis-Blake, 2006)	There is a gap in knowledge of the impact of different proportional mixtures of SWs and NSWs from the perspective of a NSW.
(24)	Sense making – diagnosis and interpretation stage – blending	(Broschak and Davis-Blake, 2006)	There is a gap in knowledge of the impact of an increased contact between SWs and NSWs from the perspective of a NSW.
(25)	Sense making – diagnosis and interpretation stage – blending	(Broschak and Davis-Blake, 2006)	There is a gap in knowledge of the role of non-task related socialisation from the perspective of a NSW and its role in enabling blending and voice.
(26)	Sense making – diagnosis and interpretation stage – predispositions and previous experience	(Pinder and Harlos, 2001; Dyne, Ang and Botero, 2003)	The role of acquiescent and quiescent motivators to remain silent has only been examined from the perspective of the organisation and the SW.
(27)	Sense making – diagnosis and interpretation stage – predispositions and previous experience	(Dutton and Ashford, 1993)	The role of a defensive motivation to remain silent has only been examined from the perspective of the organisation and the SW.
(28)	Sense making – diagnosis and interpretation stage – predispositions and previous experience	(Pinder and Harlos, 2001; Dyne, Ang and Botero, 2003; Milliken and Morrison, 2003)	The role of a pro-social motivation to remain silent has only been examined from the perspective of the organisation and the SW.
(29)	Sense making – diagnosis and interpretation stage – predispositions and previous experience	(Brinsfield, 2009, 2013)	The role of an ineffectual and disengagement motivation to remain silent has only been examined from the perspective of the organisation and the SW.
(30)	Sense making – diagnosis and interpretation stage – predispositions and previous experience	(Brinsfield, 2009, 2013)	The role of deviant and diffident motivation to remain silent has only been examined from the perspective of the organisation and the SW.

(31)	Sense making – meaning stage	(Hirschman, 1970b; Whitford and Lee, 2014)	The behavioural response to exit, voice, loyalty or neglect the relationship has not been examined from the perspective of a NSW.
(32)	Sense making – meaning stage	(Withey and Cooper, 1989)	The potential direct and indirect costs associated with their decision has not been examined from the perspective of a NSW.
(33)	Sense making – meaning stage – impression management	(Goffman, 1959; Gardner and Martinko, 1988)	The role of impression management in the determination to voice or remain silent has not been examined from the perspective of a NSW
(34)	Sense making – meaning stage – impression management tactics	(Gardner and Martinko, 1988; Dubrin, 2010)	The tactics of impression management utilised by NSWs has not been previously studied.

Table 2-1 - Summary of gaps in literature

The original research question was defined as being, table 2.2:

> *What are the antecedents and determinants that a NSW utilises in their sense-making process to adopt a behavioural action of remaining silent in organisational settings?*

Table 2-2 - Initial research question

These gap in knowledge provides an opportunity to expand the research questions as presented in the following section.

2.8 Theoretical framework and revisiting research questions

The original research question was defined as being:

> *What are the antecedents and determinants that a NSW utilises in their sense-making process to adopt a behavioural action of remaining silent in organisational settings?*

Table 2-3 - research question

The knowledge gaps presented in section 2.7 provides an opportunity to expand the research question to seek answers to four specific research questions:

This research question was extended into four specific research questions:

- What role does the NSWs inexperience play in their determination to remain silent?

- What role does the NSW *life-cycle* have on the NSWs determination to remain silent?

- What role does social interaction between a SW and a NSW impact on the NSWs determination to remain silent?

- What role has *impression management* in the NSW determination to remain silent?

To provide a theoretical framework, that supports the study to seek answers to the proposed research questions, this study will utilise an adaption of the Louis (1980) *socialisation sense-making* framework, figure 2-7. The framework has been adapted to demonstrate the questions and gaps in academic knowledge by seeking answers to the role of *prior experiences* of client deliverables, *blending*, NSW *life-cycle*, *organisational socialisation,* and *impression management* as key *antecedents* to the NSWs determination to voice or remain silent. An antecedent being an independent input that precedes other elements of the *sense-making* framework, these *antecedents* potentially affect or alter the impact or output of an element of the *sense-making* framework.
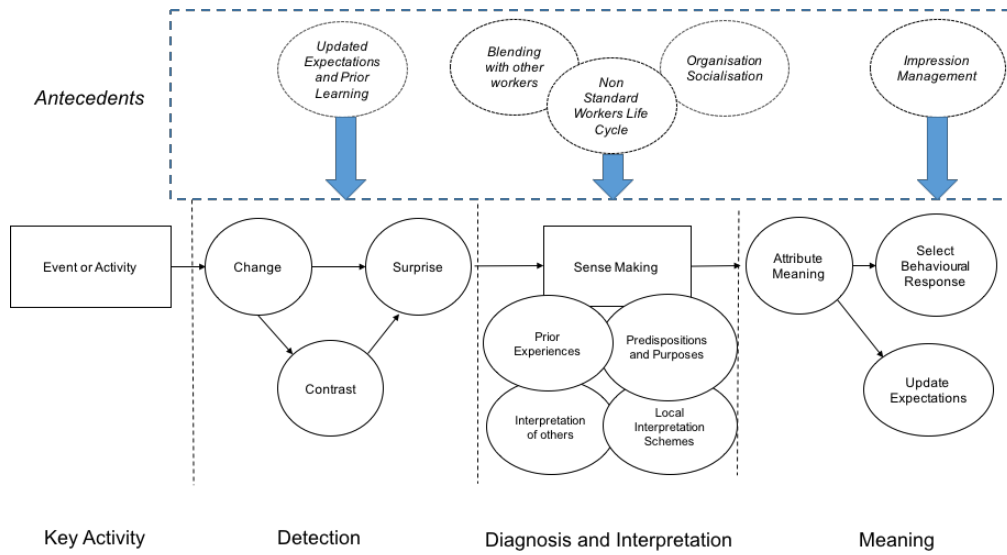
Figure 2-7 - Research framework as adapted from Louis (1980)

3 RESEARCH DESIGN

3.1 Introduction

The research aim at the outset of this study was to:

Capture, interpret and analyse NSW experience of the phenomenon of silence to provide a conceptualisation of NSW silence in organisational settings.

To deliver this aim the research objectives were: first, to *identify* the NSW experiences of *silence* in organisational settings; second, to *analyse* the NSW experiences of silence in organisation settings to elicit the *antecedents* and *determinants* that lead the NSW to determine to remain silent and third, to offer a *conceptualisation* of these antecedents and determinations.

The chapter utilises the studies of Van Manen (2007), Hycner (1985), Lindseth and Norberg (2004) and Bevan (2014), to define how the research participants were identified, how the study captured the participants' experiences of *silence in organisational settings* and how that experience was analysed, interpreted and presented to describe the essences of the experience. The chapter concludes with two core topics: first, how the study can be assessed academically; and, second, the limitations of this research design.

3.2 Research Paradigms

Research paradigms can be defined as being a belief system or theory that guides the way research is performed and each paradigm reflects four specific concepts: ontology, epistemology, methodology and methods (Mills, 1979; Huberman, Miles, Crotty, 1998). Ontology concerns itself with the nature of

existence whereas epistemology examines the nature of knowledge focusing on the relationship between the knower and the known (Crotty, 1998). The relationship between ontology and epistemology is fundamental as the foundations upon which research is built and it is the researcher's ontological and epistemological assumptions that inform the choice of methodology and methods of research (Crotty, 1998).

Burrell and Morgan, (1979) presented a taxonomy of the four research paradigms available to researchers, figure 3-1:

The sociology of Radical Change

Radical Humanism	Radical Structuralism
Interpretive Sociology	Functionalist Sociology

Subjective ← → Objective

The sociology of Regulation
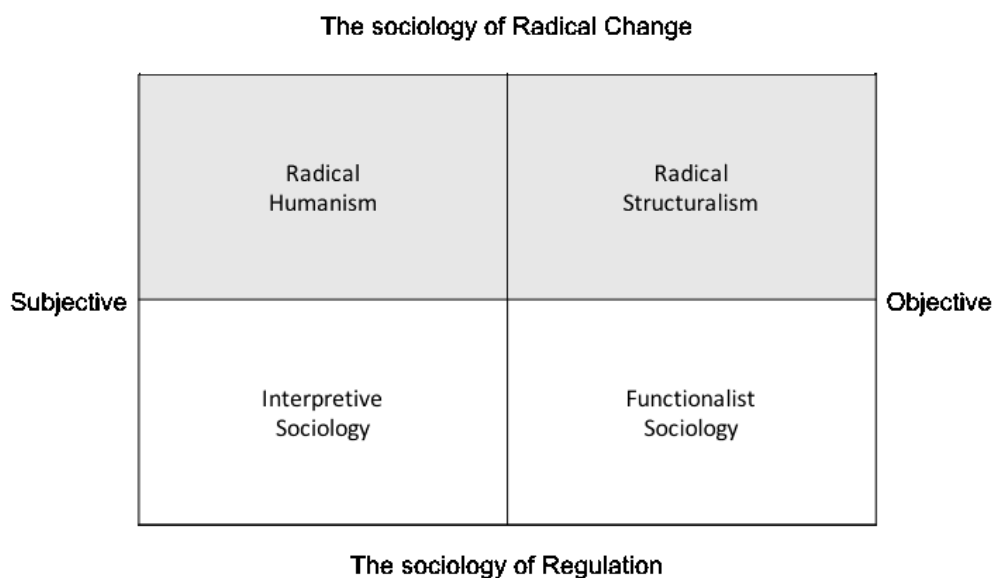
Figure 3-1- Adaptation of the model by Burrell, Gibson, and Morgan (1979)

Each of the four paradigms is distinct and mutually exclusive, with each paradigm examining phenomena from different ontological and epistemological foundations, Burrell and Morgan (1979) stated that selection of particular paradigm is to view and interpret the world in a particular way.

Burrell and Morgan (1979) defined the x-axis as being *subjectivity* to *objectivity. Subjectivity* is based on personal opinions, interpretations, points of view, emotions, and judgment; in contrast, *objectivism* is information or analysis

based on fact-based, measurable, and observable.

Burrell and Morgan (1979) proposed, on the y-axis, that *sociology of regulation* focuses on providing explanations of how society functions in unity and cohesiveness asking the basic questions to understand how society is maintained as an entity. In contrast, the *sociology of radical change* is concerned with finding explanations for the domination of humankind with a concern for man's emancipation from the structures, which limit and stunt humankind potential for development.

The first paradigm, bottom right figure 3-1, is defined as *functionalist sociology* is characterised by a concern for providing explanations of the status quo and social integration and is rooted in the tradition of sociological positivism. Positivism applies the models and methods of the natural sciences to the study of human affairs and has four assumptions of *determinism, empiricism, parsimony and generality* (Goles, 2000). *Determinism* requires research to develop an understanding of causal links for prediction and control. *Empiricism* defines that the researcher collects verifiable empirical evidence in support of theories or hypotheses. *Parsimony* defines that the researcher explains the phenomena. *Generality* is the process of generalising the research outcomes to the world at large. Angen (2000) suggested that knowledge, according to *functionalist* assumptions, must be attained through the researcher adopting an objective distance from the object under investigation, and if this distance is not maintained, there is a risk of the researcher tainting research findings with his or her own subjective beliefs and biases. The goal of research in this paradigm is to produce findings, obtained from an objective distance free from subjective beliefs and biases, that integrate findings into a pattern or theory that is subject

to revision or modification as new evidence is found.

The *Radical Structuralist* Paradigm, top right figure 3-1, whilst sharing the objective view held by *functionalists*, believes that the theoretical understanding of society enables radical change to overturn the status quo and all its injustices, to the benefit of those groups in society they see as deserving.

The *Radical Humanist* Paradigm, top left figure 3-1, has a belief in a goal of the emancipation of the individual from the domination of powers and shares the belief of radical change shared with the *radical structuralism* paradigm. The core difference to *radical structuralism* is that ontologically the *radical humanist* paradigm is subjective in that it believes that knowledge is constructed from people's interpretation of objects as they engage with the objects that they are interpreting.

The *interpretive* paradigm, bottom left figure 3-1, believes in the sociology of regulation where society is stable and corrects itself through the interaction of people in a social world. Ontologically, the interpretive paradigm is subjective in that it believes that knowledge is constructed from people's interpretation of objects as they engage with the objects that they are interpreting. In contrast to the functionalist paradigm, which asserts that there is a single version of truth that is external to people, the interpretive paradigm believes that, although people may experience similar objects, their individual experiences, and *sense-making* of objects, can be different from others, and it is thus possible to have multiple constructed realities Crotty (1998). Cohen, Manion and Morrison (2007) highlighted that a single phenomenon has multiple interpretations, therefore; knowledge is personally experienced rather than acquired from or imposed from an objective distance as an outsider. An important differential, to

that of functionalism, an interpretive researcher is a participant in the research and his or her beliefs and biases are part of the overall research approach.

Orlikowski and Baroudi (1991) defined the goal of research within the interpretative paradigm as being to explain why people act the way they do, examining how members of a social group, through their participation in social processes, enact their realities through beliefs and experiences and endowing them with meaning.

Fossey *et al.*(2015) adapted the writings of Guba and Lincoln, (1994) to produce a summary table of the characteristics of the paradigms discussed, as presented in table 3-1.

Characteristic	Functionalism	Interpretive	Radical
1. Philosophical/ theoretical origins	Positivism, natural sciences	Hermeneutics, phenomenology, symbolic interactionism	Marxist, feminist, psychoanalytic
2. Why conduct research?	To discover natural laws that enable prediction or control of events	To understand social life and describe how people construct social meaning	To uncover myths/hidden truths that account for social relations, and empower people to change society radically
3. What is the nature of social reality?	Social reality contains stable pre-existing patterns or order that can be discovered	Fluid definitions of situations created by people through their social interactions with others	Social reality is multi-layered; events and relations based on hidden underlying social structures/forces that evolve in a historical context
4. What is the nature of human beings?	Self- interested and rational individuals shaped by external forces	Social beings who create meaning and constantly engage in making sense of their worlds	Creative, adaptive beings with unrealized potential, trapped by social forces that disempower/exploit

5. Role of common sense	Distinct from and less valid than science	Powerful everyday theories that guide daily life; necessary to understand people; and no less valid than science	False beliefs that guide human actions, and contain myths that hide unequal control over power and objective conditions/ resources
6. What constitutes an explanation/theory of social reality?	A logical, deductive system of interconnected definitions, axioms and causal laws stated in probabilistic form	A description of how a group's meaning system is generated and sustained; contains detailed contextual information and limited abstraction	A critique that reveals the underlying social structure of conditions and helps people see the way to a better world
7. An explanation that is true	Is logically connected to causal laws and based on observed facts about social life	Resonates with or feels right to those who participated in the study	Is a resource that helps people understand their own experiences in historical context, and improve their own conditions/social world
8. Whose voices are privileged?	Researcher(s)	Participant(s)	Stakeholder(s)
9. What does good evidence look like?	Based on precise observations that others can repeat	Embedded in the context of fluid social interactions, in which meanings are assigned	Informed by a theory of what the social world is like that unveils myths/hidden truths
10. Where do social/ political values enter science?	Science is value-free; values have no place, except when choosing a topic	Values are an integral part of social life; no group's values are presumed superior to others	All science must begin with a value position; some positions are better than others
11. What is the place of ethics in research?	Extrinsic; mechanisms guiding ethical conduct are external to the inquiry process itself	Intrinsic; participant values and personal nature of researcher	Intrinsic; collaboration among participants and empowerment occur through the research process

Table 3-1 - Characteristics of Paradigms as adapted from Fossey *et al.*(2015)

The paradigm that supports the aims and objective of this study and aligns with the researcher's beliefs is the *interpretative* paradigm. The interpretative paradigm recognises that the nature of people is to socialise to engage collectively in making sense of their environment (Guba and Lincoln, 1994). Fossey *et al.* (2015) summarised that interpretivism paradigm privileges the voice of the participant and this aligns with the aims and objective of this research.

3.3 Research Methodology

Langdridge (2007) defined research methodology as referring to the general way to research a topic, whereas method is the specific technique(s) being employed within the selected research methodology. The defined aim of this study was to capture, interpret and describe NSWs experiences of the phenomenon of silence in organisational settings and thus the selection of a suitable research methodology had a need to fulfil the aim of this study.

Researchers in the interpretative paradigm have available a choice between three distinct schools of social science research methodologies, these are phenomenology, ethnomethodology, and symbolic interactionism. All three focuses on studies of human interaction with phenomena in their daily lives but have distinct philosophical or theoretical foundations.

Ethnomethodology as a research approach studies how people use conversation as part of their social interaction and determines that a conversation is a social process that requires certain things for participants to identify it as a conversation and keep it going. The predominate method of gathering data about these conversation is participant observation supported

by conversation analysis to interpret the actions of individuals within a group. Ethnomethodology and sense making have commonality in the study of how individuals construct and communicate meaning (Maitlis and Christianson, 2014). Garfinkel (1967) used the term sense making in his introduction of ethnomethodology as a methodology to study the everyday practices of actors as they interact and interpret and account for their experience of reality. Therefore, ethnomethodology is suited to a research objective that seeks answers as to how individuals utilise conversations or voice to organise and interact in the completion of daily life (Gill, 2014). As this study objective is to examine the experience of the phenomena of silence as experienced by the individual ethnomethodology was determined as not supporting the research objectives.

The second methodology available is symbolic interactionism which is an approach that focuses on interpreting the meanings that people develop through their interaction with others. Specifically, it is summarised as a theoretical perspective that focuses on how individuals create and maintain society through face-to-face, repeated, meaningful interactions (Carter and Fuller, 2015). There are several varieties of symbolic interactionism available to researchers with different approaches to empirical research and different epistemological presuppositions and this study utilises the dramaturgical approach to symbolic interactionism. Dramaturgy sees the participants as actors performing on a stage with the actor putting on an act in face-to-face situations. Dramaturgy is first associated with studies by Goffman (1955) that proposed the idea that people attempt to manage the impressions that others view of them by putting on a staged show. Goffman proposed that people can

perform individually or in groups, with everyone having a defined role making use of settings and props to present an act. As with any stage show the performance is reviewed by the audience and an opinion of the actor's performance is made and used for future interactions. The purpose of selecting dramaturgy was to enable utilisation of its proven methods to interpret text, through the identification of the elements of the drama to support the interpretation of the participants experience.

The third option is phenomenology that seeks to examine how people experience a particular phenomenon (Gill, 2014) and there are multiple variations of phenomenology available both as a philosophy and as a methodology but all of them can be associated with two main approaches to phenomenology: descriptive and interpretive (Dowling, 2007; Sloan and Bowe, 2014; Pirie, 2016). Descriptive phenomenology was developed by Edmund Husserl and interpretive phenomenology by Martin Heidegger. Interpretive phenomenology is also known as *hermeneutic phenomenology.* Hermeneutics being the interpretation of text or language by an observer and can be used as a methodology hence the alternative description of '*interpretive phenomenology*.' Husserl's descriptive phenomenology assumes that the researcher acts as an observer who can bracket his or her perceptions or influences of the phenomena being investigated to take an untainted or pre-determined view of the essences discovered. The bracketing or transcending process determines that descriptive phenomenology assumes an objective view of the meanings of human experiences.

Heidegger in contrast views that researchers cannot identify essences whilst remaining neutral or detached from the things, recognising that achievement of

bracketing is not possible. The justification for bracketing not being achievable is the knowledge that everyone exists in an environment that has cultural, historical, and subjective experiences that are always set against a background that contextualises this experience. These contextual experiences assist the researcher to perform the interpretative aspects of the research to identify the essence of the participant's experiences, in addition, the use of language, interpretation of a person's meaning-making, and attribution of meaning to phenomena, are central to Heideggerian phenomenology.

Other philosophers and methodologists have evolved, refined, or added to the approaches put forward by Husserl and Heidegger; these include Maurice Merleau-Ponty, Jean-Paul Sartre, Ademeo Giorgi, Hans-Georg Gadamer and Max van Manen (Langdridge, 2007).

Van Manen, (2007) developed *hermeneutic phenomenology* as a methodology to focus on the role of language, within historical and cultural contexts, and through language, such as the language of the interview informs, reforms, transforms, performs, and pre-forms the relation between being and practice. The requirements of Van Manen *hermeneutic phenomenology* are discussed in the following section.

3.4 Van Manen Hermeneutic Phenomenology

Van Manen (1984) prescribed *hermeneutic phenomenology* as being a combination of descriptive phenomenology with interpretative phenomenology with the aim of transforming the lived experiences of the participants into a textual expression of the essence of their experiences, utilising the descriptive capabilities of phenomenology and the interpretative capabilities of

hermeneutics.

The basic tenet of hermeneutic phenomenology is that our most fundamental and basic experience of the world is already full of meaning (van Manen, 2014). This meaning is derived from inputs including history, culture, and events and these inputs precedes the individual making sense to explain the experience. The purpose of hermeneutic phenomenological research is to present the participants meaning derived from these basic inputs.

The predominate use of the Van Manen methodology has been in nursing and education studies focusing on the individual and the meaning of an experience on an individual. Studies utilising *hermeneutic phenomenology*, examining workers experience in organisational settings, have included the experiences of graduates during their first year of employment Matuszewski and Blenkinsopp (2011) and the experiences of educational staff providing online education (Gagne and Walters, 2010).

Van Manen (1990) summarised *hermeneutic phenomenology* as being an enabler to collect experiences that have been 'taken for granted' and hidden and enable the researcher to reveal the experience through clarification and the researcher to add his or her own interpretation.

Langdridge (2007) suggested that *hermeneutic phenomenology* as a methodology requires the researcher to perform reflection or examination of an experience to aid in the interpretation process. Reflexivity describes the process in which researchers are reflective about the ways in which their questions, methods and position might impact on the findings produced in a study (Creswell, 2007). As an example, prior experience of silence in an

organisational setting could act as an aid to the collection, interpretation, and description of the participant's experience of silence.

As each study of the experience of a participant is unique there are no pre-determined steps to performing an *hermeneutic phenomenological* study van Manen, (2007) proposed that integrity requires the researcher to consider six methodical steps:

- Turning to a phenomenon which seriously interests us and commits us to the world;

- Investigating the experience as we live it instead of as we conceptualise it;

- Reflecting on the essential themes which characterise the phenomenon;

- Describing the phenomenon through the art of writing and rewriting;

- Maintaining a strong and oriented relationship to the phenomenon; and

- Balancing the research context by considering the parts and whole of the experience.

Although these steps appear chronological and sequential, it is to be recognised that there is a need to move forwards and backwards within the steps throughout the undertaking of the study.

Van Manen (2007) explained that essential themes could be viewed as written interpretations of the participant's experience. The researcher is required to examine the text, to reflect on the content to discover something 'telling', something 'meaningful', something 'thematic' (van Manen, 2007). Having isolated phenomenal themes, one rewrites the theme while interpreting the meaning of the phenomenon or lived experience Van Manen (1990). During the

process of describing and interpretation of the experience of an NSW, there can be a need to return to the investigation and reflect on the themes, through a reconsideration of the parts and the whole, and back again; a circular movement that is dynamic and repeated until the experience is saturated and no new insights emerge

3.5 Research design advantages

The advantage of selecting hermeneutic phenomenology is the provision of a research methodology that is proven both historically and empirically to deliver studies that enable the voices of participants to be heard and utilised to produce a rich textual description of the participants experience of the phenomena that presents a deep understanding of the meaning of that experience Van Manen (1990). In addition, this study utilises the peer reviewed knowledge base presented in the literature review, as examined from the perspective of SWs and organisations, as an enabler for comparison to the NSWs experience of silence in organisational settings. The advantage of a comparative to a known theoretical foundation is the opportunity for this study to identify similarities and differences that confirms and or expands the current peer reviewed knowledge base. The availability of the SWs antecedents and determinants of silence enables this study to focus specifically on capturing, interpretation, and discussion of the NSWs description of their experience as presented in the findings of this study.

3.6 Participant Selection Procedures

Lindseth and Norberg, (2004) determined that *hermeneutic phenomenology* requires identification of A NSW who can provide the richness and depth of experiences of *silence in organisational settings*. Langdridge (2007) determined to achieve the richness and depth of the captured experiences requires the purposive selection of participants and that purposive selection is justified on the basis that participants need to be able to make claims and share their particular experiences about the phenomenon under investigation. Gill (2014) suggested that the number of participants purposively selected for a *hermeneutic phenomenology* study has a need to be very small, compared to other interpretative studies. Langdridge (2007) suggested that the small number of participants is justified as each individual participant can generate hundreds of essences and concepts from a single interview and the researcher's focus should be on description and interpretation of the experiences collected to ensure that the richness and depth of the participants' experiences are captured.

The researcher obtained access to the participants using direct approaches to recruitment agencies and personal contacts to attract participants defined as being individuals operating via Limited Liability United Kingdom registered companies created for delivering services to organisations via contracts of services. In addition, the participants had to have been operating as Limited Liability United Kingdom registered companies for a minimum of three years. The justification for the three-year criteria of experience as an NSW is related to the fact that a NSW belongs to a 'high-churn' population whereby the entry and exit rates are high with approximately 10% of businesses entering, and a

slightly lower proportion exiting, the NSW population each year (Kitching and Smallbone, 2015). The studies of Kitching and Smallbone (2015) proposed that as a result of NSWs being a high churn population suggests that approximately half of all NSW businesses cease trading within four years of start-up, with closure rates peaking after twelve to eighteen months; thus, a business surviving longer than two years can be considered as established.

An additional attribute required in the selection of participants is age. Kitching and Smallbone (2012) identified that age is a factor that influences individuals to become an NSW. Kitching and Smallbone (2015) determined that 21% of NSWs are sixty years or older, expanding the age grouping to those in the forty plus category accounts for 70% of NSWs in the United Kingdom.

Moran (2000) suggested that the sector or organisation type is not relevant as a selection factor in a *hermeneutic phenomenology* study as the focus of attention the NSW experience of *silence in organisational settings*.

3.7 Data Collection

A range of data collection techniques is available to researchers, and the determination of what is suitable is dependent on the selected research methodology. This study has at its heart the aim to obtain the NSW experience of *silence in organisational settings*, Bevan (2014) suggests to achieve this aim the researcher must aim to collect the participant's consciousness of the phenomenon and context of the experience. This epistemological position of the participant's experiences recognises that human experiences are complex and that the participants will, as part of their daily engagement with the world; participate in *sense-making* and interpretation of events. Bevan (2014)

suggests that researchers understand that the participants will have undertaken an initial interpretation of the experience as part of his or her *sense-making* process and that *hermeneutic phenomenology* accepts that the participant has processed an interpretation of the experience prior to its communication to the researcher. To provide the researcher with an opportunity to interact with the participant to understand the experience in its fullest verbalisation Bevan (2014) defined that the researcher utilises interviews as a core data collection mechanism. There are two core types of interviews available firstly, unstructured interviews that have no pre-established questions in advance, no pre-defined question scripts, and no pre-defined coding guides and, has a reliance on the researcher to engage with the participant in a conversation to gather the data and to develop a deeper understanding of the data being collected. The downside to the freedom of an unstructured interview is that there is no guarantee that the materials collected will fulfil the objectives of the study. The second type of interview that provides some assurance of what material is collected is semi-structured interviews, which retain the foundations of unstructured interviews in the need for the researcher to engage in open discussions with the participants but the researcher utilises pre-determined questions as prompts to direct the conversations. It is recognised that an interview is a social interaction and is itself intersubjective as the interaction between the researcher and the participants will lead to both researcher and participants finding new meanings from the experience. It is also to be recognised that, during the interview, the participants undertake further reflections and interpretations of an experience being narrated to the researcher and as the participant verbalises his or her interpretation of the

experience, the researcher gains access to the experience.

Bevan (2014) provides researchers with a semi-structured interview method that aligns with the requirements of *hermeneutic phenomenology* consisting of three main elements: first, *contextualisation* of the life world, secondly *apprehending* the phenomenon, and thirdly *clarification* of the phenomenon through *imaginative variation* with the participant.

3.7.1 Contextualisation

Bevan (2014) suggested that examination of an individual's experiences requires researchers to *contextualise* the studies by incorporating the participant's personal biography into the process that provides meaning to the experience. The personal biography enables the researcher to consider the context of meaning and understanding that has influenced the participant's *sense-making*. In a phenomenological interview, Bevan (2014) suggests that a researcher asks specific *contextualisation* questions of the experience being described by asking the participant for descriptions of places or events, actions and activities. Bevan (2014) identifies that the participants *contextualisation* responses could enable the researcher to use the *contextualisation* knowledge to phrase or develop questions to prompt further narratives of the participant's experiences.

3.7.2 Apprehending

The second phase in the phenomenological interview process is to *apprehend* the phenomena and Bevan (2014) suggests that this is achieved through the use of descriptive questions, by the researcher, that examines or explores the different modes of appearance of the phenomena from the perspective of the

participant. This indicates that a single question is inadequate to enable the researcher to *apprehend* all aspects of an experience, and the researcher needs to ask alternative descriptive and structural questions to gain an apprehension of the participants' experiences.

3.7.3 Clarification

To enable clarification requires the researcher to utilise imaginative variation on elements of experience or the overall experience provided by the participant. The researcher achieves imaginative variation by asking the participant further exploration questions by varying the response to the participant's experience to discover invariant parts, thus clarifying the phenomenon and the participant's context and experiences (Bevan, 2014). Van Manen (1990) suggested that imaginative variation should be at the heart of the interpretation phase following completion of the interview, and not used in the data collection phase. However, Bevan (2014) reasoned that early placement of imaginative variation aids the researcher to utilise descriptive and context questions to obtain further narratives from participants. In particular, applying imaginative variation during the data collection interviews mitigates the researcher from applying obscure or absurd variations in the data analysis phase by obtaining additional narratives to remain attached to the experience being narrated by the participant (Bevan, 2014).

Through the application of contextualisation, apprehending and clarification Bevan (2014) suggests that it demonstrates a data collection approach that offers consistency, dependability, creditability and trustworthiness whilst providing a structure that supports the requirements of *hermeneutic phenomenology*.

3.8 Ethical Considerations

Ethical issues are an important aspect in *hermeneutic phenomenology*, like any research within the qualitative research paradigm, requires the researcher to become actively engaged in the life of the participants. The process of active engagement creates scenarios where ethical issues can be observed and practised unless carefully risk mitigated. The first stage of establishing suitable ethical standards and to mitigate potential ethical risks was the submission of the proposed method of data collection and participant engagement for approval through the Abertay University ethics approval process. The proposed method of mitigating of ethical risk involved ensuring that participants' privacy was protected, that participation in the study was voluntary and all participants were given opportunities to clarify the purpose and procedure of the research prior to and during the interviews. Throughout this study, the researcher has anonymised the identities of the participants and the locations of the interviews to ensure that any dissemination of the research findings cannot be attributed to individual participants. All participants were provided with a copy of a summary output to this study to review and contribute feedback, ensuring that any quotations utilised did not cause any disclosure or misquotation risks, thus invalidating their approval to participate.

The research participants were all asked to sign an informed consent agreement, prior to initiation of the data collection interview. The consent agreement encompassed the following:

- Statement that they are volunteering to participate in an academic research study;
- Statement of the purpose of the research;

- Procedures for the interview;

- Participants' rights to stop their contribution to the research at any time; and

- Procedures used by the researcher to protect the confidentiality of what is discussed and provided as research data.

3.9 Data Analysis and Interpretation

Van Manen (2007); Earle (2010) defined that *hermeneutic phenomenology* data analysis phase requires the researcher to undertake concurrent reflection, description and interpretation achieved through the action of writing up the essential themes or essences that represent the characteristics of the phenomena under examination.

To enable instigation of the analysis and interpretation stage of the study, the author transcribed the audio-recorded interviews and an independent third party to support validation of accurate transcription replicated each transcription. The transcription involved recording both the verbal and non-verbal communications by the researcher and the participants.

According to Lindseth and Norberg (2004) interpretation of transcribed interviews required the researcher to enter the hermeneutic circle achieved by undertaking three distinct steps. Step one involves the researcher reading the interview text several times to achieve a naïve understanding of the text. Step two involves undertaking a thematic structural analysis of the interview text to identify and formulate themes. This is achieved by reading the whole text and dividing it into meaning units. A meaning unit can be a part of a sentence, a sentence, several sentences or a paragraph that conveys just one meaning (Lindseth and Norberg, 2004). The meaning units are then compared to the

naïve reading undertaken in step one to validate or invalidate the naïve interpretation. The third and final step is to take the themes from step two and reflect on the researcher's question(s) and the overall research objective. In addition, the researcher engages with relevant academic literature to assist in the revision, widening and deepening understanding of the interview texts. Throughout the three steps, it is necessary to utilise imaginative variation (Bevan, 2014) to assist in the process of relating the interview text to the researcher's interpretation and supporting literature to maximise the identification of themes.

The output from the three steps is the essence of the meanings of the interview texts and this aligns to the original writing of van Manen (1984b) that asserted that researchers describe the essence of the participant's experience through precise, evocative, and analytical descriptions of the essence of the phenomenon. A critical element of this essence is the provision of vignettes, from the relevant interviews, to enable readers to develop their own interpretations of the participant's experiences and to determine if they can associate with the essence as determined by the researcher enabling the study to provide validation of the accuracy of the researcher's findings.

3.10 Assessment of Quality

This section discusses the options available to assess the quality of this research utilising examination of three distinct quality assessment frameworks. The first framework was developed by the United Kingdom Government Spencer *et al.* (2003) to guide assessments of the quality of qualitative research evaluations through a provision of a common and consistent framework utilising

four process-based evaluation questions:

- Does the study provide a contribution to advancing wider knowledge or understanding of policy, practice, theory, or a substantive field?

- Is the research strategy defensible in design to address the evaluative questions posed?

- Was the study rigorous in its conduct through a systematic and transparent collection, analysis, and interpretation of qualitative data? and

- Does the study present a credible claim through offering well-founded and plausible arguments about the significance of the evidence generated?

As an alternative Angen (2000) suggested evaluating research from an outcome based perspective, thus providing a more specific focus on the needs of a *hermeneutic phenomenology* and the adapted assessments questions are:

- Has the researcher articulated the research questions in a careful and considered manner?

- Has the researcher demonstrated that the study has been performed in a respectful manner to all participants?

- Does the writing as laid out by the researcher provide support for the essence presented?

- Is the writing presented in a manner that enables the reader to feel embedded in the experience?

- Has the study recognised and evaluated the choices available for ethical consideration? and

- Has the study documented the learning achieved by the research?

It is proposed that as the research methodology is based on the writings of Van Manen that van Manen (1984a) provides a third option for assessment determining that research should be assessed by the ability of the research

writing to enable readers to feel deeply embedded in the phenomenon under investigation, and additionally the reader should be able to envisage him or herself coming to a similar conclusion if he or she, as a researcher, were to experience the phenomenon itself.

3.11   Limitations of the research design

This study encompasses the experiences of NSWs across a range or sectors, ages and genders within the United Kingdom and represents the experiences of the research participants. It is recognised that a similar *hermeneutic phenomenological* study in another country, alternative participants or a focus on a specific sector could provide alternative interpretations or descriptions of what it is to experience *silence in organisational settings.* This is supported by van Manen (1984a), who stated that the output of a *hermeneutic phenomenological* study is always a single interpretation by the researcher, and no single interpretation of human experience will ever exhaust the possibility of another complementary, or even potentially richer, description of the phenomenon.

Specifically, in the purposive selection of participants, the study did not encompass the under 25 age group and it is recognised that, although currently this is a minority group, it is growing in importance and represents an opportunity for a future follow-up study (Kitching and Smallbone, 2016). In addition, the studies identified that the largest growth is what has been termed as *mum entrepreneurs* and represents an interesting option for a study to examine what, if any, does the demands of home life for children management act as an antecedent or determinate of *silence in organisational settings*.

Feedback from the peer review of the journal output to this study has suggested that an additional area for investigation is the impact of being an NSW outside the workplace. Again, this provides an opportunity to perform additional future studies.

A *hermeneutic phenomenological* study is not intended to be generalisable to the wider NSW community outside the participants who have shared their experiences. The purpose of description and interpretation of the experiences of the participants is to share the essence with relevant stakeholders to give consideration and to initiate their individual *sense-making* process.

4 IMPLEMENTATION OF RESEARCH

4.1 Introduction

This chapter focuses on documenting the actual implementation of the research process, including ethics approval, identification of participants, biographies of the participants, interview *delivery*, transcription, data analysis and presentation of findings and conclusions. An overview of the research process is presented below, figure 4-1:
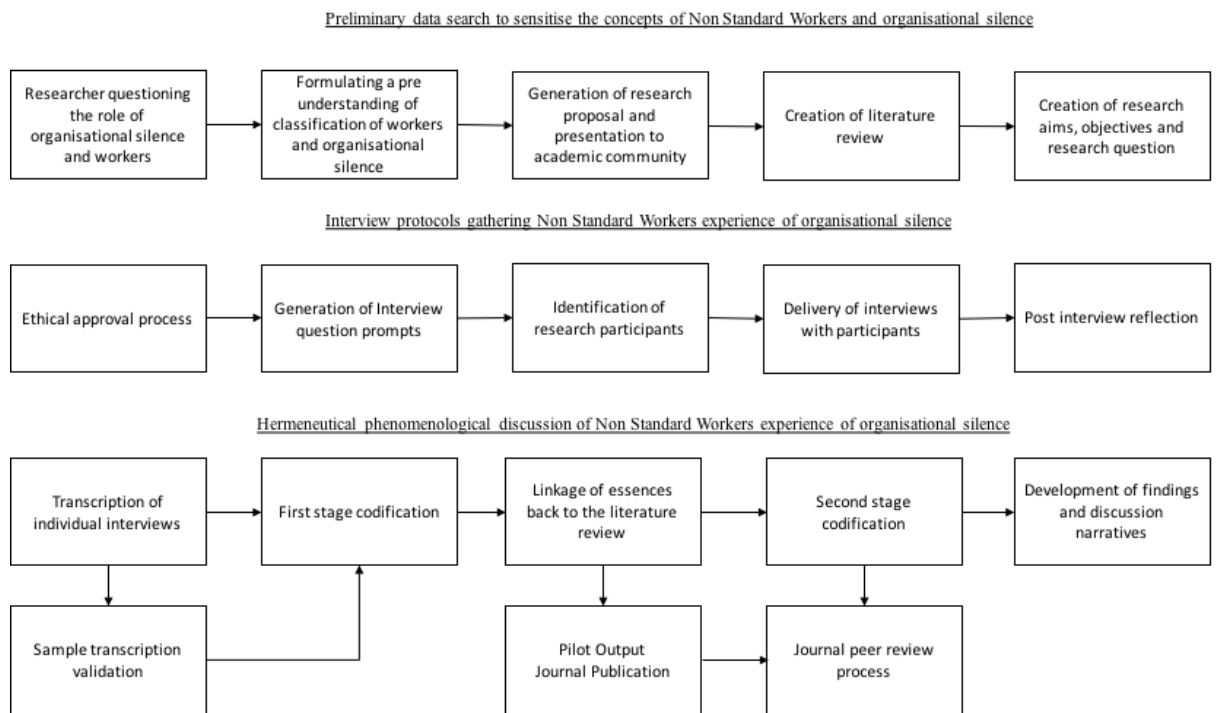
Figure 4-1 – Illustration of the research process followed

4.2 Preliminary Data Search

The activities within this stage of the research process were presented in Chapter 1 and Chapter 2, which determined that the purpose of this study is to:

> *Identify and analyse A NSW experience of the phenomenon of silence in organisational settings to provide a conceptualisation of the A NSW antecedents and determinants of silence.*

To deliver this aim the research objectives were first, to *identify* the NSWs experiences of *silence in organisational settings*; second, to *analyse* the experiences of a NSW to elicit the *antecedents and determinants* of silence in an organisational setting and third, to offer a *conceptualisation* of the NSW's experience of silence for extending the current extant academic body of knowledge.

The supporting research question was:

> *What are the antecedents and determinants that A NSW utilise in their sense-making process to adopt a behavioural action of remaining silent in organisational settings?*

The original research question was extended to seek answers to four specific research questions:

- What role does an A NSW inexperience play in their determination to remain silent?

- What role does the NSW *life-cycle* have on their determination to remain silent?

- What role does *organisational socialisation* and social interaction in general, between a SW and a NSW, impact on an a NSW

determination to remain silent?

- What role has *impression management* in the NSW determination to remain silent?

4.3 Interview Protocols

Delivery of the interview stage of the research process encompassed the follow steps, figure 4-2:

Interview protocols gathering Non Standard Workers experience of organisational silence

| Ethical approval process | → | Generation of Interview question prompts | → | Identification of research participants | → | Delivery of interviews with participants | → | Post interview reflection |
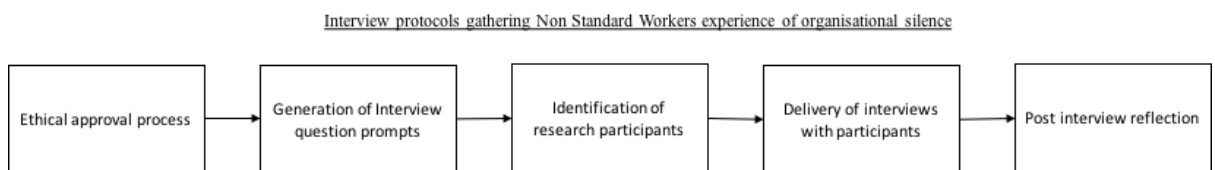
Figure 4-2 - Research Process – Interview Protocols – Excerpt

4.3.1 Ethical Approval

The initial step in this phase of the research process was to obtain ethical approval for the proposed research design, and this required defining in detail the steps to be undertaken during the research process, the potential risks involved in the research process, how participants would be identified, and how risk to participants and the overall project would be mitigated. The application for ethical approval proceeded through the academic regulatory process and was approved, with no changes required to the proposed research process. A copy of the approval is attached in appendix C.

The ethical considerations for participants in the research required that all participants were provided, as part of the voluntary agreement to participate, with details of the ethical standards of the study. This included providing details of data compliance, a specific focus on the safety of the participants and how the research would ensure that anything that was discussed would remain confidential. To reduce the risk of the participants being exposed to conflict with

current or prior NSW's clients, the locations of interviews were held in serviced accommodation and confirmed with participants prior to the interviews being held. Finally, all interviews were held during time frames that would not introduce conflict between the NSW and delivery of service activities.

4.3.2 Identification of the Research Participants

The research participants were selected based on pre-defined criteria as being individuals with the following characteristics:

- Operating under United Kingdom Limited Liability Company status;

- Delivery of contracts as an NSW greater than 36 months; and

- Actively trading as an NSW.

It was recognised that, as part of the Barley and Kunda (2006) NSW *life-cycle* stage one *marketing*, the majority of NSWs obtain contracts utilising recruitment agencies as brokers to organisational clients. Therefore, an approach was made to recruitment agencies with specialisms in the NSW market. The approach to the recruitment agencies was initiated by an introductory email, detailing the criteria of the required participants, the purpose of the research and the expectations of the participant. The recruitment agencies were responsible for the identification of candidates who met the selection criteria and the distribution of the research aims and objectives to potential candidates. A follow-up call was offered to the recruitment agencies to provide an opportunity for answering any queries and to encourage support for the research. The recruitment agencies asked suitable participants who were interested in participation with the relevant contact details to enable direct contact with the researcher to ask for further details and to answer any queries. The communication between the researcher and potential participants enabled

the researcher to re-validate the participant eligibility to participate and to communicate the purpose of the study, what they were being asked to undertake and coverage of ethical requirements.

The output from this first stage contact was the identification of five participants who fulfilled the criteria and were willing to volunteer their participation in the research.

4.3.3 Research Participants

Bevan (2014) suggested that all experiences are founded against a backdrop of context and a personal biography and that the context and biography provide supporting meaning to the experience that this research was seeking to capture. Therefore, the initial element of the interview activity was to gather the biographies and backgrounds of each participant. All participants were established NSWs with experience ranging from five to twenty years of delivery. In terms of specialisms, the participants delivered services that focused on service orientation, business transformation and technology solutions. Services were delivered to a range of sectors, including the public sector, finance services, international conglomerates, and uniformed sectors. The benefit of this diversity of experience was to enable a focus on the experience of silence as an NSW and minimise the potential for sector or role specific influences on the experience.

The age of the participants varied from the late twenties to mid-fifties and four participants were male with a single female respondent. The age group aligns with the Kitching and Smallbone (2015) industry study defining the United Kingdom demographics of the age and sex of NSWs.'

All the participants had United Kingdom and European client experience and had undertaken delivery of contracts that brought them into a diverse range of organisational client team structures and operating models.

Participant one (ITSC) was a male, aged 52, living in the south-west of England, who started trading as a limited liability company NSW in 2000. His speciality was performing the role of an Information Technology Services Consultant (ITSC), advising clients on the implementation, delivery, and compliance of international computer services in conjunction with other third-party providers. His roles were in both public and private sector clients with a predominate theme of poor performance or operational issues and the participant demonstrated that a common theme was of politics and struggles to bring clients up to the standards expected of specific professional accreditation standards. The roles required him to integrate predominately with SWs and third-party providers of services to the clients and a core element of his service *delivery* was in the provision of advisory services to the client recommending changes required to meet accreditation standards and the associated upskilling of a SWs understanding of the accreditation requirements.

Participant two (BCC) was a female, aged 42, living in the east of Scotland, who became a limited liability company NSW in 2006, delivering services to organisations as a business change consultant (BCC), advising clients on the delivery of full *life-cycle* business change projects in the financial services sector. Her educational background and initial SW expertise were in software development prior to her movement into the provision of project management for clients based in the United Kingdom and Europe. Her clients were predominately in the financial services sector delivering a diverse range of

projects from the set-up of contact centres, supporting software deployment and financial services product launches. She was expected to blend with both large and small teams comprising of both NSWs and SWs in teams physically co-located and in virtual multi-country teams. She was in high demand from clients' due to her ability to communicate with software developers and her expertise in delivering complex and extensive business change.

Participant three was a male, aged 50, living in the south-west of England. He became an NSW in 2008 with a speciality in advising clients on the full life-cycle delivery of business and information technology projects incorporating finance and human resources. The participant is academically qualified as a chartered engineer and a chartered accountant with an MSc in Project Management. In the past eight years, he had operated in the United Kingdom, Europe, and the USA predominantly for defence, manufacturing, and public-sector clients. This participant operated in teams comprising predominately of SWs managing the third-party organisations delivering services to the client. An interesting summary by the participant was his expertise in operating in no man land juggling and defusing grenades thrown at him by the client and the third parties.

Participant four was a male, aged 42, living in the south-west of England. He became an NSW in 2010, after a period of 14 years as an SW in the role of a system developer. As an NSW, he specialised in client delivery of the leadership of software development programmes in the United Kingdom operating predominately in third party consultant teams with the client SW being the customer. Clients were from both the public and private sector and ranged in size from the small to medium organisations to international organisations. A core requirement of his deliverables was engagement with the client to develop

software requirements, deliver the software through testing into live services requiring the participant to actively voice.

The fifth participant did not proceed into the interview stage due to his withdrawal of his willingness to participate but suggested a willingness to participant in future research.

4.3.4 Delivery of Interviews

The interviews with all the participants were in serviced office accommodation local to participants' homes or workplaces to provide an atmosphere suitable for in-depth discussion of the participants' experiences of silence. For confidentiality reasons, no advertisement was made for the purpose of participants attending the serviced offices.

Easton, McComish and Greenberg (2009) suggested that researchers in the interpretative paradigm should demonstrate trustworthiness, dependability, and confirmability through mitigation of two key risks in the interview stage. The two key risks are first, equipment failure and second, environmental hazards. An equipment failure of the recording equipment could lead to data either being not captured or risk being unreliable in future stages of the research process. Environmental hazards would include issues of external sounds e.g. fire alarms, telephones and other sounds that prevent the researcher or interviewee hearing or being able to communicate their experience. It is recognised that either equipment failure or environmental factors could act as a disturbance to the flow and concentration of both the researcher and the participant with the potential disruption of the story being presented by the participant as suggested by Easton, McComish and Greenberg (2009).

To minimise the risk of equipment failure usage was made to test the equipment during mock-up sessions, with university colleagues acting as participants. The mock-up sessions also enabled the researcher to practice and receive feedback on the proposed interview prompt sheets. As a fall-back plan, usage was made in all interviews to have a secondary recording device operating so that each interview had two recordings, the participants were advised of the multiple recording mechanisms. To minimise the risk of environmental disturbances all the interviews were held in serviced accommodation conference rooms that were soundproofed and planned around any fire alarm testing or environmental events. In addition, use was made of, with the participant's permission, clip on microphones in addition to room and table microphones to maximise the quality of the recorded voice. The recordings were stored on digital media secured by means of encryption, password access and Dropbox encrypted storage folders unique to each participant.

All the participants were provided access to their individual Dropbox folder, containing the sound recording, that the participant could refer to and play back to themselves for any feedback or corrections. None of the participants suggested any change to what was stated in the audio recordings.

The sequencing of the order of participants for interview was based on the availability of the participant and researcher. All interviews began with a repeat of the research aims and objectives and participants were reminded of the researcher's intention to record each interview and finally that they, as a volunteer participant, had the option not to participate in the study and were asked to re-confirm their consent prior to the undertaking of the interview.

As a further step towards fulfilment of quality assurance, the researcher

performed a personal reflection post completion of an interview to determine what went well and what changes could or would be utilised in further interviews. After the first interview, and with feedback from the mock sessions, specific improvements were made to the use of plain English question prompts and a more specific focus on the use of an individual's biography for generating specific prompts to get at the heart of the experience from each participant.

The duration of interviews ranged from 70 minutes to 120 minutes and post interview an email was sent to the participant to thank them for their assistance and participation in the interview process and to provide them with an opportunity to provide feedback on the experience. The receipt of any feedback was noted as post-interview notes and no feedback was received that required either a repeat of an interview or changes to the recorded data set.

Completion of the data gathering cycle enabled the research to move into the final stage of developing a narrative that describes and interprets the experience of silence from the perspective of A NSW, figure 4-3:
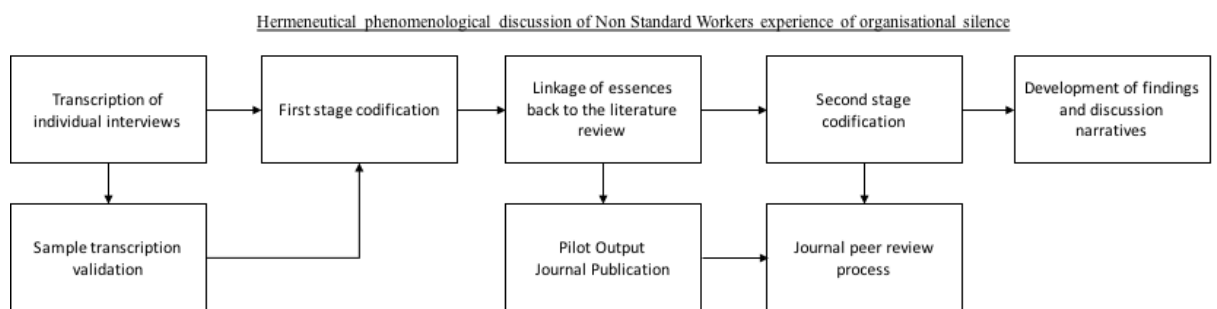
Figure 4-3 –Research Model –Developing a narrative

4.4 Transcription of the Interviews

Davidson, (2009) describes transcription as being the translation or transformation of sound from recordings to text to enable codification and analysis steps of qualitative research. Oliver, Serovich and Mason (2005) described that the transcription process is a selective one whereby certain phenomena or features of talk and interaction are transcribed. The researcher can select from a continuum with two dominant modes at one end of the spectrum is *naturalism*, in which every verbal and non-verbal communication is transcribed in as much detail as possible, and the other end of the spectrum is *de-naturalism*, in which idiosyncratic elements of speech (e.g., stutters, pauses, non-verbal, involuntary vocalisations) are removed.

The requirements of a *hermeneutic phenomenological* study stipulate that we allow participants to speak for themselves and to tell their stories in their own words. Oliver, Serovich and Mason (2005) suggested that each of the pronunciations, non-verbal signs and irregular grammar, which are parts of everyday speech of each participant, can offer important insights into a participant's biography and context and thus transcription must retain as much of participants' utterances as possible. Schegloff (1997) suggested that researchers ask themselves to whom the words in transcripts belong and, in answering this question and keeping transcripts in their natural states, participants can speak for themselves. To retain the maximum amount of detail this research utilised a naturalistic stance and that the only utterances that were excluded from transcriptions were involuntary vocalisations such as sneezes or coughs. Non-verbal utterances such as hand gestures, head nodding or sitting back to think were noted manually and added to the transcriptions.

Hycner (1985) recommends that the researchers undertake the transcription themselves to enable the researcher to engage with both the transcription and the recordings to begin an emergence of meaning and themes for the data analysis and finding stages. A core element of *hermeneutic phenomenology* is that the researcher listens to the audio recording multiple times to obtain a sense of the overall interview, as well as reading the transcription multiple times. This is supported by Groenewald (2004) which suggested that researchers should undertake repeated listening to the original recording to note any variations. The process of reading and listening enabled the researcher to begin to engage with potential themes or meaning and each transcription was annotated with the researcher's initial thoughts.

As an assurance to the accuracy, and thus trustworthiness, of the transcription, a third party professional transcription provider repeated the transcriptions. The output from each transcription was compared for variations in interpretations utilising the Microsoft Word document merge functionality. Variations were validated against the original recording to determine the correct transcription. Common areas of differentiation pertained to the use of industry-specific acronyms, accent pronunciation and the correction of word omissions.

The transcription process for each interview took on average a period of three days. The extended period reflected the time required to validate the accuracy of the transcription and reflection on the reading of the text, including experiences and notes of the interview. Each transcription utilised a common format like a dramatic script and, to annotate non-verbal utterances, a common notation formatting technique was utilised across all transcriptions.

4.5 Codification of the experience

Completion of transcription moved the research into the codification stage. Saldana (2013) defined codification involves allocation of codes to words or short phrases that assign or capture the essence or meaning of participants' experience. These codes are then utilised to enable interpretation and development of the narrative that describes the essence of the experience of silence from the perspective of NSWs.

Van Manen (1984a) did not define a specific codification method as each research has specific requirements to that supports the hermeneutic circle and a retention of a focus on the overall experience of the phenomenon of silence. This study has utilised the proven methods of codification defined by Goffman (1959) textual analysis method, that requires codification to be approached as if the transcription was a social drama. A social drama being one where humans interacting in the role of characters on a stage, with behind the scenes activities, where everyone adopts a role to present the performance to an audience. As recommended by Van Manen (1984), each transcription was continually compared to the original audio recording with a hermeneutic cycle of the whole to part to whole, utilising writing, reading and listening, to allow for new or modified essences to be identified.

4.6 Presentation Standards –Codification

Goffman (1959) textual analysis technique requires codification of the individual transcripted interviews to identify the six core elements of a drama performance. T

These elements encompass:

- The actor participant's *objectives*;

- *Conflicts* encountered by the actor participant;

- *Tactics* utilised to target either the conflicts and or deliver the objectives;

- The actor participant *attitude* to the scenario;

- *Emotions* experienced by the actor participant and,

- Utilisation of *impression management* techniques by the actor participant.

An example is presented in the following section.

4.6.1 Codification Example

This section presents a codification utilising an example of a paragraph from a single interview, the initial transcription from the interview was, figure 4-4:

It was quite a difficult project in that it was running behind schedule, there was a lot of technical complexities to it, um plus it was, it was new. It was one of the first roll outs of its kind in that company um so it was a lot about educating the customer and having to do it in a very diplomatic way and, and the way I approached it with- I would have weekly meetings and be talking through the solution. So my, my role was the service management consultant on that, that project, so overseeing all of the, the activities to manage the environment once it was up and running and so we were talking about quite complex areas such as service level management and having to get over the complexities of service level agreements because they didn't have any service level agreements in place with their suppliers um quite in time for the existing estate never mind the new estate ((laughs)) so eh yeah that was interesting.

Figure 4-4 – Interview extract pre-research stage 1 codification

The researcher then codified utilising the six elements as described above Goffman (1959) reading the individual words, individual sentences, paragraphs, and the whole transcription multiple times. The codification of the sample paragraph is demonstrated below, figure 4-5:

a) It was CONFLICT quite a difficult project in that it was CONFLICT running behind

b) schedule, there was a lot of technical complexities to it, um plus it was, it was new.

c) CONFLICT It was one of the first roll outs of its kind in that company um so

d) TACTIC it was a lot about educating the customer and ATTITUDE having to do it in

e) a very diplomatic way and, and the way I approached it with- I would have TACTIC

f) weekly meetings and be TACTIC talking through the solution. So, my,

g) my role was *IMPRESSION MANAGEMENT* service management consultant on

h) that, that project, so OBJECTIVE overseeing all the, the activities to manage the

i) environment once it was up and running and so we were talking about CONFLICT

j) quite complex areas such as service level management and having to

k) OBJECTIVE <mark>get over the complexities of service level agreements</mark> CONFLICT

l) <mark>because they didn't have any service level agreements in place</mark> with them

m) supplier's um quite in time for the existing estate never mind the new estate

n) EMOTION ((laughs)) so eh yeah that was interesting.

Figure 4-5 - Interview extract post research stage 1 codification

The words or sentences that indicated an element of a drama was highlighted in yellow, as shown above, and then allocated to what element of the drama was being discussed. As an example, the participant in line (a) discusses it being a "difficult" project and "running behind" both are a _conflict_ that is happening in the social environment. In line (c) the participant mentioned that it was "one of the first roll out of its kind" and this text was defined as being a _conflict_. In line (d) the participant says, "having to do it in a very diplomatic way" this is translated into the script as being an _attitude_ - the actor is to be very diplomatic in dealing with any stakeholders. In line (f) we can see an example of a _tactic_ as being the actor participant using a tactic of "educating the customer" in achieving the actor participant's objectives. In line (h) we can identify one of the actor's participant's _objectives_ as being to "overseeing all of the activities to manage the environment once it was up and running". In line (n) we can identify the element of _emotion_ and in this script, the actor participant is guided to use laughter. The final codification was to look for any _impression management activities_ and this is shown in line (g) in that the actor participant

will portray the role of a service management consultant. The codification of each interview concluded by the researcher extracting the list of dramaturgical elements. Utilising the above extract, an illustration of the elements for extraction are shown below, figure 4-6:

CATEGORY	ANALYSIS
OBJECTIVE	"overseeing all of the activities to manage the environment once it was up and running;" "get over the complexities of service level agreements"
CONFLICT	"difficult project"; "behind schedule"; "complexities"; "no agreements"; "First roll out of its kind"
TACTIC	"Educate the customer"; "talking through the solution"; "weekly meetings"," over-seeing"
ATTITUDE	"very diplomatic way"
EMOTION	"Laugher"
IMPRESSION MANAGEMENT	"Service Management Consultant";

Figure 4-6 - Illustration of Essence Extraction

On completion of the codification of all the individual interviews, all individual essences were collated to enable a process of comparison and consideration to identify commonalities and anomalies between the interviews to be undertaken. The individual transcriptions were then re-read, reflecting the overall listing of essences, to identify new interpretations of individual transcription texts; leading to the development of a finalised list of essences to enable the transition of the research into second stage codification.

Second stage codification utilised elaborative codification (Saldana, 2013) that

involves comparison and analysis of theoretical or empirical constructs from previous studies, as documented in the literature review in Chapter 2, with the essences of the experiences of silence from the first stage codification. The output from the second stage codification was a discussion that documents, supporting, strengthening, modifying, or disconfirming the findings from studies of SWs as presented in Chapter 6.

4.7 Validation of Research Design and its Outcome

A core requirement of interpretative studies is to provide evidence of creditability of the essences proposed by the researcher, obtained from the codification stage, with the participants (Bevan, 2014). The researcher recognised that, as participants are not trained in the requirements of *hermeneutic phenomenology*, the issue of how to perform a robust quality assessment of the transcription and analysis stages of the study prior to completion of the findings presented in this thesis became relevant. The researcher decided that outputs from the stage one coding and analysis of a single interview, supported by a summary of the literature review, research objectives and research design, would be developed into a journal paper. The benefit of the journal paper route was its role as an enabler to access academic peer review enabling a rigorous assessment to take place. The journal review process provided a range of reviewer comments, challenges, and suggestions and these were considered, resulting in an updated journal paper, which was accepted for publication. This provided validation of the suitability of the research design and demonstrated that the data analysis process was fulfilling its purpose.

5 DATA ANALYSIS AND FINDINGS

5.1 Overview Introduction

This chapter focuses on presenting the outputs from the first stage codification of the transcribed narratives. The chapter is structured, first, around presenting an introduction to how the interpretation and analysis of each participant's experience was undertaken and, second, the individual chapter sections present the interpretations and findings for each individual NSW participant. Finally, the chapter concludes with a summary of the findings.

5.2 Presentation of Findings

In alignment with the requirements of *hermeneutic phenomenology*, each interview is treated as a stand-alone entity and, to support the interpretation and findings, use is made of vignettes of the individual participant transcriptions. The vignettes present the reader with the participants' own words to support the researcher's findings and can be identified as text formatted in italics with quotation marks. This formatting style is utilised instead of the standard convention of line numbering of transcribed interviews as the focus of the presentation is on the essence of the participants' words.

Presentation of the findings is formatted in a bold font and each finding is sequentially numbered with a three or four-character acronym to reference the individual participant. Finally, the chapter is structured around the research framework as presented in Chapter 2 and re-presented figure 5-1:
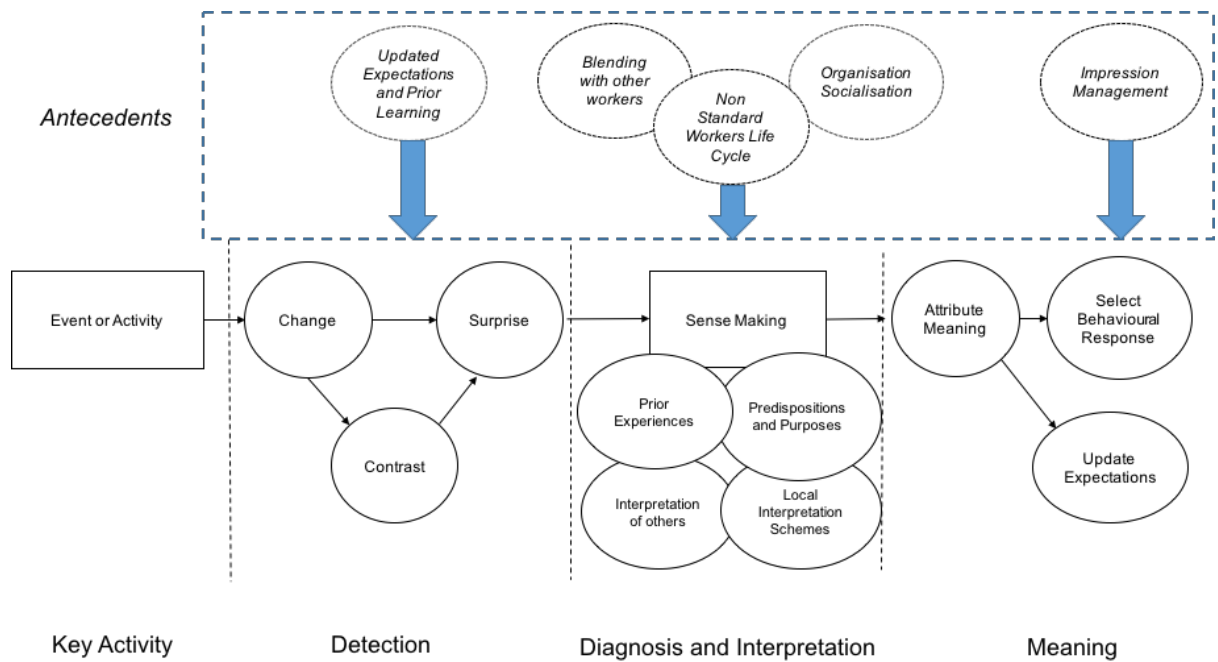
Figure 5-1 – Research framework – adapted from– (Louis, 1980)

Throughout this chapter, participants utilise the colloquial term 'contractor' to refer to what this research defines as A NSW and the reader is asked to utilise the term 'contractor' as equal to the term of an NSW.

5.3 Information Technology Services Consultant

5.3.1 Biography

The participant is a male, aged 52, living in the south west of England, who started trading as a limited liability company NSW in 2000. His speciality is performing the role of an Information Technology Services Consultant (ITSC), advising clients on the implementation, delivery, and compliance of international computer services in conjunction with other third-party providers.

5.3.2 Attributes of an NSW

This section of analysis, interpretation and finding focuses on the participant's context of what it means to be an NSW and how these attributes act as an input to the NSW *sense-making* process.

5.3.2.1 Decision to become an NSW

The participant decided to become an NSW when he experienced redundancy from a large financial organisation. The participant utilised two key inputs to make sense of this unplanned event: first, his attitude towards the opportunities for returning into work as an SW was that '*there was no such thing as a permanent role anymore*' and, second, his need to achieve two core objectives. His objectives were, first, his need to '*earn some money, primarily some proper money*' and, second, to have '*a level of control in terms of where I wanted to be, what I wanted to do, what I was prepared to put with and what I wasn't prepared to put up [with]*.' The participant further explained the importance of the objective of having control of what he was willing to put up with in the following statement:

> '*As you get older <p> and you get wiser and I guess taking me a long time to grow up, I guess I am 52 now <deep breath> but as you get older you get wiser <p> and mature <p> <p> you cannot be bothered with putting up with any bull shit anymore.*'

ITSC-01 The participant indicates that the trigger for his decision to become an NSW was redundancy from an SW role and the decision to become an NSW was influenced by his need to achieve his personal objectives of control over the location of his work and control over what he was prepared to put up with ITSC-02.

5.3.2.2 Reality of a New Entrant NSW

The participant, after obtaining his first role as an NSW, discovered that, as a new entrant NSW, his objectives of control over role location and what he was willing to accept were not achievable, '*when I did go contracting I had to be*

more mobile and more flexible.'

In addition, the participant discovered that he was in a work environment where he experienced the emotion of being like a '*duck out of water*' and that he felt the emotional impact of it as being '*quite difficult to transition as a person*.' Despite knowing '*what I was doing and I knew my skill sets, my core skills*', the participant recognised that to deliver the contract required him to experience a range of conflicts, including: (1) being '*a wall flower, just shut up and put up*', (2) being '*out of my depth*', and (3) his overall experience was indicated in his statement that he '*hated every bloody minute of it and didn't open up*' because '*there was some very forceful people*.'

ITSC-03 The participant demonstrates his experience that being a new entrant NSW required him to forego his objectives of becoming an NSW.

The participant was asked to reflect on being a new entrant NSW and an SW in terms of ability to give voice, and he defined the conflict and emotion of this experience as follows:

> *'Did I speak up? No, I was different, I was not permanent employee anymore, did very much felt like I was a contractor and you were hired to do this and we will tell you what to do and <p> and if I want you wash the floor you go and wash the floor.'*

The participant exhibits as a new entrant NSW, that he was required undertook an emotional journey that challenged who he was as a person ITSC-04.

5.3.2.3   Transition from New Entrant to Established NSW

The participant then described his experience of his transition from an

inexperienced NSW to an experienced NSW and how completing a number of the NSW *life-cycle*s determined this:

> *'Went on like that really, I guess probably the first three years maybe as far as four years where I felt very very subservient sort of individual but well-paid subservient individual <p> you know <p> stick a broom up my arse and I will, you know, as long as you are paying me.'*

When prompted to describe the importance of his three to four years' experience as an NSW the participant stated:

> *'So actually, after three to four years' roaming <sort of ah> around various organisations albeit big organisations you start to build up a picture. I actually realised that my skills (a) were repeatable but actually started to have belief in myself. I have toughened up because I have realised that actually as time progresses and people were hiring me and re-hiring me, so I was being invited back and being asked to come back, I actually, so that it changed my mind-set completely to actually you must have something, you must being do something right as they would not ask me back so you are being hired for a skill and they wouldn't want to re-hire your services if you couldn't deliver to that skills.'*

ITSC-05 The participant exhibits that his transition from new entrant NSW to experienced NSW was triggered after a period of three years and the determinants of becoming an experienced NSW were: (1) his experience of being re-hired by clients, (2) his confidence in himself as an NSW that he was fulfilling client requirements, and (3) clients demonstrating confidence in him as an NSW ITSC-06.

He explained the emotional impact of his transition from new entrant NSW to experienced NSW as follows:

> *'my confidence levels just grew and grew and grew <up> to point the now that I have no <p> issue with speaking out, speaking my mind, I might temper the language as appropriate in terms of <p> who I am talking to and, but I realise that I went through life thinking I did not have any influence and actually transpires that as I have.'*

ITSC-07 The participant exhibits his experience that transitioning to an experienced NSW gave him confidence to give voice and to believe that he has the attributes of emotion and attitude to enable him to influence clients.

This raised the question of what the participant determined to be the attributes required of an experienced NSW, as discussed in the next section.

5.3.2.4 Attributes of an Experienced NSW

As an experienced NSW, the participant demonstrated an attitude of 'not being afraid of who I might particularly upset along the way as you can't please all, everybody all the time' and indicates that he recognises that 'never in the early days prepared to have the hard conversation. I absolutely relish it now because invariably the harder conversation is, hopefully is, for the greater good.' His newfound confidence from year three onwards and how that impacted on his attitude and emotion were apparent in his statement that, 'I am not always right and I quite happy to none of us are yeah but I am more than comfortable to, actually don't care if I make an arse of myself and I say the wrong thing because someone, if I said the wrong thing, someone is cleverer than me or <p> more informed than me will put me right.' He recognised that he demonstrated the attitude of being 'not afraid to be controversial if that is what is required <p> love being very very very very <p> confident in front of suppliers.'

ITSC-08 The participant indicates that the characteristics required of an established NSW are robustness and self-confidence to create a suitable impression on clients and others.

Following discussion of the biography and characteristics of the participant as an NSW, the discussion moved on to his experience participating in the NSW *life-cycle*, as discussed in the following section.

5.3.3 *Life-Cycle* Stage 1 – Marketing

The participant was prompted to discuss how he obtained his contracts and what was experience of the stakeholders involved. He summarised his experience of the NSW *life-cycle* stage 1 (*marketing*) in the following statement:

'I hate IT computer recruitment agencies with a passion, hum, so I treat them with, hum, very nicely but with the contempt they deserve, I, you know, I know if jobs are real or not whether you know its <p> I have got no patience for an agency at all so I hate them, so as far as I am concerned they are a necessary evil to get me a foot in the door and that are a <p> method of funnelling money through <p> into, into my bank account. They have not got a Scooby Doo mate so they don't get a set they got a huh huh huh huh huh huh job description in front of them and they don't even think about, very rarely do I ever get a personality personal traits or personal skills discussed so it's all about getting a bum on the seat.'

He demonstrates hatred towards agencies but recognises that as a tactic they are '*a necessary evil to get me a foot in the door*' and they are required to enable him to receive payment from clients. His hatred is indicated by his portrayal of them not having '*a Scooby Doo mate*' or an understanding of what is required of NSWs to achieve clients' requirements. This is a challenging conundrum in

that organisations utilise recruitment agencies to fulfil their resourcing needs irrespective of worker classification, in that both clients and recruitment agencies utilise the same recruitment tactics for both NSWs and SWs. This is even though organisations need individuals with different characteristics. For example, NSWs are to hit the ground running and deliver immediately but SWs are given time to be socially inducted into organisations. Agencies seeking SWs for clients are looking for individuals who will remain with an organisation for an extended duration, with different expectations.

He goes on to clarify the role agencies play, stating that agencies have

'no interest in finding out about you as an individual, what you know, what your core skills are, they don't even really grill on, on what you are saying in the CV, hum, hum, yeah it is <p> they will ask you a few standard questions and it's a few standard replies <p> hum, they will say a little about an organisation if at liberty to, hum, and then you are lucky if you hear anything back <p>, it's just a number game for the agencies and I just play the number game.'

ITSC-09 The participant demonstrates his experience that agencies are not demonstrating an awareness of the key differences between client recruitment of NSWs and SWs. The participant is recognising that agencies act as a conduit for payment of the A NSW invoices with clients and that he has limited alternatives but to utilise agencies ITSC-10.

In terms of his own objectives and tactics during the *marketing* stages, the participant highlighted that he applies:

> *'for lots and online and ah if I get, if there is one that's located, location, right for me then I will follow that up with a phone call, the rest I will just let the CV do the work and if it's not good enough I don't chase them.'*

He states that, for roles meeting his expectations, he is actively managing the first stage of his *life-cycle* with the agencies, but for roles that do not fulfil his criteria he allows his reputation and prior deliverables to sell himself to the agencies.

ITSC-11 The participant demonstrates utilisation of his original objective of ability to determine location as a key criterion of the suitability of a role and that, if roles fulfil his objectives, he will actively follow-up with agencies to obtain a contract with a client ITSC-12.

The discussion then moved onto his experience of the *negotiation* stage of the NSW *life-cycle*, as discussed in the following section.

5.3.4 Life-Cycle Stage 2 – Negotiation

The participant recognised that, with his transition to an established NSW, he was required to adapt how he undertakes a *negotiation* interview. He demonstrates learning that to create an environment of successful socialisation and the ability to give voice is dependent on the actions and outcomes of the NSW *life-cycle* stage 2 (*negotiation*). His objective now is to focus on honesty with an expectation that the client will do the same:

> *'Just recently just totally changed tactic as opposed to what is it you want what are the clients wanting to hear <p> are they prepared to, to accept challenge challenges during the interview process?'*

The participant highlights that his first objective is 'to make them think that the

interview process is a two-way process and that they have got to try and sell me the role as much as I want to sell myself into that role.' To achieve this objective, he adopts a tactic of 'working it out by asking them questions fairly early on what the problem is and what are they trying to solve and what this role expectation of this role and how that will solve that and then bring my experience into it.' In addition, the participant utilises the two-way discussions to 'determine at interview is this the role I want by actually asking some pretty hard questions back and by putting challenges in such as questions.'

ITSC-13 The participant shows a recognition that *negotiation* interviews are a two-way process between the NSW and the client. The *negotiation*s enable the participant to: (1) determine the expectations of the client by asking challenging questions and (2) determine the client's willingness to allow NSWs to have a voice ITSC-14.

The participant demonstrates that a core part of the *negotiation* stage is to identify the expectations of the client during the initial *delivery* stages:

> *'You ask them basic stuff, if you were to offer me the role what is your expectations of, of your, hum, the candidate who is, is offered the position, what is your expectation in the first week?'*

ITSC-15 The participant exhibits a tactic during *negotiation*s to establish the client's expectations of the NSW during the mobilisation period and that the client's expectations are utilised as setting expectations for use in the participant's *sense-making* processes ITSC-16.

Unfortunately, the participant demonstrates that reality for him has been that the client typically reacts by stating:

> *'There is only one answer is there, not "hit the ground running" and that's all I can get out of them so what about week 2? Because I am not letting them off the hook, what about week 2? <p> They have not got an answer.'*

ITSC-17 The participant shows his experience that clients expect an NSW to hit the ground running and that the client expects NSWs to be able to achieve this without the normal induction activity provided to an SW.

This does raise the question of how new entrant NSWs determine what it means to *'hit the ground running'* and whether this puts them at risk of not meeting expectations and putting their contract at risk.

A core part of the participants challenging questions is the need for the participant to be honest in his answers to the client: *'if I don't know you bloody well tell them and if it is not good enough and they don't want I am not afraid to lose a role.'* This demonstrates a *defensive* strategy as he *'would rather lose a role saying no I haven't got that experience and <p> get fired after a week in a role because they found out I haven't got that experience and I have lied.'* The participant indicates that as he completes contracts and grows older he identifies his objectives, protecting his reputation by not taking on roles where he does not *'have that experience and I have lied.'* The client identifies this and fires him from the role. The participant recognises that as a tactic that, *'rather you take me on for on who I am and then do the job because there obviously then a concern if you do the job and a week later you are out the door.'* He goes on to state the emotion and attitude that:

> *'nobody wants to be fired do they, because you know bull shitted on an*

> *CV you know I am, am on the CV or something or answered in questioning incorrectly that was vital, pivotal, to the role, hum, wasting everybody's time, mate.'*

ITSC-18 The participant indicates that a core determinant of his *sense-making* process during the *negotiation* stage is his ability to deliver the contract and thus determine if he wishes to accept any contract offer. The focus on ability to deliver demonstrates that his objective is to protect his reputation so that he does not obtain a reputation of being fired from roles through not having the correct skills or because the client does not like his openness to voicing his opinion ITSC-19.

The participant provided a specific example of how he presented himself during a *negotiation* interview:

> *'Are you wanting someone who is going to come in and run a process for you because if it is I am not your man and we must as well stop now <p> do want someone to come in and transition a whole service function from A to B in house or outsourced, hum, to your methodology as you articulated earlier in the interview <p> if that is what you want I am not your man, if you want someone that is actually going run that but actually challenge some of things if they are wrong <p> and to actually put them right then we can continue the conversation.'*

The discussion then moved onto his experience of the *delivery* stage of the NSW *life-cycle*. This stage of the *life-cycle* is triggered when the participant and client agree to enter into a contract of services, and is presented in the following section.

5.3.5 Life-Cycle Stage 3 – Delivery

5.3.5.1 Organisational Socialisation

The initiation of the *delivery* stage requires the participant to mobilise onto a site and begin the process of engaging with other workers in the organisation. The participant described his technique for socialising himself at the start of *delivery*; specifically, how he interacts with other workers. His tactic is as follows:

> *'In the first week, two weeks, certainly, hum, I try to meet as many people as possibly can so, you know, using my immediate peer group around me, you know, or, hum, my hiring manager, right, point me in, you know, give me quick intro to people and I will do the rest.'*

The participant recognised that the reality of socialisation is:

> *'To be honest week 1 and week 2 if you are lucky to have enough to be given kit and accounts to get going, great, if not, you know, nine times out of ten, there's the documentation, get your head buried in that and gets us from A to B whatever that A to B is. You make it up half the time as you go along mate, well, majority of the time.'*

ITSC-20 The participant demonstrates his experience that clients will not provide formal induction into an organisation and that the client expects NSWs to be self-sufficient to initiate delivery.

As an established NSW, the participant recognised the importance of utilising tactics to blend with SWs and NSWs within organisations. His core objective is to achieve '*engendering trust in my colleagues so I think, you know, I do invest in my colleagues.*' This is achieved through a process of:

> *'I like to get to know them as individuals, hum, but I stuttering as part of thinking process then but you know I get have to work with people I know any physiological advantage I can have in terms of <p> wanting to know about you or wanting to know about your two nieces that, you know <p> just little things like that is very important and it helps me influence people and it gives me that level of confidence when I actually open my mouth a people are going to listen.'*

ITSC-21 The participant exhibits the tactic of accessing non-work-related knowledge about his colleagues to build bridges and associations with them, enabling his voice to be heard.

The socialisation into an organisation requires the participant to have the ability to blend with other workers and this is discussed in the following section.

5.3.5.2 Blending of Standard Workers and Non-Standard Workers

The participant summarised his overall experience of interaction with other workers as follows: 'haven't very often noticed a us and them attitude I will be very honest but I think that is inherent because of the size of the organisation' and, emotionally, that '[I] don't really feel we are ostracised. I think it is become accepted across particular in the last 15 years and I think it is indicative the way you know commerce and business is done.' He recognises that NSWs 'are a viable option, people are used to having contractors around so the 'them and us' environmental culture does not really exist.'

ITSC-22 The participant demonstrates his experience that SWs in larger organisations are becoming accustomed to working with NSWs on a daily basis and that SWs appreciate that the *blending* of NSWs and SWs is part of organisational life.

The participant states, '*it is indicative the way you know commerce and business is done.*' This suggest that the academic body of knowledge, pertaining to *blending*, needs to incorporate organisational size and its experience in the utilisation of NSWs. This also suggests that organisations require to consider the process of bringing in NSWs and how they can socialise with other SWs quickly and easily to maximise the opportunities for the NSWs to complete their contractual deliverables.

The next section examines the experience of the leadership team in creating an e environment that enables voice or creates a *climate of silence*.

5.3.5.3   Climate of Silence

The participant was prompted to discuss his experiences of the role of the leadership in enabling voice. He provided an example where a forceful leadership team created both conflict and emotional reactions to voice, the participant stated:

> '*Very very strong characters on this programme … they told me what I needed to put in the communications that was going out whenever I went to challenge it, at that level, told to shut up, just do it so and it just actually stifled me.*'

This demonstrates that the organisation was silencing the participant and that, to protect his contract, he decided to remain silent for *defensive* purposes. Deciding to remain silent resulted in him experiencing a range of emotions: (1) '*the money was nice*' but (2) '[it] *totally stifled me and knocked my confidence as a contractor*.' His action was to exit the role when his contracted period of three months was complete: '*I got out of that, left that contract after three*

months.'

ITSC-23 The participant exhibits an experience of a climate of silence within an organisational setting created by the leadership team. The participant shows the negative emotional impact of a climate of silence and demonstrates the role of exit, voice or to remain silence in his determination of behavioural response ITSC-24. The participant demonstrates that he utilised *defensive* silence until he had the opportunity to exit the organisation, suggesting a protection of reputation by completing his contracted services ITSC-25.

This concludes the analysis, interpretation, and findings of the participant ITSC.

5.4 Business Change Consultant

5.4.1 Biography

The participant is a female, aged 42, living in the east of Scotland, who became a limited liability company NSW in 2006, delivering services to organisations as a business change consultant, advising clients on the *delivery* of full *life-cycle* business change projects in the financial services sector. Her educational background and initial SW expertise were in software development prior to her movement into the provision of project management for clients based in the United Kingdom and Europe.

The first discussion point was to examine the participant's determination of what it means to her to be an NSW as presented in the following section.

5.4.2 Attributes of an NSW

This section of analysis, interpretation and finding focuses on the participant's context of what it means to be an NSW.

5.4.2.1 Reality of a New Entrant NSW

The participant describes her experience that new entrant NSWs are particularly vulnerable and the participant highlights that:

> *'I've been on, on quite a few projects where there's been people who have taken redundancy and this is their first contract and they've started the contract with absolutely no idea of what it's going to be like, expecting to be given training, um, on, you know, the, the project, the systems, how things will, um, run within the, the culture of the organisation; I think they've been quite shocked.'*

BCC-01 The participant recognises that new entrant NSWs are vulnerable to making mistakes and have a contract terminated until they have gained experience of completing a number of NSW *life-cycle*s.

As experience, through undertaking contracts, develops:

> *'they may have some, um, support within a project or they may have some support with, you know, people they've met on other projects. However, ultimately, you've got to rely on yourself.'*

The vulnerability of new entrants is demonstrated in the following vignette:

> *'One project I started the same time as another chap and when it came, so on Monday, and it came to the Friday we both had meetings with the, the two individuals that hired us, um, he went in first, he'd spent the whole week saying, "I don't know how to do this. I don't know how to do this. Will somebody show me how to do this?", spent the whole week doing that. By the Friday he was, eh, let go and he actually came back (slight laughing tone) and he sat, he sat in the, the canteen, um, beside me, went in for the meeting, came back out and he just said "I've been fired", and I knew that was going to happen. Um, I just, just had a feeling.'*

The participant recognised that, despite this only being her second contract, she should be prepared for the meeting:

> *'I thought, right, I'd better be prepared, and I spent the ten minutes of waiting just outlining everything that I was going to be doing over the next six months. You know, we didn't have to have a project plan ready for the Friday but I knew that this is what they were going to ask me – what are your findings? What are you going to do? And so, I was able to just scribble it down.'*

This is an example of validating the role of feedback on *sense-making* and expectation triggers for the participant. She highlighted this feedback loop from previous contracts, stating, '*but I knew that this is what they were going to ask me.*'

BCC-02 The participant indicates her use of experience as an input to her determination to remain silent to protect herself at the expense of her NSW colleague.

The shock of being fired resulted in her colleague determining that his action from his sense-making was that, 'he went off and eventually got another permie role but he just was not suited to being a contractor.'

She goes on to describe her experience of working alongside other NSWs, since the 2008 recession, 'there was an awful lot of redundancies and there's a lot of people have joined, um, organisations as contractors and that's changed the style of working.'

The participant provides a powerful vignette of how contagious the transfer of culture can be and its negative impact on organisations:

> *'I found that on, um, the second last contract I worked on, um, where it was like that, there was, was quite a few people on there had come from, um, organisations where they'd been made redundant and they brought that culture with them and it was very secretive and very protective, um, which I found quite odd. That you, they would sit there and they wouldn't share information but they'd take your information, you know, which to me makes it quite a difficult environment to work in and it also stops people speaking up as well, not just, um, in meetings but on a daily basis, not having been able to have a conversation on the phone, eh, you know, at their desk, not being able to speak to other people. That just changes everything, so, um, maybe that culture will change again in a few years but certainly that has, has changed a lot. It's, it's not as nice I would say to work in that environment as it used to be.'*

This is a core learning consideration for organisations when taking on new start NSWs and establishing how they will socialise them. If NSWs create a culture of silence, organisations are obstructing the original purpose of organisations to recruit NSWs to fill skill or expertise gaps.

BCC-03 The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of a culture of silence developing and to maximise the skills and capabilities of NSWs.

5.4.2.2 Transition from New Entrant to Established NSW

The participant demonstrates that, in her experience, there are clear distinctions between new entrant NSWs and experienced NSWs. First, it is necessary to ascertain A NSW expectations of the role of agencies in supporting them during the socialisation and *delivery* stages. The participant highlights that:

> *'when I was new, you know, I, I thought oh the recruitment agent's my agent, if I'm having an issue, phone up the agent, they'll help, they'll represent me, no. Now I know that if I was to phone up the agent the, the standard response is, "well can you not work it through?" because their, their role is specifically to put CVs in front of an organisation, that organisation recruits that person, if there's then an issue on that project the recruitment agent's not party to the project, the daily running of a project, they don't, you know you're on your own, sad to say but you are, you're on your own unless you have got someone else that's sympathetic with you in the project, then you're by yourself.'*

Second, she highlights that as an NSW she has experienced the conflict of:

> *'you've got no backup, it's a lot tougher than being, eh, an employee where you have a support system, you've got HR, you've got your line manager, you've got people that you can talk to if you're having a tough time, um, you're got career development. All those things, you have to do that yourself.'*

BCC-04 The participant exhibits her experience that, as an NSW, she is alone and unsupported and does not have organisational resources as a support mechanism.

This raises the question of who NSWs can turn to for assistance and when prompted on this question she provided an example:

> *'There's one time where I did have an issue with, um, on a project and, and I just, it was a particularly aggressive environment and I did not know where to turn and it was really difficult and I ended up calling one (laughingly) one of my contacts from, um, one of the companies I used to work for and, and said, you know, S, I've got this problem, I really don't know where to go with this, can you help me? Can you talk, talk me*

> *through it? And he, he just, we spoke about it and then he gave me some advice on how to handle it and then I went back in the next day and just walked through, you know, I was prepared and it was fine, it was fine but that's, that's it.'*

This is demonstrating that she was utilising previous colleagues as a sounding board to find a solution to the problems encountered. She provided a further example of her support mechanism as follows:

> *'I think you're on your own when you're on a, a, a particular contract or a project. You've got to build up rapport with the other people that you're working with and rely on, you're working together as a team to get through those issues. If you don't have that then you've got, you know, your family really to (laughingly) go back to and talk to and if you don't have that then you've got other colleagues if you've built up a, a network to go back to and go help me work this out please.'*

This suggests that a core skill required of an NSW is the ability to develop and maintain a suitable support network.

BCC-05 The participant shows her understanding the importance of developing a network of colleagues, friends, and families as a supporting mechanism.

5.4.2.3   Attributes of an Experienced NSW

The participant then discussed what she expects what attributes is required to be an NSW. She states that, as a tactic, 'you have to be so tough I think, um, and I had the preparation for that because I had some really, really tough projects as a permanent employee.' However, she also states that she was surprised by the conflict of 'how tough it could be, especially when in the early days of a contract where you're still finding your feet and, you know, trying to

settle into a project.'

BCC-06 The participant indicates an attitude that it is up to the individual NSW to utilise experience and make the effort to overcome any conflicts to integrate into a mixed environment.

BCC-07 The participant demonstrates the requirements for NSWs to develop resilience and confidence from completion of previous contracts.

She highlights that despite these conflicts being an NSW is just:

> *'Another way of working, when you're on a contract there's much more flexibility than if you were in a permanent role and … being a contractor is a good way, a good way of building your life around, you know, a project and, um, integrating it into enabling you to do your, whatever you're doing.'*

BCC-39 The participant demonstrates the freedom of an NSW to determine when they will work and under what circumstances they are willing to work.

As a female, she also reflects that being an NSW provides an opportunity for women to meet their:

> *'need for a bit more flexibility, they've got children or whatever, they're stuck in a nine to five job, they're having to manage everything around that and they're wanting a way out and they see contracting as a way out.'*

This is an area for future research to determine if female NSWs have different expectations as NSWs and if the lifestyle of being an NSW supports their personal aims and objectives.

Following discussion of the biography and characteristics of the participant as an NSW, the discussion moved on to his experience participating in the NSW *life-cycle*, as discussed in the following section.

5.4.3 Life-Cycle Stage 1 – Marketing

The collection of the experience of the *marketing* stage for this participant followed discussions of the *delivery* stage and identifies that her priority in the transition from stage 3 (*delivery*) to stage 1 (*marketing*) is as follows:

> *'for the first couple of weeks I always would just completely switch off, not have a look at anything because that was my time for us, a break or a holiday or whatever and then I'd get back into it.'*

After this down time, the participant instigates the *marketing* phase for her next contract. To achieve this, she utilises a range of tactics and her first tactic is to keep up to speed with developments in her field of expertise using the family circle:

> *'I keep up to speed anyway with what's happening in the technology world because my, well my fiancé he's, um, a, a developer, he has his own business too so I'm always talking to him about what he's doing and what his clients are doing and finding out what's happening in the industry.'*

Her second tactic is to utilise contacts developed during previous contracts, both NSWs and SWs. The participant defined such contacts as, '*old friends that are still in technology that I catch up with*' and said:

> *'I use the time when I'm on breaks to go and catch up with other contractors that I've worked with on other projects and just say hi, you*

> *know, I've got time to speak to you, what's happening and what are you doing and finding out, um, about new projects.'*

Her next tactic is to utilise her contacts with recruitment agents. She stated that, 'you find out an awful lot about what's happening out there with, eh, recruitment agents because they'll talk about a new project.' The participant highlights that, as an experienced NSW with extended contracts, she has:

> *'lots of agents now that I've been with over the years and I'll just, you know, pick up the phone and go, or send them an email and say, "Hi, I'm now available, you know, have you got anything? Here's my updated CV. What's happening? Do you fancy a chat?.'*

BCC-08 The participant utilises a range of stakeholders in the marketing stage including family, friends, other NSWs, and agencies.

This raises a question involving new entrant NSWs lacking access to a pool of contacts, agencies, and other NSWs, having to begin from nothing to sell their skills to potential agencies. The participant highlights her tactic on encountering new recruitment agencies:

> *'if they're new recruitment agents it helps when they meet you, you can then put a name to the face so they will then think of you when it comes to the next role so when they get the roles coming in they'll go, ah right, there was that lady X, yeah, I know her, you know she's available, I'll give her a call.'*

She also highlighted that marketing continued with agencies whilst involved in other activities:

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> *'when I'm on contract I'll still get roles emailed to me and it's a case of replying back going nope, I'm doing this just now, I'll be available in August so that they then update their CRM solution and then they'll get in contact with you at, at the appropriate date.'*

BCC-09 The participant indicates that she has learnt the need to continue the marketing stages of the NSW life-cycle during the delivery stages from her transition from new entrant NSW to experienced NSW.

In discussions with agencies about reasons for leaving previous clients, she notes that, with experience, she would be '*open with recruitment agencies to a certain point, you know*.' The confidence to be open with agencies about her experiences from previous clients comes from her experience of voicing the reality of previous client deliverables to the agencies involved in her *marketing* and *negotiation* stages.

BCC-10 The participant exhibits no willingness to participate in negative remarks about clients to protect her reputation and her ability to obtain future opportunities with clients.

The participant recognises that roles with negative experiences do lead to expectations that '*I would make sure I wasn't going to put myself into that type of role again*.' These experiences are utilised in her decisions about roles for which she markets herself.

BCC-11 The participant is demonstrating that prior experiences are utilised in future decisions about expectations of what she wishes from roles.

The final tactic utilised by the participant for marketing her skills and capabilities

was the use of social media as a key input to the *marketing* and *negotiation*s stages of her *life-cycle*. She stated that, '*recently I've found that, um, Twitter is really, really good for the latest stuff coming out*' and '*in terms of marketing, um, the first thing I would do is I would update LinkedIn.*' Her tactic for social media is that '*my contacts see that I'm now available. You know, just update that, say now available for my next role, contact me*' or she would '*start, um, contacting all my recent contracts, you know, programme managers for example, say I'm now available, have you got anything?*' via her social media links with the clients.

BCC-12 The participant indicates that social media is a powerful tool for NSWs, enabling a continuous marketing presence but also maintenance of awareness of the skills and capabilities required by future clients.

The discussion then moved onto her experience of the *negotiation* stage of the NSW *life-cycle*, as discussed in the following section.

5.4.4 Life-Cycle Stage 2 – Negotiation

The participant demonstrates that, as an experienced NSW, she has learnt that enablement of voice begins in the *negotiation* stage and provides examples of clients establishing significant barriers to voice which impact on her ability to deliver.

The first example given was of the role in Brussels where 'the director of the change management team' interviewed her. Her expectation from the negotiations was, 'I thought I'd be working for him, when I actually started he then allocated me to somebody else.' This was because the client had a process of allocating NSWs to a pool of resources or 'change management

team and then they'd allocate you out to a project.' The gap between reality and expectation triggered her sense-making process and a key input was her appointment to a new leader who was 'a female at associate director level' when she needed somebody in her area, 'in the operations team. Although she needed somebody she just wanted somebody to come on board and just do the job but don't actually ask or don't talk to me just get on and, and do it.' This made the participant's experience 'very difficult' because she had not been 'interviewed by that person and even then, taken me on the first day, I didn't really have an interview with her, it was just this is, this is the task I want you to get on and do it.'

The second example was a scenario where she was '*interviewed by the head of the change team then allocated to the programme manager who hadn't interviewed me.*' She was asked to join the organisation on a Friday afternoon, and the organisational induction was for the programme manager to '*give me a brain dump of everything that was on her plate and what she wanted me to manage and then she was off on holiday for two weeks.*' The expectation gap again triggered her *sense-making* process and she reflected on the conflict presented to her in her own words as follows:

> *'So it's another situation where (laughs slightly) you're allocated to somebody who hasn't interviewed you and then it makes it, it makes it so much harder I believe because they, they have no understanding of your background, um, and really only you, they just have to, they have, they're taking on a person to deliver the project and they just see you as a delivery person not as somebody who's got actual background that may, um, give some insight into different ways of delivering a project.'*

BCC-13 The participant exhibits experience of conflict created by clients utilising individuals to perform interviews that fail to communicate the skills, capabilities, and expectations of the NSW to the delivery stage leadership team. This conflict has led to her experiencing that organisations are not maximising her skills and capabilities to benefit organisations BCC-14.

The final example was a scenario of being interviewed by 'the programme manager and one of her senior project managers' and then allocated to work with 'a senior programme manager who was not part of the interview process'. This expectation gap required her to, as part of her orientation process, 'develop a relationship with the programme manager and other programme managers.' The effort in developing this relationship diverted her attention away from her delivery role resulting in the delivery of her original objective to the client being 'made it a little bit harder.'

BCC-15 The participant shows the importance of the individuals involved in the *negotiation* stage in terms of building up relationships and establish expectations during the *delivery* stage, thus enabling voice.

The participant provides support to this finding, stating that:

> *'there's a lot that's built up during the interview process, um, and it may just be because you've got your meeting. If you're, if you're interviewing somebody you're meeting a stranger but you've got their CV, you go through the background of that individual and you find out a bit more about them.'*

The participant demonstrates the importance for both parties of creating a favourable impression during the *negotiation*s and for the client to ensure

continuity between the *negotiation* and *delivery* stages (BCC). However, organisations create barriers by asking NSWs to be *'dropped straight into' organisations when neither party has 'history or background.'* This demonstrates that both parties should start the *impression management* process again, as indicated in her experience that this diverts attention from *delivery* of the intended objectives and introduces a risk of conflict if the parties disagree.

5.4.4.1   Role Expectation

The participant demonstrates that a core element of the *negotiation* stage involves setting expectations and defining the role clients require NSWs to perform. The participant provides an example of a time when she was interviewed and recruited to undertake '*a role at that time it was just a quick contract of process mapping.*' The reality was a client expectation that she would project manage '*£5 million plus software and the implementation project providing the client with a headcount reduction of over a hundred people within the operations team, I was taken on board to do this massive piece of work.*'

BCC-16 The participant exhibits an expectation of providing the client with a certain skill, established during *negotiation*s, and indicates that *sense-making* is triggered when the client issues the NSW with a different objective on mobilisation into *delivery*.

What should be considered here is that the participant has negotiated a contract objective (process mapping) in return for a specific day rate and a specific contract duration. She was then expected to take on this significant project. The participant did not say no to the client, but accepted the challenge, remained

silent and dealt with the emotion of it being '*fairly difficult*' but, '*I ended up getting on quite well with the associate director to the point that she took me back at a later stage on another contract.*'

BCC-17 It is suggested that this is a demonstration of the participant determining to either exit, voice or remain silent and a behavioural action of remaining silent to retain the contract.

5.4.4.2   Previous Clients

The participant was prompted to discuss her experience of being questioned in the *negotiation* stage with potential clients about her previous client deliverables: '*I mean, I know when, when you're looking for other projects they will ask you why did you leave and you can usually find a diplomatic answer.*'

BCC-18 The participant exhibits a determination to remain silent and not participate in negative remarks about previous clients to protect her reputation.

The discussion then moved onto her experience of the *delivery* stage of the NSW *life-cycle*. This stage of the *life-cycle* is triggered when the participant and client agree to enter into a contract of services, and is presented in the following section.

5.4.5 Life-Cycle Stage 3 – Delivery

5.4.5.1   Organisational Socialisation

The initiation of *delivery* requires the participant to mobilise onto a site and begin the process of engaging with other workers in the organisation.

The participant highlights that a key factor for the success of mixing SWs and NSWs was the client ensuring that all colleagues, '*were all in the offices along*

with everybody else.' This enabled the use of the aforementioned tactics to facilitate communication and break down barriers.

BCC-19 The participant exhibits her experience that the co-location of workers, irrespective of contract type, is a key consideration for organisations in creating opportunities for all workers to give voice.

Her third example was a contract based '*in Brussels for eight months'* within a large organisation with an objective for her to '*implement a new change management process.'* This contract demonstrated the impact of emotions and attitudes where the team was composed of a '*small close-knit team of contractors' and the leadership of the 'programme was an, eh, contractor'* as well. The team of NSWs was '*multinational, so we had a mixture of French, Belgium, um, people as well as UK*' and:

> *'Everybody was based in Brussels, living in Brussels, you know, temporarily while they're on that project so that introduced a new set of differences as well because you got to know people on a social basis (laughingly) as well as on a work basis so I think that enabled people to be a bit more vocal.'*

BCC-20 The participant demonstrates her experience that socialisation with SWs and NSWs outside the workplace gave everyone the opportunity to spend time getting to know each other and provided an environment for barriers to voice to be lowered.

The socialisation of NSWs enabled the team to develop a common attitude where '*people cared and, I mean, people really wanted it to work.'* The disadvantage to this close-knit community of interacting NSWs was that it introduced a conflict:

> *'newer people coming onto the, the project (after about six months or so) [who] were a lot quieter, they didn't speak up because there was this kind of hard core of older people that joined and formed the project so the new people tended to be a bit quieter, for no real reason, they could really speak up.'*

BCC-21 The participant exhibits her experience that clients do not give consideration to how NSWs can be socialised into an established workforce. The participant shows her experience that the combination of location, socialisation and integration are key factors in successful mixing of NSWs with SWs BCC-22.

She indicates that her tactic was 'to establish quite a good rapport with, you know, employees, um, permanent members of staff.' The ability to achieve a good rapport depends on:

> *'The nature of the project, if it's a big project where stuff is being done to the organisation there's much more resistance and conflict I think from the employees, especially if you're working in a model where they're not, um, 100% dedicated to the project and they've got their own day jobs that they go back to. That can make it up quite difficult because you are seen as the contractor.'*

BCC-23 The participant demonstrates the role of an organisation in establishing the team structures that enables the integration of NSWs and SWs to minimise resistance and conflict.

She highlights that for organisations to mix NSWs and SWs successfully, it is necessary to appreciate that NSWs are by their nature transient:

> *'They (the SWs) know you're only there for six months, they know you're only there or they, they think you're only there six months and you're only there to do that project. So, there's, there's less of a, a need to establish a long-term rapport and I think, as a contractor, you know, for me everybody's just a human being. At the end of the day they're all human beings, um, but I think when you have that division of, you know, permies and contractors it can make it really difficult because you're seen as an external. You're coming to do a project, deliver a particular piece of work and then you're going to go away.'*

BCC-24 The participant exhibits her experience that team size influences the ability of NSWs to successfully fit in.

5.4.5.2   Blending of Standard Workers and Non-Standard Workers

The participant highlighted that her experience of working alongside SW's has changed over time:

> *'not as bad now – when I first started you would have a badge, one organisation, you had red badges and they just, you got called a red badge or a contractor and you weren't seen as an individual, um, so that makes it really difficult.'*

BCC-25 The participant exhibits her experience that SWs are becoming accustomed to having to work in integrated teams with NSWs.

The participant highlights that the convention for naming different types of workers is part of the problem relating to interaction and enabling voice in organisations:

> *'I think if I could change things I would change it so that a contractor wasn't labelled as a contractor because to me it's a different term of employment and, you know, my, um, contract of employment is between me and my employer, the same with a permanent member of staff, and if I could change anything on projects I would say that you have a project team and it shouldn't be labelled as permies and contractors because everybody's there to deliver that project and I think that's what makes it, that is I think the single thing that makes it difficult to voice because you're seen as being a contractor and you might as well have, have the word, you know, tattooed on your forehead I think at some points.'*

The naming of individuals according to their classification of work leads to a scenario where it becomes 'combative in terms of it's a them and us, so people then start to get on guard don't they when they, they think oh G*d I'm going to get picked on here you know and you're suddenly just, you know, very protective.'

BCC-26 The participant demonstrates the need for consideration by organisations the naming convention of workers to support an integrated team irrespective of worker classifications.

The importance of *blending* from the participant's perspective is the need to consider business or team size when considering the ability of blended workers to give voice. She provided contrasting examples of her experience of *blending* with different types of people. The first example given was as follows:

> *'it was quite a small, tight-knit team, um, a mixture of employees and other contractors and, and you could be quite vocal in that and it was actually, um, rewarded if you were vocal.'*

BCC-27 The participant indicates that the integration of the team, aided

by the small size of the team, created an environment where giving voice was openly rewarded.

In contrast, her second contract was composed of '*a large team of contractors, um, a very technical project of about 100 people'* and her role was as a service management consultant, working at director level within the client organisation. *Delivery* of the contract required her to socialise into an organisation that was experiencing conflict in terms of '*quite a difficult project in that it was running behind schedule, there was a lot of technical complexities to it, um, plus it was, it was new.'* To overcome this conflict, she created an objective for herself to 'educate the customer' whilst adopting an attitude of *'having to do it in a very diplomatic way.'* To achieve her objective, she utilised a range of tactics, including, (1) *'weekly meetings to talk through the solution'*, (2) finding a common language, achieved as follows:

> *'Literally taking things right down to very basic levels, so using analogies of going into a restaurant and ordering, you know, various kormas and things so we ended up, you know, using the sea bass korma as an example.'*

Her reflection on the use of analogies recognises that: '*it was a different way of, of talking (laughingly) with the director, which, you know, is not, um, hadn't done that previously*.' The use of analogies enabled her to find common ground that enabled voice, (3) utilising the tactic of '*pre-meetings*', (4) putting effort and emotions into '*planning the approach*' and the '*management of that project*', and (5) utilising *impression management* to ensure that, '*the project was being perceived with the client*' in a positive light. The purpose of these tactics was to give stakeholders a common language that maximised opportunities for both

the SWs and the NSWs to speak up in meetings and to enable the participant to achieve her objectives.

BCC-28 The participant exhibits her experience that an NSW needs to utilise a diverse range of tactics to find a language that gives SWs and NSWs the opportunity to contribute to completion of tasks.

5.4.5.3   Blending of Third Party Consultants and Non-Standard Workers

The next area of discussion involved her experience of delivering contracts with consultants from third party suppliers contracted by the client. Third party contractors are SWs employed by an organisation that sub contracts the SWs to other clients to undertake *delivery* activities.

She provided an example of having inherited a '*fractious relationship*' between her client and the third-party contractors. Her immediate tactic was to perform a watching brief of the relationship between both parties during weeks 1 and 2 before implementing a tactic to resolve the situation:

> *'I actually had sort of worked through the conflict for the first couple of weeks. It was very difficult, by the third week I managed to get them to realise actually we've both got the same end goal here, wouldn't it be better if we worked together on this rather than fighting everybody all the way?'*

To overcome the conflict of the fractious relationship she determined to utilise a tactic to achieve a better way of working that involved a constructive voice. To implement this, she went to the third-party suppliers, '*into their offices and meet them face to face rather than doing everything over the phone, which is what had been done before.*' This tactic of face to face meetings with third

parties contrasted with the conflict created by the client's tactic involving '*[the] rest of the project team who were used to picking up the phone and just barking orders down to the third-party suppliers*.' The change in tactic enabled her to develop '*a really good relationship by the end of it*' and, this allowed her to utilise that '*good relationship to get things done quickly*.' She summarised her working style as being '*you know joining a, a business and they've got one working style and you're trying to change it to fit in with your style so that you can actually get to an end goal*.'

BCC-29 The participant shows her utilisation of learning from previous roles as an input to her current *sense-making* and that, through the process of changing her working style, she enabled her voice to be heard BCC-30 in preference to '*having to have really difficult conversations every day, which is what I had*.'

5.4.5.4 Climate of Silence

The next area of discussion was the role of client leadership in creating a *climate of silence* and the participant provided the first example as being:

> '*There's been one or two projects where I haven't felt comfortable speaking up, um, and that's more where it's been quite a negative environment, very negative. Um, particularly programme managers being, you know, where you just, you just could not speak up, you weren't able to say anything because their way was the only way.*'

BCC-31 The participant exhibits experience of a climate of silence whereby the behaviour of the client's leadership dictates that voice is restricted to what aligns with their view(s). Despite an NSW not having longevity of contract or expectation of being with a client for an extended duration, the presence of a climate of silence can act as a motivator for

NSWs to remain quiet for the purpose of defending their contract duration BCC-32.

The participants second example involved the '*director for change management*.' In her view, he:

> *'was so passionate about what he did and he believed that, you know, his team were doing absolutely on the ball with it but when you started to look at things he was very defensive where he was so vocal in that workshop, it was basically do it my way or don't bother doing it.'*

Her third example was her experience of the difference between her time as an SW and as an NSW:

> *'as an employee, definitely couldn't speak up whereas when as a contractor I had a voice to a certain extent, when she wanted to speak to me she spoke directly with me but I didn't have a direct line back to her, I had to speak to the person who actually interviewed me and he then spoke to the associate director.'*

The one-way communication downwards but multiple chain of upward communication is a further example of the organisation creating a climate where workers' voices are restricted.

The participant then describes her experience of one of her team members not adhering to the *climate of silence*:

> *'kind of overstepped the mark, you know, I find there's a fine line with being vocal and expressing an opinion but doing it in a certain way that doesn't offend people. She overstepped that mark and, and she was actually, um, she had to leave.'*

BCC-33 The participant demonstrates the reality that NSWs are at risk of contract termination if they attempt to overcome a climate of silence in an organisation and demonstrates the very fine line that NSWs should tread and work through as part of their individual *sense-making* process.

BCC-40 The participant exhibits her experience that established NSWs utilise the experience of multiple deliveries to begin to develop the skills to identify what actions are acceptable and not acceptable to a client.

The participant then highlighted the experience of new entrant NSWs carrying forward their experiences as an SW into their role as an NSW:

'so, there's maybe people that have come from a different background than myself who are less likely to speak up because they've come from an environment where they couldn't speak up before.'

The participant provides a powerful vignette of how contagious this culture transfer can be and its impact on organisations:

'I found that on, um, the second last contract I worked on, um, where it was like that, there was, was quite a few people on there had come from, um, organisations where they'd been made redundant and they brought that culture with them and it was very secretive and very protective, um, which I found quite odd. That you, they would sit there and they wouldn't share information but they'd take your information, you know, which to me makes it quite a difficult environment to work in and it also stops people speaking up as well, not just, um, in meetings but on a daily basis, not having been able to have a conversation on the phone, eh, you know, at their desk, not being able to speak to other people. That just changes everything'

This is a core learning consideration for organisations when taking on new start

NSWs and establishing how they will socialise them. If NSWs create or support a *climate of silence*, organisations are obstructing the original purpose of organisations to recruit NSWs to fill skill or expertise gaps.

BCC-41 The participant exhibits her experience that, since 2008, individuals becoming NSWs utilise their experiences of conflicts, emotions, tactics, and attitudes as SWs to create or support a climate of silence.

BCC-35 The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of them creating or supporting a climate of silence.

5.4.5.5 Exiting a client

The next area for examination was the transition from NSW *life-cycle* stage 3 (*delivery*) back into NSW *life-cycle* stage 1 (*marketing*), and she highlighted that, (1) all NSW contracts have a defined duration, and (2) when approaching the end of the original contract period the question turns to expectations of the NSW and the client. The options available to each party include, (1) to extend the contract, or (2) cessation of the contract. The participant highlights that a key input to her willingness to negotiate a continued contractual relationship with a client is her experience of working with the organisation. She provides two *sense-making* considerations:

> *'Um, so I would speak up and if it doesn't go down well and they don't like me and I don't like them, and I always do it in a nice manner and I'm always diplomatic, I'm not one of these horrible people on, eh, the projects but if they don't like me and I don't like them I would just say sorry but, you know, it's time, time to go on, move on and go to the next project.'*

BCC-36 The participant exhibits her understanding that voice is an important aspect of her role as an NSW and accepts that things will not always work out for both parties involved. In such cases, she indicates that she will move on to different roles.

Her second reflection on determination to stop working with a client was as follows:

> *'You know that when it's going to come up to, you know, contract extension if, if things have been difficult and you've been a bit vocal it's not so likely. Um, however, if, if I was on a, a contract where I felt I couldn't speak up I wouldn't want to extend anyway even if I was offered it. I would, you know unless there was nothing else on the go, I would probably take, I would take the extension if there was nothing else on the go and I really wanted it but I would rather leave a contract.'*

This reinforces the earlier discussion in which she indicated that she continues *marketing* during the *delivery* stage to determine opportunities available in the market place, specifically demonstrating that she has the confidence to walk away from a client and obtain a future role. If the market conditions do not look favourable for future roles, she would extend and remain silent for *defensive* purposes but she would prefer to walk away and find a client willing to accept her voice:

> *'maybe I'm, I'm lucky in that, you know, I've, I've built up enough momentum, I've been on enough projects that if there was an extension I'd just say sorry and walk away.'*

BCC-37 The participant demonstrates, as part of her *sense-making* process, utilisation of experiences of previous voice opportunities and clients' reactions to her voice. If she has experienced difficulties, her default preference would be to leave the organisation unless there were no opportunities for her to move to other clients.

A question arises as to how the participant manages the impression of leaving a contract before completion or she determines not to continue with an organisation. We will utilise the following example from the participant:

> *'The client offered me a one-year extension, initially I said yes, I did another two months and resigned because it was, it just continued on in the same manner. Really, really fractious, really difficult, um, and in the end, I just said to co, I'm sorry, I think I made an excuse to be honest, I didn't voice. I made an excuse, um, where I said I needed to get home, you know, I needed to get back home, back to my family, all of that so, yeah, I diplomatically got out it but, um, if it was a really, really difficult project I wouldn't take an extension.'*

BCC-38 The participant asserts that the emotion of experiencing a restriction of voice resulted in deployment of the tactic of family pressures, rather than problems with the organisation, as the reason for breaking the contract for the purpose of protecting her reputation.

The tactic of diplomatically exiting the contract is utilised by the participant as it leaves the door open for future opportunities with the organisation and other

parties involved in the contract. The participant also has the attitude that:

> *'Your health is much more important than you taking an extension. There's so many, and maybe that's with experience, that I've learnt there's just so many projects on the go, there's so many contracts. It was a lit bit sticky around about the recession, it was difficult then but, you know, that if there's, even going back into the same organisation but in a different part of the business, things will be different. So, I would just, and I've, I've always been somebody who would speak out anyway, I can't help myself (laughingly) unfortunately.*

The participant also has an attitude that there are always opportunities with the same client but working for other SWs within that organisation and opportunity to give voice could be different. Again, this demonstrates that it is the role of the client's leadership in this scenario if they are willing to allow NSWs to give voice.

This concludes the analysis, interpretation, and findings of the participant BCC.

5.5 Programme Manager Systems and Processes

5.5.1 Biography

The participant is a male, aged 50, living in the south west of England. He became an NSW in 2008 with a speciality in advising clients on the full *life-cycle delivery* of business and information technology projects. The participant is academically qualified as a chartered engineer and a chartered accountant with a MSc in Project Management. In the past eight years, he has operated in the United Kingdom, Europe, and the USA predominantly for defence, manufacturing, and public-sector clients.

5.5.2 Attributes of an NSW

This section of analysis, interpretation and finding focuses on the participant's context of what it means to be an NSW and how these attributes act as an input to his NSW *sense-making* process.

5.5.2.1　Transition from New Entrant to Established NSW

The participant decided to become an NSW as the only roles available after completing his MSc qualification were opportunities provided to NSWs. The participant recognises that the experience of undertaking numerous contracts as an NSW changed his attitude and tactics, as shown in the following important extract:

> *'The past three years there has been a change for me as I get mature, as a mature contractor I am treating it more as I am giving you professional advice so I am not saying to as an individual I am saying xyz, I am saying to them as a professional organisation as a limited company based on my experience my recommendation is this so, I suppose I am selling my story or announcing my voice in a different way because I am using previous experience to say when I was working at such and such organisation this happened because of this and we did this please take on board that piece of information but having the resignation or acceptance that they might not want to listen to that and take that on board and you just go yeah that is fine do that and then move on.'*

This demonstrates that, as an NSW, the participant refined his attitude and tactics to deliver services to clients and that after three years' experience he now has the confidence to see himself as an established NSW with a voice of authority because of his prior contractual deliverables. In addition, his three years of experience gave him the confidence that, if a client does not want to

listen to his voice, he will act by either resigning from the contract or completing *delivery*, accepting that the client is not willing to take the advice on board and moving on to the next opportunity.

PMS-01 The participant asserts that the critical time frame for transition from new entrant NSW to established NSW is the completion of three years of NSW contracts, and as an experienced NSW, to have the confidence to walk away from opportunities where his voice is restricted PMS-02.

5.5.2.2 Attributes of an Experienced NSW

The participant highlighted that an area where he has changed his attitude and his requirements in the transition from new entrant NSW to experienced NSW is his gathering of performance feedback from clients:

> *'Again, a number of years ago suppose as a young contractor, as a naive contractor, you know, I would not have that sort of <p> I would have concerns of even asking the client as to how am I performing, asking for that feedback.'*

This demonstrates that, as a new entrant NSW, he would not have had the confidence to seek feedback in case of any negative reactions and potentially lack of confidence in obtaining future roles. The participant now has the attitude that he is safe to seek feedback from clients and that this feedback acts as a safety net for him in terms of determining client reactions to his presence in their organisations.

The participant also demonstrates that, as an experienced NSW, he now considers the target for his voice. This target is used as a specific input to his

sense-making process. The use of this input results from hindsight: '*looking over the past few years in hindsight that in reality yeah there has been a big difference when I am looking at who I am speaking to*.' The reason for the recipient(s) of voice being an important input is:

'*because it does make a big difference if I am talking to the person who recruited me, the senior stakeholders, the people who manage my contract, you know, I would have discussions with them in a completely different way as to what I would do with employees or even the perm staff, completely different.*'

PMS-03 The participant recognises the power of stakeholders to determine his contractual arrangements with clients and the participant's attitude of safety in voice.

Following discussion of the biography and characteristics of the participant as an NSW, the discussion moved on to his experience participating in the NSW *life-cycle*, as discussed in the following section.

5.5.3 Life-Cycle Stage 1 – Marketing

The participant demonstrated that most of, many of his contracts are obtained through recruitment agencies and that a core part of his marketing strategy is achieved through an increasing usage of social media, enabling him to network with recruitment agencies and other NSWs throughout his NSW *life-cycle*. He noted specifically that:

> *'I think in terms of the social ties I also think we also need to or really want to highlight the role of the agencies, particularly with LinkedIn as a tool set, you are using that a lot more for the social ties with the agencies and I do find agencies are using social media a lot more to engage with you for finding out about an organisation, finding what you're about and so build up a network.'*

PMS-04 The participant recognises the benefit of social networking tool sets as a powerful marketing tool set and his need to maintain a business social network presence.

> *'in the past five years that where if I was going into a contract, six months or whatever, it was, you know, I would even think of marketing until a couple of weeks before [the] project was done, now I keep the door open, even marketing open all the time to [the] network.'*

PMS-05 The participant exhibits, as an experienced NSW, of the need for operating the *life-cycle* stage 1 (*marketing*) to mitigate the risk of earning loss due to early contract termination.

As part of this engagement with agents, his attitude is that, irrespective of his experience with a client he will not participate in any derogatory discussions about the client, particularly where his experience has been negative:

> *'When I do move on organisation between clients and that I have never <p> belittled or slated any of the clients or any of the people involved. I have kept that very professional because of the factor that they could be, come around full circle and become a client again and you are working in a very small niche market so again it comes back to this future contract thing, you are protecting yourself or the agency in particular really.'*

PMS-06 The participant exhibits his adoption of the role of remaining silent when it comes to discussions about previous clients as a tactic to protect his reputation.

The participant recognised that, as an experienced NSW, he works in a niche grouping and that, as he goes through the NSW *life-cycle*, he might encounter the various stakeholders again and thus needs to ensure that he reduces the risk of any negativity because of his comments.

The participant explained in further detail that he is:

> *'More worried about keeping the relationship with the agency for future work than I actually am with the client because it is, they are the gatekeeper to getting access for other opportunities and that's <p> and that I suppose the, we should really reflect on voice to the agency, I think I mentioned that previously but I think that is [a] very important factor, that is the open communication with the agency to how things are progressing and how things are moving on and if things are not working or are working and how we voice that to them.'*

PMS-07 The participant exhibits utilisation of a hierarchy of preference for voice in that he thinks about future opportunities and which stakeholder can influence that the most.

The participant highlighted that he treats recruitment agencies as a higher priority because:

> *'Nowadays they are my reference so if I am looking for other work I don't give them the client details, I am saying to them, go talk to the agent as it is the agent providing the reference to say, yeah, good contract, client was really happy, blah blah <p> and that's [a] very core thing and that's where I, again the LinkedIn piece comes into play that, giving that feedback on the system for future work so I [am] probably more reliant on the agencies doing that feedback than I am with the individual client.'*

PMS-08 The participant demonstrates a tactic of creating a good impression with the recruitment agencies as a tool as a selling tactic to potential clients.

PMS-09 The participant utilises social media to publish feedback from agencies to identify and sell to other agencies and clients.

The participant demonstrated recognition that this is beneficial to all stakeholders, including himself as an NSW. NSWs obtain future roles, agencies obtain further commission for placements and clients benefit as the agency utilises its knowledge and confidence in particular NSWs to deliver clients' requirements.

The discussion then moved onto his experience of the *negotiation* stage of the NSW *life-cycle*, as discussed in the following section.

5.5.4 Life-Cycle Stage 2 – Negotiation

The participant identified that, as an experienced NSW, a key input to any *negotiation* is the answers from the clients about their readiness for change and to determine if they have a climate open to voice by the participant.

> *'When I am talking with potential clients I am questioning a lot more now their readiness to change, their openness to change, because I certainly feel that openness will help drive the ability for me to voice or to remain silent.'*

PMS-10 The participant demonstrates the use of *impression management* tactics, during the *negotiation* stage, to determine his willingness to move into the *delivery* stage.

In addition, he demonstrated the influence of previous clients and detailed his development into an experienced NSW in that his tactic is now to:

> *'Specifically, be asking the question now at the interview to say, you know, how ready are you for me to say, ah, look, we have a problem here or got a suggestion and just see what their reaction is.'*

This tactic of challenging the client is to determine if they operate a climate silence and if they are willing for workers to give voice. He utilises answers from clients as a key input to his *sense-making* process to determine if he will accept a contract offer as he:

> *'Would rather for them to turn around at the interview stage and say, nope not for us, so I am a lot more, I suppose, telling them who I am, my character, so I am selling my character a lot more.'*

PMS-11 The participant demonstrates his willingness to reject or be rejected during *negotiation*s instead of risking contract termination in the *delivery* stage.

The participant highlighted that a core component of the *negotiation* stage is:

> *'The impact of an aura of failure being raised during the marketing and negotiation stages of the NSW's life-cycle and how the participant manages these impressions to set a positive image.'*

He stated that he is:

> *'a lot more conscious of the aura of failure because of the sort, particularly in the UK, if I see trouble then, you know, it, get out and soon as possible before it becomes known in the market place.'*

He recognises that as he targets the market for political or problematic deliverables, he can experience failure and future clients will seek clarification of his role in that outcome. He stated that his *impression management* tactic is to:

> *'openly say to them, oh, I spent [a] couple of months' type thing and, but, as I say, you know, I could just see the writing on the wall for the project and they weren't listening and were not taking on board what was being said, ignoring the contractors' views, they were just, you know, they were hell bent on what they were doing so you just got yourself out of there.'*

PMS-12 The participant demonstrates his utilisation of *impression management* to distance himself from a bad image of a failed project or organisation.

In doing so, he sets up an expectation with clients that he is willing to terminate a contract to protect his reputation, thus making a statement:

> *'Look, I will walk if you don't listen to me, you don't take, you don't reflect on what we are saying in recommending based on prior other experiences I will just get out and go, please listen to me.'*

The participant recognises that:

> *'there is no loyalty, there is nothing like that, so that works both ways, you know, that you are there to [do] a job, you are doing the job for the benefit of the client but you are also doing the job for the benefit of yourself because again you want the reputation, you want to go onto your next client, say it was a success, so this is an onus on you that if you are taking on a contract make sure it is a success by speaking up.'*

PMS-13 The participant exhibits awareness of the need to risk assess, his ability to deliver, prior to accepting a contract offer.

The discussion then moved onto his experience of the *delivery* stage of the NSW *life-cycle*. This stage of the *life-cycle* is triggered when the participant and client agree to enter into a contract of services, and is presented in the following section.

5.5.5 Life-Cycle Stage 3 – Delivery

5.5.5.1 Organisational Socialisation

The participant demonstrated an attitude of learning from previous deliverables that being unknown and not integrated into an organisation enables him to listen to conversations that could be harnessed to support his socialisation into a client setting.

> *'because people around the photocopier know you are an outsider; I don't know if they must see you as a being a safety person, you know, in terms of you are safe to have a go at about things because it seems less likely that they will <p> be bothered about you in any shape or form overhearing the conversation because they do not know who you are so that is one key lesson for me that is to harness.'*

The participant has learnt from experience that integration with SWs requires him to encounter two distinct types of SWs. The first group typically engages with the participant to '*help me with that and guide me to make contacts for opportunities, help them out and move them forward*.' These SWs seek to utilise the participant's network of contacts for future opportunities and look for career guidance from the participant. The second group of SWs is the distinct opposite to the first group in that you:

> *'will get whole groups that just will have nothing to do with you, won't speak to you, won't engage with you, they will do their job, they will do the project bits and pieces, but you are just seen as a 100% outsider and you just have to accept that.'*

The participant identified this second group of SWs as remaining silent for *defensive* purposes and indicated that he must respect their wishes and utilise different tactics to overcome the conflict of silence.

PMS-14 The participant uses a tactic in determining his voice tactic to classify SWs into two distinct groups. The first group is defined as individuals seeking career brokerage and the second group as individuals 'protecting themselves.'

In addition to classifying SWs into these two distinct groups, he additionally

noted of SWs that he has the '*safety speaking net to ask them how they are getting on and checking everything is ok and supporting them*.' The reason he has determined that these SWs are safe to speak with is as follows: '*the safety factor is that they don't have an influence on my contract so you can have a more honest conversation with them then they are not involved in your contrac*t.'

PMS-15 The participant recognises that people with no impact on his contractual relationship allow him to be more open with his voice, removing his motivation to remain silent for *defensive* purposes.

The participant indicates that he utilises the interaction between NSWs and SWs as a valuable input to further *sense-making* through the tactic of listening to the voice of a SW:

> '*I do not know if it is rumours, gossip or what it is, but just to harness what the employees are talking about what the perm staff (junior middle supervisors just to find out they are thinking of what you are saying and what the company is doing, all of these types of things.'*

PMS-16 The participant demonstrates the tactic of utilising the input of colleagues' gossip, rumours, and general conversation as a means of validating the reality of the organisation. The tactic of comparing informal conversation with clients' formal communications is used by the participant as an input to his behavioural responses PMS-17.

The participant asserted that he utilises a range of other tactics as he socialises himself into client settings, stating that, '*I do a lot of sort of prep work now*,' demonstrating an attitude and tactic of investing time preparing for how he will initiate the *delivery* stage. His socialisation tactic is to adopt a '*watch what's*

happening position.' The watching brief is utilised to '*spend a lot of time just getting to know the people.*' He has learnt from experience that it is important, for the first week, to:

> *'keep myself very constrained that first week just kind of drawing in and doing very much, watching what's happening, who's, who's talking to people, get the lay of the land and try and work out, you know, what the true story is.'*

The participant demonstrates that the socialisation tactic of watching provides him with valuable inputs to his *sense-making* process, as described in the following extract:

> *'Just listening and catching on the gossip because at that time they don't really know who you are so as you are walking about the coffee shop, the photocopier, the reception … you can listen to who's who and what's going on and also spend a lot of time looking at the company materials so how have they announced what's happening, the change programme, that kind of gives you a real clue, because that if there is a lot of material out there in terms of communications it kind of gives some indication that they are open but obviously if there is very little communications out there or very poor communications … so people do not even know what the project is about or who you are, just ignorance of the whole thing, I certainly take that as an indication that they just want to keep things quiet.'*

PMS-18 The participant demonstrates his utilisation of organisational gossip and rumours to compare what the client set out during the *negotiation* stage.

Individual workers process the organisational leadership team sense breaking and sense giving sense, as well as gossip, rumours, and discussions by the

photocopier or over coffee, demonstrating the outputs of individual *sense-making*. The participant utilises these individual outputs as a comparison with the sense giving by the client presented during the *negotiation* stages.

PMS-19 The participant demonstrates utilisation of a tactic of remaining silent during his socialisation into the client setting to enable his *sense-making* of the environment, people, and client objectives.

The participant then demonstrated his experience of managing communication with individuals with power over his contracts with clients. The participant highlighted that experience from previous clients has motivated him to adopt a *defensive* nature in that, '*because of a negative situation with a previous client, if I get asked a question by the client that I am not comfortable answering I will avoid immediately voicing a response*.' He stated that this tactic of restraining voice aimed to fulfil his objective of '*keeping myself working*' and that his priority '*is to keep the jobs going and keep a good reputation for myself*.' To achieve that, '*I kind of protect myself in that content by pre-validating any suggestions*.'

PMS-20 The participant utilises the tactic of moderating his voice with stakeholders that have influence on his contract and his future opportunities. To enable voice with these powerful stakeholders the participant demonstrates the tactic of pre-validating his voice in a safe environment prior to determining to give voice to the client PMS-21.

The participant achieves the safety of voice by deploying the tactic of a pre-determined response to give him the time and opportunity to gain further input sources before determining action. His response is:

> *'what I will do is I will say look can you leave that with me I am just, say, I am up to my eyes in something else, my brain is not switched on, can you just give me a short period of time?.'*

The period proposed to the client is determined by the participant's expectation of *'knowing who can I ask, who can I debate this situation with to get an answer?'* If the client pushes for an immediate answer, he will utilise his previous experience as an input in that:

> *'a lot of the time you must admit if I am really getting pushed in a meeting for an answer I will fake it and hope for the best based on prior experience and to date thankfully I have got away with those methods or strategies, whatever you want to call it.'*

PMS-22 The participant utilises prior experience to provide him with a range of options to respond to client questions.

The participant demonstrated that if he has the opportunity to discuss with others before voicing to a client, he relies '*heavily on others, you know, consultants or previous contacts, to help me out.*' The objective of this tactic is to '*validate my thinking before I even engage with the client*' and the purpose of this is *defensive* motivation: '*I kind of protect myself in that content by pre-validating any suggestions.*'

PMS-23 The participant utilises a network of friends, families, and other colleagues to practise voice outputs in a safe environment prior to presentation to the client.

Stakeholders in organisations also act as an input to *sense-making*:

> *'I am not afraid to also talk to other individuals in the process in the team just to find out what is going on, hum, that then raises the question, you know, listening to the grapevine at the photocopier or the coffee machine or the reception desk, I am very good at asking the cleaner, the front of house staff, the security people, how things are going to sort of draw out what the reaction is in the workplace.'*

Notably, the participant pays attention to inputs from the non-leadership pool of workers within organisations as he has learnt after years of *delivery* that:

> *'I will not ask senior management for that information as I know they will just turn around and say yeah yeah yeah, that's fantastic, everything is brilliant, we have done the briefing and we have stood up and told the story.'*

In discussion with the non-leadership group of workers' 'when you start talking to your colleagues, the perms especially, or you start listening around the photocopier type thing that you find a completely different reality.'

In addition to the use of his network of contacts for determination of voice action, the participant demonstrated that he makes use of third party materials including:

> *'lot of the time it's reading, looking on the internet, the internet is a very powerful tool in terms of finding out core information about the company, about the project, about the IT equipment proposed to be used, there is usually some form of answer out there already to let you know what's going on to use in the sense-making process.'*

PMS-24 The participant uses internet data sources as an input to his determination whether to voice or remain silent.

The participant then discussed the role of voice with the stakeholder group, defined as agencies, during the *delivery* stage, exploring how these interactions could have a significant impact on clients' ability to obtain further NSW resources. He noted that he utilises agencies:

> *'as a network to voice very now much now because you phone them up and tell them about problems or it's going very well so your kind of saying to them, well, look, you know it's safe to be bringing on people here or it's not safe.'*

This is important because if NSWs voice negatives to agencies in terms of how clients utilise them, there is a risk that the agency will want to protect their core NSWs and not put them forward to particular organisations. This can lead to the scenario of organisations approaching agencies for resources and finding that the pool of available talent is artificially restricted.

5.5.5.2   Blending of Standard Workers and Non-Standard Workers

The participant highlights that his experience of integrating with SWs over the previous ten years is one of experiencing differentiation from SWs through a combination of methods including colour lanyards, identification cards, isolation, and physical segregation. The participant does not see these factors as negative; his attitude is that, '*that you are going in and you have a job to do so and soon as job done then you're out*.'

The participant highlighted that he specifically targets clients with projects that are '*political in their nature*,' requiring him to operate in environments where

integration of '*SWs and NSWs are quite hostile*.' He adopts an attitude that, as an individual entering an organisation, all will not welcome him and bridge building to enable *delivery* is necessary to overcome these hostilities.

PMS-25 The participant exhibits understanding that his expectations of a role should reflect that his target clients operate in political and hostile environments.

In addition, the participant noted that he experiences identification as '*a contractor, you know, different tag, different coloured lanyard, different badge*,' and this identification as an NSW means that, as well as being in a hostile environment, he is identified as an:

> '*outsider, you know, we got different badges, temporary IDs, different badges, different access located in different places, you know, we are isolated as you know we are isolated away in many cases, we are never are integrated with the project, not in that, in that sort of ten years plus of doing this job never felt part of the team, you know, part of the organisation, it's not a negative, you just know you that you are going in and you have a job to do so and soon as job done then you're out.*'

PMS-26 The participant recognises that he will be isolated and is a disposable resource to the organisation, and that he experiences being routinely identified as an NSW but he has the attitude that this identification is not a negative PMS-27.

The participant recognises that, during delivery, 'you know, I am in the middle between employee and employer so I have to juggle that two together.'

PMS-28 The participant demonstrates his utilisation of his identification and attributes as an NSW in his socialisation in client settings.

5.5.5.3   Climate of Silence

The next component of integration and fundamental to this study is the role of other NSWs in the creation of an organisational *climate of silence* that prevents fellow NSWs from voicing to the client. The participant highlighted that his experience of integration with SWs and other NSWs is that the '*most trouble [I] have actually had is with other contractors who are in the management team.*'

The participant stated that, from his experience of interaction with SWs and other NSWs, the '*most trouble [I] have actually had is with other contractors who are in the management team.'* He provided an example of an organisation establishing a team in which '*90% of the team were all contractors and the leadership team were contractors.*' He related that he had '*volunteered to take on multiple roles to help the organisation fill resource gaps.*' This attitude of having an open voice and being helpful to the client in conflict and expectations of the NSW leader resulted in his:

> '*contract being terminated by him and that was just on the basis just called into a meeting, told, look this is not working, got to get a replacement in for you, used the excuse of more experience, blah blah blah type stuff <p> and then so you know two weeks later [I] was out the door.*'

The participant presented a second example of an NSW performing a leadership role for a client and supporting or driving '*some form of climate of keeping quiet, come in, do your job, keep your mouth shut and just get on with it*' resulting in the participant determining that what '*we were allowed to talk about was very pre-determined and when you stood or stepped out of that line this particular individual was quite vocal and quite aggressive about it.*'

PMS-29 The participant exhibits awareness of a climate of silence being supported or generated by fellow NSWs in leadership roles and, that he demonstrates his experience of contract termination because of not complying with A NSW climate of silence PMS-30.

The participant reflected on this event and indicated that he is not a 'shrinking violet, I am a very loud character anyway, ex-military, so I do voice quite easy but that can have negative impacts by voicing' determining that the reasons for the termination were as follows:

> *'I mean it could have been for many reasons, me as a character, style, whatever, but I certainly, my gut feel was because I wasn't a yes man to him and because I was voicing <p> <deep breath>.'*

He demonstrated that his experience of this early termination and the negative nature of his integration with NSWs acting as leaders was an input to his future *sense-making*:

> *'has this shaped me going forward <p> hum, yes as said that already very much have <p> certainly in the marketing I have been a lot more careful, I have avoided that particular sector, I have avoided the situation where it is a pure contractor.'*

The participant took *defensive* action in avoiding the sector and places where the leadership team is purely composed of NSWs.

The participant then demonstrated his experience of a format of organisational barriers to voice when organisations utilise a project or programme management office to co-ordinate the *delivery* of programmes. He highlighted that:

> *'over the past sort of, three, four years in particularly the introduction of the PMO teams acts as kind of massive filter because you know your reporting of performance/concerns is going into their and they are then presenting it as a whole and that the use of PMO in organisations has the potential to create an additional form'* of a climate of silence.

The participant then describes in more detail why the PMO could be a barrier to voice:

> *'I would do all my reports and then I would submit them to the project sponsor. The sponsor would then send them into, to the PMO, the PMO would collate them all and summarise them all and then present them to the leadership team, if your project was on plan green, no major issues, you did not even turn up so you know not even having an opportunity to have any form of discussion or insight with them to gauge your input.'*

PMS-31 The participant exhibits his experience that client PMOs can act as a barrier to voice, preventing opportunities for NSWs to engage with the leadership team.

The lack of opportunity for NSWs to voice directly with the leadership team omits opportunities for feedback if they agree with the view that a project has no issues. Feedback is reliant on filtering from the leadership team to the PMO, to the sponsor then to the NSW, with any party determining not to share feedback with the NSW. The impact of the barrier is demonstrated in the following extract:

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> *'So, you were kind of having to then deal with the PMO in terms of raising issues because particular … there was just no time in the leadership meetings so it was a case of coming, say your message and that was it. There was very little opportunity to present to these boards, it was certainly no opportunity to have conversations with them so you were really reliant on your written word to get anything across to them.'*

If negotiations with the PMO are ineffective, the participant approaches 'the project sponsor to have a chat with him or her, kind of sell the story to them, get their view and you're reliant on them doing something with that or in many cases not doing something with it.'

PMS-32 The participant demonstrates tactics to overcome the PMO barrier to voice. His first tactic is to negotiate directly with the PMO and, second, to negotiate directly with the project sponsor.

Dependent on the feedback or reaction to the selling of an issue by the sponsor, the action he will take is determined. The first option is *'just having to accept that'* and the alternative attitude is to 'kind of question myself, is it worth raising these things, you know, how often do you bang your head against the wall type thing.' The participant then demonstrates that he has previously chosen to take action in the form of ceasing *delivery* and leaving the client; in the participant's words:

> *'it does get to a point with these, with many of the clients, you know, kind of say to yourself, emotion, what am I doing here, you know, if they are not listening to you, don't want to hear from you, then think you nah what is point being here.'*

PMS-33 The participant demonstrates determination to exit the client,

voice his opinion or remain silent and complete the contract and he has the confidence to walk away from a contract knowing, as an experienced NSW, he can obtain further contracts to keep his business operating PMS-34.

5.5.5.4 Credibility

The participant then demonstrated his experience of how SWs react to his voice in terms of the credibility level that SWs allocate to his voice:

> *'you get the perm staff just looking at, like, you going, yeah right, who is in charge, him or her, no chance, you know, so there is this zero trust and you are there as a contractor saying to them, look, I have done this before and I have done that, does this and yes, done that, this is how long it takes, this is my experience, this is what we need to do, trust me, do this, do that, but because they do not know you some people say yep, ok, will trust you, but in the majority they just see you as a contractor coming in doing a job and they have, you have no credibility with them because they don't know you.'*

PMS-35 The participant exhibits his experience of SWs determining that NSWs have no credibility because SWs are unaware of what the participant is capable of.

The participant demonstrated that he has a choice of tactics to deal with this lack of credibility:

> *'make this decision of what do I do, do I make that selling process to prove myself to them or do I keep quiet and prove with my outputs and I must admit that in the past three years [I] have very much gone down the route of I would rather show them with, hum, success but I do not blow my own trumpet.'*

PMS-36 The participant demonstrates that the act of remaining silent and deliver a task successfully is a powerful tactic to overcome the lack of <mark>credibility</mark> with the client's SWs. The use of the tactic of building credibility through action demonstrates the use of prior learning by an established NSW PMS-37.

He stated that he achieves success in his delivery by:

> *'setting milestones that I know I am comfortable with and got confidence in delivering. I manage those so that when we meet those milestones, you know, people begin to see, oh, ok, right, we are setting those milestones we are doing things and that does bring people on board very much on that because you get the trust.'*

PMS-38 The participant demonstrates utilising previous experience to establish targets for *delivery* and through achievement of these targets, he can prove himself to any sceptics in the client organisational setting.

5.5.5.5   Feedback

The participant demonstrates that, as an experienced NSW, he actively seeks feedback from clients during the socialisation period as a key tactic to validate his ability to deliver successfully his objectives:

> *'initially in that first month or so that I am saying to them what you think about my written report, how did that meeting go, was I setting the tone right, is that working right, so I am asking the sponsor or the client for that feedback impact after [the] first few meetings.'*

The participant stated that he utilises feedback as a tactic for the first month and then:

> *'I then just stop, you know, I then very much have the mentality of I am an external contractor, I am a limited company, I am not an individual, I am here to do a job and that is it, and then move on.'*

PMS-39 The participant exhibits his utilisation of client feedback during his socialisation period, adapting his style of *delivery* and usage of voice to meet the expectations of clients.

After the initial period of socialisation, he does not seek or utilise feedback from the client.

PMS-40 The participant demonstrates, as an experienced NSW, to utilise feedback only during the socialisation period, adapting his style and then ceasing feedback and focusing on *delivery*.

This raises the question of whether clients have the relevant processes and procedures in place to provide feedback to NSWs in an informal style, in comparison to their formal performance appraisal processes.

This concludes the analysis, interpretation, and findings of the participant PMS.

5.6 Project Manager Software Development (PMD)

5.6.1 Biography

The participant is a male, aged 42, living in the south west of England. He became an NSW in 2010, after a period of 14 years as an SW in the role of system developer. His determination to become an NSW was the availability of roles. As an NSW, he specialises in client *delivery* of the leadership of software development programmes in the United Kingdom.

5.6.2 Attributes of an NSW

This section of analysis, interpretation and finding focuses on the participant's context of what it means to be an NSW and how these attributes act as an input to the NSW *sense-making* process. The participant described his attitude as an NSW as follows:

> *'never been good at politics, um, extremely thick skinned and some would say obtuse and there has, it has been, people have been known to criticise my, um, business communication, but other people have turned around and said, um, they've liked me because of my frankness. I'm not rude but I am quite open, alright? Eh, I'm not, not at all Machiavellian.'*

PMD-01 The participant exhibits his conviction that an established NSW requires thick skin and frank characteristics.

The participant determined that these attributes are required as they work with the types of clients for whom he targets to work, where they consistently experience:

> *'big problems with internal politics, where project managers were dropping like flies and that is a frequent theme through everywhere that I've worked, project managers dying deaths. So, places that I haven't lasted very long at I've always found, I've always been in good company.'*

PMD-02 The participant recognises that, as an NSW, there is a need to have an attitude of resilience and resilience is needed when you appreciate that the problem for him and other NSWs that, '*it's nothing to do with being a contractor.*' The challenge is as follows:

> *'are people going to listen to what you're saying and is what you're saying such an, um, a diversion from the culture which they are used, which they're used to and happy with and that is the problem all the time, you'll never ever change that and you've got to accept you're, however it's mapped out and however much work you, how, you know, how you're going into a situation which is like any other business or institutional world, it is by definition delinquent and by definition prone to failure and you have to understand that in your own mind when you go in. Eh, because you're going to get a certain number of problems in there, you're going to get certain things that you have to sort.'*

PMD-03 The participant expresses determination to tackle any resistance to clients' deliverables through action, and that action requires the use of tactics gained from lessons learnt from *delivery* of previous contracts PMD-04.

PMD-05 The participant demonstrates reflection that irrespective of how much he achieves that sometimes he will complete his tasks and it will not have delivered the expected transformation and may be questioned in future *negotiation*s.

He recognised that life as an NSW is one where the client will, '*micromanage you where there is politics and when you feel like you're just somebody they brought in as a disposable person.*' Despite feeling disposable, his reflection was as follows:

> '*[in the] last 20 years there's very few people I've worked for, very few organisations I've worked for that I've had any animosity towards and, and dislike and kind of feel, um, bitter towards.*'

PMD-06 The participant demonstrates his protection of reputation in lieu of saying negative things about any client.

The participant demonstrated his emotion as follows:

> '*I mean the whole contracting thing, the whole project management thing, that's been quite a positive. It's really quite, quite positive, as I say I have learnt and I have built up a degree of, um, I think competence.*'

He concludes that, if you did contracting as an NSW:

> '*Infinitely for small companies eventually like a million monkeys and a million typewriters you, you'd have the answer to everything, you'd be able to know how to fix things.*'

He expands by stating that in a conversation with a close friend his friend stated, 'oh, you know everywhere you go, there are insurmountable problems' but the participant determined that, 'they're not insurmountable problems. The only problem that is constant and insurmountable, in my opinion, is the appreciation of [the] complexity of people.'

PMD-07 The participant reflects as an input to his decision-making

process that, irrespective of the role he undertakes and the problems he encounters, people are complex and thus how to deal with people is the key skill required of NSWs.

Following discussion of the biography and characteristics of the participant as an NSW, the discussion moved on to his experience participating in the NSW *life-cycle*, as discussed in the following section.

5.6.3 Life-Cycle Stages 1 and 2 – Marketing and Negotiation

The participant described his attitude and tactics to complete the NSW *life-cycle* stage 1 (*marketing*) and NSW *life-cycle* stage 2 (*negotiation*) as follows:

> *'Completely be myself and to answer questions frankly and honestly. Um, I kind of, I really do believe that when you go to interview, I'm sure it works both ways. Your first impression of the company, even prior to interview, weighs it up entirely and I don't think I've been anywhere in the last few years, if I haven't, even in retrospect. It's all in retrospect but my first impression of every company I've been to in the last seven years has been exactly right.'*

He is demonstrating the role of creating a positive impression of honesty with the client in the two-way *negotiation*s. In addition, this demonstrates the role of first impressions of a company in determining acceptance or rejection of any contract offers from the client.

PMD-08 The participant demonstrates his learning that *negotiation*s are a two-way process between himself and clients and the importance of his interpretation of his first impressions of potential clients when approached by agencies in his decision to accept or reject contract offers PMD-09.

The participant then provided an example of his experience of the NSW *life-cycle* stage 1 (*marketing*) and NSW *life-cycle* stage 2 (*negotiation*s) in the following statement:

> *'So, I received a telephone call, basically the usual contractor agency telephone call asking me to do a telephone interview with C, eh, which I did. Off the back of the interview the agency rang me the following day to tell me that I'd been given the position and I would have a one-day kind of if I went in there and I was ok, then that would, that would continue, that was quite strange but I thought, fair enough, I'll go and do that.'*

This experience can be compared to the expectation of an SW in terms of timescales to progress through the *marketing* and *negotiation* stages of recruitment.

PMD-10 The participant exhibits his experiences of client expectations that an NSW can mobilise for *negotiation*s and *delivery* stages promptly (no notice periods with current clients) and be flexible in accepting different types of *negotiation* techniques.

As for example, in this case, a day trial in lieu of detailed interviews. On the trial day itself, the participant experienced:

> *'I immediately had an interview with the chap who interviewed me on the phone and a guy called SX, who would be my manager. Halfway through the interview [I] said you're not right for this, um, I've got something better in six weeks' time, thank you but no thanks. So, I picked my bag up and went back home.'*

PMD-11 The participant demonstrates that NSWs should invest both time

and money to negotiate contracts either awaiting start dates or traveling and attending *negotiation* meetings.

The participant detailed this experience of a day's work with the client plus travel to the client's site. After a period of six weeks, the participant was asked to have:

> *'A brief interview with SX, he'll give you a job so, right, fair enough, we did that and, um, I got the job on the Wednesday and started on the Friday morning. So that was the first strange thing that happened.'*

He decided to trust that SX would offer him a role after six weeks and therefore suspended his marketing activities whilst waiting for the role to come up.

PMD-12 The participant exhibits an attitude of confidence, as an experienced NSW, in his ability to convert opportunities with clients into contracts.

The discussion then moved onto his experience of the *delivery* stage of the NSW *life-cycle*. This stage of the *life-cycle* is triggered when the participant and client agree to enter a contract of services, and is presented in the following section.

5.6.4 Life-Cycle Stage 3 – Delivery

5.6.4.1 Organisational Socialisation

The participant described his experience of socialising into an organisation, particularly the environment and atmosphere into which he was entering:

> *'it wasn't a popular project, a business model that involved a lot of technical staff, um, being present on site and they outsourced a lot of stuff to India. The projects which I was running were predominantly ran, run in India, so they were delivering software to us and that caused a huge, um, political issue. It was very unpopular.'*

The attributes of this project align with his specialisation in leading development projects that are experiencing conflict and politics and, in addition, rely on his prior experience to deliver the project successfully. On questioning, how he experienced giving voice to this client and how he analysed the experience, he provided the following vignette:

> *'Did I speak up? Yes, I did. I was very, very vocal in how things should be done. I saw that my job in there was to deliver that project, the project I picked up was delinquent and when I'd finished delivering it, it wasn't delinquent really and that involved quite a lot of heated conversations. I mean, you had to take, you had to be very politically, ah, I was not politically studious, it never applied to me.'*

PMD-13 The participant demonstrates a need for NSWs to utilise voice to break down political barriers to achieve *delivery*, and that he must determine what tactics to use to achieve voice PMD-14.

This vignette also identifies that the participant experiences the conflict of the project requirements to be politically correct but his style is not politically

studious. Despite this conflict, he completed the work, raising the question of how that was achieved. His tactic to overcome political and *delivery* conflicts was to develop a relationship with the India team:

> *'Success I think was mainly because of the relationship I had with the, with the project managers in India so I managed to break down, only because I went across there but I managed to break down the hierarchy.'*

The role of engagement with individuals face to face at work and socially is once again demonstrated as a powerful enabler of voice:

> *'when I went over there (India) and kind of had a drink with him and, you know, spent some time with this particular individual, that completely changed, so that was the positive I think. And ''people didn't seem to know how to handle the Indian senior management at all where I just sort of hit it off with them and got on with them and developed a relationship.'*

PMD-15 The participant asserts that a powerful enabler of voice is the tactic of socialising with individuals outside the workplace to understand who the individual(s) are and to create an environment where voice is accepted socially and in the workplace.

The participant has second example of his experience in delivering services to a client was as follows:

> *'A very small company with 45 people and I went in there as a project manager. I was called in there, um, I had the interview and I first heard of the client's existence on the Wednesday morning, I had the first interview on the Friday afternoon.'*

The situation progressed to having:

> *'My second interview with the owner of the company on, on the, eh, on the Sunday evening. I was offered the job at nine o'clock the following, on, on the following Monday morning.'*

PMD-16 The participant outlines his experience that clients expect NSWs to transition through the NSW *life-cycle* stages quickly in comparison to client's expectation of the timescale expected in the recruitment of SW's.

5.6.4.2 Role Expectation

The participant provided an example of a time when his expectation of a role that a client required him to undertake was changed when he mobilised into the NSW *life-cycle* stage 3 (*delivery*). This expectation gap triggered his *sense-making* process because of differences between expectations established in the *negotiation* stage and reality:

> *'the chap who, whose position I'd taken over, they'd managed out of the company and they had another bloke in there who was, he was quite a professional PM, I mean he was about 60, quite a professional project manager but he, well, he fell asleep in meeting the client, which didn't do any favours but I'd been there for, like, three weeks and they ousted him out.'*

The client gave the participant '*all this chap's projects to do and I found that to be very, very stressful.*' Here, the client had to re-negotiate the contract by changing the participant's work requirements but the participant chose to remain silent and just accepted the situation, demonstrating a *defensive* motivation not to voice his concerns and thus protecting his contract.

PMD-17 The participant demonstrates his determination to either voice, exit or remain silent and accept changes to his role, by the client, between the *negotiation* stage and the *delivery* stage.

Achievement of these additional activities required the participant to accept that:

> *'He was expected to work, eh, well, in order to fulfil what I had to do I had to work from, eh, I had a call every morning at nine o'clock in Bristol, eh, a call every, every, every night at nine o'clock in Auckland so had 12 hours bookended, with travel before each call. Um, interesting.'*

The demands of the role triggered his *sense-making*, for which there were two key inputs: (1) his own attitude and emotions about the experience where '*I reached a point where it got too much work for me. I actually said this is far too much, I cannot control five projects at this level and, and be functional*' (2) an external input – the outcome from the re-initiation of the *marketing* and *negotiation* phases which resulted in him being '*interviewed for another position in Swindon, which I did get that job actually but what I did is as soon as I realised that, you know, that the, there was a market.*' The confidence of knowing there were other opportunities enabled him to determine to voice his concerns to the client.

PMD-18 The participant demonstrates use of the client's behaviour, the participant's actual experience of the organisation and market conditions for other opportunities in a determination to continue with his contract.

PMD-19 The participant demonstrates that his expectation of what is acceptable behaviour from the client is lowered when there are limited alternative opportunities available in the market.

In this example, the participant determined that, with the availability of alternative roles and his attitude that the client was asking too much from him, he would take the following action:

> *'I went to them, asked what my T&Cs were because they put me on a contract where I had no notice period but they had a week's notice period and I think as soon as I said to them that I wanted to leave, that I wasn't happy and I wanted to know what my T&Cs were, I think my cards were marked then.'*

The participant had further discussions with the client owner:

> *'I had a conversation with him which I, I basically, um, instigated all conversations around performance and I was saying to them that my performance is inadequate and the reason it's inadequate is because you've been, like, far too much work to do. I need, I need someone to help me. I need either a BA or a subservient project manager, I cannot do this amount of work.'*

PMD-20 The participant exhibits, as an experienced NSW, the confidence to voice concerns when there are alternative opportunities in the market place.

The client's reaction was to state that, '*if you're prepared to drop your rates, there's no problem*' stating that, with the drop-in rate, funds would be used to obtain the support that he was asking for. His reaction was as follows:

> *'I wasn't going to lose about 50% was I? I wasn't going to go down to that. I was already on £300 a day, which is not a lot. Like the work, I mean (sighs), that was, that (sighs), that wasn't, the, the plan was always was that I was to do that job for six months, well, mm, no I think their plan was get me through the door, once he's in get him on a permanent contract on 45 grand alright?'*

The participant demonstrated, as an experienced NSW, that he knows his market value in terms of a day rate and that his expectation was the client would only contract for six months and then terminate the contract, recognising that the client's intention was always to have an SW doing the role rather than an NSW. In addition, he considered that:

> *'had I turned around to them and said, ok, I can't do two people's jobs, what I'll do, I'd halve it for less money and you get two people in but I didn't see that from where I was because all I saw was them continually, um, continually, um, interviewing BAs and project managers and they weren't getting the job because the tie didn't match the carpet, you know, it was really trivial things. So, you'd turn around and say why did that one fail, and it was, ooh, we didn't quite think they quite got that quite right and I was going, really? You know, you need to get somebody in. So, yeah, and the second I turned around, we came to the conclusion that I, when I said ok, perhaps we should call it a day and I've said, I said to them, right, but what I'll do is I'll absolutely guarantee a perfect handover, right, so basically, I've got a week's notice, well, you've got a week's notice. You're going to have to fire me because I can't leave but we've got a week's notice so I'll give you, I'll give you a, a complete and thorough handover and, you know, if you need anything I'll come back in, FOC, you know, because you don't burn the bridges.'*

This demonstrates that the participant utilised his experiences of integration with SWs as an input to his *sense-making* process. The client's rejection of candidates for interviews was an indicator that it was time to stop for the day and exit and this can be seen as a protection of reputation – leaving a client who potentially could or would have a negative perception in the public arena.

PMD-21 The participant outlines that the actions of the client and the potential impact on his reputation are important inputs to his *sense-making* process.

PMD22- The participant exhibits protection of his reputation by providing the client with a warranty that the client could not have any problems with his early departure.

The next section details the participant's experience of integrating with colleagues in the process of delivering his objectives.

5.6.4.3 Blending of Standard Workers and Non-Standard Workers

The participant reflected on his experience of integration with SWs as follows:

> *'I think, a perception amongst some of the people would see a contractor as being, eh, kind of a lesser individual in the order of things and maybe were' and 'I think there is a perception that they would see me as being somebody who would be a little impotent and that wasn't the case.'*

As an example, the participant described his experience of leading a team of SWs that he inherited from a client, comprising the following:

> *'A very interesting guy, a very, very nice bloke, eh, didn't like working, didn't like work but just came and did his own thing. I had an Asian, um, um, development lead who was from roughly the same area as our developers and I had a test lead who seemed to be hell bent on destroying that project.'*

The participant then described his experience of his interaction with the test lead:

> *'[The] first problem I had to deal with was that, um, Jo, eh, escalated an issue around software quality which was, I mean the standard software they write is obviously essential to the project, she escalated it outside, eh, appropriate channels so she went to a senior manager who wasn't in her, in, it was her senior manager as opposed to the project management and that was kind of dropped on my boss straight away and he was very embarrassed and he came to me and said we need to get rid of her, right, we need to get rid of her. And his exact words to me were, Jo is sh*t, would you agree?'*

The participant determined, as part of his sense-making process, that he, 'wasn't comfortable with kind of feeding her to the wolves, I protected her a little bit.'

PMD-23 The participant exhibits the motivation to remain silent to protect a colleague.

The participant's use of his motivation to remain silent to protect his colleague was not successful as the SW did not appreciate his protection and turned against him. The outcome was that the '*dog turned around and bit me unfortunately so I spent the entire time there with her trying to get me out of the*

business.' Her reaction triggered the participant's *sense-making* and he reasoned that she reacted this way because the project would lead to the client making '*people redundant, people could lose their jobs.*' On reflection, it is possible to appreciate that the lady was undertaking her own *sense-making* of the situation and determined to take *defensive* action to protect herself at the expense of the NSW. Her *sense-making* was influenced by the organisation having, '*just been through a round of redundancies, eh, and this was seen as the next stage along.*' She determined from her *sense-making* that, '*she would work relentlessly to destroy that project, destroy the, eh, relationship that we had with the, um, with the Indians and quite unprofessional in fact.*' In contrast, his interpretation of the situation was as follows:

> '*from a business and project perspective those people were as safe as houses and were, and were just being increasingly safe whereas they actually saw that as, as an issue and, eh, that was the biggest problem I had.*'

PMD-24 The participant outlines his experience that the colleague he protected came to a different behaviour and meaning from her own *sense-making* process.

The client did highlight to the participant that:

> '*the biggest, the issue that they have, that a lot of the, of the staff, particularly the, the leads is they absolutely have no perception of how much influence a project manager has on their careers and that goes with contract project managers just as well really.*'

On reflection, the participant recognised that the female test lead individual determined to harm the project:

> *'by directly challenging, eh, a contractor, she was challenging somebody who could walk away, having done an enormous amount of damage which I, I mean I protected her all the way through the process … I never, never did her any harm but that was interesting.'*

His tactic to cope was to have an objective to be:

> *'louder and being more assertive so that I managed to survive. You know, while, while I saw other project managers who were much more, um, who were much less assertive go under.'*

PMD-25 The participant demonstrates that in reality SWs and NSWs perform the same role and thus SWs have no power differences over NSWs.

The next section examines the influence of the climate established by the organisation's leadership team and the impact of this on the ability of NSWs to deliver.

5.6.4.4   Climate of Silence

The next discussion was around the role of other NSWs in the *delivery* stage and he highlighted that he, '*learnt how horrible it is to be a contractor, how really bad it is to be a contractor for another contractor.*' The participant was approached by:

> *'A chap who I thought was an agent who said to me there's a job going … would you like to do it? I said yeah, I would and I went through, and I talked to him. I thought it was quite a strange agent but I still assumed it was an agent.'*

The reality was that the 'two contractors had been working for the client, formed

their own company, and then they were bringing in NSW contractors and re-contracting these NSWs out to the client.' This conflict of interest led to a significant barrier to giving voice:

> '*you suddenly found the situation where you were trying to do your job, you were trying to, you were trying to interact with your, with the line managers who you thought it was kind of pertinent to interact with but you had, you know, "Laurel and Hardy" on the side there sticking their nose in, right?'*

He explained that, as an input to *sense-making*, he had to consider:

> '*it was, there was just another layer[of] politics in between myself and what was going on and everything, and if you said something then it would get back to them and they would drag you in and why, and everything, everything you did was micromanaged by them and I didn't feel that either of those people had the skill set to be, to do what they were trying to do was the, was the issue that I had. They were both extremely dishonest people as well by the way, very dishonest.'*

His perception of the two individuals was that there:

> '*was no accountability on their part whatsoever, so they put somebody to a job and they were watching what would happen and they would, you felt like a lamb to the slaughter. So, you felt like there was no accountability, you felt, well, there was no protection for you.'*

On reflection, he identified that there were warning signs at the interview stages of which he should have taken note:

> *'so, when I sort of rocked up for the interview they kind of said we'll meet, they came out and they took me for lunch, which was a pasty in the Cornish pasty shop and, eh, they said, oh, if anybody asks you can you tell them that you've been working for us for five years.'*

When he queried the five years he was told, 'if anybody asks you, you've worked with us five years because we've sold you in as somebody we really know and trust.' He recognised that, as part of the sense-making process, 'I'm thinking well, you know, straight away, straight away, I'm eh, I'm lying really to them.'

PMD-26 The participant indicates his acceptance of a role that required him to experience ethical issues as inputs to his *sense-making* in determining how to complete his contractual deliverables.

The participant experienced a need to integrate with the client's SWs in the *delivery* stage and overcome the obstacle of:

> *'working in an office with three women who were "mm-mm-mm" all day, it's really, really hard just not to say something because you, you build, build relationships, you get to know people and it was built on, there was this whole kind of, these lies that you had to tell, you know and, eh, it was, that was horrible really, it was difficult.'*

PMD-27 The participant details the role of other NSWs in establishing a climate of silence, creating conflict when building relationships with the integrated workforce to enable voice.

For him, the situation was made worse because:

> *'the previous project manager had been there and he'd kind of gone under a bit of a cloud and, you know, he, he had worked with them as well and it was, like, well, did you know him before?' He stated that, 'no, I never met him.'*

The client staff then raised the challenge of, '*but there's only, like, half a dozen people in there, how did you manage not to meet him?*' He recognised that there was no defence or help for him and this demonstrates that his colleagues were challenging his voice and that he had no defence in this ethical conflict.

The participant then demonstrated the *climate of silence* created by the two NSWs who recruited him as:

> *'they were on site and they were just kind of not allowing me to do my, they weren't allowing me to do my job and they were impeding me and they also, they never gave me a contract.'*

PMD-28 The participant demonstrates his experience of his fellow NSWs, creating a climate of silence, where voice was restricted by not providing the participant with a contract, sending a warning message to the participant that his contract was not secure and to do what he was told.

The participant recognised that he found it a:

> *'very unpleasant situation and they were very quick when things started going slightly wrong, they were very quick to kind of put the knife in and they weren't at all helpful.'*

His reflection on the client that he had never seen 'such cut-throat politics, I've never seen anywhere where it's been quite so harsh, where people were treated in such a way' and, the participant describes a further example of the

climate of silence by the leadership community:

> *'Ok, so, so I sat there and I heard the chief operation officer tell the products holder in front of his peers, he said, why do you bother coming to work? When you come to work all, you do is waste the fu*king petrol that I have, that you put in your car and I have to pay for. Why don't you just sit at home and do nothing and we might get somewhere?'*

PMD-29 The participant exhibits the actions of the client leadership team in creating a climate of silence to voice as a key input to his *sense-making* processes.

PMD-30 The participant showed his experience of the reality of life and the vulnerability of being an NSW – participation in this contract could have ramifications. Association with these individuals could impact future roles with clients.

This concludes the analysis, interpretation, and findings of the participant PMD.

5.7 Summary

The purpose of this section is to collate the findings from the individual interviews into a collective analysis across all interviews.

The first stage codification generated a total of one hundred and forty findings for discussion and these were grouped into one of three stages of the research framework (*trigger, diagnosis and interpretation and meaning*). The one hundred and forty findings were then allocated to the relevant stages of the research framework, eleven findings were allocated to the *trigger* stage, *seventy-five* to the diagnostic and interpretation stage and, finally, *fifty-four* were allocated to the meaning stage. The subdivision of these findings, per

stage of the framework, defined that, of the eleven findings within the *trigger* stage, four are allocated to the *change* element, one to the *contrast* element and six to the surprise element. The seventy-five findings allocated to the *diagnosis and interpretation* stage were, at the first stage codification, allocated to an overall input classification. The fifty-four findings allocated to the *meaning* stage can be segregated into twenty-nine *behavioural elements* and twenty-five findings allocated to the *update* element within the *meaning* stage.

This summation of the findings completes the first stage codification and enables the initiation of the second stage codification (discussion) in the next chapter.

6 Discussion

6.1 Introduction

The purpose of this chapter is to discuss the findings presented in Chapter 5, in comparison to the extant body of academic knowledge presented in Chapter 2.

6.2 Presentation of Discussion

This chapter utilises the research framework, figure 6-1, to discuss and interpret the findings and each discussion topic is supported by presentation of relevant findings from Chapter 5 with the relevant summary academic body of knowledge from Chapter 2.
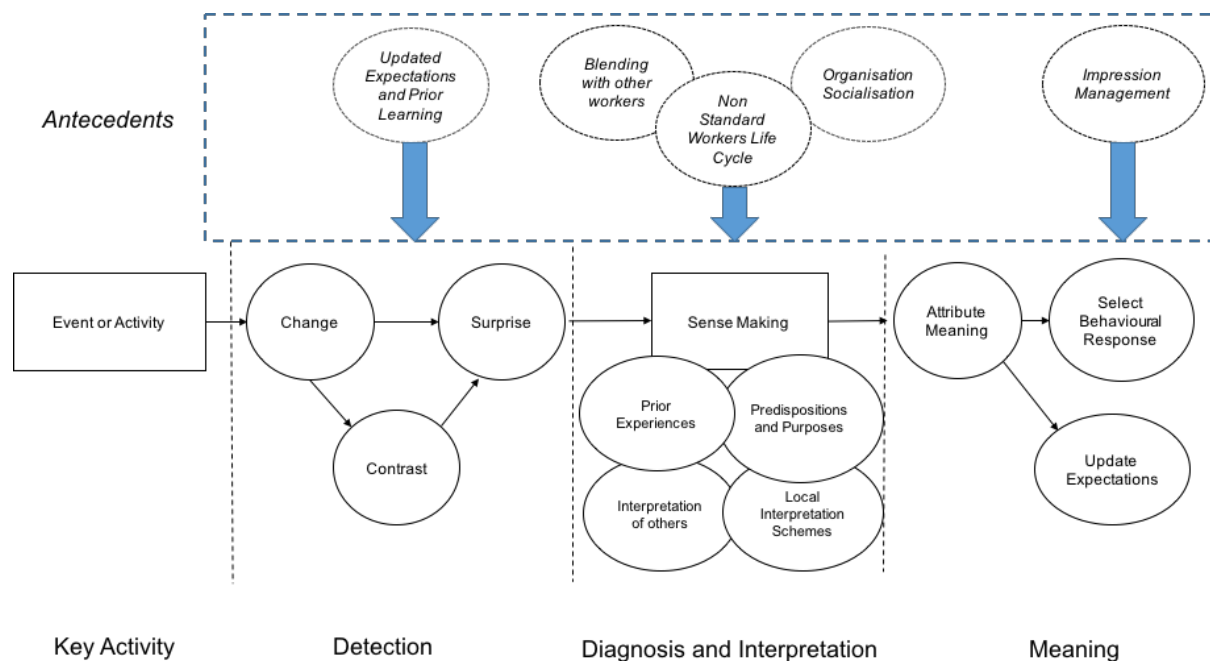
Figure 6-1 - Research framework – adapted from– (Louis, 1980)

The first section examines the classification and attributes required of NSWs.

6.3 Worker Classification

Pfeffer and Baron (1988) determined that differences between classifications of workers could be examined by looking at three specific attributes: (1) *location* where work is to be performed, (2) the *administrative* control of workers, and (3) the *longevity* of contracts. Cappelli and Keller (2013) defined an NSW as being an individual delivering services to organisations under the body of *contractual law*, with the individual having expectations of limited *administration control* by the organisation combined with limited expectations of *longevity*. The findings, table 6-1, demonstrate that the participants became A NSW to allow them to control when they will work and under what circumstance, enable control over work location, and to enable them to determine what is acceptable in a role.

BCC-39	The participant exhibits the freedom of an NSW to determine when they will work and under what circumstances they are willing to work.
ITSC-02	The decision to become an NSW was influenced by his need to achieve his personal objectives of control over location of his work and control over what he was prepared to put up with.

Table 6-1 – BCC-39 and ITSC-02

Connelly and Gallagher (2004) documented that workers are motivated to become an NSW for a range of reasons including redundancy decisions by their former employers, inability to find SW roles and decisions to become NSWs as part of deliberate career or lifestyle plans. The research findings, table 6-2, demonstrate that the triggers to become an NSW included redundancy and availability of roles with organisations. It is therefore, suggested that the research findings support the current body of knowledge.

ITSC-01	The participant exhibits that the trigger for his decision to become an NSW was redundancy from an SW role.
PMD-31	This demonstrates that his motivation to become an NSW was availability of roles that aligned with his skill sets.

Table 6-2 – ITSC-01 and PMD-31

Individuals who determine to become NSWs are required to have particular attributes and these are discussed in the following section.

6.4 Attributes of Non-Standard Workers

The research findings, table 6-3, provides an opportunity to contribute attributes required to be an NSW as a contribution to the gap of knowledge identified by Connelly and Gallagher (2004). The findings demonstrate that workers determining to become an NSW need to be thick skinned, have a willingness to be frank, have resilience, willingness to overcome resistance and through the completion of the NSW *life-cycle* develop self-confidence through successfully delivering services to clients. One participant also highlights the role of *impression management* as a tool to be successful as an NSW.

PMD-01	The participant exhibits his conviction that an established NSW requires characteristics of thick skin and frankness.
PMD-02	The participant recognises that, as an NSW, there is a need to have an attitude of resilience
PMD-03	The participant expresses determination to tackle any resistance to clients' deliverables through action.
PMD-05	The participant demonstrates reflection that irrespective of how much he achieves that sometimes he will complete his tasks and it will not have delivered the expected transformation and may be questioned in future *negotiation*s.

BCC-07	The participant demonstrates the requirements for NSWs to develop resilience and confidence from completion of previous contracts.
ITSC-08	The participant indicates that the characteristics required of an established NSW are robustness and self-confidence to create a suitable impression on clients and others.

Table 6-3 – PMD-01, PMD-02, PMD-03, PMD-05, BCC-07 and ITSC-08

One participant specifically defined that his expectations, as an NSW, is one of being isolated and that he a disposable resource to organisations, table 6-4.

PMS-26	The participant recognises that he will be isolated and is a disposable resource to the organisation.

Table 6-4 – PMS-26

One participant also demonstrates that a core attribute of NSWs is the capability to deal with all the complexities of people in an organisational setting, table 6-5.

PMD-07	The participant reflects as an input to his decision-making process that, irrespective of the role he undertakes and the problems he encounters, people are complex and thus how to deal with people is the key skill required of NSWs.

Table 6-5 – PMD-07

Research by Gruman, Saks and Zweig (2006) suggested that successful socialisation into an organisation requires workers to utilise self-efficacy whereby the worker has the ability to determine which abilities and capabilities are required to successfully perform specific tasks and behaviours required by an organisation. The research findings, table 6-6, demonstrate the role of self-efficacy where NSWs utilise their attributes of resilience, confidence from previous contracts, *impression management* and a determination to overcome resistance or obstacles to undertake the socialisation stage without formal

induction from the client.

PMS-28	The participant demonstrates his utilisation of his identification and attributes as an NSW in his socialisation in client settings.
BCC-07	The participant demonstrates the requirements for NSWs to develop resilience and confidence from completion of previous contracts.
ITSC-08	The participant indicates that the characteristics required of an established NSW are robustness and self-confidence to create a suitable impression on clients and others.
PMD-02	The participant recognises that, as an NSW, there is a need to have an attitude of resilience.
PMD-03	The participant expresses determination to tackle any resistance to clients' deliverables through action.

Table 6-6 – PMS-28, BCC-07, ITSC-08, PMD-02 and PMD-03

6.5 Activity – NSW Life-Cycle Stage 1 - Marketing

The detection stage of the research framework is initiated when a worker detects events, issues and actions that are somehow surprising or confusing or where expectations are violated (Maitlis and Christianson, 2014), (Maitlis, 2005) and (Louis ,1980). The research findings identify that experienced NSWs, having progressed through all stages of the NSW *life-cycle*, appreciate, or quickly learn that, if they are NSWs, they will ultimately return to the market to repeat the NSW *life-cycle* and thus need to maintain a marketing presence. These findings support the findings by Feldman and Bolino (2000) and Barley and Kunda (2006) that demonstrated that the *life-cycle* of NSWs operates continuously, requiring NSWs to continue to give attention to the *marketing* stage, to enable future contracts and thus reduce the risk of gaps between contracts. An important finding is the differential between new entrant NSWs and established NSWs in that established NSWs learn the need for continuous marketing after completing several iterations of the NSW *life-cycle*, table 6-7.

In contrast, as a new entrant NSW, the participants did not identify the need to maintain a market presence typically ceasing marketing as soon as they enter the *delivery* stage and re-instigate marketing on termination or completion of *delivery* leading to a potential delay in obtaining future roles.

BCC-09	The participant indicates that she has learnt the need to continue the *marketing* stages of the NSW *life-cycle* during the *delivery* stages from her transition from new entrant NSW to experienced NSW.
PMS-05	The participant exhibits, as an experienced NSW, of the need for operating the *life-cycle* stage 1 (*marketing*) to mitigate the risk of earning loss due to early contract termination.

Table 6-7 - BCC-09 and PMS-05

The findings, table 6-7, also demonstrates the role of *updating expectations* in the final stage of the research framework whereby the learning, of the potential for contracts to be terminated by clients, updates the individual expectations of the need to market themselves continually as a *defensive* mechanism to the risk of termination by clients.

Ashford, George and Blatt (2007) and Barley and Kunda (2006) identified that NSWs engage with a range of stakeholders including staffing agencies, organisational recruitment managers and other NSWs in their objective to identify new opportunities. The research findings demonstrate support for these stakeholders and, in addition, demonstrates the role and importance of family, friends, and other NSWs in supporting them during the NSW *life-cycle* stages, table 6-8.

BCC-08	The participant utilises a range of stakeholders in the *marketing* stage including family, friends, other NSWs, and agencies.
BCC-05	The participant shows her understanding of the importance of developing a network of colleagues,

	friends, and families as a supporting mechanism.

Table 6-8 – BCC-08 and BCC-05

Finding PMD-10, table 6-9, highlights that NSWs require the personal attributes of a confidence in their ability to achieve roles. The important element of this finding is the participant recognising to have confidence in their ability to obtain roles, requires them to be classified as an experienced NSW and that classification can only be achieved by completing at least one or more cycles of the NSW *life-cycle*.

PMD-10	The participant exhibits an attitude of confidence, as an experienced NSW, in his ability to convert opportunities with clients into contracts.

Table 6-9 – PMD-10

The findings, table 6-10, demonstrate that the participants utilise social media as a powerful enabler of providing agencies with feedback about their experiences and expectations from clients.

BCC-12	The participant indicates that social media is a powerful tool for NSWs, enabling a continuous marketing presence but also maintenance of awareness of the skills and capabilities required by future clients.
PMS-04	The participant recognises the benefit of social networking tool sets as a powerful marketing tool set and his need to maintain a business social network presence.

Table 6-10 – PMS-04 and BCC-12

Feldman and Bolino (2000) and Barley and Kunda (2006) identified that NSWs must consider, as they undertake services for clients, that they are vulnerable to market shifts relating to which skills remain in demand as they re-enter the *marketing* and *negotiation* stages. The research finding BCC-12, table 6-10, demonstrates how one participant utilises social media to enable maintenance

and awareness of movements in expectations and demands of potential clients. The findings from PMS-09, table 6-11, also demonstrates that feedback is utilised as a selling aid for other agencies and the important factor here is the NSW is focused on the opinion of the agency and not the client.

PMS-09	The participant utilises social media to publish feedback from agencies to identify and sell to other agencies and clients.

Table 6-11 –PMS-09

The third and final stage of the research framework is the decision of behavioural action and in the *marketing* stage; the NSW's determination is to either progress an opportunity into *negotiation*s with clients or to continue with the *marketing* stage until opportunities that meet their expectations are identified. The *negotiation* stage of the *life-cycle* is discussed in the following section.

6.6 Activity – NSW Life-Cycle Stage 2 - Negotiation

Kunda, Barley and Evans (1999) asserted that, during A NSW *life-cycle negotiation* stage, NSWs compete with other NSWs to be awarded contracts with organisations. Barley and Kunda (2006) further defined that *negotiation*s with organisations are not only monetarily focused but centre upon A NSW ability to determine clients' needs, expectations, and capability to sell their skills and expertise to fulfil organisational needs.

The research findings demonstrate that *negotiation*s are centred around the participant's determination of their ability to deliver a contract and that experienced NSWs can determine a behavioural action to walk away from opportunities if their output from the diagnosis and interpretation stage

suggested a risk of failure. The research findings, table 6-12, ITSC-19 and PMS-11 demonstrates the importance of protecting reputation by not taking on opportunities where there is a risk of being associated with failure or early termination. These findings provide support for the current extant of body of knowledge.

ITSC-18	The participant indicates that a core determinant of his *sense-making* process during the *negotiation* stage is his ability to deliver the contract and thus determine if he wishes to accept any contract offer.
ITSC-19	The focus on ability to deliver demonstrates that his objective is to protect his reputation so that he does not obtain a reputation of being fired from roles through not having the correct skills or because the client does not like his openness to voicing his opinion.
PMS-11	The participant demonstrates his willingness to reject or be rejected during *negotiation*s instead of risking contract termination in the *delivery* stage.
PMS-13	The participant exhibits awareness of the need to risk assess, his ability to deliver, prior to accepting a contract offer.
PMS-02	The participant shows confidence, as an experienced NSW, to have the confidence to walk away from opportunities where his voice is restricted.
PMD-26	The participant indicates his acceptance of a role that required him to experience ethical issues as inputs to his *sense-making* in determining how to complete his contractual deliverables.

Table 6-12 – ITSC-18, ITSC-19, PMS-11, PMS-13, PMD-26 and PMS-02

The finding PMS-02, table 6-12, demonstrates the importance of differential between a new entrant and an experienced NSW. As an experienced NSW PMS has the confidence to walk away from an opportunity where he perceived that the client will restrict voice. This suggests the opportunity that a new entrant NSW will not have the benefit of multiple contracts to have the confidence to walk away from an opportunity and thus take on a role where his or her voice

is restricted. The finding PMD-26, in table 13, is a potential example of the importance of obtaining a contract versus the potential impact on an NSW whereby the need to have a contract involved the participant accepting working in an environment where he had to actively participant in non-ethical activities.

The finding ITSC-11 in table 6-13, demonstrates support for the Barley and Kunda (2006) in that the *negotiation*s are not only monetary focused but that location of the role is an important factor in the NSW decision to take a role. This provides support for Pfeffer and Baron (1988) that determined differences between the classification of workers can be examined by looking at three specific attributes, of which one was location and the importance of NSWs to having control of location as a determinate factor for being an NSW.

ITSC-11	The participant demonstrates utilisation of his original objective of ability to determine location as a key criterion of the suitability of a role.

Table 6-13 –ITSC-11

The research findings, table 6-14, demonstrate support for the Kunda, Barley and Evans (1999) studies that recognised *negotiation*s are a two-way process between the client and the NSW. It is also noted in the findings PMD-08 and ITSC-13 specifically highlight that *negotiation* only involves the NSW and the client and that the role of agencies is restricted to the pre- and post-stages of *negotiation*s.

PMD-08	The participant demonstrates his learning that *negotiation*s are a two-way process between himself and clients.
ITSC-13	The participant shows a recognition that *negotiation* interviews are a two-way process between the NSW and the client.

Table 6-14 – PMD-08 and ITSC-13

The findings PMD-11, table 6-15, specifically highlights that a NSW are not funded during the *marketing* and *negotiation* stages and this requires the NSW to invest both time and finances to engage with agencies and clients to find opportunities for future *delivery* contracts. This requirement is like the experiences of SWs but by their nature NSWs will undertake *marketing* and *negotiation* stages more frequently compared to a SW.

PMD-11	The participant demonstrates that NSWs should invest both time and money to negotiate contracts either awaiting start dates or traveling and attending *negotiation* meetings.

Table 6-15 – PMD-11

The research finding PMS-08, table 6-16, provides an expansion of the research by Barley and Kunda, (2006) to attribute that experienced NSWs determine that their relationships with agencies represents an important tool to obtain future opportunities and act as a gateway to further opportunities with clients.

PMS-08	The participant demonstrates a tactic of creating a good impression with the recruitment agencies as a tool as a selling tactic to potential clients.

Table 6-16 – PMS-33

The research findings provided by ITSC-09, table 6-17, to expand the body of knowledge is the NSW recognises that agencies do not differentiate between the varied needs and expectations of different classifications of workers and that agencies focus on fulfilment of roles and obtaining their fees. This suggests the priority for agencies is the satisfaction of clients and not the satisfaction of the NSW.

ITSC-09	The participant demonstrates his experience that agencies are not demonstrating an awareness of the key differences between client recruitment of NSWs and SWs.

Table 6-17 – ITSC-09

Dubrin (2010) states that there is a role for *impression management* during *negotiation*s and Gardner and Martinko (1988) examined the impact of utilising four interview *impression management* behaviours. These studies determined that utilising *impression management* techniques led to increasingly favourable *negotiation* outcomes.

The research findings, table 6-18, demonstrate support for the Gardner and Martinko (1988) image protection and image creation, indicating that *defensive impression management* is utilised to avoid any association with negative events with previous client deliverables.

PMS-06	The participant exhibits his adoption of the role of remaining silent when it comes to discussions about previous clients as a tactic to protect his reputation
PMS-10	The participant demonstrates the use of *impression management* tactics, during the *negotiation* stage, to determine his willingness to move into the *delivery* stage.
PMS-12	The participant demonstrates his utilisation of *impression management* to distance himself from a bad image of a failed project or organisation.
BCC-42	The participant exhibits the importance for both parties of creating a favourable impression during *negotiation*s and of the client ensuring continuity between the *negotiation* and *delivery* stages. Investigate as deleted in Chapter 5

Table 6-18 – PMS-06, PMS-10, PMS-12 and BCC-42

The research finding PMD-09, table 6-19, demonstrates recognition of the importance of the first impression of a client, in the decision to enter into *negotiation*s and provides support to the research by Dubrin (2010).

PMD-09	The participant recognises importance of his interpretation of his first impressions of potential clients when approached by agencies in his decision to accept or reject contract offers

Table 6-19 – PMD-09

Gardner and Martinko (1988) identified that SWs can successfully utilise *impression management* post-interview to influence outcomes. Dubrin (2010) demonstrated that the format and style of communication post interview influence the client decision to make a contract offer. The contribution from the participant ITSC-12, table 6-20, is that it is not the role of a NSW to undertake post-interview follow-up with clients as the contact point is the agency or introducer to the client. It is the role of the agency or introducer to perform the post-interview *impression management* of the client. ITSC-12, table 6-20 shows that the participant will actively follow-up with the agency or introducer to feedback to the client their interest; otherwise, the participant would remain silent.

ITSC-12	The participant exhibits that, if roles fulfil his objectives, he will actively follow-up with agencies to obtain a contract with a client.

Table 6-20 – ITSC-12

The findings from PMD-10, table 6-21, highlights that clients expect that, if an NSW accepts a contract offer, they will transition into *delivery* promptly. This contrasts with the expectation of a SW who typically will have notice periods with their current employers before they can begin a new contract.

PMD-10	The participant exhibits his experiences of client expectations that an NSW can mobilise for *negotiation*s and *delivery* stages promptly (no notice periods with current clients) and be flexible in accepting different types of *negotiation* techniques.

Table 6-21 – PMD-10

An important contribution to expand the work of Barley and Kunda, (2006) is demonstrated by PMD-19, table 6-22, as to the role of alternative opportunities existing in the marketplace in determining behavioural responses to clients e.g. contract offer acceptance and in addition it acts as a feedback to adapt their expectations of offers acceptable to them.

PMD-19	The participant demonstrates that his expectation of what is acceptable behaviour from the client is lowered when there are limited alternative opportunities available in the market.

Table 6-22 – PMD-19

The research findings from the participant BCC contributes an important area of knowledge in terms of the impact of any disconnection in the continuity of knowledge about an NSW from *negotiation* to *delivery*, specifically how the disconnect creates an opportunity for barrier to voice. Specifically, the client's colleagues involved in the *delivery* stage do not have knowledge of what the NSWs are capable of or the expectations of NSWs. The first finding, BCC-15 table 6-23, determining the impact of this disconnection is the gap in continuity of expectation between clients and NSWs, which acts as a barrier to building up relationships with potential future colleagues.

BCC-15	The participant shows the importance of the individuals involved in the *negotiation* stage in terms of building up relationships and establish expectations during the *delivery* stage, thus enabling voice.

Table 6-23 – BCC-15

The second finding, BCC-13, table 6-24, determines the conflict created by the disconnection where an expectation to work with a certain individual(s) from the leadership team, established during the *negotiation* stage triggers a change when the NSW transitions into *delivery*.

| BCC-13 | The participant exhibits experience of conflict created by clients utilising individuals to perform interviews that fail to communicate the skills, capabilities, and expectations of the NSW to the *delivery* stage leadership team. |

Table 6-24 – BCC-15

The outcome of the disconnection or change of expectation by the client is demonstrated by the research finding BCC-14, table 6-25, that clients are unable to maximise the skills and capabilities available from the NSW.

| BCC-14 | This conflict has led to her experiencing that organisations are not maximising her skills and capabilities to benefit organisations |

Table 6-25 – BCC-14

The following section develops the discussion of the findings from the experiences of NSWs transitioning into the third stage of the NSW *life-cycle* (*delivery*).

6.7 Activity – NSW Life-Cycle Stage 3 - Delivery

This stage of the NSW *life-cycle* requires NSWs to transition from the *marketing* and *negotiation* stages into the *delivery* stage Barley and Kunda (2006) requiring the NSW to undertake socialisation with other workers in the client setting.

6.7.1 Sense-Making Trigger – Organisational Socialisation

Ardts, Jansen and van der Velde (2006) identified that *organisational socialisation* consists of individuals progressing through three key activity phases: an anticipatory phase, an encounter phase, and an acquisition phase. This research proposed that the anticipatory stage aligns to the NSW *life-cycle marketing* stage. Van Maanen and Schein (1977) identified that, as workers

enter an organisation, they bring questions and assumptions about how things should be performed within that organisation. Workers enter the *detection* phase and experience *change* and potentially *surprise* as they contrast their assumptions with the reality of organisational life and experience organisational conventions and values, beginning to experience the reality of authority relationships within the organisation.

The encounter phase relates to workers entering an organisation as a newcomer, their anticipations are tested against the reality of their new work experiences and any differences between their expectations, and reality becomes apparent and contributes to the worker's transition into an organisation.

The research findings, table 6-26, demonstrates that the expectations established during the anticipatory stage are utilised in the participant's *sense-making* detection or triggers. These expectations can be based on inputs from clients and/or individuals, and PMS-25, table 6-26, also demonstrates that expectations need to encompass the environmental issues of politics and hostile environments in an organisation.

ITSC-16	The client's expectations are utilised as setting expectations for use in the participant's *sense-making* processes.
ITSC-15	The participant exhibits a tactic, during *negotiation*s, to establish the client's expectations of the NSW during the mobilisation period.
PMS-25	The participant exhibits understanding that his expectations of a role should reflect that his target clients operate in political and hostile environments.

Table 6-26 – ITSC-15, ITSC16 and PMS-25

Gruman, Saks and Zweig (2006) demonstrated that workers are expected to demonstrate self-efficacy to socialise themselves into an organisation instead of having a reliance on the organisation on providing a formal induction or socialisation process. The findings, table 6-27, demonstrates that NSWs do not receive formal induction into organisations and participant ITSC demonstrates experience of clients expecting A NSW to utilise self-efficacy to socialise themselves into an organisation.

BCC-21	The participant exhibits her experience that clients do not consider how NSWs can be socialised into an established workforce and, as a result, new entrants determine that they should remain silent.
ITSC-20	The participant demonstrates his experience that clients will not provide formal induction into an organisation and that the client expects NSWs to be self-sufficient to initiate *delivery*.
ITSC-17	The participant shows his experience that clients expect an NSW to hit the ground running and that the client expects NSWs to be able to achieve this without the normal induction activity provided to an SW.

Table 6-27 – BCC-21, ITSC-20 and ITSC-17

The research findings demonstrate that a NSW, table 6-28, utilise the attributes of NSWs; robustness, independence, self-confidence, and identification to support the need for self-efficacy.

PMS-28	The participant demonstrates his utilisation of his identification and attributes as an NSW in his socialisation in client settings.
ITSC-08	The participant indicates that the characteristics required of an established NSW are robustness and self-confidence to create a suitable impression on clients and others.

Table 6-28 – PMS-28 and ITSC-08

Ardts, Jansen and van der Velde (2006) and Van Maanen and Schein (1977) determined that newcomers entering an organisation will not have an adequate history of the organisation to interpret localised interpretation schemes. These studies suggested that it is only through time and experience in the new setting that workers come to understand how to interpret the actions of superiors and others and what meanings to attach to events and outcomes in the work setting. In contrast, the findings discussed demonstrate that clients have an expectation that a NSW will mobilise quickly to hit the ground running, suggesting that time for socialisation is limited. The research findings, 6-29, demonstrate that a key tactic by a NSW is to utilise silence as a key attribute during the socialisation stage.

PMS-19	The participant demonstrates utilisation of a tactic of remaining silent during his socialisation into the client setting to enable his *sense-making* of the environment, people, and client objectives.
BCC-21	The participant exhibits her experience that clients do not consider how NSWs can be socialised into an established workforce and, as a result, new entrants determine that they should remain silent.

Table 6-29 – PMS-19 and BCC-21

The participants were prompted to discuss why silence was a key behavioural tactic during the socialisation period and the justification for the use of silence is to listen to the organisation informal network of rumours, gossip and general conversations around the tearooms and vending areas, table 6-30.

PMS-16	The participant demonstrates the tactic of utilising the input of colleagues' gossip, rumours, and general conversation as a means of validating the reality of the organisation.
PMS-18	The participant demonstrates his utilisation of organisational gossip and rumours to compare and contrast what the client set out during the *negotiation* stage.

Table 6-30 – PMS-27, PMS-16 and PMS-18

Research finding PMS-18, table 6-30, also demonstrates that by remaining silent and listening to the informal network enables a comparison to the formal communication received from the client as key inputs to his or her determination of behavioural choice.

In addition findings demonstrate support for the research by Gruman, Saks and Zweig (2006) that self-efficacy, during *organisational socialisation*, was demonstrated by workers utilising feedback-seeking, and the research findings from the participant PMS-39 and PMS-40, table 6-31, demonstrates utilisation of such feedback to update their expectations and style of *delivery* and as an enabler to voice. An important aspect of the findings is that the participant only utilises feedback during the socialisation period and then ceases the use of feedback from the client to enable focus effort on delivering his or her contractual objectives.

PMS-39	The participant exhibits his utilisation of client feedback during his socialisation period, adapting his style of *delivery* and usage of voice to meet the expectations of clients.
PMS-40	The participant demonstrates confident behaviour, as an experienced NSW, to utilise feedback during the socialisation period, adapting his style and then ceasing feedback and focusing on *delivery*.

Table 6-31 – PMS-39 and PMS-40

The research findings of participant PMS, table 6-32, demonstrates that a key

input to the diagnosis and interpretation stage of socialisation is to identify stakeholders that can impact on his contract compared to individuals with no influence on his contract (PMS-21). The findings demonstrate that participants utilise family, friends, other NSWs, and internet sources to act as a safe environment to practice voice prior to voicing to stakeholders with influence on the participant's contract. This also provides an example of an NSW remaining silent, for *defensive* purposes to protect his or her contract with a client (Dyne, Ang and Botero, 2003; Brinsfield, 2013; Perkins, 2014; Pirie, 2016).

PMS-21	To enable voice with these powerful stakeholders the participant demonstrates the tactic of pre-validating his voice in a safe environment prior to determining to give voice to the client.
PMS-23	The participant utilises a network of friends, families, and other colleagues to practise voice outputs in a safe environment prior to presentation to the client.
PMS-24	The participant uses internet data sources as an input to his determination whether to voice or remain silent.
PMS-07	The participant exhibits utilisation of a hierarchy of preference for voice in that he thinks about future opportunities and which stakeholder can influence that the most.

Table 6-32 – PMS-21, PMS-23, PMS-24 and PMS-07

A further contribution to the diagnosis and interpretation stage is the identification that a NSW utilises an awareness of the condition of the market condition for future opportunities as a core input in their determination whether to give voice, suggesting that voice is more restricted where market opportunities for NSWs are limited, table 6-33.

PMD-20	The participant exhibits, as an experienced NSW, the confidence to voice concerns when there are alternative opportunities in the market place.

The research findings also contribute knowledge of a need to distinguish between a new entrant and an established NSW. New entrant NSWs either do not have prior experience or have limited experience to draw upon to determine acceptable levels of voice to clients, BCC-40, table 6-34. This does not suggest that experienced NSWs cannot make errors and give voice in terms unacceptable to clients but that they often learn from previous deliveries and experiences to give them knowledge upon which to base decisions.

BCC-40	The participant exhibits her experience that established NSWs utilise the experience of multiple deliveries to begin to develop the skills to identify what actions are acceptable and not acceptable to a client.
BCC-01	The participant demonstrates her experience that, as a new entrant NSW, they are vulnerable to making a mistake and having their contracts terminated (BCC).

As NSWs socialise into organisations a core element of that socialisation is their integration or *blending* with other NSWs and SWs within the organisational setting. This is discussed in the following section.

6.7.2 Sense-Making Trigger – Blending

Davis-Blake, Broschak and George (2003) proposed that as workers socialise into organisations there is typically a requirement to integrate with other workers, both SWs and NSWs. This study identified that previous academic research has focused on studying the impact of *blending* from the perspective of SWs. These studies suggested that they associate *blending* with increased

conflict and poorer relations between fellow SWs and NSWs, decreased loyalty to organisations and increased intentions on the part of SWs to exit organisations. This research presented *blending* as an antecedent to the NSW diagnosis and interpretation and that reaction by the worker to the *blending* is associated with the *other interpretations* input in the research framework, as demonstrated in figure 6-2:
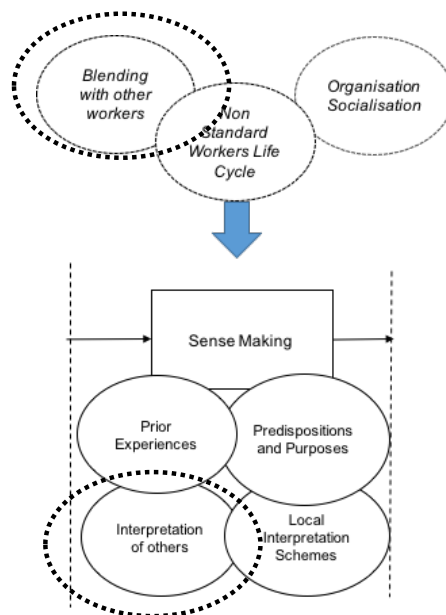
Figure 6-2 - Extract from the research framework – (Louis, 1980)

Maitlis and Lawrence (2007) determined that interaction between NSWs and SWs creates threats to individual identity and these threats have been proven a powerful *trigger* for *sense-making*. The research findings demonstrate a range of tactics utilised by a NSW, table 6-35, to enable their successful *blending*. As discussed previously silence is a core tactic of a NSW to allow input of the informal network and PMS-36 demonstrates the role of silence to overcome any perception by other interpretations of a lack of creditability. Participant BCC-22, table 6-35, also demonstrates that the co-location of workers into a single community is a powerful enabler of successful *blending*.

PMS-36	The participant demonstrates that the act of remaining silent and *delivery* a task successfully is a powerful tactic to overcome the lack of creditability with the client's SWs.
BCC-22	The participant shows her experience that the combination of location, socialisation and integration are key factors in successful mixing of NSWs with SWs.
BCC-19	The participant exhibits her experience that the co-location of workers, irrespective of contract type, is a key consideration for organisations in creating opportunities for all workers to give voice.

Table 6-35 – PMS-36, BCC-22 and BCC-19

Barley and Kunda (2006) argued that NSWs experience a world of politics, cultures, routines, and expectations set by SWs. Ashford, George and Blatt (2007) identified additionally that NSWs can experience negative treatment from co-workers and these experiences can lead many NSWs to feel marginalised. Additionally, SWs ensure that all can see who NSWs are and that they cannot make claims of membership of an organisation.

The finding BCC-04, table 6-36, shows a participant recognising that she is isolated and without organisational resources to support her. The participant demonstrates that she substitutes this marginalisation with support from friends, families, and other NSWs.'

BCC-04	The participant exhibits her experience that, as an NSW, she is alone and unsupported and does not have organisational resources as a support mechanism.
BCC-05	The participant shows her understanding of the importance of developing a network of colleagues, friends, and families as a supporting mechanism.

Table 6-36 –BCC-04 and BCC-05

The research findings from the participant PMS demonstrates further experiences of life as an NSW in a blended organisation, table 6-37.

PMS-26	The participant recognises that he will be isolated and is a disposable resource to the organisation.
PMS-27	The participant highlights experiences of being routinely identified as an NSW but he has the attitude that this identification is not a negative.
PMS-28	The participant highlights his experience of hostilities, being an outsider, isolation and identification factors acting as attitudinal inputs for him as an NSW.

Table 6-37 –PMS-26, PMS-27 and PMS-28

The participant recognises that he is isolated (PMS-26) and is routinely identified as an NSW (PMS-27) but importantly notes that identification is not a negative and that he utilises his attitudes as an NSW to overcome and enable *delivery* (PMS-28). The participant PMD-13 demonstrates, table 6-38, the role of voice to break down barriers with SWs.

PMD-13	The participant demonstrates a need for NSWs to utilise voice to break down political barriers to achieve *delivery*

Table 6-38 –PMD-13

The findings from the participant PMD, table 6-39, provides further tactics to overcome marginalisation, recognising that contributor to *blending* issues is the NSW lack of creditability as the SW's do not know who the person is. The findings show the power of utilising prior experiences to achieve targets expected from clients as a tool to build creditability and through creditability comes integration with the SWs in an organisation.

PMD-35	The participant exhibits his experience of SWs determining that NSWs have no credibility because SWs are unaware of what the participant is capable of.
PMD-36	The participant demonstrates that the act of remaining silent to deliver a task successfully is a powerful tactic to overcome the lack of creditability with the client's SWs.
PMD-37	The use of the tactic of building credibility through action demonstrates the use of prior learning by an established NSW
PMD-38	The participant demonstrates utilising previous experience to establish targets for *delivery* and through achievement of these targets, he can prove himself to any sceptics in the client organisational setting.

Table 6-39 –PMD-35, PMD-36, PMD-37 and PMD-38

Inkson, Heising and Rousseau (2001) determined that even highly educated NSWs are often treated as a bundle of skills rather than as individuals, raising the question of what impact the image of being a bundle of skills has on a NSW socialisation and *blending* in an organisational setting. Research finding BCC-14, table 6-40, demonstrates a scenario where clients failed to communicate the skills and capabilities of the incoming NSW, resulting in the organisations utilising them as a body or resource to be used as required by the client's needs which are an example of findings counter to the findings of Inkson, Heising and Rousseau (2001).

BCC-14	This conflict has led to her experiencing that organisations are not maximising her skills and capabilities to benefit organisations

Table 6-40 – BCC-14

Broschak and Davis-Blake (2006) suggested that a key influencing factor that determines the impact of *blending* is the *proportional* mixture of NSWs to SWs. Specifically, they suggested that intra worker classification relations should improve with greater proportions of minority members; when proportions of

minority members are very small, minority individuals are visible and thus closely watched. Majority members tend to exaggerate differences between themselves and minority group members and heighten social boundaries. As a result, minority members become socially isolated and intragroup relations between majority and minority members deteriorate. As proportions of minority members increase, leading to increased contact between majority and minority members, understanding between group member's increases and, as a result, group relations improve. The findings demonstrate support for the positive impact of majority members experiencing increasing interaction with minority members as participant BCC and ITSC highlight that SWs are becoming accustomed to having NSWs on site and these interactions creates an environment where having NSWs on a site is normal organisational life, table 6-41.

BCC-25	The participant exhibits her experience that SWs are becoming accustomed to having to work in integrated teams with NSWs.
ITSC-22	The participant demonstrates his experience that SWs in larger organisations are becoming accustomed to working with NSWs on a daily basis and that SWs appreciate that the *blending* of NSWs and SWs is part of organisational life.

Table 6-41 – BCC-25 and ITSC-22

A core element of this normalisation of the presence of NSWs is the findings from participant BCC and PMD, table 6-42, that demonstrate that team size is an important factor in enabling voice suggesting that a proportional mix of SWs and NSWs located together is the enabler of voice and successful *blending*.

BCC-24	The participant exhibits her experience that the size of team influences the ability of NSWs to successfully blend and recognises the role of client's in enabling NSWs and SWs to be integrated.

BCC-27	The participant indicates that the integration of the team, aided by the small size of the team, created an environment where giving voice was openly rewarded.
PMD-25	The participant demonstrates that in reality SWs and NSWs perform the same role and thus SWs have no power differences over NSWs.

Table 6-42 – BCC-24, BCC-27and PMD-25

Various studies have demonstrated that NSWs are generally treated as having lower social status than SWs because of the limited duration of their employment and their low level of firm-specific expertise (Lautsch, 2002; Davis-Blake, Broschak and George, 2003). George and Chattopadhyay (2013) suggested that NSWs perceived their jobs to be of lower prestige than comparable positions held by SWs. For NSWs, these status differences are re-enforced in a number of ways, such as the use of identity markers and lack of access to employee-only resources and social activities (Feldman and Bolino, 2000; Lautsch, 2002; Davis-Blake, Broschak and George, 2003). The research findings, table 6-43, demonstrate that the participants have and recognise these differences between the worker groups but that the participants do not see this as a negative to successful deliver.

BCC-04	The participant exhibits her experience that, as an NSW, she is alone and unsupported and does not have organisational resources as a support mechanism.
PMS-28	The participant highlights his experience of hostilities, being an outsider, isolation and identification factors acting as attitudinal inputs for him as an NSW.
PMS-35	The participant exhibits his experience of SWs determining that NSWs have no credibility because SWs are unaware of what the participant is capable of.

Table 6-43 – BCC-04, PMS-28 and PMS-35

Davis-Blake, Broschak and George (2003) proposed that increased contact

among members of different subgroups improves relations and reduces conflict. Non-task-related interactions between subgroups facilitate the exchange of social information, which might reduce tensions between SWs and NSWs in two ways: first social information might help individuals see similarities in non-work attributes such as hobbies or entertainment preferences and second work-related attitudes such as opinions about the quality of the physical space in which workers are situated. Ashforth, Harrison and Corley (2008) have asserted that workers, through social interactions forming part of *sense-making*, share their perceptions and experiences, and derive a common understanding of the meaning of various aspects of their work context. The researching findings, table 6-44, provide support for this body of knowledge in that an experienced NSW utilises socialisation as a powerful enabler of voice with the SWs and other colleagues.

PMD-15	The participant asserts that a powerful enabler of voice is the tactic of socialising with individuals outside the workplace to understand who the individual(s) are and to create an environment where voice is accepted socially and in the workplace.
ITSC-21	The participant exhibits the tactic of accessing non-work-related knowledge about his colleagues to build bridges and associations with them, enabling his voice to be heard.
BCC-28	The participant exhibits her experience that an NSW needs to utilise a diverse range of tactics to find a language that gives SWs and NSWs the opportunity to contribute to completion of tasks.

Table 6-44 – PMD-15, ITSC-21 and BCC-28

The research findings demonstrate, table 6-45, that as NSWs socialise into an organisational setting and integrate with other workers, a key input to the NSW *sense-making* is a client changing the role that the participant is asked to deliver during the socialisation period to a role different to what was negotiated for the

participants to undertake.

BCC-16	The participant exhibits an expectation of providing the client with a certain skill, established during *negotiation*s, and that *sense-making* is triggered when the client issues the NSW with a different objective on mobilisation into *delivery*.
PMD-17	The participant demonstrates his determination to either voice, exit or remain silent and accept changes to his role, by the client, between the *negotiation* stage and the *delivery* stage.

Table 6-45 – BCC-16 and PMD-17

It is important to note that participants accepted the role change by the client and their behavioural response was to remain silent and meet the new client expectations. This again is an example of the determination to either exit, voice or remain loyal through the delivery of the contract.

6.7.3 **Sense-Making – Input from Organisational Sources**

This section examines the role of local interpretation schemes as inputs to the NSW determination to remain silent. Morrison and Milliken (2000) defined a local interpretation scheme where an organisation has a *climate of silence* in which workers choose to withhold their opinions and concerns about organisational problems because they believe that: (1) speaking up about problems in the organisation is not worth the effort, and (2) voicing opinions and concerns is dangerous to them. Pinder and Harlos (2001) identified the role of management in creating an organisational *climate of silence* and how this climate reinforced SW motivation to undertake acquiescent and *defensive* silence. Indeed, Morrison and Milliken (2000) contended that a *climate of silence* is a socially constructed phenomenon, created at an organisational level and affected by differing numbers of contingent characteristics. These include factors such as *management processes*, *decision-making processes,* and

employee blending; and define individual perceptions of these characteristics as *determinants* of silence or voice.

The research findings demonstrate that the participants have experienced undertaking *delivery* of contracts in environments where there was a *climate of silence* and that they experienced a negative emotional impact because of its existence, table 6-46. The findings demonstrated that NSWs have experienced the presence of a *climate of silence* and such an input influences the NSW to remain silent for *defensive* reasons to protect their contracts, table 6-46. This demonstrates that a NSW experiences are like those of a SW, thus supporting the current body of knowledge.

ITSC-23	The participant exhibits an experience of a *climate of silence* within an organisational setting created by the leadership team.
BCC-31	The participant exhibits experience of a *climate of silence* whereby the behaviour of the client's leadership dictates that voice is restricted to what aligns with their view(s).
BCC-32	The participant shows that despite an NSW not having longevity of contract or expectation of being with a client for an extended duration, the presence of a *climate of silence* can act as a motivator for NSWs to remain quiet for the purpose of defending their contract duration.
PMS-29	The participant exhibits awareness of a *climate of silence* being supported or generated by fellow NSWs in leadership roles

Table 6-46 – ITSC-23, BCC-31, BCC-32, and PMS-29

Vakola and Bouradas (2005) identified that some managers have lived for so long in an organisational climate where it is accepted that workers remain silent due to the fear of retaliation or by intimidation by the leadership team and this climate has developed to the point where the worker cannot envisage the organisation to introduce alternative ways of working and behaving. The

research findings, table 6-47, participant BCC provides support for Vakola and Bouradas (2005) and expand the findings by demonstrating that SWs that become NSWs can transfer these experiences into their mode of operation as an NSW.

BCC-35	The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of them creating or supporting a *climate of silence*.
BCC-03	The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of a culture of silence developing and to maximise the skills and capabilities of NSWs.

<div align="center">Table 6-47 – BCC-35 and BCC-03</div>

An important aspect of this finding is the determination that a *climate of silence* can be both supported and created by NSWs where previously there was none. The findings demonstrate, table 6-48, examples of participants involved in the delivery of projects within organisations provided the detailed experience of the role of NSWs in creating a climate where the voice was not welcomed, indicating that NSWs were able to put their contracts at risk.

PMD-28	The participant demonstrates his experience of his fellow NSWs, creating a *climate of silence*, where voice was restricted by not providing the participant with a contract, sending a warning message to the participant that his contract was not secure and to do what he was told.
PMS-30	The participant demonstrates his experience of contract termination because of not complying with the NSW *climate of silence*

<div align="center">Table 6-48 – PMD-28 and PMS-30</div>

The research findings demonstrate support for the extant body of knowledge that non-compliance with the expectation of silence leads has the opportunity for an NSW to experience contract termination for not complying with the

climate of silence PMS-30 and PMD-28 table 6-48.

The research findings demonstrate that the actions of the leadership team, both SW and NSW, are important inputs to the NSW *sense-making* process in the determination of his or her ability to voice, one consideration is the potential impact on reputation to remain silent or to voice table 6-49.

PMD-21	The participant outlines that the actions of the client and the potential impact on his reputation are important inputs to his *sense-making* process.
PMD-29	The participant exhibits the actions of the client leadership team in creating a *climate of silence* to voice as a key input to his *sense-making* processes.

Table 6-49 – PMD-21 and PMD-29

An important aspect of the findings is that NSWs are determining as part of their *sense-making* inputs stakeholder analysis of the individuals creating the *climate of silence* and the importance of these individuals to influence the NSW contractual arrangements. This demonstrates that NSWs analyse who the powerbrokers are in an organisation and, if individuals have power over the NSW contracts, their willingness to give voice is different to that of non-powerful stakeholders, when NSWs freely voice, table 6-50.

PMS-03	The participant recognises the power of stakeholders to determine his contractual arrangements with clients and the participant's attitude of safety in voice.

Table 6-50 – PMS-03

A finding of the research provides a new contribution to the people and processes that can lead to the creation of a *climate of silence*, in this example the findings demonstrate the impact of a Project Management Office (PMO) and how this created a powerful barrier to voice for NSWs in the *delivery* of services, table 6-51.

PMS-31	The participant exhibits his experience that client PMOs can act as a barrier to voice, preventing opportunities for NSWs to engage with the leadership team.

The research findings demonstrate that a NSW utilises the tactic of negotiating directly with the PMO and or making a direct approach to the sponsor to overcome the PMO barrier to voice, table 6-52.

PMS-32	The participant demonstrates tactics to overcome the PMO barrier to voice. His first tactic is to negotiate directly with the PMO and, second, to negotiate directly with the project sponsor.

These direct *negotiation*s to overcome organisational barriers to voice depend on individual attributes and, specifically, the inputs provided by the individual NSW.

6.7.4 Sense-Making – Input from the Individual

This section examines the role of inputs from individuals, as a NSW, in their *sense-making* processes, and examines the role of prior individual experiences and their predispositions and purposes.

Studies have identified a range of constructs or motivational factors that influence individuals' *sense-making* processes, leading to individuals determining to withhold instead of express ideas, information and opinions about work-related topics (Dyne, Ang and Botero, 2003). Pinder and Harlos (2001) identified two forms of employee silence: *Acquiescent* (passive withholding of information based on resignation or submission to the situation) and *Quiescent* (active withholding of information in order to protect self, based on fear of managerial repercussions). Van Dyne, Ang and Botero (2003)

expanded this model, asserting that there are three specific motivators to remain silent: *Acquiescent, Defensive,* and *Pro-social*.

Acquiescent silence is defined as an expectation that voice will fall on 'deaf ears' and that organisations will not change if a voice is raised (Milliken, Morrison and Hewlin, 2003). Acquiescent silence encourages *disengagement* between SWs and organisational leadership; and, as such, influences rates of SW retention.

Defensive silence is defined as a motivation to remain silent for the purpose of self-protection, and from the fear, or consequence, of voice. These perceptions emanate from a SW' experiences of management acting in a way that discourages communication through intolerance of a dissenting voice and, second, the fear of termination of employment as a consequence of voice (Dutton and Ashford, 1993).

The research findings provide numerous examples of the participants utilising *defensive* silence to protect their reputations and current and future contracts, and using prior experiences to enable a form of *defensive* voice by remaining silent and enabling their *delivery* actions to be their voices, table 6-53.

PMS-20	The participant utilises the tactic of moderating his voice with stakeholders that have influence on his contract and his future opportunities.
PMS-15	The participant recognises that people with no impact on his contractual relationship allow him to be more open with his voice, removing his motivation to remain silent for *defensive* purposes.
PMD-22	The participant exhibits protection of his reputation by providing the client with a warranty that the client could not have any problems with his early departure.
PMS-22	The participant utilises prior experience to provide him with a range of options to respond

	to client questions.
PMS-38	The participant demonstrates utilising previous experience to establish targets for *delivery* and through achievement of these targets, he can prove himself to any sceptics in the client organisational setting.
BCC-38	The participant asserts that the emotion of experiencing a restriction of voice resulted in deployment of the tactic of family pressures, rather than problems with the organisation, as the reason for breaking the contract for the purpose of protecting her reputation.

Table 6-53 – PMS-20, PMS-15, PMD-22, PMS-22, PMS-38 and BCC-38

Pro-social is defined as a determination to remain silent in support of group membership, or for fear of isolation from the workgroup, particularly where SWs believe that their position holds a minority viewpoint (Pinder and Harlos, 2001; Dyne, Ang and Botero, 2003; Milliken and Morrison, 2003).

The research findings provide support for the power of *pro-social* motivation to remain silent and, in one example; the participant in question remained quiet for the protection of an SW, table 6-54.

PMD-23	The participant exhibits the motivation to remain silent to protect a colleague.

Table 6-54 – PMD-23

In this scenario, the NSW action of protecting the SW was not appreciated by the SW and resulted in the SW taking disruptive action against the SW. This determines that NSWs should consider the reaction of not only the client but also the individual for whom the NSW is undertaking *pro-social* motivation to remain silent.

The participant outlines his experience that the colleague he protected came to a different behaviour and meaning from her own *sense-making* process, table 6-55.

PMD-24	The participant outlines his experience that the colleague he protected came to a different behaviour and meaning from her own *sense-making* process.

Table 6-55 – PMD-24

This also demonstrates that individuals with the same inputs to their *sense-making* can attribute different meanings and determine to attribute different behaviours and therefore different actions.

A specific example of the research findings demonstrates where NSWs determined as part of her *sense-making* process to remain silent for *defensive* purposes and not be motived by a *pro-social* determinate to remain silent, table 6-56. Her actions resulted in her NSW colleague having his contract terminated.

BCC-02	The participant indicates her use of experience as an input to her determination to remain silent to protect herself at the expense of her NSW colleague.
BCC-20	The participant demonstrates her experience that socialisation with SWs and NSWs outside the workplace gave everyone the opportunity to spend time getting to know each other and provided an environment for barriers to voice to be lowered.

Table 6-56 – BCC-02 and BCC-20

Brinsfield (2013) expanded the Van Dyne et al. (2003) model, finding empirical support for two motivators (*defensive* silence and *pro-social* silence), and identifying a need to segregate acquiescent silence into *Ineffectual* and *Disengagement* motivators. *Ineffectual* motivation focuses on the belief that speaking up would not positively affect the situation or is *ineffective* in changing it (Brinsfield, 2013). *Disengagement* is defined as the uncoupling of the individual SW from the organisational work situation, demonstrated by not caring what happens; not wanting to get involved; not caring about the

organisation; and holding a belief that someone else should speak up (Brinsfield, 2013). The final motivator within Brinsfield (2013) model is defined as being silent for *diffident* purposes where the individual is hesitant in acting or speaking through lack of individual self-confidence.

The research findings demonstrate that new entrant NSWs experience a motivation to remain silent because they believe that voice would be both *ineffectual* and *diffident*. A challenging finding, demonstrated by one participant, was his need to accept a contract to gain experience and an income came at an expectation from the NSWs acting as client leaders that the participant would lie to other colleagues in the client setting. The participant determined that the opportunity for a contract outweighed the ethical issues and the potential damage to his reputation in the market. This also demonstrates the power of NSWs in leadership roles acting as the *determinants* if NSWs have the voice. This experience provides a powerful example of the power of *ineffectual* motivations for new entrant NSWs, table 6-57.

PMD-26	The participant indicates his acceptance of a role that required him to experience ethical issues as inputs to his *sense-making* in determining how to complete his contractual deliverables.
BCC-01	The participant recognises that new entrant NSWs are vulnerable to making mistakes and have a contract terminated until they have gained experience of completing several NSW *life-cycle*s.

Table 6-57 – PMD-26 and BCC-01

In contrast, the research findings, table 6-58, demonstrate that experienced NSWs are not motivated to remain silent for *diffident* purposes as they have confidence that they can obtain future opportunities to keep their business operating.

PMS-02	The participant shows confidence, as an experienced NSW, to have the confidence to walk away from opportunities where his voice is restricted.
PMS-34	The participant exhibits he has the confidence to walk away from a contract knowing, as an experienced NSW, he can obtain further contracts to keep his business operating.

<center>Table 6-58 – PMS-02 and PMS-34</center>

The research did not find any supporting evidence of a NSW being motivated to remain silent for *disengagement* reasons. The research findings suggest that the reason for this is the need for NSWs to protect their reputations with current clients to maximise future opportunities to remain as an NSW. It can be envisaged that feedback from a client from whom an NSW was disengaged from completing his or her contractual deliverables would have a negative impact on the NSW reputation in the marketplace.

Deviant motivators demonstrate a desire to seek revenge, purposefully harm others, retaliate against the organisation or make management look bad (Brinsfield, 2013). The research findings, table 6-59, demonstrate that NSWs are not motivated to participate in *deviant* voice activities and this again results from the need to protect their reputation in the marketplace.

BCC-18	The participant exhibits a determination to remain silent and not participant in negative remarks about previous clients as a protection to her reputation.
BCC-10	The participant exhibits no willingness to participant in negative voice about clients in protection of her reputation in her ability to obtain future opportunities with clients.
PMD-06	The participant demonstrates his protection of reputation in lieu of saying negative things about any client.

<center>Table 6-59 – BCC-22, PMD-26 and BCC-30</center>

Examination of *silence in organisational settings* can trace its origins to

Hirschman's (1994) model, *Exit, Voice and Loyalty*. Hirschman (1994) examined voice and silence from the perspective of the customer and explored how the customer *sense-making* process is triggered by dissatisfaction with an organisation's performance, as well as the potential of outputs to lead to decisions to voice, exit or remain loyal to organisations. The research findings, table 6-60, demonstrate that the combination of the client's reaction to voice and market conditions determines if they are willing to remain silent or to exit the business, thus providing support for the role of the exit, voice, and loyalty model in organisational settings.

BCC-37	The participant exhibits, as part of her *sense-making* process, utilisation of experiences of previous voice opportunities and the client's reaction to her voice. If she has experienced difficulties, her default preference would be to leave the organisation unless there were no opportunities for her to move to other clients.
PMS-33	The participant demonstrates determination to exit the client, voice his opinion or remain silent and complete the contract.
ITSC-25	The participant demonstrates that he utilised *defensive* silence until he had the opportunity to exit the organisation, suggesting a protection of reputation by completing his contracted services.

Table 6-60 – BCC-37, PMS-33 and ITSC-25

6.7.5 Sense-Making – Attribute Meaning

This stage of the research framework is where the NSWs utilise the inputs during the diagnoses and interpretation stage to attribute meaning through a selection of behavioural responses and or updated expectation. A key antecedent to this stage of *sense-making* is the role of *impression management* to support behavioural responses by a worker, figure 6-3.
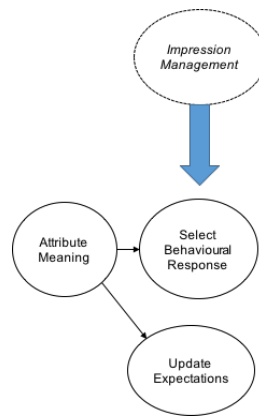
Figure 6-3 - Extract Research framework – adapted from– (Louis, 1980)

The research findings demonstrate that A NSW utilises their prior experience of which actions or behavioural responses have been the most successful in determination what techniques to use in each new scenario or situation. The participant BCC demonstrates the role of the NSW attributes in enabling the NSW to overcome any obstacles, table 6-61.

BCC-30	The participant demonstrates that, through the process of changing her working style, she enabled her voice to be heard
BCC-06	The participant indicates an attitude that it is up to the individual NSW to utilise experience and make the effort to overcome any conflicts to integrate into a mixed environment.
PMS-17	The tactic of comparing informal conversation with clients' formal communications is used by the participant to attribute his behavioural responses.

Table 6-61 – BCC-30, BCC-06 and PMS-17

A specific finding demonstrated by PMS-38, table 6-62, demonstrates a behavioural response of remaining silent and instead focused on a behavioural response of *delivery*, the use of creating a suitable impression through successful *delivery* acting as a powerful message to others to create an impression of creditability of the NSW.

PMS-38	The participant demonstrates utilising previous experience to establish targets for *delivery* and through achievement of these targets, he can prove himself to any sceptics in the client organisational setting.

Table 6-62 – PMS-38

The research findings based on the experiences of PMS demonstrate that feedback from clients can be utilised as an input to determining the correct behavioural response and be utilised as an update to expectations of what the client requires of the NSW, table 6-63.

PMS-39	The participant exhibits his utilisation of client feedback during his socialisation period, adapting his style of *delivery* and usage of voice to meet the expectations of clients.

Table 6-63 – PMS-39

The research findings, table 6-64, demonstrate that the participants experienced a transition from new entrant to experienced NSW after three years' participation in the NSW *life-cycle* and that this transition represents a powerful factor in updating NSW expectations.

ITSC-05	The participant exhibits that his transition from new entrant NSW to an experienced NSW was triggered after a period of three years (ITSC).
PMS-01	The participant asserts that the critical time frame for transition from new entrant NSW to established NSW is the completion of three years of NSW contracts.
PMS-37	The use of the tactic of building credibility through action demonstrates the use of prior learning by an established NSW

Table 6-64 – ITSC-05, PMS-01 and PMS-37

The research findings demonstrate that the trigger for change in expectation, reflecting the transition into an experienced NSW, was a combination of being re-hired and a recognition of his or her ability to deliver services to the client, table 6-65.

ITSC-06	The participant indicates that the determinants of the trigger to becoming an experienced NSW were: (1) his experience of being re-hired by clients, (2) his confidence in himself as an NSW that he was fulfilling client requirements, and (3) clients demonstrating confidence in him as an NSW.

Table 6-65 – ITSC-06

The research findings also demonstrate other examples of the updating of expectations that are utilised in future detection and diagnosis stages of the *sense-making* framework. For example, PMD-18, table 6-66, demonstrates the combination of their interpretation of the experience of working with a client, the activities the client is asking them to deliver and the availability of alternative opportunities in the marketplace in their determination how to update their expectations of a role.

PMD-18	The participant demonstrates use of the client's behaviour, the participant's actual experience of the organisation and market conditions for other opportunities in a determination to continue with his contract.

Table 6-66– PMD-18

The research findings, table 6-67, provide other examples of A NSW updating their expectations of what it means to be an NSW. ITSC-07 demonstrates that the transition to an experienced NSW changed his expectation that as an experienced NSW, he now had the experience to create an impression of authority, and the use of *impression management* enables the NSW to select voice as a behavioural response. The finding PMD04 demonstrates that

successful tactics in prior roles are utilised as an update to expectations and as inputs to future behavioural responses.

ITSC-07	The participant exhibits his experience that transitioning to an experienced NSW gave him confidence to give voice and to believe that he has the attributes of emotion and attitude to enable him to influence clients.
BCC-36	The participant exhibits her understanding that voice is an important aspect of her role as an NSW and accepts that things will not always work out for both parties involved. In such cases, she indicates that she will move on to different roles.
PMD-04	The participant recognises that action requires the use of tactics gained from lessons learnt from *delivery* of previous contracts.

Table 6-67 – ITSC-07, BCC-36 and PMD-04

The final findings demonstrate support for the role of feedback to act as a learning opportunity in future roles for use in all stages of the NSW *life-cycle*. These findings demonstrate the role of experience in updates to expectations – for example, an experience of a contract being terminated updated the individual's expectation to maintain marketing as a safety net for any future contract termination, table 6-68. The common finding across all participants was the updating of expectation that marketing had to continue during *delivery* in the realisation that clients can terminate roles at any point in time and the input of what market opportunities are available in determining what behavioural response and expectation setting, table 6-68.

BCC-29	The participant shows her utilisation of learning from previous roles as an input to her current *sense-making*
BCC-09	The participant indicates that she has learnt the need to continue the *marketing* stages of the NSW *life-cycle* during the *delivery* stages from her transition from new entrant NSW to experienced NSW
PMS-30	The participant exhibits, as an experienced

	NSW, of the need for operating the *life-cycle* stage 1 (*marketing*) to mitigate the risk of earning loss due to early contract termination.

Table 6-68 – BCC-09, BCC-29 and PMS-30

The participant BCC-37 demonstrates the full *life-cycle* of the research framework in that she is utilising as inputs her previous experiences, inputs from the organisation members and the learning of understanding what opportunities are in the marketplace in determining what she should define as being her expectations of a role, table 6-69.

BCC-37	The participant demonstrates, as part of her *sense-making* process, utilisation of experiences of previous voice opportunities and clients' reactions to her voice. If she has experienced difficulties, her default preference would be to leave the organisation unless there were no opportunities for her to move to other clients.

Table 6-69 – BCC-37

This experience of utilising multiple inputs including market conditions for opportunities updating expectations of a role is supported by finding PMD-14 and PMD-19, table 6-70.

PMD-14	The participant demonstrates use of the client's behaviour, the participant's actual experience of the organisation and market conditions for other opportunities in a determination to continue with his contract.
PMD-19	The participant demonstrates that his expectation of what is acceptable behaviour from the client is lowered when there are limited alternative opportunities available in the market.

Table 6-70 –PMD-14 and PMD-19

The following section evolves these individual findings and comparison to the extant bodies of knowledge as to what these findings determine when examined against the research questions established in Chapter 2.

6.8 Research Question

This section of the chapter provides a summary of the discussion in relation to the research question presented in Chapter 2 and repeated below:

> *What are the antecedents and determinants that A NSW utilise in their sense-making process to adopt a behavioural action of remaining silent in organisational settings?*

This research question was extended into four specific research questions:

- What role does the NSWs inexperience play in their determination to remain silent?

- What role does the NSW *life-cycle* have on the NSWs determination to remain silent?

- What role does social interaction between a SW and a NSW impact on the NSWs determination to remain silent?

- What role has *impression management* in the NSW determination to remain silent?

6.8.1 What role does the NSWs inexperience play in their determination to remain silent?

The research findings have suggested that the participants, during their periods as a new entrant or as an inexperienced NSW, are motivated to remain silent for reasons of feeling *ineffectual* in the *delivery* stage of the NSW *life-cycle* (ITSC-04 and ITSC-05). Research finding ITSC-01 demonstrates the experience of a participant recognising that new entrant NSWs are vulnerable

to making mistakes and have a contract terminated until they have gained experience of completing several NSW *life-cycle*s. The motivation to remain silent for *ineffectual* reasons remains a powerful force of silence until the participants have completed three to four years of *delivery* experience where they determined that they become experienced NSWs. Their perception of being experienced, determined on multiple successfully delivered activities for clients, gives them the confidence to voice to clients (PMS-01, ITSC-05 and ITSC-06). A participant explained that his transition from an inexperienced to an experienced NSW acted as a powerful antecedent to his ability to voice (ITSC-07).

In addition, the participants demonstrate that, as inexperienced NSWs, they enter the NSW *life-cycle* without the support of a network of agents and clients to obtain opportunities and are vulnerable to taking opportunities outside their capabilities or expectations, exposing them to the risk of termination of contracts (ITSC-03, ITSC-04).

The research findings demonstrate that experienced NSW's utilise their prior experience of clients' reactions to voice acts as input to their determination to voice or remain silent, and if they voice what style of voice is most acceptable (BCC-40). In contrast, new entrant NSWs have either not completed at least one NSW *life-cycle* or have had limited experiences of *delivery* and this makes them vulnerable to saying the wrong thing at the wrong time. The findings demonstrate an example of how vulnerable new entrants NSWs are to experience a reaction from the client to the NSW's voice that resulted in the termination of the NSW's contract (BCC-38).

The research findings provide an example of a differential between a new

entrant and an established NSW in that an experienced NSW recognises that marketing must continue as there remains a risk that clients will terminate services early. The risk of early termination requires NSWs to be ready to deploy rapidly into other opportunities (BCC-09, PMS-05). These findings suggest that new entrant NSWs will suspend marketing activities until a role has been terminated or completed, acting as a delay in mobilisation into marketing for opportunities and leading to the potential to miss opportunities in the marketplace.

In conclusion, these research findings demonstrate that the research question has been answered.

6.8.2 What role does the NSW *life-cycle* have on the NSWs determination to remain silent?

The research findings demonstrate that the participants utilise a diverse range of inputs in their determination to voice or remain silent during the full *life-cycle*.

In the *marketing* stage, the participants demonstrate that they utilise as inputs the first impressions of potential clients (PMD-09), the location opportunities and the type of role on offer (BCC-22, BCC-39, ITSC-02 and ITSC-11). The research findings suggest that experienced participants could determine where, when, and how they undertake services (ITSC-02) and the comparison of opportunities to their expectations is a powerful input in the *sense-making* process, determining whether the NSW will progress the opportunity into the *negotiation* stage (ITSC-14 and PMS-10).

The research findings demonstrate that NSWs utilise a wider range of stakeholders previously determined in the extant body of knowledge. The participants describe the role family, friends, and other NSWs in addition to

clients and agencies in supporting her develop opportunities for contracts and as a safe group of stakeholders to practice voice (BCC-08 and PMS-22).

All the participants exhibited experience of a *climate of silence* as a powerful organisational input in their determination to remain silent (PMD-29). Suggesting that the role of the client's management team in creating a culture of silence not only impacts on SWs but also acts as a powerful influence on NSWs to remain silent motivated by a *defensive* tactic to avoid either contract termination or other negative reactions by the client (ITSC-23, BCC-31, BCC-32, PMD-28 and PMS-29). A participant also demonstrated non-compliance with the *climate of silence*, resulting in their contract termination (PMS-30).

The research findings demonstrate that the participants identify the stakeholders with the power to terminate their contract and remain silent with these individuals, for *defensive* purposes, to protect their contract. Where, there is no option but to voice to these key stakeholders the findings suggest that (PMS-15 and PMS-07) NSWs utilise input from friends and families as a safe environment to practise voice prior to speaking up with a client (BCC-05, PMS-23, and PMS-03).

An important finding that contributes to the extant body of knowledge is the role of NSWs allocated to leadership positions, on behalf of clients. The research findings suggest that A NSW are creating or supporting a *climate of silence* (BCC-41, ITSC-23, PMS-08, PMD-27, PMD-28 and PMS-29). The role of NSWs in creating a culture of silence in organisations has not been identified in the current body of knowledge on organisational silence. The research findings identify for further investigation the role of NSWs creating or supporting a *climate of silence* because of carrying forward their experiences of a *climate*

of silence from their time as SWs (BCC-41). The findings suggest that the participants utilise fellow A NSW creation of or support for a *climate of silence* as a powerful input to their decisions to remain exit, voice or remain silent (ITSC-24). The findings propose that it is the role of the client to identify and support inexperienced NSWs to minimise their role in the creation or support of a *climate of silence* (BCC-03).

The findings suggest a prior experience of a client's reaction to his or her to voice acts as an input to A NSW *sense-making* in the *delivery* stages. These experiences develop A NSW expectations of what is acceptable to clients (BCC-40). The findings demonstrate that new entrant NSWs have not established these experiences and one participant provided an example of how vulnerable new entrants NSWs are to experience a reaction from the client to the NSW's voice that results in termination of the NSW's contract (BCC-38).

A participant also discussed the importance of social media as a toolset utilised to maintain her presence in the marketplace and to maintain an awareness of movements in expectations of clients and other stakeholders (BCC-12, PMS 09).

The research findings suggest the role of agencies is to support NSWs in the *marketing* stage and that experienced NSWs learn to continue the *marketing* stage during the *delivery* stages (BCC-09) and demonstrate experience of utilising their understanding of market conditions for future opportunities (PMD-18) as a powerful influence to voice or remain silent.

Where NSWs determine that the market for future opportunities is limited, this acts as an input to NSWs to be *defensive* in their voice and to remain silent

(BCC-37, PMS-07, PMD18 and PMD-19). Meanwhile, PMD20 suggests that, where opportunities exist for an NSW, this acts as an input to the NSW determination that voice is safe and if the current client terminated the contract, the NSW has opportunities with other clients (PMD20).

The research findings indicate that having completed several *delivery* stages and transitioned into being defined as an experienced NSWs enables the NSW to utilise their prior experience as an input to their determination of what is potentially acceptable voice and which tactics have been successful previously (BCC-28, BCC-40, BCC-29, BCC-30, BCC-06, ITSC-25, PMD-04, PMD-13, PMD-14 and PMS-22).

The findings also suggest that participants are not motivated to participate in *deviant* voice, for the purpose of harming or seeking revenge against clients, (BCC-18, BCC-10 and PMD-06).

The research findings suggest that a core antecedent, to voice or to remain silent, is the individual attributes and attitudes of being an NSW. The research findings provide examples of the NSW having attributes of thick skin, frankness, resilience and determination, and other participants highlighted that a NSW needs attributes of robustness, resilience, and self-confidence (PMD-01, PMD-02, PMD-03, PMD-05, BCC-07, and ITSC-08). The findings demonstrate experiences of isolation during *delivery* and showed awareness that the client can dispose of his or her services and that they cannot expect to have longevity of service (PMS-26 and BCC-04). In addition, a finding suggests that NSWs need to have an attitude that people are complex and to undertake *delivery* they must have the capabilities and determination to be self-sufficient and self-confident to deal with the complexities of people if they are to operate

successfully as an NSW (PMD-07).

In conclusion, these research findings demonstrate that the research question has been answered.

6.8.3 What role does social interaction between a SW and a NSW impact on the NSWs determination to remain silent?

The research findings demonstrate that NSWs are not typically, provided with induction and that clients have an expectation that NSWs are self-sufficient to mobilise and start *delivery* without formal induction (BCC-21, BCC-03, ITSC-20, ITSC-17 and PMD-10).

An important finding is the use of silence during the NSW socialisation as they transition from *negotiation* into *delivery*. The findings demonstrate that the role of remaining silent is to enable listening to the input of other colleagues' informal voices, including rumours, gossip, and colleagues' communication as inputs to a determination to voice (PMS-16 and PMS-17).

The research findings suggest that the co-location of NSWs with SWs is utilised as a positive enabler of voice by NSWs (BCC-19). Where a client co-locates SWs with NSWs, this acts as a powerful enabler for NSWs to voice, whereas a segregated environment influences NSWs to remain silent (BCC-27, and BCC-22). The co-location of workers is recognised as being the responsibility of the client to create and establish the joint working environments between NSWs and SWs (BCC-35 and BCC-24).

The research also demonstrates that the size of teams composed of NSWs and SWs has a powerful influence on the ability of NSWs to voice. Where the team size is small, this acts as an enabler for all colleagues to understand each other

socially and breaks down barriers to voice (BCC-24).

The research findings demonstrate as the utilisation of NSWs by organisations increases SWs are becoming accustomed to the presence of NSWs and the presence of NSWs is not perceived as negative for SWs (ITSC-22 and BCC-25).

The findings demonstrate that experienced NSWs distinguish between SWs and NSWs that have the power to influence an NSW's contract and those with no influence (PMS-20). NSWs demonstrate that individuals with no influence on an NSW's contract are treated as safe colleagues to voice openly, whereas individuals with contract influences are treated with caution (PMS-21). NSWs utilise friends and family members to practise voice in safety before communicating with individuals with influence on their contracts (PMS-21, PMS-22, PMS-23 and BCC-05).

The research demonstrates that, from experience of previous deliverables, experienced NSWs demonstrate the need to engage with other colleagues socially both inside and outside the workplace to obtain non-work-related information about each other. NSWs utilise this non-work-related knowledge as an enabler of voice with colleagues, using non-work-related knowledge to reduce any barriers to communication (BCC-20, PMS-19, ITSC-21 and PMD-15).

Participants demonstrated the influence of *pro-social* motivation to remain silent or *pro-social* motivation to voice on their deliverables. One participant demonstrated a decision to remain silent acting as an enabler for the client to terminate another NSW's contract (BCC-02). A further participant highlighted

the decision to remain silent to protect an SW colleague, resulting in the NSWs being targeted for removal from the client both by the SW and by the client (PMD-23 and PMD-24).

In conclusion, these research findings demonstrate that the research question has been answered.

6.8.4 What role has *impression management* in the NSW determination to remain silent?

The research findings present usage of *impression management* techniques during all the stages of the NSW *life-cycle*. During the *marketing* stage, a NSW demonstrates the importance of creating a powerful impression with the agencies that act as gatekeepers to opportunities utilising techniques of socialisation with the agencies and building up relationships through successful deliveries (PMD-09, PMS-08). The findings also demonstrate the role of social networking to enable the creation of a positive impression with the agencies also acts as a selling point to clients as the NSWs will receive positive feedback from agencies to clients, establishing a favourable impression on clients prior to first meeting them (PMS-04).

The findings provide support for the role of *impression management* during the *negotiation* stage incorporating aspects of distancing themselves from negative associations with previous clients (BCC-18, PMS-12 and PMD-06), recognising that *negotiation*s are a two-way process between the NSW and the client, requiring the client to also utilise *impression management* to sell the role to NSWs (ITSC-13 and PMD-08). Other participants also demonstrate the role of *defensive impression management* in protecting their reputation during the *negotiation* stage, as NSWs determine if they are going to accept any contract

offers from the client (ITSC-18, ITSC-19, PMS-10, PMS-11 and BCC-42). A key determination of the decision to accept a role is the participant's determination of his or her ability to achieve the expectations of the client (ITSC-18 and ITSC-19). Research finding (PMS-02) demonstrates that if they determine that voice could be restricted by a client that they will determine to walk away from a contract having the confidence as an experienced NSW that they will get other opportunities.

The participants demonstrate that the outputs of *impression management* by the NSW and client are utilised by the NSW in establishing expectations. These expectations are established as the parameters for determining if *sense-making* will be triggered during the *delivery* stage (ITSC-16). The research findings demonstrate experiences where the client has changed the role expected of NSWs on mobilisation into the *delivery* stage (BCC-16) and the participant demonstrates acceptance of such change by remaining silent and undertake their new roles (BCC-17). In addition, the acceptance of the change and remain silent is also supporting evidence for the original studies into customer behaviour to determine either to exit, voice or remain loyal by remaining silent (PMD-17 and BCC-17). The findings also demonstrate that the participants involved in the *negotiation* stage from the client side act as enablers to establishing NSW expectations as an input to NSW *sense-making* (BCC-15). The findings demonstrate that clients have created a barrier between *negotiation* and *delivery* through the utilisation of individuals in the *negotiation* stage with no role in the *delivery* stage or where the client does not perform a communication regime to demonstrate the capabilities of NSWs being deployed into the organisation (BCC-14). The findings demonstrate that the experience

of this experience for the participant was a trigger for her *sense-making* (BCC-16).

During the *delivery* stage, NSWs utilise the role of successful *delivery* as a powerful *impression management* technique so that instead of entering issue selling with sceptical SWs they remain silent and prove their credibility by successfully delivering (PMS-35 and PMS-36). Other examples of the role of impression incorporate the use of stories or anecdotes from previous client deliverables or other experiences to act as an enabler of voice, with SWs utilising these stories as an input to their *sense-making* activities (PMD-13). NSWs also demonstrate the role of utilising language to which colleagues can relate as a tool to create an impression that NSWs understand the world of a SW. By enabling a SW to communicate in their own language or through the development of a common language, favourable *impression management* is created between both the SW and the NSW (BCC-28).

In conclusion, these research findings demonstrate that the research question has been answered.

7 CONCLUSION

7.1 Contribution to knowledge

The objective of this study was to identify and analyse NSWs experience of the phenomenon of silence in organisational settings to provide a conceptualisation of the NSWs antecedents and determinants of silence. The critical review of literature identified a series of knowledge gaps that were utilised to generate the research questions to support the fulfilment of the study objective. The overarching research question was to identify the antecedents and determinants that a NSW utilises in their sense-making process to adopt a behavioural action of remaining silent in organisational settings. The literature review identified that, despite the importance of NSWs to an organisation, research encompassing the reality of experience of a NSW is relatively new and is still limited in content resulting in the research identifying thirty-four specific knowledge gaps aligned to four themes (1) role of experience (2) role of the NSW life cycle (3) role of organisational socialisation; and (4) role of impression management. These themes were utilised to expand the initial research question to four specific research questions:

- What role does an NSWs inexperience play in their determination to remain silent?

- What role does the NSW life-cycle have on the NSWs determination to remain silent?

- What role does organisational socialisation and social interaction in general, between SWs and NSWs, impact on a NSWs determination to remain silent?

- What role has impression management in the NSWs determination

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to remain silent?

Van Manen hermeneutic phenomenology was the overarching research design, the data collection utilised semi-structured phenomenological interviews to capture the NSWs experience in its full richness and depth. The interpretation of the transcribed interviews was undertaken by the researcher utilising a combination of dramaturgy and hermeneutics (Pirie, 2016).

The overarching output and contribution from the findings of this study, in fulfilment of the studies objective, is the conceptual model of the sense making framework antecedents and determinants utilised by NSWs in their attribution of meaning or behaviour to voice to remain silent as presented below, figure 7.1.
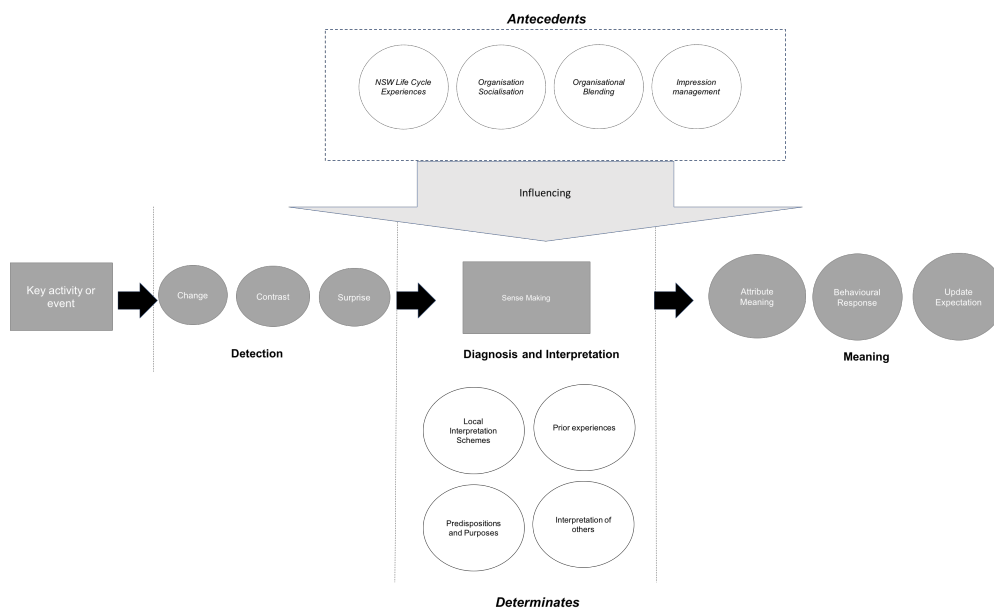
Table 7-1 - NSW sense making framework

The contribution to knowledge, provided by this framework, is examined utilsing three specific themes; (1) contribution to theory; (2) contribution to policy and (3) contribution to practice.

7.1.1 Contribution to theory

The conceptual model, figure 7.1, demonstrates that NSWs utilise four antecedents: (1) NSW life cycle; (2) organisational socialisation; (3) organisational blending; and (4) impression management and four determinants: (1) local interpretation schemes; (2) prior experiences; (3) predispositions and purposes; and (4) interpretation of others. The determinants are as conceptualised in the original studies by Louis (1980) SWs sense making framework and thus the first contribution by this study is the identification that NSWs share the same determinants as SWs. The following sections discuss the contribution to theory per individual antecedent and determinant sense making framework elements.

7.1.1.1   Antecedent - NSW life cycle

The first antecedent is the NSWs experiences of his or her life cycle journey. The findings identify that experienced NSWs maintain an active marketing presence to have an awareness of what alternative opportunities are available in the market place. The experienced NSWs utilise market conditions as a key antecedent in determination to voice. Where there are other opportunities in the market the findings demonstrate that NSWs are more open to voice in the understanding that they can exit a role and take up other opportunities. In contrast, where market opportunities are limited this acts as antecedent to the experienced NSWs to restrict voice and complete the contractual deliverables. The second finding demonstrates that experienced NSWs utilise the negotiation stage to determine the client's receptiveness to the NSWs voice in the delivery stage and in addition to establish expectations of what the client requires from the NSW and these expectations are utilised in the trigger stage

of the sense making framework.

7.1.1.2   Antecedent - organisational socialisation

The second antecedent element is organisational socialisation and the research findings identify that experienced NSWs actively apply the Van Maanen and Schein, 1977) characteristics, stages, and content of organisational socialisation. The findings contribute new knowledge in that experienced NSWs progress through the first three stages of socialisation and that experienced NSWs utilise the characteristics and content of organisational socialisation as an antecedent to the NSWs determination to voice or remain silent. In contrast, the findings demonstrate new knowledge that inexperienced NSWs are not self-sufficient in the socialisation during the delivery stage. Inexperienced NSWs are motivated to remain silent as the priority is given to defence of the NSWs contract and a belief in their voice being ineffective. The findings demonstrate that as NSWs complete life cycle journeys the experience of his or her ability to socialise, blend and learning that they have an effective voice instigates a transition to the status of an experienced NSW.

7.1.1.3   Antecedent – organisational blending

The third antecedent element is organisational blending and the study findings demonstrate that organisations with a policy of blending SWs and NSWs that it enables socialisation and impression management between both parties and this acts as a positive antecedent to the NSWs determination to voice. In contrast, the findings demonstrate where NSWs experience segregation between the SWs that this segregation acts as a key antecedent to the NSW remaining silent. This restriction to voice is the result of the restriction on NSWs

opportunity to socialise, blend and perform impression management and encourages a 'them and us' environment. These findings contribute verification of the studies by Davis-Blake, Broschak and George (2003); Maitlis (2005); and Maitlis and Lawrence (2007) that identified that where organisations have a policy and practice of creating small teams of workers acts as a positive enabler to workers voice.

7.1.1.4 Antecedent - impression management

The final antecedent element is the role of impression management in the enablement of NSWs determination to voice. The first key contribution is the active use of impression management techniques, throughout the NSW life cycle, thus contradicting the study by Ashford et al. (2007) which suggested that when individuals expect that their association with an organisation to be limited to a single event, they are less likely to be concerned with their impression management. The findings demonstrate that NSWs utilise impression management tactics to portray a professional image and reputation in the market place. The client feedback of the NSWs performance to other clients and market agents plays an important element of the NSWs image and reputation. These findings also contributes an answer to the question posed in the earlier studies by Kunda, Barley and Evans (1999) of the role of impression management in the ability of NSWs to win opportunities with clients. The one area where the use of impression management by NSWs differs to that of SWs is the role of impression management post interview to influence the outcome of negotiations including, the use of follow-up phone calls, text messages or emails to the interviewers (Gardner and Martinko, 1988). The findings demonstrates that the NSWs contract with the a client is typically via a third

party agent and thus NSWs utilise impression management tactics post interview with the third party agent and not the interviewing client.

7.1.1.5 Determinants - local interpretation schemes and interpretation of others

The study findings demonstrate that a climate of silence is an important determinate in the NSWs decision to voice or remain silent. This finding expands the original studies by Morrison and Milliken (2003), demonstrating the impact of a climate of silence on SWs, to now state that both SWs and NSWs are impacted by a climate of silence. An important finding is the identification that NSWs are not only influenced by a climate of silent but the findings contribute the knowledge that NSWs can be the creator of a culture of silence within a client. This finding expands the studies by Vakola and Bouradas (2005) that proposed that some managers have lived for so long with climates of silence that they cannot envisage the organisation introducing an alternative climate and that this experience could be carried forward into new roles. The creation of a climate of silence by NSWs has important implications for client's policies and practices and, also provides opportunities for further academic studies.

7.1.1.6 Determinants - predispositions, purposes, and prior experiences

The findings demonstrate that the role of predisposition, purposes and prior experiences has a similar impact to those of SWs in the determination to voice or remain silent. Inexperienced NSWs demonstrate powerfully the importance of prior experiences in the determination to voice or remain silent. Studies by Dutton and Ashford (1993) identified the motivation to remain silent for defensive purposes and the findings show that inexperienced NSWs

predominate attitude is to remain silent for the purpose of protecting both their reputation and continuance of their contract with a client. In addition, the findings demonstrate that inexperienced NSWs are motivated to remain silent because they believe their voice would be both ineffectual and diffident and these findings expands the original studies of Brinsfield (2009, 2013). These findings demonstrate the importance of clients having policies and practices to identify, socialise and integrate inexperienced NSWs to provide an environment that enables delivery. The findings identify that NSWs have both a predisposition and utilise prior experiences to determine the role of pro-social voice with other NSWs and SWs. The findings demonstrate that NSWs consider pro-social voice with a client in the determination to protect SWs with the conflict of a potential risk to the NSWs contract. These findings expands the studies of Pinder and Harlos (2001); Dyne, Ang and Botero (2003); Milliken and Morrison (2003) to demonstrate that the motivation to remain silent for pro-social purposes is utilised by NSWs in their determination to voice or remain silent. Finally, the findings provides support for the studies of Hirschman (1970) and; Whitford and Lee (2014) demonstrating in particular that experienced NSWs actively utilise the various antecedents and determinants to select a response to either exit, voice or remain loyal by remaining silent and fulfil the contract.

7.1.2 Contribution to policies

The theoretical contributions from this study provides an opportunity to recommend several policies that can inform NSWs stakeholders insight to the elements utilised by NSWs in their determination to voice or remain silent.

The first policy is the role of blending and socialisation between workers of different classifications. The findings of this study demonstrate the importance

of blending with SWs not only for voice but for successful delivery. The study findings support for a policy where an organisation actively supports and encourages blending of all workers classifications and the organisation actively supports and encourages socialisation and interaction between SWs and NSWs.

The second contribution is the consideration of policies that are supportive in the identification and socialisation of inexperienced NSWs. The study findings have identified that inexperienced NSWs remain silent for defensive and ineffectual reasons which has implications for expectation differences between the NSW and the client organisation. Through the adoption of a policy to identify and socialise the NSW into an organisation could act as an enabler for the maximum contribution from the NSW.

The third contribution is the identification of clients regularly changing roles or team members from what was negotiated and what is required on mobilisation into delivery. This has a negative impact on all parties as the expectation gap triggers the NSW sense making and the NSW decides if he or she will exit the contract, remain silent or to voice. The findings demonstrate that a NSW can spend up to two weeks focusing on impression management and socialisation to establish new expectations, where the client introduces new leadership memberships, and requirements before determination of what action to take. The antecedent of the NSW life cycle marketing opportunities is an especially important factor here, where there are other opportunities in the market place NSWs are apt to select to exit when a client changes expectations or where the marketplace has low numbers of opportunities the NSW will complete the initial contract period but will then determine to exit, voice, or remain silent. The policy

implication is the need for agencies and clients to have clarity of the role being negotiated for and for the client to provide a continuity linkage between negotiations and delivery stages.

7.1.3 Contribution to practice

The theoretical contributions provide an opportunity to propose changes to practices that can support NSWs to voice. The first practice contribution is the impact of triggering of the NSWs sense making framework due to differences between what was negotiated and what the client asks the NSW to undertake in the delivery stage. The implication of a triggering of sense making results in experienced NSWs utilising the first two weeks not in delivery but in establishing new or update expectations to accommodate a role change or changes in personnel involved in managing the NSWs contract. The core contribution is thus for clients and agencies to consider how and what role they have in providing continuity in expectations between negotiations and the delivery stage.

The second contribution to practice is the findings that NSWs are influenced by the existence of a climate of silence and may select to not take an opportunity due to the client demonstrating that the voice of a NSW is not welcomed. The expectations of voice by the NSW is an important element of the NSWs antecedent impression management during the negotiation stage and agencies and clients need to have supporting practices to accommodate questions of voice during the negotiation stage.

The third contribution is the identification that NSWs can utilise prior experiences or predispositions to support or create a climate of silence, these findings has implications for the NSW stakeholders to consider what activities

are required, possibly in the negotiation stage, to establish the NSWs expectations in supporting or in the creation of a climate of silence.

The final contribution is the significance of this studies conceptual model of the NSWs sense making elements in their determination to voice or remain silent. The contribution provides an empirical foundation for future academic studies into specific elements of the sense making framework and studies of silence in organisational settings.

7.2 *Limitations of this Research*

7.2.1 Phenomenological reduction

It is a preconception by many that phenomenology requires researchers to undertaking phenomenological epoché´ or bracketing, where a researcher suspends his or her assumptions and presuppositions about a phenomenon. Bevan (2014) defined that a researcher should abstain from utilising their knowledge, beliefs; and adopt an attitude of being a beginner when listening and reading the participants experiences. The requirement of bracketing or suspending assumptions and presuppositions is only relevant to studies utilising philosophical phenomenology or descriptive phenomenology that is formed on the writings of Husserl (Gill, 2014).

In contrast, the use of *hermeneutic phenomenology*, as a research methodology, recognises that achievement of bracketing is not possible as it recognises that everyone exists in an environment that has cultural, historical, and subjective experiences that are always set against a background that contextualises experience. These contextual experiences assist the researcher to perform the interpretative aspects of the research to identify the essence of

the participant's experiences. There is thus a potential that the researcher's experiences could introduce bias and presumptions that require recognising and minimising.

To minimise the risk of research bias entering the research process, the researcher utilised tactics including asking participants an opening question and then allowing interviews to be delivered in an unstructured fashion, led by the participant. To retain relevance to the research aims, the researcher utilised prompts and clarification questions, associated with imaginative variation, to support data collection and understanding of participants' experiences. Additionally, to reduce the risk of researcher bias, the researcher utilised validation of the research process and outputs through participation in a journal publication academic peer review, utilising the result from a single interview. Finally, the researcher has utilised the presentation of vignettes to enable readers to read the original words of the participants to provide context for the researcher's interpretation.

7.2.2 Essence of Experience

This research is based on NSWs reflective experience of *silence in organisational settings* and therefore depends on participants accurately recounting their experiences of *silence in organisational settings*. The use of semi-structured interviews, with guiding prompts from the researcher, and, imaginative variation techniques by the researcher results in each interview being a reflection on what was important for individual participants relative to their experiences of *silence in organisational settings*. Importantly, this fulfils the research objective of obtaining a detailed description of the essence of the experience of *silence in organisational settin*gs as an NSW and aligns with the

requirements of the van Manen variant of *hermeneutic phenomenology* (Gill, 2014) to transform a lived experience into a textual expression of its essence.

7.2.3 Replication

The use of *hermeneutic phenomenology*, as a research methodology, is not intended to be replicable and, thus, if researchers were to interview different workers or different worker classes, an opportunity exists to explore different experiences and essences of the experience of silence in organisations. This new information could then be compared with the detailed description in this thesis, further extending the body of knowledge involving the experiences of NSWs.

7.2.4 The Interpretation and Description Process

The use of hermeneutics as an interpretation of the written word depends on the quality and accuracy of interpretation presented by the researcher. An opportunity thus exists for other researchers to interpret results differently, creating alternative results. As a mitigation to this limitation, relevant vignettes of interviews have been provided to enable readers to determine if they would reach the same findings with the data set provided. In addition, the output from one interview was developed into a journal paper and presented for peer review by a journal editor community, with their suggestions incorporated into the results presented in this thesis.

7.3 Further directions of research

This research has identified several opportunities to extend the bodies of knowledge pertaining to the role of NSWs in organisational settings incorporating socialisation, motivation to remain silent, the transition from an

inexperienced worker to an experienced worker, the role of family and friends and stakeholders engaged in the NSW *life-cycle* bodies of knowledge. All these opportunities are for research objectives outside this current research scope and are defined below:

7.3.1 Role of Family in Supporting NSWs

The research findings demonstrate that NSWs utilise family and friends to practise voice before voicing to a SW with the authority to impact on their contract. The NSWs justified the use of family, friends, and other NSWs, as a safety net to practice voice, to obtain suggestions and guidance before determining to voice to clients. In addition, the research findings raise a question if family and friends are affected by the lifestyle of NSWs and thus an opportunity exists to examine the role of family members and friends in supporting a NSW and how being an NSW impacts on family members and friends.

7.3.2 Role of Pro-Social Motivations to Voice or Remain Silent

The research findings demonstrate that *pro-social* motivators to remain silent are an important aspect of the lives of NSWs. The findings suggest that NSWs experience the daily conflict of determining to find a balance between protecting their contracts/reputation and a perceived need to protect their SW and NSW colleagues. The current research findings demonstrate examples of both positive and negative influences of *pro-social* motivational factors. A rich opportunity exists to undertake a study specifically focusing on the role of *pro-social* motivators in the lives of NSWs in a blended organisation to provide stakeholders with an understanding of the role of *pro-social* motivation as an enabler, determinant and impacting factor on successful *delivery*.

7.3.3 Socialisation into an Organisation

The research findings demonstrate that NSWs experienced limited or no assistance from clients to socialise them into organisations and that clients expect that NSWs will hit the ground running without assistance. The findings suggest that, as a result, A NSW remain silent during their first two weeks, seeking validation or comparison of the client's expectations in the *negotiation* and *delivery* stages. This period of silence suggests that clients are being charged for NSWs services, during these two weeks, without progress towards completion of contracted deliverables. This raises an opportunity for an investigation into the role of NSWs and clients in the socialisation of NSWs and the economic benefits of minimisation of the socialisation period, exploring how this influences the overall contracted deliverables.

7.3.4 Transition from New Entrant to Established NSW

The research findings demonstrate a need to investigate the experience of the new entrant NSWs during their first three years as they transition from new entrant to experienced NSW. The research findings demonstrate that NSWs are unsupported throughout the NSW *life-cycle* and that the participants experienced feelings of isolation and having to learn from their mistakes until they had built up the contacts and confidence in their offering to the marketplace to access required levels of support. An opportunity exists to examine the extant body of knowledge, exploring how workers begin their careers and how their careers develop in comparison to the experiences of NSWs to provide guidance to both new entrant NSWs and other NSW stakeholders.

7.3.5 Marketing of NSWs – Role of Agencies

The research findings demonstrate support for the extant body of knowledge

and the notion that agencies play an important role in the *life-cycle* of NSWs from the perspective of NSWs. The findings generate a question of how agency staff, who provide services to NSWs and clients, experience interaction with NSWs. Answering this question could provide valuable knowledge to agencies and enable development of skills and services offered to NSWs and clients, as well as offering opportunities for development of stakeholder relationships.

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APPENDIX A – TABLE OF FINDINGS

Participant	ID	Finding
BCC	01	The participant recognises that new entrant NSWs are vulnerable to making mistakes and have a contract terminated until they have gained experience of completing several NSW *life-cycle*s.
BCC	02	The participant indicates her use of experience as an input to her determination to remain silent to protect herself at the expense of her NSW colleague.
BCC	03	The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of a culture of silence developing and to maximise the skills and capabilities of NSWs.
BCC	04	The participant exhibits her experience that, as an NSW, she is alone and unsupported and does not have organisational resources as a support mechanism.
BCC	05	The participant shows her understanding of the importance of developing a network of colleagues, friends, and families as a supporting mechanism.
BCC	06	The participant indicates an attitude that it is up to the individual NSW to utilise experience and make the effort to overcome any conflicts to integrate into a mixed environment.
BCC	07	The participant demonstrates the requirements for NSWs to develop resilience and confidence from completion of previous contracts.
BCC	08	The participant utilises a range of stakeholders in the *marketing* stage including family, friends, other NSWs, and agencies.
BCC	09	The participant indicates that she has learnt the need to continue the *marketing* stages of the NSW *life-cycle* during the *delivery* stages from her transition from new entrant NSW to experienced NSW
BCC	10	The participant exhibits no willingness to participant in negative voice about clients in protection of her reputation in her ability to obtain future opportunities with clients (BCC).
BCC	11	The participant is demonstrating that prior experiences are utilised in future decisions about expectations of what she wishes from roles.
BCC	12	The participant indicates that social media is a powerful tool for NSWs, enabling a continuous marketing presence but also maintenance of awareness of the skills and capabilities required by future clients.
BCC	13	The participant exhibits experience of conflict created by clients utilising individuals to perform interviews that fail to communicate the skills, capabilities, and expectations of the NSW to the *delivery* stage leadership team.
BCC	14	This conflict has led to her experiencing that organisations are not maximising her skills and capabilities to benefit organisations
BCC	15	The participant shows the importance of the individuals involved in the *negotiation* stage in terms of building up relationships and

		establish expectations during the *delivery* stage, thus enabling voice.
BCC	16	The participant exhibits an expectation of providing the client with a certain skill, established during *negotiation*s, and that *sense-making* is triggered when the client issues the NSW with a different objective on mobilisation into *delivery*.
BCC	17	It is suggested that this is a demonstration of the participant determining to either exit, voice or remain silent and a behavioural action of remaining silent to retain the contract.
BCC	18	The participant exhibits a determination to remain silent and not participant in negative remarks about previous clients as a protection to her reputation.
BCC	19	The participant exhibits her experience that the co-location of workers, irrespective of contract type, is a key consideration for organisations in creating opportunities for all workers to give voice.
BCC	20	The participant demonstrates her experience that socialisation with SWs and NSWs outside the workplace gave everyone the opportunity to spend time getting to know each other and provided an environment for barriers to voice to be lowered.
BCC	21	The participant exhibits her experience that clients do not consider how NSWs can be socialised into an established workforce and, as a result, new entrants determine that they should remain silent.
BCC	22	The participant shows her experience that the combination of location, socialisation and integration are key factors in successful mixing of NSWs with SWs.
BCC	41	The participant demonstrates the role of an organisation in establishing the team structures that enables the integration of NSWs and SWs to minimise resistance and conflict.
BCC	24	The participant exhibits her experience that the size of team influences the ability of NSWs to successfully blend and recognises role of client's in enabling NSWs and SWs to be integrated.
BCC	25	The participant exhibits her experience that SWs are becoming accustomed to having to work in integrated teams with NSWs.
BCC	26	The participant demonstrates the need for consideration by organisations the naming convention of workers to support an integrated team irrespective of worker classifications.
BCC	27	The participant indicates that the integration of the team, aided by the small size of the team, created an environment where giving voice was openly rewarded.
BCC	28	The participant exhibits her experience that an NSW needs to utilise a diverse range of tactics to find a language that gives SWs and NSWs the opportunity to contribute to completion of tasks.
BCC	29	The participant shows her utilisation of learning from previous roles as an input to her current *sense-making*
BCC	30	The participant demonstrates that, through the process of changing her working style, she enabled her voice to be heard
BCC	31	The participant exhibits experience of a *climate of silence* whereby the behaviour of the client's leadership dictates that voice is restricted to what aligns with their view(s).

BCC	32	The participant shows that despite an NSW not having longevity of contract or expectation of being with a client for an extended duration, the presence of a *climate of silence* can act as a motivator for NSWs to remain quiet for the purpose of defending their contract duration.
BCC	33	The participant demonstrates the reality that NSWs are at risk of contract termination if they attempt to overcome a *climate of silence* in an organisation and demonstrates the very fine line that NSWs should tread and work through as part of their individual *sense-making* process.
BCC	35	The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of them creating or supporting a *climate of silence*.
BCC	36	The participant exhibits her understanding that voice is an important aspect of her role as an NSW and accepts that things will not always work out for both parties involved. In such cases, she indicates that she will move on to different roles.
BCC	37	The participant demonstrates, as part of her *sense-making* process, utilisation of experiences of previous voice opportunities and clients' reactions to her voice. If she has experienced difficulties, her default preference would be to leave the organisation unless there were no opportunities for her to move to other clients.
BCC	43	The participant recognises that clients have a duty to consider the integration of new entrant NSWs into organisations to reduce the risk of them creating or supporting a *climate of silence*.
BCC	38	The participant asserts that the emotion of experiencing a restriction of voice resulted in deployment of the tactic of family pressures, rather than problems with the organisation, as the reason for breaking the contract for the purpose of protecting her reputation.
BCC	38	The participant demonstrates her experience that, as a new entrant NSW, they are vulnerable to making a mistake and having their contracts terminated (BCC).
BCC	39	The participant demonstrates the freedom of an NSW to determine when they will work and under what circumstances they are willing to work (BCC)
BCC	40	The participant exhibits her experience that established NSWs utilise the experience of multiple deliveries to begin to develop the skills to identify what actions are acceptable and not acceptable to a client.
BCC	42	The participant exhibits the importance of creating a favourable impression by both parties during the *negotiation*s and the client ensuring continuity between *negotiation*s and *delivery* stages (BCC)
ITSC	01	The participant indicates that the trigger for the decision to become an NSW was redundancy from an SW role.
ITSC	02	The decision to become an NSW was influenced by his need to achieve his personal objectives of control over location of his work and control over what he was prepared to put up with.
ITSC	03	The participant demonstrates his experience that being a new entrant NSW required him to forego his objectives of becoming an

		NSW.
ITSC	04	The participant exhibits as a new entrant NSW, that he was required undertook an emotional journey that challenged who he was as a person
ITSC	05	The participant exhibits that his transition from new entrant NSW to an experienced NSW was triggered after a period of three years (ITSC).
ITSC	06	The participant indicates that the determinants of the trigger to becoming an experienced NSW were: (1) his experience of being re-hired by clients, (2) his confidence in himself as an NSW that he was fulfilling client requirements, and (3) clients demonstrating confidence in him as an NSW (ITSC).
ITSC	07	The participant exhibits his experience that transitioning to an experienced NSW gave him confidence to give voice and to believe that he has the attributes of emotion and attitude to enable him to influence clients.
ITSC	08	The participant indicates that the characteristics required of an established NSW are robustness and self-confidence to create a suitable impression on clients and others.
ITSC	09	The participant demonstrates his experience that agencies are not demonstrating an awareness of the key differences between client recruitment of NSWs and SWs.
ITSC	10	The participant is recognising that agencies act as a conduit for payment of the A NSW invoices with clients and that he has limited alternatives but to utilise agencies ITSC-08.
ITSC	11	The participant demonstrates utilisation of his original objective of ability to determine location as a key criterion of the suitability of a role.
ITSC	12	The participant indicates that, if roles fulfil his objectives, he will actively follow-up with agencies to obtain a contract with a client
ITSC	13	The participant shows a recognition that *negotiation* interviews are a two-way process between the NSW and the client.
ITSC	14	The *negotiation*s enable the participant to: (1) determine the expectations of the client by asking challenging questions and (2) determine the client's willingness to allow NSWs to have a voice
ITSC	15	The participant exhibits a tactic, during *negotiation*s, to establish the client's expectations of the NSW during the mobilisation period.
ITSC	16	The client's expectations are utilised as setting expectations for use in the participant's *sense-making* processes.
ITSC	17	The participant shows his experience that clients expect an NSW to hit the ground running and that the client expects NSWs to be able to achieve this without the normal induction activity provided to an SW.
ITSC	18	The participant indicates that a core determinant of his *sense-making* process during the *negotiation* stage is his ability to deliver the contract and thus determine if he wishes to accept any contract offer.
ITSC	19	The focus on ability to deliver demonstrates that his objective is to protect his reputation so that he does not obtain a reputation of being

		fired from roles through not having the correct skills or because the client does not like his openness to voicing his opinion.
ITSC	20	The participant demonstrates his experience that clients will not provide formal induction into an organisation and that the client expects NSWs to be self-sufficient to initiate *delivery*.
ITSC	21	The participant exhibits the tactic of accessing non-work-related knowledge about his colleagues to build bridges and associations with them, enabling his voice to be heard.
ITSC	22	The participant demonstrates his experience that SWs in larger organisations are becoming accustomed to working with NSWs on a daily basis and that SWs appreciate that the *blending* of NSWs and SWs is part of organisational life.
ITSC	23	The participant exhibits an experience of a *climate of silence* within an organisational setting created by the leadership team.
ITSC	24	The participant shows the negative emotional impact of a *climate of silence* and demonstrates the role of exit, voice or to remain silence in his determination of behavioural response
ITSC	25	The participant demonstrates that he utilised *defensive* silence until he had the opportunity to exit the organisation, suggesting a protection of reputation by completing his contracted services.
PMD	01	The participant exhibits his conviction that an established NSW requires thick skin and frank characteristics.
PMD	02	The participant recognises that, as an NSW, there is a need to have an attitude of resilience.
PMD	03	The participant expresses determination to tackle any resistance to clients' deliverables through action.
PMD	04	The participant recognises that action requires the use of tactics gained from lessons learnt from *delivery* of previous contracts.
PMD	05	The participant demonstrates reflection that irrespective of how much he achieves that sometimes he will complete his tasks and it will not have delivered the expected transformation and may be questioned in future *negotiation*s.
PMD	06	The participant demonstrates his protection of reputation in lieu of saying negative things about any client.
PMD	07	The participant reflects as an input to his decision-making process that, irrespective of the role he undertakes and the problems he encounters, people are complex and thus how to deal with people is the key skill required of NSWs.
PMD	08	The participant demonstrates his learning that *negotiation*s are a two-way process between himself and clients.
PMD	09	The participant recognises importance of his interpretation of his first impressions of potential clients when approached by agencies in his decision to accept or reject contract offers
PMD	10	The participant exhibits his experiences of client expectations that an NSW can mobilise for *negotiation*s and *delivery* stages promptly (no notice periods with current clients) and be flexible in accepting different types of *negotiation* techniques.
PMD	11	The participant demonstrates that NSWs should invest both time and money to negotiate contracts either awaiting start dates or

		traveling and attending *negotiation* meetings.
PMD	12	The participant exhibits an attitude of confidence, as an experienced NSW, in his ability to convert opportunities with clients into contracts.
PMD	13	The participant demonstrates a need for NSWs to utilise voice to break down political barriers to achieve *delivery*
PMD	14	The participant recognises that he must determine what tactics to use to achieve voice.
PMD	15	The participant asserts that a powerful enabler of voice is the tactic of socialising with individuals outside the workplace to understand who the individual(s) are and to create an environment where voice is accepted socially and in the workplace.
PMD	16	The participant outlines his experience that clients expect NSWs to transition through the NSW *life-cycle* stages quickly in comparison to client's expectation of the timescale expected in the recruitment of SW's.
PMD	17	The participant demonstrates his determination to either voice, exit or remain silent and accept changes to his role, by the client, between the *negotiation* stage and the *delivery* stage.
PMD	18	The participant demonstrates use of the client's behaviour, the participant's actual experience of the organisation and market conditions for other opportunities in a determination to continue with his contract.
PMD	19	The participant demonstrates that his expectation of what is acceptable behaviour from the client is lowered when there are limited alternative opportunities available in the market.
PMD	20	The participant exhibits, as an experienced NSW, the confidence to voice concerns when there are alternative opportunities in the market place
PMD	21	The participant outlines that the actions of the client and the potential impact on his reputation are important inputs to his *sense-making* process.
PMD	22	The participant exhibits protection of his reputation by providing the client with a warranty that the client could not have any problems with his early departure.
PMD	23	The participant exhibits the motivation to remain silent to protect a colleague.
PMD	24	The participant outlines his experience that the colleague he protected came to a different behaviour and meaning from her own *sense-making* process.
PMD	25	The participant demonstrates that SWs and NSWs perform the same role and thus SWs have no power differences over NSWs.
PMD	26	The participant indicates his acceptance of a role that required him to experience ethical issues as inputs to his *sense-making* in determining how to complete his contractual deliverables.
PMD	27	The participant details the role of other NSWs in establishing a *climate of silence*, creating conflict when building relationships with the integrated workforce to enable voice.
PMD	28	The participant demonstrates his experience of his fellow NSWs, creating a *climate of silence*, where voice was restricted by not

		providing the participant with a contract, sending a warning message to the participant that his contract was not secure and to do what he was told.
PMD	29	The participant exhibits the actions of the client leadership team in creating a *climate of silence* to voice as a key input to his *sense-making* processes.
PMD	30	The participant showed his experience of the reality of life and the vulnerability of being an NSW – participation in this contract could have ramifications. Association with these individuals could impact future roles with clients.
PMD	31	This is demonstrating that the motivation to become an NSW was availability of roles that aligned with his skill sets.
PMS	01	The participant asserts that the critical time frame for transition from new entrant NSW to established NSW is the completion of three years of NSW contracts.
PMS	02	The participant shows confidence, as an experienced NSW, to have the confidence to walk away from opportunities where his voice is restricted.
PMS	03	The participant recognises the power of stakeholders to determine his contractual arrangements with clients and the participant's attitude of safety in voice.
PMS	04	The participant recognises the benefit of social networking tool sets as a powerful marketing tool set and his need to maintain a business social network presence.
PMS	05	The participant exhibits, as an experienced NSW, of the need for operating the *life-cycle* stage 1 (*marketing*) to mitigate the risk of earning loss due to early contract termination.
PMS	06	The participant exhibits his adoption of the role of remaining silent when it comes to discussions about previous clients as a tactic to protect his reputation
PMS	07	The participant exhibits utilisation of a hierarchy of preference for voice in that he thinks about future opportunities and which stakeholder can influence that the most.
PMS	08	The participant demonstrates a tactic of creating a good impression with the recruitment agencies as a tool as a selling tactic to potential clients.
PMS	09	The participant utilises social media to publish feedback from agencies to identify and sell to other agencies and clients.
PMS	10	The participant demonstrates the use of *impression management* tactics, during the *negotiation* stage, to determine his willingness to move into the *delivery* stage.
PMS	11	The participant demonstrates his willingness to reject or be rejected during *negotiation*s instead of risking contract termination in the *delivery* stage.
PMS	12	The participant demonstrates his utilisation of *impression management* to distance himself from a bad image of a failed project or organisation.
PMS	13	The participant exhibits awareness of the need to risk assess, his ability to deliver, prior to accepting a contract offer.

PMS	14	The participant uses a tactic in determining his voice tactic to classify SWs into two distinct groups. The first group is defined as individuals seeking career brokerage and the second group as individuals 'protecting themselves.'
PMS	15	The participant recognises that people with no impact on his contractual relationship allow him to be more open with his voice, removing his motivation to remain silent for *defensive* purposes.
PMS	16	The participant demonstrates the tactic of utilising the input of colleagues' gossip, rumours, and general conversation as a means of validating the reality of the organisation.
PMS	17	The tactic of comparing informal conversation with clients' formal communications is used by the participant to attribute his behavioural responses.
PMS	18	The participant demonstrates his utilisation of organisational gossip and rumours to compare what the client set out during the *negotiation* stage.
PMS	19	The participant demonstrates utilisation of a tactic of remaining silent during his socialisation into the client setting to enable his *sense-making* of the environment, people, and client objectives.
PMS	20	The participant utilises the tactic of moderating his voice with stakeholders that have influence on his contract and his future opportunities.
PMS	21	To enable voice with these powerful stakeholders the participant demonstrates the tactic of pre-validating his voice in a safe environment prior to determining to give voice to the client.
PMS	22	The participant utilises prior experience to provide him with a range of options to respond to client questions.
PMS	23	The participant utilises a network of friends, families, and other colleagues to practise voice outputs in a safe environment prior to presentation to the client.
PMS	24	The participant uses internet data sources as an input to his determination whether to voice or remain silent.
PMS	25	The participant exhibits understanding that his expectations of a role should reflect that his target clients operate in political and hostile environments.
PMS	26	The participant recognises that he will be isolated and is a disposable resource to the organisation.
PMS	27	The participant highlights experiences of being routinely identified as an NSW but he has the attitude that this identification is not a negative.
PMS	28	The participant highlights his experience of hostilities, being an outsider, isolation and identification factors acting as attitudinal inputs for him as an NSW.
PMS	28	The participant demonstrates his utilisation of his identification and attributes as an NSW in his socialisation in client settings.
PMS	29	The participant exhibits awareness of a *climate of silence* being supported or generated by fellow NSWs in leadership roles
PMS	30	The participant demonstrates his experience of contract termination because of not complying with A NSW *climate of silence*

PMS	31	The participant exhibits his experience that client PMOs can act as a barrier to voice, preventing opportunities for NSWs to engage with the leadership team.
PMS	32	The participant demonstrates tactics to overcome the PMO barrier to voice. His first tactic is to negotiate directly with the PMO and, second, to negotiate directly with the project sponsor.
PMS	33	The participant demonstrates determination to exit the client, voice his opinion or remain silent and complete the contract.
PMS	34	The participant exhibits he has the confidence to walk away from a contract knowing, as an experienced NSW, he can obtain further contracts to keep his business operating.
PMS	35	The participant exhibits his experience of SWs determining that NSWs have no credibility because SWs are unaware of what the participant is capable of.
PMS	36	The participant demonstrates that the act of remaining silent and deliver a task successfully is a powerful tactic to overcome the lack of creditability with the client's SWs.
PMS	37	The use of the tactic of building credibility through action demonstrates the use of prior learning by an established NSW
PMS	38	The participant demonstrates utilising previous experience to establish targets for *delivery* and through achievement of these targets, he can prove himself to any sceptics in the client organisational setting.
PMS	39	The participant exhibits his utilisation of client feedback during his socialisation period, adapting his style of *delivery* and usage of voice to meet the expectations of clients.
PMS	40	The participant demonstrates confident behaviour, as an experienced NSW, to utilise feedback during the socialisation period, adapting his style and then ceasing feedback and focusing on *delivery*.

APPENDIX B – JOURNAL PUBLICATION

Key Determinants of Organisational Silence for Non-Standard Workers

Purpose - The purpose of this paper is to identify the key determinants of Organisational Silence from the perspective of Non-Standard Workers. The study focuses on three research themes, firstly analysing the experiences of NSW motivations to remain silent, secondly analysing the role of the NSW *life-cycle* in the motivation to remain silent. The final theme is to evaluate the impact on organisational voice when an organisation utilises a workforce blended with NSWs and Standard Workers (SW).

Research Design - The study utilises a phenomenological approach, as defined by Manen, (2007), to collect and analyse the phenomenon of organisational silence from the perspective of Non-Standard Workers (NSWs). The NSWs are defined as being individuals operating via Limited Liability United Kingdom registered companies created to deliver services to organisations via Contract of Services. This study utilised a combination of phenomenology and hermeneutics to collect and analyse the data collected from the NSWs utilising semi-structured interviews (Lindseth and Norberg, 2004).

Research Findings - The study concludes with three core findings. (1) Non-Standard Workers (NSWs) experience similar motivational factors to silence as experienced by Standard Workers (SWs). The key differential between an SW and an NSW is the role of *defensive* silence as a dominant motivator for a new start up NSW. The study identified that the reasons for this are a new start up NSWs are being *defensive* for reasons of protecting their reputation for any future contract. In addition, organisations are utilising the low confidence of new start up NSWs to suppress the ability of NSWs to voice. (2) The research indicates how experienced NSWs utilise the *marketing* stage of their *life-cycle* to establish voice mechanisms. (3) The study identified that NSWs, fulfilling management and supervisory roles for organisations, are supporting / creating climates of silence through their transfer of experiences from being SWs prior to becoming NSWs.

Research Limitations - This study is a pilot study, and the findings from this study will be carried forward into a larger scale study through engagement with further participants across a diverse range of sectors. This study has identified that there is a need for further studies into organisational silence and NSWs to analyse more fully the impact of silence on the individuals and the organisation itself. A *hermeneutic phenomenology* study is not intended to be extrapolated to provide broad trends. The focus of *hermeneutic phenomenology,* as a research methodology, is on describing and analysing the richness and depth of the NSW, experiences of the *silence in organisational settings*.

Research Originality - This paper draws together the studies of worker classification, motivators for Organisational Silence and the impact of *Blending* SW and NSWs in an organisational setting. The study demonstrates that

academic research to date has focused predominantly on SWs to the exclusion of the 1.5 million, and growing, NSWs in the United Kingdom. This study examines these under-represented workers to analyse the participant's experiences of Organisational Silence, and its consequences in organisational settings, demonstrating a need for further studies.

Keywords - Organisational Silence. Employee Silence, Non-Standard Workers (NSW), Standard Workers (SW) and *Blending* of Workers.

Paper Type - Research Paper

Introduction

If one was to present a catalogue of synonyms for 'silence,' it is not such a distant imaginative leap to a conclusion that the majority would suggest figuratively that "Silence is Golden." If this synonym is applied to an organisational perspective, it would suggest that the majority would suggest that it is better that workers remain silent in preference to providing management with information about problematic organisational performance.

This study explores the assertion that silence, in organisational terms, is not always a golden ticket to securing an optimal organisation, both in productivity, and performance, and in fact, employees choosing to remain silent can impede efficiency, dramatically affect staff motivation, and reduce organisational productivity, and performance.

A strong body of literature exists supporting the notion that organisational silence negatively affects performance. For example, research of 5,400 major IT projects (Bloch et al., 2011) identified that on average 45% of projects are delivered over budget, 56% fail to achieve the planned benefits, and finally 7%

of the projects exceeded the original time scales. Additionally, of one hundred New Zealand-based organisations interviewed, 70% had suffered at least one project failure, and 50% reported multiple projects failed to deliver the benefits anticipated (Brame and Barlow. 2010) because employees had not communicated organisational failings to management. Furthermore, a Treasury Committee study into the causes of the global banking crisis of 2008 concluded that many banking employees had concerns about their firms trading activities but were afraid to take these concerns to management Committee (2009); for fear they too would find themselves bound to the unenviable end of their employment.

The utilisation of NSWs, under contracts of services, offers organisations the opportunity to supplement organisational core skill sets with external expertise. Kitching and Smallbone (2012) identified that there are more than 1.5 million individuals, within the United Kingdom, who are classified as NSWs generating more than £88 billions of annual sales.

Despite the importance of the NSWs, academic studies on the role of voice and silence by workers to date have largely ignored the perspective of these NSWs. As such, this study aims to analyse the factors that motivate NSWs to remain silent through a process of collecting and analysing their experiences of *silence in organisational settings*.

The first section of this paper focuses on the theoretical foundations from the fields of classification of workers, organisational silence, employee silence, NSW *life-cycle*s and the integration of Standard Workers (SWs) and Non-Standard Workers (NSWs) within the same organisational environment. These theoretical foundations are analysed to generate research propositions for the

methodology developed in section two. The paper subsequently outlines the research findings and evidences qualitative conclusions to the research.

Theoretical Foundation and Research Propositions

To identify the requisite sample size and research participants, it is initially essential to examine the theoretical foundations that support contemporary definitions of Standard Workers (SWs) and Non-Standard Workers (NSWs).

This study utilises the theoretical framework provided by Cappelli and Keller (2013) which recommended that workers can be classified with reference to the legal framework that workers operate under as shown in the following diagram:
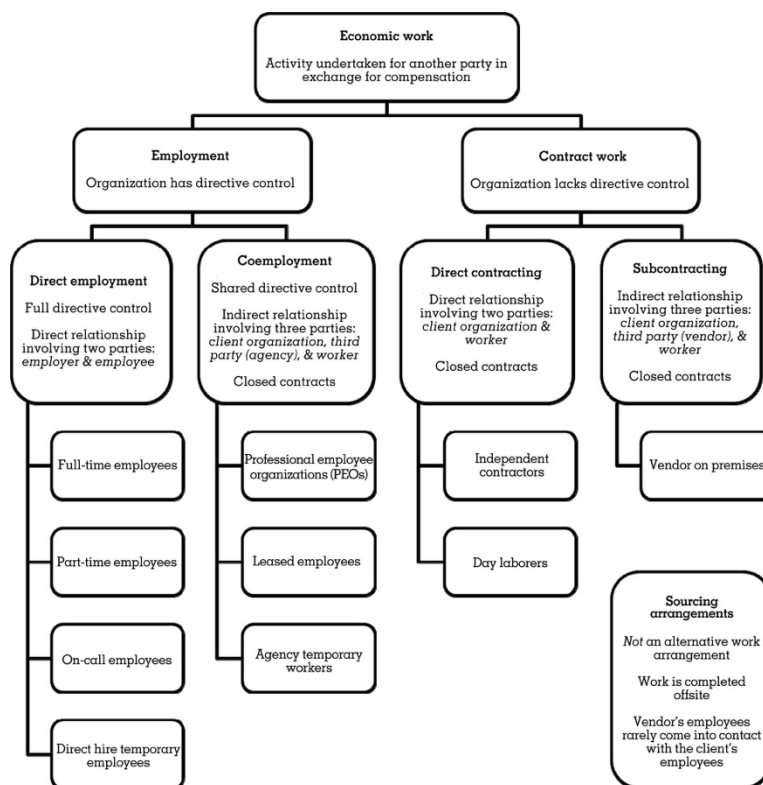

Figure 1 – Standard and Non-Standard Workers adapted from Cappelli and Keller (2013)

Cappelli and Keller (2013) demonstrated that SW expectations are that they will be recruited under a Contract of Employment with expectations of longevity and

in return, they understand that they will be under the administrative control of the organisation. In comparison, NSWs are contracted within the body of Contract Law with no expectation of longevity and no administrative attachment to an organisation.

In summary for the purpose of this study, an NSW is defined as being 'an individual delivering service via a Contract of Services within the legal framework of a Limited Liability Company registered in the United Kingdom', this definition is consistent with the Cappelli and Keller (2013) model.

As such, participants that are operating under a Contract of Services on a temporary basis awaiting a contract of employment are excluded from this study.

The justification for excluding these individuals is the recognition that their experiences of the phenomena of silence in an organisational setting will be reflective of their experiences as an SW, not those of an NSW.

Silence within an Organisation

Existing academic literature on voice and silence predominantly traces its genealogy from the Hirschman (1970) model examining voice and silence from the perspective of consumers procuring from organisations, and it explores how customers react to dissatisfaction by an organisation's performance through a choice to voice, exit or remain loyal to the organisation.

The theoretical and empirical studies of voice and silence in organisations, however, encompass three distinct schools of thought: the forms of silence, the constructs of silence, and the organisational effect of silence (Brinsfield, 2009). This study is specifically focussed on the constructs of silence from the

perspective of the NSWs, and therefore whilst Hirschman (1970) model provides a useful theoretical framework, analysis of silence within the organisation must be explored at the socio-historical and environmental levels examining the organisational codes, climates, and culture (Brinsfield, 2009).

Employee silence is the act of withholding of genuine expressions, behavioural, cognitive, and affective evaluations of organisational circumstances from individuals that are perceived to be capable of the changing the situation (Pinder and Harlos, 2001). The definition of employee silence must, therefore, accommodate the constructs or motivational factors that influence an individual to withhold rather than express ideas, information and opinions about work-related improvements (Van Dyne et al., 2003). Therefore, this study seeks to determine the extent to which SW motivational factors to remain silent are also applicable to the NSW in determining their decision to remain silent or to voice (Morrison and Milliken, 2000).

Pinder and Harlos (2001) identified two forms of employee silence: *Acquiescent* (passive withholding of information based on resignation or submission to the situation) and *Quiescent* (active withholding of information to protect self-based on fear of managerial repercussions). Van Dyne et al., (2003) expanded this model further, asserting that there are three specific motivators to remain silent: *Acquiescent, Defensive*, or *Pro-social*.

Acquiescent Silence

The notion of acquiescent silence is particularly pertinent for this study of NSWs

and is defined as being an expectation that voice will fall on 'deaf ears' and that the organisation will not change if a voice was raised (Milliken et al., 2003). These expectations encourage *disengagement* between employer and employee; and as such influence upon rates of employee retention. Therefore, the first research proposition is:

RP1 - Do NSWs expect that organisations will be deaf to their voice', and are therefore motivated to remain silent?

Defensive Silence

Van Dyne et al., (2003) defined *defensive* silence as a motivation to remain silent for self-protection, and from the fear, or consequence of voice. These perceptions emanate from the worker's experiences of management acting in a way that discourages communication through intolerance of a dissenting voice and secondly the fear of termination to their employment as a consequence of voice (Dutton and Ashford, 1993). NSWs should consider that not only can their Contract of Services be terminated immediately but also any potential reputational damages from early termination through a lack of reference.

As such, this form of organisational silence has developed into the following research proposition:

RP2 - Do NSWs experience a *defensive* motivation to remain silent due to contract termination and/or a fear of negative of reputational damage for future work?

Pro-social Silence

Pro-social motivation for silence is defined as being a determination to remain

silent in support of group membership, or for fear of isolation from the workgroup - particularly where the individual believes that their position holds a minority viewpoint. (Milliken et al., 2003; Pinder and Harlos, 2001; Van Dyne et al., 2003)

It is asserted that NSWs typically hold minority viewpoints in organisations when compared to its SW staff. The minority perspective is justified on the basis that the NSW, in comparison to an SW, has no longevity, or association with an organisation. As such, the following research proposition has been developed:

RP - Do NSWs experience the motivation to remain silent for *Pro-social* reasons?

NSWs in Positions of Management

Pinder and Harlos (2001) evidenced the role of management in creating a *Climate of silence* at the organisational level and how this climate reinforced SW motivation to undertake *acquiescent* and *defensive silence*. Edmondson (2003) identified that an employee's willingness to voice was dependent on how approachable and responsive they perceived their supervisors to be.

Indeed, Morrison and Milliken, (2000) contend that *Employee Silence* is a socially constructed phenomenon, created at an organisational level and affected by differing number of contingent characteristics. These include factors such as the management processes, decision-making processes, and employee *blending*; and define individual perceptions of these characteristics as determinants of silence or voice.

This generates a question of the role or consequence of NSWs - undertaking supervisory or managerial activities for clients as part of the Contract of

Services - in creating or maintaining a *climate of silence*.

RP4 - What role do NSWs play in creating or maintaining a climate of Organisational Silence when in a position of management?

Ineffectual Motivators

Brinsfield (2013) expanded the (Van Dyne et al., 2003) model finding empirical support for two motivators (*Defensive* Silence and *Pro-Social* Silence), determining a need to segregate acquiescent silence into *Ineffectual* and *Disengagement* motivators. The research introduced two new motivators to remain silent, these being *Deviant*, and *Diffident* motivations.

Ineffectual motivation focuses on the belief that speaking up would not positively affect the situation or is *ineffective* in changing the organisational situation (Brinsfield, 2013). This supports (and extends) the study by Milliken et al., (2003) that identified individuals are motivated to remain silent due to an expectation that their voice will be ignored (RP1). As such, the following research proposition has been developed:

RP5 - Do NSWs experience a motivation to remain silent for feelings of *ineffectiveness* during the *delivery* of contracted services?

Disengagement Motivators

The Brinsfield (2013) model, defined *Disengagement* as the uncoupling of the individual SW from the organisational work situation. The study identified that SWs disengaged from the organisation demonstrate: not caring what happens; not wanting to get involved; not caring about the organisation; and holding a belief that someone else should speak up (Brinsfield, 2013).

The *disengagement* motivational factor is an important aspect to examine from the context of NSWs, the behaviours of absence of attachment or commitment to the organisation. There is an argument that a 'Contract of Services' defines that NSWs are motivated to be actively involved and active in caring about the organisational outcomes, this then generates the following research proposition:

RP6 - Do NSWs experience a motivation to remain silent due to *disengagement* with the organisation?

Deviant Motivators

Deviant motivators evidence a desire to seek revenge, purposefully harm others, to retaliate against the organisation, or to make management look bad (Brinsfield, 2013). As a scenario, there is an argument that an NSW will be motivated to seek opportunities to retaliate or harm an organisation when an organisation terminates a Contract of Services prior to completion of the contracted services. This then generates the following research proposition:

RP7 - Do NSWs experience a *deviant* motivation to purposively remain silent to seek revenge or harm a client?

Diffident Motivators

The final new motivator as part of the Brinsfield (2013) model was named as being silent for *diffident* purposes. This is defined as being hesitant in acting or speaking through lack of self-confidence of the individual (Brinsfield, 2013). The common responses in this category included not feeling confident enough to speak up, avoiding embarrassing themselves, not wanting to draw attention to themselves, avoiding appearing to be incompetent, or are unsure of the correct

avenues of complaint.

It is important to recognise that most of, many of NSWs participate in the journey from an SW to an NSWs, this transition period tests the NSWs confidence to speak and thus, it can be suggested that inexperienced NSWs are motivated to remain silent for fear of embarrassment, concerns about their image, or impression and how to engage with the client. This research observation has led to the following proposition:

RP8 - Is the maturity of experience a motivator for NSWs to remain silent for *diffident* purposes?

Non-Standard Workers Life-cycle

In understanding the theoretical foundation of employee and organisational silence, this section reviews the theoretical foundations of a Non-Standard Workers (NSWs) *life-cycle*, and considers its impact upon the motivation to remain silent.

The theoretical concept of the NSW 'lifecycle' was developed from the research by (Barley and Kunda, 2006) concluding that the life of an NSW is characterised by a temporal rhythm involving a continuous cycle of moving from *marketing*, role *negotiation* and then into the *delivery* of services as represented in Figure 2.
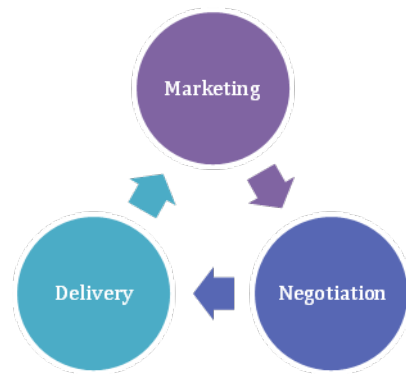
Figure 2 - The Contractors' *Life-cycle* (Barley and Kunda, 2006)

The following section describes briefly the elements of each stage in the *life-cycle*, and applies this model to develop further research propositions.

Stage 1: Marketing

NSWs quickly learn that to survive in the market they need to appreciate that the *marketing* stage operates 24/7. NSWs need to participate actively to gather, order, disseminate, interpret, select, and utilise information about role opportunities, determining the skills required by hiring organisations and the market rates for *delivery* of these skill sets.

Stage 2: Negotiation

This *life-cycle* stage is where NSWs develop and utilise skills to negotiate contracts in the form of three-way partnerships with recruitment agencies, organisational clients, and themselves. These *negotiation*s are where NSWs sell their skills sets to demonstrate how they fulfil the organisation's needs and agree on a monetary price for these services. These *negotiation*s set expectations, with the client, as to what the NSWs can or cannot do. Hence, according to Barley and Kunda (2006) there exists a gap between what the NSW states they can deliver and organisation client's expectations of what

skills they require. The theoretical foundation of NSWs *life-cycle* generates a research proposition that questions:

RP9 – Do NSWs experience motivation to remain silent during the *delivery* stage of the *life-cycle* due to expectations gaps established between the organisation and the NSW during the *negotiation* stage?

Stage 3: Delivery

Barley and Kunda, (2006) empirical study highlighted that NSWs quickly identify that the everyday life of the organisation is structured around the life of SWs and not their own needs. The existing stakeholders establish organisational politics, cultures, routines, and expectations with a higher investment in the organisation. Theoretical and empirical studies have to date focused on the impact of *blending* of SWs and NSWs, concluding that the introduction of NSWs negatively impacts on attitudes toward the organisation management, organisational colleagues and the organisation itself (Davis-Blake et al., 2003; Broschak and Davis-Blake, 2006).

Lautsch (2002) demonstrated a need for research that explores how NSWs adapt to operating in a *blended workforce*. Previous research identified that NSWs experienced an organisational life comprising of marginalisation, stigmatism, invisibility, and being seen as a bundle of skills rather than as an individual (Inkson et al., 2001). Furthermore, studies have demonstrated that NSWs themselves appreciate and quickly adapt to systems and processes, irrespective of how an organisation treats them as individuals they will always be outsiders (Ashford et al., 2007). This study responds to the call by (Ashford et al., 2007) to provide insight into the consequences and responses to being

treated as outsiders, through the following research proposition:

RP10 - Does the *blending* of NSWs with SWs act as an organisational silence motivator?

Research Methodology

The research methodology for this study focuses on human experience, concerning itself with meaning and the way in which meaning arises in the experience of the individual. This study is therefore founded upon a nominalist ontological perspective, which determines that reality is the product of the individual's mind and that reality is comprised of nothing more than names, concepts, and labels, which are used to structure this reality. The purpose of these names and labels are to enable the description, *sense-making* and interaction with reality (Burrell and Morgan,1979).

Phenomenological Research Approach

This study utilises a phenomenological approach as described by Manen (2007), referred to as 'phenomenology of practice', combining interpretative (hermeneutic) and descriptive (phenomenological) elements to focus on the essence of the phenomenon to better understand the subjective, lived experiences of respondents and examines how these individuals experience the social world in which they live (Dowling, 2007; van Manen, 2007; Kafle, 2013).

Manen (1984) proposed a four-stage process to undertaking a phenomenological study (1) Conduct thematic analyses to examine the themes or experiential structures that make up an experience, separating incidental themes (that can change without affecting the phenomenon) and essential

themes (that make the phenomenon what it is). (2) Describe the phenomena through the art of writing. (3) Maintain a strong focus on reflexivity on the research participant's experiences. (4) Balance the research context by considering the parts and whole to understand the essence of the experience from the perspective of the participant.

Methods of Preparation

Participants were selected for this study based upon the following criteria:

The participant operates as an NSW under a 'Contract of Services' via a registered United Kingdom Limited Company;

The participant has more than 36 months of contracted experience;

The participant must operate and deliver services within the United Kingdom to minimise cultural, linguistic, and operational differences;

The participant is an NSW actively trading on delivering client operations.

The above criteria for the selection of respondents were developed to ensure that the worker classification attributes and experiences were similar across the sample, and *blending* between SWs and NSWs was minimised. The participants were identified through an approach to the contracting agencies recruiting NSWs resulting in the identification of a sample size of five participants who fulfilled the previously defined criteria. The sample of respondents ranged in experience from five to twenty years as NSWs; delivering to client's specialist services encompassing Information Technology, Business Transformation, and Programme Management. The *delivery* of services was undertaken by the public sector, financial services, international conglomerates, and the uniformed sectors. The purpose of a multi sectorial

study was to identify experiences of silence that were experienced across multiple sectors and experiences that was sector specific.

Methods of Collecting Data

The data collection utilised a phenomenological interview approach utilising semi-structured, one to one interviews, comprising of an open, non-judgmental approach (Lindseth and Norberg, 2004). The approach required the setting aside of the researcher's prior assumptions, understandings and/or knowledge of the phenomena of organisational silence. The researcher also utilised a pre-set of guiding prompts, informed by the research propositions, to initiate the interviews, and provide context for the discussions to follow. The participants determined the direction and or content of the discussions and the average duration of the interviews was ninety minutes.

Each participant was asked to provide a short biography, and these were utilised during interviews to provide context to the discussions. The biographies were utilised in the data analysis stage for purposes of sector, personal attributes, and validation of fulfilment of participant criteria.

Each participant was provided with an outline of the studies ethical research statement, which provided written and verbal assurance around confidentiality, voluntary contribution, the option to withdraw from the study and approval to record the interviews. In addition, during the interviews, the author reminded the participants that client's details were not required and that all materials were confidential and anonymous. All the interviews were held in neutral venues, away from client locations, to provide confidentially and ability to speak openly.

Methods of Organising and Analysing Data

This phase comprised of transcription and analysis of the interviews, each interview was initially transcribed by the author and independently verified for the accuracy of transcription. Manen (2007) describes that the data analysis stage needs to identify the essence of the experience of the participants to identify the paradigm cases and salient excerpts (Crist and Tanner, 2003). A paradigm case is a "marker" a strong or vivid instance—of a particular pattern of meaning that helps researchers to identify similarities in other cases. Salient excerpts are stories or instances that characterise specific common themes or meanings across participants (Crist and Tanner, 2003). The following section presents the results of the data collection and analysis of the participant's experiences.

Results of the Study

This section of the paper is structured around the previously defined research propositions, presenting the results of the data collection and analysis, bringing the section together with a section proposing overall study findings, and outlines the limitations of this study.

RP1 - Do NSWs expect that organisations will be deaf to their voice', and are therefore motivated to remain silent?

Each of the participants indicated that they had experienced, whilst delivering services, instances of *not being heard* by the client organisation. `One participant described the experience as being like "It does not matter what you do, you just cannot get through the barriers and it just makes everything um much harder" (2).

A participant stated the impact of managerial level SWs in implementing a

barrier to progressing a task or deliverable, even when the individual implementing the barrier knows that the NSW can assist in the problem solution:

So, if you're talking to somebody and you're saying right you know this is the issue we've got, we need to work on it can you help me here. If they have that natural barrier because you're not one of them, you're an external third party, it makes it a lot harder (4).

A consensus can be evidenced from within the sample that NSW participants expect barriers to their effective communication with the firm/client, and these actively encourage organisational silence.

RP2 - Do NSWs experience a *defensive* motivation to remain silent due to contract termination and/or a fear of negative of reputational damage for future work?

The participants all highlighted that they all experienced *defensive* motivations to remain silent, especially when new NSWs. The *defensive* motivations will be discussed upon in coming sections of the study.

RP3 - Do NSWs experience the motivation to remain silent for *Pro-social* reasons?

Analysis of the experiences of the participants demonstrates a powerful example of the scenario that could generate a motivation to remain silent for *Pro-social* reasons. A participant describes an event where he was motivated to protect a junior SW. The incident involved an SW voicing concerns about a major project to a senior member of the organisation outside the normal chain of hierarchy. This then initiated a series of difficult conversations between the

leadership hierarchies within the organisation. The senior management of the client instructed the NSW to remove the SW from the project. The participant described the experience as being one of "feeling uncomfortable with kind of feeding (the SW) to the wolves, I protected her a little bit and that dog turned around and bit me, unfortunate*ly" (3)*.

The result of the dog bite was the NSW having his Contract of Services terminated. Furthermore, the client provided a negative feedback of the NSW performance to the recruitment agency. The consequences were that the NSW had an extended period of no contracts that matched his skills and experience and he had to undertake non-suitable roles to rebuild his reputation and rebuild a portfolio of satisfied clients.

It is also to be recognised the role of *Defensive Silence* in influencing NSWs determination to remain silent for *Pro-social reasons.* An example of the process in considering remaining silent for *Defensive Silence and Pro-social* reasons is demonstrated in a scenario where a client called an unplanned review of performance with its NSWs. The participant demonstrates the internal thinking between defending herself, based on based on previous client experiences and the need to protect other NSWs. The participant elected to remain silent for *defensive* reasons with a negative impact on her colleague:

This was my second contract (year one), eh it was his, his first one and eh I thought right I had better be prepared and I spent the ten minutes … outlining everything that I was going to (for the client). …over the next six months. I did not warn or provide support to my colleague, but he, he actually got the sack on the first week and eh you know that was a shock (4).

This statement, in fact, supports the academic determination that *defensive* motivation is where the participant is not willing to express him or herself for fear of causing trouble for themselves, particularly in the early contracts.

RP4 - What role do NSWs play in creating or maintaining a climate of Organisational Silence when in a position of management?

An unexpected and powerful experience of the role of NSWs in creating a *climate of silence* is demonstrated by the experiences of the participants. One example highlighted the case of an NSW acting as the overall lead for *delivery* of services encompassing a blended group of SWs and NSWs. This individual NSW brought a culture of silence from his previous experience as an SW:

The (Non-Standard Worker) contract programme manager was enforcing a culture in the place that very much seemed to be driving some form of culture of keeping quiet - come in do your job keep your mouth shut and just get on with it. He mandated that all contractors tell people the story of why we are changing when we are changing how we are changing so all we were allowed to talk about was very pre- determined by him and when you stood or stepped out of that line this particular individual was quite vocal and quite aggressive about it (1).

A further example highlights that as individual transitions from being an SW to an NSW that it does not change the individual, they bring across their embedded experiences and motivations for voice with them:

There were quite a few people on the programme…. had come from um organisations where they'd been made redundant and they brought that organisations culture of silence with them and, as a result, it was very secretive

and very protective environment they put in place (5).

A participant describes the impact on having a fellow NSW, in a senior management role, creating a *climate of silence* within the client organisation:

I went over and spoke- to speak to him directly (Non-Standard Worker senior manager) and it was just a case of, it was literally a hand up, and it was don't speak to me, go away, he would not speak to me so I had to speak to his manager who would then speak to him and we were literally sitting in a line and that was just so difficult (4).

RP5 - Do NSWs experience a motivation to remain silent for feelings of *ineffective*ness during the *delivery* of contracted services?

The analysis of the qualitative interviews identified that the determinant factor to remain silent for feelings of *ineffective*ness is influenced by the level of experience of the NSW, especially as a new entrant. New entrant NSWs experienced a profound sense of *ineffective*ness due to the lack of confidence as they transition from being an SW to an NSW. The participants experienced successful *delivery* and obtained repeated packages of work or experienced contract extensions the confidence levels expanded resulting in the NSWs having the confidence to know when their voice could be effective.

It is also important to note that NSWs may experience the confidence that their voice can be effective, but they may also still experience the motivation to remain silent as they appreciate the client will be 'deaf to the voice' of the NSW. Participants highlighted that there is a constant internal conflict when determining to voice or remain silent between knowing firstly that they can be effective; secondly, the client's willingness to hear the voice and finally the need

to defend their [NSWs] reputation for future work, this "dilemma" is discussed within RP8.

RP6 - Do NSWs experience a motivation to remain silent due to *disengagement* with the organisation?

Interestingly, the analysis of the interviews provided no evidence NSWs were motivated to disengage from the organisation work situation. This is unusual given the proliferation of experiences regarding organisational silence and the futility of voice evidenced in the above RPs. It is suggested that this supports the proposition, that there is an expectation by the client that the use of NSWs brings with it a motivation, that the NSW will get involved, will care about them as a client, and thus contribute to vocalising any concerns with organisational culture or managerial process.

In particular, the lack of evidence to support *disengagement* is not unexpected given the discussions around RP2. That is the motivation by the NSWs to remain silent through a *defensive* silence motivation to doing the best job for the client to maintain (or enhance) their record of *delivery*, and to support future contract *marketing* and *negotiation*s. The participants all noted a focus on doing what was right for the client in a hopeful expectation that their services would be retained through an extension of their contracts of services.

RP7 - Do NSWs experience a *deviant* motivation to purposively remain silent to seek revenge or harm a client?

Deviant motivation was not evidenced in analysis of the participant's experiences, the motivational factor to protect of their individual reputation to obtain future work results in the participants accepting that they will not always

successfully engage with clients, and need to move on to the next opportunity. The protection of reputation may thus influence the participants to not become involved in revenge or harming previous clients, more detailed studies are required to obtain further insight into the question of reputational protection and motivation to remain silent.

The concern regarding the protection of a contract is highlighted in the following quotation:

I find there is a fine line between being vocal and expressing an opinion but doing it in a certain way that does not offend people. Cross the line and your contract is terminated so you learn over time where to judge that fine line (2).

RP8 - Is the maturity of experience a motivator for NSWs to remain silent for *diffident* purposes?

All participants highlighted their first experience of the NSW *life-cycle* as being one that involved them effectively taking the first contract that agents and clients offered. This reflected the perceived importance for a new NSW to obtain their first contract of service in preference to waiting for a Contract of Services that was truly suitable for their capabilities and expectations.

The participants described the decision to take what was offered to them came with an emotional price that effectively hindered their confidence to voice concerns. An example being a participant that summarised this negative experience of their first contract by describing the conflict in terms of the NSW as being 'out of their depth' (2), a situation that led client to 'stifle their voice' (2). The emotional impact of this conflict is demonstrated in the following comments:

I was surprised how tough it could be, especially when in the early days of a contract where you are still finding your feet and you know trying to settle into a project. I took a role that really should not have ever taken; I was like a duck out of the water. It was the first time I had left the (Standard Worker) organisation cocoon and it was really found it quite difficult to transition... I was out of my depth <pause> out of my depth made it up as I went along, hated every bloody minute of it, and did not open up (3).

These experiences also demonstrate the motivational role of the SW, and demonstrate instances of the NSW as feeling *ineffectual* through the lack of confidence. Additionally, respondents would refuse to voice concerns in a bid not to appear sub-standard in front of the client. To this end, an example of the and emotions of being a new entrant is described in the following statement of how the participant describes the conflict of experience or organisational life as a new NSW:

That was only my- that was my second contract (year one), eh it was his, his first one and eh I thought right I'd known to be prepared and I spent the ten minutes … outlining everything that I was going to (for the client) ….over the next six months. You know we did not have to have a project plan ready for the Friday but I knew that this is what they were going to ask me (the client) - what are your findings? What are you going to do? And so, I was able to just scribble it down, um but he, he did not know this, he actually got the sack on the first week, and eh you know that was a shock (3).

The participants described as they continued to win contracts and obtain extensions and renewals that they experienced a point of transition where their mind-set changed leading them to appreciate that their skills are valuable and

wanted by a client.

This transition stage also demonstrates a reduction in the motivation to remain silent for *ineffectual* purposes. Brinsfield (2009) defined that silence for *ineffectual* purposes is where an individual believes that speaking up would not alter or resolve the situation facing the individual or organisation. The confidence of successfully delivering contracts and winning contracts both new and repeat gives the NSW the confidence to voice and that their voice can affect an action, this is demonstrated by the following commentary:

Being invited back and being asked to come back I actually so that it changed my mind set completely to actually you must have something you must being do something right as they would not ask me back so you are being hired for a skill and they wouldn't want to rehire your services if you couldn't deliver to that skills (3).

This confidence in the ability to have contracts extended, repeat requests, and winning new work changes the NSWs confidence to speak:

It was my confidence levels just grew and grew and grew to point that now I have no issue with speaking out <pause> speaking my mind although I might temper the language as appropriate in terms (5).

A participant describes the differences between new entrant and established NSW in a simple but poignant statement: "where I was never in the early days prepared to have the hard conversation I absolutely relish it now" (2).

RP9 – Do NSWs experience motivation to remain silent during the *delivery* stage of the *life-cycle* due to expectations gaps established between the organisation and the NSW during the *negotiation* stage?

The participants all commented that the *negotiation* stage was central to establishing the contractual obligations of work, in addition to setting the expectations for the NSWs ability to voice. The participants highlighted the emotion of being interviewed by clients, offered roles and on day one allocated to a stranger (in many cases another NSW) and this introduces the conflict in terms of ability to voice as evidenced in the following comment:

I can think of three different projects where it has been very negative and each time I was not interviewed by the programme manager. I was interviewed by the (Standard Worker) director, I thought I would be working for him, when I actually started he then allocated me to somebody else (3).

When the participant was asked why this was a motivating factor for organisational silence it was identified that clients were utilising SWs for the interview process during the *negotiation* stage, but for actual *delivery* the NSW was being co-ordinated by another NSW in a management role. The impact of this is evidenced in the following commentary:

It makes it so much harder I believe because they (person not involved in the interview process), they have no understanding of your background … they're taking on a, you know a person to deliver the project and they just see you as a *delivery* person, not as somebody who's got an actual background that may um give some insight into different ways of delivering a project (2).

To counter this conflict at the interview, stage the participants evidenced the ability adopt a different *negotiation* technique during the interview phase. An example of this technique is demonstrated in the following comment:

The last three interviews gone for hum I have been far more challenging back

and actually asking some of the hard questions they (client) are not prepared (client) they don't really want us to talk about. You ask them (client) basic stuff if you were to offer me the role what is your expectations of your hum the candidate who is offered the position what is your expectation in the first week (2).

RP10 - Does the *blending* of NSWs with SWs act as an organisational silence motivator?

The analysis of the participant's experiences identifies that the *blending* of workers is a conflict theme experienced by the participants, identifying that the conflict was at its most intense when the majority of the team members were all NSWs. These counters the received academic wisdom that a *blending* of SWs and NSWs causes greater impact on SWs in terms of conflict in team formation and performance. The participants further demonstrated that as the percentage of NSWs increased they experienced a reduced opportunity to voice. This is demonstrated in the following comment noting the variation between the two aspects of a *blending* firstly a small community of equal *blending*:

My first contract was quite a small tight team, um a mixture of employees and other contractors you could be quite vocal in that (mix of Standard and Non-Standard) and it was actually rewarded if you were vocal (3).

In comparison, the participant noted that as the balance became weighted towards the NSW the experience became:

A small close-knit team of contractors … even the director of the programme … was a contractor (Non-Standard Worker) Lot of rows in meetings, very vocal

– very vocal. The ability to voice was very restricted (3).

Another participant also highlights the impact of *blending* in following comment:

Most of the environments … have been a combination of contractors and <pause> perm staff I would say in hindsight that the <pause> most troubles have actually had is with other Non-Standard Workers who are in the management team (4).

One particularly relevant example of the impact of *blending* weighted towards NSWs is demonstrated in the following comment:

That has been a particular problem that one client … 90% of the team were all contractors. Ah, the senior management were contractors with the sponsor being a perm member of staff. It was a very horrible environment and the ability to voice was limited and just made a troublesome project even more troublesome (3).

A further participant highlighted that having another NSW as the programme lead reduced the ability to voice, "I learnt how horrible it is to be a contractor, how really bad it is to be a contractor for another contractor" (5).

A participant also highlighted that the ability to voice can also be determined when NSWs join a team as evidenced in the following comment:

Newer people coming onto the project (after about six months or so) were a lot quieter, they did not speak up because there was this hard core of older people for no real reason, and they could really speak up. The incomers perceived it as a clique even though there was not really a clique they perceived... maybe just because they are coming on new to the project (3).

Conclusions

The collation of the above qualitative research evidences a number of key findings that influence the extant academic status-quo regarding Non-Standard Workers (NSW) and organisational silence.

The study provided vignettes from the participants that clearly demonstrate new entrant NSWs are motivated to use *defensive* tactics to protect themselves in the early stage of their career. The research demonstrates vignettes that NSWs remain silent in cases of contact with SWs and other NSWs, owing to the fragility of the employment position, the danger of outspoken vocalisation, and the importance of positive references to secure future contracts.

In addition, the significance of the change for the individuals as they transform from classification as an SW to an NSW also triggered an *ineffective* motivational factor to remain silent.

The study also highlighted experiences of NSWs demonstrating an attitudinal change, as individuals matured into established NSWs, towards increased vocalism, both in the confidence of voice and in setting expectations as they experienced repeated *marketing* and *negotiation* stages of the NSW *life-cycle*.

The study also provided an example of the negative consequences for one Research Participant selecting to remain silent for *pro-social* purposes.

The study found no evidence, from the participant's experiences, of *disengagement* as a prerequisite for organisational silence. Each of the participants demonstrated a commitment and professionalism to the client to complete the undertaking and to give the client the best outcome possible, and *disengagement* from that professional standards would have been

counterintuitive; especially again considering the fragility of the contractual arrangement.

The research has also highlighted a need to understand more fully the interaction and *blending* of NSWs with other NSWs. In particular, there is a need to investigate the culture and expectations that NSWs are carrying from contract to contract that may be a critical factor in creating climates of silence from client to client and preventing more junior NSWs voicing concerns.

In addition, the experience of the NSW sample highlights an area of opportunity for further investigation into the interviewing process, specifically the clients utilising panel members that are different to those that the NSWs will engage with on a daily basis. The experiences of the participants of this study demonstrated that the clients are missing an opportunity to communicate the skills and capabilities of the NSWs and thus miss an opportunity to maximise the return on investment on their expertise. In this sense, then, existing managerial and organisational systems inhibit the most efficient use of NSW skills.

There is consideration how NSWs challenge the client in terms of ability to voice and to understand who they will be working for, ideally to meet and greet with the team members during the *negotiation* lifecycle stage to set expectations from inception.

The study noted, for example, that the literature to date has focused on *blending* of the work force from the perspective of the SW. This study has identified that a key inhibitor to voice is the *blending* of NSWs with other NSWs to form competitive and performing teams. The participants' further highlight that senior

NSWs retain their former SW attitude, in turn creating a culture of silence and further barrier to voice. The study highlighted that the experience of the NSWs was that where *blending* was equalised between the SW and NSW workforce - the ability to voice was more open and encouraged.

The focus on the *blending* and composition of *delivery* teams highlighted that the experience indicates a gap in existing literature regarding NSWs and organisational silence. In examining the extent to which NSWs and SWs can form functional teams, the research suggests that a greater competition and barriers to voice may exist within groups of NSWs; perhaps those managed by other NSWs. Participants described the use of challenging the client during the *negotiation* phase as to the composition of the colleagues and setting expectations of voice. The purpose of this challenge being to suggest to the client to recruit the NSW knowing that he or she will voice, and has an expectation to be enabled to voice.

Finally, the experience of the NSW highlights an area of opportunity for further investigation into the impact of organisational silence on the NSWs outside the organisational setting in terms of the impact of remaining silent on them as individuals and their social environment.

Notes – Each participant was allocated a number to maintain anonymity, and this number is utilised, throughout this paper, to identify the participant's comments.

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APPENDIX C – ETHICAL APPROVAL

From: Dundee Business School
Date:2015/02/05 3:54 PM (GMT+00:00)
To: "STURE, WILLIAM" <1307712@abertay.ac.uk>
Cc: "Avramenko, Alex"
Subject: Application for Ethical Approval

Approved:

Dear Student,

The Dundee Business School Ethics Committee has reviewed your application for ethical approval for research proposed as part of a submission for assessment. I am writing to provide feedback and to notify you that your application has been accepted.   You are now permitted to proceed with your dissertation.

Yours,

Kind Regards
Dundee Business School
Abertay University Dundee
Tele 01382 308424

Dundee Business School

Research Projects (staff and students) – Application for Ethical Approval

Prior to the completion of the Ethics Form you must read the documents: "Ethical Review Procedure' and "Research Ethics Sub-Committee Remit"
(https://portal.abertay.ac.uk/portal/page/portal/University/Schools/DBS/SchoolAdmin)
There is also a 'Quick Guide to Ethics Procedures' on the same site.

Name of Student: William Joseph Sture	Registration Number: 1307712
Name of Supervisor: Dr. Alex Avramenko	Module Code:

Or

Name of Staff member:	Staff number?:
Is this an annual continuing ethical approval request?	Yes ☐ No ☐

SECTION ONE: Nature of the research

1.1   Project Title and Aim

Proposed Title of Project: Narratives of the Project Foot Soldier

Main Aim of Study:
The objective of the proposes study is to seek understanding of the *antecedents*, motivations, and behavioural outcomes of non-standard workers (limited company contractors) as they engage with standard workers and managements in the *sense-making*, sense giving processes as part of the social processes within projects as temporary organizational projects.

1.2   Will your research involve any ethical issues?

Yes ☐   No ☒

If so, tick all relevant boxes below and explain on a separate sheet how you will address each and every issue ticked.

☐ financial or other form of reward for participation	☐ offensive issues – i.e. race, colour, creed, etc.
☐ Vulnerable people, e.g. Children, juveniles, patients, those in care, those with only elementary English language, or with learning difficulties etc.	☐ use of audio or video recorded materials
	☐ legal issues (e.g. criminal records)
☐ people in custody or engaged in illegal activities	☐ media coverage
	☐ reputation of the University
☐ cross cultural issues (e.g. language, images, content, etc.)	☐ Other (please provide full details, using a separate sheet if necessary)
☐ Sensitive topics (e.g. drugs, sexual orientation, ethnicity, age, political/religious beliefs, euthanasia, poverty, or conflict situations, etc.)	

1.3   Is your research to be based solely on a review of literature and/or secondary

data, i.e. without any fieldwork or off campus activity?

Yes ☐   No ☒
If YES give details of sources to be used and whether permission, if required, has been granted to use resources

| |
| |

If YES then go directly to Section 7 (You need submit only these pages and Section 7)

For Ethics Committee use Only	Researcher provides a clear statement of the aim of the study?	Yes ☐ No ☐
	Action required:	

SECTION TWO: Research method

2.1   Give details of your Research Methods, e.g. use of questionnaires, interviews, surveys, observation, or other instruments or methods intended to collect data from or about people   *(attach a separate page if necessary)*

| The primary research method will be semi structured interviews. The secondary research method will be participant observation, either formally in group sessions or informally, these observations and interactions will be recorded utilising field notes.
The participation in the interviews and group sessions will be voluntary.
All participants in interviews and groups will be advised of the purpose of the research and that all information will be kept confidential and all data will be anonymised so that individuals and organisations cannot be identified. Each participant will be asked to sign an informed consent. |

2.2   Who are the intended research participants? Please indicate approximate numbers

| The participants will be full time employees and limited company contractors engaged on delivering organisational projects within Public and Private Sector organisations within the United Kingdom. The intended research has no requirements that could be deemed to discriminate. Participants can represent any age, sex or religious group and no attempt will be made to record this information as part of this study. The only selection criteria are the participants to have been or are engaged in working on organisational projects. The participants will be classified for analysis into either being a worker, middle manager, or senior manager.
The intended research will engage with two organisation and participants will number less than five from each organisation. |

2.3   How will you recruit / contact your research participants?

> The intended organisations will be identified through the use of business networks, professional project management bodies and current personal contacts. The communication will outline the purpose of the intended research, what the objectives of the research are, clearly stating that participation is voluntary and the purpose of the research is to contribute knowledge to the field of Project Management with no commercial purposes.

2.4   Please confirm that you will provide a copy of the permission sought in

order to do so, prior to undertaking research

Signature   Date 10th December 2014

2.5   What is your intended research site?

> i.e. where will research be conducted, what type of organisation/facility, etc.
> United Kingdom public and private sector organisations as identified in section 2.2 and section 2.3.

For Ethics Committee use Only	Section 2: Data collection methods are clearly identified?	Yes ☐ No ☐
	Action required:	

SECTION THREE: General ethical issues

You indicated at 2.1. above that your research will involve the use of questionnaires, interviews, surveys or other instruments or methods intended to collect data from or about people. As a result, your research raises automatically the following general ethical issues.

informed consent   voluntary participation
opt out by participants   confidentiality
anonymity of participants   privacy of participants

The normal protocol for addressing these issues requires the researcher to undertake certain activities, as specified at 3.1 to 3.9 in the table below.

Please place your initials against each and every item in the table, to indicate that you will comply with this protocol.

If you feel that you are unable to comply with an item in this protocol, please explain in detail, on a separate sheet, why you are unable to comply with that item and how

you propose to address the underlying ethical issue addressed by the item.

		Initial
3.1	I agree to provide the participants with a written/oral explanation of the project and the uses to which any data will be put	
3.2	I confirm I will explain to the research participants that I am a student and undertaking degree studies	
3.3	I confirm that I will explain to the research participants that they may not benefit from my study, except to the extent to see summary results of the study if requested.	
3.4	I confirm that the subject will be made aware of the length of time it will take to gather data e.g. fill in a questionnaire etc.	
3.5	I confirm that I will explain to participants that their participation is voluntary.	
3.6	I confirm that I will offer to the research participants the opportunity to decline to take part in any part of the research activity. Participants, for example, may decline to answer a particular question in a questionnaire.	
3.7	I confirm that I will offer to my research participants the opportunity to withdraw at any stage, and explain to them how data will be withdrawn that pertains to them.	
3.8	I confirm I will offer to my research participants a guarantee of confidentiality, including commercial confidentiality where appropriate and if required	
3.9	I confirm I will offer to my research participants a guarantee of anonymity	
3.10	I confirm that I will provide, if required, evidence that I complied with the above protocol, e.g. by submitting a copy of my consent form, and completed consent forms.	

For Ethics Committee use Only	Protocol will be observed for addressing general ethical issues?	Yes ☐ No ☐
	Action required:	

Appendix D – Professional Development Portfolio

Your PDP submission has now been reviewed by a representative of the Research Degrees Sub-Committee.

I am pleased to inform you that your PDP submission meets the required standard.

Yours sincerely

Jonathan Teppett, Secretary to the Research Degrees Sub-Committee

Dr Jonathan Teppett, AFHEA
Clerk to Senate & Academic Governance Manager
Academic Registry
Level 2, Rm 2507, Kydd Building
T: 01382 308038 M: 07840 919734