

**The Antecedent Roles of Personal Constructs and Culture in the  
Construing of Psychological Contracts by Staff in a Czech Financial  
Services Company**

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## **Abstract**

The modern conceptualisation of the psychological contract recognises a tacit mental representation or schema, spanning all aspects of an employee's perception of work. Reciprocity is a normative force in contract functioning.

For over 500 years, the Czech Republic was subject to the rule of other nations. The failed totalitarianism of the most recent Soviet hegemony precipitated the Velvet Revolution and Czech adoption of the market economy in 1989. Some commentators have argued that unproductive work attitudes remain as a legacy of the command system.

Following the phenomenological paradigm and constructivist epistemology, the research uses concepts from Personal Construct Psychology to compare the work constructs of Czech and non-Czech staff within the Czech and UK subsidiaries of the same company, examining antecedent effects of culture and individual experiences on psychological contract formation and development.

The findings show that the two nationalities construe work along broadly similar lines, prioritizing its social qualities. Czech constructs seem to be simpler than those of non-Czechs, apparently lacking the value placed on personal ambition and achievement by the comparator group. Czechs do, however, appear to value independence much more than non-Czechs, with young Czechs also seemingly expecting social justice and the right to self-determination. The findings make a strong case for suggesting that these values have their origins in Czech culture and history, implying that both influence the work dispositions of Czechs and may plausibly be psychological contract antecedents.

The conclusions call for a wider conceptualisation of the psychological contract, specifically in its anticipatory (pre-work) form, and suggest that existing theory might benefit from giving greater consideration and prominence to the social properties of work. Suggestions for further research and business applications are included.

*Stones taught me to fly,  
Love taught me to lie,  
Life taught me to die....*

Damien Rice, Cannonball

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## Glossary

ACP	Anticipatory psychological contract - ‘...psychological contract beliefs that pre-date the employment relationship’ (De Vos et al., 2009: 289)
Balanced Contract	A hybrid ( <i>relational</i> and <i>transactional</i> ) psychological contract (Rousseau, 1995)
Bootstrapping	A technique used in <i>repertory grid</i> analysis to identify a <i>construct</i> categorisation system from sets of individual grids during the course of analysis (Jankowicz, 2003a: 148)
Coherence	The organismic view of a ‘sense of self’ characterised by internal perceptions of competence, relatedness and autonomy (Fournier et al., 2015)
Commonality Corollary	Kelly’s (1963: 90) assertion that ‘To the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person’; shared interpretation of a phenomenon
Community of Selves	Mair’s (1977, cited in Butt and Burr, 2004: 54) metaphor for the various mental representations of self, differing by context, but anchored on commonality and linked to comprise the ‘whole unit’
Construct	An individually- <i>construed</i> bipolar mental template that defines something as like some things, but different from others (Kelly, 1963:9,105)
Construct(ion) System	An individual’s hierarchical mental repertoire of inter-related <i>constructs</i> that provides a basis for interpreting situations and defining the available range of behavioural choices (Kelly, 1963: 128)
Constructivism	A theory of knowledge, founded on Piaget’s Theory of Cognitive and Affective Development, which holds that people generate knowledge and <i>meaning</i> from the interaction of their experiences and their ideas (Wadsworth, 1996)
Constructive Alternativism	The philosophical position that ‘...all of our present interpretations of the universe are subject to revision or replacement’ (Kelly, 1963: 15); essentially the idea of one reality and myriad individual interpretations that flux in response to the <i>phenomenal flow</i>
Construing	The individual process of ‘...placing an interpretation’ to derive meaning (Kelly, 1963: 50)
Core Construct	A <i>construct</i> of particular significance to an individual (Jankowicz, 2003a: 83)
Cultural-Historic Theory of Cognitive Development	Vygotsky’s conceptualization of the representation of knowledge as an outcome of the interrelationship between macro- and micro- cultural and social factors, influenced by language (Sheehy, 2004)
Ecological Fallacy	The belief that relationships observed for groups necessarily hold for individuals (Freedman, 1999)

Element	‘An example of, exemplar of, instance of, sampling of, or occurrence within, a particular topic’ (Jankowicz, 2003a: 13); in providing a basis for comparing what something is like and unlike, elements are the fundamental determinants of <i>constructs</i>
Focus of Convenience	The point(s) within the <i>phenomenal flow</i> where a <i>construct</i> is most useful to the <i>construction system</i> (Kelly, 1963: 11)
Fundamental Postulate	‘A person’s processes are psychologically channelized by the ways in which he anticipates events’ (Kelly, 1963: 46); the ‘pathways’ of the individual mind are organised and navigated to achieve the primary objective of reducing uncertainty
Honey’s Technique	A process in <i>Repertory Grid Analysis</i> that aggregates the meanings shared by a group of people, while reflecting some of the individual provenance of their private meanings (Jankowicz, 2004)
Modulation	The process by which new <i>elements</i> permeate existing <i>constructs</i> to extend their <i>ranges of convenience</i> (Kelly, 1963)
PCP	Personal Construct Psychology, defined in Kelly’s (1963) ‘A Theory of Personality: The Psychology of Personal Constructs’
Personality	Individuality; the product of a person’s unique construction of events (Kelly, 1963: 55)
Phenomenal Flow	A term used to describe Kelly’s (1963: 7) conceptualisation of the ongoing stream of events that individual’s interpret to find meaning and <i>construe</i> their own personal realities
Range of Convenience	The extent to which a <i>construct</i> can be useful to the <i>construction system</i> (Kelly, 1963: 11)
Repertory Grid	A matrix of rated elements and constructs that collectively describe a person’s view of the world, or certain aspects of it (Jankowicz, 2003a; Fransella et al., 2004)
Relational Contract	A psychological contract characterised by an emphasis on mutual commitment and continuity (Rousseau, 1995: 102)
Self	A person’s reflexive perception of her/his own identity, based upon that person’s experience of phenomena (Zahavi, 2003)
Sensemaking	The construction of sensible, sensible events, giving structure to the unknown (Weick, 1995: 4)
Social Exchange Theory	Homan’s assertion that ‘...individuals often enter into social exchanges because they perceive that the other party in the relationship has something to contribute. Over time, if the relationship proves mutually satisfying, each party’s contributions increase gradually, both in breadth (the range of possible contributions made by the parties) and value (the importance of the contributions to each party). Both parties to the exchange strive for a ‘balance’ in contributions made, with balance being judged in terms of equity norms as well as parties’ past experiences in other social exchanges’ (Homans, 1961, cited in Tekleab and Chiaburu, 2011: 461)

Social Identity	The social features that show an individual's membership of a group or a category (Deschamps and Devos, 1998: 3)...codified as the part of the self which refers to cognitions ensuing from social ecological positions (Sarbin & Allen, 1968, cited in Deschamps and Devos, 1998); an individual's sense of belonging to a particular cohort
Sociality Corollary	'To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person' (Kelly, 1963: 95); the ability to understand how others see things
Subordinate Constructs	<i>Constructs</i> that are '...lower down in the overall <i>construct system</i> ' (Jankowicz, 2003a: 202)
Superordinate Constructs	An abstraction of multiple <i>constructs</i> that has higher status than each of its components in the <i>construct system</i> (Kelly, 1963: 125); a construct that subsumes one or more other constructs (Kelly, 1963: 58)
Transactional Contract	A psychological contract '...of limited duration with well-specified performance terms' (Rousseau, 1995: 98)
Triadic elicitation	A construct elicitation technique in which '...three elements are offered and a contrast sought between two and one' (Jankowicz, 2003a: 53)

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## **Chapter 1: Introduction and Overview of Chapters**

This chapter details the aims and objectives of the research, documents the rationale for undertaking the work, and establishes the case for exploring the interplay between personal constructs, national culture and work socialization as a sensemaking process that contributes to the development of the psychological contract.

### **1.1 Research Aims and Objectives**

#### **1.1.1 Intention**

The purpose of the research is to investigate how workers in a Czech financial services company construe their psychological contracts.

#### **1.1.2 Rationale**

The psychological contract can be described as the perception of reciprocal exchange obligations and expectations between employer and employee within the employment relationship.

Relatively little is known about antecedent factors in psychological contract development; the received wisdom is that it forms during work socialization in response to environmental cues, accompanied by calls for more research into predispositions and other antecedents that might be influential during creation (Rousseau, 2001b: 511).

Significantly, the psychological contract is tacit rather than explicit, and is therefore at risk from misunderstanding and associated performance issues. Greater understanding has the potential to improve job satisfaction, engender loyalty and improve productivity.

Deeper insight into the psychological contract has even greater significance in the context of the Czech Republic, where the relatively recent transition from communism to democracy brought with it different working practices and changes to employers' expectations (e.g. Soulsby and Clark, 1996; Pop-Eleches and Tucker, 2014). There is evidence in the literature to show that pre-revolution social disorders (Sztompka, 1996; Klicperová et al., 1997) may have permeated the core values of the present generation.

Differing expectations and values on the part of employers and employees increase the potential for problems in the working relationship enshrined in the psychological contract. From observation, these issues appear to be particularly acute within the workforce of the case organisation, where staff are pessimistically cynical and reluctant to engage with strategies designed to respond to increasing market challenges.

Greater understanding can help to identify ways to pre-empt such problems, leading to more valuable exchanges for both parties. The aim of the research is therefore to explore how workers in a Czech financial services company construe their psychological contracts. The work follows a constructivist approach and focuses on personal and social constructs, examining their influence on the sensemaking process that results in the psychological contract.

### **1.1.3 Case Organization**

GE Money Bank (GEMB), the subject organisation, was a subsidiary of GE capital, which is a subsidiary of General Electric Company at the time of writing.

GEMB entered the Czech Republic with a small acquisition in 1997, establishing itself under its current name in 2000. The following eight years were characterised by demand-driven growth as the environment transitioned from command to free-market economy. Easy growth became a default paradigm synonymous with capitalism, and the stories of corporate heroes that emerged during this period suggest they achieved their notoriety from their charisma, rather than their strategic acumen.

As Lohr notes, ‘Few companies outside the banking sector were hit as hard by the credit crisis as General Electric, which was wounded by struggles at its giant financial unit’ (Lohr, 2010).

The company responded by locking down its risk, compliance and regulatory processes, invoking tight central control. This situation persisted and progressively tightened as the downturn endured. Although ‘Strong economic fundamentals helped Czech financial institutions to withstand the effects of the global financial crisis relatively unscathed’ (International Monetary Fund, 2012: 1), the country still experienced a mild double-dip recession, with GDP falling in 2009 and 2012 (Central Intelligence Agency, 2014) and consumer confidence mirroring GDP performance (Trading Economics, 2015). Consumer credit-taking fell during 2011 and 2012, down from positive annual pre-crisis growth close to 20% (European Banking Authority, 2014).

Despite environmental challenges, pressure to maintain absolute profit levels persisted throughout the downturn. In consequence, the business progressively reduced cost to compensate for falling income and embarked on a series of lay-offs and cost-savings spanning a number of years. Table 1.1 shows key data for the period January 2010 to January 2015:

**Table 1.1: Key Business Data – GE Money Bank CZ (2010 – 2015)**

Year	Staff (FTE)	Change (%)	Branches (n)	Change (%)	Operating Expenditure (CZK m)	Change (%)
2010	3,530		240		5,492	
2011	3,518	-0.4	253	+5.4	5,806	-5.7
2012	3,298	-6.3	260	+2.8	5,847	+0.7
2013	3,077	-6.7	252	-3.1	5,556	-5.0
2014	2,995	-2.7	243	-3.6	5,373	-3.3
2015*	2,994	-	231	-4.9	5,046	-6.1

Source: GE Money Bank CZ; data at year-end; \* forecast at time of writing

Financial realignment was accompanied by numerous rallying calls from senior management, at annual staff and regular leadership meetings and in frequent corporate communications, for greater intensity and application. The response was muted and cynical. Only a small number of staff engaged positively, whilst the majority continued to follow pre-recession patterns of work.

These observations led to the broad hypothesis that GEMB’s workers and executives viewed the reciprocal employment exchange in very different ways; personal constructs of work, influenced by a culture rooted in central control, appeared to play a powerful antecedent role in defining the work dispositions of the staff concerned, standing in marked contrast to the Western corporate culture espoused by the organisation. Analysis of the psychological contracts of the staff concerned was proposed to test this hypothesis.

#### **1.1.4 Aim**

The aim of the research is to understand how workers in a Czech financial services company construe their psychological contracts, with a view to understanding their role in defining individuals’ dispositions to work, psychological contract development, and ultimately organizational engagement.

#### **1.1.5 Objectives**

Specific objectives are:

- To examine the personal constructs of staff and their influence on psychological contract creation and development
- To examine national and organizational cultural influences on psychological contract creation and development
- To examine staff sensemaking processes during psychological contract creation and development



## **1.2 Contribution**

At the local level, the research has the potential to improve the effectiveness and satisfaction of employees and employers by facilitating a more balanced exchange. Specifically, it will help both parties to:

- understand the factors limiting engagement and create a manifesto for improvement based on mutual reciprocity
- improve personnel selection processes by pre-empting and avoiding engagement problems, and by more accurately matching individuals with job requirements
- deliver more useful career guidance by highlighting potential problems and addressing difficulties related to mismatch

More generally, the work has the potential to increase understanding of Czech cultural attitudes to work, possibly leading to improved industrial relations, working practices and employee wellbeing.

The research can also contribute to the psychological contract literature by providing greater insight into the creation process. By taking a constructivist approach and exploring individual constructs and cultural influences as possible antecedents, it challenges the accepted view that contracts are cognitive structures that emerge during work socialization. Constructivism posits that individuals derive meaning from a synthesis of experience, *past and present*, giving the research license to explore a much broader raft of development influences than just the cues and signals received within the new work environment. It therefore has the potential to contribute to a more informed view of psychological contract development.

## **1.3 The Significance of the Psychological Contract to the Research**

Although the concept still lacks a universally-accepted definition, there seems to be general agreement that a psychological contract (1) is a cognitive construct, unique to each individual, which spans the entire set of employee beliefs regarding the ongoing exchange with her/his employer, (2) sits at some point along a continuum ranging from ‘transactional’ (short-term, monetizable) to ‘relational’ (open-ended, with considerable investment by both parties) (George, 2009) and (3) will evolve over time, moving from an ‘anticipatory’ phase to an established structure as employment commences (Eilam-Shamir and Yaakobi, 2014).

The contract is generally held to develop during the work socialization phase as a cognitive process in response to situational stimuli and cues from within the employing

organization (Rousseau, 1995), although ‘...the antecedents and building blocks of the psychological contract have received relatively little attention from organizational researchers’ (Rousseau, 2001b: 511).

The small number of studies that have touched upon antecedents show, for example, that content can be influenced by employees’ placing their own interests above those of the organisation (Robinson et al., 1994), that personality can predict contract type (Raja et al., 2004), and that ‘...some individuals are predisposed to contributing more to the relationship with their employer than others...’, but in general, the antecedent domain is still relatively underdeveloped and would benefit from further insight.

#### **1.4 The Significance of Personal Construct Psychology to the Research**

Kelly’s seminal theory (Kelly, 1963) is the keystone of Personal Construct Psychology (PCP), providing both an explanation of individuality, and an epistemology in its own right. It is recognised as a complete philosophy of knowledge (Warren, 1991; Raskin, 2008; Winter, 2013b) and has permeated organizational thinking in relation to, for example, organizational design (Avenier, 2010), team behaviour (De Vries et al., 2014), creativity (Alicea Rivera, 2014), and self-identity (Alvesson, 2010).

Kelly uses a ‘man as scientist’ metaphor (Kelly, 1963: 14) to show that the process of theory development in scientific research is synonymous with the individual construing, testing and adapting of the lay person that are central to constructivist psychology; both deliver ‘working theories’ with limited foci and ranges of convenience, that endure until better theories are developed.

PCP is significant in considering the psychological contract because the construct system it espouses is experientially defined, synthesising an individual’s interpretation of the entire flow of her/his experiences into a consolidated mental structure designed to reduce future uncertainty. From a PCP perspective, the construct system is an influential antecedent in psychological contract formation.

#### **1.5 The Significance of National and Organizational Culture to the Research**

Culture can be seen to provide behavioural direction in unfamiliar situations, in much the same way as individual constructs.

Initially, the new work entrant will have reference only to national culture, but as socialization progresses, organizational culture will become increasingly apparent and influential. The work therefore approaches culture – both national and organizational –

by means of a social constructivist analysis, viewing it as one of a number of influences that shape and define the employment exchange.

Kelly explains culture as a similarity in perceived expectations – what an individual anticipates others will do and what s/he expects the individual to do (Kelly, 1963: 93-94) – and shows that cultural controls form an integral part of the individual construct system (Kelly, 1963: 179-183). Burr et al (2014a: 55) develop this by referring to an implied moral obligation to ‘...see the world through others’ eyes, to appreciate their perspective on the world’.

A number of cultural models can be found in the literature e.g. GLOBE (Dorfman et al., 2012), Trompenaars (Trompenaars and Hampden-Turner, 2014), Hofstede (Hofstede et al., 2010). Of these, Hofstede’s model has arguably the strongest provenance, featuring extensively in the literature (e.g. Sondergaard, 1994; Taras et al., 2010; Voss, 2012), and comparing favourably with other models (e.g. Magnusson et al., 2008; Oh et al., 2010). It is useful when considering the psychological contract because it spans 76 countries and provides relative data that can be compared and used to identify cultural differences in work attitudes and values, giving insight into the interplay between national and organizational culture and its influence on psychological contract construing.

## **1.6 The Significance of Organizational Sensemaking to the Research**

Adapting to an unfamiliar work environment is a major challenge for the new entrant. The sensemaking that happens during this time is part of adaptation, and there is a supporting literature that describes the process in detail (e.g. Weick, 1995; 2001). Eden and Sims (1981) show how new starters resort to their existing constructs for orientation in this phase, and it seems plausible that they will construe the reciprocal exchange that characterises the psychological contract in the same way. If this is the case, then the history of the individual (manifest in her/his constructs) is as important to contract creation as the cues taken from the environment in which it crystallises.

## **1.7 Summary of Rationale**

The chain of reasoning that comprises the rationale for this work, detailed in the previous three sub-sections, is summarised below:

- The psychological contract field is developing, but the formation process and its antecedents are relatively unexplored
- Culture creates a social expectancy, impelling people to interpret events and act in particular ways, which can affect their work dispositions

- New entrants to work resort to their existing constructs and cultural references, in addition to environmental cues, to make sense of the unfamiliar work environment
- Construct systems provide frameworks that people use to navigate new situations, including starting work, in their attempts to reduce uncertainty

Taking a constructivist perspective, and exploring the antecedent role of personal constructs and cultural pressures in the sensemaking process that results in the psychological contract, therefore has the potential to increase insight into the creation process.

### **1.8 Research Questions**

The research has been designed to address the following questions:

Research Question 1. How do value- and culture-related constructs influence psychological contract construal by Czech workers in a Czech financial services company?

Research Question 2. How do psychological contract construal processes differ between:

- Czech staff with and without work experience in the command economy?
- Czech and non-Czech staff (the latter employed in Head Office roles in the US parent organization)?

### **1.9 Overview of Subsequent Chapters**

This section summarises the content of the chapters that follow:

Chapter 2 examines the literature concerning the psychological contract and analyses contemporary thinking concerning its development and crystallisation during work socialization. Particular attention is given to the relatively small amount of literature concerned with antecedents and the crystallisation process itself.

Chapter 3 examines the literature concerning the development of individual construct systems, considering formative experiences that shape individual predispositions and attitudes to work, and exploring ways in which they may contribute to the development and content of the psychological contract.

Chapter 4 examines the literature concerning culture and explores how this too can shape individual predispositions and attitudes to work. Czech culture is analysed in detail to identify some of the prevailing currents that direct Czech attitudes to work. Organizational culture is examined for the same purpose.

Chapter 5 examines the literature concerning the socialization of new employees. Particular attention is paid to the ways in which organizational culture, group dynamics and formative work experiences influence the sensemaking process, the emergence of organizational commitment and the development of the psychological contract.

Chapter 6 synthesises the findings from the previous four chapters from a constructivist perspective to explore the construing and sensemaking processes that culminate in the Czech psychological contract.

Chapter 7 details and qualifies the research design and methodology used during the study.

Chapter 8 documents the process and findings from a pilot study undertaken to test the viability of the chosen research methodology.

Chapter 9 records and analyses the findings from the empirical work.

Chapter 10 discusses the empirical findings in the context of the Literature Review.

Chapter 11 documents conclusions from the work, along with associated limitations and recommendations for further research.

## **Chapter 2: The Psychological Contract**

### **2.1 History and Conceptualisation**

This Chapter summarises the development of the psychological contract as a concept in Organizational Behaviour.

#### **2.1.1 Origins of the Psychological Contract**

The idea of a psychological exchange, in the sense of a reciprocal ‘bargain’, is first espoused in the literature by Menninger (1958 pp.30-31). A number of commentators (e.g. Guest, 1998a; Schalk and Roe, 2007; Coyle-Shapiro and Parzefall, 2008) attribute its workplace origins to Argyris (1960), who writes of an implicit understanding between workers and their supervisor. Levinson et al (1962) extend the concept by noting two properties from employee discussions ‘...(a) they are largely implicit and unspoken, and (b) they frequently antedate the relationship of person and company’. Martin (2008: 260) shows how the employer’s brand contributes to the psychological contract, ‘...creating expectations amongst employees of the deal on offer’.

Schein gives the concept greater prominence by highlighting the reciprocity implicit in construction (Schein, 1965), and its role as a powerful driver of workplace behaviour (Schein, 1979). This view is developed in Portwood and Miller’s model of the psychological contract (Portwood and Miller, 1976), which heralded the modern conceptualisation of the concept.

#### **2.1.2 Rousseau’s Reconceptualization**

Rousseau (1995) is widely credited with reinvigorating what became a declining field (e.g. Guest, 1998b); Conway and Briner describe her work as a ‘seminal reconceptualization’ (Conway and Briner, 2005 p.14). Significant contributions include:

- Differentiation between level (individual and collective), and perspective (within and outside of the organization) in relation to contract creation
- Positioning the organization as principal to the contract and providing a taxonomy of agents
- Acknowledging the influential role of structural signals in creation
- Emphasising the implied promises inherent in the construct, drawing attention to the role of individual cognition and framing in interpreting the cues and external information that tacitly contribute to its development
- Introducing the concepts of transactional (short term, performance-related) and

relational (longer term, high commitment) contracts, acknowledging a ‘balanced’ mid-point and a ‘transitional’ variant

- Explaining violation as an individual experience, arising from disruption, or as a result of breach ( p.112)

### **2.1.3 Contemporary Constructivist Concepts**

Whilst the overwhelming majority of literature focuses on the dynamics of the employer/employee dyad, a smaller body of work considers broader social influences on the psychological contract. This is significant, since groups collectively elaborate their ideas to create an infinite variety of socially constructed realities.

There is a growing body of evidence suggesting that culture can materially influence how psychological contracts are construed. For example, factors such as trust (Jackson, 2011), organizational commitment (Gelade et al., 2006), perception of obligations and breach, breach responses (Kickul et al., 2004), and job insecurity (König et al., 2011) are shown to differ according to the nationality of the contract holder.

Organizational structure and culture also have a bearing on the nature of the psychological contract, with construal influenced by such things as company size (Atkinson, 2005) and public v private sector cultures (Willem et al., 2010).

Within the organization, De Vos and Freese (2011) show how new entrants actively seek information from supervisors, co-workers, mentors and other new entrants to make sense of their reciprocal obligations and formulate aspects of their psychological contracts. Magang (2009) analyses the on-boarding phase from a sensemaking perspective, showing employer and employee tactics to make/impart meaning that lead to a variety of changes to the psychological contract during the first six months of work socialization.

The process of deriving meaning continues throughout the working relationship. For example, affective transfer, social influence and behavioural sensemaking are known to mediate organizational identification (Sluss et al., 2012); identification, in turn, impacts psychological contract performance (e.g. Hao et al., 2007). Supportive career management practices also contribute to positive contract operation (Sturges et al., 2005).

Contract breach is known to precipitate a social response. Bankins (2015) describes this as a trigger for sensemaking and shows how individuals mobilise social resources to seek support (contact, comfort, and instrumental support) from others as part of a wider adaptive process.

Perhaps the greatest need for meaning arises in response to material change. The narrative accounts of workers detailed in Sharpe’s (2003) longitudinal study of a substantial organizational change (acquisition) speak clearly of social sensemaking through extensive use of the third party (e.g. ‘people are unsure.....’ rather than ‘I am unsure.....’) and reference to rumours, management information sessions/lack of, changes in practices/behaviours, reassurances, and other devices of hermeneutic constructivism.

Chapter 3 of the thesis considers the psychological contract from the perspective of constructive alternativism, and Chapter Four from the perspective of social constructivism. The current literature surrounding the core elements of the psychological contract is considered in detail below. Chapter 5 then examines the sense-making processes surrounding contract creation and maturation.

## **2.2 Psychological Contract Definition**

This section considers the current literature surrounding specific themes in psychological contract theory, and contributes to a definition at the end of the chapter based upon the contract as an individual’s unique psychological construct. The domain is not without controversy. As Guest (1998a: 650) notes, “We run into problems as soon as we start to examine definitions of the psychological contract”. The main issue seems to be that there is no single universal definition (Cullinane and Dundon, 2006); a summary of the prevailing definitions is given in Appendix 1.

Definitional differences may be due in part to the fact that psychological contract theory is evolving and subsuming new insights and concepts. As Anderson and Schalk (1998) observe, it is not necessary to have just one definition of the psychological contract – many concepts in organizational behaviour actually benefit from diversity in opinion. The danger, however, is that the psychological contract then becomes ‘all things to all people’ (Roehling, 1996: 205).

Portwood and Miller (1976) demarcate content and process, which is helpful for the purpose of this study; Table 2.1 classifies the major definitional themes on this basis.

**Table 2.1: Content and Process Components of the Psychological Contract**

<b>Content</b>	<b>Process</b>
The parties to the contract	Reciprocity as a normative force
The beliefs contained within the contract	The role of trust in operation
The tacit nature of the contract	Fulfilment as a basis for continuation
The contract as an individual construal	The effect of breach on operation
	Contract variations by context



### **2.2.1 The Psychological Contract as an Individual's Construct**

There is disagreement amongst commentators concerning who is actually involved in psychological contracting. This sub-section considers the arguments for individual, bipartite and multipartite constructs, and proposes an approach for this study based on the psychological contract as an individual construct, existing in the mind of the employee. It then provides a foundation for analysing the literature surrounding other facets, which are considered in the sub-sections that follow. The employer's contract is viewed in much the same way – as a collection of (potentially differing) mental constructs held by its agents – but is not relevant to this work.

#### 2.2.1.1. Current Thinking Concerning the Parties to the Contract

Differences of opinion have emerged concerning the parties to the contract. The main debate has centred around Rousseau's (1989) initial concept, based on the metaphor of a legal promissory contract and focusing on the employee's beliefs within the exchange, and Guest's argument that psychological contracts are about expectations, promises and obligations, implying different levels of psychological engagement on the part of both employee and organization (Guest, 1998a).

One of Rousseau's earlier definitions defines the psychological contract as '*...individual beliefs* in a reciprocal obligation between the individual and the organization' (Rousseau, 1989: 121), which she maintains in later works (Rousseau and Mclean Parks, 1993: 19; Rousseau, 1998). At this point, she clearly feels that the psychological contract exists only in the mind of the employee.

The role of the organization in the transaction starts to feature more prominently in the literature in the 1990s. Anderson and Schalk (1998) recognise a bifurcation at this point, differentiating between definitions based on the dyadic exchange relationships espoused by Guest, and Rousseau's narrower definition based on individual employee beliefs. Coyle-Shapiro and Kessler (1998) attempt reconciliation by pointing to the role of managers as agents of the company, which they describe as an anthropomorphic entity in the eyes of employees, capable of contracting through its agents without holding a contract of its own (Coyle-Shapiro and Kessler, 2000; Coyle-Shapiro, 2002). Guest is more emphatic in his advocacy of the bilateral nature of the exchange, arguing that the psychological contract comprises 'The perceptions of both parties to the employment relationship, organization and individual, of the reciprocal promises and obligations implied in the relationship' (Guest and Conway, 2003: 144).

Around this time, Rousseau appears to accept that both the employee and the organization actively participate in the exchange, defining the psychological contract as ‘...the *beliefs each party has* regarding a reciprocal agreement between worker and the employer’ (Rousseau and Shperling, 2003 : 560). This is still, however, some distance from Guest’s (Guest and Conway, 2003) bipartite conceptualization, and the positions remain unreconciled.

#### 2.2.1.2. Constructivism as a Basis for Reconceptualization

Whilst the larger part of the extant literature subscribes in some way to one of Rousseau’s definitions for theory development, Cullinane and Dundon (2006) argue that the current conceptualization of the psychological contract is rooted in a particular managerialist definition of work, and would benefit from a more critical and discursive approach.

Personal construct psychology has the potential to reconcile Rousseau and Guest’s positions by recognising that the parties to the contract each construe their own meanings, but might achieve some congruence through shared experience (e.g. culture), and/or similar construal processes. Kelly (1963) describes these respectively as Commonality (: 90-94) and Sociality (: 95-103).

#### 2.2.1.3. Summary and Conclusions

Viewing the psychological contract simply as an exchange agreement between two parties belies its individuality; a deeper look at the psychological forces underlying its development is needed to show how it evolves and matures. From a constructivist perspective, this means defining the contract as *an individual employee’s construal, and not as a bipartite or multipartite agreement*, and then exploring changes to associated constructs, and to the system as a whole over time.

### **2.2.2 The Psychological Contract as an Individual’s Beliefs**

Some attempts to define the psychological contract have produced various classifications and taxonomies. This sub-section analyses the associated literature, and concludes that (1) each contract spans the entire set of an employee’s *beliefs* concerning reciprocal obligations, but (2) abstract classifications of content lose relevance at the individual level. It prepares the ground for the sub-section that follows, which considers the characteristics of the tacit componentry of the contract and its implications for theory.

#### 2.2.2.1 Beliefs and Promises as Psychological Contract Content

Most legal employment contracts are limited to ‘transactional’ components of the relationship; few, if any, make specific commitment to the employee’s personal agenda.

Unlike legal contracts, ‘There is agreement across definitions that an employee’s psychological contract includes his or her beliefs about the entire range of possible exchanges that could take place between themselves and their employer’ (Conway and Briner, 2005: 31). A large body of literature associates these beliefs with ‘implied promises’ (e.g. De Vos et al., 2005; Conway et al., 2011).

Rousseau elaborates the promissory nature of the construct (Rousseau and Mclean Parks, 1993), demarcating it from earlier views that focus on employee expectations propagated outside of the employment relationship (e.g. Schein, 1965). Conway and Briner differentiate between promises, expectations and obligations, arguing that, whilst a promise is an integral part of any psychological contract, an obligation or expectation only arises if there is a belief that an associated promise has been made (Conway and Briner, 2005). Many of the contemporary definitions shown in Appendix 1 include the word ‘belief’ (or ‘perception’ as a synonym).

The assumed relationship between beliefs and implied promises creates a challenge for psychological contract research; Bankins shows that implicit promising is only vaguely defined, leaving theory without empirical support (Conway and Briner, 2009 cited in Bankins, 2014: 545), and other researchers have questioned the role of promises in theorising the psychological contract (Roheling, 2008 cited in Bankins, 2014: 545). Furthermore, the ongoing debate between Rousseau and Guest documented earlier shows a switch in rhetoric from ‘promises’ to ‘obligations’.

Bankins’ cross-disciplinary analysis demonstrates how employees ‘...do consistently perceive and construe employer promises (such as implicit ones) where no promises in fact exist’ (Bankins, 2014: 555), positioning the psychological contract as a personal construct, the product of an individual employee’s perceptions of his or her employer’s promises, even though they may not actually have been made.

In general, the literature suggests that the psychological contract does indeed comprise the entire set of an individual’s beliefs about the exchange, but it is important to note that *those beliefs may not hold true beyond the personal construing of the employee.*

#### 2.2.2.2 Types of Psychological Contract

A number of commentators have demarcated ‘transactional’ and ‘relational’ contract components (e.g. Rousseau, 1995). Transactional elements include specific, short-term, monetizable obligations, whilst relational elements tend to be intangible, concerned with affect, enduring and based on trust (Montes and Irving, 2008).

George (2009: 15) defines transactional contracts as part of the ‘old deal’, observing that the associated, and primarily tangible, benefits relate to traditional workplace values such as status and pay. By contrast, she considers relational contracts part of the ‘new deal’, based more upon emotional benefits such as job security, workplace relations, development opportunities and interesting work.

The received wisdom is that psychological contracts comprise both transactional and relational components (Rousseau, 1990; Cavanaugh and Noe, 1999; Coyle-Shapiro and Kessler, 2000), implying that they collectively encompass all of the employee’s beliefs mentioned earlier.

Janssens et al (2003) use cluster analysis to identify six types of psychological contracts. Their model is essentially a re-conceptualization of current thinking, given their conclusions are grounded on findings from the extant literature. The resulting taxonomy differentiates between loyal, instrumental, weak, unattached, investing and strong psychological contracts, which they qualify as sub-categories of transactional, relational and balanced contracts. In concluding, the authors call for more research to explain the relationships between individual characteristics, HR practices and the dimensions identified, as their theory is unable to account for affect in certain contract types. This may highlight the limitations of a positivist approach towards a phenomenon that is essentially experiential.

#### 2.2.2.3 Taxonomies of Content

Some commentators have taken deconstruction a stage further and present taxonomies of content. Those appearing most frequently in the literature are listed in Appendix 2, which shows the sampling and research approaches taken - 2(i), employees’ perceptions of their employers’ obligations - 2(ii), and employees’ perceptions of their own obligations to their employers - 2(iii). The following conclusions can be drawn from this analysis:

a) Methodology: Appendix 2(i): This appendix catalogues the sequential development of thinking concerning psychological contract content, with earlier work (Rousseau, 1990) demarcating transactional and relational content, and subsequent studies focusing on either breach for content definition (e.g. Robinson et al., 1994; Robinson, 1996; Turnley and Feldman, 1999), and/or mediating and moderating influences within the fulfilment/breach dynamic (e.g. Turnley and Feldman, 1999; Tekleab et al., 2003). The works are largely positivist, delivering a loose patchwork of relationships bounded in each case by specific conditionality. Such approaches might be limiting given the unique

nature of each contract. Indeed, some of the findings point to the influence of personal constructs such as trust (Robinson, 1996) and equity (Kickul and Lester, 2001) as determinants of content, whilst others show how content is prioritised according to its significance to the employee (Herriot et al., 1997). The influence of personal relationships is also evident (Porter et al., 1998; Coyle-Shapiro and Kessler, 2002). It seems clear that survey-and-experimental methods-based empirical studies will only take the concept so far, and that a first-person, phenomenological approach might be helpful in extending theory beyond its current constraints.

b) Employees' perceptions of employers' obligations: Appendix 2(ii): The various taxonomies share relatively little commonality, which may be due in part to the ambiguity surrounding some of the terms use. For example, 'pay' is a component in 4/10 taxonomies, whilst 'competitive pay' appears 2/10 times. Given respondents are unlikely to be implying they would be happy with uncompetitive pay, it seems 'pay' is construed to include competitiveness and perhaps other factors. *Many of the terms used are likely to be perceived individually*, suggesting that researchers may in fact have been measuring different constructs, believing them to be the same.

It is also clear that some content is job-specific, such as overseas support for expatriate managers (Guzzo et al., 1994), and accommodation for UK soldiers (Thomas and Anderson, 1998). Similar biases are also visible between role types that attract particular predispositions to work; e.g. aspirational MBA careerists (Robinson, 1996) and typical UK workers' (Herriot et al., 1997), suggesting that the *psychological contract differs by both situation and individual values*.

The analysis shows that the *taxonomies change over time*. Rousseau's (1990) early conceptualization simply demarcates between transactional and relational content, whilst later works show a much broader range of influences such as trust (Robinson, 1996), reciprocity (Porter et al., 1998) and interpersonal relationships (Tekleab et al., 2003).

c) Appendix 2(iii) Employees' perceptions of their obligations to employers: Consistent with Rousseau and McLean Parks' (1993) view that the contract is largely an employee's individual construal, few commentators have attempted to define employees' perceptions of their obligations to their employers. This may be partly because mutuality is not actually necessary for the contract to function (Coyle-Shapiro and Kessler, 2002), and partly because reciprocity is a normative force in the relationship, continually rebalancing perceived mutual obligations. Both are considered in more detail later in the work.

d) Appendix 2(i-iii): Methodological Concerns: The studies featuring in Appendix 2 raise a number of methodological concerns:

- There seems to be a degree of sample bias; the samples largely comprise USA citizens (9/12), and MBA graduates (6/12). In addition, the samples are quite small. The implication is that the findings are unlikely to be generalizable
- The researchers have taken a primarily positivist approach (8/10) to explore situation-specific human phenomena; as noted earlier, there is a danger that this kind of treatment might miss some contract content and/or nuances by focusing on a particular context (e.g. breach, reciprocity) and/or by looking for quantification of what are really multi-faceted human behaviours
- A number of the researchers point to the limited reliability of the statistics used
- Significant moderators, particularly those that are psychological in origin and/or concern human issues, may have been omitted. As Rousseau and Tijoriwala (1998: 692) note, ‘The psychological contract entails a complex set of subjective features and interdependencies among reciprocal exchanges. Measurement problems come as no surprise’
- Some contract content may be so tacit that the individuals concerned are not actually aware it exists. In such circumstances, the methods used to extract content are unlikely to recognise it. Phenomenological techniques, such as Repertory Grid Analysis (Jankowicz, 2001) are needed to reveal these constructs
- Most of the studies use cross-sectional inquiry, which does not recognise contract change over time. It is plausible that they may be measuring contracts at different stages of maturity, and that the findings are not stable

#### 2.2.2.4 The Challenge of Measurement

The difficulty of creating a viable taxonomy of content is evident in attempts to develop a reliable measurement system. Freese and Schalk’s (2008) critical review notes three different approaches to measurement – (1) feature-oriented (attributes), (2) content-oriented (specific obligations), and (3) evaluation-oriented (outcomes) systems. They observe that ‘In many studies it remains unclear where items were derived from and why items were added or removed from existing questionnaires’ (Freese and Schalk, 2008: 273).

The challenge of finding useful commonality within a raft of individual constructs is daunting. If half of the world is employed, then there are around three billion different psychological contracts in play at any point in time, and any attempt to categorise and

classify them at anything other than a highly abstract level would be thwarted by a number of issues:

- The scale of endeavour needed to document all permutations of contributing factors and then empirically define the relationships between them
- The individual construals and construct systems of the people involved would provide an additional, and highly challenging, level of complexity

In view of this, the idea of disintegrating the psychological contract into levels and sub-levels of content may have utility in contributing to general theory, but appears to have limited potential for specific insight, given the granularity considerations mentioned above.

It seems from the literature that the greater the degree of granularity involved in the taxonomy or measurement system, the further the concept moves from the generalizable to the specific; it therefore seems more appropriate to consider the sense-making and construals of employees for greater insight. Conway and Briner's (2002) work, featuring a 'daily diary' in which participants record their own perceptions of breach, hints at the potential for research at this level.

#### 2.2.2.5 Beyond Abstraction: Construal and Individuality

At the individual level, (1) the way each component is construed, (2) the degree to which it is considered relevant to that person, and (3) the dynamics of the interplay between (1) and (2) create a unique psychological contract. There is a body of literature suggesting these are important considerations. Amongst other things, employment terms - permanent v temporary, voluntary, etc (e.g. Nichols, 2013), employer type (e.g. Koh et al., 2004; Atkinson, 2008; Ellershaw et al., 2014; O'leary-Kelly et al., 2014), personal dispositions and values (e.g. De Hauw and De Vos, 2010; Cohen, 2012), employee age (Bal et al., 2010b), economic conditions (De Hauw and De Vos, 2010; Metz et al., 2012) and national culture (Rousseau and Schalk, 2000; Gelade et al., 2006; Jackson, 2011) have all been found to materially influence the contract, and the complex relationships that are known to underpin perceptions of breach and fulfilment (Lambert et al., 2003).

#### 2.2.2.6. Summary and Conclusions

The literature points to a psychological contract definition that (1) *spans all of the beliefs of the individual* (2) *concerning the obligations of both parties*, (3) *held consciously and otherwise*, but also to it (4) *being continually reshaped by experience and circumstance* to provide (5) *a representation of those beliefs at a particular point in time*. The important

point here is that contract development is ongoing, experiential and intra-personal. It is therefore necessary to understand the process as well the outcome to appreciate the meaning a person derives from her/his psychological contract. From a constructivist perspective, this means examining construing and constructs that change over time.

### **2.2.3 The Psychological Contract as a Tacit Construct**

This sub-section shows that most of the content of the psychological contract resides in the mental constructs of the individual employee, unknown to the employer, and sometimes to the employee her/himself. It considers the implications of the unspoken nature of the phenomenon, specifically the potential for relationship problems arising from the absence of explicit agreement. This is an important precursor to the sub-sections that follow, because it establishes a dependency on individual perception (2.3.1) and signals a sensitivity to reciprocity (2.3.2) in relation to contract performance.

#### 2.2.3.1 Tacit Knowledge

Polanyi (1958, cited in Grant, 2007) argues that a large part of human knowledge is tacit, and there is mounting evidence to show that it contributes significantly to organizational form and performance as ‘know-how’ (Smith, 2001; Nonaka and Von Krogh, 2009). Whilst explicit knowledge is known, codifiable and relatively easily transferable, tacit knowledge is intuitive and unarticulated, acquired through experience and peculiar to the individual (Lam, 2000).

Tacitness per se is not a problem. Constructivist psychology subscribes to the view that individuals construe events to create construct systems that constitute their own perceived realities (Kelly, 1963), and most other psychological theories accept the concept of individual perception as a consequence of personal cognition or in the form of unconscious mental processes. More generally, the use of judgement and intuition, both systems for managing tacit information, are familiar, everyday processes for most people.

#### 2.2.3.2. The Tacit Content of the Psychological Contract

A number of commentators have drawn attention to the tacit componentry of the psychological contract (Levinson et al., 1962; Schein, 1965; Anderson and Schalk, 1998).

Tacit content only becomes a problem in psychological contracting if the perceptions of employee and employer misalign to the extent that problems arise. This is perhaps what leads Carroll to use the metaphor of the iceberg to describe the contract, noting that the unseen, un-negotiated component is below the waterline and ‘...Like most icebergs, the part below water is much larger than the part above water, and much more lethal’ (Carroll,



2005: 23); the implication is that confusion and associated problems are more likely because many of the terms of the exchange remain tacit.

In qualifying her assertion that ‘A psychological contract is potentially idiosyncratic and unique to each person who agrees to it’ (Rousseau, 1995: 10), Rousseau draws attention to three different contract types that are shaped by unspoken understandings; *normative contracts* arise when employees share common beliefs, often based on social pressures that develop as specific cultures form and mature (e.g. an implied obligation to work weekends during busy times); *implied contracts* are the constructs of external parties (often with a moral basis) who do not participate in the exchange, but may be involved with it in some way (e.g. a judicial ruling on the behaviour of a firm, using other firms’ behaviours as a benchmark for an equitable decision); *social contracts* are shaped by societal beliefs concerning appropriate behaviour (e.g. treatment of the elderly). The significant issue here is that, in most cases, the requirements of the exchange are largely tacit, conferring a burden of interpretation on the individual that may differ to those of the other party to the exchange. Rousseau makes two important points in her analysis; firstly, that *people typically interpret the terms of their psychological contracts differently*, and secondly that *the perception of agreement and mutuality, rather than actual agreement, is all that is needed* for the contract to function.

#### 2.2.3.3. Summary and Conclusions

The literature shows that a large proportion of content remains unspoken, existing only in the mind of the individual. Perhaps the most significant characteristic of the tacit content of the psychological contract is not that it is unshared, but that it can ‘indwell’ (Polanyi, 1966 cited in Nonaka and Von Krogh, 2009: 637) at such a deep level that it is *not actually known to the individual him/herself*.

For the purpose of this work, the psychological contract is held to be *tacit to the extent that the individual might not consciously appreciate its content and terms*. It is *not a conscious construct*. In addition, *the perception of agreement is all that is needed for the contract to become effective*. It is *not an agreement between employee and employer*.

Clearly, this unspoken content must be surfaced if an individual’s contract is to be fully understood. The nature of the challenge points to a phenomenological approach and to specific techniques, such as the repertory grid, designed to make the tacit explicit (Jankowicz, 2001).

## 2.3 Psychological Contract Functioning

### 2.3.1 The Significance of Individual Perception

This section considers the process of individual construing that creates, in each case, a unique psychological contract. Often, this is referred to in the literature as ‘subjectivity’ within the contract, although the term is avoided here in view of its pejorative connotations. Whilst construing and the individual perceptions it delivers both have implications for the psychological contract, the relationship is not automatically impaired by the absence of mutual understanding. It does, however, make ongoing performance sensitive to reciprocation, which is considered in detail in the following sub-section.

#### 2.3.1.1 Mutual Understanding Between Parties is Not Essential

As explained earlier, the fact that many of the individual’s beliefs about the employment exchange remain unspoken leaves a large part of the psychological contract subject to the ongoing construals of the employee, who constantly seeks to develop a coherent and useful schema. This brings personal interpretation to a largely unspoken agreement, directly influencing mutuality – the degree to which both parties share a common view of their respective obligations and expectations (Rousseau, 1995; Ye et al., 2012b).

Although it has been shown that ‘...where mutuality exists...it has substantial benefits for both workers and organizations’ (Dabos and Rousseau, 2004: 67), it is not necessary for employer and employee to share entirely the same perceptions of the psychological contract for it to function effectively. This is consistent with constructivist psychology’s concept of ‘Sociality’ (Kelly, 1963: 95-103), which holds that understanding each other’s perceptions (rather than sharing the same perception) is needed to establish congruent meaning.

Rousseau (1989) argues that the *unilateral belief* that reciprocity is due actually constitutes the contract, meaning that a shared understanding of perceived obligations is not necessary. The important point here is that the individual’s perception of mutuality, not mutuality itself, is all that is needed to bring the contract into being. In fact, ‘...research shows that incongruence between employees and their employers concerning career responsibility and job security terms remains prevalent’ (Ye et al., 2012a: 294). The potential for misalignment is clear.

Far from being precise and unambiguous, the cues and signals that become proxies for explicit agreement tend to be vague and subtle, with the potential to mislead. Accurate interpretation can be further compromised as individuals are likely to resort to past

experience (Morrison and Robinson, 1997) and cultural predispositions (Thomas et al., 2003) to bring some focus to a blurred and unfamiliar environment. This can lead to misunderstanding, resulting in breach and violation, which are considered subsequently.

#### 2.3.1.2 The Role of Individual Perception in Contract Definition

Shore and Tetrick (1994: 92) attribute a degree of contract individualization to each employee's cognitive and perceptual limits, and also to the multiple sources of information that influence creation and development. They observe that, although an individual might perceive a contract, '...it does not necessarily mean that the supervisor or other organizational members agree with or have the same understanding of the contract'.

A number of other commentators have explored the psychological contract as a product of individual perception. Their works show that issues such as semantics, cognitive limits and individual frames of reference can lead to idiosyncratic interpretation, differing between parties (Rousseau, 1989), and that outcomes have to be judged against perceptions of value to the individual, rather than objective measures (Herriot, 1992 cited in Martin et al., 1998: 22).

According to Rousseau and McLean Parks (1993: 19), individual construing is used to fill the gaps in unspoken arrangements, where peoples' own constructs of social norms, and notions of trust, fairness and good faith, substitute for explicit agreement; they conclude that psychological contracts (1) exist at the individual level where the beholder is party to the contract, and (2) are characterised by '... perceptions, interpretation and sense making, and, in their violation, by strong emotions'. De Vos et al (2005) define the psychological contract as a mental model and extend the concept of the contract as an individual construct. They argue that it arises from the perception of promises made during employment, but explain that such promises are individual interpretations without objective meaning, and that they may differ from those that the employer believes were made.

#### 2.3.1.3 Individual Differences Deliver Individual Constructs

Some researchers have attempted to explore the extent to which personality contributes to interpretation of the psychological contract. A modest literature, based largely upon the Five-Factor Model (FFM) of personality developed by Costa & McCrae (McCrae et al., 2005), links perception of psychological contract form with the higher-order traits of agreeableness (Liao-Troth, 2005) and neuroticism (Raja et al., 2004), and shows an

association between various traits and the value placed on different psychological contract terms (Ho et al., 2004). Tallman and Bruning (2008) provide a range of statistical relationships between psychological contract attitude dimensions and all of the FFM traits. Somewhat ironically, the findings from FFM-based studies featuring the psychological contract point to construal processes that differ by individuality, but provide little more than broad heuristics at the individual level.

Meckler et al (2003: 219) take a more needs-based approach to contract individuality, subscribing to the idea that the psychological contract originates from needs that are ‘...powerful, largely unconscious, and are at least partly the result of idiosyncrasies on the individual level’.

#### 2.3.1.4 Summary and Conclusions

The literature suggests that the psychological contract is *a personal construction based upon an employee’s perception of mutuality*, but is *not a mutual understanding between two parties*. Furthermore, *the continuity of the contract can benefit from actual mutuality, but it is not essential*.

Analysing the individual’s construing can show how these perceptions arise and, more specifically, how they can result in construct sociality (where both parties understand their respective counterparty’s perception), commonality (where both parties share the same meaning) and individuality. The research (Section 7) is designed to establish the extent to which individual perception influences the psychological contract.

### **2.3.2 The Significance of Reciprocity**

This sub-section shows how the psychological contract is perpetuated by frequent cycles of fulfilment, where both parties consistently meet their counterparty’s expectations. The process begins with the employer and is sustained by the norm of reciprocity, although the parties may have different perceptions of what is actually being exchanged. Whilst this continues, the relationship thrives, but a failure to reciprocate can breach the contract and change the dynamic. The ‘leap of faith’ on the employee’s part that is needed to begin each cycle requires a degree of trust and creates a sensitivity to breach. These are considered in the sub-sections that follow.

#### 2.3.2.1 The Concept of Reciprocity

Reciprocity, defined as ‘...a behavioural response to perceived kindness and unkindness...’ (Falk and Fischbacher, 2006), has a critical role in the operation of the psychological contract. In a healthy relationship, it starts and then sustains a dynamic

that perpetuates mutual success (Coyle-Shapiro and Kessler, 2002); perceived lack of reciprocity introduces the potential for breakdown (Robinson and Morrison, 2000). In a sense, reciprocity is fuel for the psychological contract engine.

#### 2.3.2.2 Reciprocity and the Psychological Contract

Coyle-Shapiro and Kessler (2002) conclude that:

- In response to fulfilment, employees cognitively increase their obligations to employers, and then strive to fulfil them. The assessment is based on past events, and also on the expectation that the employer will continue to meet perceived obligations in the future. This trust on the employee's part begins a cycle of ongoing reciprocation that either perpetuates the relationship, or damages it if the trust is broken. Its mechanics are consistent with Social Exchange Theory, which is considered in the next sub-section
- The norm of reciprocity is bi-directional, so that both employee and employer feel obliged to respond to fulfilment by the other
- Managers perceive the reciprocal nature of the relationship more strongly than employees, and place high importance on cycles of fulfilment and reciprocation. This may be *due to different interpretations of the exchange*. The implication is that both parties need to reciprocate to sustain the relationship, but exactly what is expected and traded may be viewed very differently

#### 2.3.2.3 Fulfilment as an Act of Reciprocity

The literature shows that a psychological contract is fulfilled when an employee perceives an obligation to her/his employer in return for inducements received (Coyle-Shapiro, 2002), and that positive affect results from a favourable appraisal of organizational support (Guerrero and Herrbach, 2008). Reciprocity is therefore a normative force in the context of the psychological contract (McDonald and Makin, 2000), obliging the employee to act to restore relationship balance. This process continues throughout a healthy relationship (Rousseau, 1995).

A number of researchers have identified relationships between psychological contract fulfilment and specific outcomes. Turnley et al (2003) show how fulfilment increases job performance and organizational citizenship. Sturges et al's (2005) analysis of psychological contracts in a UK dotcom business establishes links between organizational career management help, affective commitment and job performance, with psychological contract fulfilment playing a mediating role. Their sample was, however, demographically biased and the research was undertaken during a downturn.

Although still a single source sample, Conway and Coyle-Shapiro's longitudinal study of the psychological contracts of UK bank sales staff explores the phenomenon over a 2-year period (Conway and Coyle-Shapiro, 2006). Their work shows a positive relationship between psychological contract fulfilment and job performance. These findings are echoed in a study by Parzefall and Hakanen (2010), which shows that fulfilment increases motivation (affective commitment, leading to reduced turnover intentions) and results in a healthier employee disposition (stronger engagement, leading to better mental health). This is consistent with the engagement literature. Bakker et al. (2011) use Russell's (2003) circumplex model to present engagement and burnout as two sides of the same coin, determined by the interplay between pleasure and activation. Their argument that '...employers should work to create an organizational context where employees feel enthusiastic, energized and motivated because their jobs are both "active" and "pleasurable..."' (Bakker et al., 2011: 76-77) could be developed to include '...by ensuring their psychological contracts are fulfilled'.

Other researchers show positive relationships between psychological contract fulfilment, employee affect, performance, and organizational commitment (e.g. Coyle-Shapiro and Kessler, 1998; Guerrero and Herrbach, 2008; Chambel and Castanheira, 2012; Conway and Coyle-Shapiro, 2012; Van Der Vaart et al., 2013) spanning different types of employment contracts (e.g. McDermott et al., 2013) and countries (e.g. Raeder et al., 2009; Agarwal, 2011; Gupta et al., 2012).

#### 2.3.2.4 Moderators and Other Influences in the Reciprocal Exchange

In exploring the psychological contracts of UK public service workers, Coyle-Shapiro & Kessler (1998) observe that perceptions of either/both (internal) distributive justice and (external) equity in comparative pay scales affect employee assessment of fulfilment in relation to transactional components.

Lambert et al (2003) explore such influences in greater detail, finding complex relationships underlying perceptions of breach and fulfilment. Their longitudinal study of university workers shows that (1) satisfaction increases in proportion to the perceived level of employer fulfilment, and that (2) excessive inducements that impede employees' need fulfilment (e.g. too much training) can reduce satisfaction. The work points to a sophisticated dynamic between promise and delivery, and a relationship with outcomes that are neither binary nor linear.

Other researchers have explored different factors, linking fulfilment with, for example, employment tenure (Bal et al., 2013a), employee age (Bal et al., 2013b), vocation (Shen, 2010), and personal ideology (Vantilborgh et al., 2014).

#### 2.3.2.5 Summary and Conclusions

The literature suggests that, because (1) the psychological contract is largely unspoken and resides in the mind of the individual employee, and (2) both employer and employee construe their respective obligations differently, any reciprocity must either be limited to transactional components, or trusted to cues, signals, or even chance, at a deeper level.

The literature implies that *the psychological contract is perpetuated by bi-directional reciprocity in response to fulfilment, started by the employer. It does not mean that both parties perceive and/or value the obligations involved, or their fulfilment, in the same way.* This conclusion is consistent with the earlier finding that the contract is in constant motion, agitated by the ongoing flow of events. In this context, continuing interaction with the employer would seem to propagate ongoing reconstrual. Significantly then, it is necessary to follow the processes and outcomes of construing and reconstruing to be able to explain an individual's construal of her/his psychological contract at any point in time.

### **2.3.3 The Significance of Trust**

The previous sub-section shows that the reciprocation of fulfilment requires an act of trust on the employee's part, made in the belief that the employer will continue to meet the employee's perceived obligations in the future. Repeated cycles of fulfilment-trust-reciprocity sustain the relationship as a balanced, productive exchange, leading some commentators to draw on Social Exchange Theory for concept development. This sub-section considers the psychological contract as a social exchange, focusing on the need for trust, the role of employer power, and the employee sensitivity that arises from both, given the tacit nature of the contract.

#### 2.3.3.1 The Psychological Contract as a Social Exchange

The lack of clarity resulting from a synthesis of belief, tacitness, personal construing and reciprocal expectation creates a vacuum in understanding and increases the need for employee sensemaking. This heightens sensitivity to the social exchanges with the employer, leading some commentators (e.g. Coyle-Shapiro and Conway, 2005; Dulac et al., 2008; Bal et al., 2010a; Chiang et al., 2013; Colquitt et al., 2014) to draw parallels with Social Exchange Theory (Homans, 1958). As Stafford (2008) notes, social exchanges involve a connection with one or more others, involve trust rather than legal

obligations, are flexible, and rarely involve explicit bargaining. Accepting the psychological contract into the domain of Social Exchange Theory gives issues of trust and power greater prominence. Each is considered in more detail below.

#### 2.3.3.2 The Role of Trust in Sustaining the Contract

The absence of express agreement means that trust is required to establish the contract as an effective basis for social exchange (Atkinson, 2007; Agarwal, 2014a; Colquitt et al., 2014). In general, the parties must trust that their counterparties will honour their commitments, some of which are based on individual perceptions and cultural expectations. It seems reasonable to argue that the onus for such trust falls mainly on the employee, since the reward power within the relationship lies primarily with the employer, who reciprocally shoulders a greater burden of 'behavioural integrity' (Kannan-Narasimhan and Lawrence, 2012).

The commentators who define the psychological contract as a trust-based social exchange, also caution that it is individually perceived, shaped and moderated by personal constructs of equity (Coyle-Shapiro and Neuman, 2004; Chen and Indartono, 2011; Chiang et al., 2013) and justice (Agarwal, 2014b). In the Social Exchange context, trust must feature for the relationship to be complete and effective, but trust is easily damaged (Kim et al., 2009), particularly when it is founded on unspoken agreements; violation of trust can result in breach (Rousseau, 1989; Robinson, 1996) and reduced commitment to the organisation (Timming, 2012; Xiao-Ping Liu and Wang, 2013).

The literature suggests that contract functioning is a succession of 'leaps of faith' on the employee's part, made each time s/he perceives that the employer has met its obligations. In undertaking the desired behaviour, the employee trusts the employer will reciprocate by acting in her/his interests, thus bringing balance to the exchange (Mcinnis et al., 2009); further reciprocation by the employer then increases the employee's organizational commitment (Agarwal, 2014b).

#### 2.3.3.3 Power Distribution Within the Exchange

Someone who controls scarce resources has esteem resulting from her/his ability to provide more valuable rewards (Homans, 1958; Emerson, 1976), which can then be used to enhance social standing (Bourdieu, 1985) and influence the behaviour of less powerful parties (Cook and Gerbasi, 2006).

The work environment is characterised by formal control structures that distribute power according to status. These favour the employer because the conferral of power tends to



increase with rank. A person's formal power increases in proportion to the extent s/he represent the employer.

French and Raven (1959) differentiate the legitimate, referent, coercive and reward powers, that tend to come with status, from expert power that is attributed to someone with special skills or knowledge. Employee power therefore resides in the employee's ability to realise the employer's ambitions, and balance is achieved when psychological contracting becomes a reciprocal, mutually beneficial deployment of knowledge capital by both parties (Inkson and King, 2011).

In practice, it seems reasonable to suggest that true interdependence will seldom, if ever, be achieved. Access to formal power will usually give the employer the upper hand, ultimately manifest in options to either open doors for the employee, or terminate employment. In most cases the distribution of power will probably favour the employer.

#### 2.3.3.4 Summary and Conclusions

The importance of reciprocity, trust and power in psychological contract functioning appear to support the view that it is a social exchange, with both parties trading their capital to benefit their counterparty. The exchange is sustained by successive acts of trust on the employee's part, made in the belief that the employer will reciprocate appropriately. The asymmetric distribution of power within the relationship is likely to increase employee sensitivity to breach. As such, the psychological contract is *an ongoing social exchange, sustained by continuous acts of faith on the employee's part and normatized through acts of reciprocation, within the context of a power distribution that favours the employer. It is not a meeting of equals.*

Construal of the contract is likely to be influenced by the employee's own constructs of equity and 'fair play', giving it a very personal skew. Understanding these (and other) subordinate constructs is important to understanding how the individual's construes the psychological contract itself. The research (Section 7) is designed to establish the extent to which perceptions of reciprocity influence the psychological contract.

#### **2.3.4 Sensitivity to Breach**

The need for trust on the employee's part brings with it a sensitivity to betrayal of that trust, referred to as breach (and sometimes wrongly as violation, which is an emotional response to breach) in the psychological contract literature.

This sub-section considers the causes and effects of breach, showing it to be a frequent occurrence, with outcomes heavily dependent on individual interpretation. In extreme

cases, it can lead to desertion of the contract and the relationship, but more often the results are reduced employee trust and organizational commitment.

The conclusion is that breach responses are as individual as the psychological contract, which changes in response. This sets the scene for the sub-section that follows, which shows how the contract flexes and adapts in order to endure.

#### 2.3.4.1 Definition of Breach

In the context of the psychological contract, breach occurs ‘when one party in a relationship perceives another to have failed to fulfil promised obligations’ (Robinson and Rousseau, 1994: 247). Breach is established through a cognitive assessment of perceived promise(s) and actual delivery; violation is an extreme emotional response that sometimes accompanies breach (Rousseau, 1989).

#### 2.3.4.2 Causes of Breach

Morrison and Robinson (1997) recognise two causes of breach. *Reneging* occurs when an employer recognises an obligation, but knowingly chooses not to honour it. *Incongruence* occurs when the parties differ in their interpretations of the promises and obligations that bind them. Their model sees the employee scanning the relationship (vigilance) for any salient incongruity that can be interpreted as an unmet promise. The impact of the discrepancy is then weighed against the degree to which the employee has fulfilled her/his side of the bargain. An imbalance that benefits the employer is deemed a breach. Their view, that the parties’ mental representations of their respective relationships may differ, sits at the heart of their conceptualization of incongruence. This is supported by the following arguments:

- Schemata develop from experience; people are unlikely to share the same life paths
- Cultural beliefs and pressures - schemata in their own right - differ between individuals
- Organizational socialization, or lack of, can deliver differing representations of relationship obligations
- Divergent perceptions can result from complexity and ambiguity in working environments and relationships

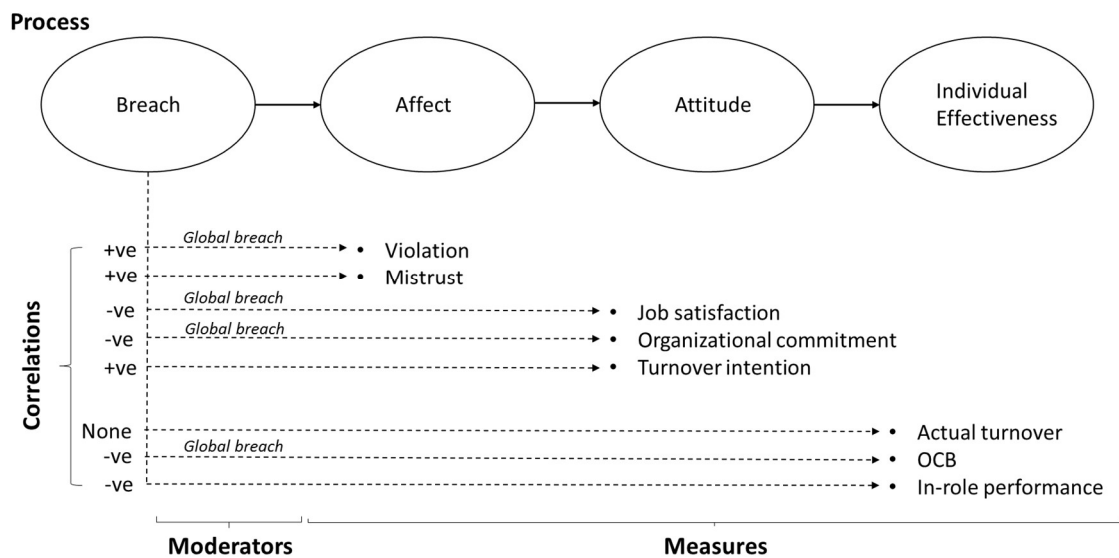
The work is significant in two respects; firstly, it shows that *breach is a result of employer behaviour*, and secondly, that *not all breaches are advertent*, opening the door to mitigation. Other causes of breach are explored in relation to outcomes below.

#### 2.3.4.3 Outcomes of Breach

Hao et al’s (2007) meta-analysis of breach is significant because it uses structural

equation modelling to attribute cause and effect, providing a validated model of breach and consequences; the authors note that ‘...breach has a significant impact on almost all work-related outcomes’ (Hao et al., 2007: 667). The model developed from their work and shown in Figure 2.1, posits a three-stage development of post-breach outcomes.

**Figure 2.1: Model of Psychological Contract Breach Outcomes**



Source: Hao et al (2007)

Appendix 3 documents some of the more significant work surrounding Hao et al’s (2007) meta-analysis. In common with the development of content literature mentioned earlier, this analysis points to an evolving concept that is far from complete. Significant recent developments concern:

a) Mistrust and Organizational Commitment: 5 of the studies in Appendix 3 that follow Hao et al’s (2007) meta-analysis validate mistrust as an outcome of unmitigated breach, and 10 validate employee disengagement in the form of reduced organizational commitment. In conjunction with violation responses (Morrison and Robinson, 1997; Thompson and Bunderson, 2003; Hao et al., 2007), the mistrust outcome highlights the affective nature of contract breach. In conjunction with reduced organizational commitment, it reinforces the earlier proposition that the psychological contract is essentially a social exchange.

b) Mediation: The mediators identified explain breach outcomes as a consequence of dynamic properties of individuals, such as emotions, beliefs, behaviours (Baron and Kenny, 1986). Positioning breach response as a product of individual interpretation moves it away from a standard predictable process, and into the domain of individual

constructivism. This can be seen in the nature of the mediators identified; trust (Restuborg et al., 2008; Agarwal, 2014a; Clinton and Guest, 2014), unmet expectations (Robinson, 1996), cynicism (Johnson and O'leary-Kelly, 2003), relational (emotional) content (Grimmer and Oddy, 2007; Raja et al., 2011; Braekkan, 2012; Chiang et al., 2012), fairness (Clinton and Guest, 2014), violation (Cassar and Briner, 2011), and job satisfaction (Bal et al., 2013d) are all individual constructs that are unique to each person. In this sense, *perception of breach is as individual as the psychological contract itself*.

c) Moderation: The moderators shown regulate the strength of outcome response in the event of breach (Baron and Kenny, 1986). In combination with mediators, the two point to an interpretation of breach defined by both individuality and context, making each instance unique. Again, many of the moderators identified in Appendix 3 seem to be perceptual, e.g. job involvement, job satisfaction, hope (Bao et al., 2011), justice (Sayers et al., 2011) and equity (Chen and Indartono, 2011), whilst others clearly have individual origins e.g. personality (Raja et al., 2011) and locus of control (Bao et al., 2011). It is therefore reasonable to conclude that *both perception of breach and response to it are as individual as the psychological contract itself*.

d) Turnover Intention and Actual Turnover: Clinton and Guest (2014) show a positive link between breach and voluntary turnover, in this case mediated by trust and exchange fairness. They argue that psychological contract breach can shock reluctant stayers into leaving, and even motivate embedded employees to become enthusiastic leavers. This validates the addition of a 'desertion' component to Guest's (2004) model in Figure 2.2, and confirms that *unmitigated breach can precipitate complete breakdown and abandonment of the working relationship*.

#### 2.3.4.4 Frequency of Breach

Conway and Briner (2002) show that breach is a relatively frequent occurrence – their analysis of 'daily diary' reports from a mixed sample of UK bank staff and MSc Organizational Behaviour students shows an average perception of 1.17 broken promises per person per week – and relates to virtually any aspect of work '...from the major [such as being under covert surveillance] to what might be thought of as relatively trivial events [such as receiving another employee's mail]' (: 295). Their findings show that staff view promises as important to the relationship and associate broken promises with a high likelihood of depression, betrayal and hurt.

Clearly working relationships do not break down every time the psychological contract is breached, otherwise the average tenure would be less than one week. In practice, the moderators in Appendix 3 play a part in mitigating the effect, and the responses defined in the same analysis play a normative role in rebalancing the relationship. This process, which enables most relationships to endure persistent breach, is considered in detail in the next sub-section.

#### 2.3.4.5 Breach as Personal Construal

Findings from a number of studies shown in Table 2.2 highlight phenomena that give further insight into the interpretation of breach as a complex and personal dynamic.

**Table 2.2: Psychological Contract Breach Interpretation**

<b>Characteristic</b>	<b>Qualification</b>
Complex	Influenced by a multitude of variables - Morrison and Robinson's model identifies over 20 '...putative moderators' (Conway and Briner, 2002: 298)
Culturally-perceived	Perceived differently in different cultures (e.g. Thomas et al., 2003; Gelade et al., 2006), suggesting that wider social context and pressures, themselves acts of construal, have a bearing on interpretation
Experiential	Individual experiential factors such as employee trust/distrust (e.g. Atkinson, 2007; Montes and Irving, 2008), previous work experience (Goodrick and Meindl, 1995 cited in Cross et al., 2008) and career maturity (Bal et al., 2010b), are known to affect perception and the intensity of outcomes, both individually and collectively (Jackson, 2011)
Varying with demography	Demographic variables such as employee age (Bal et al., 2013b; Bal et al., 2013d), industry/sector (Bal et al., 2010a), education level (Agarwal and Bhargava, 2013), and gender (Hamel, 2009) are known to influence interpretation
Influenced by other personal constructs	Personal concepts of equity and justice are shown to influence perception (Agarwal, 2014b);
Grounded on perceived reality, not necessarily actual reality	'...causal explanations come from the mere perception of a discrepancy, irrespective of the form the breach experience takes...' (Cassar et al., 2013)
Interpreted differently by different individuals	Aggregate measures of personality have been found to moderate violation-outcome relationships (Raja et al., 2011)
Eliciting different responses	Cassar et al (2013) show that individuals explain breach differently, and find no association between explanation and response, suggesting the process is unique to the person

Collectively, the factors described above show that the construal of breach is a highly individual process. For a contract to succeed, both parties must behave in ways that (1) meet unspoken promises, separately construed, and (2) not behave in any way likely to be construed by the other party as a breach, or (3) more likely, find individual strategies for mitigating breach and restoring balance to the agreement.

#### 2.3.4.6 Summary and Conclusions

The literature presents breach as a failure by the employer to meet perceived obligations. Occurrences are frequent, identified by constant employee scanning. Many factors can moderate the damage, but often breach precipitates reciprocal responses designed to restore relationship balance. Most commonly, breach damages employee trust and reduces organizational commitment, but in extremis causes employees to abandon the relationship. Interpretation of breach and response to it are highly individual processes that draw heavily on existing constructs for direction in an individual sensemaking process that intertwines emotions and actions (Parzefall and Coyle-Shapiro, 2011).

For the purpose of definition, breach is *frequent, and in each case, the perception of breach and response to it are as individual as the psychological contract itself*. It is *not necessarily an antecedent of total collapse, although it can be*. Again, exploration of subordinate constructs, in this case those that help the individual make sense of breach, can give insight into the processes that drive psychological contract construing. The research (Section 7) is designed to establish the extent to which perceptions of breach influence the psychological contract.

#### **2.3.5 Psychological Contract Duration**

This sub-section shows that the psychological contract develops over the course of employment, beginning as an incomplete structure and maturing as the trust between employer and employee grows. The conclusion is that the contract functions efficiently whilst the employee perceives that it is in balance, and the employer values the employee's contributions. Conversely, an imbalance that favours the employer, or the employee's failure to add value, can bring dysfunctionality.

In conjunction with the following sub-section, which shows how the contract can adapt to different environments, this section testifies to the flexibility of the construct and positions it as a resilient and durable phenomenon.

#### 2.3.5.1 The Duration of the Contract

The received wisdom is that ‘...most employees develop a positive and enduring psychological bond with their organization...’ (Anderson and Schalk, 1998: 637). Rousseau acknowledges this, describing ‘...an enduring mental model of the employment relationship...’ that ‘...provides a stable understanding of what to expect in the future and guides efficient action without much need for practice’ (Rousseau, 2004: 120).

As mentioned previously, the burden of fulfilment falls primarily on the employer. Far from being a one-off process, repeated cycles of contribution and reciprocity deepen the trust between the parties (Sanders et al., 2006) and strengthen the relationship over time (Conway and Coyle-Shapiro, 2012). Fulfilment is therefore a process of reaffirmation that extends and reinforces the agreement (Parzefall and Hakanen, 2010), which then stabilizes over time (Bal et al., 2013a). As such, *the psychological contract is in constant flux, it is not a static structure.*

#### 2.3.5.2 Psychological Contract Change Pressures

Whilst the norm of reciprocity ensures that the psychological contract is in constant motion, it is also subject to a number of other pressures that change its terms and function *without collapsing the construct.* These are detailed in Table 2.3.

The significance of these events lies not in the nature of the changes themselves, but in the fact that the psychological contract accommodates them and adapts. Seen this way, the psychological contract becomes *an evolving, organic construct and not a rigid, inflexible framework.*

#### 2.3.5.3 Summary and Conclusions

The contract is subjected almost daily to a variety of change stimuli, ranging from frequent breach occurrences, through relatively substantial environmental shocks, to longer term incremental drift pressures and social change. In response, employees constantly re-evaluate the obligations that comprise the relationship and re-define expectations where necessary. Banks (2015) describes employees as ‘...active and adaptive agents driving contract change...’, often keeping the contract alive through reconstrual. This gives the contract a flexibility and resilience – somewhat different to the rigid, fragile formality associated with legal contracts – that enables it to endure.

For the purpose of definition, the psychological contract can be described as *a construct that flexes, changes and endures in response to circumstances, which can be conceptualized at the abstract level, but fully understood at the individual level.* It is not

*a commonly-construed, rigid and/or fragile structure.* Analysing the way the contract is construed *over time and in response to change events* will give insight into the factors that shape and influence it.

**Table 2.3: Psychological Contract Change Pressures**

<b>Pressure</b>	<b>Qualification</b>
Socialization	Perception meets reality for the first time during socialization, intensifying the reciprocity dynamic. In some instances this can materially change employee perceptions of the promises inherent in the contract (De Vos et al., 2003; Lee et al., 2011)
Perceptions of equity, fairness and justice	Employees can distort inputs and outputs, either cognitively or directly, where they perceive they have been treated unfairly in comparison with other employees (Guest, 2007: 137). An employee's own equity sensitivity appears to moderate her/his response to perceived injustice (Kickul and Lester, 2001; Raja et al., 2004; Restuborg et al., 2006)
Tolerance of employer breach	Hallier and James (1997: 226) describe this as a 'zone of acceptance'; in the extreme, it is manifest in the 'acquiescent silence' of an employee resigned to an unsatisfactory arrangement (Wang and Hsieh, 2014). This is another individual phenomenon, where personal interpretation (Ho et al., 2004), attitudes (Johnson and O'leary-Kelly, 2003) and relationships (Ng et al., 2014) shape outcomes
Contract drift	This results slowly from '...internally induced shifts in how the contract is understood..' (Rousseau, 1995: 144). Drift catalysts include promotion, personal growth and increased wages (Gharbi and Ayed, 2012), leadership values and behaviours (Cha and Edmondson, 2006), and HRM strategies (Bal et al., 2013c)
External factors	Material environmental change can force a revision of the psychological contract. Examples include imposed mission changes (Cunningham, 2010), merger/acquisition (Bellou, 2007), economic downturn (Metz et al., 2012) and outsourcing (Taylor, 2012)
Changing work expectations	Some employees are negotiating idiosyncratic deals with their organizations, trading constructive behaviours beyond their immediate job duties for work arrangements that are customised to their own specific needs (Guest, 2007; Hornung et al., 2008). Shifts towards temporary forms of work are mirrored in a large-scale movement from relational to transactional contracts

### **2.3.6 Psychological Contract Adaptivity**

In addition to flexing to accommodate the vagaries of everyday business life, the psychological contract also adapts to social contexts that are external to the exchange.

#### **2.3.6.1 The Influence of National Culture on the Psychological Contract**

In the absence of express agreement, reference to established behavioural constructs and paradigms fill the void in the schema (Rousseau, 2001b) by completing the unwritten



expectancy, giving rise to some of the individual perception that characterises the concept, but also to shared meaning from reference to established social constructs. This is partly what Rousseau means when she notes that the beliefs that comprise the psychological contract ‘...can be highly subjective, and are affected by factors such as a person’s upbringing, societal mores, and past experiences’ (Rousseau, 2001b).

Comparisons between nationalities show marked differences that materially affect the psychological contract e.g. affective commitment (Gelade et al., 2006), trust (Jackson, 2011), perception of breach (Kickul et al., 2004), job insecurity (König et al., 2011). The influence of cultural pressures on the psychological contract is considered in detail in Chapter 4 of the thesis. It is sufficient at this stage to acknowledge that culture, as shared meaning and knowledge, provides a discrete context that shapes individual constructs associated with the working relationship.

#### 2.3.6.2 The Influence of Organizational Factors on the Psychological Contract

In addition to the drift towards short-term employment contracts mentioned in the previous sub-section, the psychological contract is shaped by a number of other intra-company influences such as company size (Atkinson, 2005; 2008) and employee participation in ownership (Rousseau and Shperling, 2003); the psychological contracts of employees in public sector organizations tend to differ from those in private organizations (Willem et al., 2010). A number of commentators show how psychological contracts adapt to material organizational change (Van Ruitenbeek, 2000; Sharpe, 2003).

#### 2.3.6.3 Summary and Conclusions

It is clear from the literature that the psychological contract is shaped by its environment, making it *adaptive to context*, and *not a common structure spanning different societal fields*. This suggests that social and cultural pressures (national and organizational) are possibly superordinate constructs that direct the construing process, perhaps even as antecedents. It is important to understand the role they play if the contract is to be understood at the individual level.

### **2.4 Psychological Contract Models**

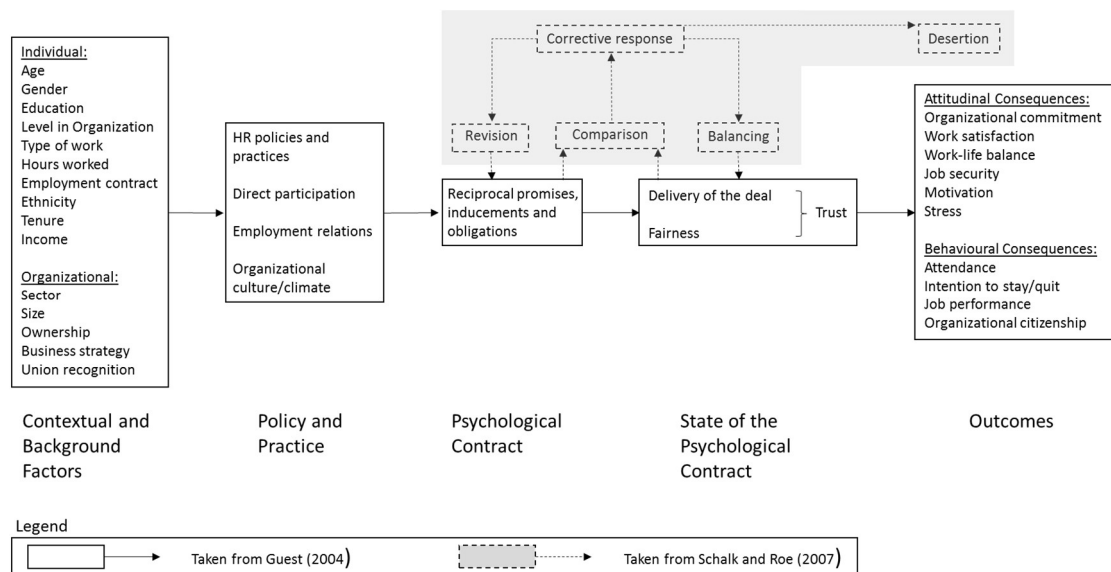
A number of commentators have developed models of the psychological contract; some of the more frequently cited are summarised in Appendix 4.

Approaches tend to focus on (1) explaining specific outcomes, such as job satisfaction, workplace behaviour (Portwood and Miller, 1976) and commitment (Flood et al., 2001), on (2) explaining the forces in play in contract operation, for instance fairness and trust

(Guest and Conway, 1997, cited in Martin et al., 1998), employee responsibility for career development, commitment to type of work and expectation of job insecurity (Cavanaugh and Noe, 1999), or on (3) defining the basis for model development (Rousseau and Mclean Parks, 1993; Schalk and Roe, 2007). The field therefore still lacks a complete and robust model of psychological contract operation.

Arguably, Guest's (2004) model is the most complete, but limited because it does not accommodate any change to the contract in response to repeated cycles of fulfilment and/or breach, and because it lacks a desertion option covering complete relationship breakdown. Schalk and Roe's (2007) model of contract change deals with these issues and is integrated with Guest's original concept in Figure 2.2 to provide a relatively complete and contemporary conceptualization of the psychological contract. Although it includes salient components from the recent literature, the model is still an abstract conceptualization that is useful for theory, but does not provide a means of discerning the nature and/or direction of individual perception.

**Figure 2.2: Conceptual Model of the Psychological Contract**



Source: Guest (2004), Schalk and Roe (2007)

## 2.5 Constructivist Redefinition of the Psychological Contract

The literature and analysis detailed in this chapter has the potential to develop the definitions listed in Appendix 1 and deliver a more specific abstraction that incorporates recent conceptual developments. Table 2.4 summarises these findings.

**Table 2.4: Reconceptualization of the Employee Psychological Contract**

<b>Section</b>	<b>Is</b>	<b>Is Not</b>
<b>2.2.1</b>	An individual construal	A bipartite or multipartite agreement
<b>2.2.2</b>	Spanning all the individual's beliefs concerning mutual obligations, conscious and otherwise, at a particular point in time  Continually reshaped by experience and circumstance	Restricted to specific issues  Fixed
<b>2.2.3</b>	Tacit to the extent that the individual might not consciously understand its content and terms  Activated by the individual's perception of agreement between the parties	A totally conscious construct  An agreement between employee and employer
<b>2.3.1</b>	Grounded on the the individual's perception of mutuality  Potentially advantaged by mutuality	A mutual understanding between employee and employer  Dependent upon mutuality for continuity
<b>2.3.2</b>	Perpetuated by bi-directional reciprocity in response to fulfilment by the employer	A reciprocal process wherein both parties equally construe and value the fulfilment of perceived obligations
<b>2.3.3</b>	An ongoing social exchange, sustained by acts of faith on the employee's part, and subsequent employer reciprocation  Situated within a power imbalance that favours the employer	A meeting of equals
<b>2.3.4</b>	Frequently breached, with response mediated by the individual's perception of transgression	Collapsed by breach, although it can be
<b>2.3.5</b>	Flexible, changing and enduring in response to circumstances  An abstract conceptualization that can be fully understood at the individual level	Rigid or fragile  Commonly construed
<b>2.3.6</b>	Adaptive to context	Commonly-structured across different fields

## **Chapter 3: Personal Construct Psychology and the Psychological Contract**

This Chapter takes a constructivist approach to define the process by which people create meaning in their lives, particularly in relation to work. Significant literature is analysed critically and synthesized to show how individuals construe their worlds, and develop their psychological contracts. This furthers the case for a phenomenological approach to the research; uncovering the meanings that individuals attribute to work gives insight into the origins of their psychological contracts.

The Chapter develops the definitional work detailed in the previous Chapter for theory development and testing, and prepares the way for Chapter 4, which introduces culture as a material influence on psychological contract development.

### **3.1 Constructivism and Constructive Alternativism**

This sub-section summarises the key principles of constructivism and establishes its credentials as an appropriate basis for the research.

Broadly, constructivism is an epistemology differentiated from others by a number of key assumptions:

- There is no single objective reality waiting to be found, just myriad individual interpretations of it
- Interpretations, as knowledge and meaning, arise through a process of active construction (Mascolo and Fischer, 2005: 49) based on an individual's past and present experiences
- There are an infinite number of perceived realities (constructive alternativism), because interpretation and construction processes differ between individuals
- The construction process is ongoing, as '...all of our present interpretations of the universe are subject to revision or replacement' (Kelly, 1963: 15)

Constructivism therefore sees reality as an individual perception, resident in the different mental models held by people, and constantly changing as new experiences are assimilated. Whilst there are a number of sub-categories (see Raskin, 2002), this work subscribes to Kelly's (1963: 6) view of a universe that exists in tandem with individual interpretations of it; that both contribute equally to an individual's perceived reality.

*Since so much of reality resides in personal interpretation, it can only be established by accessing those interpretations – through first-party (phenomenological) enquiry.*

### **3.2 Personal Construct Psychology (PCP)**

The origins of PCP lie in George Kelly's work during the 1950's; his findings are detailed in his book 'A Theory of Personality' (Kelly, 1963).

This sub-section explores PCP as the means by which individuals define and attribute meaning to the flow of events in their lives. It shows how this process of construing leads to the development of mental models (schemata) within a hierarchy (construct system), explaining how meaning can be shared en route. In doing so, it prepares the ground for the following sub-sections, which explore constructs of work and define the psychological contract as *a construct that is continually reshaped through a synthesis of old and new experiences.*

#### **3.2.1 The Core Principles of PCP**

The construct system is experientially defined, synthesising an individual's interpretation of the entire flow of her/his experiences into a consolidated mental structure designed to reduce future uncertainty (Fundamental Postulate). Individuals behave like scientists in their choice-making - developing hypotheses based on accumulated data, testing them empirically, and then amending them based on their findings before assimilating them within the wider knowledge-base (Kelly, 1963: 4). Walker and Winter (2007: 454) describe PCP as '...a position that sees people as adventurers, capable of pushing the boundaries of their lives as they experiment with alternative interpretations of their changing worlds in an attempt to increase predictability'.

According to Kelly (1963), people construe (the same) events differently (Individuality Corollary), create hierarchical mental representations based upon recurrence (Organisation Corollary), and then use them to build their predictive hypotheses (Experience Corollary) that guide behaviour. Meaning is embodied in a finite number of constructs (Dichotomy Corollary), defined as individually-construed bipolar mental templates that define something as like some things, but different from others (Kelly, 1963:9,105). It is socialised by reference to significant others (Commonality Corollary) and shared through understanding counterparties' thinking (Sociality Corollary), although the perceptions are individual. Each person's system is capable of sustaining apparently contradictory constructs (Fragmentation Corollary), providing they do not threaten the superordinate components of the hierarchy (the individual's own 'core

constructs', some of which are values), but it will gravitate towards options that have the greatest potential to grow the system and increase its predictive capability (Choice Corollary).

Each construct has its own 'focus and range of convenience'. The former defines the circumstances in which the construct is most effective, the latter the boundaries of its utility.

Since constructs are developed from experience and are used for orientation in new situations, *it seems sensible to explore workers' constructs at entry to identify those that influence disposition to work and may therefore have an antecedent role in contract formation.*

### **3.2.2 PCP and the Notion of Self**

Whilst constructivism entertains a number of different approaches to identity construction (Cox and Lyddon, 1997), PCP views self as an 'irreducible unit' - a complete, continuous, purposed, independent and private consciousness (Bannister and Fransella, 1993: 29). Mair (2003) uses the metaphor of a 'community of selves' to explain situational variations in self-characterisation, all anchored on a common ground and a shared interest.

Whilst other psychologies offer their own views of self and personality, PCP posits an organized hierarchy of inter-related constructs (Kelly, 1963: 46-104) that develops over time (Bannister and Fransella, 1986: 68). Carlsen (2006) summarises PCP as the process by which people assign meaning from the ongoing flow of lived experience. The outcome is a self-constructed identity, centred upon a 'core role structure', and governed and maintained by a number of superordinate constructs (Bannister, 2003: 71), including personal values (Jankowicz, 2003a: 191-194).

As a complete epistemology, PCP ignores the reductionism that has traditionally led psychology to differentiate between cognition and affect. Instead, it explains emotions as individuals' responses to circumstances that threaten the integrity of their systems and/or constituent constructs.

Construal of self is important to this study because *work itself can be a source of identity (Law et al., 2002), and therefore a means for bridging the gap between perceived and idealized views.* Eron and Lund (2002: 72) refer to the latter as the 'preferred self', describing it as a raft of possibilities that suit people in defining who they wish to be. In a sense, it is a collection of internally-held aspirations. If work is seen as a means of

realising the preferred self, then it is likely to have an antecedent influence on the relational components of the psychological contract, and remain influential throughout its duration. *It is therefore necessary to understand an individual's constructs of work in relation to self (perceived and idealized) in order to understand how they might influence the psychological contract.*

### **3.2.3 PCP and Individual Meaning**

PCP sees meaning derived from the flow of experience by reference to existing constructs. Kelly deals with this in his Experience and Individuality Corollaries.

Meaning is seen as individually-construed during an ongoing sense-making process (Butt and Burr, 2004: 62), contextualised by a lifetime's experiences, to provide a coherent individual life narrative (McAdams, 2006). The construct system develops in the phenomenal flow, but each experience is individually construed, explaining why two people can perceive the same events differently.

The psychological contract, as an individual construct, develops in the same way. *The construction process and its reference points (e.g. previous experiences, cultural pressures, work socialization) must therefore be examined over time to establish the origins and significance of current content.*

### **3.2.4 PCP and Shared Meaning**

Whilst PCP acknowledges that meaning is perception and therefore individual, it also accepts that it can be socialised and shared. Two of Kelly's corollaries are significant in this respect: Sociality and Commonality.

Sociality is the process of seeing things through the eyes of a third party. Kelly (1963: 95) is specific in pointing out that this involves construing the construction processes of others, not sharing the same construals. It is concerned with understanding how others think, and with empathy.

Sociality is the driving force in role relationships. Role itself can be understood from '...what the person himself is doing, rather than in terms of his circumstances' (Bannister and Fransella, 1993: 33) and '... is assumed to be tied to one's personal construct system' but also '...dependent upon cognate developments within a group' (Kelly, 1963: 98). This lays out a mechanism for social construing that permeates many aspects of life, such as choice of friends (Walker and Winter, 2007) and life partner (Butt and Burr, 2004: 47). Leitner and Faidey (2002: 105) suggest that people need close, intimate relationships

where they ‘grasp’ the meaning-making processes of the other parties, and that psychological distress occurs if they retreat too far from such role relationships.

By comparison, people who construe in similar ways share similar psychological processes, which Kelly (1963: 90-94) defines as Commonality. Importantly, only their construals of situations, not their individual experiences or histories, need to be similar for this to occur. A discrete culture can be said to develop when a group of people shares a common pattern of construing, different from others’. Duck (1977, cited in Walker and Winter, 2007: 457) proposes that individuals seek others with similar constructs to validate their world-views.

As Bannister and Fransella (1993: 86) acknowledge, ‘Kelly set out the basis of a social psychology in the Sociality and Commonality Corollaries’. A degree of individual meaning is transferred and derived from social interaction, suggesting that the roots of perception may lie in the constructs of others, socialised via significant role relationships and culture. Consequently, *it becomes necessary to understand influential relationships and cultural pressures to understand the origins of a person’s perception of reality.*

### **3.3 Construing Life**

This section develops previous sections by showing how constructivism and PCP apply to lived experience and self-development. It is an important precursor to construal of work, which is developed in the sub-section that follows.

The emerging (postmodern constructivist) view of identity speaks to ‘...a new worldview of relativity and relatedness, of process and context, of ambiguity and paradox...in which realities are personally and socially constructed’ (Cox and Lyddon, 1997). In this sense, the stimuli for individual construing can be loosely labelled as internal and external. The former is evident in Mair’s (2003: 406) use of the metaphor of ‘a community of selves’ to explain the Kellian construct system. The latter is espoused in Vygotsky’s (1997, cited in Veresov and Kulikovskaya, 2015) Cultural-Historical Theory of Cognitive Development, and in Gergen’s assertion that self-definition is aligned with social circumstances (Gergen, 1993, cited in Hennessey and Walker, 2009) and continually reinforced through the use of language (Gergen, 1994, cited in McWilliams, 2009). Regardless of source, the PCP position is that the process is always individual construing and the outcome is always individual perception.

Kelly’s view of ‘someone who actively constructs their world like a scientist, by formulating anticipations, testing them out, and if necessary revising them’ (Winter,



2013b: 277) explains the origins of constructs as a process of individual sensemaking within the phenomenal flow. The accumulation of constructs and the functioning of the construct system develop the hierarchical structure mentioned earlier. The system is therefore dynamic and constantly subject to revision, with a hierarchically-organised structure of values-related superordinate constructs regulating the way subordinate constructs interpret and influence action at the operational level, thereby creating a structure of meaning for the individual in question (Winter, 2013a) in the service of uncertainty reduction (Kelly, 1963). This process explains both the maturation of the system and its individuality.

Over time, the system organises and a view of self emerges, regulated primarily by superordinate constructs, core values and a 'sense of self' (Bannister, 1983, cited in Butler, 2009). The resulting self must be both coping and coherent to function effectively, such that a relatively consistent 'way of life' materialises. Winter (2013a) draws on the work of Fay Fransella to explain this as essentially the most meaningful path perceived by the individual.

### **3.4 Construing Work**

Dutton et al (2010: 265) describe work as '...a pervasive life domain and a salient source of meaning and self-definition for most individuals.

The principles surrounding construal of life experiences apply equally to the construal of work. Consequently, the values of the employing organization must be consistent with the values of the individual for the relationship to function effectively (Ros et al., 1999; Brophy, 2003). The implication is that work is not a discrete phenomenon; it is inextricable from other factors that contribute to a meaningful and holistic definition of self, and finds its place in this coherence through reference to other experiences. *It is therefore necessary to understand the factors that have influenced a person's construct of work (such as significant people, cultural pressures, formative experiences) to understand the meaning it holds for that person.*

#### **3.4.1 Work as Identity**

Social factors are known to contribute to identity. Work is a significant and discrete social environment, and the degree to which it influences self-definition depends upon its centrality to the individual.

Social Identity Theory (Tajfel and Turner, 1979) sees the self as reflexive - viewed as an object and classified according to social categories; a social identity emerges when an individual construes they belong to a particular group. The process shares common ground with Identity Theory (Hogg et al., 1995; Stets and Burke, 2000), and with Kelly's views on Sociality and Commonality. Social identification '...leads to activities that are congruent with the identity, support for institutions that embody the identity' and '...reinforces the antecedents of identification' (Ashforth and Mael, 1989: 20). Work assumes a greater life importance when it is congruent with the individual's desired self-identity (Lips-Wiersma and Morris, 2009).

Over time, the boundaries between work and identity can merge, as people integrate constructs of work into their constructs of self as '... people typically seek to see themselves in a positive light, and this positive sense of self is largely grounded in socially important and salient roles—including occupations' (Ashforth and Kreiner, 1999: 413).

The important point for this research is that *work is an integral part of the individual's sense of self, formed from experience and influential according to its status in the construct hierarchy. It is not a discrete phenomenon. Consequently, constructs of work cannot be separated from the factors that have given rise to them, or from their relation to other constructs within the hierarchy.*

### **3.4.2 Work as Meaning**

This sub-section develops the previous one to show how the construct of work integrates within the construct hierarchy according to the degree meaning derived from it. It is significant because it explains variations in the personal significance attributed to work, and therefore the extent to which people will commit their personal resources to it in preference to alternatives.

Work has different meaning for different people (Wrzesniewski et al., 1997), broadly categorised as either social/economic and personal/aspirational (Anuradha et al., 2014). People who perceive their work as meaningful see their lives in the same way (Allan et al., 2015).

Work choices are driven by personal inclinations and become personally meaningful when options are plentiful, but by social expectations and pressures when they are limited (Anuradha et al., 2014). One logical extension of these conclusions might be that status roles will automatically be more liberating and therefore meaningful, and that low status repetitive roles will be less so. The literature in Table 3.1 shows that this is not the case.

**Table 3.1: Examples of Non-Status Sources of Meaning in Work**

Author(s)	Findings
Fine (1996)	Chefs draw on the rhetoric of other occupations (art, business and labour) to define themselves as workers
Ashforth and Kreiner (1999)	People involved in 'dirty work' reframe, recalibrate and refocus their ideologies to transform the meaning of the stigmatized occupation
Wrzesniewski et al. (2003)	Hospital cleaners construe their work as an extension of nurses and doctors roles to increase their perceptions of value and meaning
Carlsen (2006)	Knowledge workers use metaphor to dramatize their roles to create the sense of an adventurous and important self
Pierce and Gibbons (2012)	African refugees integrate life experiences and cultural patterns into new constructs of work that create personal meaning, even though their new roles are low-paying, lacking in personal interest, unrelated to previous experience and performed in an unfamiliar environment.
Stebleton (2012)	Work meaning for Black sub-Saharan African students is influenced by historical, economic, socio-cultural and political context; work experiences are connected closely to family and community; over time, work contributes to a change in self-identity
Mcmurray and Ward (2014)	Volunteer staff working for a telephone help service (Samaritans) take pride and satisfaction in the deployment of listening skills, a sense of 'privilege' in the role of confidante, and a shared feeling of social solidarity with other workers involved with emotional 'taint'
Cabaniss (2014)	Teachers realise a sense of moral identity from working in a school for immigrant and refugee students
Tablan (2015)	Religious beliefs can contribute to a definition of life and work meaning

It seems that the idea of categorising different types of work as meaningful or otherwise is flawed because *meaningfulness is individually construed, and not simply a function of circumstance*. Lee (2015) explains this derivation as a synthesis of four factors: (1) construing that the work itself is worthwhile, (2) construing specific goals as positive and meaningful (3) experiencing positive emotions whilst doing the job (4) construing that the work undertaken contributes to a meaningful existence. The model in Table 3.2, proposed by Wrzesniewski et al (2003), shows the interplay of context with constructs of work and self in the construal of work meaning.

It appears that work meaning is derived not only from extrinsic factors, but also (and perhaps primarily) from the extent to which the individual's construing of work fits comfortably within her/his construct system, together with its status in the hierarchy. A high-level (superordinate) ranking makes work central to the individual, whilst a lower

rank suggests other constructs have greater meaning (Rodell, 2013); from the PCP perspective, a close fit implies coherence, whilst a mismatch requires the system to fragment.

**Table 3.2: Work as Meaning**

	<b>Job Meaning at Work</b>	<b>Role Meaning at Work</b>	<b>Self Meaning at Work</b>
<b>Content:</b> What is it?	Characteristics of tasks and activities that one does at work	Characteristics of one's role(s) at work	Characteristics one imputes to the self while at work
<b>Evaluation:</b> What value does it have?	Interpreted value of the job and its tasks/activities	Interpreted value of the role(s) at work	Interpreted value of self in the job

Source: Wrzesniewski et al. (2003)

Values are superordinate constructs within the individual system, and pursuing conflicting values can create negative internal experiences (Ciarrochi and Bailey, 2008, cited in Veage et al., 2014). A modest literature shows that congruence between work- and life-related values results in wellbeing and accomplishment, whilst incongruence can result in burnout (Bakker et al., 2011; Veage et al., 2014). The fact that organizational policies and practices can mitigate value conflicts (Jiang, 2012; Pan and Yeh, 2012; Butts et al., 2013) by creating opportunities deemed more meaningful testifies to the assertion that work is not always a superordinate construct.

The constructivist implications are *that (1) work has greatest meaning for the individual when it is central to self-construal, and that (2) work demands may cause the individual problems when they conflict with higher status constructs*. Two separate literatures appear to support this view:

#### 3.4.2.1 Work-life balance

People see their work as either a job, a career, or a calling (Wrzesniewski et al., 1997). Conditions that are consistent with a person's view of work can contribute to perceptions of meaning and job satisfaction (Munn, 2013), whilst conflicting organizational pressures can destabilize the relationship between work and the self (Ramarajan and Reid, 2013), with individual factors contributing materially to the work-life contingency (Crooker et al., 2002; Jain and Nair, 2013: 53).

The PCP position is that the *work context must be consistent with the construal and hierarchical position of work within the construct system for it to be deemed meaningful;*

a mismatch creates conflict, which can manifest as work-life problems and lead to disengagement. Examination of the tensions that arise from work-life imbalance give further insight into the functioning of the construct system. For example:

- Work pressures can create conflict for people whose constructs of family have superordinate status (Greenhaus et al., 2003; Allen et al., 2012; Keeney et al., 2013), regardless of geography (Lunau et al., 2014; Allen et al., 2015)
- Conversely, family pressure can create conflict for people whose constructs of work have superordinate status (Grady and McCarthy, 2008); de Vries (2005: 3) singles out ‘neurotic imposters’, driven workaholics seeking to hide their self-construed inadequacies, for whom ‘...work/life balance is a meaningless concept...’

PCP explains work/life preferences as *choices, influenced by the construct system, during the flow of experience*. These are driven at the highest level by the superordinate constructs that define the person’s core values. Kofodimos (1993, cited in Reiter, 2007: 277) describes this as balancing, or ‘...finding the allocation of time and energy that fits your values and needs, making conscious choices about how to structure your life and integrating inner needs and outer demands, and involves honoring and living by your deepest personal qualities, values, and goals’.

#### 3.4.2.2 Change

Change brings existing constructs under scrutiny and precipitates system modification where circumstances favour it. Kelly (1963) refers to this as Modulation (:77-82), describing it as ‘...a process which goes on all the time’ (: 134).

Material role change can threaten self-construal, to the extent that some people prefer to cling to a redundant identity in preference to accepting that the role is no longer theirs (Fraher and Gabriel, 2014). Revising self-narrative can help people to reconstruct their identities during role transformation, aiding transition (Ibarra and Barbulescu, 2010). It seems that *the construct system can flex to accommodate change, but only where it does not threaten its coherence*. The research (Section 7) is designed to establish the extent to which work provides meaningful self-definition, influencing the psychological contract.

### **3.5 Work Engagement**

This section extends the preceding rationale to argue that (1) interrelated constructs of self and work are moderated by the status of work within the construct system, and (2) work engagement is mediated by experience (of reciprocity in relation to psychological contract fulfilment, as a subordinate construct to work itself).

Whilst traditional theories of work motivation view work per se as a source of meaning, more recent literature places it in the broader context of self-construal described in the previous two sub-sections. For example, Cartwright and Holmes (2006) argue for a tripartite framework based on a sense of self, the work itself and a sense of balance. In this case, balance can only be achieved when work and self are construed to be in appropriate proportion. Table 3.3 documents some of the literature exploring the underlying dynamics in this respect, suggesting a symbiotic relationship between work and self.

**Table 3.3: Work, Self and Meaning**

Author(s)	Findings
Giddens (1991)	The self is continuously reflexive; a fundamental component of day-to-day activity is that of choice, including lifestyle primacy; ‘work strongly conditions life chances...which has to be understood in terms of the availability of potential lifestyles’ (:80)
May et al. (2004)	‘Meaningfulness is defined...as the value of a work goal or purpose, judged in relation to an individual’s own ideals or standards’ (:14)
Cardador et al. (2006)	Intrinsic motivation is likely to be interpreted as a sign of congruence between an individual’s work activities and self-concepts, producing greater meaningfulness
Steger et al. (2006)	Work is a purposeful end in itself and provides meaning for people who view their work as a calling
Lips-Wiersma and Morris (2009)	There is a need to engage with both the inspiration towards the ideal as well as the often less-than perfect self, and the organizational reality in which meaning gets expressed
Rosso et al. (2010)	The self as a source of meaning of work comprises the domains of values, motivations and beliefs about work
Wrzesniewski et al. (2013)	Job crafting – the physical and cognitive changes individuals make in defining their work – can enable people to alter ways in which they construe the meaning of their work and their work identities
Schnell et al. (2013)	At best, a professional position should match a worker’s identity and life purpose...at least, it should not contradict them. Only then, he or she will be able to express his/her talents, values, and beliefs, behave authentically, and feel intrinsically motivated’ (: 546)
Shea-Van Fossen and Vredenburg (2014)	In terms of work meaning, preference for challenging work differentiates job, career, and calling orientations

The logical corollaries, that life and work are interrelated, and that work engagement will be determined by the extent to which the work itself is construed to contribute to a desirable view of self, seem to be supported in the literature. Indeed, Lee (2015) shows that engagement remains strong whilst people continue to construe work as a part of life that contributes to a meaningful existence.

Shea-Van Fossen et al (2014: 103) define work orientation as ‘...the fundamental purposes paid work serves in the context of one’s life and a reflection of how individuals find meaning in the work domain’, and cite Wrzesniewski and Dobrow (2006) to show how it remains relatively stable over time, regardless of task or job change. They assert, in consequence, that work orientation (however strong or weak) is a consistent personal value; from a PCP perspective, this suggests it may be in all cases *a superordinate role in the construct system, determined at an early stage and unlikely to change status*.

The freedom to express personal values and individual identity through work are important prerequisites for deep engagement in shared activities (Miller and Skidmore, 2004; Rosso et al., 2010), whilst work-life conflicts (largely the result of demands for longer working hours, work intensification, perceived management inadequacies, and continual change) can fuel employee cynicism. Feldman (2000) and Davis (2002) summarise a substantial body of literature on this increasing, widespread phenomenon, described as the ‘Dilbert Syndrome’ and manifest as ‘...the cognitive belief in the organization's lack of integrity, the feeling of negative emotions toward that organization, and the behavioural expression of that belief and emotion’ (Davis, 2002: 1). Cynicism can be seen as a defence response to potential burnout, putting cognitive distance between the employee and employer (Maslach and Leiter, 2005, cited in Cartwright and Holmes, 2006). The net result is disengagement and a reluctance to engage in organizational citizenship behaviours (Davis, 2002).

In summary, *when work is construed to contribute to a desirable sense of self, the relationship is harmonious and employee engagement is high, but construal that work compromises the desired self can lead to cynicism*. The research (Section 7) is designed to establish the extent to which work engagement influences psychological contract development.

### **3.6 Why a Psychological Contract?**

Kelly’s (1963) Fundamental Postulate premises that people construe events and create mental structures in order to predict future outcomes and reduce uncertainty. It seems reasonable to suggest that *the psychological contract has all of the qualities of a mental construction system designed to reduce uncertainty*, entirely consistent with Kelly’s theory.

It is important to remember that the new entrant will start work armed only with a generic view of self, and shaped by general social experience and schooling, but not yet by

employment. The focus and range of convenience of those constructs may dilute their effectiveness in the new environment, leaving the individual without a reliable predictive compass. In many ways, the work socialization phase parallels adolescence in youth; the individual must rapidly come to terms with a change in the phenomenal flow by finding meaning and new constructs that will contribute to the realization of the ideal and restore the predictive integrity of the system. This is a time of intense modulation, characterised by contract transitions that often result in anxiety (Bannister, 2003). The healthy outcome is a psychological contract, which emerges as an integrated construct designed to reduce uncertainty in the work environment. In this context, the psychological contract can be viewed as a subordinate construct to that of work; the status of the work construct within the hierarchy, as previously shown, depends upon its centrality or otherwise to the realisation of the construed ideal self.

Rousseau and McClean-Parks' (1993) observation, that one function of a psychological contract is to reduce uncertainty by creating beliefs about future events, seems to support this assertion. Shore and Tetrick, (1994: 93-94) note that '...psychological contracts give employees the feeling that they can influence their destiny in the organization, since they are party to the contract, having agreed to its terms and also because they are able to choose whether to carry out its obligations', also arguing that its primary function is one of uncertainty reduction (McFarlane, Shore and Tetrick, 1994 cited in Sutton and Griffin, 2004).

The idea that the psychological contract empowers the employee by increasing the predictability of outcomes is also promoted by Gakovik and Tetrick (2003), and by Rodwell and Ellershaw (2015), who argue that fulfilled contract promises reduce uncertainty and create the perception of control. Rousseau, (1995: 9) notes that 'Psychological contacts have the power of self-fulfilling prophecies: They can create the future'.

Work on cynicism as an outcome of psychological contract violation provides further support. Psychological and implied contract violations are precursors of employee cynicism (Andersson, 1996; James, 2005), whilst cynicism in turn can contribute to psychological contract violation, burnout, person-role conflict and innate hostility (Abraham, 2000).

Violation of the psychological contract can therefore be seen to compromise the individual's construct of work, and threaten the ideal self. The construed significance of



the violation, as previously mentioned, depends on the extent to which the person construes work as central to the ideal.

### **3.7 Summary and Implications for Research Construction**

The implication from the literature is that *the psychological contract, like any other construct, is a contextual phenomenon that cannot be understood in isolation*. To gain insight into its construction and functioning, reference must be made to constructs of work, superordinate constructs, and the system as a whole, alongside work experiences. In order to frame the research, it would seem reasonable to propose that:

- *Construal of the psychological contract will change with experience*. The pre-work, socialization and maturity phases are likely to feature materially different constructs
- *Experience of reciprocity is likely to determine actual engagement, moderated by the status of work within the construct system*; where experience is congruent with realization of the ideal, engagement will be stronger, and where it compromises realization, it will be weaker. The effect will be amplified by the construed centrality of work to the individual and whether or not it ranks as a value in the construct system

## **Chapter 4: Culture and the Psychological Contract**

This chapter develops the theme of cultural influence that emerged in the previous chapter in more detail, specifically showing how enduring facets of national culture contribute to work culture, and combine with personal experiences and the influence of significant people to shape individual values. These, in turn, determine (inter alia) work dispositions and therefore psychological contracts.

The work analyses the historical development of the region and the Czech Republic specifically, and draws on concepts of Czech culture and work attitudes. The findings are developed in Chapter 5, which considers the development of the Czech psychological contract in the contexts of prevailing organizational culture.

### **4.1 National Culture**

This section considers some of the important literature surrounding national culture, showing how it manifests and develops. It positions culture as a powerful contributor to an individual's perception of reality that permeates the deepest level of the construct system, contributing to the values that provide a compass for behaviour. This is important to the work because it establishes that cultural influences endure at the individual level and continually influence other constructs, including work and the psychological contract.

#### **4.1.1 Definitions of Culture**

Culture, like many phenomena within the social sciences, is multi-faceted, leading commentators to their own definitions suited to their purposes. Kroeber and Kluckhohn's (1952) monograph lists 164 different definitions. For the purpose of this work, culture is defined as '...a way of seeing that is common to many people' (Pheysey, 1993: 3). Work and organizational culture are considered separately later in the thesis.

#### **4.1.2 The Nature of National Culture**

Hofstede's (2010) 'onion' analogy recognises four levels of culture. The outer three rings comprise the most apparent manifestations: (1) symbols and other material artefacts as '...necessary and influential components of social practices' (Reckwitz, 2002), (2) heroes, as metaphors for survival (Boon, 2005), and (3) rituals, as repetitive, symbolic actions that steer actors' behaviour towards the social norm (Kapitány and Nielsen, 2015). Values, defined as '...supraindividual, socialized preferences, promoted and transferred by means of social mechanisms' (Vlasceanu, 1998 cited in Ungureanu, 2015: 87) exist at

a deeper and less evident level. Schwartz (2010) views values as a hierarchy of cognitive representations of socially desirable concepts that elicit affect and guide behaviour.

Individuals acquire personal values and beliefs that frame their behaviour through a lifelong process (Findsen and Formosa, 2012; Benish-Weisman et al., 2013; Bardi et al., 2014), using them to make sense of their experience; the Kellian Individuality, Commonality, and Sociality corollaries (see Section 3.2.1) provide a constructivist account of the mechanisms involved.

*In summary, the value constructs of individuals are directly influenced by the values of the society in which they live, manifest in the values espoused by significant others, and in the metaphorical symbols, heroes and rituals they respect.*

#### 4.1.3 Taxonomies of National Culture

Taxonomies of culture are important to this work because they provide a reliable means of comparing differences in dimensions at the national level, and identifying specific qualities that provide orientation. The three taxonomies that dominate the literature are summarised in Table 4.1.

**Table 4.1: Dimensions of Three Popular Taxonomies of Culture**

<b>Dimensions of Culture.....</b>		
<b>Hofstede</b>	<b>Trompenaars</b>	<b>Globe</b>
Individualism - Collectivism	Universalism - Particularism	Institutional Collectivism
Indulgence - Restraint	Individualism - Communitarianism	In-group Collectivism
Long-term Orientation	Specificity - Diffusion	Humane Orientation
Masculinity - Femininity	Achieved Status - Ascribed Status	Future Orientation
Power Distance	Inner Direction - Outer Direction	Gender Equality
Uncertainty Avoidance	Sequential Time - Synchronous Time	Assertiveness
		Power Distance Uncertainty Avoidance Performance Orientation

Sources: Hofstede et al. (2010); House et al. (2004); (Trompenaars and Hampden-Turner, 2000); Trompenaars and Hampden-Turner (2014)

Hofstede’s original model is based upon data from IBM managers in over 50 countries, and is validated in at least six major replications. Trompenaars’ model is focused on international management practice and wealth creation, supported by 14 years of research

within a sample of 46,000 managers, and features six dimensions. GLOBE is concerned with practices and values that exist amongst industries (3), organizations (several in each industry) and societies (62), with a specific leaning towards leadership.

An extensive literature has emerged contrasting the integrity of the models and their constituent dimensions (e.g. Maseland and Van Hoorn, 2009; Brewer and Venaik, 2012; Venaik and Brewer, 2013; Venaik et al., 2013), alongside concern that much associated research is based upon an ‘ecological fallacy’ (Brewer and Venaik, 2014), defined as the belief that relationships observed for groups necessarily hold for individuals (Freedman, 1999). This has been accompanied by more recent calls for (inter alia) qualitative approaches to culture characterisation to provide alternatives to the traditional orthogonal models (Caprar et al., 2015; Venaik and Brewer, 2016). The argument, that examining culture at the individual level can provide richer insight than aggregation, resonates from the constructivist perspective. This is an exciting prospect with substantial future potential.

Whilst abstract taxonomies might be criticised for neglecting regional cultural differences within individual nations, Minkov and Hofstede (2014: 22) show that ‘All 14 Czech regions form a homogenous and clearly delineated national cluster’.

#### **4.1.4 Central and Eastern European (CEE) Culture**

Inglehart’s (2000) factor analysis of the World Values Survey demarcates an Ex-Communist/Baltic grouping on dimensions of Traditional v Secular-Rational Authority and Survival v Self- Expression. CEE falls into the Secular/Survival quadrant, suggesting a broadly individualistic culture that rejects authority, with low levels of subjective wellbeing, interpersonal trust and tolerance of outsiders.

GLOBE recognises a discrete Eastern European cultural cluster (Gupta and Hanges, 2004). The group (comprising 8 of GLOBE’s 62 countries), which is hypothesised based on a shared geography, a history of ‘great war captains’ and, more recently, ‘Soviet hegemony’ (: 186), is empirically supported by discriminant analysis.

Table 4.2 shows the Hofstede dimension scores for the former Warsaw Pact countries now in Europe. These states fell under the sphere of influence of the USSR and share at least some of the common heritage of the Inglehart and GLOBE clusters. The counties concerned are all characterised by low or very low scores for IVR - Indulgence/Restraint (13-34) , high scores (excepting Georgia and Poland) for LTOWVS - Long/Short Time Horizon (typically 70’s and 80’s), and high scores for UAI - Uncertainty Avoidance (6 of

the ten scores are within the top quartile; only 6 countries in the entire Hofstede sample [n=110] score higher than Russia on this dimension, and even then the differences are small [ave. 6.6]). This is the profile of a relatively uncertain society that places thrift ahead of gratification to shield itself from perceived probable adversity in the future (Hofstede et al., 2010). Some of the political and economic history that gives rise to this disposition is considered in the context of work culture in the sections that follow.

**Table 4.2: Hofstede Culture Dimension Scores for Former Warsaw Pact Countries Now In Europe**

Country	Population (m)	Hofstede Dimensions					
		Power Distance (PDI)	Individualism Collectivism (IDV)	Masculinity Femininity (MAS)	Uncertainty Avoidance (UAI)	Long/Short Term Horizon (LTOWVS)	Indulgence Restraint (IVR)
Armenia	3.0					61	
Belarus	9.6					81	15
Bulgaria	7.2	70	30	40	85	69	16
Czech Republic	10.6	57	58	57	74	70	29
Estonia	1.3	40	60	30	60	82	16
Georgia	4.9					38	32
Germany East	12.5					78	34
Hungary	9.9	46	80	88	82	58	31
Latvia	2.0	44	70	9	63	69	13
Lithuania	2.9	42	60	19	65	82	16
Moldova	3.5					71	19
Poland	38.6	68	60	64	93	38	29
Romania	21.7	90	30	42	90	52	20
Russia	142.4	93	39	36	95	81	20
Slovak Rep	5.4	104	52	110	51	77	28
Ukraine	44.4					86	14
<b>Total</b>	319.9						
<b>Maximum</b>		104	80	110	95	86	34
<b>Minimum</b>		40	30	9	51	38	13

Sources: Hofstede and Hofstede (2015); Central Intelligence Agency (2015); Matthews (2014)

#### 4.2 Work Culture in Post-Command Economies

As Hofstede et al (2010: 432) note, ‘...our cultural psychology is shaped by our history as a species’. It is therefore important to understand the historical influences that contribute to the values of a society before attempting to understand the way its

population construes. This sub-section considers two major paradigm shifts that significantly contributed to the development of contemporary Eastern European culture and account for a generational bifurcation in attitudes and behaviours; the rise and influence of the USSR, and its subsequent collapse.

#### **4.2.1 The Soviet Union and Growth of the Eastern Bloc**

The 20<sup>th</sup> century was a period of significant change for the CEE region, with the geopolitical landscape shaped by Communist and Fascist movements. Specifically, the first half of the century was defined by World War 2, the establishment of post-war boundaries following its conclusion, and the spread of totalitarianism under the auspices of the USSR. This period is widely recognised as a time of severe repression (e.g. Wheatcroft, 1990; Rosefielde, 1997; McLoughlin and Mcdermott, 2003; Hagenloh, 2009).

Surprisingly perhaps, a survey of emigrants who had been permitted to leave the USSR between 1968 and 1984 shows a relatively high degree of satisfaction with living conditions there, particularly amongst older and less well-educated cohorts (Millar and Clayton, 1987). Shortages of goods were consistently cited as a problem, but housing and work satisfaction scored relatively highly, challenging Western perceptions of Eastern bloc life.

Other contemporary commentators offer different insights, mentioning bureaucratic bottlenecks, consumer shortages, political frustration, an ‘us and them’ gap between society and state (Sampson, 1987), and rewards and penalties for political behaviour (Gregory and Kohlhase, 1988). Yurchak (2013) cites many authors who point to government deception, censorship, coercion and fear, and acknowledges that ‘The Soviet system produced tremendous suffering, repression, fear, and lack of freedom, all of which are well documented’, but adds balance in his observation that ‘...for great numbers of Soviet citizens, many of the fundamental values, ideals, and realities of socialist life (e.g. equality, community, selflessness, altruism, friendship, ethical relations, safety, education, work, creativity, and concern for the future) were of genuine importance’ (: 8); for Yurchak, the socialist values of the population were entirely different from the state ideology of the time.

It is the experience of life under such a system, alongside more enduring cultural predispositions, that shaped the values and attitudes of the older (50+) generation of the current CEE population.

#### **4.2.2 The Transition from a Command Economy**

Instability, arising from oppressive social policies, economic failure, increasing national identification amongst member societies, and an ineffective apparatus of state (Barnes, 2014) precipitated the collapse of the Eastern Bloc in 1992.

Klicperová et al. (1997: 39) speak of a ‘totalitarian syndrome’ legacy, a specific pattern of cognitions, attitudes and behaviours developed in order to adapt to life under totalitarianism, a response to punitive authoritarian policies that suppressed initiative and individuality to foster obedience to the state. Individuals accepted or resisted democratic change in proportion to their level of Communist indoctrination (Pop-Eleches and Tucker, 2014).

The transition from command to market economy saw changes to power structures, organization structures and control systems as the new ‘cultural web’ (Johnson, 1992: 31) developed, accompanied by calls for stronger institutional support, motivational practices to drive innovation and productivity, and a more competitive and regulated environment (Behrman and Rondinelli, 2000).

The challenge for business lay in replacing the ‘scientific management’ practices of a vertically-integrated supply-driven command environment (Lee, 1996: 102) with those more appropriate to the new market economy. Believing that ‘...knowledge supposedly creates competent managers within the capitalist system, is transferable and provides the “right” way of doing things’(Lee, 1996: 105) , many institutions turned to the West to overcome the bloc culture of ‘trained incapacity’ (Sztompka, 1996: 125), precipitating a raft of training interventions intended to ‘modernize human capital in the region’ (Hollinshead and Michailova, 2001: 419).

The assumption that ‘transferable technique’ would provide a quick solution was overly optimistic; early exchanges were characterised by a unidirectional (West-East) flow of information (Kostera, 1995). Received Western concepts were found to lack relevance in the Eastern European context, where work is construed with reference to deeply-rooted cultural constructs (Jankowicz, 1999) and subject to very specific normative local pressures (Lee, 1998; Letiche, 1998). In practice, materially different norms (Prokopenko, 1992 cited in Jankowicz, 1996a) and approach to meaning-making (Jankowicz, 1996b) frustrated knowledge transfer efforts. The extent of the difference in values is shown in Table 4.3.

**Table 4.3: Values Showing Greatest East-West Differences**

	<b>East</b>	<b>West</b>
<b>Material benefit</b>	Equity is more important than wealth	Wealth is more important than equity
<b>Individualism – Collectivism</b>	Group unity is emphasised for motivation	Individualism is emphasised for motivation
<b>Societal cohesion</b>	People are highly disciplined as employees	A decline in hierarchical structures, obedience to authority
<b>Education</b>	Education is an investment in prestige	Education is an investment in personal development/success
<b>Formality of manners</b>	Protocol, rank and status are important	Informality and competence are important
<b>Conflict</b>	Personal confrontation is to be avoided	Conflict is potentially creative if managed

Source: Prokopenko, 1992 cited in Jankowicz (1996a)

### **4.2.3 The Transfer of Culture**

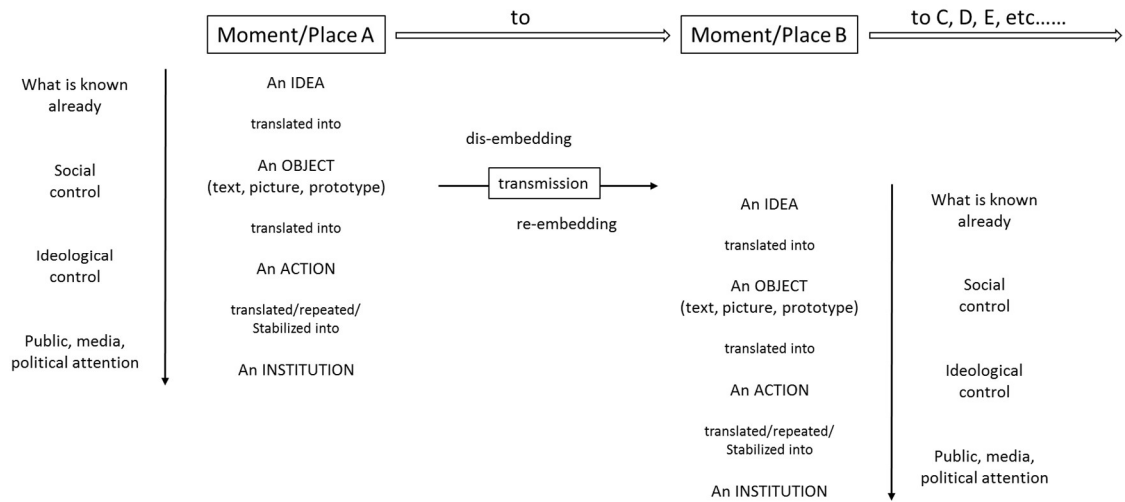
The process of cultural transfer can be seen in more detail in the ‘Travels of Ideas’ model (Czarniawska and Joerges, 1996) shown in Figure 4.1. Objects (rather than ideas) are transmitted, examined in the context of the new culture, and then adopted if deemed compatible. Significantly, it is the local interpretation of the object that is considered and perhaps subsequently institutionalized, and not the original interpretation. Ultimately, new meaning arises from this filtering process, which can permeate the values of the new environment, can itself be transmitted to other environments, and might even return by reverse transfer (Dobosz-Bourne and Jankowicz, 2006; Edwards and Tempel, 2010).

Most importantly for this work, the model shows that meaning cannot simply be exported. The ‘...theories, models and practices are developed in particular countries and are infused with the distinctive characteristics of that culture’ (Hofstede, 1993 cited in Michailova and Hollinshead, 2009: 119), but are interpreted through other lenses when introduced to other cultural contexts. This contextualization of new concepts, central to the ‘Travel of Ideas’ model, is a particularly significant consideration. It is this process of local sensemaking that results in ‘...displacement, drift, invention, mediation, creation of a new link that did not exist before...’ (Latour, 1993, cited in Czarniawska and Joerges, 1996: 24). In this way, concepts assume different meaning when decoded and reconstrued in different environments. This process is the same, regardless of whether it involves the transfer of ideologies described earlier, the transfer of technique between West and East



described above, or the transfer of US work values to a cynical and culturally-distant Czech workforce described later in the work.

**Figure 4.1: Travels of Ideas Model**



Sources: Czarniawska and Joerges (1996); Bedward et al. (2003)

### 4.3 Work Culture in the Czech Republic

Despite the ‘opening’ of the CEE, and an accelerating pace of change, Jankowicz (1996a) and Czarniawska and Joerges (1996) show that that people who lived and worked under Communism could not simply abandon their experiences, or the personal values they shaped, to respond to the commercial opportunities presented by the West under a markedly different cultural paradigm. Such constructs remain, alongside more enduring national values, to influence dispositions. Brewster et al. (2010: 148) summarise this as a ‘...backdrop of ancient cultures, a communist legacy and eventual institutional atrophy’.

This section considers Czech culture at the national level, and specifically its influence on the origins of work dispositions that apparently stand in contrast to those of Western countries.

#### 4.3.1 Czech History and the Origins of Czech Culture

The post-Medieval history of the Czech Lands is characterised by 500 years of occupation and largely non-violent rebellion (e.g. Panek and Tuma, 2009; Sabatos, 2009; Bazant et al., 2010; Jehlička and Kurtz, 2013).

Table 4.4 summarises traits that Czechs themselves attributed to their national character in the early 1990s. The significance of this table may lie not in the scores themselves, which are all relatively low in relation to the population in total, but in the fact that they

all increased in the two years between the samples, suggesting the Czechs were either polarising or becoming more comfortable with self-expression. A higher score for ‘hard working’ might represent growing acknowledgement of the need for self-reliance in the new world order, whilst a higher score for ‘envious’ might point to growing dissatisfaction with the unequal distribution of wealth under market economics.

**Table 4.4: Traits Ascribed by Czechs to Themselves (1990, 1992)**

Trait	1990 (%)	1992 (%)
<b><u>Negative</u></b>		
Envious	12	28
Conformist	9	15
Cunning	7	15
Egoistical	10	11
Lazy	3	8
<b>Positive</b>		
Hard-working	4	17
Skilful	3	8
Having a sense of humour	3	8

Source: Aktualne problemy Cesko-Slovenska, January 1992: 74-6 cited in Holy (1996: 76)

Table 4.5 lists the top 10 sources of pride and shame in Czech nationality amongst Czech adults (15 years and over). The study was undertaken by the Public Opinion Research Centre (CVVM) in Prague and is significant because the questions were open-ended (did not feature suggestions or choices). Participants were each allowed three responses to each question.

The most popular reasons for taking pride in Czech nationality strongly feature iconic representations of Czech culture – monuments (symbols), history, sporting achievements (stories), traditions (rituals); together with relatively high scores for emotional attachments – homeland, patriotism, family and friends – this suggests a strong cultural identity that resonates with the population. Rogers (1999) explores Czech cultural iconography in more detail.

There is also evidence of a social dimension, manifest in the importance ascribed to morality, relationships and a sense of humanity, along with pride in the ability to cope with challenging circumstances, represented by perceived resourcefulness.

**Table 4.5: Top 10 Sources of Pride and Shame in Czech Nationality (2015)**

<b>Question 1: What makes you proud to be a citizen of the Czech Republic?</b>	
Beautiful country, nature, monuments, cities	37
Homeland, patriotism, my family here, friends	25
History, historical figures	25
Sport, athletes	23
Arts, culture, tradition	15
Morality, relationships, good human qualities	10
Clever, resourceful people / nation	9
Science	8
Czech products	8
Political sovereignty, political culture, democracy, good politicians	7
<b>Question 2: What makes you ashamed to be a citizen of the Czech Republic?</b>	
The political situation in the Czech Republic, Czech politicians	39
Corruption, fraud, theft	30
Morality, relationships, lack of humanity	28
Economy, poor living standards, unemployment, price increases, low salaries, taxes	13
Crime, drug addicts, alcoholism, homelessness, prostitution	13
Foreign policy, relations with foreign countries, conformance to others' agendas	12
Poor social policy, health, education	8
The issue of minorities, immigrants, foreigners	7
Reputation, the name of the Czech Republic abroad, the behaviour of Czechs abroad	5
Poor management of the state debt	4

Source: Čadová (2015)

The ‘social conscience’ is more evident in the second part of Table 4.5, which lists a raft of ills that point to administrative failure (power and organizational structures), - Czech politicians, the political system, corruption, fraud theft – and create social problems - crime, drug addicts, alcoholism, homelessness, prostitution, poor social policy, health, education. The Czech disdain for authority is evident in this respect, along with a strong sense of social equity.

Bond et al. (2004: 553) define cynicism as ‘... a negative view of human nature, a view that life produces unhappiness, that people exploit others, and a mistrust of social institutions,’ and explore it at a societal level across 41 cultures. Van de Walle et al’s (2008) analysis of confidence in the public sector from the 1999/2000 World Values Survey ranks Czech Republic joint 30<sup>th</sup> from 31 European countries; only 22% of the population had confidence in the administration. The factors giving rise to this disposition, which span centuries, are analysed in detail in the section that follows.

The attitude towards outsiders, manifest in attitudes to foreigners and immigration (Nedomova and Kostelecky, 1997), minority issues (Vermeersch, 2003) and general xenophobic tendencies (Burjanek and Retter, 2001), may have its roots in the Czech history of occupation.

#### **4.3.2 Czechs as Workers**

Holy (1996) uses the metaphor of ‘The little Czech’ to describe the individual in society as the embodiment of ordinariness and healthy common sense, possessing an egalitarian ethos and a belief in ‘...golden Czech hands...’, or the ability to cope with anything by deploying Czech intelligence, skill and ingenuity.

Mills (1998) cites Vaclav Havel, author, dissident and much-loved first President of the Czech Republic, to explain the ‘...strong elements of self-interest, overt subservience and private deviance within the cultural make-up of the Czech Republic’ as ‘...survival mechanisms of a nation which, apart from a brief sortie into self-determination and independence, has been dominated by external oppressors for 1,000 years’. There is evidence that this thinking has permeated the workplace; one of the first things the author was told by a subordinate manager on starting work in the case organization was that ‘We were the best Germans when the Germans were here, we were the best Russians when the Russians were here, we can be the best Americans [parent organization nationality] now’; significantly, the manager concerned was too young to remember any of these regimes.

Dvorakova et al. (2013) argue that ‘Based on the national history of being under the rule of other nations...the Czechs underestimate formal structures and norms, rely on makeshifts and orientate on social relationships’ (: 232). This ability to flex and adapt to a ruling power without being subsumed by it is enshrined in ‘The Good Soldier Švejk’ (Hasek, 1973) ; the title character is recognised by Czechs as typical of the country’s national character for his ‘...peaceful demeanour, humorous storytelling, aversion to authority and general incompetence...’, to the extent that ‘...Švejkian passive resistance has been a common tactic for dealing with repressive rulers’ (Roberts, 2005: 167). Švejk’s chameleon-like ability to assume the demeanour expected by authority is characteristic of the Czech talent for feigning overt subservience whilst privately deviating, mentioned earlier in the Havel citation. This ability to read another’s construing is a manifestation of Kelly’s ‘Sociality’ corollary (Kelly, 1963: 95-103) described in Chapter 3. The important point, as Section 2.3.1 argues, is that a relationship

can be viewed differently by both parties, yet still function effectively if one of them at least understands the perceptions of the other and then behaves accordingly.

The Czech tendency to Švejkian cynicism is well-known (e.g. Stern, 1966; Gleb, 1972). Hofstede associates it with low IVR-scoring countries, such as the Czech Republic, and Dědina and Dědinová (2014: 92) refer to it as Czech ‘scepticism’. Given the Czech tendency to view personal and work life as interconnected and indistinguishable (Dvorakova et al., 2013: 233), it seems reasonable to suggest that these national attitudes will translate into the work environment and influence working relationships.

The intertwining of work and personal life is mentioned elsewhere in the literature. In their analysis of World Values Survey data, Borgulya and Hahn (2008: 223) show how this is represented by an orientation towards personal relationships, making work part of an individual’s social network rather than a discrete field. The implications are profound; at a superficial level, the dynamics between people in the Czech workplace become the same as the dynamics between family and friends.

The Czech Republic scores relatively highly on the Masculinity/Femininity (MAS), Uncertainty Avoidance (MAS) and Long/Short Term Horizon (LTOWVS) dimensions (see Table 4.2). Table 4.6 summarises how Hofstede et al. (2010) describe the organizational manifestations of these characteristics.

Table 4.6 presents the Czech work disposition as cynically pessimistic, rule-driven and routine, much like that exaggerated by Franz Kafka in his novel, ‘The Trial’ (Kafka, 1925). In fact, the dynamics are more subtle and less stable than Hofstede’s taxonomy suggests.

Kolman and Rymesova (2007) draw on an earlier study of Czech workers (Kolman et al., 2003) to show how the Hofstede dimension scores for the Czech Republic manifest as ‘...a rather specific response pattern in the Czech respondents...’, who tend to ‘...believe that chance, luck and opportunity are important. On the other hand, they seem to believe in industry, self-determination, education and experience, as well’ (: 272). The ‘perceived helplessness’ implicit in its conclusions is recognised as an external locus of control (Rotter, 1966) that trades personal effectiveness for political ideology, and autonomy and personal efficacy for dependency and chance (Smith et al., 1995).

**Table 4.6: Workplace Manifestations of Czech Culture**

<b>Dimension</b>	<b>Dominant Paradigm</b>	<b>Manifestation(s)</b>	<b>Worker Motivation</b>
High UCI	<ul style="list-style-type: none"> <li>• Regulation</li> <li>• Precision</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulation</li> <li>• Belief in expertise</li> <li>• Work/life balance conflicts</li> <li>• Focus on operations</li> <li>• Limited creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Esteem</li> <li>• Belonging</li> </ul>
High LTOWVS	<ul style="list-style-type: none"> <li>• Importance of work</li> <li>• Long term gain</li> <li>• Collegiatism</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Adaptiveness</li> <li>• Accountability</li> <li>• Self-discipline</li> <li>• Focus on market position</li> <li>• Flexibility</li> <li>• Common sense a priority</li> </ul>	<ul style="list-style-type: none"> <li>• Long term gain</li> <li>• Relationships</li> <li>• Propriety</li> </ul>
Low IVA	<ul style="list-style-type: none"> <li>• Cynicism</li> <li>• Pessimism</li> </ul>	<ul style="list-style-type: none"> <li>• Thrift</li> <li>• Moral discipline</li> <li>• Perceived helplessness</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining order</li> </ul>

Source: Hofstede et al. (2010)

Individuals experience their current work situations in the context of their nation's past (Trefalt et al., 2013). As Večerník (2006: 1222,1223) notes, under the Communist regime, work itself was endowed with the dichotomous status of being simultaneously a right and an obligation', giving it more as much a social as an economic function. The 1989 Velvet Revolution brought with it deep structural discontinuous change (Newman and Nollen, 1997) and a new paradigm, creating the need for Czech citizens to find new meaning in work without sacrificing their cultural values. Czarniawska & Joerges (1996) explain how their construing, guided by deeply-rooted cultural constructs, delivered a uniquely Czech interpretation of the new order, which would have been resisted at the individual level until it could be assimilated to contribute to a coherent sense of self (Jankowicz, 1996b).

Lange (2008: 339) explains how individual standing within the socialist system was determined by work status, manifest as respect for the 'main breadwinner' within the household. Maintaining this position during and following transition became a core requirement of masculine identity, hence its close correlation with job satisfaction in males.

Since transition, work per se has increased in significance, along with social altruism, hedonistic values associated with enjoying a comfortable, interesting and exciting life,

and an increasing sense of personal responsibility (Dvorakova et al., 2013: 231). Dědina and Dědinová (2014: 92) describe the present Czech worker as ‘free thinking’, defined as sceptical, inventive and flexible, with a tendency to ‘work around’ formal limitations.

It therefore seems reasonable to suggest for the purpose of this research that *enduring cultural values, together with individual values developed under Communism, will directly influence the work constructs of older Czech workers, and indirectly influence the work constructs of younger Czech workers. More specifically, these values seem to be manifest to some extent as:*

- *Dependency – a perception of order based on dominant formal structures, with its institutions responsible for providing life orientation and satisfying survival needs; an external locus of control (Smith et al., 1995), manifest in the Czech belief that what happens to them is not ‘their own doing’ (Trompenaars and Hampden-Turner, 2014: 176).*
- *Disdain – a contempt for authority, which is seen as inefficient and repressive; a largely passive set of responses that involve ‘playing the system’. This may be due in part to the fact that status has traditionally been ascribed, rather than achieved, and not therefore associated with capability (Trompenaars and Kooliams, 2003: 73)*
- *Genuine concern – for social justice, equity and for other people. GLOBE shows that humane orientation is higher in countries with lower preferences for left-wing ideologies and societal discrimination (House et al., 2004: 580)*

#### **4.3.3 Czechs as Managers**

Compared to British counterparts, Czech managers’ tend to demarcate between ‘competent’ and ‘incompetent’ individuals, viewing themselves as ‘...dominant and superior...’ and tasked with managing subordinates who are ‘...impractical, incompetent or lazy’ (Pavlica and Thorpe, 1998: 148). This seems consistent with the qualities of expertise, self-discipline and order maintenance listed in Table 4.6.

The strategies for coping with transition, along with the levels of outcome satisfaction, differed according to personal values and individual histories (Soulsby, 2001), with younger managers ‘... more optimistic, more concerned, more prepared for future events and appear to be more willing to engage in the marketing activities of the market economy’ (Pribova and Savitt, 1995: 70). Consistent with the conclusions of Section 4.2.2, this suggests a generational change in disposition.

Lukasova's (2004) study of 54 Czech manufacturing companies recognises five types of organizational culture, oriented towards (1) order, cooperation, quality and reliability, (2) care and support, (3) results, victory and innovation, (4) traditional procedures and bureaucratic management, and (5) a caring competitive culture, essentially a blend of (2) and (3). It is interesting that staff in only 6 of the 54 companies shared the values espoused by their employing organizations, suggesting weak organizational cultures in general, or possibly strong sub-cultures in larger organizations (Young, 1989).

Czech managers' preference for autocratic leadership can be attributed to national culture, with the mind-sets of managers inherited from the previous regime, and the '...typical Czech talent for passive resistance...' impeding change (Reber et al., 2004: 425). The fact that environmental change failed to penetrate the work environment adds credence to the argument that deeply-instilled individual and national cultural values are dominant social forces that perpetuate the preference for autocracy and resist short-term change pressures (Auer-Rizzi and Reber, 2013; Maly, 2014). If this is the case, then value incongruence between workers and managers, and a pattern of in-work passive resistance, are also likely to persist.

#### **4.3.4 Work as a Czech Central Cultural Value**

Table 4.7 shows the results of a Public Opinion Research Centre (CVVM) study into the acceptability of certain working conditions to Czech adults.

The data suggest that Czech workers are open to the idea of more effective working – retraining, overtime, pace of work – but less amenable to practices that will impact their work-life balance – weekend work, night work, overseas work, longer commuting time, relocation.

The difference between scores pre- and post-2008 is significant. It would appear that Czechs recognised the threat from the financial crisis and moderated their expectations accordingly. Consequently, less favourable terms suddenly became more acceptable. This implies not only that work is deemed important, but also that self-efficacy is increasing in importance.



**Table 4.7: Job Conditions Acceptable to Czech Workers (2003-2015)**

Requires/Involves	Would Accept (%)									
	2003	2004	2005	2006	2008	2010	2011	2012	2013	2015
Retraining	80	79	80	81	80	87	87	91	86	89
Overtime	68	69	74	74	66	76	75	79	76	76
Higher pace of work	68	66	69	68	60	74	74	76	74	71
Lower qualification/skills than possessed	57	59	64	61	59	72	76	76	77	71
Work on Saturdays and Sundays	49	47	54	55	43	58	60	65	59	60
Part-time work	37	42	45	34	33	50	49	58	55	49
Night work	39	39	45	45	33	49	52	54	51	48
A lower salary than previous job(s)	25	30	33	32	23	48	48	57	54	41
Poor working conditions	20	22	25	25	22	34	37	39	40	35
Working abroad	31	28	31	22	18	23	27	25	27	30
Longer commute (e.g. 2 hours)	20	20	24	21	17	24	25	23	27	27
Relocation	18	16	18	12	10	13	16	16	16	20

Source: Tuček (2015)

In summary, it seems reasonable to suggest that *work features prominently as a cultural value (a willingness to work hard, particularly through adverse circumstances), but is not superordinate (seen in a reluctance to compromise other non-work values).*

The literature points to a society that is neither materially happy nor unhappy with work, despite enjoying relatively high regional prosperity and living standards, and the long-sought freedoms that came with the fall of totalitarianism. This would seem consistent with a national character that tends towards a cynical and negative disposition.

#### 4.4 Summary and Implications for Research Construction

The literature shows that socialized culture, rooted in history and manifest in the icons, values and behaviours of a society, provides a lens for individuals to derive meaning from the flow of experience. In conjunction with the repository of schemata developed from daily life, it has a significant role in individual sense-making and construing, making it influential in the development and organization of constructs.

Shades of ‘homo soveticus’, ‘...vivid in societies who have for tens of years been subjected to ideological indoctrination in a totalitarian system’ (Walter, 2011, cited in Tobór-Osadnik et al., 2013: 23) and characterised by ‘...incapacity (total submission to the communist authorities), intellectual enslavement and... the lack of individuality and dignity’ (Tischner, 1992, cited in Tobór-Osadnik et al., 2013: 23 ), can be discerned in the literature. Specific to the Czech context, history spans centuries of occupation in

addition to more recent totalitarianism, to give rise to a national work culture that is influenced by the following dispositions:

- *No demarcation between work and personal life*
- *Limited influence over own destiny*
- *Expertise highly valued*
- *Save for the future in preference to immediate gratification*
- *Cynical about the present*
- *Pessimistic outlook*
- *Family and social relationships have priority*
- *Suspicion of foreigners*
- *Contempt or disdain for authority*
- *Belief that national ingenuity can overcome any problem*
- *Passive resistance is the right response to practices deemed unacceptable*
- *Sensitivity to perceived social inequity and injustice*

The research (Section 7) is designed to establish the extent to which cultural pressures influence the psychological contract.

## **Chapter 5: Organizational Sensemaking and the Psychological Contract**

This chapter draws on the findings detailed in the preceding chapters to show how psychological contracts form and develop, and how personal constructs and cultural pressures influence the construing process as the individual adapts to a new and unfamiliar organizational culture.

### **5.1 Organizational Culture**

National and organizational cultures are distinctively different entities, although national cultures and socialised influences contribute to individual values that subsequently provide a lens for construing organizational culture (Hofstede et al., 1990:312).

Schein's (1992: 12) definition of organizational culture as 'A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems' is rooted in anthropology, deliberately avoiding 'superficial models of culture' (: 3). In this respect, Schein's view that organizational culture can be analysed as levels of visible artefacts, espoused values/rules/behavioural norms and tacit underlying assumptions is clearly congruent with the more generic models of culture described in Chapter 4.

Since work cultures share similar dynamics to those of other societies, participants will undergo similar construction processes in adapting to the environment (Harris, 1994).

### **5.2 The Psychological Contract Prior to Organizational Entry**

Whilst societal and organizational socialization processes have much in common, they differ to the extent that the former starts during childhood with a 'clean sheet', whilst the latter involves an adult individual with a mature construct system and values relatively set, the product of years of construing the social cues and behaviours of significant others within a specific social context. In other words, a neonate joins the world free of any predispositions, whereas a new entrant joins an organization with some existing 'baggage'.

**Table 5.1: Cultural Variations in the Psychological Contract**

<b>Author(s)</b>	<b>Sample</b>	<b>Findings</b>
Delcampo et al. (2010)	Hispanic professionals in the US	'Ethnic identification strengthens the positive relationship between perceived discrimination and psychological contract breach' (:232)
Galperin and Johns (1998)	Racioethnic groups in US companies	'...due to cultural differences, the psychological contracts of various ethnic groups may be quite dissimilar along such dimensions as time frame and pervasiveness' (: A5)
Jackson (2011)	Japanese and Swiss executives	'Although trust is confirmed as present in and across all psychological contracts...perceptions of trustworthiness can vary according to each individual's national cultural identity' (: 1)
Kickul et al. (2004)	US and Hong Kong Chinese employees	'...employees from both cultures differed in terms of perceived psychological contract importance and breach' (: 229)
Thomas et al. (2010)	Employees in France, Canada, China and Norway	'French interviewees (vertical individualist) described their psychological contracts as primarily exploitive, Canadians (horizontal individualist) as primarily instrumental, Chinese (vertical collectivist) as primarily custodial and Norwegians (horizontal collectivist) as primarily communitarian' (: 1437)
Gelade et al. (2008)	Employees in 29 countries	'...the sources of organizational commitment are culturally conditioned and that their effects are predictable from Hofstede's value dimensions' (: 599)
Zagenczyk et al. (2015)	Various	'Employees with high power distance orientations were less likely to respond to psychological contract breach with exit and voice than employees with low power distance orientations' (: 853)
Thomas and Au (2000)	Various	'...systematic variations in cultural orientations affect employment relations through the psychological contract' (: F6)
Wang et al. (2015)	Western and Chinese managers	although satisfaction has an influence on long-term orientation, different pathways exist among Western and Chinese managers...while an interacting effect between trust and contract determines long-term orientation among Western managers,no such moderating effect is evident among the sample of Chinese managers' (: 473)
Westwood et al. (2001)	Hong Kong	'The true nature of a psychological contract is shown to be an exchange relationship firmly linked to a culture's reciprocity norms' (: 621)
Davila and Elvira (2007)	Mexican staff and managers	'...socio-psychological dynamics of the performance appraisal process play an important role in the management of the psychological contract behind it. In international settings, national culture is a critical lens to understand both concepts (DeVoe and Iyengar, 2004)'. (: 387)

Employer branding is seen to provide a bridge between an organization's external identity and its culture (Hatch and Schultz, 2004 cited in Martin, 2008), providing prospective employees with clues about how it feels to work there. By promoting its values, the organization can establish itself as the 'employer of choice' (Martin et al., 2005: 77), and in so doing, contribute to an anticipatory psychological contract (APC). De Vos et al (2009) note this comprises '...not only the personality of job seekers, but also other individual characteristics', who then approach potential employers with '...career motives that will affect the saliency of the obligations that form part of their psychological contract' (De Vos et al., 2009: 290).

APC construing tends to be acknowledged in generalized descriptions, such as pre-employment experiences (Rousseau, 2001b) and newcomer's pre-entry expectations (Tomprou and Nikolaou, 2011); some research into contract formation even ignores antecedent factors altogether (e.g. Thomas and Anderson, 1998). This is surprising. Table 5.1 shows substantial national variation in psychological contract content, suggesting that societal values have a material role in shaping work disposition and therefore the extent to which the individual will integrate in an organization with its own discrete culture.

In view of the above, it seems reasonable to suggest that *prior to entry, the new employee already has nascent constructs of work and her/his psychological contract, developed in response to early socialization and cultural pressures.*

### **5.3 The Psychological Contract During Work Socialization**

According to Louis (1980, cited in De Vos et al., 2003: 539), 'The period of organizational entry and socialization is characterized by sensemaking processes through which newcomers come to understand, interpret, and respond to their new environment'. Whilst the pre-work phase delivers a formative APC, this is the point at which the individual's own constructs and values are first tested against those espoused by the organization.

Sensemaking is defined as the mental process of '...turning circumstances into a situation that is comprehended explicitly in words and that serves as a springboard into action' (Weick et al., 2005: 409). The sensemaking thread is common throughout organizational socialization commentaries (e.g. Grodzki, 2011; Spillane and Anderson, 2014) and works concerning psychological contract development (e.g. De Vos et al., 2005; Magang, 2009). In fact, there is little to differentiate the two contexts; from the PCP perspective, the search for meaning as a process of sensemaking (construing) in the new environment draws on

existing constructs of self and culture (Rosso et al., 2010), along with the environmental cues and signals mentioned earlier, to arrive at the psychological contract (De Vos and Freese, 2011) as a construct or schema (Rousseau, 2001b). At this point, the issue of trust noted by Edwards and Cable (2009) becomes significant, as the employee begins to construe the terms of reciprocity (De Vos et al., 2003).

The psychological contract emerges during the work socialization phase (Conway and Briner, 2005). Individuals who find high congruence between their individual values and those of the organization during this phase tend to identify with the organization, find satisfaction in their work, and intend to stay with their employers (Kristof-Brown et al., 2005), resulting in higher psychological contract relational content (Cohen, 2012).

Conflicting values, by comparison, can create schisms between leadership and followership (Krogsgaard et al., 2014; Gebert et al., 2016), reduce organizational commitment and increase turnover intention (Schwepker Jr, 1999), limit acceptance of change (Sverdlik and Oreg, 2009; Seppälä et al., 2012), and adversely influence organizational citizenship behaviour (Ye, 2012). Personal outcomes include increased workplace stress and anxiety (Srivastava, 2011), increased cynicism (Cartwright and Holmes, 2006) and burnout (Shanafelt et al., 2012; Veage et al., 2014).

The integration process is to some extent reflexive, with organizational culture affecting the constructs of workers, and concurrently the values and dispositions of individuals contributing to organizational culture itself (Montgomery, 2013).

The implication is that values and beliefs are not simply abandoned once work commences, but continue to influence the construal of work and the development of the psychological contracts of workers during the work socialization phase.

This is clearly a formative phase, during which the employee extends her/his system to accommodate a reconstructed work schema within the hierarchy. It seems reasonable to suggest that *the psychological contract that develops and crystallises during work socialization is an individual's initial construct of the working relationship, blended from established personal and cultural values, experiential predispositions and interpretations of the signals and cues from within the environment.* The literature suggests that *the working relationship will be strong if the individual's own values are congruent with those of the organization, resulting in a relational contract, but dysfunctional where those values conflict.*

#### 5.4 The Psychological Contract Following Maturity

The psychological contract becomes more stable over time, with experience and future time perspective moderating the relationship between contract fulfilment and organizational commitment (Bal et al., 2013b), and employee expectations reducing with age (Jayawardena and Gregar, 2013; Vantilborgh et al., 2013). The implication is that the construct stabilises as the ambiguity of work dissipates and the individual responds to the normative forces of the prevailing culture; change pressures are then largely restricted to those listed in Table 2.3.

#### 5.5 The Czech Psychological Contract

Although ‘The concepts of psychological and social contracts – both traditional and new types – are not widely known in the Czech context’, the transition from command to market economy in the Czech Republic was accompanied by a consecutive transition from traditional to new psychological contracts in the workplace; the latter is defined as providing employability, rather than job security (Kirovova, 2010: 186). Problems - as perceived violation and consequent negative attitudes/counterproductive behaviours - are attributed to incongruence between old and new social contracts, with flashpoints around core values, expectations and beliefs in society.

The argument that that change process is both longitudinal and longer term adds credence to the proposition that legacy societal values and attitudes are among the prevailing influences of current Czech work dispositions and the psychological contracts. In view of this, and in conjunction with the analysis of Czech cultural dispositions to work detailed in Chapter 4, it seems reasonable to suggest that the Czech psychological contract might feature some or all of the components listed in Table 5.2.

**Table 5.2: Possible Components of the Czech Psychological Contract**

<b>Transactional</b>	<b>Relational</b>
Clearly defined level of commitment	Strong requirement for equitable treatment and social justice
Expertise in return for pay	General contempt for management; ‘I know better’ mentality
Social relationships take priority	Expectation of protection, particularly against an uncertain future
	Limited belief and engagement in company vision
	Social opportunities
	Upwards management through passive resistance is a legitimate strategy

## 5.6 US Corporate Culture and the Czech Psychological Contract

This research was prompted by apparent differences in work orientations between Czech employees and those of the US parent organization. It is therefore appropriate to consider cultural variances that might contribute to different work constructs.

Montgomery (2013: 357) cautions that ‘Organizational scientists ignore history at their own peril...’ in assuming that developing countries should aspire to the US/UK and Northern European models of organizational functioning, since ‘...organizational models that have evolved in developing countries have carried their history with them’.

Vaiman and Holden (2011: 22) echo the findings in Section 4.2 when they argue for CEE talent management strategies that are sensitive to communist conditioning and the long memories of people who have direct experience of forced migration, interethnic conflict, religious intolerance and political persecution. Significantly, they point out that an arrogant or dismissive stance to local perspectives can ‘blind’ outside firms operating in the CEE to complex motivations, and argue that ‘Firms that pride themselves on their strong corporate image without a modified approach to employer branding restrict their chances of understanding – and therefore tapping into – talents pools of special, developable skills’.

Table 5.3 shows Hofstede dimension scores for the Czech Republic and the USA.

**Table 5.3: Hofstede Culture Dimension Scores for Czech Republic and USA**

Hofstede Dimensions							
Country	Population (m)	Power Distance (PDI)	Individualism Collectivism (IDV)	Masculinity Femininity (MAS)	Uncertainty Avoidance (UAI)	Long/Short Term Horizon (LTOWVS)	Indulgence Restraint (IVR)
Czech Republic	10.6	57	58	57	74	70	29
USA	321.4	40	91	62	46	26	68
Δ		17	-33	-5	28	44	-39

Sources: (1) Hofstede and Hofstede (2015); (2) Central Intelligence Agency (2015)

The analysis shows substantial cultural differences in five of the six dimensions, suggesting materially different ideologies, rather than subtle inconsistencies. Most significantly, the US tolerance of uncertainty (high UAI), short-termism (low LTOWVS) and preference for living in the moment (high IVR) point to a capitalist orientation that values fast gain (and the benefits it confers) in return for risk-taking. This clearly stands



at odds with the Czech tendency to tread cautiously and defer immediate gratification for long-term benefit. The workplace implication is that Czech workers may view traditional US business values – of individual freedom, pursuit of gain (profit), transactional honesty, and faith and optimism in the future (De George, 1982) - as inappropriate.

Czechs also expect to be closer to power and participate more in decision-making than US workers (higher PDI). This suggests that US practices in a Czech context might be viewed as repressive and elicit the Czech propensity to passively resist.

### **5.7 Summary and Implications for Research Construction**

The psychological contract becomes not only a product of work socialization, but also of the values and constructs that define the individual immediately before entry, which continue to exert influence as the contract matures. In PCP terms, *the extent to which the individual adapts then becomes a function of value congruence and system modulation.*

The challenge for a US parent (the case organization for this research) operating in the Czech Republic is that *the Czech values and constructs that contribute to psychological contract definition stand in contrast to US work values. If unreconciled, it seems reasonable to propose that friction is likely to ensue, interpreted as psychological contract breach by the workers concerned, who then resort to cultural and experiential schemata to make sense of their environments. These can include disengagement and negative behaviour, albeit manifest as typically Czech Švejkian cynicism and passive resistance.*

## 6. Chapter 6: Literature Synthesis

### 6.1 The Psychological Contract as an Individual's Construct

The literature points to a psychological contract definition that (1) *spans all of the beliefs of the individual* (Rousseau, 1990; Cavanaugh and Noe, 1999; Coyle-Shapiro and Kessler, 2000), (2) *concerning the obligations of both parties* (Rousseau and Mclean Parks, 1993; Guest and Conway, 2003: 144), (3) *held consciously and otherwise* (De Vos et al., 2005; Conway et al., 2011; Bankins, 2014), but also to it (4) *being continually reshaped by experience* (e.g. Nichols, 2013) to provide (5) *a representation of those beliefs at a particular point in time* (Bal et al., 2010b; De Hauw and De Vos, 2010; Metz et al., 2012). Contract development is ongoing, experiential and intra-personal.

A large proportion of psychological contract content remains unspoken, existing only in the mind of the individual (Levinson et al., 1962; Schein, 1965; Anderson and Schalk, 1998). Perhaps the most significant characteristic of this tacit content is not that it is unshared, but that it can 'indwell' (Polanyi, 1966 cited in Nonaka and Von Krogh, 2009: 637) at such a deep level that it is *not actually known to the individual him/herself*. For the purpose of this work, the psychological contract is held to be *tacit to the extent that the individual might not consciously appreciate its content and terms*. It is *not necessarily a wholly conscious construct*.

In addition, *the employee's perception of agreement is all that is needed for the contract to become effective* (Rousseau, 1995). It is *not an agreement between employee and employer*. This absence of a need for mutual understanding (Rousseau, 1989) has prompted a number of commentators to define the psychological contract as an employee's mental model (De Vos et al., 2005), or schema (Rousseau, 2001b), leading contract-holders to resort to past experience (Morrison and Robinson, 1997) and cultural predispositions (Thomas et al., 2003) to fill any gaps.

Clearly, the unspoken content must be surfaced if an individual's contract is to be fully understood. The nature of the challenge points to a phenomenological approach and to specific techniques designed to make the tacit explicit (Jankowicz, 2001).

### 6.2 The Psychological Contract in the Phenomenal Flow

The contract is perpetuated by continued bi-directional reciprocity in response to fulfilment that is started by the employer, although the parties may differ in their perceptions of what is being exchanged (Coyle-Shapiro and Kessler, 2002). The contract

is therefore in constant motion, agitated by the ongoing flow of events and sustained by the norm of reciprocity (McDonald and Makin, 2000). In this context, continuing interaction with the employer would seem to propagate ongoing reconstrual.

A substantial literature views the process as a social exchange, with both parties trading their capital to benefit their counterparty (Coyle-Shapiro and Conway, 2005; Dulac et al., 2008; Bal et al., 2010a; Chiang et al., 2013; Colquitt et al., 2014). The exchange is sustained by successive acts of trust on the employee's part, made in the belief that the employer will reciprocate appropriately (Atkinson, 2007; Agarwal, 2014a; Colquitt et al., 2014). Asymmetric power distribution within the relationship (Kannan-Narasimhan and Lawrence, 2012) is likely to increase employee sensitivity to breach (Kim et al., 2009), with construal of contract operation influenced by the employee's own constructs of equity and 'fair play' (Coyle-Shapiro and Neuman, 2004; Chen and Indartono, 2011; Chiang et al., 2013), giving it a very personal skew. As such, the psychological contract is *an ongoing social exchange, sustained by continuous acts of faith on the employee's part and normatized through acts of reciprocation, within the context of a power distribution that favours the employer. It is not a meeting of equals.*

Breach occurs when the employer fails to meet perceived obligations (Robinson and Rousseau, 1994). Occurrences are frequent (Conway and Briner, 2002), identified by constant employee scanning (Morrison and Robinson, 1997). Most commonly, breach damages the employee's trust, reduces organizational commitment, and precipitates reciprocal responses designed to restore balance to the relationship (Hao et al., 2007); in extremis it causes the employee to abandon the relationship. Above all, interpretation of breach and response to it are highly individual processes that draw heavily on existing constructs for direction in an individual sensemaking process that intertwines emotions and actions (Parzefall and Coyle-Shapiro, 2011). *Breach is frequent and in each case, the perception of breach and response to it are as individual as the psychological contract itself. It is not necessarily an antecedent of total collapse, although it can be.*

The contract is also frequently subjected to a variety of change stimuli, ranging from relatively substantial environmental shocks (Bellou, 2007; Cunningham, 2010; Taylor, 2012), to longer term incremental drift pressures (Rousseau, 1995) and social change (Guest, 2007; Hornung et al., 2008; Islam, 2012). In response, employees constantly re-evaluate the obligations that comprise the relationship and re-define expectations where necessary. Bankins' (2015) describes employees as '...active and adaptive agents driving contract change...', often keeping the contract alive through reconstrual. This gives the

contract a flexibility and resilience that enables it to endure. The psychological contract can therefore be described as *a construct that flexes, changes and endures in response to circumstances, which can be conceptualized at the abstract level, but fully understandable at the individual level. It is not commonly-construed, rigid or fragile.*

The psychological contract is shaped by its environment (Kickul et al., 2004; Gelade et al., 2006; Jackson, 2011; König et al., 2011), making it *adaptive to context*, and *not a common structure spanning different societal fields*. As Czarniawska & Joerges (1996) show, superordinate social and cultural constructs (national and organizational), materially influence the construing process.

### **6.3 Personal Construct Psychology (PCP) and the Psychological Contract**

The early view of the psychological contract as simply an exchange agreement between two parties (Rousseau, 1989) belies its individuality (Cullinane and Dundon, 2006); a deeper look at the psychological forces underlying its development is needed to show how it evolves and matures. From a constructivist perspective, this means defining the contract as *an individual employee's construal, and not as a bipartite or multipartite agreement*, and then exploring its development over time.

Constructivism holds that people create their own perception of reality (Mascolo and Fischer, 2005), which is held as a mental structure, or construct system (Kelly, 1963). PCP argues that this system features current and idealized construals of self (Eron and Lund, 2002; Mair, 2003), the latter representing the perceived ultimate for the purpose of predicting events and reducing uncertainty for the individual. The system is dynamic and the view of self, like all other constructs, is constantly reconstrued in the flow of experience (Carlsen, 2006).

The construct system is hierarchical, with constructs afforded status according to their perceived importance to the system and its end goal (Bannister and Fransella, 1986). The significance of work to the individual therefore depends on its status within the construct hierarchy. Hypothetically, it seems reasonable to suggest that, where an individual perceives work as important in self-construal:

- the potential for organizational engagement will be greater
- psychological contract content will be less concerned with quantifiable issues (pay, hours, etc.) and more with self-development (opportunity, affirmation, etc.)

An individual must construe work as congruent with her/his fundamental values (Czarniawska and Joerges, 1996; Jankowicz, 2003a) to foster organizational engagement. High congruence can result in positive outcomes, whilst low congruence can cause problems – both personal and organizational.

The psychological contract frames the individual's orientation to work; as a ranked construct within the hierarchy, it contributes to the individual's perception of work as meaning, and defines the extent to which it is influential in choice-making in the flow of experience. Its content comprises further subordinated constructs that contribute to this navigation.

The implication from the literature is that *the psychological contract, like any other construct, is a contextual phenomenon that cannot be understood in isolation*. To gain insight into its construction and functioning, reference must be made to constructs of work, superordinate constructs, and the system as a whole, alongside work experiences.

In order to frame the research, it would seem reasonable to propose that:

- Construal of the psychological contract will change with experience. The pre-work, socialization and maturity phases are likely to feature materially different constructs
- Experience of reciprocity is likely to determine actual engagement, moderated by the status of work within the construct system; where experience is congruent with realization of the ideal, then engagement will be stronger, and where it compromises realization, it will be weaker. The effect will be amplified by the construed centrality of work to the individual

To identify factors that contribute to psychological contract creation and development, the research (Section 7) is designed to explore the work constructs of individuals and define the relationships between influences, values and work engagement.

#### **6.4 National Culture and the Psychological Contract**

Socialized culture, rooted in history and manifest in the icons, values and behaviours of a society, provides a lens for individuals to derive meaning from the flow of experience (Hofstede et al., 2010). In conjunction with the repository of schemata developed from daily life, it has a significant role in individual sensemaking and construing (Prokopenko, 1992 cited in Jankowicz, 1996a; b), making it influential in the content and organization of constructs (Jankowicz, 1999). Certainly, and in response to Caprar et al. (2015) and Venaik and Brewer (2016), an examination of individual sense-making can do much to enrich an excessive reliance on Hofstede, Trompenaars, GLOBE and other orthogonal

approaches to defining culture. First person enquiry has the potential to develop the concept of culture by extending individual meaning-making to a field currently dominated by mutually exclusive models based on statistical aggregation and geopolitical demarcation.

In the Czech context, a history spanning centuries of occupation (Panek and Tuma, 2009; Bazant et al., 2010) and, more recently, daily life under a command economy (Sztompka, 1996; Klicperová et al., 1997; Večerník, 2006; Dvorakova et al., 2013; Dědina and Dědinová, 2014; Pop-Eleches and Tucker, 2014), seem to have given rise to a culture that sees personal and work life as interconnected and indistinguishable (Dvorakova et al., 2013: 233), and consequently influenced by the following dispositions:

- *No demarcation between work and personal life*
- *Limited influence over own destiny*
- *Expertise highly valued*
- *Save for the future in preference to immediate gratification*
- *Cynical about the present*
- *Pessimistic outlook*
- *Family and social relationships have priority*
- *Suspicion of foreigners*
- *Contempt or disdain for authority*
- *Belief that national ingenuity can overcome any problem*
- *Passive resistance is the right response to practices deemed unacceptable*
- *Sensitivity to perceived social inequity and injustice*

### **6.5 Sensemaking and the Psychological Contract**

The psychological contract becomes not only a product of work socialization (Conway and Briner, 2005; De Vos and Freese, 2011), but also of the values and constructs that define the individual (Rosso et al., 2010) at entry, which continue to exert influence as the contract matures (Kristof-Brown et al., 2005). In PCP terms, *the extent to which the individual adapts then becomes a function of value congruence and system modulation.*

The literature suggests that the Czech psychological contract will, to a greater or lesser extent, feature the following components (taken from Table 5.2):

<b>Transactional</b>	<b>Relational</b>
Clearly defined level of commitment	Strong requirement for equitable treatment and social justice
Expertise in return for pay	General contempt for management; 'I know better' mentality
Family and friends take priority	Expectation of protection, particularly against an uncertain future
	Limited belief and engagement in company vision
	Social opportunities
	Upwards management through passive resistance is a legitimate strategy

The challenge for a US parent (the case organization for this research) operating in the Czech Republic is that *the Czech values and constructs that contribute to psychological contract definition stand in contrast to US work values. If unreconciled, it seems reasonable to propose that friction is likely to ensue, interpreted as psychological contract breach by the workers concerned, who then resort to cultural and experiential schemata to make sense of their environments (Vaiman and Holden, 2011; Montgomery, 2013). Consistent with psychological contract theory, the outcomes tend to be disengagement and negative behaviour, albeit manifest as typically Czech Švejkian cynicism (Stern, 1966; Gleb, 1972) and passive resistance (Reber et al., 2004).*

## **6.6 Research Questions**

Kelly's (1963) Fundamental Postulate premises that people construe events and create mental structures in order to predict future outcomes and reduce uncertainty. It seems reasonable to suggest that *the psychological contract has all of the qualities of a mental construction system designed to reduce uncertainty*, entirely consistent with Kelly's theory.

With a few notable exceptions, very little research has addressed antecedent influences on psychological contract formation and development, despite the seemingly significant role played by constructs established prior to commencing work. Accessing these constructs can give insight into the formation process and increase understanding.

The aim of the research is to understand how workers in a Czech financial services company construe their psychological contracts, with the specific objectives of understanding the influence of their personal constructs and cultural influences on the sensemaking process surrounding contract creation. As the literature suggests that personal values and cultural pressures are drivers of contract development, the first research question is:

1. How do value- and culture-related constructs influence psychological contract construal by Czech workers in a Czech financial services company?

Because the literature suggests dispositional differences between Czechs with and without experience of life in a command economy, and because the applied component of the research is concerned with differences in work dispositions between Czech and US staff, the second research question is:

2. How do psychological contract construal processes differ between:

- Czech staff with and without work experience in the command economy?
- Czech and non-Czech staff (the latter employed in Head Office roles in the US parent organization)?



## **Chapter 7: Research Design**

### **7.1 Introduction**

This Chapter describes, defines and justifies the research design and methodology chosen to answer the research questions developed from the Literature Review. Specifically, it details the procedures that were used for data collection, analysis and results presentation.

### **7.2 Research Design and Methodology**

As documented in Chapters 1 and 6, the research is concerned with the psychological contract as a discrete psychological construct, and specifically with the antecedent influences of pre-existing constructs and cultural dispositions upon its creation and development. A review of the literature led to the following research questions, which were developed at the end of Chapter 6:

Research Question 1. How do value- and culture-related constructs influence psychological contract construal by Czech workers in a Czech financial services company?

Research Question 2. How do psychological contract construal processes differ between:

- Czech staff with and without work experience in the command economy?
- Czech and non-Czech staff (the latter employed in Head Office roles in the US parent organization)?

The following sub-sections document the approach selected to investigate these questions

#### **7.2.1 Research Paradigm**

The subject matter and research questions are concerned with individual construing, lending themselves to first-person enquiry. The epistemological position is therefore constructivist, with research philosophy following the phenomenological tradition.

As described in Section 3.1, the Constructivist epistemology holds that people derive personal meaning from experience. Significantly, it accepts that reality exists, but acknowledges myriad individual interpretations of it, creating the potential for an infinite number of perceived realities (Mascolo and Fischer, 2005: 49). Kelly (1963: 6) refers to this as ‘constructive alternativism’, recognising a universe that actually exists in tandem with individual interpretations of it, accepting that both contribute equally to an individual’s perceived reality.

As a method of philosophical inquiry, Phenomenology shares Constructivism's acceptance of both reality and personal interpretation, recognising consciousness as a dynamic process of sense-making that harmonises both spheres within the flow of experience (Husserl, 1962).

In accepting the validity of perceived reality, phenomenological research uses co-operative inquiry - with both parties participating simultaneously as researcher and subject - to understand the way(s) phenomena are interpreted at the individual level. According to Heron (1981), its advantages include:

- Self-determination: participants are not defined or bound by a limiting research structure, but are free to act as intelligent agents; leaving the agenda 'open' avoids the possibility that the research becomes a self-fulfilling prophesy, and can lead to more expansive findings
- Communication: language is the basis of sociality; researcher-participant interaction can enrich understanding through discourse
- Presentation: co-operative inquiry provides an opportunity for presentational construing - the interpretation of non-linguistic, often contextual, cues

This makes a phenomenological approach particularly appropriate to investigations concerned with personal perception, where positivist techniques might fail to provide an appropriate richness of insight. As Gallagher (2012: 306) notes 'The transcendental project of phenomenology is certainly alive and well for many thinkers who concern themselves with explicating the basic structures of consciousness'.

### **7.2.2 Research Method**

A research methodology describes the way(s) in which research is structured to systematically solve specific research questions, defining both the activities of the research (method, design, sampling and techniques), and the rationale for the choices made for each component (Kothari, 2004). To address both of the research questions detailed above, the multiple case study approach was preferred for the following reasons:

- Consistent with the constructivist epistemology and phenomenological paradigm described above, it supports empirical analysis of first-person perspectives within the field of psychology (Montero and León, 2007)
- By emphasising detailed contextual analysis of a limited number of events or conditions and their relationships, the approach is generally held to excel at giving detailed insight into a complex issue (Dooley, 2002)

- It is most appropriate where (1) the research question is phrased as ‘how?’ or ‘why?’, (2) there is no need for the researcher to control behavioural events, and (3) the research focuses on contemporary events. Consequently, it represents the optimum choice from the five major research methods – Experimentation, Survey, Archival Analysis, History, and Case Study - for addressing the research aims, objectives and questions (Yin, 2015: 9).

As Morse et al (2002: 14) note, research that lacks rigour is “...worthless, becomes fiction, and loses its utility’, making reliability and validity major concerns in research design. Both have been closely associated with the positivist paradigm (Golafshani, 2003), but seen by some commentators as absent in qualitative inquiry, creating concerns about methodological rigour (see Gibbert et al., 2008). A number of commentators have addressed these concerns, along with other issues surrounding first-party research, to show how qualitative findings can be both reliable and valid. Flyvbjerg (2006) presents compelling arguments to position case study research as equal in value to positivist alternatives in its ability to deliver unbiased findings that can be used to develop general theories and propositions. His assertions, that ‘...Common to all experts...is that they operate on the basis of intimate knowledge of several thousand concrete cases in their areas of expertise’, and that such context-dependent knowledge lies at the heart of learning and case study research (Flyvbjerg, 2006: 5), are consistent with Kelly’s epistemology, manifest in the Commonality and Sociality corollaries in Chapter 3.

Table 7.1 summarises accepted means of satisfying the four major criteria for establishing methodological rigour in case study research (Gibbert et al., 2008), which have been used as guidelines for developing the methodology for this study.

The preference for a comparative multiple case approach is grounded upon the view that evidence from multiple case studies is generally held to be more reliable than those from single case studies (Herriott & Firestone, 1983, cited in Yin, 2015: 57). In particular, it:

- supports research within and across settings (Baxter and Jack, 2008), enabling comparison of age, geographical and cultural cohorts, which is central to the work
- provides a replicable procedure. Use of multiple cases within each category defined for the research allows findings within categories to be replicated (Eisenhardt, 1989: 537), contributing to more robust conclusions (Yin, 2015: 57). Healy and Perry (2000, cited in Golafshani, 2003: 603) argue that several data sources provide a means of triangulating the interpretation of multiple perceptions, thereby contributing to reliability and validity

**Table 7.1 Framework for Establishing Case Study Methodological Rigour**

	Rigour		Criterion	
	Internal Validity	Construct Validity	External Validity	Reliability
<b>Necessary to demonstrate</b>	Compelling arguments for proposed causal relationships between variables and results	The study actually investigates what it claims, leading to an accurate view of reality	Findings are generalizable beyond the research setting	The absence of random error in the findings
	Research framework derived from the literature	Data triangulation: <ul style="list-style-type: none"> <li>• Archival data</li> <li>• Interview data</li> <li>• Researcher observation</li> </ul>	Multiple case studies	Explanation of study protocol
<b>Options</b>	Pattern matching (to those reported by other authors)	Peer review of transcripts and findings	Nested approach (different case studies in single organization)	Availability of case data
	Theory triangulation (different theoretical lenses)	Participant review of transcripts and findings	Rationale for case study in relation to research question	
		Explanation of data collection procedures	Details of context surrounding case(s)	
		Explanation of data analysis procedures		

Source: Adapted from Gibbert et al. (2008)

### **7.2.3 Research Design and Representation**

This sub-section details the research approach and the basis on which participants were selected.

#### 7.2.3.1 Design

The research featured two series of one-to-one interviews, with the first round structured to surface the work constructs of the individuals concerned, and the second round structured to identify their personal values.

Participants were selected from within the Czech case organization and the UK-based Head Office of the International subsidiary of the US parent company. All had work experience with the case organization and at least one other company.

Although participants with conversational English were chosen, a professional Czech-English interpreter was provided where requested by Czech participants to ensure meaning was accurately conveyed. Jankowicz (2003b) differentiates between language as communication and language as representation, drawing attention to the possibility that the same events can be construed differently in different cultural contexts. To ensure accuracy, the interpreter (a Czech national who studied at the Anglo-American University in Prague) was briefed on PCP and the Repertory Grid technique. In particular, she experienced the latter as a participant, and followed the process from start to finish. This helped to ensure that authentic meaning was shared between all of the parties concerned (Sociality), and accurately captured. In addition, their own results were discussed and agreed with participants.

#### 7.2.3.2 Participants

Four separate groups comprising staff working within GE Capital CZ and UK at the time of the research, with and without command economy experience (for the Czech component only, the comparable UK group featured staff of similar age) were selected for the study on a purposive sampling basis. Table 7.2 provides details of the groups. Structuring the sample in this way facilitated comparison directly between the four discrete cohorts, and between permutations of combined cohorts. The aim in all cases was to identify categories of constructs and values.

**Table 7.2 Research Groups**

	Group 1	Group 2	Group 3	Group 4	Comments
<b>Business Unit</b>	GE Money Bank, a.s.		GE Capital International		Groups 3 and 4 taken from the parent company of Groups 1 and 2
<b>Location</b>	Czech Republic		England		UK and US staff show similar cultural profiles (Hofstede et al., 2010)
<b>Selection</b>	10 staff with command economy work experience	10 staff without command economy work experience	10 staff of similar age to staff from Group 1	10 staff of similar age to staff from Group 2	Selection basis needed to enable comparison between pre- and post-communism attitudes to work
<b>Qualification</b>	English-speaking Czech nationals working in departments outside of the author's direct control in the Prague Head Office		US or UK nationals working in the London Regional Head Office		Staff from the author's own department excluded to minimise potential bias and reflexivity
<b>Selection process</b>	Selective identification according to given criteria from company staff register		Selective identification according to given criteria from staff registers for departments deemed accessible for the research by HO		Purposive sampling

#### 7.2.4 Research Technique

The Role Construct Repertory Test, and the Repertory Grid mechanism in particular, were favoured as the basis for identifying and understanding participants' constructs of work, and the meaning they attribute to them. Chapters 2 and 3 show that these constructs are generally tacit, so it was necessary to use a technique to identify them before they could be analysed. As an '...operationalization of Kelly's fundamental postulate...' (Bell et al., 2002), Repertory Grid Analysis (RGA) is one such technique for surfacing tacit data (Jankowicz, 2001; Curtis et al., 2008; Clayson, 2013; Quirk, 2013; Burr et al., 2014b). RGA '...examines the relationships between constructs by comparing the way they apply to the same people or events [elements]' (Butt and Burr, 2004).

RGA has a solid provenance in the literature. Neimeyer (1985) documents strong growth in the number of academic journals and books featuring grid research - from 1953 in the USA, 1960 in the UK, and from 1964 elsewhere - up to 1980, as global academia embraced Kelly's concepts. Saul et al's (2012) bibliographical review of grid literature

reports 468 journal articles, 335 book chapters, 108 doctoral theses, and 62 books. A Google Scholar search for 'Repertory Grid' at the time of writing delivered 22,900 results. Grid Analysis has been applied in education (e.g. Keynan et al., 2014), business (e.g. Jankowicz, 1990; Hunter and Beck, 2000; Lemke et al., 2011; Girard, 2013; Baxter et al., 2014; Cornelius, 2016) and clinical practice (e.g. Winter, 1994). Specific to the context of this work, it has been used in a number of cross-cultural research studies (e.g. Hunter and Beck, 2000; Tomico et al., 2009). Fransella et al. (2004 Ch 8) devote an entire chapter to ways in which grids have been applied in practice.

Yin (2015: 40) describes the case study approach as a form of 'analytic generalization', noting that it differs from empirical data-driven 'statistical generalization' by providing deep insight into a situation, making it a useful tool for high level theory generation and development. A robust body of work validates the Repertory Grid technique in this respect (e.g. Smith, 2000; Caputi and Keynes, 2001; Neimeyer et al., 2005).

In a comparative case study context featuring RGA, the rigour needed to support analytic generalization is established by showing that *the cases* (the four Groups identified for this research) represent different replications of a situation, and can be achieved by agreement between the parties concerned (participants and researchers) that the outcomes describe the situation being researched in a useful way.

Golafshani (2003) explains how reliability can be achieved in qualitative research by triangulating multiple data sources (e.g. cases). Eisenhardt (1989) shows that validity concerns too can be addressed (in part) by using multiple data sources, and then following Yin's analytic generalisation approach by examining each case in the light of emergent findings to show the underlying theoretical reasons for apparent relationships. Tying results to existing literature and theories can provide further reinforcement. Specifically for this research, Morse's (2015) counsel that validity can be aided by thick description, peer review of data, analysis and findings, and participant checking (to ensure perceptions have been accurately recorded) are important design considerations. 'Thick' description was achieved by 'laddering down' to surface the full meaning of each construct, and by checking and agreeing findings with participants. Peer review of findings and agreement of categories followed in the process.

#### 7.2.4.1 Concepts Relating to Grid Procedure

a) Constructs elicitation: A construct is the basic unit of meaning, expressing it as a contrast - like something and unlike something else (see Glossary). Using the

methodology defined in Jankowicz (2003a) and Fransella et al. (2004), a single construct can be elicited by selecting three elements and asking the interviewee to state how any two are ‘like’ each other, and ‘unlike’ the third. This delivers a construct continuum with polar extremes. The interviewee then rates each element according to its perceived position between the poles. The process continues until an appropriate number of constructs (typically 6-12) have been elicited and all elements rated. An important part of the procedure is to supply a single construct that summarises the overall topic of the grid, to be used in subsequent analysis (see Section 7.2.4.3 b)). The resulting constructs can then be aggregated by means of a content analysis to identify the kinds of constructs that characterise the different kinds of respondent according to the design show in Table 7.2 above, thereby addressing the second objective as stated in Section 7.2.

b) Values elicitation: As Section 4.1.2 describes, values are superordinate constructs, often culturally-derived, that have a material role in guiding an individual’s behaviour. Eliciting these constructs for analysis is therefore an important step in addressing the first objective stated in Section 7.2. RGA supports values elicitation through a process of ‘laddering up’, where the interviewee is asked to explain a preference for one pole of an elicited construct, revealing another superior construct in the process. This continues until the interviewee can go no further, having arrived at a personal value. Since values are also constructs, they can be aggregated and content-analysed using the same process described above for subordinate constructs, to reveal patterns in the groups defined in Table 7.2.

For practical reasons, separate interviews were held to elicit constructs, and then values. This sequencing meant that the research questions in Section 7.2 were approached in reverse order, with the first interview (construct elicitation) phase addressing question 2, and the second interview (values elicitation) phase addressing question 1.

#### 7.2.4.2 Procedure for Constructs and Values Elicitation

As part of the enlistment process, participants were given a brief written description of the research objectives and an explanation of the psychological contract concept. Each were asked to commit to two separate 1-hour interviews:

a) First interview (constructs elicitation): The first interview was designed to elicit the constructs relating to significant psychological contracts in the interviewee’s working life, and provided data that was used to address the second research objective detailed in Section 7.2. The grid topic below was introduced to orientate the discussion:



*To identify situations in your working life where you felt you had a good or poor psychological contract*

Repertory Grid Technique was then used to elicit detailed and extensive constructs as indicated in 7.2.4.1 above. Table 7.3 shows the supplied elements the interviewees were asked to think about when remembering their own particular past and current experience of contracts. The elements provided a robust framework for identifying constructs of work, and a basis for revealing how the groups defined in Table 7.2 construe their psychological contracts.

**Table 7.3: Supplied Repertory Grid Elements**

<b>Element</b>	<b>To elicit contract constructs</b>
E1: The contract I imagined before starting work	Cultural influences (S4.4)
E2: My first contract	Work socialization (S5.3)
E3: My best contract	Individual perception (S2.3.1)
E4: My most typical contract	Perpetuation through reciprocity (S2.3.2)
E5: My worst contract	Sensitivity to breach (S2.3.4)
E6: The contract I had immediately before I last changed employer	Sensitivity to breach (S2.3.4)
E7: My current contract	Work engagement (S3.5)
E8: My ideal contract	Work as identity and meaning (S3.4)

Constructs were recorded on paper as each interview progressed and content was frequently shared and discussed with participants to ensure meaning was accurately captured. Output comprised both interview notes and grid content, which were recorded on grid templates. A grid example is attached in Appendix 5.

b) Second interview (values elicitation): During the second session, the constructs elicited in the first interview were discussed and ‘laddered up’ to arrive at individual values, following the process described in Section 7.2.4.1 b). This provided data for addressing the first research question detailed in Section 7.2. Output was a number of individual values for each participant, recorded on paper. These were then analysed to identify differences between the groups defined in Table 7.2 and provide insight into their influence on psychological contract development.

#### 7.2.4.3 Analysis

This phase comprised three separate types of analysis that provided the data needed to answer both research questions detailed in Section 7.2:

a) Principal Component Analysis: Each grid was analysed using Webgrid 5 software. Webgrid 5 is freely available via the internet and has a strong provenance as a PCP-based research tool (e.g. Gaines, 2004; Gaines and Shaw, 2012). Specifically, Webgrid includes a Principal Component Analysis feature that is useful in highlighting any underlying structure in grid data and, most significantly, the degree (%) of variance attributable to the leading components that comprise the structure. Fransella et al (2004: 93-94) explain that, in an RGA context, Principal Component Analysis refers to Singular-Value (or Eckart-Young) Decomposition (c/f a technique solely for analysing correlation matrices), with the two-dimensional spatial representation of constructs and elements considered ‘...the accepted way of viewing the grid (Fransella et al., 2004: 94). This output is a proxy for the complexity (dispersed variance) or simplicity (concentrated variance) of the individual’s construing, and can therefore provide useful insight into the breadth of considerations that the individuals and groups involved in the research take into account when construing work and their psychological contracts.

b) Honey’s technique: this procedure, developed by Honey (1979), uses the single supplied construct mentioned in Section 7.2.4.1 a) as a basis for preserving individual meaning, whilst concurrently facilitating the aggregation of constructs across the groups detailed in Table 7.2. This involves:

**Stage 1:** Calculating the sum of differences between the ratings of the elements on the supplied construct and the ratings of the elements on each construct, recording the absolute value of each difference. The process is repeated for a reversal, since a construct can also be expressed as its opposite (e.g. shy – friendly v friendly – shy), which may in turn be closer to the supplied construct. For this reason, the scores for each construct are reversed (in this case, subtracted from 6) and the sum of differences computed. The unreversed and reversed scored are then compared and the lowest values chosen. If this refers to the reversed scoring, the reversal is noted.

**Stage 2:** Calculating the Percent Similarity Score between each elicited construct and the supplied construct, using the formula (Jankowicz, 2003a: 115):  $100 - (SD / ((LR - 1) \times E)) \times 200$ , where SD is the lowest sum of differences from Stage 1, LR is the largest

possible difference between scores for an individual element, and E is the number of elements in the grid.

**Stage 3:** Calculating whether each elicited construct is of (L)ow, (I)ntermediate or (H)igh salience for the individual in relation to the supplied construct. This involves grouping the constructs, as far as the values permit, into three equal categories (H, I and L) by inspection.

An example of the output for a single construct is shown in Figure 7.1. The same process was followed for all constructs.

**Figure 7.1 Honey’s Technique: Sample Output**

Participant Code	Construct No.	1 The purpose of this grid is to identify situations in your working life where you felt you had a good or a poor psychological contract 2. Our focus is on the quality of the psychological contract in each case	The contract I imagined before starting work	My first contract	My best contract	My most typical contract	My worst contract	The contract I had immediately before I last changed employer	My current contract	My ideal contract	Reference: B/CZN01 Sex: F Age: 36 Years since starting work: 15 Number of jobs: 2 Years in GE: 10	Minimum Difference	PSS	PSS Based on Reversal?	H-L Index
B / CZN01		Emergent Pole	E1	E2	E3	E4	E5	E6	E7	E8	Contrast Pole	Minimum Difference	PSS	PSS Based on Reversal?	H-L Index
B / CZN01 /02		Fairly treated by my boss, defined as delivering the commitments made to me	1	1	1	3	5	4	5	1	Being personally let down by my boss, who consistently failed over the long term to meet promises explicitly made to me	5	69%	No	I

The resulting scores were used as a means of ranking constructs within the categories to which they were allocated in subsequent content analysis (see c) below). The resultant data for each group provide an indication of the extent to which the participants individually and collectively consider a construct important or otherwise to the topic.

**c) Content Analysis:** As mentioned in Section 7.2.4.1, a content analysis of aggregated grid data was undertaken separately for the constructs and values datasets to show the kinds of constructs that characterise respondents in the groups described in Table 7.2. In relation to RGA, each construct is viewed as both content *and* context unit, making it simultaneously a single unit of meaning and the basic unit of analysis (Holsti, 1968 cited in Jankowicz, 2003a: 148-149). As part of the procedure, constructs were compared to each other and grouped according to meaning. This process, which allows categories to emerge as it progresses, is known as ‘bootstrapping’. The extent to which categories are respectively represented in the groups shown in Table 7.2 (differential analysis) provides insight into the ways those groups construe their psychological contracts and, most significantly, any differences between them. In addition, the analysis for the constructs dataset was developed using Honey’s technique, mentioned above.

To ensure reliability, the same categorisation process was undertaken independently by a qualified collaborator, and the two outcomes compared using a reliability table. A % Agreement score, Cohen's Kappa (Cohen, 1968) and the Perreault-Leigh test (Perreault Jr and Leigh, 1989) were used to measure the degree of agreement between the two raters. Agreement, and therefore reliability, was assumed for test statistics  $\geq 0.9$ . A post-doctoral researcher with a background in repertory grid analysis within the organizational behaviour field collaborated during this phase of the study.

In conjunction, the output from the analyses provided the data needed to address the research questions detailed in Section 7.2. The results from the construct content analysis provided data pertinent to research question 2, and the results from the values content analysis provided data to address research question 1. The output from Honey's technique augmented and developed the content analysis findings relative to research question 2, whilst the aggregated data, elements analysis and Principal Components Analysis outputs contributed to an elaboration of findings relative to both research questions.

### **7.3 Ethical Considerations**

The main ethical considerations observed during the research are detailed below:

- Potential participants were told about the nature of the work at the outset and asked to engage on a voluntary basis. Those agreeing were asked to sign a form indicating informed consent
- The consent form also contained signed assurances from the researcher and translator that all discussions were, and will remain, confidential
- Each participant was advised that s/he could withdraw at any point during the research
- The case organisation has an option to embargo publication for up to 5 years from completion.

## **Chapter 8: Pilot Study**

A pilot study was undertaken with two participants from the Czech case organization to test the proposed approach and procedure. The objectives of the pilot were to:

- assess the suitability of repertory grid technique as a basis for the main research programme, particularly the choice of the supplied elements and the summary construct
- understand the time required for the procedure and establish whether both construct and values could be elicited during a single interview
- provide experience and feedback that would be helpful in structuring future discussions to avoid problems and optimise insights
- identify any flaws in the end-to-end data collection and analysis process

The objectives tend to be procedural because the research is qualitative, following the phenomenological paradigm. There is therefore no need for hypothesis generation and testing.

### **8.1 Approach**

Participants were briefed concerning the objectives of the research and agreed to provide open and honest feedback as a condition of their involvement; specifically, they agreed to discuss both the procedure and its results in depth, and to say whether or not the technique fully and accurately captured their intended meanings.

Interviews were arranged and structured to replicate the planned research environment and process as far as possible, although participants were told that they were involved in a pilot study at the outset and would be asked for their feedback at the end of the interview. Specifically, they were told that the accuracy of meaning captured during the process was of paramount importance to the research, and they would be asked to provide honest and direct opinions in this respect on conclusion of the interviews.

### **8.2 Findings**

This section summarises findings from the pilot study.

#### **8.2.1 Formalities and Process**

Both candidates expressed their satisfaction with:

- the level of information provided with the letter inviting them to participate. They confirmed that they understood the topic, the concepts explained in the information sheet, and the purpose of the research
- the explanation of repertory grid technique as a structural basis for eliciting individual meaning through discussion
- the measures taken to ensure their own opinions were accurately captured
- the degree of confidentiality provided

### **8.2.2 Elements**

As Jankowicz (2003a: 29-32) explains, a useful set of elements is:

- manageable- concrete nouns are easier to manage than abstract nouns and verbs
- ‘all of a kind’ – avoiding a mix of different types of nouns and verbs
- mutually exclusive – with each one clearly demarcated from others
- engaging – so that the interviewee can relate to them and sense ownership

The research was designed to address the considerations described in the first two points above, so manageability and consistency were pre-determined (see Table 7.3).

Engagement was tested through discussion with the participants who, informed by supplied materials and discussion at the outset of each interview, were quickly able to grasp the psychological contract concept and the variants described in the elements set.

In relation to mutual exclusivity, both participants rated two element pairs as similar – (1) E3: My best contract, and E8: My ideal contract, and (2) E1: The contract I imagined before starting work, and E8: My ideal contract - although they were able to differentiate clearly between them during the ensuing discussion. The elements were therefore considered mutually exclusive for the purpose of the research.

### **8.2.3 Constructs**

According to Jankowicz (2003a: 33), a good construct expresses a participant’s meaning fully and precisely, characterised by:

- a clear contrast
- appropriate detail
- a clear relationship to the topic in question

The supplied construct (E1: *Good contract – poor contract*) proved to be a useful introduction to the process and a helpful starting point in eliciting the constructs shown in Table 8.1, which all relate directly to aspects of the psychological contract.

**Table 8.1 Constructs Elicited During Pilot Study**

<b>Emergent Pole</b>	<b>Contrast Pole</b>
<b>Good Contract</b>	<b>Poor Contract</b>
<b><u>Participant 1</u></b>	
Freedom to leave the company if I choose	Trapped in my job by external commitments
Financial security for my family	High risk that I might not be able to provide for my family
Able to fulfil my responsibilities to the people who report to me	Being forced to compromise my own values in relation to responsibility for others
Consistently fair treatment by my employer on issues that I feel are important	Duplicitous or illegal behaviour that I find personally unacceptable
Congruence between the action agenda and 'what is right' for the company	Political or selfish behaviour that compromises the interests of the company
Finding satisfaction from seeing a tangible benefit from my work	I can't see what value I'm adding here
Given the opportunity to learn and develop	I'm just a 'cog in the machine'
<b><u>Participant 2</u></b>	
High-change environment that allows me to engage with new people and new technology	Boring stability
Opportunity to influence by implementing my own ideas and take responsibility for my own decisions	Being forced to blindly follow many rules in a rigid environment without space to move
Certainty of ability to finance personal life whilst also maintaining work-life balance	Need to spend all of my life at work without any time for leisure
Fair reward (remuneration) for the effort I put in	Feeling of being underpaid relative to peers and the market
Trust me and let me get on with it	Someone is looking over my shoulder and breathing down the back of my neck
Working with people who share similar life and work values - sponteneity, sense of humour, decisiveness	Over-serious, hesitating, formulaic and rigid colleagues
Boss whom I respect as being more capable than me and see as a role model	Boss I perceive as less capabe than me
Prestige from working for a company that is well-known and well-respected	Lack of esteem working for a company that is unknown and/or struggling

Abstract constructs that emerged during the interviews were developed by ‘laddering down’, as described in Section 7.2.4, to surface more detailed meaning and ensure adequate contrast between their respective poles. For example, *high-change environment that allows me to engage with new people and new technology v boring stability* was laddered down to elicit *opportunity to influence by implementing my own ideas and take responsibility for my own decisions v being forced to blindly follow many rules in a rigid*

*environment without space to move.* In fact, the respondents did not struggle to provide contrasting (c/f straightforward opposite) poles for any of the constructs elicited.

The elicitation process yielded 7-8 constructs per 1-hour session, so the 40 interviews defined in Table 7.2 were forecasted to deliver around 300 constructs in total. This is only just enough to provide a saturated content analysis, the point beyond which additional constructs simply repeat (and do not appreciably alter) the number of categories and the relative frequency of constructs allocated to them.

#### **8.2.4 Omissions**

The elicited constructs were shared with both participants throughout the interviews, and each was given the option to make any corrections necessary to ensure meaning was accurately recorded. Each interview concluded with a ‘catch all’ statement asking if anything significant had been missed. One participant provided a final construct at this stage, whilst the other was satisfied with the elicited material. Both confirmed that their respective grids accurately detailed constructs that they deemed significant in relation to work and their psychological contracts.

#### **8.2.5 Timing**

Constructs elicitation required 60-75 minutes, at which point both interviewees were relatively tired. It was consequently deemed unrealistic to assume that both constructs and values could be elicited at the same session; separate interviews were felt to be necessary.

### **8.3 Impact of Pilot Study on Main Study**

The pilot study showed that the chosen technique had the potential to bridge the gaps between personal construing, cultural pressures, and the psychological contract, to show how the first two might have an antecedent effect upon the third. The richness of insight provided by the technique was found to be adequate for the purpose of the study. Consequently, the chosen methodology was deemed to provide an appropriate basis for a research programme aimed at answering the research question detailed in Section 7.2, and no major changes to the planned design were considered necessary.

The research programme was targeted with elicitation of 8-9 constructs for each interview to ensure saturation point would be reached.



## Chapter 9: Findings and Analysis

### 9.1 Introduction

This Chapter documents the findings from the research and provides analysis that informs the discussion detailed in Chapter 10.

Findings are presented according to the research sequence detailed in Section 7.2.4.1, to address the two research questions stated in Section 7.2. Specifically:

- The content and differential analysis of pooled constructs (Section 9.4) address research question 2:

*How do psychological contract construal processes differ between:*

- *Czech staff with and without work experience in the command economy?*
- *Czech and non-Czech staff (the latter employed in Head Office roles in the US parent organization)?*

- The content and differential analysis of pooled values (Section 9.6) address research question 1:

*How do value- and culture-related constructs influence psychological contract construal by Czech workers in a Czech financial services company?*

- Analysis of Principal Components (Section 9.5) elaborates the findings in relation to both research questions

### 9.2 Sample and Cohorts

Care was taken to identify a sample consistent with chosen research approach outlined in Chapter 7, and the structure shown in Table 7.2. The following are significant in this respect:

#### 9.2.1 Case Organization and Comparator Demographics

As shown in Table 7.2, the total sample was drawn from employees of Czech (case organization) and UK (comparator organization) subsidiaries of the same company, GE Capital. As such, these are two (nationally) distinct groups that are directly comparable because they share the same corporate parent.

Table 9.1 details the workforce of the Czech case organization by nationality. The distribution clearly shows that the business predominantly comprises Czech nationals, and it is therefore reasonable to assume that any influences attributable to national culture are equally Czech.

**Table 9.1: Case Organization - Workforce Age and Nationality (January 2016)**

Nationality	Age						Total	%
	0 - 19	20-29	30 - 39	40 - 49	50 - 59	60+		
Czech Republic	2	873	1,017	681	281	45	2,899	94.2
Slovakia		20	38	9	2		69	2.2
Russia		2	1				3	0.1
Belarus		1	1				2	0.1
UK				1	1		2	0.1
Belgium				1			1	
Poland			1				1	
USA		1					1	
Sweden				1			1	
Not Known		12	43	35	5	2	97	3.2
<b>Total</b>	<b>2</b>	<b>909</b>	<b>1,101</b>	<b>728</b>	<b>289</b>	<b>47</b>	<b>3,076</b>	<b>100.0</b>
<b>%</b>	<b>0.1</b>	<b>29.6</b>	<b>35.8</b>	<b>23.7</b>	<b>9.4</b>	<b>1.5</b>	<b>100.0</b>	

Source: GE Money Bank, Czech Republic

Only 10.9% of the workforce is within the 50+ age band, suggesting that direct experience of work under a command economy has either limited influence on work dispositions within the company, or is a legacy of the previous generation.

The comparator company was in run-down at the time of the research, and was unable to provide comparable data. This was not a critical issue, given the workforce was known to comprise largely UK and US nationals, and that purposive sampling was used to identify appropriate participants. The key point is that Czech and non-Czech samples were selected from the same company, with similar age cohorts in each sample. This facilitated direct comparison and neutralised the impact of corporate culture on results.

### 9.2.2 Sample and Cohorts

Table 9.2 shows the characteristics and structure of Czech and non-Czech samples, which precisely match the selection criteria outlined in Table 7.2 in Chapter 7 – Research Design. The approach is considered appropriate for the research because:

- The distribution of nationalities supports the comparison required to answer the research questions
- There are an equal number of participants in each organization and cohort, and an adequate number of participants in total to give a reliable result
- The averages shown confirm that the cohorts are similar in age and experience, and are therefore demographically comparable for the purpose of the work

**Table 9.2: Sample Structure and Demography**

Cohort Code	Year Started Work						Sample Total
	GE Money Bank Czech Republic			GE Capital International HO			
	Pre-1990	Post-1990	Cohort Total	Pre-1990	Post-1990	Cohort Total	
	CZC	CZN		UKC	UKN		
<b>Nationality</b>							
Czech	10	10	20				20
UK				6	6	12	12
USA				2	4	6	6
Ireland				1		1	1
Canada				1		1	1
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
<b>Function</b>							
Marketing	1		1				1
Compliance		2	2	4	1	5	7
Risk				3		3	3
Audit	1	3	4				4
HR		2	2	1	4	5	7
Finance	3	1	4		1	1	5
Distribution	4		4				4
IT	1	1	2				2
PR		1	1		1	1	2
Tax				1	1	2	2
Business Dev.					1	1	1
Legal				1		1	1
Operations					1	1	1
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
<b>Gender</b>							
Female	5	5	10	3	7	10	20
Male	5	5	10	7	3	10	20
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
<b>Averages</b>							
Age	55	36		56	35		
Year Started	1983	2002		1981	2002		
Years Work	33	14		35	14		
No. Employers	4.3	3.1		4.6	3.8		
Years in GE	13	7		10	7		

### 9.3 Analytical Framework

Interviews with the 40 research participants elicited 411 constructs, which ‘laddered up’ (Section 7.2.4) to 284 values, in total. The datasets for these constructs and values are shown in Appendices 6 and 10 respectively.

Table 9.3 summarises the dispersion of constructs and values between the cohorts and sub-samples. The data were subjected to two separate content analyses, resulting in 14

Construct and 11 Values categories, which are considered in Sections 9.4 and 9.6 respectively.

**Table 9.3: Elicited Constructs and Laddered-Up Values by Cohort and Sub-Sample**

Category	Czech Pre-1990 CZC	Czech Post-1990 CZN	Non-Czech Pre-1990 UKC	Non-Czech Post 1990 UKN	All Czech	All Non Czech	All Pre 1990	All Post 1990	Total
Total Constructs	102	110	114	125	212	239	216	235	451
Supplied Constructs	10	10	10	10	20	20	20	20	40
<b>Elicited Constructs</b>	<b>92</b>	<b>100</b>	<b>104</b>	<b>115</b>	<b>192</b>	<b>219</b>	<b>196</b>	<b>215</b>	<b>411</b>
<b>Values</b>	<b>60</b>	<b>64</b>	<b>79</b>	<b>81</b>	<b>124</b>	<b>160</b>	<b>139</b>	<b>145</b>	<b>284</b>

#### 9.4 Constructs - Content and Differential Analysis

This sub-section describes the processes involved in the categorisation and analysis of the constructs elicited during participant interviews. The analysis directly addresses the second research question detailed in Section 7.2:

*How do psychological contract construal processes differ between:*

- *Czech staff with and without work experience in the command economy?*
- *Czech and non-Czech staff (the latter employed in Head Office roles in the US parent organization)?*

Construct categories represent aggregated superordinate domains comprising the constructs of the participants within the cohorts concerned. Analysing categories gives higher-level and more comprehensible insight into the meaning of work to these cohorts, than analysing individual constructs in isolation.

The first step in the procedure was to ensure an adequate level of reliability for the content analysis, both in the category definitions and in the coding to categories. The 411 elicited constructs (Appendix 6) were allocated to categories by the Researcher and Collaborator independently. Any differences were then discussed and, where possible, (re)allocated to a mutually agreed category. The process continued until a high level of agreement was reached. The initial and final resulting matrices are attached in Appendix 7, the latter featuring a 93% agreement level between the parties. Cohen (1968) and Perreault-Leigh

(Perreault Jr and Leigh, 1989) test statistics of 0.92 and 0.96 respectively in the final version both achieve the 0.90 required to show a ‘highly respectable’ degree of reliability (Jankowicz, 2003a: 163). The final categories agreed between Collaborator and Researcher are listed in Table 9.4. Categorisation detail is provided in Appendix 8.

**Table 9.4: Construct Categories Agreed During Collaboration**

No.	Category	Includes
1	Team Dynamics	Relationships with colleagues; quality of interaction
2	Work Life Balance	Time for personal life; flexibility
3	Role purpose	Logic in what is done and why; strategy
4	Autonomy	Space given; proximity/distance of supervision
5	Relationship with Boss	Support; mutual respect; advice; temperament; leadership
6	Job Satisfaction	Achievement; sense of making a difference; feeling good about work
7	Remuneration	Salary; bonus; fairness/equity in relation to others/market
8	Career Enhancement	Personal development; learning; promotion; status
9	Challenge of Assignment	Cognitive demands; new experience; outside comfort zone
10	Recognition	Acknowledgement; correct attribution; celebration of delivery
11	Personal expertise/competence	Referent; problem-solving; skills
12	Organizational Culture	Atmosphere; philosophy; way it feels to work there
13	Ethics	Moral orientation; the ‘right’ way
14	Miscellaneous	

The output from the content analysis was further processed using Honey’s technique (see Section 7.2.4.3 b) to demarcate H(igh), I(ntermediate) and L(ow) salience constructs. It will be recalled that this procedure shows the extent to which a construct has high personal salience to an individual, by indicating to what extent the ratings of elements on the construct match the ratings of a supplied construct whose meaning summarises the overall purpose of the topic being researched. This analysis delivered 175 high salience constructs in total - those constructs which are particularly important to each individual respondent’s understanding of what constitutes a good contract.

The allocation of ‘all’ and ‘high salience’ constructs to the 14 agreed categories is summarised in Table 9.5, ranked according to ‘all constructs’ frequency, and expanded in Appendix 9.

**Table 9.5: Summary of Constructs by Categories**

Construct Category	Definition	All Constructs	High Salience Constructs
		Sum %	Sum %
<b>Organizational Culture</b>	Atmosphere; philosophy; way it feels to work there	<b>67</b> 16.3%	<b>31</b> 17.7%
<b>Team Dynamics</b>	Relationships with colleagues; quality of interaction	<b>55</b> 13.4%	<b>22</b> 12.6%
<b>Job Satisfaction</b>	Achievement; sense of making a difference; feeling good about work	<b>37</b> 9.0%	<b>20</b> 11.4%
<b>Autonomy</b>	Space given; proximity/distance of supervision	<b>37</b> 9.0%	<b>16</b> 9.1%
<b>Recognition</b>	Acknowledgement; correct attribution; celebration of delivery	<b>36</b> 8.8%	<b>20</b> 11.4%
<b>Relationship With Boss</b>	Support; mutual respect; advice; temperament; leadership	<b>33</b> 8.0%	<b>13</b> 7.4%
<b>Role Purpose</b>	Logic in what is done and why; strategy	<b>29</b> 7.1%	<b>16</b> 9.1%
<b>Career Enhancement</b>	Personal development; learning; promotion; status	<b>22</b> 5.4%	<b>12</b> 6.9%
<b>Challenge of Assignment</b>	Cognitive demands; new experience; outside comfort zone	<b>22</b> 5.4%	<b>8</b> 4.6%
<b>Work-life Balance</b>	Time for personal life; flexibility	<b>22</b> 5.4%	<b>4</b> 2.3%
<b>Remuneration</b>	Salary; bonus; fairness/equity in relation to others/market	<b>19</b> 4.6%	<b>8</b> 4.6%
<b>Ethics</b>	Moral orientation; the 'right' way	<b>19</b> 4.6%	<b>4</b> 2.3%
<b>Personal Expertise/Competence</b>	Referent; problem-solving; skills	<b>10</b> 2.4%	<b>1</b> 0.6%
<b>Miscellaneous</b>		<b>3</b> 0.7%	
<b>Total</b>		<b>411</b> 100.0%	<b>175</b> 100.0%

#### 9.4.1 All Constructs

This sub-section analyses the distribution of the 411 elicited constructs within categories across the sub-samples and cohorts involved in the research. Comparative analysis at this level of granularity identifies similarities between cohorts of different nationality and age that cannot be culture-specific in origin, and differences between cohorts of the same nationality and age that are likely to be culture-specific in origin.

Table 9.6 is an expansion of the 'all' constructs distribution provided in Table 9.5, and shows how the elicited constructs fall between categories for all sub-samples and cohorts.

**Table 9.6: Construct Distribution by Category for Sub-samples and Cohorts**

Construct Category	Cohort				Age		Nationality		Total
	Czech Pre-1990 CZC	Czech Post-1990 CZN	Non-Czech Pre-1990 UKC	Non-Czech Post-1990 UKN	All Older	All Younger	All Czech	All Non-Czech	
	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %
<b>Organizational Culture</b>	<b>18</b>	<b>10</b>	<b>22</b>	<b>17</b>	<b>40</b>	<b>27</b>	<b>28</b>	<b>39</b>	<b>67</b>
	19.6	10.0	21.2	14.8	20.4	12.6	14.6	17.8	16.3
<b>Team Dynamics</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>27</b>	<b>28</b>	<b>28</b>	<b>27</b>	<b>55</b>
	16.3	13.0	11.5	13.0	13.8	13.0	14.6	12.3	13.4
<b>Job Satisfaction</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>17</b>	<b>15</b>	<b>22</b>	<b>12</b>	<b>25</b>	<b>37</b>
	7.6	5.0	7.7	14.8	7.7	10.2	6.3	11.4	9.0
<b>Autonomy</b>	<b>9</b>	<b>13</b>	<b>8</b>	<b>7</b>	<b>17</b>	<b>20</b>	<b>22</b>	<b>15</b>	<b>37</b>
	9.8	13.0	7.7	6.1	8.7	9.3	11.5	6.8	9.0
<b>Recognition</b>	<b>2</b>	<b>7</b>	<b>15</b>	<b>12</b>	<b>17</b>	<b>19</b>	<b>9</b>	<b>27</b>	<b>36</b>
	2.2	7.0	14.4	10.4	8.7	8.8	4.7	12.3	8.8
<b>Relationship With Boss</b>	<b>6</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>14</b>	<b>19</b>	<b>16</b>	<b>17</b>	<b>33</b>
	6.5	10.0	7.7	7.8	7.1	8.8	8.3	7.8	8.0
<b>Role Purpose</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>16</b>	<b>29</b>
	7.6	6.0	7.7	7.0	7.7	6.5	6.8	7.3	7.1
<b>Career Enhancement</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>9</b>	<b>22</b>
	6.5	7.0	4.8	3.5	5.6	5.1	6.8	4.1	5.4
<b>Challenge of Assignment</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>6</b>	<b>16</b>	<b>22</b>
	3.3	3.0	5.8	8.7	4.6	6.0	3.1	7.3	5.4
<b>Work-life Balance</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>22</b>
	5.4	7.0	3.8	5.2	4.6	6.0	6.3	4.6	5.4
<b>Remuneration</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>5</b>	<b>19</b>
	5.4	9.0	3.8	0.9	4.6	4.7	7.3	2.3	4.6
<b>Ethics</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>13</b>	<b>10</b>	<b>9</b>	<b>19</b>
	3.3	7.0	2.9	5.2	3.1	6.0	5.2	4.1	4.6
<b>Personal Expertise/Competence</b>	<b>5</b>	<b>3</b>		<b>2</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>10</b>
	5.4	3.0		1.7	2.6	2.3	4.2	0.9	2.4
<b>Miscellaneous</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
	1.1		1.0	0.9	1.0	0.5	0.5	0.9	0.7
<b>Total</b>	<b>92</b>	<b>100</b>	<b>104</b>	<b>115</b>	<b>196</b>	<b>215</b>	<b>192</b>	<b>219</b>	<b>411</b>
	100	100	100	100	100	100	100	100	100
<b>% of All (n=411)</b>	22.4	24.3	25.3	28.0	47.7	52.3	46.7	53.3	100

The analysis does not take into account the relative salience of each construct to the participant from which it was elicited, so it is more general than the high salience analysis that follows. It does, however, indicate a number of important relationships that provide a foundation for the deeper analysis detailed in Section 9.4.2.

#### 9.4.1.1 Distribution of Categories Overall

Whilst a broad abstraction, the number of constructs in isolation provides a rough proxy for the degree of meaning derived from work by each cohort.

Organizational Culture ranks substantially higher than any other category at the ‘all constructs’ level. In conjunction with Team Dynamics (13%) and Relationship With

Boss (8%), constructs concerned with the quality of workplace interactions account for 37% of all constructs elicited. In general, social relationships are the most important consideration for respondents within the sample.

By contrast, participants ascribe very little value to Remuneration and Personal Expertise/competence, which together account for only 7% of all constructs, suggesting that *work means substantially more to people than simply the transactional exchange of labour/expertise for pay*.

#### 9.4.1.2 Variations by Cohort

Table 9.7 shows the construct categories for each cohort, rank-ordered by construct frequency.

**Table 9.7: Rank-ordered Constructs by Category for Sample Cohorts**

Czech Pre -990 CZC		Czech Post-1990 CZN		Non-Czech Pre-1990 UKC		Non-Czech Post-1990 UKN	
Construct Category	Sum %	Construct Category	Sum %	Construct Category	Sum %	Construct Category	Sum %
Organizational Culture	18 19.6	Autonomy	13 13.0	Organizational Culture	22 21.2	Organizational Culture	17 14.8
Team Dynamics	15 16.3	Team Dynamics	13 13.0	Recognition	15 14.4	Job Satisfaction	17 14.8
Autonomy	9 9.8	Organizational Culture	10 10.0	Team Dynamics	12 11.5	Team Dynamics	15 13.0
Job Satisfaction	7 7.6	Relationship With Boss	10 10.0	Job Satisfaction	8 7.7	Recognition	12 10.4
Role Purpose	7 7.6	Remuneration	9 9.0	Role Purpose	8 7.7	Challenge of Assignment	10 8.7
Relationship With Boss	6 6.5	Recognition	7 7.0	Autonomy	8 7.7	Relationship With Boss	9 7.8
Career Enhancement	6 6.5	Work-life Balance	7 7.0	Relationship With Boss	8 7.7	Role Purpose	8 7.0
Personal Expertise/Competence	5 5.4	Ethics	7 7.0	Challenge of Assignment	6 5.8	Autonomy	7 6.1
Remuneration	5 5.4	Career Enhancement	7 7.0	Career Enhancement	5 4.8	Work-life Balance	6 5.2
Work-life Balance	5 5.4	Role Purpose	6 6.0	Remuneration	4 3.8	Ethics	6 5.2
Challenge of Assignment	3 3.3	Job Satisfaction	5 5.0	Work-life Balance	4 3.8	Career Enhancement	4 3.5
Ethics	3 3.3	Challenge of Assignment	3 3.0	Ethics	3 2.9	Personal Expertise/Competence	2 1.7
Recognition	2 2.2	Personal Expertise/Competence	3 3.0	Miscellaneous	1 1.0	Remuneration	1 0.9
Miscellaneous	1 1.1	Miscellaneous		Personal Expertise/Competence		Miscellaneous	1 0.9
<b>Total</b>	<b>92</b> 100	<b>Total</b>	<b>100</b> 100	<b>Total</b>	<b>104</b> 100	<b>Total</b>	<b>115</b> 100
<b>% of All (n=411)</b>	<b>22.4</b>		<b>24.3</b>		<b>25.3</b>		<b>28.0</b>



The distributions show some similarities. Organizational Culture and Team Dynamics rank in the top three categories for all cohorts. There are, however, some significant differences between individual cohorts, which are considered below.

a) Older Czechs (CZC: Started Work Pre 1990) This cohort distinguishes itself from others by placing very little value on Recognition (2.2%) and Challenge of Assignment (3.3%). Organizational Culture and Team Dynamics stand out as priorities for these participants, with the former meaning much more to them (+9.6%) than their younger compatriots. *Older Czechs do not seem to value or celebrate individual achievement, instead construing work meaning largely in terms of its social qualities, and in purposeful work managed independently* (Autonomy 3<sup>rd</sup>, 9.8% ; Role purpose 5<sup>th</sup>, 7.6%). Constructs from this cohort include:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
109	CZC01	Colleagues I can rely on and who keep their word	Colleagues who deliberately lie or fail to keep their word for their own personal gain
128	CZC04	A controlling environment where I'm told what to do	People rely on me and my expertise to find solutions by myself
135	CZC05	A fear-based culture	A culture based on positive collaboration
153	CZC06	Social connection with colleagues	No mutual interest between colleagues
179	CZC09	Creativity and freedom	Being 'tied up; things done 'by the book'

As the constructs below show, social value for the cohort appears to reside more in harmonious and mutually supportive relationships with colleagues, and less in the construal of colleagues as friendships that transcend the workplace. *Older Czechs tend to gravitate towards a collectivist work culture.*

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
104	CZC01	Mutually supportive environment	Divisive environment based on fear and criticism
131	CZC04	Team harmony	Everyone out for him/herself
164	CZC07	Sharing and helping each other	People keep their expertise to themselves

b) Younger Czechs (CZN: Started Work Post 1990) The distribution of constructs across categories for younger Czechs suggest that this cohort, more than any other, derives work

meaning from an extensive variety of sources; 9 from 14 categories include 7 or more constructs (5 for older Czechs, 7 for older non-Czechs and 8 for younger non-Czechs).

Independence is clearly a paramount concern for this cohort, with Autonomy ranking first. In this context, and as the constructs below show, autonomy is synonymous with self-determination in the sense it is generally construed as freedom to set and manage the work agenda.

<b>Construct Number</b>	<b>Participant Number</b>	<b>Emergent Pole</b>	<b>Contrasting Pole</b>
006	CZN01	Freedom to implement my own ideas and optimise business performance	Constrained and unable to realise opportunities
017	CZN02	Totally in control of everything (as far as possible)	No power to influence anything
068	CZN08	I have the authority to make my own decisions	Being a 'factory worker'

*It seems that younger Czechs value the independence denied to previous generations and construct their approach to work accordingly.*

Relationship With Boss and Recognition also have high rankings (4<sup>th</sup> and 6<sup>th</sup> respectively), suggesting that visible achievement is construed as meaningful. In conjunction with the highest ranking of all for remuneration (5<sup>th</sup>), it appears that achievement in this context may be directed towards personal affluence. This is also evident in low rankings for Role Purpose, Challenge of Assignment and Personal Expertise/competence (10<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> respectively). Collectively, these ratings imply that *younger Czechs value independence at work and find meaning in having their achievements acknowledged, possibly in order to increase personal wealth, and not because work itself is construed as intrinsically meaningful.* This is evident in the following constructs:

<b>Construct Number</b>	<b>Participant Number</b>	<b>Emergent Pole</b>	<b>Contrasting Pole</b>
10	CZN02	Gives me short-term personal independence	Gives me long-term personal independence
29	CZN04	Earning just enough to make ends meet	Very well paid
41	CZN05	Remuneration is equitable	My self-worth isn't recognised
63	CZN07	Being respected as a subject matter expert	Being seen as technically incompetent
99	CZN10	I can afford the lifestyle I want	I can't even cover my basic expenses

c) Older non-Czechs (UKC: Started Work Pre 1990) The older non-Czech cohort is more sensitive to Organizational Culture than any other, and places the highest value of all groups on Recognition (14.4%). It is significant that the social component of work, enshrined in Organizational Culture, differs from the collectivist harmony seen in the older Czech cohort in the way it relates to the individual's personal agenda. It seems that *older non-Czechs construe workplace culture and relationship according to the extent they support the individual and provide a basis for personal achievement.*

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
321	UKC02	Company is fair and respectful towards its employees	Institutional discrimination
361	UKC05	Organization is interested in me as a person	Political, opaque development environment
382	UKC08	Fair treatment - consistent standards for everyone based on merit	Lack of equity - some people undeservedly favoured

The mid-ranking categories of Role Purpose, Autonomy, Relationship With Boss, and Challenge of Assignment are all relatively balanced (each between 5.8% and 7.7% of constructs), with relatively low scores for Career Enhancement and Remuneration.

The picture that emerges in one of an *older non-Czech group more interested in personal achievement and recognition than in career progression. This is an intensely individualist orientation grounded on self-affirmation through the maximisation of personal potential and acknowledgement of achievement, manifest in the idea of 'leaving a legacy'. Older non-Czechs appear to find meaning in the self-affirming qualities of work, embodied in a sense of personal achievement.* This can be seen in the following constructs:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
316	UKC01	Driven to be the best	No real impetus to excel; enough to be average
338	UKC04	A boss who shows by example how to build credibility	A boss who isn't a role model
351	UKC05	Being respected, appreciated and viewed positively by colleagues	Being ignored
363	UKC06	Making a visible contribution and 'leaving a legacy'	Zero impact
388	UKC08	Leaving my mark	Going through the motions

d) Younger non-Czechs (UKN: Started Work Post 1990) The younger non-Czech cohort has the highest number of constructs of all, suggesting work may be a more complex construct, holding greater meaning for these individuals. This is explored in more detail in subsequent sections.

Consistent with older non-Czechs, but not with Czech cohorts, Recognition (4<sup>th</sup>) ranks highly. In contrast to other groups, however, and to younger Czechs in particular, this cohort places the highest value on Challenge of Assignment (5<sup>th</sup>, 8.7%%), seemingly construing it as a means to personal growth:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
220	UKN03	Interesting work - novelty that involves creativity and learning	Enduringly boring and repetitive
241	UKN05	I feel I'm learning	I'm not changing
302	UKN10	I can develop my personal brand	I'm inaccurately perceived

The relative importance of challenge and recognition to this cohort imply that it construes work firstly as a basis for establishing personal efficacy, given the emphasis placed on personal ambition by the non-Czech sub-sample. The fact that this is an intermediate phase in a longer-term aspiration might also be evidenced in the low rankings given to Career Enhancement (11<sup>th</sup>) and Remuneration (13<sup>th</sup>). *The younger non-Czech cohort seems to be looking to develop and prove and itself in an environment perceived as highly meaningful, rather than progress without provenance to the next grade and salary level. The end-game, however, appears to be success at work, as a relatively high number of constructs within this cohort relate to affirmation of ability:*

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
194	UKN01	Working in an unambitious team	Working in a team that wants to over-achieve
205	UKN02	Opportunities for education and career development	Stagnated in career
222	UKN03	Gravitas - from being seen as competent	Lack of respect - viewed as helpless, confused and lacking direction; a low contributor
237	UKN04	Trust in me and my abilities	Micro-management
268	UKN07	Self-affirming, confidence-giving work	I'm set up to fail

#### 9.4.1.3 Variations by Age

In many respects, both generational (older and younger) groups are very similar. The exceptions are Organizational Culture, which is more important to the older cohort (20.4% of all constructs, v 12.6% of the younger group's constructs), Job Satisfaction, important to the younger group (10.2% v 7.7% of the older cohort's constructs), and Ethics (6.0% v 3.1% of the older cohort's constructs), although it ranks relatively low.

#### 9.4.1.4 Variations by Nationality

It would appear that Recognition (+7.6%), Job Satisfaction (+5.1%), Organizational Culture (+3.2%), and Challenge of Assignment (+4.2%) all skew as significantly more important to non-Czechs within the sample. It seems that *non-Czechs place significantly greater store by personal achievement, and value the fact that it is recognised*. Czechs, by comparison, place a relatively higher value on Autonomy (+4.7%), Remuneration (+5.0%) and Expertise (+3.3%).

### **9.4.2 High Salience Constructs**

Table 9.8 expands the analysis in Table 9.6, showing the distributions for high salience constructs for each sub-sample and cohort within the study. A full breakdown of constructs ranked according to Honey's procedure (see Section 7.2.4.3 b) ) is detailed in Appendix 9. This sub-section analyses only those constructs defined by the process as highly salient to the people from whom they were elicited.

As explained in Section 9.4, high salience constructs can be seen to represent 'units of intense meaning' for individuals. High frequency counts therefore signify issues that are of particular collective importance to each sub-sample and cohort.

#### 9.4.2.1 Distribution of Categories

The distribution of high salience constructs in Table 9.8 is similar to that for all constructs in Table 9.6. Whilst any differences in totals (columns) are modest (+/- 3% maximum), they tend to be towards categories that are more directly associated with personal factors (e.g. job satisfaction +2%, recognition +2%, role purpose +2%), and away from exogenous considerations (e.g. work-life balance -3%, ethics -2%). Perhaps the most appreciable difference is Personal Expertise/competence, which almost disappears at the high salience level. Rankings also broadly follow the same patterns for both distributions.

The data support the finding in Section 9.4.1 that the social environment, manifest in Organizational Culture and Team Dynamics, is singularly the most meaningful component of work for the sample. These two categories together account for over 30%

of all high salience constructs, which increases to over 40% if Relationship with Boss is taken into account.

**Table 9.8: High Salience Construct Distribution by Category and Sub-sample/Cohort**

Construct Category	By Cohort				By Age		By Nationality		Total High Salience	Total All
	Czech Pre-1990 CZC	Czech Post-1990 CZN	Non-Czech Pre-1990 UKC	Non-Czech Post-1990 UKN	All Older	All Younger	All Czech	All Non-Czech		
	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %	Sum %
<b>Organizational Culture</b>	7 17.6	7 16.7	10 20.8	7 15.2	17 19.5	14 15.9	14 17.3	17 18.1	31 17.7	67 16.3
<b>Team Dynamics</b>	8 20.5	5 11.9	6 12.5	3 6.5	14 16.1	8 9.1	13 16.0	9 9.6	22 12.6	55 13.4
<b>Job Satisfaction</b>	5 12.8	2 4.8	5 10.4	8 17.4	10 11.5	10 11.4	7 8.6	13 13.8	20 11.4	37 9.0
<b>Autonomy</b>	3 7.7	5 11.9	3 6.3	5 10.9	6 6.9	10 11.4	8 9.9	8 8.5	16 9.1	37 9.0
<b>Recognition</b>		7 16.7	8 16.7	5 10.9	8 9.2	12 13.6	7 8.6	13 13.8	20 11.4	36 8.8
<b>Relationship with Boss</b>	3 7.7		5 10.4	5 10.9	8 9.2	5 5.7	3 3.7	10 10.6	13 7.4	33 8.0
<b>Role Purpose</b>	5 12.8	4 9.5	3 6.3	4 8.7	8 9.2	8 9.1	9 11.1	7 7.4	16 9.1	29 7.1
<b>Career Enhancement</b>	4 10.3	2 4.8	2 4.2	4 8.7	6 6.9	6 6.8	6 7.4	6 6.4	12 6.9	22 5.4
<b>Challenge of Assignment</b>	1 2.6	1 2.4	3 6.3	3 6.5	4 4.6	4 4.5	2 2.5	6 6.4	8 4.6	22 5.4%
<b>Work Life Balance</b>		3 7.1	1 2.1		1 1.1	3 3.4	3 3.7	1 1.1	4 2.3	22 5.4
<b>Remuneration</b>	2 5.1	4 9.5	1 2.1	1 2.2	3 3.4	5 5.7	6 7.4	2 2.1	8 4.6	19 4.6
<b>Ethics</b>	1 2.6	1 2.4	1 2.1	1 2.2	2 2.3	2 2.3	2 2.5	2 2.1	4 2.3	19 4.6
<b>Personal Expertise/Competence</b>		1 2.4				1 1.1	1 1.2		1 0.6	10 2.4
<b>Miscellaneous</b>										3 0.7
<b>Total</b>	39 100	42 100	48 100	46 100	87 100	88 100	81 100	94 100	175 100	411 100
<b>% of High (n=175)</b>	22.3	24.0	27.4	26.3	49.7	50.3	46.3	53.7	100	

The dispersal of constructs in Table 9.8 is somewhat different from that seen for ‘all’ constructs in Table 9.6. The difference between older and younger cohorts reduces; older participants account for 47.7% of ‘all’ and 49.7% of ‘high salience’ constructs, whilst younger participants account for 52.3% of ‘all’ and 50.3% of ‘high salience’. The difference in ‘all’ constructs between Czechs and non-Czechs (46.7% v 53.3%) however

remains at the ‘high salience’ level (46.3% v 53.7%), showing again that work has a relatively greater intensity of meaning for the latter. This is even more evident at the cohort level, where older Czechs, with only 22.3% of all high salience constructs, have a less complex construal of work than younger Czechs (24.0%), and substantially less than the two non-Czech cohorts (27.4% older and 26.3% younger).

#### 9.4.2.2 Variations by Cohort

Table 9.9 shows the distribution of high salience constructs within construct categories for the different cohorts within the sample, rank-ordered by frequency.

**Table 9.9: Rank-ordered High Salience Constructs by Category for Cohorts**

Czech Pre-1990 CZC		Czech Post-1990 CZN		Non-Czech Pre-1990 UKC		Non-Czech Post-1990 UKN	
Construct Category	Sum %	Construct Category	Sum %	Construct Category	Sum %	Construct Category	Sum %
Team Dynamics	8 20.5	Recognition	7 16.7	Organizational Culture	10 20.8	Job Satisfaction	8 17.4
Organizational Culture	7 17.9	Organizational Culture	7 16.7	Recognition	8 16.7	Organizational Culture	7 15.2
Role Purpose	5 12.8	Team Dynamics	5 11.9	Team Dynamics	6 12.5	Recognition	5 10.9
Job Satisfaction	5 12.8	Autonomy	5 11.9	Job Satisfaction	5 10.4	Autonomy	5 10.9
Career Enhancement	4 10.3	Remuneration	4 9.5	Relationship with Boss	5 10.4	Relationship with Boss	5 10.9
Autonomy	3 7.7	Role Purpose	4 9.5	Challenge of Assignment	3 6.3	Career Enhancement	4 8.7
Remuneration	2 5.1	Work Life Balance	3 7.1	Autonomy	3 6.3	Role Purpose	4 8.7
Relationship with Boss	3 7.7	Job Satisfaction	2 4.8	Role Purpose	3 6.3	Team Dynamics	3 6.5
Ethics	1 2.6	Career Enhancement	2 4.8	Career Enhancement	2 4.2	Challenge of Assignment	3 6.5
Challenge of Assignment	1 2.6	Challenge of Assignment	1 2.4	Remuneration	1 2.1	Remuneration	1 2.2
Work Life Balance		Ethics	1 2.4	Work Life Balance	1 2.1	Work Life Balance	
Recognition		Personal Expertise/ Competence	1 2.4	Ethics	1 2.1	Ethics	1 2.2
Personal Expertise/ Competence		Relationship with Boss		Personal Expertise/ Competence		Personal Expertise/ Competence	
<b>Total</b>	<b>39</b> 100	<b>Total</b>	<b>42</b> 100	<b>Total</b>	<b>48</b> 100	<b>Total</b>	<b>46</b> 100
<b>% of High (n=175)</b>	22.3	<b>% of High (n=175)</b>	24.0	<b>% of High (n=175)</b>	27.4	<b>% of High (n=175)</b>	26.3

Again, *Organizational Culture* ranks first, or a close second in all cases, and little value is ascribed to *Personal Expertise/competence*.

Elements of the age-related and national differences described in Sections 9.4.1.3 and 9.4.1.4 are evident in the cohort-level distributions, but there are also some notable differences in construing between the cohorts that must have more specific origins.

a) Older Czechs (CZC: Started Work Pre 1990) Meaning for older Czechs concentrates around the social dimensions (38.4% for Team Dynamics and Organizational Culture collectively), which is defined in Section 9.4.1.2 a) as collective harmony for this cohort, and from independently-managed work (Autonomy 7.7%) that is construed as Purposed (12.8%). In conjunction with the satisfaction derived from this permutation (12.8%), these five categories account for almost three quarters (71.4%) of all high salience constructs for this cohort. Equally importantly, personal recognition is seen as relatively insignificant; no Recognition constructs within this cohort rank as highly salient.

*For older Czechs, work meaning appears to lie in a relatively simple permutation of social dynamics, and independent execution of tasks that the worker sees as purposeful. Purpose, in this context, appears have a practical connotation:*

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
159	CZC07	What I do has practical value	I've no idea what my output is used for
181	CZC09	Work that makes sense	Work often stopped before completion

It seems that *the older Czech disposition is one of collectiveness, given the bias towards social/team constructs and the low value placed on personal recognition.* The following constructs broadly summarise the older Czech disposition to work:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
105	CZC01	Colleagues try to advance themselves at my expense	Colleagues 'look out' for me
119	CZC03	I can produce high quality work, which is of paramount importance to me	I would have to produce poor quality work
149	CZC06	Having direct influence	Influencing indirectly
178	CZC09	Good interpersonal relationships	No sharing; arguments and sarcasm
187	CZC10	Doing the job well and delivering	Poor/no results

b) Younger Czechs (CZN: Started Work Post 1990) In ranking recognition, Organizational Culture and Team Dynamics as the top three sources of work meaning,



younger Czechs appear to share more commonality with older non-Czechs than any other, including the older compatriot group.

The high salience constructs of younger Czechs are quite widely dispersed, spanning 12 categories. This is consistent with older and younger non-Czechs (12 and 11 categories respectively), implying more complex construing than the older Czechs (10 categories).

The cohort differs most significantly from others in the high value it places on Recognition (1<sup>st</sup>, 16.7%), which is indicative of an individualist work orientation. Older Czechs appear to be alone in deriving very little meaning from having their achievements overtly acknowledged, whilst this is of paramount importance to their younger compatriots. As the constructs below indicate, *younger Czechs construe recognition in terms of affirmation of efficacy and not quantified achievement alone*:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
022	CZN03	Mutual respect	Lack of consideration for me
030	CZN04	Status resulting from recognised expertise	Seen as being of no use to others
064	CZN07	Being seen as an intelligent person	Being seen as not very capable or smart

Significantly, relationship with boss is not valued at all by this cohort and career enhancement ranks a relatively low 9<sup>th</sup>, whilst remuneration (5<sup>th</sup>, 9.5%) and work-life balance (7<sup>th</sup>, 7.1%) have high comparative ratings. It is noticeable that this cohort has by some distance the lowest rating for job satisfaction (4.8%), expecting to find proportionately much less meaning in work than others.

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
012	CZN01	Is satisfying in itself, whilst allowing me time to focus on non-work things that matter to me	Compromises me and my 'self time'
031	CZN04	Fun environment - jokes and banter	Over-serious, mechanistic workplace that lacks a 'human' element
066	CZN07	A salary that supports my personal life and lifestyle choices	I have to be very careful with money and can't afford the things I value
072	CZN08	My workload prevents me from planning my social life and severely limits the time I have to myself	My workload prevents me from planning my social life and severely limits the time I have to myself
082	CZN09	Work and personal time are clearly demarcated	Going to bed worrying about work

In conjunction, and in the context of the individualist orientation mentioned above, these datapoints hint at *construing that does not see work as a source of meaning per se, but as a means to an end and a contributor to a broader construct of life meaning for younger Czechs.*

c) Older non-Czechs (UKC: Started Work Pre 1990) Older non-Czechs have both the highest absolute number of high salience constructs and the (joint) broadest range of categories. This group therefore has the most complex construing, and finds more meaning in work than any other.

Over 90% of their high salience constructs fall into two general clusters (1) a social grouping, including Organizational Culture, Team Dynamics and Relationship with Boss, that accounts for almost half of all constructs, making social considerations as important to this cohort as to any other – although, as suggested in Section 9.4.1.2 c), this is construed in terms of the extent to which it supports the individual’s own agenda - and (2) a self-affirmation group, including Recognition, Autonomy, Challenge of Assignment and Role Purpose, as a proxy for personal achievement, accounting for around a third.

The data suggest that *older non-Czechs derive work meaning from a blend of its social and self-affirming qualities, the former manifest in perceived personal support and fair treatment, and the latter in recognition received for independently responding to challenge.* These categories are represented by the following constructs:

<b>Construct Number</b>	<b>Participant Number</b>	<b>Emergent Pole</b>	<b>Contrasting Pole</b>
<b><u>Social, Individually-supportive Constructs</u></b>			
321	UKC02	Company is fair and respectful towards its employees	Institutional discrimination
336	UKC04	Great boss - direction; balance between 'push' and 'grow' me; support	Poor boss - self-interested; looking after own career
382	UKC08	Fair treatment - consistent standards for everyone based on merit	Lack of equity - some people undeservedly favoured
410	UKC10	People are treated well and valued	Company does the minimum necessary for people

**Self-affirming, Achievement-recognising Constructs**

319	UKC01	Recognition - from family, peers and subordinates	People see me as an 'also ran'
333	UKC03	Satisfaction from being self-sufficient and independent	Depending on someone else
344	UKC04	Being justifiably first amongst equals; seen as a role model	Unfairly/unethically achieving recognition
379	UKC07	Cachet associated with a big, iconic company	A small unknown

Interestingly, a number of high salience constructs directly relate to the idea of ‘leaving a legacy’. For example:

<b>Construct Number</b>	<b>Participant Number</b>	<b>Emergent Pole</b>	<b>Contrasting Pole</b>
<b><u>Legacy Enshrined in Achievement</u></b>			
363	UKC06	Making a visible contribution and 'leaving a legacy'	Zero impact
388	UKC08	Leaving my mark	Going through the motions
389	UKC09	Developing other people	My own development only
403	UKC10	Building something from scratch	No-change environment

It seems plausible that older non-Czechs may find meaning not only in the celebration of their achievements, but also in the idea of having changed things for the better. *Success, for older non-Czechs, seems to be measured in terms of personal impact.*

d) Younger non-Czechs (UKN: Started Work Post 1990) The relative importance of categories within the younger non-Czech cohort is interesting. Meaning, in the form of high salience construct density, is more distributed for this group, as it is for younger Czechs. Both cohorts perceive proportionately higher value in lower order constructs, and relatively less in higher order categories than their older counterparts. The two younger cohorts differ significantly, however, in the complexity of their construing (the non-Czech cohort has 4 more high salience constructs than the Czech) and in their respective rankings of construct categories. The implication is that both younger cohorts see the potential for meaning in a broader range of areas than the older (and more mature) cohorts, but construe meaning very differently.

Younger non-Czechs clearly value the social aspects of work highly, but Job Satisfaction outranks all other constructs, implying that work is a very important contributor to both a sense of identity and a meaningful construct of life for this cohort. As the constructs

below show, younger non-Czechs derive job satisfaction from achievements that contribute to a sense of personal efficacy:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
225	UKN03	Work defines me and is a part of my identity	Work is a means of helping me enjoy my personal life
268	UKN07	Self-affirming, confidence-giving work	I'm set up to fail
277	UKN08	A sense of self-worth	Disengagement

Beyond Job Satisfaction, Career Enhancement stands out as ranking as comparatively important for younger non-Czechs. This is only seen elsewhere amongst older Czechs. The surrounding context suggests, however, that career enhancement is construed differently by the two groups. *Whilst younger non-Czechs are personally ambitious and associate career enhancement with the creation of advancement opportunities....*

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
195	UKN01	Personally developing, not standing still	Stagnating from routine
205	UKN02	Opportunities for education and career development	Stagnated in career
269	UKN07	A role that helps my reputation to improve, creating advancement opportunities	A role that lacks business exposure
286	UKN09	Opportunities to develop from scope of role	Same old, same old, same old....

*.....older Czechs construe career enhancement in terms of self-improvement*

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
146	CZC06	Self-improvement opportunities	In a bubble; constrained
158	CZC07	Learn a new skill	Can't develop my skill set
186	CZC10	Opportunity to develop	No chance to improve

This is the only cohort where Team Dynamics (8<sup>th</sup>) does not rank in the top three categories. The implication is that, whilst Organizational Culture (2<sup>nd</sup>) is important, work is more of a personal than a collective construct, evident also amongst younger Czechs.

*For younger non-Czechs, work appears to play an important role in meaning-making, evident in the breadth and density of high salience construct dispersal across construct categories, and in the fact that it is construed as an individual, rather than a team, endeavour. Whilst the cohort shares the emphasis placed on the social qualities of work*

by others, it distinguishes itself by the degree of importance it places on career enhancement, which is proximal for personal success. Younger non-Czechs find satisfaction in work from advancement and achievement.

#### 9.4.2.3 Overall Variation by age

Table 9.10 shows the distribution of high salience constructs within construct categories for the older and younger sub-samples, rank-ordered by frequency.

**Table 9.10: High Salience Constructs Rank-ordered by Category Frequency for Older and Younger Sub-samples**

<b>Construct Category</b>	<b>All Older %</b>	<b>Construct Category</b>	<b>All Younger %</b>
Organizational Culture	<b>17</b> 19.5%	Organizational Culture	<b>14</b> 15.9%
Team Dynamics	<b>14</b> 16.1%	Recognition	<b>12</b> 13.6%
Job Satisfaction	<b>10</b> 11.5%	Job Satisfaction	<b>10</b> 11.4%
Recognition	<b>8</b> 9.2%	Autonomy	<b>10</b> 11.4%
Role Purpose	<b>8</b> 9.2%	Team Dynamics	<b>8</b> 9.1%
Relationship with Boss	<b>8</b> 9.2%	Role Purpose	<b>8</b> 9.1%
Autonomy	<b>6</b> 6.9%	Career Enhancement	<b>6</b> 6.8%
Career Enhancement	<b>6</b> 6.9%	Relationship with Boss	<b>5</b> 5.7%
Challenge of Assignment	<b>4</b> 4.6%	Remuneration	<b>5</b> 5.7%
Remuneration	<b>3</b> 3.4%	Challenge of Assignment	<b>4</b> 4.5%
Work Life Balance	<b>1</b> 1.1%	Work Life Balance	<b>3</b> 3.4%
Ethics	<b>2</b> 2.3%	Ethics	<b>2</b> 2.3%
Personal Expertise/ Competence	- -	Personal Expertise/ Competence	<b>1</b> 1.1%
Miscellaneous	- -	Miscellaneous	- -
<b>Total</b>	<b>87</b> 100.0%		<b>88</b> 100.0%
<b>% of High (n=175)</b>	49.7%		50.3%

It is clear that both groups find meaning in work in similar areas – Organizational Culture, Team Dynamics and Job Satisfaction and Recognition all appear in the top 5 categories

for both cohorts, accounting for 56.3% and 50.0% of all high salience constructs respectively. The following differences are therefore subtle, rather than glaring:

- Recognition is more important to the younger group, ranking second and accounting for 13.6% of their high salience constructs (v 4<sup>th</sup> and 9.2% for older). Autonomy ranks similarly (4<sup>th</sup>, 11.4% for younger v 7<sup>th</sup>, 6.9% for older). The younger group finds more meaning than the older in activities associated with self-affirmation
- Team Dynamics are more important to the older (ranking 2<sup>nd</sup>, 16.1% share) than to the younger group (5<sup>th</sup>, 9.1%), and Relationship With Boss (6<sup>th</sup>, 9.2% v 8<sup>th</sup>, 5.7%) equally so. The older sub-sample finds more meaning in the social dynamics of work

#### 9.4.2.4 Overall Variation by Nationality

Table 9.11 shows the distribution of high salience constructs within construct categories for the Czech and Non-Czech sub-samples, rank-ordered by frequency.

**Table 9.11: High Salience Constructs Rank-ordered by Category Frequency For Czech and Non-Czech Sub-samples**

Construct Category	All Czech %	Construct Category	All Non- Czech %
Organizational Culture	14 17.3%	Organizational Culture	17 18.1%
Team Dynamics	13 16.0%	Job Satisfaction	13 13.8%
Role Purpose	9 11.1%	Recognition	13 13.8%
Autonomy	8 9.9%	Relationship with Boss	10 10.6%
Job Satisfaction	7 8.6%	Team Dynamics	9 9.6%
Recognition	7 8.6%	Autonomy	8 8.5%
Career Enhancement	6 7.4%	Role Purpose	7 7.4%
Remuneration	6 7.4%	Career Enhancement	6 6.4%
Relationship with Boss	3 3.7%	Challenge of Assignment	6 6.4%
Work Life Balance	3 3.7%	Remuneration	2 2.1%
Challenge of Assignment	2 2.5%	Ethics	2 2.1%
Ethics	2 2.5%	Work Life Balance	1 1.1%
Personal Expertise/ Competence	1 1.2%	Personal Expertise/ Competence	
<b>Total</b>	<b>81</b> 100.0%		<b>94</b> 100.0%
<b>% of High (n=175)</b>	<b>46.3%</b>		<b>53.7%</b>

Whilst the frequencies of the categories considered most important by both groups are relatively similar, suggesting they are imbued with the same degree of meaning, their rank

order is quite different. Most significantly, the *Czech sub-sample collectively finds meaning in the social quality of work (manifest in Organizational Culture and Team Dynamics), and in being free (Autonomy) to do work that is seen as valuable (Role Purpose)*. These categories account for over 50% of high salience constructs for the group, and their rankings echo the findings in Section 9.4.1, which showed that collective harmony and workplace independence contribute to a construct of meaningful work for this sub-sample. This is particularly evident in the high salience constructs listed below:

<b>Construct Number</b>	<b>Participant Number</b>	<b>Emergent Pole</b>	<b>Contrasting Pole</b>
<b><u>Workplace Harmony Through Collectivism</u></b>			
007	CZN01	Inclusion - being part of and contributing to the thinking that directs the business	Side-lined and uninformed
013	CZN02	Collectively working within a social group	Working in isolation
062	CZN07	Colleagues who are amenable to discussing issues in a mature way, aiming to find solutions	Colleagues who are not prepared to listen and consider other peoples' opinions
104	CZC01	Mutually supportive environment	Divisive environment based on fear and criticism
135	CZC05	A fear-based culture	A culture based on positive collaboration
<b><u>Workplace Freedom and Independence</u></b>			
014	CZN02	Trusted and free to set own work agenda	Strong downward prescriptive management
068	CZN08	I have the authority to make my own decisions	Being a 'factory worker'
097	CZN10	I have the opportunity to improve the effectiveness of my organization	I have to accept and live with ineffective processes
137	CZC05	Not being micro-managed	Prevented from making decisions
149	CZC06	Having direct influence	Influencing indirectly

In contrast, the data show that Czechs rank Recognition (6<sup>th</sup>, 8.6%), Relationship with Boss (9<sup>th</sup>, 3.7%), and Challenge of Assignment (11<sup>th</sup>, 2.5%) relatively low, apparently *finding little meaning in self-challenge, visible displays of personal achievement or interaction with superiors*.

The non-Czech sub-sample differs in the degree of priority it ascribes to categories associated with personal achievement. Recognition (3<sup>rd</sup>, 13.8%) and Relationship With Boss (4<sup>th</sup>, 10.6%) are both highly ranked, implying *that non-Czechs find meaning in*

*ambition resulting in a sense of personal status.* Some constructs elicited directly reflect this:

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
217	UKN03	I can make a difference in a company that has a purpose I believe in	It's just a job; I feel disconnected from the company
275	UKN08	A boss who constantly champions me	A disinterested or destructive boss
309	UKC01	Recognition - from family, peers and subordinates	People see me as an 'also ran'
344	UKC04	Being justifiably first amongst equals; seen as a role model	Unfairly/unethically achieving recognition
388	UKC08	Leaving my mark	Going through the motions

It is also significant that both groups place little value on Work-life Balance, Ethics and, most importantly, Personal Expertise/competence, given the popularity of the first two categories as workplace considerations, and the third in psychological contract theory.

In summary, the data suggest that, whilst both sub-samples value Organizational Culture equally, and Job Satisfaction highly (5<sup>th</sup> for Czech, 2<sup>nd</sup> for non-Czech), *Job Satisfaction is construed quite differently. For Czechs it lies in social harmony through work as a collective endeavour, and in being left alone to do something deemed worthwhile; for non-Czechs it's in the sense of achievement arising from individual contribution.* This is evident in the constructs shown below. Furthermore, *non-Czechs have higher expectations of, and place greater value on, Job Satisfaction than Czechs (13.8% v 8.6%), implying that work is more meaningful for the former,* consistent with the findings in Section 9.4.1.4.

Construct Number	Participant Number	Emergent Pole	Contrasting Pole
<b><u>Czech Constructs of Job Satisfaction</u></b>			
081	CZN09	Personal satisfaction from making customers happy	Dissatisfaction from little/no interaction with customers
119	CZC03	I can produce high quality work, which is of paramount importance to me	I would have to produce poor quality work
187	CZC10	Doing the job well and delivering	Poor/no results



### **Non-Czech Constructs of Job Satisfaction**

277	UKN08	A sense of self-worth	Disengagement
296	UKN10	Making an impact - leaving a legacy; something better than before	Making things worse
381	UKC07	Do the best I possibly can	Fail to deliver value
403	UKC10	Building something from scratch	No-change environment

### **9.4.3 Summary of Constructs Analysis**

This sub-section summarises findings from the analysis of elicited constructs.

#### **9.4.3.1 Workplace Dynamics Are Of Paramount Importance To All Cohorts**

Whilst this work is concerned largely with differences between sub-samples and cohorts as a basis for identifying pre-work influences that shape psychological contract development, it is important to recognise a relatively high degree of homogeneity in the construing within the sample. This is particularly evident in the extent to which cohorts place high value on work relationships and culture. It is clear from the analysis in Sections 9.4.1 and 9.4.2 that these factors are construed differently, but at the highest level they span workplace dynamics in all interpretations. This is important because the elements selected for the research were all very directly aimed at the elicitation of constructs related to the psychological contract. It seems that contemporary psychological contract theory and models pay scant attention to what is evidently an important phenomenon. It may be equally significant that remuneration and personal expertise/competence, two factors traditionally associated with psychological contract content, both rank very low in each cohort distribution; individuals seem to find limited meaning in these facets.

#### **9.4.3.2 Older Participants Have Less Expansive Psychological Contracts**

There are some notable differences between age-related sub-samples, mainly around the concentration of constructs, which tend to be more concentrated in fewer categories for the older group. At the high salience level, Recognition and Autonomy become proportionately more important to the younger sub-sample, and Team Dynamics and Relationship With Boss to the older group. These facts in conjunction might suggest the contract matures with age and experience, as meaning is found in fewer crystallised priorities, but it is equally plausible that greater mental agility amongst younger cohorts simply generated a broader raft of constructs. This issue is discussed further in Section 9.5, which addresses the cognitive complexity of participants' construing.

#### 9.4.3.3 Czechs Have Simpler Contracts and Finding Less Meaning In Work

Although both national sub-samples rank Organizational Culture and Team Dynamics highly, suggesting they share values concerned with the social dynamics of work, a cultural bifurcation seems to occur at the national level. At the ‘all constructs’ level, the high importance ascribed to Recognition, Job Satisfaction, Organizational Culture and Challenge of Assignment by non-Czechs suggest this sub-sample values personal achievement and its overt recognition. This stands in direct contrast to Czechs, who value Autonomy and Remuneration more, pointing to a much simpler and transactional (work for pay) construct of work. This is the first indication that *work may have a much stronger role in self-definition and identity for non-Czechs, whilst Czechs construe it as a less meaningful activity.*

This bifurcation becomes more profound at the ‘high salience’ level, which shows collective harmony and workplace independence as important to Czechs, and self-challenge, visible displays of personal achievement and interaction with superiors as relatively meaningless. *Work for Czechs appears to be an opportunity to engage with peers and colleagues in a supportive way; this is a collectivist approach that does not celebrate either ambition or achievement at the individual level. Comparison with the non-Czech sub-sample reveals a fundamental difference in construing. Non-Czechs prize recognition and good relationships with superiors highly, seemingly valuing the individual ambition that disinterests Czechs, and finding meaning in achievement and status. This is a distinctly individualist orientation.*

#### 9.4.3.4 Older Czechs Construe Work As A Collectivist Activity, Valuing Harmony

Older Czechs, more than their compatriots, tend to subscribe to a simple, collectivist view of work, finding their meaning in the harmony mentioned earlier, along with independently producing something they deem to be worthwhile. *The cohort seems to demarcate workplace relationships and personal friendships, and finds little value in either personal ambition or recognition of personal achievement.*

#### 9.4.3.5 Younger Czechs Construe Work in Terms of Freedom and Self-Determination

Work is a more diverse construal for younger Czechs, with constructs widely dispersed across categories. To some extent this seems to be a function of age and psychological content maturity, as suggested earlier, but the cohort stands alone in ranking autonomy first at the ‘all constructs’ level; younger Czechs clearly value their freedom and the opportunity for self-determination it affords highly. Recognition dominates the ‘high salience’ distribution for this cohort, in direct contrast with the older compatriot

comparator, pointing to an individualist agenda and an achievement orientation. Alongside the highest ranking of all cohorts for Remuneration, this suggests meaning is directed towards financial attainment and not in the intrinsic value of work per se, seemingly supported by a low ranking for Job Satisfaction. The implication is *that work for younger Czechs is not an end in itself, but a means of enablement, providing access to meaning from other sources.*

#### 9.4.3.6 Older Non-Czechs Equate Life Success With Work Success

Older non-Czechs have the highest absolute number of high salience constructs, deriving more meaning than any other cohort from work; this intensifies in areas associated with interpersonal relationships and personal achievement, with some constructs directly concerned with the idea of ‘making a difference’ and/or ‘leaving a legacy’. Career progression has limited value to older non-Czechs, so it seems likely that, at an advanced career stage, *the cohort construes work as a measure of individual success.* Given the high value placed on ambition and personal achievement by the non-Czech sub-sample, it is unsurprising that work (in terms of personal achievement) is imbued with so much meaning.

#### 9.4.3.7 Younger Non-Czechs Construe Work As A Means Of Affirming Self-Efficacy

The distribution of constructs suggests that younger non-Czechs, like the younger Czech comparator, *find meaning in a wide number of categories, but specifically those related to personal efficacy, manifest in recognised achievement.* As the age-related analysis suggests, this could well be a function of experience; the expectation is that salience could polarise, in the way it has for older cohorts, in line with career development.

Challenge and recognition are of particular importance to younger non-Czechs, suggesting a desire to establish self-efficacy and create advancement opportunities. This is consistent with an orientation that celebrates ambition and personal achievement. Work clearly has a high level of meaning in life for younger non-Czechs, evidenced in the dominance of Job Satisfaction in the cohort’s high salience distribution, and in constructs that associate work with self-definition and a sense of self-worth.

Table 9.12 summarises the construal of work at the sub-sample and cohort level according to findings from analysis of their constructs.

**Table 9.12: Summary of Constructs of Work by Nationality and Cohort**

Analytical Level	Czech Pre-1990 CZC	Czech Post-1990 CZN	Non-Czech Pre-1990 UKC	Non-Czech Post-1990 UKN
<b>Sample</b> <b>Find most meaning in....</b>	Social aspects of work – organizational culture, team dynamics and working relationships – but construed differently at the national and cohort levels			
<b>Find least meaning in...</b>	Personal capabilities – expertise, knowledge and competence Exogenous factors – ethics and work-life balance			
<b>Nationality</b> <b>Find most meaning in....</b>	Harmonious work relationships Workplace autonomy and freedom Personal expertise and knowledge Work construed as worthwhile		Work achievement and status as proxies for success Personal ambition and recognition Meritocratic individual support from seniors	
<b>Find least meaning in...</b>	Individual ambition Recognition of individual achievement Personal challenge Relationship with seniors		Personal expertise and competence Remuneration	
<b>Cohort</b> <b>Meaning found in work</b>	<b>Low</b>	<b>Very Low</b>	<b>Very High</b>	<b>High</b>
<b>Social Orientation</b>	<b>Collectivist</b>	<b>Collectivist/Individualist</b>	<b>Individualist</b>	<b>Individualist</b>
<b>Constructs - No./Span</b>	<b>Low/Narrow</b>	<b>Medium-Low/Broad</b>	<b>High/Narrow</b>	<b>Medium-High/Broad</b>
<b>Find most meaning in....</b>	Collective workplace culture and harmonious relationships Trust, tolerance and respect Workplace independence Purpose, producing something perceived as worthwhile	Self-determination – freedom to manage work to own agenda Affirmation of personal efficacy Recognition that leads to higher earnings Life beyond work	Work achievement as life success, - personal impact, made a mark/left a legacy, evidenced in status, recognition and sense of having made a difference Meritocratic culture that complements personal agenda	Opportunity and challenge as a route to personal success at work, and therefore in life Affirmation of personal efficacy through achievement and recognition
<b>Find least meaning in...</b>	Individual achievement Personal challenge	Intrinsically satisfying work Work as a definition of self Career development	Career development	Work-life balance

In brief, and in comparison:

- *Interpersonal relationships (construed differently) are most important to the older group, whilst the younger comparator group values recognition and autonomy*
- *Czechs find less meaning in work, seeing it as largely a collective activity and a means to an end, and placing no value at all on individual ambition and achievement. Non-Czechs find much more meaning in work, construing it as part of their identity and valuing individual ambition and achievement highly*

## 9.5 Principal Components

Principal Component Analysis (PCA) is a technique for accounting for the variance of the ratings of all the constructs in a grid in terms of a smaller number of underlying variables, each one representing a different ‘pattern’ of variance (a ‘Principal Component’). As a measure of cognitive complexity, PCA gives insight into the simplicity or complexity involved in the construal of work by the four cohorts, which is helpful in addressing both research questions detailed in Section 7.2.

Table 9.13 shows the average percentage principal component scores for the two most significant components for each cohort. The top two scores account for 88-91% of variance between constructs for all of the cohorts, suggesting that work is construed in relatively narrow terms by all of the participants. Of course, as the research shows, the factors involved in this construing differ between individuals and cohorts. The important point here is *most people within the sample find meaning in work from a relatively narrow number of factors they deem personally important.*

**Table 9.13: Principal Components Scores by Cohort**

Category	Czech Pre-1990 CZC	Czech Post-1990 CZN	Non-Czech Pre-1990 UKC	Non-Czech Post-1990 UKN	All Czech	All Non Czech	All Older	All Younger	Total
Principal Component 1 (%)	77.7	75.0	74.5	72.4	76.3	73.4	76.1	73.7	74.9
Principal Component 2 (%)	13.7	13.7	13.6	16.7	13.7	15.2	13.7	15.2	14.4
<b>Total (%)</b>	<b>91.4</b>	<b>88.7</b>	<b>88.1</b>	<b>89.1</b>	<b>90.0</b>	<b>88.6</b>	<b>89.8</b>	<b>88.9</b>	<b>89.3</b>

Relatively low differences in scores between cohorts suggest that narrow construing is relatively common within the sample. Importantly, the similarities in total Principal Component scores of the older and younger cohorts (89.8% and 88.9%) suggest that the seemingly more complex construing of the younger cohort seen in Sections 9.4.1.2 d) and 9.4.2.2 is more probably a function of their higher mental agility during the elicitation process (i.e. they comprehend the grid elicitation instructions more quickly than the older cohort and manage to produce more constructs in the time available) and not indicative of a relatively greater degree of cognitive complexity when construing work.

## 9.6 Values – Content and Differential Analysis

Values have particular significance for this work. They refer to what is deemed worthy, and exist at multiple levels. Cultural values are ‘widely shared, abstract ideas about what is good, right, and desirable’ (Williams, 1970 cited in Sagiv et al., 2011: 515), that characterize social collectives such as nations (Sagiv et al., 2011). At the individual level, personal values are cognitive representations of the broad goals that motivate the behavior of individuals (Schwartz, 1992 cited in Sagiv et al., 2011). As Section 3.4.2 explains, Personal Construct Psychology sees personal values as an individual’s superordinate constructs that have an overriding influence on all subordinate constructs and construing. Values therefore provide direct line-of-sight between national culture and individual construing.

This sub-section analyses the distribution of the 284 ‘laddered up’ values within categories across the sub-samples and cohorts involved in the research (Appendix 10). In common with the constructs analysis in Section 9.4, comparative analysis at this level of granularity is useful in identifying differences in construing that may be attributable to culture. As such, it is central to the thesis rationale detailed in Section 1.7 and important in addressing the first research question detailed in Section 7.2, namely:

*How do value- and culture-related constructs influence psychological contract construal by Czech workers in a Czech financial services company?*

Values were elicited from research participants by ‘laddering up’ from constructs, following the process defined in Section 7.2.4.2 b). The resulting values were then content-analysed, using the same process described for constructs in Section 9.4, by the same collaborator and researcher pairing, purposed in the same way with ensuring an acceptable degree of reliability.

The process yielded the categorisation shown in Table 9.14 and the grids in Appendix 11, which culminated in 92% agreement between the parties. Cohen (1968) and Perreault-Leigh (Perreault Jr and Leigh, 1989) test statistics of 0.90 and 0.95 respectively both achieve the 0.90 required to show a ‘highly respectable’ degree of reliability (Jankowicz, 2003a: 163) for the final version. Categorisation detail is provided in Appendix 12.

**Table 9.14: Values Categories**

No.	Category	Includes
1	Pro-social Orientation	Interpersonal harmony; group cohesion; behaving with honesty and integrity; being a good moral citizen; respecting people; empathy; behaving with consideration; social intelligence
2	Pro-work Orientation	Doing what is expected; toeing the company line; observing the mandate; prioritising work and delivery
3	Knowledge, Experience & Competence	Work-related skills, abilities, knowledge; respected capability
4	Structure & Security	Stability; future certainty; lack of change/continuity
5	Self-affirmation	Reinforcement of belief in oneself/abilities
6	Personal & Family Life	Non-work priorities
7	Achievement	Success at work; a tangible outcome; a desirable delivery
8	Personal Empowerment	Personal freedom at work; control of workload and activities
9	Personal Progress & Development	A sense of personal growth; acquisition of a new skill or deeper understanding of work
10	Personal Challenge	Working outside of the comfort zone; stretching abilities
11	Miscellaneous	

### **9.6.1 Number of Values**

The categorisation of values by the researcher and collaborator is summarised in Table 9.15. As this shows, the difference between nationalities is relatively high. Non-Czech participants have materially more work-related values.

### **9.6.2 Distribution of Value Category Totals**

Most of the categories in Table 9.15 can be attributed to four broad dimensions:

#### 9.6.2.1 Social Values

Pro-social Orientation is a substantial category in its own right, accounting for 37% of all participants' values and including values such as helping others, fairness and respect. It is unsurprising that a social value category should dominate, given the overriding importance of social aspects of work identified from the constructs analysis in Section 9.4. Since culture plays a large role in the origin of values, it seems reasonable to hypothesise that *the pro-social values that permeate and dominate aggregated superordinate constructs of work reflect the extent they are construed as culturally important by the cohorts concerned.*

**Table 9.15: Values Distribution by Category for Sub-samples and Cohorts**

Category	Czech Pre-1990 CZC	Czech Post-1990 CZN	Non-Czech Pre-1990 UKC	Non-Czech Post-1990 UKN	All Czech	All Non Czech	All Older	All Younger	Total	%
<b>Pro-social Orientation</b>	18	29	31	28	47	59	49	57	106	37%
<b>Pro-work Orientation</b>	8	8	17	4	16	21	25	12	37	13%
<b>Knowledge, Experience &amp; Competence</b>	8	7	5	11	15	16	13	18	31	11%
<b>Structure &amp; Security</b>	8	6	6	5	14	11	14	11	25	9%
<b>Self-affirmation</b>	6	1	8	7	7	15	14	8	22	8%
<b>Personal &amp; Family Life</b>	4	3	3	5	7	8	7	8	15	5%
<b>Achievement</b>	-	-	6	7	-	13	6	7	13	5%
<b>Personal Empowerment</b>	4	5	-	2	9	2	4	7	11	4%
<b>Personal Progress &amp; Development</b>	1	4	1	5	5	6	2	9	11	4%
<b>Personal Challenge</b>	3	-	1	3	3	4	4	3	7	2%
<b>Miscellaneous</b>	-	1	1	4	1	5	1	5	6	2%
<b>Total Values</b>	<b>60</b>	<b>64</b>	<b>79</b>	<b>81</b>	<b>124</b>	<b>160</b>	<b>139</b>	<b>145</b>	<b>284</b>	<b>100%</b>

#### 9.6.2.2 Work-Related Values

This group includes values categorised as Pro-work Orientation and Knowledge, Experience & Competence, that shape participants' work dispositions. It is significant that *less than a quarter of participants' work-related values (24%) relate to their perceived reciprocal obligations to their employers.*



### 9.6.2.3 Self-Definition Values

This group comprises Self-Affirmation (8%), Achievement (5%), Personal Progress & Development (4%) and Personal Challenge (2%), accounting for 19% of all values. Examples include self-belief, winning and development through personal challenge. It directly concerns ways in which people construe work in relation to their own sense of identity, considered in Sections 3.4.1 and 3.4.2. PCP recognises some higher order constructs as ‘core’, arguing that they ‘...lie fundamentally at the heart of the individual’s sense of self, guiding each anticipatory choice, action and stance they may take’ (Butler, 2006: 27); as such, all core constructs are values (according to the definition in Section 9.6), but those values unrelated to self-definition cannot be core constructs. The finding that *work, as a source of personal identity, is less material to the participants in aggregate than both its social and obligatory aspects* is important per se, but also suggests that individuals construe more work values than those concerned solely with self-definition.

### 9.6.2.4 Personal Life-Related Values

Personal & Family Life (5%), together with Structure & Security (9%) account for 14% of values in total. The values in this group relate to life beyond work; traditionally, creating a secure environment in which family life can be enjoyed has been viewed as a rationale for work itself. It is therefore significant that *values associated with providing (for the family and self) rank lowest of all of the participants’ values groups*.

## **9.6.3 Variations by Age**

Table 9.16 shows values categories for older and younger sub-samples, ranked by frequency.

Social values continue to top the distributions for both groups (35.3% older, 39.3% younger), suggesting that the high levels of meaning they find in their individual ways in the social aspects of work are the product of higher order constructs that value social relationships.

In common with the distribution of constructs described in Section 9.4.1.2, the values of the older group are more concentrated than those of the younger comparator, with the top 5 categories accounting for 82.9% of all values (73.8% for younger). This points once again to greater intensity of meaning amongst older participants, with both values and constructs polarized around fewer sources.

**Table 9.16: Values Rank-ordered by Category Frequency for Older and Younger Sub-samples**

<b>Values Category</b>	<b>All Older %</b>	<b>Values Category</b>	<b>All Younger %</b>
Pro-social Orientation	<b>49</b> 35.3%	Pro-social Orientation	<b>57</b> 39.3%
Pro-work Orientation	<b>25</b> 18.0%	Knowledge, Experience & Competence	<b>18</b> 12.4%
Structure & Security	<b>14</b> 10.1%	Pro-work Orientation	<b>12</b> 8.3%
Self-affirmation	<b>14</b> 10.1%	Structure & Security	<b>11</b> 7.6%
Knowledge, Experience & Competence	<b>13</b> 9.4%	Personal Progress & Development	<b>9</b> 6.2%
Personal & Family Life	<b>7</b> 5.0%	Self-affirmation	<b>8</b> 5.5%
Achievement	<b>6</b> 4.3%	Personal & Family Life	<b>8</b> 5.5%
Personal Empowerment	<b>4</b> 2.9%	Personal Empowerment	<b>7</b> 4.8%
Personal Challenge	<b>4</b> 2.9%	Achievement	<b>7</b> 4.8%
Personal Progress & Development	<b>2</b> 1.4%	Miscellaneous	<b>5</b> 3.4%
Miscellaneous	<b>1</b> 0.7%	Personal Challenge	<b>3</b> 2.0%
<b>Total Values</b>	<b>139</b> 100.0%	<b>Total Values</b>	<b>145</b> 100.0%
<b>% of Values (n=284)</b>	48.9%		51.1%

Specifically, the older group places substantially higher value on Pro-work Orientation (18.0% v 8.3%) and Self-affirmation (10.1% v 5.5%), suggesting work may contribute proportionately more to a sense of self for older participants. This may be a function of life stage. Higher-ranking values for the younger group include Knowledge, Experience & Competence (12.4% v 9.4%), and Personal Progress & Development (6.2% v 1.4%), both of which imply that capability and development are construed as important. This is consistent with the values set of a group that is still exploring work as a source of meaning and self-definition.

#### **9.6.4 Variations by Nationality**

Table 9.17 shows values categories for the sub-samples, ranked by frequency.

**Table 9.17: Values Rank-Ordered by Category Frequency for Czech and Non-Czech Sub-samples**

<b>Values Category</b>	<b>All Czech %</b>	<b>Values Category</b>	<b>All Non- Czech %</b>
Pro-social Orientation	<b>47</b> 37.9%	Pro-social Orientation	<b>59</b> 36.9%
Pro-work Orientation	<b>16</b> 12.9%	Pro-work Orientation	<b>21</b> 13.1%
Knowledge, Experience & Competence	<b>15</b> 12.1%	Knowledge, Experience & Competence	<b>16</b> 10.0%
Structure & Security	<b>14</b> 11.3%	Self-affirmation	<b>15</b> 9.4%
Personal Empowerment	<b>9</b> 7.3%	Achievement	<b>13</b> 8.1%
Self-affirmation	<b>7</b> 5.6%	Structure & Security	<b>11</b> 6.9%
Personal & Family Life	<b>7</b> 5.6%	Personal & Family Life	<b>8</b> 5.0%
Personal Progress & Development	<b>5</b> 4.0%	Personal Progress & Development	<b>6</b> 3.8%
Personal Challenge	<b>3</b> 2.4%	Miscellaneous	<b>5</b> 3.1%
Miscellaneous	<b>1</b> 0.8%	Personal Challenge	<b>4</b> 2.5%
Achievement	- -	Personal Empowerment	<b>2</b> 1.2%
<b>Total Values</b>	<b>124</b> 100.0%	<b>Total Values</b>	<b>160</b> 100.0%
<b>% of Values (n=284)</b>	43.7%		56.3%

The same values categories – Pro-social Orientation, Pro-work Orientation, and Knowledge, Experience & Competence – fall within the top 3 for both sub-samples, accounting for almost the same proportion (62.9% Czech, 60.0% non-Czech) of the total values. *It seems reasonable to suggest that these categories constitute the essence of work for both groups, and that they have more in common than sets them apart.* The Czech distribution features considerably fewer values (124 in total) than the non-Czech distribution (160). *With work proportionately less value-laden for Czechs, it is unsurprising that the constructs analysis in Section 9.4 found that work is imbued with less meaning than for non-Czechs.*

Whilst Czechs value Structure & Security somewhat more than non-Czechs (11.3 v 6.9%), they hold no values at all concerned with Achievement. By comparison, Achievement ranks highly amongst non-Czechs (6<sup>th</sup>, 8.1%) and slightly below self-

affirmation (9.4%). This is perhaps the most significant difference between the two groups; *whilst non-Czechs celebrate personal achievement and appear to value its affirmative role in self-definition, it has no place whatsoever in Czech values.* The implication is that *Czechs have little interest in success at work, which is often seen as desirable in the West.* It is equally significant that, compared to non-Czechs, *Czechs value and expect Personal Empowerment (7.3% v 2.5%). It seems that independence has much more value to Czechs than personal success.*

### 9.6.5 Distribution of Values Within and Between Cohorts

Table 9.18 shows value categories rank-ordered by frequency for the four cohorts within the sample.

**Table 9.18: Rank-ordered Values by Category for Cohorts**

Czech Pre-1990 CZC		Czech Post-1990 CZN		Non-Czech Pre-1990 UKC		Non-Czech Post-1990 UKN	
Value Category	Sum %	Value Category	Sum %	Value Category	Sum %	Value Category	Sum %
Pro-social Orientation	18 30.0	Pro-social Orientation	29 45.3	Pro-social Orientation	31 39.2	Pro-social Orientation	28 34.6
Pro-work Orientation	8 13.3	Pro-work Orientation	8 12.5	Pro-work Orientation	17 21.5	Knowledge, Experience & Competence	11 13.6
Knowledge, Experience & Competence	8 13.3	Knowledge, Experience & Competence	7 10.9	Self-affirmation	8 10.1	Achievement	7 8.6
Structure & Security	8 13.3	Structure & Security	6 9.4	Structure & Security	6 7.6	Self-affirmation	7 8.6
Self-affirmation	6 10.0	Personal Empowerment	5 7.8	Achievement	6 7.6	Personal & Family Life	5 6.2
Personal & Family Life	4 6.7	Personal Progress & Development	4 6.3	Knowledge, Experience & Competence	5 6.3	Personal Progress & Development	5 6.2
Personal Empowerment	4 6.7	Personal & Family Life	3 4.7	Personal & Family Life	3 3.8	Structure & Security	5 6.2
Personal Challenge	3 5.0	Self-affirmation	1 1.6	Personal Progress & Development	1 1.3	Pro-work Orientation	4 4.9
Personal Progress & Development	1 1.7	Miscellaneous	1 1.6	Personal Challenge	1 1.3	Miscellaneous	4 4.9
Achievement	- -	Personal Challenge	- -	Miscellaneous	1 1.3	Personal Challenge	3 3.7
Miscellaneous	- -	Achievement	- -	Personal Empowerment	- -	Personal Empowerment	2 2.5
<b>Total</b>	<b>60</b>	<b>Total</b>	<b>64</b>	<b>Total</b>	<b>79</b>	<b>Total</b>	<b>81</b>
<b>% of Values (n=284)</b>	<b>21.1</b>	<b>% of Values (n=284)</b>	<b>22.5</b>	<b>% of Values (n=284)</b>	<b>27.8</b>	<b>% of Values (n=284)</b>	<b>28.5</b>

a) Older Czechs (CZC: Started Work Pre 1990) *The work-related values of older Czechs are fewer in comparison with younger Czechs (60 v 64 values), and much fewer than non-Czech cohorts (60 v 79 - 81 values). Work has relatively limited meaning for this cohort.*

Table 9.19 gives examples of the top four values categories of older Czechs that comprise 69.9% of their total:

**Table 9.19: Values-Categories Matrix: Older Czechs (CZC)**

<b>Pro-social Orientation (30.0%)</b>		<b>Pro-work Orientation (13.3%)</b>		<b>Knowledge, Experience &amp; Competence (13.3%)</b>		<b>Structure &amp; Security (13.3%)</b>	
<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>
070	CZC01	087	CZC04	077	CZC02	076	CZC02
Trust		Making a positive difference		Knowledge		Orderliness	
074	CZC02	100	CZC06	082	CZC03	081	CZC03
Integrity		Making a difference		Expertise		Control of events	
088	CZC04	107	CZC07	099	CZC06	102	CZC06
Tolerance & respect		Commitment		Wisdom		Harmony	
101	CZC06	108	CZC08	106	CZC07	113	CZC08
Mutual respect		Concern for self and colleagues		Quality		Harmony	
116	CZC09	119	CZC09	112	CZC08	123	CZC10
Mutual help & cooperation		Delivering value		Expertise		Harmony	

The data suggest a clarity of construing that places the social values of trust, tolerance and respect above all else, with harmony featuring highly. Specific to work, the cohort values the deployment of experience and knowledge to make a difference. This is a relatively simple construal process that identifies work with delivery, moderated by experience, and second to collective harmony, enshrined in pro-social and structure & security values.

Older Czech values are also defined in part by the Czech tendency to place no value at all on Achievement (v 7.6-8.6% for non-Czechs), and by the limited number of values concerned with Personal Progress & Development (1.3%-1.7% v 6.2%-6.3% for younger) that characterises the older sub-sample.

**b) Younger Czechs (CZN: Started Work Post 1990)** The younger Czech cohort shares a relatively low number of values (64) with its compatriot cohort (60), seemingly construing work as less meaningful than older and younger non-Czechs (79 and 81 values respectively).

As Table 9.20 shows, concentration is high for this cohort, with the top 4 values categories accounting for 78.1% of its total. Most notably, it finds more meaning (45.3% of values) in Pro-social Orientation. This includes many of the respect-related values seen amongst older Czechs, but differing to the extent to which it features fairness (6 of 29 Pro-social values - 001, 032, 045, 050, 059 and 063) and helpfulness (5 of 29 Pro-social values – 004, 010, 019, 022 and 030). *It seems younger Czechs construe Pro-social Orientation relatively broadly, including constructs of social justice and opportunity, and value it accordingly. For older Czechs, Pro-social Orientation is much more about respect for others and social harmony.*

**Table 9.20: Values-Categories Matrix: Younger Czechs (CZN)**

<b>Pro-social Orientation (45.3%)</b>		<b>Pro-work Orientation (12.5%)</b>		<b>Knowledge, Experience &amp; Competence (10.9%)</b>		<b>Structure &amp; Security (9.4%)</b>	
<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>
<b>Value</b>		<b>Value</b>		<b>Value</b>		<b>Value</b>	
004	CZN01	008	CZN01	014	CZN01	007	CZN01
Helping others		Contributing		Intelligence		Structure and order	
012	CZN02	026	CZN04	020	CZN03	016	CZN02
Support		Doing one's best		Self-competence		Certainty	
031	CZN05	038	CZN06	035	CZN05	021	CZN03
Mutual respect		Doing a good job		Competence		Protection	
047	CZN08	057	CZN08	052	CZN08	028	CZN05
Integrity		Personal pride in work		Personal competence		Stability	
061	CZN09	062	CZN10	055	CZN08	041	CZN07
Social responsibility		Contributing		Accuracy		Security	

Whilst the proportion and definition of Pro-work Orientation is very similar to that for older Czechs, Structure & Security comprises values that are associated with certainty and order. This stands as an individualist contrast to the older cohort, where it is associated with collective harmony.

Perhaps surprisingly for a cohort that apparently places such high value on opportunity for all, *Personal Challenge and Achievement both have zero counts, whilst Self-affirmation has a very low rating compared with other cohorts (1.6%). This suggests that younger Czechs find value in social justice and the freedoms of post-communist life, but limited meaning in work, possibly looking to other domains to make sense of their lives.*

c) Older non-Czechs (UKC: Started Work Pre 1990) This cohort has a high values count (79, within a range of 60-81). It also has almost double the number of values relating to Pro-work Orientation than any other. As Table 9.21 shows, the values that comprise the category are similar to those of other cohorts. The implication from both counts is that *work has much higher personal value to older non-Czechs than to other cohorts.*

**Table 9.21: Values-Categories Matrix: Older Non-Czechs (UKC)**

Pro-social Orientation (39.2%)		Pro-work Orientation (21.5%)		Self-affirmation (10.1%)		Structure & Security (7.6%)	
Val. No.	Part. No.	Val. No.	Part. No.	Val. No.	Part. No.	Val. No.	Part. No.
Value		Value		Value		Value	
216	UKC02	222	UKC03	207	UKC01	207	UKC01
Mutual respect		Making a difference		Professionalism		Order	
221	UKC03	236	UKC04	214	UKC02	213	UKC02
Reciprocity		Adding value		Expertise		Job security and stability	
258	UKC07	246	UKC06	226	UKC03	229	UKC03
Reciprocal integrity		Meeting my commitments		Personal competence		Personal independence	
269	UKC08	265	UKC08	240	UKC05	239	UKC05
Mutual support		Personal pride in what I do		Expertise		Job security	
275	UKC09	282	UKC10	247	UKC06	244	UKC05
Integrity		Contributing to the team		Seen as competent		Clarity	

Older non-Czechs construe Pro-social Orientation largely in terms of reciprocity; 9 from 18 values refer directly to this, or mutuality in some way, positioning it as a transactional exchange. This differs from the Czech cohorts, who are concerned with trust and harmony.

The group is further distinguished by the dispersion of its values, giving precedence to Pro-social Orientation and Pro-work Orientation, but also valuing Self-affirmation, Structure & Security, Achievement, and Knowledge, Experience & Competence (each contributing between 6% and 10% of all values. Self-affirmation specifically replaces Knowledge, Experience & Competence seen in the Czech cohorts, suggesting it is viewed more as a means of personal validation.

The suggestion is that *older non-Czechs have a wide repertoire of meaning in relation to work, construing it in relation to a broad range of personal values. It seems reasonable to suggest that work has a particularly strong role in self-definition for this cohort.*

d) Younger non-Czechs (UKN: Started Work Post 1990) Like other cohorts, younger non-Czechs rank Pro-social Orientation first, but find proportionately more meaning in Knowledge, Experience & Competence and Achievement than their comparators, who favour Pro-work orientation. This triumvirate is indicative of a value associated with personal efficacy, seemingly evidenced in the degree to which personal competence features in Achievement, and esteem/self-confidence features in Self-affirmation, in Table 9.22; it appears that *younger non-Czechs are interested in proving themselves in a domain they value*. This is also evident in the relatively high ranking for Personal Progress and Development (6.2%) that is not seen in the less ambitious younger Czech cohort.

**Table 9.22: Values-Categories Matrix: Younger Non-Czechs (UKN)**

<b>Pro-social Orientation (34.6%)</b>		<b>Knowledge, Experience &amp; Competence (13.6%)</b>		<b>Achievement (8.6%%)</b>		<b>Self-affirmation (8.6%)</b>	
<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>	<b>Val. No.</b>	<b>Part. No.</b>
<b>Value</b>		<b>Value</b>		<b>Value</b>		<b>Value</b>	
128	UKN01	130	UKN01	125	UKN01	132	UKN02
Integrity		Viewed as capable		Success		Affirmation of my value	
146	UKN03	139	UKN03	136	UKN02	145	UKN03
Respect		Self-competence		Personal achievement		Recognition	
151	UKN04	167	UKN06	172	UKN07	162	UKN05
Fairness		Experience		Personal achievement		Self-efficacy	
166	UKN06	179	UKN07	183	UKN08	173	UKN07
Empathy		Expertise		Recognition		Self-confidence	
196	UKN09	194	UKN07	203	UKN10	201	UKN10
Trust		Sense of personal competence		Personal achievement		Held in positive esteem	

Beyond the top four, values spread more evenly across the remaining categories, *suggesting this cohort has the broadest values set of all cohorts and therefore the widest spectrum of meaning*. Significantly, the low value placed on Pro-work Orientation (4.9%) implies that this is self-directed, suggesting that *younger non-Czechs construe work largely in terms of what it can deliver for them, and less in terms of what they can contribute*.



### **9.6.6 Summary of Values Analysis**

Analysis of values shows that the emphasis given by the sample to constructs associated with social relationships appear to originate in values concerned with pro-social behaviour. These values dominate the aggregate total and each cohort individually, although they feature proportionately less amongst older Czechs than other cohorts. Whilst pro-social behaviour is construed differently in each case – for example, older Czechs value harmony based on trust, tolerance and respect, for younger Czechs it includes fairness and social justice; for older non-Czechs it is about reciprocity - it seems reasonable to conclude that the pro-social values that dominate work-related values reflect the extent to which they are construed as important by the cohorts concerned.

Equally significantly, less than a quarter of participants' values relate directly to their perceived obligations to their employers. The majority are concerned with the self and its place in society. This appears to hold true for both nationalities; Pro-work Orientation and Knowledge, Experience & Competence account for 25.0% of Czech and 23.1% of non-Czech values

Furthermore, values associated with 'providing' account for only 14% of all participants' values, challenging the received wisdom that work is primarily concerned with supporting self and family.

The data suggest a generational schism in values, possibly a function of individual and career maturity. This manifests as a concentration of values, with a stronger emphasis on Pro-work Orientation amongst the older sub-sample. Younger participants see proportionately greater value in Knowledge, Experience & Competence, and Personal Progress & Development, and their values are spread more broadly.

The values analysis also shows a significant bifurcation at the national level, where work for non-Czechs is intrinsically more value-laden than for Czechs. Specifically, the Czech group has little interest in individual success at work, and lacks any values associated with personal achievement. Instead, Czech participants tend to place a higher value than non-Czechs on personal empowerment. It seems that independence has much more value to Czechs than personal success. In contrast, non-Czechs appear to value achievement highly and look to work for self-affirmation, suggesting it has a more central role in self-definition and is construed as substantially more meaningful by this group than the Czech comparator. This polarization of the value placed on ambition seems to be a fundamental difference between the sub-samples and appears to be cultural in origin.

At the individual cohort level, the work values of older Czechs are fewer in comparison with younger Czechs, and much fewer than those seen for non-Czech cohorts. *Work is a much simpler construct, and has much less meaning and value for this cohort. This relatively narrow view of where meaning is found seems to be defined by values concerned with harmonious relations, knowledge and delivery that has a purpose. This is a very functional interpretation, moderated by a collectivist disposition.*

Younger Czechs place even less value on work as means of self-definition; personal challenge and achievement both have zero counts, whilst self-affirmation has a very low rating compared with other cohorts. This suggests that *younger Czechs find only limited meaning in work and look to other domains to make sense of their lives, valuing the opportunity to self-determine.* Significantly, the *idea of fairness (as social justice) is important to this cohort,* but missing from the constructs of its compatriot.

Older non-Czechs have a rich repertoire of meaning in relation to work, with construing influenced by a wide range of values concerned with social qualities, reciprocity, and affirmation. *Work is an extremely important source of meaning and self-definition for this cohort.*

Younger non-Czechs do not seem to have adopted the values of their older colleagues, instead *construing work largely in terms of what it can deliver for them, and less in terms of what they can contribute.*

## **9.7 Summary of Findings and Analysis**

A number of findings are clear from the research and discuss in depth in the following Chapter. Specifically:

- There is a high degree of commonality in the factors involved in the construing of work throughout the sample. Differences between cohorts tend to be subtle
- The social properties of work are paramount concerns for all cohorts
- Younger participants place a relatively high value on properties that reinforce their perception of self-efficacy, whilst older participants gravitate towards self-actualisation properties
- Czechs have a simpler construct of work and place no value at all on individual achievement and personal success, instead preferring workplace harmony and independence. The non-Czech cohort identifies work success with personal success, and values individual achievement highly

- Older Czechs find the least meaning of all cohorts in work. Younger Czechs tend to view it as a means to an end, valuing self-determination and expecting social justice

Table 9.23 summarises the work-related value sets of the sub-samples and cohorts. The summary is supported by reference to appropriate sections of the work for each key point.

**Table 9.23: Summary of Work-Related Values by Nationality and Cohort**

Analytical Level	Czech Pre 1990 CZC	Czech Post 1990 CZN	Non-Czech Pre 1990 UKC	Non-Czech Post 1990 UKN
<b>Sample Value most....</b>	In order of construed salience: Workplace culture and relationships, to the extent they are construed as consistent with other values Fulfilling perceived obligations to the employer in terms of behaviour and delivery Contribution of work to a desirable view of self Work-life balance			
<b>Nationality Value most....</b>	Independence Structure & security		Self-affirmation Achievement	
<b>Value least...</b>	Achievement		Personal challenge	
<b>Cohort Value found in work</b>	<b>Low</b>	<b>Medium-low</b>	<b>Very High</b>	<b>High</b>
<b>Social Orientation</b>	<b>Collectivist</b>	<b>Collectivist /Individualist</b>	<b>Individualist</b>	<b>Individualist</b>
<b>Values... No./Span</b>	<b>Low/ Narrow</b>	<b>Medium-Low/ Very Narrow</b>	<b>High/ Narrow</b>	<b>High/ Broad</b>
<b>Value most....</b>	Social harmony and structure  Trust, tolerance and respect for individuals  Personal experience and knowledge	Opportunity, moderated by fairness and social justice  Certainty and order	Relationship reciprocity  Self-definition from affirmation, achievement and expertise	Affirmation of personal efficacy through achievement  Knowledge, experience & competence
<b>Value least...</b>	Achievement  Personal progress & development	Self-affirmation through achievement and challenge	Personal progress & development  Challenge	Empowerment  Challenge

## **Chapter 10: Discussion**

### **10.1 Introduction**

This Chapter considers the findings from the study, particularly those summarised in Section 9.7, in the context of the Literature Review, to inform the conclusions that are subsequently detailed in Chapter 11.

### **10.2 The Contract is Rooted in a Shared Common Heritage**

There is no ‘standard unit’ of culture, so cultural studies are, of necessity, comparative. ‘Cultural relativism’ (Hofstede et al., 2010: 25) tends to accentuate differences between groups, with the danger that commonality can sometimes be overlooked in the search for demarcation.

Despite substantial regime differences in the last 100 years or so, the countries involved in the study share a much longer-term cultural heritage, rooted in shared biology, philosophy, history and society (Hofstede et al., 2010: 432). In fact, the Eastern European cluster recognised by GLOBE and mentioned in Section 4.1.4 differs materially from the comparative Anglo cluster in terms of behaviours, but shows that the populations of both cohorts share remarkably similar values (House et al., 2004: 32, 35). It is therefore unsurprising that the two nationalities comprising the sample share broadly similar constructs of work; in a similar vein, it would have been unsurprising to find material differences in construing, had the comparator sub-sample been drawn from a more socially remote society, e.g. Confucian Asia. This may explain the (perhaps unexpected) similarity in total distributions seen for ‘all’ and ‘high salience’ constructs, which show that the ordering in the former analysis holds broadly true in the latter for both nationalities.

In addition to showing that the nationalities involved in the work have more in common than sets them apart, the similarity of their constructs of work, summarised in Table 9.23, contributes to the validation of the psychological contract as a phenomenon capable of transcending geography and culture. The concept stands up to rigour and retains its utility in comparisons that span national boundaries, providing a robust framework that can be used within a constructivist context to show (often subtle) differences in the way work is construed.

### 10.3 The Social Properties Of Work Dominate

It is noticeable that only 9 (of 14) of the construct categories identified during the research - Job Satisfaction, Autonomy, Recognition, Role Purpose, Challenge of Assignment, Work-life Balance, Career Enhancement, Ethics and Remuneration – feature in the content literature detailed in Appendix 2. Collectively, these categories account for 59% of all constructs elicited. *Over 40% of the constructs elicited during this study do not feature to any great degree in the psychological contract literature.*

Most of the undocumented content is concerned with the social nature of work; constructs concerned with the quality of workplace interactions account for 37% of all constructs elicited. Although construed differently by different cohorts, the social properties of work rank as *the most significant consideration for all cohorts and permutations, manifest in the dominance of constructs concerned with Organizational Culture, Team Dynamics and Relationship With Boss, and in values associated with Pro-social Behaviour.* It is clear that, consistent with existing psychological contract theory, work is more of a psychological phenomenon than a simple exchange of effort for pay for the sample. It is equally clear, however, that the social qualities of work (however construed) are of paramount importance to individuals.

This finding contrasts with current psychological contract theory, whose taxonomies and models make little deference to the value placed by employees on the social dimensions of work, despite a substantial literature highlighting the importance of it as a badge of social inclusion that can contribute to a strong sense of self (e.g. Stiglitz, 2002; Li and Ferraro, 2005). Current research in the positive psychology field shows strong correlations between meaningful personal relationships and individual happiness. Bartlett and Desteno (2006) show this by demonstrating that (sometimes costly) investment in prosocial behaviour, designed to elicit gratitude, can supercede reciprocity norms. The implication here is that the reciprocity mechanic, currently seen as central to the psychological contract construct, may actually be a more sophisticated phenomenon in practice. If gratitude is valued as a desirable exchange outcome that is closely allied to happiness, then the significance of prosocial behaviour within (and, for that matter, outside of) the workplace becomes clear, and the psychological contract becomes less of a reciprocal bargain and more of a means for achieving personal fulfilment by building social capital.

Surprisingly perhaps, participants ascribe very little value at all to the transactional components of work concerned with remuneration, expertise, and work-life balance; its self-definition qualities are valued more highly.

#### **10.4 Psychological Contract Changes With Age**

The findings appear to consistent with the literature (see Section 5.4) arguing that the psychological contract stabilises over time (Bal et al., 2013b), manifest in reduced employee expectations (Jayawardena and Gregar, 2013; Vantilborgh et al., 2013).

In general, younger participants find their meaning in constructs associated with self-efficacy, such as job-satisfaction, whilst older participants orientate around constructs concerned with self-actualisation. Many psychologies recognise individual psychological maturation, described variously (though not exhaustively) as ‘individuation’ (Jung, 1991: 179), the development and realisation of ‘Higher-Order’ needs (Maslow, 1943: 375), its parallels in the works of Allport and Murray, recognised as ‘psychogenic’ needs (see Harris, 2015) , ‘The Struggle Towards Self-Realization’ (Horney, 1991), and ‘the need to build a character’ (Adler, 2009: 125). Piaget’s constructivist conceptualization of this process as a cognitive theory of human development (Piaget, 2001) shares much with Vygotsky’s (1997, cited in Veresov and Kulikovskaya, 2015) Cultural-Historical Theory of Cognitive Development mentioned in Section 3.3, and with the Kellian PCP view of a construct system that constantly reconstrues events in the light of new experiences to improve its anticipatory power (Kelly, 1963: 50).

Given such a strong provenance in the literature, it would be difficult to make a case for exempting the psychological contract schema from the influence of psychological maturation. On the contrary; the research findings are consistent with current literature showing that it matures with experience, just like other constructs and mental representations.

#### **10.5 Work As Meaning Differs by Nationality**

Although both Czechs and non-Czechs within the sample share broadly similar constructs of work, there are some notable differences that set them apart. The most obvious of these concerns personal ambition and attainment, which are heavily valued by the non-Czech contingent, and not valued at all by Czechs. Given that other demographic variables are largely the same for both groups, it seems reasonable to conclude that this difference is cultural in origin.

In many respects, the elusive cause and effect of this difference are self-evident. The West embraced capitalism hundreds of years ago, and has followed its creed and recited its mantras ever since; successful entrepreneurs – the Richard Bransons, Mark Zuckerbergs and Elon Musks of the world - are its heroes, and are celebrated accordingly.

Whilst some Czech brands (e.g. Skoda, Moser, Pilsner Urquell) thrived before the command economy, the post-command orientation to work contrasts sharply with that under Soviet hegemony (see Jankowicz, 1996b: 144-145), where the doctrine of state and ‘common purpose’ stood in place of capitalism’s individualism, and there was little room for, or tolerance of, personal achievement. A closer look at work under totalitarianism gives more insight into this phenomenon.

Against a backdrop of totalitarian indoctrination, work in Communist Czechoslovakia was characterised by overstaffing and inefficiency (Clark and Soulsby, 1998). Flanagan (1998) notes how centralised labour policies favoured so-called ‘productive’ (industry and construction) spheres over the ‘unproductive’ sectors that employed highly-educated personnel, and used political loyalty as a means of assigning jobs. In consequence, tens of thousands of highly qualified personnel were dismissed and replaced by the party faithful, and many dissenting intellectuals were put to manual work. Tight ideological control and mistrust in management constrained behaviour at work, as people sought to protect themselves and the ‘delicate stability of the system’ (Schwartz & Bardi, 1997 cited in Danis et al., 2011: 292). It seems reasonable to suggest that these factors might be responsible to some extent for ‘totalitarian syndrome’, described in Section 4.2.2 as a pattern of cognitions, attitudes and behaviours developed to adapt to life under the command economy. It is understandable that people might have struggled to find meaning in a politicised work environment that lacked both integrity and effectiveness. More specifically, it is understandable that people would place no value at all on ambition in an environment that provided no incentive to excel, and reserved recognition for the party favourites.

The prevailing work culture under centralisation may also be responsible, in part at least, for other negative work dispositions peculiar to the Czech cohort, and particularly to those who started work in the command economy. The first concerns relationships with seniors, which are not valued, possibly because the nature of senior appointments meant that such relationships were construed as synonymous with regime affiliation, but equally possibly because the incumbents were perceived (perhaps rightly, as Flannagan (1998) suggests) as less than capable. The second, and more central issue for most people, concerns the

tendency of older Czechs to place a high value on social harmony in the workplace, but to construe it very differently to 'friendship'. As Hann (2003) notes, most people living with communism took the system for granted and just got on with things, muddling through. Given that the potential consequences of 'rocking the boat' could be severe (Flanagan, 1998), it is easy to see why mutual co-operation and support might have been a more palatable option to conflict. This is more of an accord between colleagues and a work disposition per se, than a series of meaningful interpersonal personal relationships. In communist Czechoslovakia, friends could be trusted with information that the State would use against people (Holy, 1996); colleagues not necessarily so. As such, jobs were undertaken without smiles, which were reserved for friends (Howard 2002; Mares & Sirovatka 2008). Social capital was highly valued under communism, but not found in workplace relationships (Hauberer 2011). It seems that the social harmony that older Czechs value highly might have its origins in mutual self-protection, perhaps a manifestation of the Švejkian 'passive resistance' described in Section 4.3.2.

### **10.6 Independence As A Cultural And A Work Value For Czechs**

The value placed on workplace independence by Czechs appears to have deep roots, residing in the constructs of nationality examined in Chapter 4. Although a thorough anthropological dissection of Czech culture is beyond the scope of this work, an examination some of the more important components, and the ways they contribute to the construction of 'Czechness', can provide a cultural lens to give context to subordinate constructs of work provided by the Czech sample, and provide a foundation from which to propose explanations of the differences between Czech and non-Czech cohorts.

Anthropology recognises the significance of metaphors and symbols in cultural propagation and reinforcement, and the construction of 'Czechness' involves many. Dominant above all others is the concept of 'Mother Czech', or 'My Homeland' (ma vlast), a metaphor for freedom and independence that stands in stark contrast to the history of occupation. In addition to the analysis detailed in Section 4, further symbolic representation of Czech nationality can be found amongst public holidays that recognise a raft of individuals and events synonymous with independence, and in the more contemporary celebration of late President Vaclav Havel (1936 - 2011), described as '...the product of a culture whose artists and intellectuals have for fifty years been remarkable for their courageous commitment to democracy for the sake of the common good'.



The symbolism considered is by no means exhaustive, but it does include some representations of nationhood that are consequential in defining the essence of 'Czechness'. In conjunction, they point to a superordinate construct represented metaphorically by the Czech Mother motif and supported by subordinate constructs of freedom (or independence), honesty (or truth), patriotism, courageous resistance, and humanity (or selflessness).

It is apparent that the concept of independence is deeply implanted in the Czech conscious and unconscious, the product of 500 years of occupation. It seems that the workplace is not exempt from its influence.

### **10.7 Cultural Change is Evident In The Work Pre/dispositions Of Younger Czechs**

Comparison of younger and older Czech constructs suggest that work values may be changing as the nation embraces the freedoms of the market economy. Most noticeable are expectations of self-determination and social justice amongst the younger cohort. These were not conceivable under central control, and do not feature in the constructs of the older comparator.

The literature recognises that values in transition economies shift in the face of prevailing change currents (Schwartz & Bardi 1997), and that new values emerge (Danis et al 2011). This phenomenon is particularly evident amongst younger cohorts (Rabušic, 2001), with both culture and individual processes functioning as value changers (Bardi & Goodwin 2011). Over time, economic factors determine the extent to which the new values are shared by consensus (Schwartz and Sagie, 2000). This process is summarised in the 'Travel of Ideas Model' detailed in Section 4.2.3 and summarised in Figure 4.1.

Pyšňáková and Miles (2010: 533) argue that the emergent values of post-Communist youth, often represented as a materialistic, hedonistic, egocentric and conformist generation, are actually a response to change that enables them to 'actively navigate their way through a life experience that appears to offer choice and yet simultaneously constrains it'. The findings from this study seem to support their assertion; new workplace strategies appear to be replacing the old, but work still has limited meaning for younger Czechs, and little value is placed upon personal ambition and achievement.

## **Chapter 11: Conclusions**

### **11.1 Introduction**

This Chapter details the conclusions of the study and describes how they might be useful to both academia and business. It also documents the limitations of the work and makes recommendations for further research.

### **11.2 Research Summary**

The research shows a high degree of similarity in the way work is construed across the cohorts. Whilst this supports the idea of the psychological contract as a robust construct that transcends cultures, the prevalence of social dynamics of work - the paramount consideration for all participants - suggests that a more expansive conceptualisation, giving greater emphasis to this dimension, may be appropriate.

Despite a common base, there are a number of material differences between cohorts that may well be cultural in origin. The values placed on personal ambition and achievement by the Czech and non-Czech cohorts respectively sit at opposite ends of the same continuum; Czech values associated with independence, workplace harmony and relationships with seniors, stand in contrast to the non-Czech group. These values, and the relative lack of meaning found in work by Czechs, stand in stark contrast to the non-Czech sub-sample, which appears to construe work as a part of individual identity and synonymous with personal success. In consequence, the Czech cohorts have much more simple constructs of work than the non-Czech groups, suggesting it is imbued with less meaning.

The picture that emerges of the Czech work disposition is not as extreme as ‘homo soveticus’ described in Section 4.4, but shades of the unique Czech character outlined in Section 4 and discussed in Section 10 can be seen in the findings. These are manifest in the work values identified during the study and materially different from the values of the non-Czech comparator.

There is evidence amongst the younger Czech cohort showing that values are changing and the cultural paradigm is shifting. Specifically, self-determination and social justice are expectations that would not have been seen during the command economy. Legacy values from the previous generation still persist, however, most noticeably in the way that work is construed more as a means to an end, rather than a route to meaning per se.

The findings strongly suggest that different cultural influences contribute to different predispositions to work that emerge, perhaps in the form of an anticipatory psychological contract, prior to starting. Although work meaning is continually reconstrued, and changes with age, the underlying cultural pressures, manifest in the form of personal values, appear to endure and continue to influence sense-making throughout the working life.

### **11.3 Academic Contribution**

The research contributes to both cultural and psychological contract theory in the following ways:

#### **11.3.1 Methodology**

The combination of ethnography and RGA used during the research was effective in surfacing constructs of work and the meaning it held at the individual level. This approach might be useful to other researchers looking to explore meaning-making in similar contexts and environments.

#### **11.3.2 Similarity of Constructs**

Perhaps surprisingly, work is construed at a high level on broadly similar terms by both Czech and non-Czech cohorts within the sample. This is consistent with the claim of a common cultural heritage proposed by Hofstede and GLOBE, and with the concept of a robust psychological contract framework that can span geographies.

#### **11.3.3 The Social Qualities of Work**

The social dynamics of work are the most important component in the construal of the psychological contract construct. This challenges the existing content literature that largely pays little attention to the social dimension, focusing instead on interactions between the employee and the employer (or its representatives). The very few exceptions include Nichols' (2013) work, which posits that the contracts of volunteer workers are socially constructed, and Pesqueux's (2012) highly philosophical comparison of psychological and social contracts. In this context, Rousseau's (1995: Ch 8) positioning of the psychological contract as a 'social' agreement arguably, and somewhat ironically, misses an important point – that the objectives that give rise to the contract for many people transcend the employee/employer dyad, and apply more broadly to workplace relationships (and its culture) in general. In fact, *the way it feels to work in a company*

tends to be more important to employees and their psychological contracts, than individual relationships with seniors.

#### **11.3.4 Culture and Experience as Psychological Contract Antecedents**

Cultural and experiential factors contribute to both pre-dispositions to work that shape an anticipatory contract prior to starting, and to ongoing dispositions that influence the development of the contract in the workplace. This adds a further dimension to the received wisdom that the contract crystallises during work socialisation in response to environmental cues (e.g. Conway and Briner, 2005: 53), and supports literature arguing for the anticipatory psychological contract (De Vos et al., 2009). The findings from the research suggest that cultural values and personal experiences have an influence on work pre-dispositions that endure throughout employment.

#### **11.3.5 Constructs of Personal Achievement and Empowerment Differ**

The relative values placed upon personal achievement/individual success and personal empowerment relate directly to the Hofstede categories respectively concerned with Individualism/Collectivism and Power Distance (Hofstede et al., 2010: Ch3 & 4 ); GLOBE has similar categories, but does not consider the Czech Republic in isolation. The research findings are consistent with the rankings for Individualism (US 1, UK 3 and CZ 28), but point to a conflict on Power Distance in the Czech case (Hofstede ranking 45-46, US 59-61 and GB 65-67). This may be indicative of a change in (post-Velvet Revolution) national values. Hofstede echoes Czarniawska and Joerges' (1996) 'Transfer of Ideas' concept (see Section 4.2.3) when discussing Intercultural Encounters (2010: Ch11), and recognises democratisation as a cultural change pressure (2010: 452). It seems that the waves of cultural change in the Czech Republic may justify revisiting its Hofstede ranking in due course.

#### **11.3.6 Psychological Contract Change and Maturity**

The contract develops and matures over time. This supports the literature mentioned in Section 10.4 showing that the contract changes with age, as people seemingly progress through early concerns relating to self-efficacy, and ultimately look to self-actualise towards career end. The contract is known to stabilise throughout this transition (Bal et al., 2013b). The research supports this process, recognising it is perceivedly more important amongst the non-Czech cohort, where work success is construed as more akin to life success

## **11.4 Professional Practitioner Contribution**

The research contributes to business practice in the following areas:

### **11.4.1 Cross-cultural Management.**

Business is becoming increasingly global. Understanding cultural influences, and the way they tacitly contribute to the psychological contracts of different nationalities in multinational organisations, has the potential to increase cross-border cooperation and obviate misunderstanding and conflict. At a practical level, this could involve the following to identify and avoid problems from the different ways work is construed, as mentioned in Section 10.5:

- cross-cultural research and consultancy to identify appropriate strategies for managing each bilateral cross-border relationship, with specific emphasis on differences in construing that could result in conflict and/or dysfunction
- specific training for senior management on cultural sensitivity, building upon the strategies mentioned above, to equip individuals to manage cross-border relationships effectively
- supervised team interventions to share cultural understanding and agree ways of working; clarification of the guidelines for navigating cultural considerations, perhaps in the form of ‘cultural manifestos’, could be helpful

### **11.4.2 Organizational Culture**

At the highest level, Section 10.3 shows that that social properties of work have a leading role in individual meaning-making. It seems reasonable to suggest that a culture and environment conducive to building and supporting social relationships, consistent with the way these are construed by different nationalities, might contribute to a more satisfied and stable workforce, and perhaps improve productivity.

#### 11.4.2.1 US/UK Staff

The research suggests that the following might be appropriate for a US/UK-centric organization, such as the parent organization concerned with this work, where perceptions of work and personal success are closely intertwined:

- Creating informal networking and information-sharing opportunities
- Supporting learning opportunities outside of the organization, perhaps with grants and time off

- Implementing development programmes that provide access to accelerated promotion opportunities with achievement milestones

#### 11.4.2.2 Czech Staff

The same organization wishing to establish a Czech subsidiary would benefit from remaining mindful that work is perceived as less engaging by Czech workers, and could draw on the Czech desire for workplace independence and harmony to increase meaning by:

- Introducing mentorship and support programmes, pairing junior staff with more experienced counterparts
- Promoting short-term attachments to other teams for specific individuals, enabling them to develop their technical skills and inter-company relationships
- Actively arranging extra-curricular ‘fun’ activities e.g. sports events, company parties

#### **11.4.3 Work (Pre)dispositions**

The research also shows that cultural experiences and pressures appear to shape work (pre)dispositions, manifest in local work orientations and cultures. The values that emerge are deeply-instilled and core to individuals, so expectations of change are optimistic. Parent organizations with different national cultures may be better-advised to work within the cultural framework of the subsidiary, instead of seeking to impose their own values on a foreign workforce. In terms of a Czech organization and its relationship with its US/UK parent, this could have involved specific strategies to:

- devolve authority and ownership to more experienced Czech staff, perhaps recognising them as subject matter experts, giving them a more active voice in agenda-setting, and celebrating their expertise. This might provide a degree of independence, recognised as important to Czechs in Section 10.6
- increase the meaning younger Czechs find in work by promoting more flexible practices (e.g. job sharing, reduced hours contracts) and providing support for personal projects (e.g. business advice, grants, training not directly job-related), directly addressing the self-definition requirement amongst this cohort described in Section 10.7
- ensure that the process for advancement is transparent, accessible and meritocratic; providing development opportunities in the form of internal and external training has merit. Again, this is concerned with the younger Czech cohort and its requirement for social justice seen in Section 10.7

## **11.5 Limitations of the Research**

All research has its own limited range of convenience. This study is limited in the following respects:

### **11.5.1 Generalisability**

Holy (1996: 12) describes the stratification of Czech culture according to economic and educational status, an urban-rural divide, and a wide variety of political orientations. Whilst acknowledging a tacit core of shared cultural assumptions and meanings common to all Czechs, he also points to attitudinal differences between rural and urban dwellers, and farmers, manual workers and university-educated elites, arguing for a complex raft of constructs within the population of a whole. Given this diversity, the psychological contracts of a sample drawn entirely from highly educated, career-oriented bankers cannot necessarily be taken to represent those of the population as a whole.

### **11.5.2 Meaning**

There is a difference between the transfer of language and the transfer of meaning. Jankowicz (2003b) draws attention to this when he notes that communication difficulties can arise because people who belong to different cultures use different languages that do not necessarily translate easily from one to the other, whilst Iedema (2003: 33) speaks to a ‘...multimodal semiotic landscape...becoming more and more populated with complex social and cultural discourse practices’. Although a translator was available to all Czech participants, and 11 from 20 opted to use the facility, it is conceivable that some meaning, implicit to Czechs and encoded in the semiotics of interview, may have been overlooked by a non-Czech interviewer (albeit with 6 years of Czech work experience).

### **11.5.3 Context**

It was clear during some interviews that (sometimes sudden change in) specific circumstances had materially affected psychological contract construal. For example, one participant had been a single parent for some time and had opted for a transactional contract to be able to prioritise his son’s upbringing. Another was clearly finding it difficult to balance the demands of work with those of a new family. Such situations shape contracts, but in some cases represent compromise, rather than a specific disposition to work. Some of the interviewees expressed a preference for more relational content, but had been prepared to sacrifice it to manage their immediate circumstances and priorities. It is fair to say, however, that such cases were the exception, rather than

the rule, and that the depth of construing revealed by the research pointed to much deeper constructs than those influenced by immediate circumstances.

#### **11.5.4 Receptivity and Openness**

Although difficult to quantify, the researcher sensed that younger Czechs were much more prepared to participate in the study than their older colleagues, who seemed more suspicious of the process and its possible consequences. Meeting the younger Czech quota was much easier than meeting the older Czech quota.

#### **11.5.5 Accuracy**

Constructs and construct systems are highly complex. As Fransella et al. (2004: 4) observe 'To the extent that a grid gives us a map of an individual's construct system, it is probably about as accurate and informative as the maps of the American coastline which Columbus provided'. This does not discredit the research, which still provides valid and generalisable conclusions, but does imply that there is potential to enrich them. Indeed, the opportunity for participants to deliberate meaning in depth during the elicitation process can be argued to provide such enrichment, which might not be available to other analytical techniques.

### **11.6 Recommendations for Further Research**

Further research into a number of areas could extend existing psychological contract theory. Specifically:

- The social value of work, particularly through the lens of positive psychology, a broad field that focuses on valued subjective experiences, individual well-being and happiness, rather than the psychological problems that concern other domains (Linley et al., 2006). In addition to contributing to a more complete conceptualisation of contract content and functioning, this could benefit organizational culture by identifying conditions that are conducive to more satisfying environments, with the potential to benefit workforce stability and productivity
- Other Czech industries, workplace structures and organizational cultures. This study took place within a very specific environment, which might be described as a professional, US-centric culture. Exploration of other domains, e.g. more traditional companies and routine work environments, might contribute to generalisation
- Other cultural groups. The work compared constructs drawn from two nationalities that share a common, long-term cultural heritage. It seems reasonable to suggest that comparison between cohorts in the different cultural groups recognised in the popular



taxonomies of culture – for example, the Germanic European and Confucian Asia clusters identified in the GLOBE study (House et al., 2004: 33) - might show more material differences

### **11.7 Conclusion**

*RQ1: How do value- and culture-related constructs influence psychological contract construal by Czech workers in a Czech financial services company?*

The findings from the research suggest that culture and personal values have both formative and ongoing influence on constructs of work, manifest in the psychological contract schema at the individual level

*RQ2: How do psychological contract construal processes differ between:*

- *Czech staff with and without work experience in the command economy?*
- *Czech and non-Czech staff (the latter employed in Head Office roles in the US parent organization)?*

The findings from the research suggest that the the cohorts involved in the study construe work with direct reference to their own experiences and cultural values. Czechs tend to have a simpler construct of work, seemingly a legacy of a both an egalitarian ethos as a cultural value, and experience of a totalitarian environment where inequity and inefficiency compromised its relevance. There is evidence to show a shift in work values amongst younger Czechs, who appear to expect self-determination opportunities and social justice in the post-Velvet Revolution market economy. Non-Czech cohorts, by comparison, seem to construe work as part of personal identify and value both the ambition and self-achievement that Czechs largely ignore.

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## Appendix 1: Contemporary Psychological Contract Definitions

<u>Author(s)</u>	<u>Definition</u>
Portwood and Miller (1976: 109)	'...an implicit agreement, negotiated between the employee and the employing firm (usually at the employee's time of entry), and it is a recognition of mutual obligations to be fulfilled by both parties in the course of their association'
Rousseau (1989: 121)	'...individual beliefs in a reciprocal obligation between the individual and the organization'
Rousseau and Mclean Parks (1993: 19)	'...an individual's beliefs regarding terms and conditions of a reciprocal exchange agreement between that person and another party'
Rousseau and Greller, (1994: 386) cited in Conway and Briner (2005: 22)	'...encompasses the actions employees believe are expected of them and what response they expect in return from the employer'
Sims, 1994 cited in Maguire (2002: 2)	'...the set of expectations held by the individual employee which specifies what the individual and the organisation expect to give to and receive from each other in the course of their working relationship'
Herriot and Pemberton (1995, cited in Conway & Briner, 2005: 22)	'The perceptions of both parties to the relationship, organization and individual, of the obligations implied in the relationship'
Rousseau (1995: 9)	'...individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization'
Rousseau and Tijoriwala (1998: 679)	'...an individual's belief in mutual obligations between that person and another party such as an employer..... This belief is predicated on the perception that a promise has been made (e.g., of employment or career opportunities) and a consideration offered in exchange for it (e.g., accepting a position, foregoing other job offers), binding the parties to some set of reciprocal obligations'
Rousseau (1998: 665)	'...the perception of an exchange agreement between oneself and another party'
Guest (1998a: 650)	'It [the psychological contract] is concerned with the interaction between one specific and another nebulous party. The contract resides in the interaction rather than in the individual or the organization. In this respect it possibly parallels concepts such as communication, quality and flexibility in that it cannot be found exclusively in either the subject or the object of the interaction'
Rousseau and Schalk (2000: 1)	'...the belief systems of individual workers and employers regarding their mutual obligations'
Rousseau (2001a: 1)	'...an individual's belief in mutual obligations between that person and another party, such as an employer..... This belief is predicated on the perception that an exchange of promises has been made (e.g., of employment or career opportunities) to which the parties are bound'

Rousseau (2001b: 512)	‘...subjective beliefs regarding an exchange agreement between an individual and, in organizations typically, the employing firm and its agents’
Guest and Conway (2003: 143)	‘The perceptions of both parties to the employment relationship, organization and individual, of the reciprocal promises and obligations implied in the relationship’
Rousseau and Shperling (2003: 560)	‘...the beliefs each party has regarding a reciprocal agreement between worker and the employer....that underlies the employment relationship’
Guest et al. (2010: 3)	‘This [the psychological contract] recognizes that employment involves an exchange that is partly captured in the formal employment contract but that inevitably goes further to cover more informal and implicit issues and understandings’

## Appendix 2(i): Employee Psychological Contract Measurement – Sampling and Approach

Author(s)	Research	Major Findings	Acknowledged Limitations
<b>Rousseau (1990)</b>	Citations*: 1,592 Focus: Typology Measure: Content n=: 224 Nationality: USA Paradigm: Positivist Sample: Recent MBA graduates in new employment	Demarcation between Transactional (pay and advancement in return for hard work) and Relational (job security in return for loyalty)	Does not explain variance in perceived reciprocal obligations, perhaps failing to ‘tap’ the array of mutual commitments parties can make to each other; does not consider specific or local labour market factors on obligations; focused only on employee’s perceptions and not employers
<b>Robinson et al. (1994)</b>	Citations*: 1,380 Focus: Obligations Measure: Evaluation of status n=: 128 Nationality: USA Paradigm: Mixed Sample: MBA graduates after 2 years of employment	Breach reported by a majority within 2 years of employment; breach correlates positively with turnover and negatively with trust, satisfaction and intention to remain	Caution concerning generalization, given sole focus on MBA graduates; dependency on possibly unreliable recall data from 32 respondents who had left first employment; statistical reliability of single-item measures to assess violation; no direction of causality
<b>Guzzo et al. (1994)</b>	Citations*: 655 Focus: Commitment Measure: Evaluation of status n=: 148 Nationality: USA by inference Paradigm: Posivist; some open-ended questions Sample: Expatriate managers	Contract status mediates relationship between employer practices and retention-related outcomes; Psychological contract is useful for understanding organizational commitment; inferences of employer’s promises may be more significant than ‘face value’ language’	No consideration given to other factors beyond the psychological contract (e.g. external occurrences) that also influence organizational commitment



<b>Author(s)</b>	<b>Research</b>	<b>Major Findings</b>	<b>Acknowledged Limitations</b>
<b>Robinson (1996)</b>	Citations* : 2,462 Focus: Breach Measure: Evaluation of status n=: 125 Nationality: USA Paradigm: Positivist Sample: MBA graduates in management roles	High initial trust in employer; strong negative correlation between breach and performance, civic virtue behaviour and intention to remain; breach more powerful than pay, promotion and other contributions in determining performance, with trust as a mediator	Employees with lower skill levels/situational constraints may have fewer options; results not generalizable; measure of breach does not consider time change in the psychological contract; results do not consider individual sensitivity to breach
<b>Herriot et al. (1997)</b>	Citations* : 532 Focus: Obligations Measure: Content n=: 184 Nationality: UK Paradigm: Phenomenological Sample: UK employees, representative of UK working population	Common view of transactional elements of the psychological contract, but different priorities given by the parties to different components; employer fulfilment needed for employee commitment	Sample possibly unrepresentative
<b>Porter et al. (1998)</b>	Citations* : 139 Focus: Inducements Measure: Evaluation of status n=: 339 Nationality: USA by inference Paradigm: Positivist Sample: Staff in 4 firms: 2 aerospace 1 electronics 1 accountancy	Reciprocal relationship between employer and employee perception of inducements offered and job satisfaction	Use of single-item scales with unknown reliability; sample size and questionnaire limited use of control variables; no consideration of moderators

<b>Author(s)</b>	<b>Research</b>	<b>Major Findings</b>	<b>Acknowledged Limitations</b>
<b>Thomas and Anderson (1998)</b>	Citations* : 244 Focus: Socialization Measure: Evaluation of status n=: 314 Nationality: UK Paradigm: Positivist Sample: New army recruits	Employees expectations increased as a result of normative pressures encountered during socialization	Single organization; dimensions chosen from prior research; sole focus on employee perceptions
<b>Turnley and Feldman (1999)</b>	Citations* : 811 Focus: Breach Measure: n=: 804 Nationality: USA Paradigm: Positivist Sample: MBA graduates Expatriate managers Banking managers State agency managers	Breach has a negative effect on employees' exit, voice loyalty and neglect behaviours; situational factors moderate breach and exit, but not voice, loyalty or neglect	Situational factors not considered; data collected via self-reports; possible respondents may have forgotten breaches; no generally accepted measure of breach; moderating variables developed specifically for study
<b>Rousseau (2001a)</b>	Citations* : 298 Focus: Psychometric instrument development Measure: Content; evaluation of status n=: 630 Nationality: USA; Singapore Paradigm: MBA graduates, exec. Sample: ed. participants/HR managers	Basis for development of Psychological Contract Inventory (PCI); some support for cross-national generalizability of the instrument to Singapore	Revision of 3 of 14 scales needed

<b>Author(s)</b>	<b>Research</b>	<b>Major Findings</b>	<b>Acknowledged Limitations</b>
<b>Kickul and Lester (2001)</b>	Citations*: 238 Focus: Breach Measure: Evaluation of status n=: 183 Nationality: USA Paradigm: Positivist Sample: Part-time MBA students in full time work	Individual sensitivity to perceived equity/inequity can influence interpretation of, and response to, breach; 'entitled' individuals particularly sensitive to breaches relating to tangible outcomes and growth opportunities; 'benevolents' to autonomy	Danger of response bias in single-source data; sample limited to MBA students
<b>Coyle-Shapiro and Kessler (2002)</b>	Citations*: 275 Focus: Reciprocity Measure: Evaluation of status n=: 84 Nationality: UK Paradigm: Positivist Sample: Public sector employees	Norm of reciprocity confers a perceived obligation on the part of the recipient employee; reciprocity is bi-directional and repetitive; managers view employee relationships as reciprocal	Does not take account of changes to the psychological contract over time; sample may limit external validity of findings
<b>Tekleab et al. (2003)</b>	Citations*: 371 Focus: Reciprocity Measure: Evaluation of status n=: 130 Nationality: USA Paradigm: Positivist Sample: Non-faculty university staff and managers	Increase in time with manager reduces perceived employee obligations; positive relationship between LMX quality and understanding of reciprocal obligations; breach is the main influence of intention to leave	Methodology doesn't show causality; no allowance for change in contract over time; low reliability of employees' perceptions of breach

## Appendix 2(ii): Employee Psychological Contract Measurement – Taxonomies of Content

### Employees' perceptions of Employers' Obligations

Obligations	Rousseau (1990)	Robinson et al. (1994)	Guzzo et al. (1994)	Robinson (1996)	Herriot et al. (1997)	Porter et al. (1998)	Thomas and Anderson (1998)	Turnley and Feldman (1999)	Rousseau (2001a)	Kickul et al. (2002)	Coyle-Shapiro and Kessler (2002)	Tekleab et al. (2003)
<b><u>Financial Inducements</u></b>												
Pay		✓					✓	✓				✓
Pay maintains s.o. living											✓	
Fair pay											✓	
Competitive pay										✓	✓	
High pay	✓			✓	✓							
Regular pay rises								✓				
Performance-related pay	✓			✓								
Bonus						✓		✓				
Profit share						✓						
Allowances			✓									
Accommodation							✓					
Tuition fees										✓		
Vacation benefits										✓		
Healthcare benefits								✓		✓		
Retirement benefits								✓		✓		
Overseas support			✓									
Competitive benefits											✓	
<b><u>Job Security</u></b>												
Job security	✓	✓		✓	✓	✓	✓	✓		✓		✓
Long term job security											✓	
Notification of change		✓									✓	✓
<b><u>Job Support</u></b>												
Role definition									✓			
Policies and procedures											✓	
Supervisory support	✓							✓	✓			
Training	✓	✓		✓	✓			✓		✓	✓	✓
Feedback		✓						✓				✓
Resources										✓		
Equipment										✓		
Safety										✓		
Environment		✓										✓
Mentoring										✓		

	Rousseau (1990)	Robinson et al. (1994)	Guzzo et al. (1994)	Robinson (1996)	Herriot et al. (1997)	Porter et al. (1998)	Thomas and Anderson (1998)	Turnley and Feldman (1999)	Rousseau (2001a)	Kickul et al. (2002)	Coyte-Shapiro and Kessler (2002)	Tekleab et al. (2003)
<b>Obligations</b>												
<b><u>Job Attributes</u></b>												
Discretion/autonomy						✓				✓	✓	✓
Input to decisions					✓	✓		✓		✓	✓	
Meaningful work		✓				✓	✓					✓
Challenge								✓				
Responsibility		✓						✓				✓
Creative freedom										✓		
Flexible schedule										✓		
<b><u>Career Support</u></b>												
Development opportunities	✓			✓		✓			✓	✓	✓	
Recognition					✓	✓		✓				
Promotion opportunities	✓	✓		✓			✓		✓		✓	✓
<b><u>Personal Considerations</u></b>												
Management of interests					✓	✓		✓	✓	✓		
Consideration for family			✓				✓					
Leisure/social opportunities							✓					
Support for personal problems									✓			
Concern for welfare									✓			
Humanity					✓							
Fairness					✓							
Justice					✓							
Advice of major developments											✓	
<b><u>Other Benefits</u></b>		✓			✓		✓					✓

## Appendix 2(iii): Employee Psychological Contract Measurement – Taxonomies of Content

### Employees' perceptions of Employees' Obligations

Obligations	Rousseau (1990)	Robinson et al. (1994)	Guzzo et al. (1994)	Robinson (1996)	Herriot et al. (1997)	Porter et al. (1998)	Thomas and Anderson (1998)	Turnley and Feldman (1999)	Rousseau (2001a)	Kickul et al. (2002)	Coyle-Shapiro and Kessler (2002)	Tekleab et al. (2003)
<b><u>Behaviour</u></b>												
Behave appropriately												
Stay a minimum period	✓				✓							
Respect company property												
Honesty					✓							
Take personal responsibility									✓			
Adapt to new practices											✓	
Accept transfers	✓											
Protect proprietary information	✓											
Do not assist competition	✓											
Make personal sacrifices									✓			
Act in company's interest									✓			
Give notice	✓											
Extra role behaviours	✓										✓	
Loyalty	✓				✓							
Commit personally									✓			
<b><u>Contribution</u></b>												
Perform as agreed					✓							
Do a good job					✓				✓			
Flexibility re duties					✓						✓	
Flexibility re hours											✓	
Overtime	✓										✓	
Identify opportunities									✓		✓	
Look to add value									✓			
Protect company image									✓			
Find cost savings											✓	
<b><u>Personal Effectiveness</u></b>												
Continually improve									✓			
Increase employability									✓			
Increase visibility									✓			
Increase value to company									✓			
Build external contacts									✓			



## Appendix 4: Psychological Contract Models

Author(s)	Research	Inputs	Processes	Outputs
<b>Portwood and Miller (1976)</b>	Citations*: 23 Focus: Job satisfaction Work behaviour Paradigm: Longitudinal study Corellation (Pearson)	Organization expectations Knowledge and experience Individual's needs Individual's work attitude	Comparison of expectations with reality Reciprocation	Change to need gratification Acceptance of current role Assessment of personal competence Productivity level
<b>Rousseau and McLean Parks (1993)</b>	Citations*: 1,345 Focus: Promissory contracts Multi-disciplined Paradigm: Behavioural	List of 31 propositions spanning contract creation, development, operation, and breakdown		Creation Change Violation Fulfilment
<b>Guest and Conway (1997), cited in Martin et al (1998)</b>	Citations*: 165: Focus: Fairness Trust Paradigm: Positivist	Organizational climate HR practices Job security expectations Redundancy expectations Chance of alternative employment Involvement climate	Perception of fair treatment Development of trust Delivery of the deal	Attitudes Behaviours
<b>Cavanaugh and Noe (1999)</b>	Citations*: 323 Focus: Relational contracts Mathematical representation Paradigm: Factor analysis Linear regression	Previous employment change experience: Demographic variables: Gender Age Level in organization	Mediators: Responsibility for career development Commitment to type of work Expectation of job insecurity	Job satisfaction Participation in development activities Intention to stay



<b>Author(s)</b>	<b>Research</b>	<b>Inputs</b>	<b>Processes</b>	<b>Outputs</b>
<b>Flood et al (2001)</b>	Citations*: 175 Focus: Commitment Mathematical representation Paradigm: Correlation (t-test) Multiple regression	Organizational processes: Meritocracy Equity	Assessment of performance v expectations Obligation to remain and perform	Organizational commitment Intention to stay
<b>Guest (2004)</b>	Citations*: 328 Focus: Psychological contract Paradigm: Multi-disciplined Behavioural	Contextual Factors..... Individual Age            Hours Gender        Contract Education    Tenure Level            Ethnicity Work type    Income Organizational Sector        Size Ownership    Strategy Union recognition Policy and Practice..... HR policy and practices Direct participation Employment relations Organizational culture/climate	Reciprocal promises Inducements Obligations	State of Contract... Delivery of the deal Perception of fairness Perception of trust Attitudinal Consequences... Organizational commitment Work satisfaction Work-life balance Job security Motivation Stress Behavioural Consequences... Attendance Intention to stay/quit Job performance Organizational citizenship Behaviour (OCB)
<b>Schalk and Roe (2007)</b>	Citations*: 89 Focus: Model of contract change Paradigm: Hypothetical	Employee performance Employer performance	Comparison with psychological contract Contract revision	Continuity Desertion

Author(s)	Research	Inputs	Processes	Outputs
<b>Chapman (2010)</b>	Citations*: - Focus: Exchange Paradigm: Hypothetical	Employee Inputs:..... Time/hours Performance Commitment Mobility Innovation Drive change Risk/investment Sacrifice/tolerance Effort/ideas Results Loyalty Supervision Management Leadership	Contract maturation over time Changes to visibility of content External influences	Rewards from employer:..... Security Safety/care Recognition Qualifications Promotion/growth Benefits/pension Control/influence Ownership/equity Responsibility Status/respect Training/development Flexibility/tolerance Life-balance/well-being Workspace/equipment Interest/variety/travel
<b>Tomprou and Nikolaou (2011)</b>	Citations*: 16 Focus: Contract process Mathematical representation Paradigm: Correlation Linear regression	History of perceived breach Trust in employer	Job satisfaction Organizational commitment Careerism Org. change	Breach Violation Fulfilment

\* Google Scholar: 31 May 2015



## Appendix 6: Elicited Constructs

The table below lists the constructs elicited during the interview process. Table headings represent the following:

**No.** - The unique number of the elicited construct; used to identify the construct in subsequent content analysis

**Part.** - The unique participant identifier, a concatenation of the cohort code and the number of the participant (1-10) within that cohort. Cohort codes are as follows: CZN – Czech participants who started work after 1990; CZC – Czech participants who started work before 1990; UKN – Non-Czech participants who started work after 1990; UKC – Non-Czech participants who started work before 1990

**#** - The sequential number of the construct elicited from a particular participant

**Emergent Pole** The first pole of the construct identified during elicitation

**Contrast Pole** The second pole, elicited as a contrast to the Emergent Pole to complete the definition of the construct as a bipolar phenomenon

**Rev.** Whether or not the construct was reversed during Honey's analysis

**Ho.** The ranking of the construct according to Honey's analysis

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
1	CZN01	/02	Fairly treated by my boss, defined as delivering the commitments made to me	Being personally let down by my boss, who consistently failed over the long term to meet promises explicitly made to me	No	I
2	CZN01	/03	My boss has my back and protects his/her team when we are threatened	My boss is willing to sacrifice me or other team members to protect him/herself or for personal gain	No	L
3	CZN01	/04	My boss shows authenticity in recognising and promoting the work of her/his subordinates	My boss plagiarises others work, presenting it as her/his own and personally taking credit for it	No	L
4	CZN01	/05	Enjoyment from working as part of a socially and professionally cohesive team	Frustration and a sense of isolation from working alone	No	L
5	CZN01	/06	Challenging work that's within my own abilities	Routine and repetitive work	No	L
6	CZN01	/07	Freedom to implement my own ideas and optimise business performance	Constrained and unable to realise opportunities	No	I
7	CZN01	/08	Inclusion - being part of and contributing to the thinking that directs the business	Side-lined and uninformed	No	H
8	CZN01	/09	Belief; a sense of purpose arising from credible direction	Disillusionment and/or confusion from the lack of a compelling vision/plan	No	H

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
9	CZN01	/10	Personal buy-in to what's going on at the coal-face	Day-to-day activities don't make sense; I don't understand why I need to do these things	No	H
10	CZN02	/02	Gives me short-term personal independence	Gives me long-term personal independence	Yes	L
11	CZN02	/03	Provides a cognitive challenge with appropriate thinking time	Boring stuff I consider a waste of my time	No	H
12	CZN02	/04	Is satisfying in itself, whilst allowing me time to focus on non-work things that matter to me	Compromises me and my 'self time'	No	H
13	CZN02	/05	Collectively working within a social group	Working in isolation	No	H
14	CZN02	/06	Trusted and free to set own work agenda	Strong downward prescriptive management	No	H
15	CZN02	/07	Conferred status and formal barriers in relation to seniors	Seniors earned respect through hard work	Yes	L
16	CZN02	/08	Colleagues are also friends	No personal connections at work	No	H
17	CZN02	/09	Totally in control of everything (as far as possible)	No power to influence anything	No	I
18	CZN02	/10	Consultative management	Dictatorial management	No	L
19	CZN03	/02	Independence and freedom	Lack of collaboration; working as a robot	No	L
20	CZN03	/03	Integrity of boss - truth and honesty	Failure of boss to be open and direct	No	L
21	CZN03	/04	My help and support is readily accepted	I sense my help is unrequited	No	I
22	CZN03	/05	Mutual respect	Lack of consideration for me	No	H
23	CZN03	/06	Strong group cohesion	Each person for his/herself	No	H
24	CZN03	/07	Dependent on my manager	Independent of my manager	Yes	I
25	CZN03	/08	Reassurance from feedback and checkpoints	Anxiety because I'm not told if I'm succeeding or failing	No	H
26	CZN03	/09	A boss who protects me and my interests	A boss who lacks integrity in relation to me	No	I
27	CZN03	/10	My role develops and/or improves me in ways I feel are important	My role damages or impedes me	No	I
28	CZN04	/02	I'm only a number in the company	Recognised and thanked for what I do	Yes	H
29	CZN04	/03	Earning just enough to make ends meet	Very well paid	Yes	L
30	CZN04	/04	Status resulting from recognised expertise	Seen as being of no use to others	No	H

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31	CZN04	/05	Fun environment - jokes and banter	Over-serious, mechanistic workplace that lacks a 'human' element	No	H
32	CZN04	/06	Understanding and competence resulting from deep technical knowledge	I don't know what I'm doing	No	H
33	CZN04	/07	Working for fun	Working for family	No	L
34	CZN04	/08	Opportunity for professional growth	Stuck in a rut	No	I
35	CZN04	/09	The organization values me and fights my corner	Nobody cares	No	L
36	CZN04	/10	In control of my workload	Crushing pressure and missed deadlines	No	H
37	CZN05	/02	In a transition role that won't last	In a role forever	Yes	L
38	CZN05	/03	Career development and personal growth	A flat structure with no potential for promotion	No	I
39	CZN05	/04	A learning opportunity	Routine, repetitive work	No	H
40	CZN05	/05	Role has future certainty	The future is indefinite	No	L
41	CZN05	/06	Remuneration is equitable	My self-worth isn't recognised	No	L
42	CZN05	/07	Company has a positive image	Company is socially damaging	No	L
43	CZN05	/08	An open culture where people are equals	Hierarchy and closed doors	No	I
44	CZN05	/09	Recognised in a way that is visible to me	Being ignored; no feedback	No	H
45	CZN05	/10	Mutual respect; differences are tolerated	Scolding and humiliation	No	H
46	CZN05	/11	Meritocracy	People progress for 'other reasons'	No	H
47	CZN05	/12	Sense of personal fulfilment	No sense in what I do	No	H
48	CZN06	/02	Poor salary- I have to count each penny and budget carefully	I don't have to worry about making ends meet	Yes	L
49	CZN06	/03	Enables me to spend the time I want with my son	Keeps me away from my son to an unacceptable extent	No	L
50	CZN06	/04	I have the freedom to be creative	A structured environment, characterised by procedures and formality	No	I
51	CZN06	/05	A tangible and useful delivery	Lacking an end purpose	No	I
52	CZN06	/06	Work for my benefit only	Work has some societal value	Yes	L

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
53	CZN06	/07	Energy and increased personal effectiveness from team participation	Easier to get stuck or hit a dead end as a single 'expert'	No	L
54	CZN06	/08	Clear business strategy	Lack of a clear end game	No	H
55	CZN06	/09	Working with great, enthusiastic people	Everyone out for themselves	No	H
56	CZN07	/02	A supportive boss who looks after me as an individual	A self-centred boss who doesn't give his personal time and energy to the team	No	L
57	CZN07	/03	A fair boss who treats everyone equally, giving them the same opportunities	A boss who treats his favourites well and ignores everyone else	No	H
58	CZN07	/04	Opportunities to develop personally and professionally	No resources or experience that will help me learn	No	H
59	CZN07	/05	A boss who delivers on his promises	A boss who deliberately deceives me	No	L
60	CZN07	/06	Pleasant social relationships with my immediate colleagues	Not being part of the social fabric of the team; exclusion	No	I
61	CZN07	/07	Harmony/lack of conflict within the team	Personal verbal attacks by colleagues	No	L
62	CZN07	/08	Colleagues who are amenable to discussing issues in a mature way, aiming to find solutions	Colleagues who are not prepared to listen and consider other peoples' opinions	No	H
63	CZN07	/09	Being respected as a subject matter expert	Being seen as technically incompetent	No	I
64	CZN07	/10	Being seen as an intelligent person	Being seen as not very capable or smart	No	H
65	CZN07	/11	People are paid equitably, relative to the value they contribute	People I believe deserve a lower salary than me are actually paid more	No	H
66	CZN07	/12	A salary that supports my personal life and lifestyle choices	I have to be very careful with money and can't afford the things I value	No	H
67	CZN08	/02	I'm not consulted on the management of the department and its agenda	I contribute to the development of the team's agenda and have some control over its activities	Yes	I
68	CZN08	/03	I have the authority to make my own decisions	Being a 'factory worker'	No	H
69	CZN08	/04	Working in a company where people take responsibility for their own decisions	Working in a company where people blame their mistakes on other things or people	No	I
70	CZN08	/05	My employer expects me to commit myself totally to the organization 24/7	I have a manageable workload within reasonable hours	Yes	I

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
71	CZN08	/06	Not being paid relative to the amount of hours/effort I put in	Compensation that recognises, to some extent, my 'above and beyond' contribution	Yes	H
72	CZN08	/07	My workload prevents me from planning my social life and severely limits the time I have to myself	An organizational culture that acknowledges the need for personal time and helps me to ensure I have it	Yes	H
73	CZN08	/08	The company gives me the opportunity to learn and develop professional skills	The company has no resources available for my development	No	L
74	CZN08	/09	Promotion is a possibility	I'm stuck in a rut	No	I
75	CZN08	/10	Generalist	Specialist	Yes	L
76	CZN08	/11	Colleagues I trust as friends	Career people who have no consideration of others' feelings and don't care about the consequences of their actions on their colleagues	No	I
77	CZN08	/12	Colleagues who are professionally capable	Colleagues whose poor work compromises my delivery and makes me look stupid	No	L
78	CZN08	/13	A boss I consider less capable than me	A boss I consider an expert who can help and advise me	Yes	L
79	CZN09	/02	No responsibility	Having to make big financial decisions; pressure	No	L
80	CZN09	/03	Being part of a 'fun' team	Working with people who are all tired and unhappy	No	I
81	CZN09	/04	Personal satisfaction from making customers happy	Dissatisfaction from little/no interaction with customers	No	H
82	CZN09	/05	Work and personal time are clearly demarcated	Going to bed worrying about work	No	H
83	CZN09	/06	Vocation	Job	No	H
84	CZN09	/07	A socially responsible role	My work has a negative effect on society	No	I
85	CZN09	/08	A collaborative environment	A political environment	No	H
86	CZN09	/09	Paid fairly for my effort	My extra effort goes unpaid	No	H
87	CZN09	/10	Increases my self-confidence by taking me outside of my comfort zone	Limits me to what I already am	No	I
88	CZN09	/11	Time for self and family	Work, work, work...	No	L
89	CZN09	/12	A respected employer with a brand I believe in	An unethical company	No	L



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90	CZN09	/13	A company that cares about its people and treats them well	A company that is inconsiderate towards its staff	No	H
91	CZN10	/02	A corrupt working environment	An ethical working environment	Yes	H
92	CZN10	/03	Work that benefits society	Work that disadvantages society	No	I
93	CZN10	/04	Equity, fairness and justice for everyone	Some are 'more equal than others'	No	H
94	CZN10	/05	I can influence things on my own	I have to get every decision agreed by a senior	No	H
95	CZN10	/06	People are paid according to their performance	People are paid regardless of their performance	No	L
96	CZN10	/07	I deliver justice	I fail and injustice prevails	No	I
97	CZN10	/08	I have the opportunity to improve the effectiveness of my organization	I have to accept and live with ineffective processes	No	H
98	CZN10	/09	I do a poor job	I do a really good job	Yes	L
99	CZN10	/10	I can afford the lifestyle I want	I can't even cover my basic expenses	No	L
100	CZN10	/11	Personal freedom through self-employment	Dependent upon an employer	No	L
101	CZC01	/02	Difficult to do my job due to bureaucracy	Independence	Yes	H
102	CZC01	/03	Salary doesn't enable me to support my family	Salary enables me to save and achieve financial security	Yes	L
103	CZC01	/04	Equitable pay relative to others	People who contribute less get same or higher salary	No	H
104	CZC01	/05	Mutually supportive environment	Divisive environment based on fear and criticism	No	H
105	CZC01	/06	Colleagues try to advance themselves at my expense	Colleagues 'look out' for me	Yes	H
106	CZC01	/07	Clear work objectives for me and the business	Conflicting individual objectives that promote poor team behaviour	No	I
107	CZC01	/08	I can leave work with a 'clear head' and have sufficient quality time with my family	Work requires too much time, unacceptably compromising my personal life	No	L
108	CZC01	/09	Confidence from having the skills and capabilities to do my job	I don't know what I'm doing	No	L
109	CZC01	/10	Colleagues I can rely on and who keep their word	Colleagues who deliberately lie or fail to keep their word for their own personal gain	No	H

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110	CZC02	/02	A great boss - honest, respectable and reliable	A terrible boss - doesn't behave in a way appropriate to the role (e.g. drinks at work)	No	H
111	CZC02	/03	A legitimate business where things are done properly	A 'shady' business	No	H
112	CZC02	/04	A career in balance with personal life	A career that asks too much of me	No	L
113	CZC02	/05	A technical expert	A team role that involves communication and co-ordination	Yes	I
114	CZC02	/06	My role gives me a chance to develop in ways I want	Routine drudgery with no personal development	No	I
115	CZC02	/07	Working for a big corporation	Being self-employed	No	I
116	CZC02	/08	Working on my own terms	Following someone else's agenda	No	I
117	CZC02	/09	I am responsible for myself only	I am responsible for others	Yes	I
118	CZC02	/10	Sense of achievement from success in a big organization	Being seen as incompetent	No	H
119	CZC03	/02	I can produce high quality work, which is of paramount importance to me	I would have to produce poor quality work	No	H
120	CZC03	/03	A wider mandate with greater scope for control	A narrow mandate with a limited focus	No	L
121	CZC03	/04	A small scale development with a high level of personal control	A larger development involving complexity and coordination	No	H
122	CZC03	/05	A single expert	A team role	No	I
123	CZC03	/06	Boss is a technical expert	Boss doesn't understand the issues and can't give guidance and advice	No	L
124	CZC03	/07	Boss who understands people and gets the most from them without trying	Boss who doesn't engage people	No	H
125	CZC03	/08	A poorly organized company	An efficient company	Yes	H
126	CZC04	/02	Good salary - I can afford to live and save some money	Poor salary - I have to be very careful with my money	No	H
127	CZC04	/03	Restricts my freedom to do what I want in my personal life	I have more time for my own interests	Yes	I

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128	CZC04	/04	A controlling environment where I'm told what to do	People rely on me and my expertise to find solutions by myself	Yes	I
129	CZC04	/05	Efficient processes	Wasteful organization	No	L
130	CZC04	/06	Sense of personal value from positive feedback	My work is meaningless because it is seen as useless	No	I
131	CZC04	/07	Team harmony	Everyone out for him/herself	No	I
132	CZC04	/08	Opportunity to progress is based on individual merit	Opportunity to progress is based on social alliances (e.g. Communist Party)	No	H
133	CZC04	/09	A progressive, modernizing company	A static company characterized by inertia	No	I
134	CZC04	/10	Being a creative free thinker	Being a robot or a sheep	No	I
135	CZC05	/02	A fear-based culture	A culture based on positive collaboration	Yes	H
136	CZC05	/03	Empowered accountability	Responsibility without authority or control	No	L
137	CZC05	/04	Not being micro-managed	Prevented from making decisions	No	H
138	CZC05	/05	Hierarchy and status	Less formality - an open door policy	Yes	I
139	CZC05	/06	Barriers to internal communication	Openness	Yes	I
140	CZC05	/07	New challenges and interesting work	Routine	No	L
141	CZC05	/08	Receptive and solution-driven colleagues	Silos; people aren't interested	No	I
142	CZC05	/09	Trust in my boss	A self-interested boss	No	L
143	CZC05	/10	Options to develop personally and professionally	Stuck	No	H
144	CZC05	/11	Feeling valued - good work I do is recognised and appreciated	Someone else takes credit for my achievements	No	I
145	CZC05	/12	Influence	Doing what I'm told	No	I
146	CZC06	/02	Self-improvement opportunities	In a bubble; constrained	No	H
147	CZC06	/03	Working with people	Working with paper	No	I
148	CZC06	/04	Investing myself in my job	Taking things as they come	No	H
149	CZC06	/05	Having direct influence	Influencing indirectly	No	H
150	CZC06	/06	Motivating people through persuasion	Directive approach; no explanation	No	H
151	CZC06	/07	Excitement from responsibility	Following procedures	No	L

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152	CZC06	/08	Dynamic environment	Static environment; demotivated, distrustful people; disengagement	No	I
153	CZC06	/09	Social connection with colleagues	No mutual interest between colleagues	No	L
154	CZC06	/10	Respect - upwards and downwards	Arrogance; the boss is supreme	No	L
155	CZC06	/11	Harmony through understanding	Chaos	No	I
156	CZC06	/12	Empowering others	Angering others	No	I
157	CZC06	/13	Adding value	Not caring	No	H
158	CZC07	/02	Learn a new skill	Can't develop my skill set	No	H
159	CZC07	/03	What I do has practical value	I've no idea what my output is used for	No	H
160	CZC07	/04	An effective team	Overlap and duplication	No	H
161	CZC07	/05	Order and logic in what I do	Randomness	No	H
162	CZC07	/06	Tired but happy	Need to escape; change job	No	H
163	CZC07	/07	Making a personal impact	Not making a difference	No	H
164	CZC07	/08	Sharing and helping each other	People keep their expertise to themselves	No	I
165	CZC07	/09	I'm more competent than my colleagues	I'm less competent than my colleagues	No	L
166	CZC08	/02	Fixed work agenda	Progressive, dynamic, constant change environment	Yes	H
167	CZC08	/03	Limited opportunities for promotion	Opportunity to achieve seniority	Yes	L
168	CZC08	/04	Fixed salary	Rewarded for achievement	Yes	L
169	CZC08	/05	Mental stimulation from challenge	Standardization; no personal input; not possible to change procedures	No	L
170	CZC08	/06	Responsible for people	Responsible for self	No	I
171	CZC08	/07	Positive atmosphere	Unhealthy rivalry, fighting and griping	No	I
172	CZC08	/08	Clear objectives/targets	Too vague and general	No	I
173	CZC08	/09	Fair recognition of individual performance	Results manipulated to favour undeserving person	No	I
174	CZC08	/10	Ethical workplace behaviour	Using the system for own benefit	No	I
175	CZC09	/02	Small team, working with and for people	Fractured large team characterised by anonymity and conflict	No	I
176	CZC09	/03	Helpful, empathic line manager	Isolated, directive manager who just distributes tasks	No	H
177	CZC09	/04	Consideration of personal life and support for it	People don't care about others	No	L

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178	CZC09	/05	Good interpersonal relationships	No sharing; arguments and sarcasm	No	H
179	CZC09	/06	Creativity and freedom	Being 'tied up; things done 'by the book'	No	I
180	CZC09	/07	Local knowledge; knowing the people and being known by them	Strange unfamiliar environment	No	I
181	CZC09	/08	Work that makes sense	Work often stopped before completion	No	H
182	CZC09	/09	Structural stability	Frequent changes in people and organization	No	H
183	CZC09	/10	Efficiency through cooperation	Chaotic organization	No	I
184	CZC09	/11	Personal friends with colleagues; socialise outside of work	Social isolation	No	L
185	CZC09	/12	Chemistry between people; they 'click'	Trouble-makers; disruptive elements	No	H
186	CZC 10	/02	Opportunity to develop	No chance to improve	No	H
187	CZC 10	/03	Doing the job well and delivering	Poor/no results	No	H
188	CZC 10	/04	Team structure and ethos	Working in isolation	No	H
189	CZC 10	/05	Can support family life	Conflict between work and family requirements	No	L
190	CZC 10	/06	Salary that can support chosen lifestyle	Counting every Heller	No	I
191	CZC 10	/07	Chance to try something new	Stagnation; no change	No	H
192	CZC 10	/08	Good working relationships	No chemistry between people	No	H
193	UKN01	/02	Meaningful work - benefits organization	Work that is pointless or has a negative impact	No	L
194	UKN01	/03	Working in an unambitious team	Working in a team that wants to over-achieve	Yes	L
195	UKN01	/04	Personally developing, not standing still	Stagnating from routine	No	H
196	UKN01	/05	Able to network	Isolation	No	L
197	UKN01	/06	Part of a close, collaborative team	Part of a disconnected team, characterised by overlaps and a lack of clarity	No	L
198	UKN01	/07	Proving those who doubt me wrong	Failure, leading people to say "I told you so"	No	H
199	UKN01	/08	Being technically good at what I do	Being seen as incompetent	No	I
200	UKN01	/09	Visible recognition - promotion, bonuses, etc	Anonymity	No	L
201	UKN01	/10	Workplace integrity	Deceit, underhandedness and untrustworthiness	No	L
202	UKN01	/11	Working in professionally ethical way	No attempt to get the best possible business result	No	I

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203	UKN01	/12	I can honour my commitments	My word can't be my bond	No	L
204	UKN02	/02	Unsociable working hours that pull me away from home	Time and flexibility to support personal life outside of work	Yes	L
205	UKN02	/03	Opportunities for education and career development	Stagnated in career	No	H
206	UKN02	/04	Support from sponsors in the organization	Indifference towards me	No	I
207	UKN02	/05	Equitably remunerated vs peers	Others receive higher pay for doing the same job	No	H
208	UKN02	/06	Company cares for me as a person	No support provided - no investment in people, who are seen as dispensable and interchangeable	No	L
209	UKN02	/07	Deliverable-focused	Just working the hours	No	L
210	UKN02	/08	Dynamic, high-change environment	Predictability and repetition	No	L
211	UKN02	/09	Social dimension to work - connection and interaction with colleagues	Just work - no personal relationships	No	L
212	UKN02	/10	High achieving team	No real interest in delivering	No	I
213	UKN02	/11	Pride in what is done	Just get through it	No	L
214	UKN02	/12	Responsibility and accountability	The blame game	No	H
215	UKN02	/13	Being seen as a valuable asset to the organization	My achievements and potential are overlooked	No	I
216	UKN03	/02	Comfort and self-confidence in my abilities	Out of my depth and inadequate; lack of knowledge or skills	No	I
217	UKN03	/03	I can make a difference in a company that has a purpose I believe in	It's just a job; I feel disconnected from the company	No	H
218	UKN03	/04	What I do makes sense to me	What I do seems pointless	No	I
219	UKN03	/05	A good atmosphere - collaborative, positive and clean	A poor atmosphere - divided and unsociable	No	I
220	UKN03	/06	Interesting work - novelty that involves creativity and learning	Enduringly boring and repetitive	No	H
221	UKN03	/07	I can achieve tangible results	I'm just 'turning the wheel'	No	I
222	UKN03	/08	Gravitas - from being seen as competent	Lack of respect - viewed as helpless, confused and lacking direction; a low contributor	No	I

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223	UKN03	/09	Good leadership - consistent, open, clear, decisive	Poor leadership - irrational, incompetent, unprofessional behaviour	No	H
224	UKN03	/10	A friendly, familial company that looks after me	No sense of belonging	No	H
225	UKN03	/11	Work defines me and is a part of my identity	Work is a means of helping me enjoy my personal life	No	H
226	UKN03	/12	I have the time I want for my personal interests	Work is intrusive	No	L
227	UKN04	/02	Recognition of extra effort	Someone else gets/takes the credit	No	H
228	UKN04	/03	A visible, tangible outcome	Pure consultancy without influence over the implementation	No	H
229	UKN04	/04	Accountability with control	Accountability with disempowerment	No	H
230	UKN04	/05	Creating something new	Rote execution	No	I
231	UKN04	/06	Everyone puts in the same effort	Some people 'coast'	No	I
232	UKN04	/07	Seniors I can learn from	Seniors who know less than me	No	I
233	UKN04	/08	Confidence in planning that reduces uncertainty	Lack of clarity about who's doing/responsible for what	No	H
234	UKN04	/09	Developing the careers of junior staff	Schmoozing' clients	No	H
235	UKN04	/10	Work is all-important	Other priorities take precedence	Yes	L
236	UKN04	/11	An ethical organization with a social conscience	Profit takes priority	No	L
237	UKN04	/12	Trust in me and my abilities	Micro-management	No	I
238	UKN05	/02	Boss is interested in me personally	Just the results, nothing else	No	H
239	UKN05	/03	Questioning, challenging open culture	One-way downwards information flow; no exchange	No	H
240	UKN05	/04	Status-based hierarchy	Everyone has a voice and is listened to	No	L
241	UKN05	/05	I feel I'm learning	I'm not changing	No	I
242	UKN05	/06	High change, varied environment	Routine, stable monotony	No	H
243	UKN05	/07	Skin in the game - a personal stake	Nothing to lose from my decisions	No	I
244	UKN05	/08	Personal empowerment to be able to make a difference	Micro-managed without options	No	I
245	UKN05	/09	Social interaction within the team environment	Everyone for themselves	No	I
246	UKN05	/10	Intellectual challenge from solving problems	Monotony; lack of cognitive challenge	No	H
247	UKN05	/11	Socially beneficial work	Neutral impact on society	No	L

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248	UKN06	/02	Long hours that negatively impact on personal life	Predictable hours that give time for rest and relaxation	Yes	I
249	UKN06	/03	Enabling other people to succeed	Prevented from helping others; barrier	No	H
250	UKN06	/04	Learning from work	Boring and repetitive work	No	I
251	UKN06	/05	Lots of stress	Limited accountability and no chance of failure	Yes	I
252	UKN06	/06	Sense of personal cohesion	I'm missing something	No	H
253	UKN06	/07	Work benefits society	No-one really cares about the work	No	I
254	UKN06	/08	Creativity - build something that didn't exist before	Running someone else's processes	Yes	I
255	UKN06	/09	Dynamic and fluid environment	Static environment	No	L
256	UKN06	/10	Tension in the workplace	Agreeableness in the workplace	Yes	I
257	UKN06	/11	Empathy between immediate colleagues	Colleagues cannot relate at a personal level	No	I
258	UKN06	/12	Different perspectives are welcomed	Groupthink	Yes	L
259	UKN06	/13	Colleagues really care about what they do	Colleagues are disinterested	No	H
260	UKN07	/02	Company reciprocates when I make the extra effort	Company makes me feel unvalued	No	L
261	UKN07	/03	Impactful work	Not making a difference	No	L
262	UKN07	/04	Exploring options	Leveraging what I know	No	L
263	UKN07	/05	Having an extensive network	Knowing no-one	No	I
264	UKN07	/06	Strong interpersonal relationships at work	Working in my own silo	No	I
265	UKN07	/07	A boss who's on my side/has my back	A boss I don't trust	No	I
266	UKN07	/08	Brilliant boss - with capability I can learn from	Poor boss - 'wet', lacks substance, doesn't help or motivate	No	I
267	UKN07	/09	A role that helps me learn and improve	The same - day in, day out	No	L
268	UKN07	/10	Self-affirming, confidence-giving work	I'm set up to fail	No	H
269	UKN07	/11	A role that helps my reputation to improve, creating advancement opportunities	A role that lacks business exposure	No	H
270	UKN07	/12	Seen as credible	Seen as incompetent	No	I



No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
271	UKN08	/02	Autonomy and self-direction in achieving goals	Directive management allowing zero input towards a goal I disagree with	No	H
272	UKN08	/03	Impact - delivery of visible value to the enterprise	Repetitive pure process with no change or outcome	No	H
273	UKN08	/04	Making things better for society	Having a neutral or negative societal impact	No	I
274	UKN08	/05	Helping my colleagues to achieve their goals	Seen as a blocker; part of a problem, not a solution	No	H
275	UKN08	/06	A boss who constantly champions me	A disinterested or destructive boss	No	H
276	UKN08	/07	A boss who supports me when needed/I ask	Suffocating micro-management	No	H
277	UKN08	/08	A sense of self-worth	Disengagement	No	H
278	UKN08	/09	Alignment between my personal and the organization's success	Fracture or misalignment	No	I
279	UKN08	/10	No sense of what I want and what is required from me	Professional maturity	Yes	L
280	UKN08	/11	A fizzing, stimulating, active culture	Stale, unchanging pointless tradition; head in the sand mentality	No	H
281	UKN08	/12	Recognition and thanks for what I do	Being ignored or taken for granted	No	H
282	UKN08	/13	Working with exceptional people	Dragged down by mediocrity; uninspiring	No	H
283	UKN08	/14	Trust in the authenticity of people and the company	Self-interest prevails; people take credit for others' work	No	I
284	UKN09	/02	Repetitive, boring work	Variety in activities; new things	Yes	I
285	UKN09	/03	Leader is disinterested and incapable	Leader is a role model	Yes	H
286	UKN09	/04	Opportunities to develop from scope of role	Same old, same old, same old....	No	H
287	UKN09	/05	Making a difference to the business; love to deliver	Can't see a result	No	H
288	UKN09	/06	Give and take - flexibility re hours and home working	Strictly 9-5 and in the office	No	L
289	UKN09	/07	Boss has credibility within the organization	Boss is seen as incompetent within the organization	No	I
290	UKN09	/08	Ownership of what I do	Being told what I must do	No	L

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
291	UKN09	/09	Work is a positive work-life balance compromise	Work is an unnecessary work-life balance compromise	No	I
292	UKN09	/10	Interaction with clients	Isolation	No	I
293	UKN09	/11	Doing my best	Going through the motions	No	I
294	UKN09	/12	Doing myself justice in what I deliver	Letting myself down	No	L
295	UKN09	/13	A collaborative team that supports each other	Everyone is out for themselves	No	L
296	UKN10	/02	Making an impact - leaving a legacy; something better than before	Making things worse	No	H
297	UKN10	/03	My work isn't valued	I feel worthwhile	Yes	H
298	UKN10	/04	Trust and empowerment from above	Being told exactly what to do	No	H
299	UKN10	/05	Flexibility to work on my own terms	Totally prescriptive environment; 'cookie cutter' approach	No	H
300	UKN10	/06	Sense of purpose - clarity and sense in what we're doing	Chaos and friction from the lack of an end goal	No	H
301	UKN10	/07	Work is consistent with my ethics	I'm asked to do things that are against my principles	No	H
302	UKN10	/08	I can develop my personal brand	I'm inaccurately perceived	No	H
303	UKN10	/09	My capability is validated through feedback	Nobody cares enough to bother; I feel invisible	No	H
304	UKN10	/10	A political environment	An open and expressive culture	Yes	L
305	UKN10	/11	Everybody does what is needed	People stay in their silos	No	L
306	UKN10	/12	A sense of alienation	An open and welcoming environment	Yes	H
307	UKN10	/13	Unconstructive 'bitching and moaning'	Constructive debate and solution-driven discussion	Yes	H
308	UKC01	/02	Control of setting the basis of the role	Having to accept the terms given because I need a job	No	I
309	UKC01	/03	Recognition - from family, peers and subordinates	People see me as an 'also ran'	No	H
310	UKC01	/04	Reinforces my self-belief	Stagnation; no progress	No	H
311	UKC01	/05	Reciprocating people's trust in me	Letting people down	No	I
312	UKC01	/06	A political environment	A collaborative environment	No	L
313	UKC01	/07	Work is a personal commitment to an individual	Work is a means of obtaining salary/bonus	No	H

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
314	UKC01	/08	Challenging novelty - 'no text book answer' to the challenge	Routine	No	I
315	UKC01	/09	Leadership position, managing a team within a complex matrix structure	One of a group	No	I
316	UKC01	/10	Driven to be the best	No real impetus to excel; enough to be average	No	I
317	UKC02	/02	A company that protects my welfare and gives me stability	A company that lacks humanity	No	H
318	UKC02	/03	I have an opportunity to develop	There is a glass ceiling	No	L
319	UKC02	/04	Dynamic work that requires interpretation	Boring routine	No	H
320	UKC02	/05	Backstabbing, dog-eat-dog, blame culture	Supportive culture	Yes	H
321	UKC02	/06	Company is fair and respectful towards its employees	Institutional discrimination	No	H
322	UKC02	/07	Toxic leadership that is dismissive of people	Leader is one of the 'people'; open door policy	Yes	H
323	UKC02	/08	An inclusive environment	An alienating environment	No	H
324	UKC02	/09	Technically competent people	Technical gap and lack of soft skills	No	H
325	UKC02	/10	People go 'above and beyond'	9-5-ers; people lack interest	No	H
326	UKC03	/02	Lack of control over workload and priorities	Autonomy; I make the decisions to commit my personal time to work - it isn't imposed	Yes	H
327	UKC03	/03	Work and personal time is in balance	Personal relationships suffer - family and friends feel let down	No	H
328	UKC03	/04	Engaging work - problem solving, intellectually challenging, cognitively demanding	A process-driven role	No	H
329	UKC03	/05	I 'enjoy' the people I work with; relate as individuals; work has a social quality; fun personalities	No personal connection and/or interaction	No	I
330	UKC03	/06	Opportunities for advancement consistent with other priorities	No chance of self-fulfilment/to improve family lifestyle	No	H
331	UKC03	/07	Quality work	Repetition without opportunity for change	No	H
332	UKC03	/08	Good salary - my kids don't go without; money is not a worry	Poor salary - having to deny kids opportunity; letting them down	No	L

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
333	UKC03	/09	Satisfaction from being self-sufficient and independent	Depending on someone else	No	H
334	UKC03	/10	Being a work role model for my kids	Imparting a negative view of women's place in the workforce that my kids internalize	No	L
335	UKC03	/11	A bullying environment	A supportive environment	Yes	L
336	UKC04	/02	Great boss - direction; balance between 'push' and 'grow' me; support	Poor boss - self-interested; looking after own career	No	H
337	UKC04	/03	Shared values with boss; relaxed when together	Someone I don't click with; uninspiring	No	H
338	UKC04	/04	A boss who shows by example how to build credibility	A boss who isn't a role model	No	I
339	UKC04	/05	Collaborative relationship with peers	People progress at others' expense	No	I
340	UKC04	/06	Pursuing commercial success	Protective of business integrity	No	I
341	UKC04	/07	Will/urge to win	Not caring or being overly-competitive	No	H
342	UKC04	/08	Team harmony	Some disruptive elements - people who are uncooperative or don't care	No	H
343	UKC04	/09	A balanced lifestyle that leaves time for family	Delivery is the only priority; 100% commitment is needed	Yes	L
344	UKC04	/10	Being justifiably first amongst equals; seen as a role model	Unfairly/unethically achieving recognition	No	H
345	UKC04	/11	Meritocracy	Undeserved credit	No	I
346	UKC04	/12	Treated with integrity	Broken promises and commitments	No	I
347	UKC04	/13	Realistic honesty	Corporate 'bull' that lacks authenticity	No	H
348	UKC04	/14	Obsessive, meaningless process	Value-generating work	Yes	H
349	UKC04	/15	Short-termism	Long-termism	Yes	L
350	UKC04	/16	Fair pay for the role relative to market	Sense of being 'ripped off'	No	I
351	UKC05	/02	Being respected, appreciated and viewed positively by colleagues	Being ignored	No	I
352	UKC05	/03	Having the value I generate acknowledged	Not recognised for the value I contribute to the organization	No	L
353	UKC05	/04	Opportunity to grow and mature professionally	Limited by scope	No	L

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
354	UKC05	/05	Sense of ownership of the enterprise	Showing up and doing the minimum	No	L
355	UKC05	/06	Pride, integrity and care in what is done	Self-interest	No	L
356	UKC05	/07	Appropriate guidance and affirmation is provided where necessary	Left alone and unprotected	No	H
357	UKC05	/08	Intellectual challenge in simplifying and communicating complex issues	Repetitive, routine, clerical work	No	L
358	UKC05	/09	Control with direct authority and few levels	Bureaucracy - things get lost in the process	No	I
359	UKC05	/10	Anonymity	Recognised seniority and status	Yes	I
360	UKC05	/11	Appreciated for individual abilities and qualities	Not cultivated for promotion	No	I
361	UKC05	/12	Organization is interested in me as a person	Political, opaque development environment	No	L
362	UKC06	/02	Pressured to make the numbers	Pressured for deliverables	Yes	L
363	UKC06	/03	Making a visible contribution and 'leaving a legacy'	Zero impact	No	H
364	UKC06	/04	Can grow my personal brand and be seen as competent	Have a bad reputation	No	H
365	UKC06	/05	I have the possibility to exceed expectations	I may fall short on delivery	No	H
366	UKC06	/06	Positive leadership - sets expectations, gives guidance and provides oversight	Negative leadership - micro-management and control	No	L
367	UKC06	/07	Positive collaboration with peers and directs	Individuality - everyone for his/herself	No	I
368	UKC06	/08	Working in a nice environment with a social quality	An anti-social environment	No	H
369	UKC06	/09	Personal bonds between colleagues - can relate to each other	Business only - no personal connection	No	H
370	UKC07	/02	Opportunity to achieve seniority	I'm constrained	No	H
371	UKC07	/03	Compromises my personal life	Flexibility and control over my working hours	Yes	L
372	UKC07	/04	Strategic - long-term, thoughtful perspective	Operational - dealing with short-term matters	No	L
373	UKC07	/05	Significant impact from what I do	Pointless number-crunching	No	I
374	UKC07	/06	Empowered and insightful leadership	Day-to-day management	No	I

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
375	UKC07	/07	Macho culture - perceptions of male superiority	Fun environment	Yes	L
376	UKC07	/08	Valued as an individual by the organization	A cog in someone's machine	No	H
377	UKC07	/09	Unyielding integrity	Lack of respect for doing things 'the right way'	No	I
378	UKC07	/10	Collaborative management	My way or the high way'; bitchiness	No	L
379	UKC07	/11	Cachet associated with a big, iconic company	A small unknown	No	H
380	UKC07	/12	Access to the 'best' techniques to stay up-to-date	Stuck in the past	No	L
381	UKC07	/13	Do the best I possibly can	Fail to deliver value	No	H
382	UKC08	/02	Fair treatment - consistent standards for everyone based on merit	Lack of equity - some people undeservedly favoured	No	H
383	UKC08	/03	Remunerated fairly relative to comparable peers	Being undervalued	No	H
384	UKC08	/04	Treated with respect - listened to	Unqualified dismissal of alternative views	No	I
385	UKC08	/05	Personally recognised for what I do	Someone else takes credit for my work	No	H
386	UKC08	/06	Social aspect that transcends the workplace	No interaction with people at work	No	L
387	UKC08	/07	People manager	Spreadsheets, numbers and mathematics	No	I
388	UKC08	/08	Leaving my mark	Going through the motions	No	H
389	UKC08	/09	Developing other people	My own development only	No	H
390	UKC08	/10	Leading - taking control	Being micro-managed	No	L
391	UKC08	/11	No personal time during the week	Having a social life	No	L
392	UKC08	/12	Poor work ethic - working to the clock	Strong work ethic - results orientated; working to deliver	Yes	L
393	UKC09	/02	Them and us' mentality	Inclusiveness, engagement and involvement	Yes	L
394	UKC09	/03	Recognised and valued	Treated like a robot	No	H
395	UKC09	/04	Opportunity to grow	Constrained by the organization	No	I
396	UKC09	/05	I get the credit for my achievements	Someone else takes the credit	No	H
397	UKC09	/06	Personal ownership of my time	Someone constantly looking over my shoulder	No	I
398	UKC09	/07	Coaching and mentoring	Managing	No	I
399	UKC09	/08	Boss gives me cover and backs me up	Boss protects himself	No	H
400	UKC09	/09	Trusted to execute	Micro-managed	No	I

No.	Part.	#	Emergent Pole	Contrast Pole	Rev.	Ho.
401	UKC09	/10	People 'pay lip service' to create a perception of contributing	People do things of real value and genuinely contribute	Yes	L
402	UKC09	/11	Honesty and authenticity	Spin and lies	No	L
403	UKC10	/02	Building something from scratch	No-change environment	No	H
404	UKC10	/03	Everyone in the team pulls together in the same direction	Fragmented and individual environment	No	H
405	UKC10	/04	Non-hierarchical team	Formality and structure	No	H
406	UKC10	/05	Strong social bonds at work	Isolation; no connection with people	No	I
407	UKC10	/06	Boss is a 'control freak'; parent-child relationship	Boss shows empathy	Yes	H
408	UKC10	/07	Choosing to go the extra mile	Being compelled to go the extra mile	No	H
409	UKC10	/08	Boss protects and covers me	Boss shows no interest in me	No	I
410	UKC10	/09	People are treated well and valued	Company does the minimum necessary for people	No	H
411	UKC10	/10	Compensation is equitable - consistent in relation to peers	People undeservedly get paid more than me	No	L

## Appendix 7: Constructs Content Analysis – Reliability Test Results

### Initial Version

		Collaborator															
		Team Dynamics	Work Life Balance	Role purpose	Autonomy	Relationship with Boss	Job Satisfaction	Remuneration	Career Enhancement	Challenge of Assignment	Recognition	Personal Expertise/Competence	Organizational Culture	Ethics	Locus of Control	Miscellaneous	Total
<b>Researcher</b>	Team Dynamics	46		1						1		4	1		1	54	
	Work Life Balance	1	17	1		2	1									22	
	Role Purpose			15		3			3		1	2	1		1	26	
	Autonomy				28	1	1				2		1			33	
	Relationship with Boss				1	24				1		5	3		1	35	
	Job Satisfaction	2		11	2		22		2	4	3	1	3	1	3	54	
	Remuneration							18		2						20	
	Career Enhancement			1	1				18	2	1	1				24	
	Challenge of Assignment						1			12		3	1			17	
	Recognition				1			1			19	1				22	
	Personal Expertise/Competence											9				9	
	Organizational Culture	4		1	5	1				1	11		32	14	1	1	71
	Ethics						2							12			14
	Locus of Control			3	2		1						1	1	0		8
	Miscellaneous											1				1	2
		53	17	33	40	26	32	20	20	23	37	19	48	34	1	8	411

Actual agreement (Pa) 46 17 15 28 24 22 18 18 12 19 9 32 12 0 1 273

Chance agreement (Pc) 1.7% 0.2% 0.5% 0.8% 0.5% 1.0% 0.2% 0.3% 0.2% 0.5% 0.1% 2.0% 0.3% 0.0% 0.0% 8.4%

Categories (c) 15

Reliability: Agreement = 66%

$$\text{Cohen test} = K = \frac{(P_a - P_c)}{(1 - P_c)}, = 0.63$$

$$\text{Perrault-Leigh test} = I_r = \sqrt{\left(P_a - \frac{1}{c}\right)\left(\frac{c}{c-1}\right)} = 0.80$$



**Final Version**

		Collaborator														
		Team Dynamics	Work Life Balance	Role purpose	Autonomy	Relationship with Boss	Job Satisfaction	Remuneration	Career Enhancement	Challenge of Assignment	Recognition	Personal Expertise/Competence	Organizational Culture	Ethics	Miscellaneous	Total
Researcher	Team Dynamics	53								1				1	55	
	Work Life Balance	1	20					1							22	
	Role Purpose			26						2				1	29	
	Autonomy				36	1									37	
	Relationship with Boss					28						2	2	1	33	
	Job Satisfaction						35				2				37	
	Remuneration							19							19	
	Career Enhancement								19	2	1				22	
	Challenge of Assignment									17	4	1			22	
	Recognition				1		1				33	1			36	
	Personal Expertise/Competence											10			10	
	Organizational Culture												67	1	68	
	Ethics						1							18	19	
	Miscellaneous											1		1	2	
		54	20	26	37	28	37	21	19	22	33	19	70	20	5	411

Actual agreement (Pa) 53 20 26 36 28 35 19 19 17 33 10 67 18 1 382

Chance agreement (Pc) 1.8% 0.3% 0.4% 0.8% 0.5% 0.8% 0.2% 0.2% 0.3% 0.7% 0.1% 2.8% 0.2% 0.0% 9.3%

Categories (c) 14

Reliability: Agreement = 93%

$$\text{Cohen test} = K = \frac{(P_a - P_c)}{(1 - P_c)} = 0.92$$

$$\text{Perrault-Leigh test} = I_r = \sqrt{\left(P_a - \frac{1}{c}\right)\left(\frac{c}{c-1}\right)} = 0.96$$

### Appendix 8: Constructs Content Analysis – Record Of Constructs By Category

Category	Definition	All Constructs		High Salience Constructs					
		Construct Number	Sum %	Construct Number	Sum %	CZC Sum %	CZN Sum %	UKC Sum %	UKN Sum %
<b>Org. Culture</b>	Atmosphere; philosophy; way it feels to work there	031, 035, 043, 045, 046, 057, 069, 085, 090, 093, 101, 104, 106, 125, 129, 132, 133, 135, 138, 139, 152, 154, 155, 166, 170, 171, 182, 183, 196, 201, 202, 219, 224, 232, 233, 239, 240, 249, 255, 256, 280, 283, 304, 306, 307, 312, 317, 320, 321, 322, 323, 325, 335, 361, 362, 368, 374, 375, 377, 378, 380, 382, 392, 393, 401, 408, 410	<b>67</b> 16.3%	031, 045, 046, 057, 085, 090, 093, 101, 104, 125, 132, 135, 166, 182, 224, 233, 239, 249, 280, 306, 307, 317, 320, 321, 322, 323, 325, 368, 382, 408, 410	<b>31</b> 17.7%	<b>7</b> 17.9%	<b>7</b> 16.7%	<b>10</b> 20.8%	<b>7</b> 15.2%
<b>Team Dynamics</b>	Relationships with colleagues; quality of interaction	004 , 013, 016, 021, 023, 053, 055, 060, 061, 062, 076, 077, 080, 105, 109, 117, 131, 141, 150, 153, 160, 164, 175, 178, 184, 185, 188, 192, 194, 197, 211, 212, 231, 245, 257, 258, 259, 263, 264, 274, 282, 295, 305, 311, 324, 329, 339, 342, 367, 369, 386, 389, 404, 405, 406	<b>55</b> 13.4%	013, 016, 023, 055, 062, 105, 109, 150, 160, 178, 185, 188, 192, 259, 274, 282, 324, 342, 369, 389, 404, 405	<b>22</b> 12.6%	<b>8</b> 20.5%	<b>5</b> 11.9%	<b>6</b> 12.5%	<b>3</b> 6.5%

Category	Definition	All Constructs		High Salience Constructs					
		Construct Number	Sum %	Construct Number	Sum %	CZC Sum %	CZN Sum %	UKC Sum %	UKN Sum %
<b>Job Satisfaction</b>	Achievement; sense of making a difference; feeling good about work	019, 047, 051, 081, 098, 118, 119, 130, 151, 162, 163, 187, 209, 213, 221, 225, 228, 230, 242, 254, 261, 268, 272, 277, 278, 284, 287, 294, 296, 310, 331, 355, 363, 373, 381, 398, 403	<b>37</b> 9.0%	047, 081, 118, 119, 162, 163, 187, 225, 228, 242, 268, 272, 277, 287, 296, 310, 331, 363, 381, 403	<b>20</b> 11.4%	<b>5</b> 12.8%	<b>2</b> 4.8%	<b>5</b> 10.4%	<b>8</b> 17.4%
<b>Recognition</b>	Acknowledgement; correct attribution; celebration of delivery	007, 022, 025, 028, 030, 044, 064, 144, 180, 198, 200, 206, 208, 215, 222, 227, 260, 270, 281, 297, 303, 309, 344, 345, 346, 351, 352, 359, 360, 364, 376, 379, 384, 385, 394, 396	<b>36</b> 8.8%	007, 022, 025, 028, 030, 044, 064, 198, 227, 281, 297, 303, 309, 344, 364, 376, 379, 385, 394, 396	<b>20</b> 11.4%		<b>7</b> 16.7%	<b>8</b> 16.7%	<b>5</b> 10.9%
<b>Role Purpose</b>	Logic in what is done and why; strategy	008, 009, 037, 040, 054, 083, 147, 148, 157, 159, 161, 172, 181, 193, 217, 218, 234, 252, 279, 292, 300, 315, 341, 348, 349, 354, 372, 387, 388	<b>29</b> 7.1%	008, 009, 054, 083, 148, 157, 159, 161, 181, 217, 234, 252, 300, 341, 348, 388	<b>16</b> 9.1%	<b>5</b> 12.8%	<b>4</b> 9.5%	<b>3</b> 6.3%	<b>4</b> 8.7%
<b>Autonomy</b>	Space given; proximity/distance of supervision	006, 010, 014, 017, 024, 036, 050, 067, 068, 079, 094, 097, 100, 115, 116, 120, 121, 128, 136, 137, 149, 179, 214, 229, 244, 271, 290, 298, 299, 308, 326, 333, 356, 358, 390, 397, 400	<b>37</b> 9.0%	014, 036, 068, 094, 097, 121, 137, 149, 214, 229, 271, 298, 299, 326, 333, 356	<b>16</b> 9.1%	<b>3</b> 7.7%	<b>5</b> 11.9%	<b>3</b> 6.3%	<b>5</b> 10.9%

Category	Definition	All Constructs		High Salience Constructs					
		Construct Number	Sum %	Construct Number	Sum %	CZC Sum %	CZN Sum %	UKC Sum %	UKN Sum %
<b>Relationship With Boss</b>	Support; mutual respect; advice; temperament; leadership	001, 002, 003, 015, 018, 020, 026, 056, 059, 078, 110, 123, 124, 142, 145, 176, 223, 237, 238, 265, 266, 275, 276, 285, 289, 313, 336, 337 338, 366, 399, 407, 409	<b>33</b> 8.0%	110, 124, 176, 223, 238, 275, 276, 285, 313, 336, 337, 399, 407	<b>13</b> 7.4%	<b>3</b> 7.7%		<b>5</b> 10.4%	<b>5</b> 10.9%
<b>Career Enhancement</b>	Personal development; learning; promotion; status	027, 034, 038, 039, 058, 073, 074, 114, 143, 146, 158, 167, 186, 195, 205, 269, 286, 318, 330, 353, 370, 395	<b>22</b> 5.4%	039, 058, 143, 146, 158, 186, 195, 205, 269, 286, 330, 370	<b>12</b> 6.9%	<b>4</b> 10.3%	<b>2</b> 4.8%	<b>2</b> 4.2%	<b>4</b> 8.7%
<b>Remuneration</b>	Salary; bonus; fairness/equity in relation to others/market	029, 041, 048, 065, 066, 071, 086, 095, 099, 102, 103, 126, 168, 190, 207, 332, 350, 383, 411	<b>19</b> 4.6%	065, 066, 071, 086, 103, 126, 207, 383	<b>8</b> 4.6%	<b>2</b> 5.1%	<b>4</b> 9.5%	<b>1</b> 2.1%	<b>1</b> 2.2%
<b>Challenge of Assignment</b>	Cognitive demands; new experience; outside comfort zone	005, 011, 087, 140, 169, 191, 210, 220, 241, 246, 250, 251, 262, 267, 293, 302, 314, 316, 319, 328, 357, 365	<b>22</b> 5.4%	011, 191, 220, 246, 302, 319, 328, 365	<b>8</b> 4.6%	<b>1</b> 2.6%	<b>1</b> 2.4%	<b>3</b> 6.3%	<b>3</b> 6.5%
<b>Work-life Balance</b>	Time for personal life; flexibility	012, 033, 049, 070, 072, 082, 088, 107, 112, 127, 177, 189, 204, 226, 235, 248, 288, 291, 327, 343, 371, 391	<b>22</b> 5.4%	012, 072, 082, 327	<b>4</b> 2.3%		<b>3</b> 7.1%	<b>1</b> 2.1%	

Category	Definition	All Constructs		High Salience Constructs					
		Construct Number	Sum %	Construct Number	Sum %	CZC Sum %	CZN Sum %	UKC Sum %	UKN Sum %
<b>Ethics</b>	Moral orientation; the 'right' way	042, 052, 084, 089, 091, 092, 096, 111, 173, 174, 203, 236, 247, 253, 273, 301, 340, 347, 402	<b>19</b> 4.6%	091, 111, 301, 347	<b>4</b> 2.3%	<b>1</b> 2.6%	<b>1</b> 2.4%	<b>1</b> 2.1%	<b>1</b> 2.2%
<b>Personal Expertise/ Competence</b>	Referent; problem-solving; skills	032, 063, 075, 108, 113, 122, 134, 165, 199, 216	<b>10</b> 2.4%	032	<b>1</b> 0.6%		<b>1</b> 2.4%		
<b>Misc.</b>		156, 243, 334	<b>3</b> 0.7%						
<b>Total</b>			<b>411</b> 100%		<b>175</b> 100%	<b>39</b> 100%	<b>42</b> 100%	<b>48</b> 100%	<b>46</b> 100%

## Appendix 9: Honey's Analysis Ratings For Constructs By Category

		Czech		Non-Czech		Czech Total	Non-Czech Total	Started Work Pre- 1990 Total	Started Work Post- 1990 Total	Total
		Started Work Pre- 1990	Started Work Post- 1990	Started Work Pre- 1990	Started Work Post- 1990					
		CZC	CZN	UKC	UKN					
<b>Organizational Culture</b>	H	7	7	10	7	14	17	17	14	31
	I	9	2	2	5	11	7	11	7	18
	L	2	1	10	5	3	15	12	6	18
	<b>Total</b>	<b>18</b>	<b>10</b>	<b>22</b>	<b>17</b>	<b>28</b>	<b>39</b>	<b>40</b>	<b>27</b>	<b>67</b>
<b>Team Dynamics</b>	H	8	5	6	3	13	9	14	8	22
	I	5	4	5	6	9	11	10	10	20
	L	2	4	1	6	6	7	3	10	13
	<b>Total</b>	<b>15</b>	<b>13</b>	<b>12</b>	<b>15</b>	<b>28</b>	<b>27</b>	<b>27</b>	<b>28</b>	<b>55</b>
<b>Job Satisfaction</b>	H	5	2	5	8	7	13	10	10	20
	I	1	1	2	5	2	7	3	6	9
	L	1	2	1	4	3	5	2	6	8
	<b>Total</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>17</b>	<b>12</b>	<b>25</b>	<b>15</b>	<b>22</b>	<b>37</b>
<b>Autonomy</b>	H	3	5	3	5	8	8	6	10	16
	I	4	5	4	1	9	5	8	6	14
	L	2	3	1	1	5	2	3	4	7
	<b>Total</b>	<b>9</b>	<b>13</b>	<b>8</b>	<b>7</b>	<b>22</b>	<b>15</b>	<b>17</b>	<b>20</b>	<b>37</b>
<b>Recognition</b>	H	0	7	8	5	7	13	8	12	20
	I	2	0	6	4	2	10	8	4	12
	L	0	0	1	3	0	4	1	3	4
	<b>Total</b>	<b>2</b>	<b>7</b>	<b>15</b>	<b>12</b>	<b>9</b>	<b>27</b>	<b>17</b>	<b>19</b>	<b>36</b>
<b>Relationship with Boss</b>	H	3	0	5	5	3	10	8	5	13
	I	1	2	2	4	3	6	3	6	9
	L	2	8	1	0	10	1	3	8	11
	<b>Total</b>	<b>6</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>16</b>	<b>17</b>	<b>14</b>	<b>19</b>	<b>33</b>
<b>Role Purpose</b>	H	5	4	3	4	9	7	8	8	16
	I	2	0	2	2	2	4	4	2	6
	L	0	2	3	2	2	5	3	4	7
	<b>Total</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>13</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>29</b>
<b>Challenge of Assignment</b>	H	1	1	3	3	2	6	4	4	8
	I	0	1	2	4	1	6	2	5	7
	L	2	1	1	3	3	4	3	4	7
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>9</b>	<b>13</b>	<b>22</b>
<b>Work Life Balance</b>	H	0	3	1	0	3	1	1	3	4
	I	1	1	0	2	2	2	1	3	4
	L	4	3	3	4	7	7	7	7	14
	<b>Total</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>13</b>	<b>22</b>
<b>Career Enhancement</b>	H	4	2	2	4	6	6	6	6	12
	I	1	4	1	0	5	1	2	4	6
	L	1	1	2	0	2	2	3	1	4
	<b>Total</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>13</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>22</b>
<b>Ethics</b>	H	1	1	1	1	2	2	2	2	4
	I	2	3	1	2	5	3	3	5	8
	L	0	3	1	3	3	4	1	6	7
	<b>Total</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>13</b>	<b>19</b>
<b>Remuneration</b>	H	2	4	1	1	6	2	3	5	8
	I	1	0	1	0	1	1	2	0	2
	L	2	5	2	0	7	2	4	5	9
	<b>Total</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>14</b>	<b>5</b>	<b>9</b>	<b>10</b>	<b>19</b>
<b>Personal Expertise/ Competence</b>	H	0	1	0	0	1	0	0	1	1
	I	3	1	0	2	4	2	3	3	6
	L	2	1	0	0	3	0	2	1	3
	<b>Total</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>10</b>
<b>Miscellaneous</b>	H	0	0	0	0	0	0	0	0	0
	I	1	0	0	1	1	1	1	1	2
	L	0	0	1	0	0	1	1	0	1
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Total</b>	H	39	42	48	46	81	94	87	88	175
	I	33	24	28	38	57	66	61	62	123
	L	20	34	28	31	54	59	48	65	113
	<b>Total</b>	<b>92</b>	<b>100</b>	<b>104</b>	<b>115</b>	<b>192</b>	<b>219</b>	<b>196</b>	<b>215</b>	<b>411</b>

## Appendix 10: Elicited Values

The table below lists the values elicited by ‘laddering up’ from constructs during the interview process. Table headings represent the following:

**No.** - the unique number of the elicited value; used to identify the value in subsequent content analysis

**Part.** - the unique participant identifier, a concatenation of the cohort code and the number of the participant (1-10) within that cohort. Cohort codes are as follows: CZN – Czech participants who started work after 1990; CZC – Czech participants who started work before 1990; UKN – Non-Czech participants who started work after 1990; UKC – Non-Czech participants who started work before 1990

**#** - the sequential number of the value elicited from a particular participant

No.	Part.	#	Value	No.	Part.	#	Value
1	CZN01	/1	Fairness	16	CZN02	/8	Certainty
2	CZN01	/2	Honesty	17	CZN03	/1	Reciprocal trust
3	CZN01	/3	Self-improvement	18	CZN03	/2	Openness and honesty
4	CZN01	/4	Helping others	19	CZN03	/3	Helpfulness
5	CZN01	/5	Trust	20	CZN03	/4	Self-competence
6	CZN01	/6	Respect for authority	21	CZN03	/5	Protection
7	CZN01	/7	Structure and order	22	CZN04	/1	Helpfulness
8	CZN01	/8	Contributing	23	CZN04	/2	Family
9	CZN02	/1	Freedom to do what I want	24	CZN04	/3	Utility
10	CZN02	/2	Helping each other	25	CZN04	/4	Friendliness
11	CZN02	/3	Excitement	26	CZN04	/5	Doing one's best
12	CZN02	/4	Support	27	CZN05	/1	Self-improvement
13	CZN02	/5	Respect of others	28	CZN05	/2	Stability
14	CZN02	/6	Intelligence	29	CZN05	/3	Self-worth
15	CZN02	/7	Integrity	30	CZN05	/4	Helping others

No.	Part.	#	Value	No.	Part.	#	Value
31	CZN05	/5	Mutual respect	52	CZN08	/7	Personal competence
32	CZN05	/6	Fairness	53	CZN08	/8	Education and knowledge
33	CZN05	/7	Reciprocity	54	CZN08	/9	Personal reliability
34	CZN05	/8	Integrity	55	CZN08	/10	Quality
35	CZN05	/9	Competence	56	CZN08	/11	Accuracy
36	CZN06	/1	Creativity	57	CZN08	/12	Personal pride in work
37	CZN06	/2	Family (is top)	58	CZN09	/1	Communal Happiness
38	CZN06	/3	Doing a good job	59	CZN09	/2	Fairness in society
39	CZN06	/4	Trust between colleagues	60	CZN09	/3	Self-knowledge and enrichment
40	CZN06	/5	Empowerment	61	CZN09	/4	Social responsibility
41	CZN07	/1	Security	62	CZN10	/1	Contributing
42	CZN07	/2	Order in life	63	CZN10	/2	Fairness
43	CZN07	/3	Honesty	64	CZN10	/3	Freedom of choice
44	CZN07	/4	Reciprocity	65	CZC01	/1	Self-belief
45	CZN07	/5	Fairness	66	CZC01	/2	Personal influence
46	CZN08	/1	Having some control	67	CZC01	/3	Fairness and justice
47	CZN08	/2	Integrity	68	CZC01	/4	Collectivism
48	CZN08	/3	Honesty	69	CZC01	/5	Family
49	CZN08	/4	Personal happiness	70	CZC01	/6	Trust
50	CZN08	/5	Fairness	71	CZC01	/7	Respect
51	CZN08	/6	Self-improvement	72	CZC02	/1	Expertise



No.	Part.	#	Value	No.	Part.	#	Value
73	CZC02	/2	Honesty	94	CZC05	/5	Positive attitude
74	CZC02	/3	Integrity	95	CZC05	/6	Reciprocal trust
75	CZC02	/4	Family is a priority	96	CZC05	/7	Self-affirmation
76	CZC02	/5	Orderliness	97	CZC06	/1	Consensus
77	CZC02	/6	Knowledge	98	CZC06	/2	Enjoying life
78	CZC02	/7	Social exchange/interaction	99	CZC06	/3	Wisdom
79	CZC02	/8	Self-belief	100	CZC06	/4	Making a difference
80	CZC03	/1	Protection against future uncertainty	101	CZC06	/5	Mutual respect
81	CZC03	/2	Control of events	102	CZC06	/6	Harmony
82	CZC03	/3	Expertise	103	CZC07	/1	Self-sufficiency
83	CZC03	/4	Harmony and accord	104	CZC07	/2	Creating something useful
84	CZC04	/1	Freedom	105	CZC07	/3	Efficiency and effectiveness
85	CZC04	/2	Novelty	106	CZC07	/4	Quality
86	CZC04	/3	Personal challenge	107	CZC07	/5	Commitment
87	CZC04	/4	Make a positive difference	108	CZC08	/1	Concern for self and colleagues
88	CZC04	/5	Tolerance and respect	109	CZC08	/2	Integrity
89	CZC04	/6	Meritocracy	110	CZC08	/3	Making a contribution
90	CZC05	/1	Being in control	111	CZC08	/4	Recognition
91	CZC05	/2	Personal accountability	112	CZC08	/5	Expertise
92	CZC05	/3	Openness	113	CZC08	/6	Harmony
93	CZC05	/4	Variety	114	CZC08	/7	Fairness

No.	Part.	#	Value	No.	Part.	#	Value
115	CZC09	/1	Efficiency and effectiveness	136	UKN02	/6	Personal achievement
116	CZC09	/2	Mutual help and cooperation	137	UKN02	/7	Friendship
117	CZC09	/3	Friendship	138	UKN02	/8	Morality
118	CZC09	/4	Control	139	UKN03	/1	Self-competence
119	CZC09	/5	Delivering value	140	UKN03	/2	Significance
120	CZC10	/1	Status	141	UKN03	/3	Positivity
121	CZC10	/2	Self-fulfilment	142	UKN03	/4	Adding value
122	CZC10	/3	Concern for others	143	UKN03	/5	Collectivism
123	CZC10	/4	Harmony	144	UKN03	/6	Mutual support
124	CZC10	/5	Family	145	UKN03	/7	Recognition
125	UKN01	/1	Success	146	UKN03	/8	Respect
126	UKN01	/2	Development through personal challenge	147	UKN04	/1	Honesty
127	UKN01	/3	Trust	148	UKN04	/2	Integrity
128	UKN01	/4	Integrity	149	UKN04	/3	Making things better
129	UKN01	/5	Professionalism	150	UKN04	/4	Quality
130	UKN01	/6	Viewed as capable	151	UKN04	/5	Fairness
131	UKN02	/1	Enjoying life	152	UKN04	/6	Expertise
132	UKN02	/2	Affirmation of my value	153	UKN04	/7	Organization
133	UKN02	/3	Career progression	154	UKN04	/8	Family, as a priority
134	UKN02	/4	Fairness and justice	155	UKN04	/9	Pro-social behaviour
135	UKN02	/5	Opportunity	156	UKN04	/10	Personal competence

<b>No.</b>	<b>Part.</b>	<b>#</b>	<b>Value</b>	<b>No.</b>	<b>Part.</b>	<b>#</b>	<b>Value</b>
157	UKN04	/11	Mental agility	178	UKN07	/8	Learning and development
158	UKN05	/1	People matter	179	UKN07	/9	Expertise
159	UKN05	/2	Mental challenge	180	UKN07	/10	Experience of others
160	UKN05	/3	Variety	181	UKN07	/11	Personal progression
161	UKN05	/4	Excitement	182	UKN07	/12	Strong personal brand
162	UKN05	/5	Self-efficacy	183	UKN08	/1	Recognition
163	UKN05	/6	Helping others	184	UKN08	/2	Winning
164	UKN06	/1	Life is precious	185	UKN08	/3	Meeting my commitments
165	UKN06	/2	Helping - others and the environment	186	UKN08	/4	Ethical delivery
166	UKN06	/3	Empathy	187	UKN08	/5	Security
167	UKN06	/4	Experience	188	UKN08	/6	Altruism
168	UKN06	/5	Happiness	189	UKN08	/7	Esteem
169	UKN06	/6	Excitement	190	UKN08	/8	A visible positive impact
170	UKN06	/7	Improving things; making them better	191	UKN08	/9	Novelty
171	UKN07	/1	Self time	192	UKN08	/10	Trust
172	UKN07	/2	Personal achievement	193	UKN08	/11	Authenticity
173	UKN07	/3	Self-confidence	194	UKN09	/1	Sense of personal competence
174	UKN07	/4	Optionality	195	UKN09	/2	Credibility
175	UKN07	/5	Security	196	UKN09	/3	Trust
176	UKN07	/6	Structure	197	UKN09	/4	Reciprocal consideration
177	UKN07	/7	Positive workplace relationships	198	UKN09	/5	Helping each other

<b>No.</b>	<b>Part.</b>	<b>#</b>	<b>Value</b>	<b>No.</b>	<b>Part.</b>	<b>#</b>	<b>Value</b>
199	UKN10	/1	Societal collectivism	220	UKC03	/1	Mutual respect
200	UKN10	/2	Harmony through contribution	221	UKC03	/2	Reciprocity
201	UKN10	/3	Held in positive esteem	222	UKC03	/3	Making a difference
202	UKN10	/4	Freedom to work my way	223	UKC03	/4	Collegiatism
203	UKN10	/5	Personal achievement	224	UKC03	/5	Sociability
204	UKN10	/6	Social acceptance	225	UKC03	/6	Mutual support
205	UKN10	/7	Everyone pulling together	226	UKC03	/7	Personal competence
206	UKC01	/1	Order	227	UKC03	/8	Family
207	UKC01	/2	Professionalism	228	UKC03	/9	Equitable pay
208	UKC01	/3	Achievement	229	UKC03	/10	Personal independence
209	UKC01	/4	Self-affirmation	230	UKC04	/1	Supporting the family
210	UKC01	/5	Selflessness	231	UKC04	/2	Team cohesion
211	UKC01	/6	Humanity	232	UKC04	/3	Integrity
212	UKC01	/7	Intellectual challenge	233	UKC04	/4	Winning
213	UKC02	/1	Job security and stability	234	UKC04	/5	Social relationships
214	UKC02	/2	Expertise	235	UKC04	/6	Authenticity
215	UKC02	/3	Direct affirmation of capability	236	UKC04	/7	Adding value
216	UKC02	/4	Mutual respect	237	UKC04	/8	Equity
217	UKC02	/5	Honesty	238	UKC05	/1	Feeling valued and appreciated
218	UKC02	/6	Harmony between people	239	UKC05	/2	Job security
219	UKC02	/7	Integrity	240	UKC05	/3	Expertise

No.	Part.	#	Value	No.	Part.	#	Value
241	UKC05	/4	Respect	262	UKC08	/2	Mutual consideration and
242	UKC05	/5	Being part of a success	263	UKC08	/3	Earned trust
243	UKC05	/6	Being personally successful	264	UKC08	/4	Leading personal brand; seen as the best
244	UKC05	/7	Clarity	265	UKC08	/5	Personal pride in what I do
245	UKC05	/8	Stability	266	UKC08	/6	Honesty
246	UKC06	/1	Meeting my commitments	267	UKC08	/7	Integrity
247	UKC06	/2	Seen as competent	268	UKC08	/8	Friendly working relationships
248	UKC06	/3	Self-validation	269	UKC08	/9	Mutual support
249	UKC06	/4	Selflessness	270	UKC09	/1	Personal progression
250	UKC06	/5	Personal reciprocity	271	UKC09	/2	Reciprocity
251	UKC06	/6	Social workplace relationships	272	UKC09	/3	Self-esteem
252	UKC07	/1	Sense of self-coherence	273	UKC09	/4	Personal achievement
253	UKC07	/2	Family	274	UKC09	/5	Honesty
254	UKC07	/3	Contributing	275	UKC09	/6	Integrity
255	UKC07	/4	Helping others	276	UKC09	/7	Collective (team) benefit
256	UKC07	/5	Engagement	277	UKC09	/8	Trust
257	UKC07	/6	Positivity	278	UKC10	/1	Success
258	UKC07	/7	Reciprocal integrity	279	UKC10	/2	Social relationships
259	UKC07	/8	Collaboration	280	UKC10	/3	Team harmony
260	UKC07	/9	Giving my best	281	UKC10	/4	Recognised as competent
261	UKC08	/1	Fairness and equitable	282	UKC10	/5	Contributing to the team

<b>No.</b>	<b>Part.</b>	<b>#</b>	<b>Value</b>	<b>No.</b>	<b>Part.</b>	<b>#</b>	<b>Value</b>
283	UKC10	/6	Collectivism				
284	UKC10	/7	Fairness				

## Appendix 11: Values Content Analysis – Reliability

### Initial Version

		Collaborator													
		Achievement	Progress & Development	Social Relations	Empowerment	Work Ethics	Social Ethics	Interpersonal Ethics	Competence	Personal & Family Life	Challenge	Self-affirmation	Structure & Security	Miscellaneous	Total
Researcher	Achievement	12						2	2	1		2		1	20
	Progress & Development	1	8								1				10
	Social Relations		1	6		2	17	9					2	6	43
	Empowerment		1		9			2							12
	Work Ethics	12		3		4	9	3	5		1		1	6	44
	Social Ethics	1	2	9			14	27				1		8	62
	Interpersonal Ethics							1					1		2
	Competence		2						21					4	27
	Personal & Family Life	2							1	11				2	16
	Challenge		1								2			4	7
	Self-affirmation	5						1	1			11			18
	Structure & Security	1			2							1	14	2	20
	Miscellaneous	2									1				3
			36	15	18	11	6	40	45	30	12	5	15	18	33

Actual agreement (Pa) 12 8 6 9 4 14 1 21 11 2 11 14 0 113

Chance agreement (Pc) 0.9% 0.2% 1.0% 0.2% 0.3% 3.1% 0.1% 1.0% 0.2% 0.0% 0.3% 0.4% 0.1% 7.9%

Categories (c) 13

Reliability: Agreement = 40%

$$\text{Cohen test} = K = \frac{(P_a - P_c)}{(1 - P_c)}, \quad = 0.346$$

$$\text{Perault-Leigh test} = I_r = \sqrt{\left(P_a - \frac{1}{c}\right)\left(\frac{c}{c-1}\right)} = 0.59$$

**Final Version**

		Collaborator											
		Achievement	Personal Progress & Development	Personal Empowerment	Pro-work Orientation	Pro-social Orientation	Knowledge, Experience & Competence	Personal & Family Life	Personal Challenge	Self-affirmation	Structure & Security	Miscellaneous	Total
Researcher	Achievement	13											13
	Personal Progress & Development		10						1				11
	Personal Empowerment		1	9		1							11
	Pro-work Orientation				29			1		1		6	37
	Pro-social Orientation					106							106
	Knowledge, Experience & Competence						31						31
	Personal & Family Life							13				2	15
	Personal Challenge		1						2			4	7
	Self-affirmation									22			22
	Structure & Security			2						1	20	2	25
	Miscellaneous								1			5	6
		<b>13</b>	<b>12</b>	<b>11</b>	<b>29</b>	<b>107</b>	<b>31</b>	<b>14</b>	<b>4</b>	<b>24</b>	<b>20</b>	<b>19</b>	<b>284</b>

Actual agreement (Pa) 13 10 9 29 106 31 13 2 22 20 5 260  
 Chance agreement (Pc) 0.2% 0.2% 0.2% 1.3% 14.1% 1.2% 0.3% 0.0% 0.7% 0.6% 0.1% 18.8%

Categories (c) 11

Reliability: Agreement = 92%

Cohen test  $K = \frac{(P_a - P_c)}{(1 - P_c)}$  = 0.90

Perrault-Leigh test  $I_r = \sqrt{\left(P_a - \frac{1}{c}\right)\left(\frac{c}{c-1}\right)}$  = 0.95



## Appendix 12: Values Content Analysis - Record Of Values By Category

Category	Definition	Value Number	Sum %	CZC Sum %	CZN Sum %	UKC Sum %	UKN Sum %
<b>Pro-social Orientation</b>	Interpersonal harmony; group cohesion; behaving with honesty and integrity; being a good moral citizen; respecting people; empathy; behaving with consideration; social intelligence	001; 002; 004; 005; 010; 012; 013; 015; 017; 018; 019; 022; 025; 030; 031; 032; 033; 034; 043; 044; 045; 047; 048; 050; 054; 058; 059; 061; 063; 067; 068; 070; 071; 073; 074; 078; 088; 089; 092; 095; 097; 101; 109; 114; 116; 117; 122; 127; 128; 134; 137; 138; 143; 144; 146; 147; 148; 149; 151; 155; 158; 163; 165; 166; 170; 177; 188; 192; 193; 196; 197; 198; 199; 204; 205; 210; 211; 216; 217; 218; 219; 220; 221; 224; 225; 232; 234; 237; 241; 249; 250; 251; 255; 258; 261; 262; 263; 266; 267; 269; 271; 274; 275; 277; 279; 284	<b>106</b> 37.3%	<b>18</b> 30.0%	<b>29</b> 45.3%	<b>31</b> 39.2%	<b>28</b> 34.6%
<b>Pro-work Orientation</b>	Doing what is expected; toeing the company line; observing the mandate; prioritising work and delivery	006; 008; 024; 026; 038; 039; 057; 062; 087; 091; 094; 100; 107; 108; 110; 119; 142; 185; 186; 190; 222; 223; 228; 231; 236; 246; 254; 256; 257; 259; 260; 265; 268; 276; 280; 282; 283	<b>37</b> 13.0%	<b>8</b> 13.3%	<b>8</b> 12.5%	<b>17</b> 21.5%	<b>4</b> 4.9%
<b>Knowledge, Experience &amp; Competence</b>	Work-related skills, abilities, knowledge; respected capability	014; 020; 035; 052; 053; 055; 056; 072; 077; 082; 099; 105; 106; 112; 115; 129; 130; 139; 150; 152; 156; 157; 167; 179; 180; 194; 207; 214; 226; 240; 247	<b>31</b> 10.9%	<b>8</b> 13.3%	<b>7</b> 10.9%	<b>5</b> 6.3%	<b>11</b> 13.6%
<b>Structure &amp; Security</b>	Stability; future certainty; lack of change/continuity	007; 016; 021; 028; 041; 042; 076; 080; 081; 083; 102; 103; 113; 123; 153; 175; 176; 187; 200; 206; 213; 224; 229; 239; 245	<b>25</b> 8.8%	<b>8</b> 13.3%	<b>6</b> 9.4%	<b>6</b> 7.6%	<b>5</b> 6.2%

<b>Category</b>	<b>Definition</b>	<b>Value Number</b>	<b>Sum %</b>	<b>CZC Sum %</b>	<b>CZN Sum %</b>	<b>UKC Sum %</b>	<b>UKN Sum %</b>
<b>Self-affirmation</b>	Reinforcement of belief in oneself/abilities	029; 065; 079; 096; 111; 120; 121; 132; 145; 162; 173; 182; 189; 201; 209; 215; 238; 248; 252; 264; 282; 281	<b>22</b> 7.7%	<b>6</b> 10.0%	<b>1</b> 1.6%	<b>8</b> 10.1%	<b>7</b> 8.6%
<b>Personal &amp; Family Life</b>	Non-work priorities	023; 037; 049; 069; 075; 098; 124; 131; 164; 168; 154; 171; 227; 230; 253	<b>15</b> 5.3%	<b>4</b> 6.7%	<b>3</b> 4.7%	<b>3</b> 3.8%	<b>5</b> 6.2%
<b>Achievement</b>	Success at work; a tangible outcome; a desirable delivery	125; 136; 140; 172; 183; 184; 203; 208; 233; 242; 243; 273; 278;	<b>13</b> 4.6%			<b>6</b> 7.6%	<b>7</b> 8.6%
<b>Personal Progress &amp; Development</b>	A sense of personal growth; acquisition of a new skill or deeper understanding of work	003; 027; 051; 060; 104; 126; 133; 135; 178; 181; 270	<b>11</b> 3.9%	<b>1</b> 1.7%	<b>4</b> 6.3%	<b>1</b> 1.3%	<b>5</b> 6.2%
<b>Personal Empowerment</b>	Personal freedom at work; control of workload and activities	009; 036; 040; 046; 064; 066; 084; 090; 118; 174; 202	<b>11</b> 3.9%	<b>4</b> 6.7%	<b>5</b> 7.8%		<b>2</b> 2.5%
<b>Personal Challenge</b>	Working outside of the comfort zone; stretching abilities	085; 086; 093; 159; 160; 191; 212	<b>7</b> 2.5%	<b>3</b> 5.0%		<b>1</b> 1.3%	<b>3</b> 3.7%
<b>Miscellaneous</b>		011; 141; 161; 169; 195; 235	<b>6</b> 2.1%		<b>1</b> 1.6%	<b>1</b> 1.3%	<b>4</b> 4.9%
<b>Total</b>			<b>284</b> 100.0 %	<b>60</b> 100.0 %	<b>64</b> 100.0 %	<b>79</b> 100.0 %	<b>81</b> 100.0 %