



UNIVERSITY
OF
JOHANNESBURG

COPYRIGHT AND CITATION CONSIDERATIONS FOR THIS THESIS/ DISSERTATION

 creative
commons



- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- NonCommercial — You may not use the material for commercial purposes.
- ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

How to cite this thesis

Surname, Initial(s). (2012) Title of the thesis or dissertation. PhD. (Chemistry)/ M.Sc. (Physics)/ M.A. (Philosophy)/M.Com. (Finance) etc. [Unpublished]: [University of Johannesburg](https://ujcontent.uj.ac.za/vital/access/manager/Index?site_name=Research%20Output). Retrieved from: https://ujcontent.uj.ac.za/vital/access/manager/Index?site_name=Research%20Output (Accessed: Date).



INDUCEMENTS AND EXPECTATIONS CONVEYED TO POTENTIAL EMPLOYEES ON COMPANY WEBSITES

by

JACO VAN NIEKERK

A dissertation submitted in fulfilment of the requirements for the Degree

of

Master of Philosophy

in

Employment Relations

UNIVERSITY

OF
at the

JOHANNESBURG

Department of Industrial Psychology and People Management,
Johannesburg Business School, College of Business & Economics

University of Johannesburg

Supervisor: Mr Pharny Chrysler-Fox

Co-supervisor: Prof René van Wyk

2018

DECLARATION

I certify that the *minor dissertation/dissertation/thesis* submitted by me for the degree *Master's of Philosophy (Employment Relations)* at the University of Johannesburg is my independent work and has not been submitted by me for a degree at another university.

JACO VAN NIEKERK

(Name in block letters – no signature)



I dedicate this research to my late father in law.



UNIVERSITY
OF
JOHANNESBURG

Acknowledgements

This dissertation is submitted as part of the degree requirements associated to the M.Phil. Employment relations degree submitted to the University of Johannesburg.

To my wife and family, thank you for your unfailing support and encouragement. Without you I would not have been able to put in the late nights and long hours that this study required.

I would also very much like to thank my supervisor and co-supervisor, Pharny and Rene. Thank you for all the talks, assistance, guidance, patience, coffee and numerous other contributions you have provided me with. Thank you both for helping me complete a research project to be proud of. Your professionalism, commitment as well as all the knowledge and skills imparted will forever be part of my frame of reference.



UNIVERSITY
OF
JOHANNESBURG

Abstract

Orientation: The employer-employee relationship is becoming increasingly strained, as evidenced through the increase in average cases referred to the Council for Conciliation, Mediation and Arbitration. This is presumed to be a consequence of breach of the psychological contract in terms of expectations or obligations not delivered upon. A proactive means of identifying the content of the psychological contract may improve how the employer-employee relationship is managed and maintained.

Research purpose: The aim of this research is to explore which inducements and obligations are made known by organisations.

Motivation for the study: Exploring these inducements and expectations may yield an understanding as to the foundation and development of the employer-employee relationship. This in turn could lead to better and proactive management of the employer-employee relationship.

Research design, approach and method: A content analysis design was followed to identify inducements and expectations on companies' websites. A codebook based on content associated with the psychological contract was constructed and applied to websites listed in the 2015 Business Times Top 100 companies of past five years.

Main findings: Comparisons between different sectors (Manufacturing, Wholesale and retail, Financial services) yielded significant differences between Organisational policies and Career development inducements. Comparisons on the presence of a career section revealed that those companies with a career section convey more inducements and expectations than companies without a career section.

Practical/managerial implications: By applying the measure through a content analysis, companies can identify which inducements and expectations are conveyed through the websites as this informs the psychological contract.

Contribution: The measure applied contributes and expands on existing theory related to identifying the content of the psychological contract. This research also provides a practical method for organisations to identify what inducements and expectations they convey through their websites to employees and job seekers.

Keywords: Employer obligations, Employee obligations, psychological contract breach, psychological contract violation, Qiqqa, Business Times Top 100 companies.



Table of Contents

Chapter 1:Orientation of study	1
1.1 Background	1
1.2 Problem statement	7
1.3 Research questions.....	8
1.4 Research aim and objective	8
1.5 Conclusion.....	9
Chapter 2:Literature review	11
2.1 Theories underpinning the Psychological contract	11
2.2 Promises and Expectations, Inducements and Obligations.....	15
2.2.1 Promises and Expectations	15
2.2.2 Inducements offered by employers	16
2.2.3 Obligations expected of employees.....	19
2.3 The Psychological contract.....	22
2.3.1 History of the Psychological contract.....	22
2.3.2 Psychological contract creation and development.....	23
2.3.2.1 Psychological contract creation.....	24
2.3.2.2 Psychological contract development	26
2.3.3 Sources of information of the Psychological contract	28
2.3.4 Responses to unfulfilled Psychological contracts	30
2.3.5 Benefits of upholding the Psychological contract	32
2.4 Employers, employees and job seekers.....	34
2.4.1 Job seekers and the Psychological contract.....	35
2.4.2 Job seekers apply to specific employers	37
2.4.3 The role of Job seeker attitudes in seeking employment.....	39
2.4.4 Personality and attitudes toward inducements and expectations	43
2.5 Impact of external sources on the Psychological contract.....	44
2.5.1 Human resources practices.....	45
2.5.2 Other sources of information	47
2.5.3 Personal accounts are not conveyed expectations	49
2.6 Impact of organisational size and industry.....	49
2.7 Measures of the Psychological contract content	50
2.7.1 The Psychological Contract Inventory	51
2.7.2 Measures of Psychological contract constructs.....	54

2.7.3	The Tilburg Psychological Contract Questionnaire.....	56
2.8	Conclusion.....	59
Chapter 3:	Method	61
3.1	Research paradigm	61
3.2	Sample	64
3.3	Measures.....	70
3.4	Data collection.....	76
3.4.1	Qualitative data analysis software	76
3.4.2	Data from company websites	77
3.4.3	Coding	78
3.4.4	Adding the codebook to Qiqqa	79
3.4.5	Procedure.....	79
3.4.5.1	Coding of data.....	79
3.4.5.2	Exporting information from Qiqqa.....	80
3.4.5.3	Preparing data for SPSS.....	80
3.5	Statistical analysis	81
3.5.1	Convert count data to binary data	81
3.5.2	Statistical analysis performed.....	81
3.6	Considerations on reliability and validity.....	83
3.6.1	Reliability in content analysis.....	83
3.6.2	Validity in content analysis	84
3.7	Ethical considerations	86
3.8	Conclusion.....	88
Chapter 4:	Results	89
4.1	Descriptive statistics.....	89
4.1.1	Inducement sub-construct items.....	89
4.1.1.1	Work-life balance	89
4.1.1.2	Career development.....	90
4.1.1.3	Job content.....	91
4.1.1.4	Organisational policies	93
4.1.1.5	Financial rewards	94
4.1.1.6	Social atmosphere.....	95
4.1.2	Expectation sub-construct items.....	96
4.1.2.1	Ethical behaviour.....	97
4.1.2.2	Employability	97

4.1.2.3	Flexibility	98
4.1.2.4	Loyalty	99
4.1.2.5	In-and-extra role behaviour	99
4.1.3	Descriptive statistics at sub-construct level	100
4.2	Comparative analysis across industry sectors.....	103
4.2.1	Tests for normality for comparisons	103
4.2.1.1	Test for normality on Inducement sub-constructs.....	103
4.2.1.2	Test for normality on Expectation sub-constructs.....	104
4.2.2	Comparisons between the three sectors	105
4.2.2.1	Comparisons on Inducement sub-constructs	106
4.2.2.2	Comparisons between sectors on significant sub-constructs	108
4.2.2.3	Comparisons on Expectation sub-constructs	111
4.3	Comparative tests of sample on presence of career section	113
4.3.1	Tests for normality	113
4.3.2	Results from comparison test	115
4.3.2.1	Inducement sub-construct comparisons on Career section.....	117
4.3.2.2	Expectation sub-construct comparisons on Career section.....	118
4.4	Correlations between inducement and expectation sub-constructs.....	119
4.4.1	Tests for normality	120
4.4.2	Results from correlation tests	121
Chapter 5:	Discussion	126
5.1	Discussion of results for research sub-questions	126
5.1.1	Inducements conveyed	126
5.1.2	Expectations conveyed	128
5.1.3	Comparisons between different industry sectors.....	131
5.1.4	Career section comparisons.....	133
5.1.5	Correlations between inducements and expectations	134
5.2	Contributions of this study	135
5.2.1	Contributions to theory	135
5.2.2	Contributions to methodology.....	135
5.2.3	Contributions to practice.....	136
5.3	Limitations	137
5.4	Recommendations for future research	138
5.5	Conclusion.....	140

List of References	142
Appendix 1: Code book	155
Appendix 2: Coding sample companies within Qiqqa	178
Appendix 3: Assigning analysis units in Qiqqa	180
Appendix 4: Content analysis process in Qiqqa	183
Appendix 5: Exporting information from Qiqqa	186
Appendix 6: Correlations	189

List of Figures

Figure 2-1. Schematic display of the Psychological Contract Inventory	52
Figure 2-2. TPCQ organisational obligations.....	57
Figure 2-3. TPCQ employee obligations	58
Figure 3-1. Consolidated Expectation construct, sub-constructs and items.	72
Figure 3-2. Consolidated Inducement construct, sub-constructs and items.	74
Figure 4-1. Job content sub-construct comparison	118
Figure 4-2. In-and-extra role behaviour sub-construct comparison	119
Appendix Figure 2-1. Tags assigned per company in Qiqqa.....	179
Appendix Figure 3-1. Using the annotation section on a code	181
Appendix Figure 3-2. Edit annotation made in Qiqqa.....	181
Appendix Figure 3-3. Assigning inducements or expectations.....	182
Appendix Figure 4-1. Sub-construct code typed into annotation tags box.....	184
Appendix Figure 4-2. Sub-construct item code assigned to an annotation.....	185
Appendix Figure 5-1. Selecting a company in Qiqqa.	186
Appendix Figure 5-2. Selecting an analysis unit in Qiqqa.	187
Appendix Figure 5-3. Example annotation report for a company in Qiqqa.	188

List of Tables

Table 2-1 Concepts of the Social Exchange Theory	13
Table 2-2 Additional concepts of the Social Exchange Theory	14
Table 2-3 Definitions of PC inducement sub-constructs.....	55
Table 2-4 Definitions of PC expectation sub-constructs.....	55
Table 2-5 Definitions of TPCQ inducement sub-constructs.....	57
Table 2-6 Definitions of TPCQ expectation constructs	58
Table 3-1 Sample techniques used in Content analysis research.....	64
Table 3-2 Sample companies per Standard Industry Classification	67
Table 3-3 Three sectors used for comparative statistics	68
Table 3-4 Career section on company website	70
Table 3-5 Consolidated definitions of PC expectation constructs.....	73
Table 3-6 Consolidated definitions of PC inducement constructs	75
Table 4-1 Frequencies of sub-construct items of the Work-life balance sub-construct.....	90
Table 4-2 Frequencies of sub-construct items of the Career development sub-construct.....	90
Table 4-3 Frequencies of sub-construct items of the Job content sub-construct....	92
Table 4-4 Frequencies of sub-construct items of the Organisational policies sub-construct.....	93
Table 4-5 Frequencies of sub-construct items of the Financial rewards sub-construct.....	94
Table 4-6 Frequencies of sub-construct items of the Social atmosphere sub-construct.....	96
Table 4-7 Frequencies of sub-construct items of the Ethical behaviour sub-construct.....	97
Table 4-8 Frequencies of sub-constructs constituting the Employability construct.	98
Table 4-9 Frequencies of sub-construct items of the Flexibility sub-construct	98
Table 4-10 Frequencies of the sub-construct items of the Loyalty sub-construct...	99
Table 4-11 Frequencies of sub-construct items of the In-and-extra role behaviour sub-construct.....	100
Table 4-12 Descriptive statistics of Inducement sub-constructs.....	101
Table 4-13 Descriptive statistics of Expectation sub-constructs.....	101
Table 4-14 Test for normality on Inducement sub-constructs.....	103
Table 4-15 Tests for normality on Expectation sub-constructs.....	105
Table 4-16 Results from Kruskal-Wallis test on Inducement sub-constructs.....	107
Table 4-17 Comparisons of three sectors on significant sub-constructs	109
Table 4-18 Results from Kruskal-Wallis test on Expectation sub-constructs.....	112

Table 4-19 Test for normality for comparisons on Career section presence	114
Table 4-20 Results from Mann-Whitney test on career section	116
Table 4-21 Test for normality on expectation and inducement sub-constructs.....	120
Table 4-22 Nonparametric correlations using Spearman's rho	122
Table 4-23 Non-Parametric Spearman correlations between sub-constructs with no correlations.....	124
Appendix table 1-1 Consolidated codebook – Expectations (E).....	156
Appendix table 1-2 Consolidated codebook – Inducements (I)	163
Appendix table 6-1 Correlations between the sub-constructs	189



Chapter 1: Orientation of study

1.1 Background

Employee-employer relations are becoming increasingly strained. This is evidenced by the continuous increase in the average number of mediation- and arbitration cases referred to the Commission for Conciliation Mediation and Arbitration (CCMA) daily. According to the CCMA annual reports, the number of cases increased from 649 in 2013 to 679 in 2014 (Commission for Conciliation Mediation and Arbitration, 2013, 2014). In 2015, a further increase to an average of cases referred to the CCMA (Commission for Conciliation Mediation and Arbitration, 2015). The 2016 report indicates a significant increase in this number to an average of 721 new cases referred to the CCMA daily (Commission for Conciliation Mediation and Arbitration, 2016).

For a case to be referred to the CCMA for arbitration, earlier attempts at conciliation and mediation must have failed (Department of Labour, 1995). Conciliation and mediation are methods to continue the negotiation towards finding a suitable resolution (Bendix, 2001). Failure in negotiation to achieve a resolution between parties in the employment relationship, can lead to a dispute of interest to arise (Bendix, 2001). Outcomes of a dispute are either industrial action or arbitration, both damaging to the relationship between parties to the employer-employee relationship (Bendix, 2001).

Significantly, the CCMA annual reports show that the majority of labour disputes are based on grounds of unfair dismissal (Commission for Conciliation Mediation and Arbitration, 2014). In 2015 and 2016, more than 95% of cases referred to the CCMA are related to matters governed by the Labour Relations Act 66 of 1995 as well as subsequent amendments (Commission for Conciliation Mediation and Arbitration, 2016; Department of Labour, 1995, 2014). Occurrences are common across unionised- as well as the non-unionised and professional sectors (Commission for Conciliation Mediation and Arbitration, 2013, 2014, 2015, 2016). Labour dissatisfaction thus appears to present an actual concern across all sectors, industries and levels within an organisation. Managing or mitigating the occurrence of these issues should be a key business imperative for all businesses.

The employer-employee relationship is established between the employee and the organisation (Conway & Briner, 2005). Organisations are however impersonal and as such, make use of contract makers, also called agents, that make commitments on behalf of the organisation (Rousseau, 1995). In this relationship, various explicit and implicit promises and expectations are made between employer and employee (Montes & Irving, 2008). Explicit aspects of an employment contract may be contained within a formal written contract. The implicit contract promises and -expectations, referred to as the Psychological Contract (PC), are however not easily contained in writing, and can be both explicit and implicit in nature (Conway & Briner, 2005).

Employees can be dismissed when explicit contractual obligations are not met (such as deadlines or quotas not reached). Could the same however be true when implied contractual obligations are not met? Knowledge of how the PC between employer and employee is formed, as well as what content (implicit and explicit) is contained therein, may be beneficial.

Where a breach of the PC occurs, the relationship between employer and employee is affected and negative effects follow (Guest, 2004). Negative effects of PC breach include increased absenteeism and employee withdrawal (Guest, 2004). As a consequence, the employee's commitment to remain at the employer may also decline (Clinton & Guest, 2014). As a final example, a dispute of interest between the parties to the employee-employer relationship may also lead to industrial action. In cases of unprotected industrial action, an increase of cases of unfair dismissal may be referred to the CCMA (Bendix, 2001).

Little research has however been conducted on how the PC can be used to effectively manage employees (Conway & Briner, 2005). Various studies (Clinton & Guest, 2014; Guest, 2004; Tomprou & Nikolaou, 2011) have however shown that the use of PC and -models can be beneficial to understanding employee behaviours as part of the employer-employee relationship.

The term Psychological Contract is defined as:

“...a set of beliefs held by a person regarding the terms of an exchange agreement to which that person is party.” (Rousseau, 1995, pp. 290).

Using the PC could help to explain employee behaviour. Promises are exchanged between parties which in turn implies a contractual bind between the parties (Conway & Briner, 2005). A promise made creates an obligation for the party making the promise towards the other party. In turn, the party to whom the promise is made trusts the other party's intentions to deliver on these promises (Rousseau, 2001a). Through non-delivery of an obligation, i.e. not keeping the promises made, the contract is broken between the parties. This non-delivery of obligations, referred to as breach, may have negative effects on the trust relationship (Rousseau, 2001a).

The type of PC becomes an important determining factor in understanding employee reactions to PC breach. Where the PC is based on a relational basis, an element of trust is central to the entire contract (Montes & Irving, 2008). Emotional reactions associated to PC breach are referred to as PC Violation (Morrison & Robinson, 1997). Negative feelings towards the other party may occur if this trust relation is broken, which in turn, may result in feelings of distrust to develop (Montes & Irving, 2008).

The employee's perception of PC fulfilment has been linked to having a positive impact on employee performance, which in turn has a positive impact on perceptions of employer contract fulfilment (Conway & Coyle-Shapiro, 2012). When the exchange relationship is perceived as breached by employers, employees may take corrective steps to redress the perceived imbalance (Conway & Coyle-Shapiro, 2012). As an example, employees may reduce their inputs in reaction to perceptions of violation. Ipso facto, these actions could possibly include disciplinary outcomes, which could be referred to the CCMA.

When inducements promised are not delivered, increased feelings of violation are experienced as a result of PC breach (Montes & Irving, 2008). For a case to be referred to the CCMA for arbitration, the parties are said to be in a dispute where negotiation is no longer possible (Bendix, 2001). By definition, this excludes mediation and conciliation cases as these occur where the parties are in / open to negotiation (Bendix, 2001). In a dispute, the relationship between employer and employee is seen as broken and irreparable (Bendix, 2001).

The PC could to some degree be used to explain what happens when the employer-employee relationship is broken. Employers promise employees inducements in exchange for certain contributions. When an employer breaches these promises, negative employee reactions follow, which in turn impact on employee behaviour (Conway & Coyle-Shapiro, 2012). Feelings that develop due to perceived unfair treatment are important in order to understand the behaviour that follows. These feelings may result in certain behaviours being exhibited, which could result in the contract of employment being terminated. Where a dispute occurs, the relationship is non-existent, yet conflict remains (Bendix, 2001). The parties seeking resolution may account for the large number of cases referred to the CCMA for arbitration.

In the previous section, it was noted that employee perceptions affect their behaviour. In PC literature, evidence is found that substantiates the above notion. Non-delivery of inducements promised to employees by employers lead to a breach of the PC which can cause certain negative outcomes (Rousseau, 2001a; Suazo & Stone-Romero, 2011, Conway & Coyle-Shapiro, 2012; Epitropaki, 2013; Zribi & Souaï, 2013). The Psychological Contract Inventory (Rousseau, 2000) provides a measure with which to identify the content of the PC.

The Psychological Contract Inventory (PCI) was created as a tool designed to assist in examining the content of the PC (Rousseau, 2000). In this framework, a topology of different employment arrangements is used to explain the inducements and expectations both employers and employees make towards each other. Relational, transactional and balanced employment arrangements are identified.

Rousseau (2000) defined three types of contracts that may exist. Relational contracts are defined as employment arrangements that are long-term and open-ended. This type of contract is built on a basis of trust and loyalty. The focus is on the relational aspect of the arrangement and less on what exactly is exchanged. Transactional contracts in turn are short-term arrangements based on specific exchanges. A balanced contract is defined as an employment arrangement where both employer and employee commit to developing skills and opportunities with the aim to develop a market advantage. Employers provide employees with opportunities and support, which in turn lead to rewards for employees.

The PCI also provides a way to measure employee perceptions of delivery of inducements. The application of the PC to manage employees is however an area where hardly any longitudinal research has been undertaken (Guest, 2004; Conway & Briner, 2006). Therefore, more investigations need to be done in examining how the PC can be used to manage employees. It is also necessary to consider the extent of application of the PC. Psychological contracts are formed at the onset of employment (Tomprou & Nikolaou, 2011). Various studies examine the nature, development and breach of the PC (Morrison & Robinson, 1997; Suazo & Stone-Romero, 2011; Epitropaki, 2013, Zribi & Souaï, 2013). This implies that the PC is applicable for the duration of employment at the organisation.

The PC is however also built on information from the pre-employment phase (Rousseau, 2001a). Pre-entry information acts as signalling information about employer inducements through the recruitment process (Tomprou & Nikolaou, 2011). This implies that expectations are formed before employment commences. These pre-employment expectations act as building blocks to the PC, but are however under-researched (Rousseau, 2001a).

Apart from the signal messages, other sources outside the organisation also influence the PC creation. These sources include organisational, individual and social factors as well as other factors outside the organisation (Conway & Briner, 2005). Through other sources of information such as experiences, mass media, family and the Internet, employees may obtain information about the organisation not explicitly provided by the organisation. Rousseau (2001a) indicates that at the time of recruitment, both parties to the recruitment process have limited information available about the other. Use of explicit and other information sources may then be consulted to 'fill in the gaps'.

Employers express inducement information such as opportunities, benefits and rewards offered to the public through external channels such as their websites. Existing employee conceptualisations of the employer at the start of the PC are amended from various sources (Rousseau, 2001a). Job seekers use various sources of information about an employer to influence their conceptualisation of the employer. To determine the impact these sources of information has on the Psychological Contract will require further research.

As an example, consider the following statement found on a company's website:

“People want to work here because they recognise that Nedbank is absolutely committed to creating and maintaining a working environment where every staff member receives the opportunity, encouragement and support he or she needs to thrive as well as the tools to Make Things Happen in their personal and professional lives.” (Nedbank Limited, 2015).

Considering the above statement, job seekers may infer that this acts as a signalling message. Signal messages offer insight about what inducements are offered by the employer to its employees. Rousseau (2001a) indicates that signals employers provide to the market during recruitment, convey promises associated with employment. Individual, social and other factors outside the organisation also serve as additional sources of information (Conway & Briner, 2005).

Various sources of information impact on how the PC is created and what is contained within the PC. These factors are referred to as backgrounds to the PC and serve to define perceptions of promises, expectations and obligations (Conway & Briner, 2005, 2009). These perceptions determine the nature and content of the conceptualisation that is used to define the employer-employee relationship (Coyle-Shapiro & Parzefall, 2008).

The question becomes how then to examine the PC and the background information taken into its foundation formation. Access to information about employers are no longer restricted to sources only accessible from within the organisation. As background to the PC, public sources of information serve as a rich source of information to outside parties. Employers' websites fit this description as these websites convey specific information about the organisation to non-employees. More research must be undertaken into the building blocks of the PC from a pre-employment phase. Surveying the information conveyed on public websites may allow the identification of inducements and expectations conveyed by employers to potential employees. Knowledge obtained on this matter may in turn result that the employer-employee relationship can be managed proactively rather than reactively.

1.2 Problem statement

The number of cases referred to the CCMA is increasing annually (Commission for Conciliation Mediation and Arbitration, 2013, 2014, 2015, 2016). This implies that the employer-employee relationship is becoming progressively more strained. As such, it is imperative that something is done to try to harmonise the employer-employee relationships. This is a problem common across all sectors, including local authorities, private sector, state owned enterprises and constitutional entities (Commission for Conciliation Mediation and Arbitration, 2016).

There is utility in using concepts such as inducements and expectations, to investigate the components that form the PC (Clinton & Guest, 2014). Previous research indicates how gaps exist where expectations promised at the start of employment are not delivered (Morrison & Robinson, 1997). This situation may likely lead to PC violation and breach. While most literature focuses on the effects of PC breach, a proactive approach may be beneficial. Such preventative measures may harmonise employee-employer relations.

There are various factors that can lead to PC violation and breach however not all of these factors may be obvious to identify. Incongruence refers to a scenario where one party views PC promises as undelivered while the other party views these promises as delivered (Morrison & Robinson, 1997). The reasons for incongruence may be due to various factors ranging from information contained in individual schemas (Rousseau, 2001a), the effects of socialisation (Conway & Briner, 2005) and communication (Morrison & Robinson, 1997). Effective communication between parties on what promises were made and when or how these are delivered, could potentially decrease the occurrence of incongruence (Morrison & Robinson, 1997). Investigating the formation and content of this relationship from the pre-employment phase may hold benefits for the long-term maintenance / continuance of this contract.

There could be various benefits in identifying the inducements offered by employers on their websites and the expectation of obligations this creates. This information may be beneficial for both job seekers and current employees. Knowledge in this regard may prove beneficial to the entire employee lifecycle from recruitment to termination. From a job seeker's perspective, by identifying possible inducements and expectations job seekers identify and prefer, employers could thereby benefit in attracting the desired candidates. For existing employees, this knowledge may help to retain and harmonise employer-employee relations.

1.3 Research questions

Main research question:

What inducements and expectations do different employers convey to potential employees through their websites?

This primary research question can further be broken down into the following four sub-questions:

- Sub-question one: What *inducements* do employers convey to employees / potential employees on their websites?
- Sub-question two: What *expectations* do employers convey to employees / potential employees through their websites?
- Sub-question three: Are there any significant differences in inducements and expectations conveyed between (a) different industry sectors and (b) web pages with and without dedicated career sections.
- Sub-question four: How do the inducements and expectations conveyed, correlate to one another.

1.4 Research aim and objective

The aim of this research is to explore which inducements and obligations are made known by organisations.

Exploring these aspects could provide insight into the base from which the employee-employer relationship is built and developed. A better understanding of the possible expectations created upon which the employer-employee relationship is formed and built may also be obtained.

The following sub-aims are identified:

- Sub-aim one: To investigate and categorise the inducements conveyed by employers to employees / potential employees on their public websites.
- Sub-aim two: To investigate and categorise the expectations conveyed by employers to employees / potential employees on their public websites.
- Sub-aim three: To compare the inducements and expectations conveyed by employers between the (a) different industry sectors and (b) web pages with and without dedicated career sections.
- Sub-aim four: To investigate if and to what degree inducements and expectations conveyed on company websites, correlate with one another.

The objective is that this knowledge can then be used by employers to strengthen employee-employer relations and reduce staff turnover. Obtaining these answers may provide information about which inducements and expectations are conveyed by employers per sector. Employers could gain insight into what obligations sectors are promising employees as well as which expectations employees derive from these. Comparing reasons employees state for leaving to these obligations and expectations, a broader picture of what is promised but not provided, could be formed.

1.5 Conclusion

Employee-employer relations are strained and a way of proactively improving this relation must be found. Using the PC could assist in improving the management of this relationship. Therefore, the inducements and expectations employers convey to job seekers must first be investigated. Analysing the data of identified inducements and expectations created across different companies may prove beneficial. Ultimately, the aim is to obtain information that could lead to an improved and proactive way of understanding and managing the employer-employee relationship.

In Chapter two, a detailed literature review is conducted on relevant concepts, terminologies, and existing theories. The purpose of this literature review is to summarise current knowledge, theories and conceptualisations on the topic of inducements and expectations.

Chapter three, observing the literature review in chapter two, provides a discussion of the research design and research method employed. The paradigm and approach followed for the content analysis is explained. Issues of reliability and validity are also considered. The sample selection and measure used are also presented. Definitions, as relating to this study, are provided for inducement and expectation constructs as well as constituting sub-constructs.

Chapter four presents the results of statistical tests performed on data obtained from the content analysis. Directed statistical analyses were performed with the purpose of seeking answers to the research question and sub-questions posed by this research. The results are presented in order of answering the various research sub-questions posited.

In Chapter five, the results obtained and reported in Chapter four are discussed. Results regarding inducements and obligations per company and sector are considered. Implications of the findings are considered in pursuance of answering the research objectives proposed by this study. Following this, envisioned contributions and implications are provided. Concluding this chapter, limitations as well as recommendations for future studies are offered.

Chapter 2: Literature review

In this chapter, PC literature and related concepts are reviewed which in turn is required to answer the research questions formulated. Parties to the employer-employee relationship are examined from a PC perspective. The distinction between employer and job seeker is further examined as well as the role individual aspects impact on the employer-employee relationship. Lastly, other sources affecting the employee-employer relationship are explored. The ultimate purpose of this literature review is to provide a theoretical foundation. From this foundation, the inducements and expectations employers convey to job seekers on their websites, can be analysed.

2.1 Theories underpinning the Psychological contract

Before the components, creation and developments of the Psychological contract are discussed, the underpinning theories must first be examined. The first theory to be reviewed is called the Social Exchange Theory. Stemming from the behaviouristic school of thought, the notion of social exchanges refers to a mutual exchange between parties (Homans, 1958). One party's behaviour is reinforced by the other party's reciprocating behaviour (Homans, 1958). In this work, he defines social behaviour as:

“...an exchange of goods, material goods but also non-material ones, such as symbols of approval or prestige” (Homans, 1958, p.606).

From the above statement, it appears that exchanges occur between parties in various forms. When input is made by one party, there is pressure on the other party to reciprocate (Homans, 1958). As an example, in an employment contract, tangible exchanges between parties may be the salary paid for work performed / outputs created. These types of exchanges may be reduced to formal policy and / or contracts of employment with specific values assigned to each party within this exchange. The same applies for an intangible exchange. As an example, an employee may require the employer to provide challenging work assignments in order to obtain feelings of competence or achievement when completed. Reducing this exchange to a formal contract of employment, could be problematic, yet still a valid form of exchange between parties.

Homans (1958) identifies mutuality in the exchange when one party gives an increasing contribution, the expectation of the other party to reciprocate equally increases. The term Distributive Justice refers. According to this notion, should the input or cost increase, the reciprocated action or reward also increases (Homans, 1958). As an example, when two people perform the same work, the rewards should be similar. When one person is then required to perform more work or work of greater responsibility, the resultant pay should increase and thus be more than the comparative pay the other party receives. This implies that there is more at play than just the expectation of reciprocation.

Emerson (1976) provides various critiques of classical conceptualisations of the Social Exchange Theory. The first critique is that most previous conceptualisations of the Social Exchange Theory are less of a theory and more a frame of reference (Emerson, 1976). Put another way, previous conceptualisations do not explain the cause for observed behaviours, but it rather offers a frame for understanding these behaviours. The second critique builds on the first critique in that previous theories do not build onto the same model of understanding. Summarising the theories of Homans, Blau and Thibaut and Kelly, Emerson (1976) indicates that these theories have different approaches but share common terms central to what the Social Exchange Theory should be.

The final critique offered is that Homans uses the terms reward, utility and reinforcement interchangeably (Emerson, 1976). These terms have diverse meanings based on the context in which they are applied. Homans (1958) implies that reinforcement is when one receives a unit of a reward, the deemed value diminishes with every subsequent unit received afterwards. Emerson (1976) argues in turn that the action of receiving rewards does not determine or influence its value. Emerson (1976) agrees that by not reciprocating an action, the likelihood of recurring actions diminishes. It is however argued that the reinforcement of reciprocating actions are determined by the deemed / estimated value associated with these rewards (Emerson, 1976). From his work, Table 2-1 below indicates how Emerson (1976) summarised and consolidated this and other key concepts deemed central to the Social Exchange Theory.

Table 2-1
Concepts of the Social Exchange Theory

Concept	Description
Reinforcement	This concept refers to the value or utility derived from receiving goods or services. If something is deemed valuable, the actions required to obtain the reward is prioritised (referred to as reinforced).
Comparison level	Consistently receiving rewards, an expected level of reward is established. All future rewards that exceed this level is evaluated as being more valuable.
Diminishing marginal returns	The concept of need is referred to. When one needs something, its value is deemed high. The more one however has of something, the less the need becomes which in turn reduces the deemed value.
Cost	Summarising the various theories, Emerson indicated that the term cost is seen in one of two ways. The first sees cost as a required action needed to achieve the reward. The second view is that where pursuing a specific reward, other rewards are foregone. To determine which definition is applicable, the cost should be read in terms of the longitudinal relationship of the parties involved.

Adapted from (Emerson, 1976).

In addition to the above terms, Emerson (1976) indicates that unlike in economic theory, the distribution of power as well as the supply-demand relationship in social exchange is not evenly distributed. The situation and nature of the long-term relationship between parties play a determining factor of what is seen as cost and reward; it also extends to evaluations of what constitutes Distributive Justice (Emerson, 1976). Adams's Equity Theory (Adams, 1963) compliments this conceptualisation. In the Equity Theory, inputs to the job are comparable to the costs. Rewards or reinforcement compare with outputs. In this theory, both inputs and outputs can be material as well as non-material. Notions of fairness of the exchange of inputs for outputs is measured or "calibrated" against external comparison in the marketplace (Adams, 1963).

The impact of power distributions in the exchange relationship must also be considered. In contrast to earlier literature, Emerson (1976) believes that in situations where there is a power imbalance towards one party, one of two outcomes occurs. The first outcome is that the distribution of power is normalised between parties. Failing to reach balance, the second outcome indicates that the exchange relationship

is ended. An exchange between two parties is thus only possible if there is an exchange between two parties of items the other deems as valuable and within a relationship of where an acceptable power distribution exists (Emerson, 1976). Recent research on the Social Exchange Theory confirms most of the conceptualisations that Emerson provided (Cook, Cheshire, Rice, & Nakagawa, 2013).

In addition to the concepts summarised by Emerson (1976), recent research adds three additional concepts that have an impact on the Social Exchange Theory. These three concepts are Fairness, Commitment / uncertainty and the role Emotion plays (Cook et al., 2013). These three concepts and their relative impact on the Social Exchange Theory are summarised in Table 2-2.

Table 2-2
Additional concepts of the Social Exchange Theory

Concept	Description
Fairness	The degree to which rewards received match what was anticipated determines the degree of fairness experienced. Where rewards received match those anticipated, the exchange is deemed fair. Where rewards exceed what was anticipated can lead to increased positive emotions or guilt. In situations where rewards delivered are less than anticipated, anger and dissatisfaction follows.
Commitment or Uncertainty	Commitment between parties refers to the level of certainty perceived to exist between parties that the other will deliver what is expected. Where uncertainty is present, the parties tend to invest less in situations with higher levels of uncertainty as commitment is perceived to be lower.
Emotion	The role of emotions can either limit or promote the ways in which exchanges between parties occur. As an example, if the nature of the exchange is seen as cooperative, feelings of mutuality increase which promotes the exchange. Where the nature of the exchange is perceived as competitive, the exchange may be inhibited.

Adapted from (Cook et al., 2013).

Reviewing the concepts of the Social Exchange Theory, it becomes evident that there are two parties required in the exchange of tangible and intangible rewards. These rewards require costs for both parties within the exchange relationship. Personal factors as well as situational factors modify the nature of this relationship, ultimately determining the success / possibility of the exchange between the parties. In Equity Theory, a marked reduction in input occurs when the output received is not comparable to other similar exchanges in the marketplace (Adams, 1963; Chapman, 2001).

Having now determined the underlying theories of exchange, it is evident that both material and non-material exchanges occur. Parties exchange associated costs or inputs for results or outputs. This exchange occurs on the premise that the parties trust one another to deliver the expected / agreed outcome. Against this backdrop, the next section examines the terminology of promise, expectations and inducements.

2.2 Promises and Expectations, Inducements and Obligations

Before the employer-employee relationship can be explained by using the Psychological contract, the individual components that constitute this relationship need to be examined. Concepts are reviewed as reflected in current literature with the aim to produce a workable definition of each term as used within this study.

2.2.1 Promises and Expectations

The terms promise and expectation are sometimes used interchangeably, however a difference between these two terms exists (Conway & Briner, 2005; Rousseau, 1989). Conway and Briner (Conway & Briner, 2005) summarised previous research on this matter to produce a definition of a promise and an expectation. A promise is defined as a commitment expressed in some manner (verbal or written) to perform a certain action (Conway & Briner, 2005). An expectation on the other hand, refers to a belief in the probability of a certain event occurring in the future if pre-conditions are met (Conway & Briner, 2005).

Where parties are in agreement that something is promised in exchange for something else, an expectation that the other party will deliver follows (Rousseau, 1989). Further to this, in situations where current actions lead to future commitments, promises are made (Rousseau, 2001a). A promise thus refers to the notion that a commitment to deliver an expected outcome between parties has been expressed.

In this research, the distinction between promise and expectation must be clearly understood. When employers state something explicitly in exchange for something else, a clear promise is made (Conway & Briner, 2005). Implicit promises and expected actions can also occur. Promises made to deliver an outcome is made on an expectation for a specific action to be performed. Subsequently, employers convey expectations and promised inducements through various forms of communication means. What is offered and expected by employers are considered in more detail.

2.2.2 Inducements offered by employers

Inducements are sometimes referred to as contributions or benefits offered, usually by an employer (De Vos, Buyens, & Schalk, 2003; Lee, Liu, Rousseau, Hui, & Chen, 2011). Employer inducements are defined as that what is offered by organisations in exchange for expected contributions made by employees (Hom et al., 2009). Inducements can be implicitly and explicitly conveyed (Montes & Irving, 2008). This implies that some inducements offered by employers may be explicitly stated while others are implied.

As an example, an employer may state on their website that they

“...recognise and reward initiative, effort and merit across the board”
(Transpaco Limited, 2016).

This is an example of an inducement explicitly stated. The inducement is an example of reward offered to recognise innovative and novel ideas employees present and deliver to the organisation. This inducement is supported by literature (Guest & Conway, 2002; Katou & Budwar, 2012).

In another example, an employer states that:

“...the hurdles you have to jump here may be higher than elsewhere.” (British American Tobacco plc, 2016).

This in turn, is an example where an inducement is implied and not explicitly stated. In this example, the reference is made to the employer offering challenging work to employees. This inducement is supported in literature (Freese, 2007; Freese, Schalk, & Croon, 2008, 2011; X. Lub, Nije Bijvank, Bal, Blomme, & Schalk, 2012; Nikolaou, Tomprou, & Vakola, 2007; Schalk et al., 2010; Sens, 2005; Turnley & Feldman, 1998).

The exchange of inducements for contributions takes place when agreement between the employer and employee occurs (Lee et al., 2011). Inducements are that what employers offer employees in exchange for contributions from these employees. Literature confirms that employers promise various inducements to employees in an attempt to recruit and retain valued employees (Montes & Irving, 2008). Inducements can thus be offered to both employees and job seekers. The nature of the employment relationship when the inducements are conveyed (either explicit or implicit) should thus also be considered.

Apart from how inducements are conveyed, the various forms of inducements should also be considered. The first type of distinction is made between intrinsic and extrinsic inducements (Nikolaou et al., 2007). Extrinsic inducements or benefits offered are those “payments” that are objectively observable, such as benefits, pay, promotion, job security and a safe working environment (Lee et al., 2011; X. D. Lub, Blomme, & Bal, 2011; Nikolaou et al., 2007). Intrinsic inducements on the other hand refer to those elements implied or nested within the elements of the job offered (Kickul & Lester, 2001). Intrinsic inducements include among others: challenge, meaningful work, impact of work and feelings of achievement (Lee et al., 2011; Nikolov & Urban, 2013; Stander & Rothmann, 2010).

The second type of distinction is made on the nature of the inducement. Inducements can be classified as transactional, relational or balanced in nature (Rousseau, 2000; Montes & Irving, 2008). This classification is however only applicable to inducements that are promised, thus implying a formal contractual agreement between employer and employee (Conway & Briner, 2005). The three types of inducements may be classified as indicated below.

- **Transactional inducements** are similar to extrinsic inducements, such as fair pay, in that they are observable and comparable. These inducements form part of the expected inducements to be delivered as part of the contract. Typically these types of inducements are short-term focussed and of an economical nature (Rousseau, 2000).
- **Relational inducements** such as opportunities for skill development are similar to intrinsic inducements (Montes & Irving, 2008). This type of inducement is implied as part of participation in the work. Compared to transactional inducements, relational inducements are based on loyalty, trust and stability (Rousseau, 2000). Relational inducements have a further impact on attitudes and feelings of trust associated with the implied relationship (Montes & Irving, 2008).
- **Balanced inducements** refer to rewards offered that require both organisational success and individual performance and/or development (Rousseau, 2000). A balanced inducement can contain both transactional and relational components.

As an example, consider a profit share paid to employees in the form of a performance bonus. This bonus will only be possible if the organisation meets performance requirements. Organisational performance in turn is reliant on individual performance and development. The financial reward paid out as the bonus constitutes the transactional nature of this inducement. The personal development requirements and associated commitments to deliver organisational performance, comprise the relational component. A balanced inducement is summarised as an inducement where there is a benefit on a transactional and relational level to both the employer and the employee.

Employers promise various inducements to employees to attract as well as retain their services (Montes & Irving, 2008). Inducements thus serve the function of both a recruitment as well as a retention medium. Examining inducements offered by employers one must also consider the type of inducement offered. Transactional and extrinsic inducement types are easily observable compared to intrinsic and relational inducements which are harder to determine as these are conveyed somewhere within the relationship between the parties (Montes & Irving, 2008; Rousseau, 2000).

Considering the current research objective, a differentiating definition is required for employer inducements. Working from the definition of employer inducements by Hom et al. (2009), employer inducements in this research context refer to those elements, benefits or promises made by employers to employees. These inducements can be conveyed explicitly or implicitly and be of a relational, transactional or balanced nature (Rousseau, 2000). The focus will however be on those employer inducements conveyed by employers on their public websites. These inducements are conveyed as promised deliverables to employees of the particular organisation, which act as signalling information (Rousseau, 2001a) from external sources, that informs the content of the PC .

2.2.3 Obligations expected of employees

Obligations refer to the belief that contributions or inducements provided by one party must be reciprocated by the other party. This reciprocation forms part of the promise agreement made to the other party (Rousseau, 1989). The norm of reciprocity dictates that receiving a benefit obligates one to provide something as payment in return (De Vos et al., 2003). Thus, where there is an agreed exchange between parties, the obligation becomes applicable to both parties.

Both parties need to deliver on what was promised to the other. The perspective of the party from where the obligation is made, needs to be understood. From the employee's perspective, obligations refer to actions that they need to perform in order to receive the inducements offered by employers (Lee et al., 2011). By implication, the obligation from the employer is to provide inducements offered for contributions delivered.

From an employer's perspective, inducements offered require that the employees deliver upon specific obligations. Consequently, considerations regarding the formalisation of this agreement need to be examined. Obligations are established through formal contracts, but also implied through more implicit means (Morrison & Robinson, 1997). Where there is an explicit contract of agreement between parties, there is a clear distinction between what inducements are offered for which obligations. As an example, a formal contract of employment can dictate that working overtime hours result in payment or time-off. Here the promises between parties are communicated in an explicit manner (Conway & Briner, 2005; Rousseau, 1995).

Promises regarding obligations between parties are however not always written or spoken. In certain cases the contract makers may communicate promises to one another through implicit means (Rousseau, 1995). Actions of one party may signal or imply what obligations need to be exchanged for which inducements (Rousseau, 2001a). As an example, payment of a discretionary bonus may depend on meeting deadlines and delivering on desired outcomes. Typically, however, discretionary bonuses are never explicitly stated to be an inducement if specific obligations are met. These obligations are rather implied through other sources of information such as past experiences, communication with colleagues and acceptance of observed behaviours (Conway & Briner, 2005; Rousseau, 1995).

As with inducements, there are various types of obligations made. The first distinction is between generic obligations and organisation specific obligations (Clinton & Guest, 2014). Generic obligations may refer to obligations found across various organisations that mostly remain constant. These generic obligations include, for example, payment for work performed and attending training opportunities provided or paid for (Conway & Briner, 2005). Organisation specific obligations in turn, may refer to those obligations that are not found anywhere else outside of the current organisation (Conway & Briner, 2005). As an example, the obligation may exist that when an intern successfully completes a 100-day internship program, a permanent contract of employment must be offered.

A distinction is made between relational and transactional obligations (Rousseau, 2000; Montes & Irving, 2008). Like transactional inducements, transactional obligations refer to the promise of a specific outcome to follow delivery of a specific contribution. Transactional obligations may be contained in a formal contract and delivery thereof can objectively be determined, such as delivery of monetised outcomes (Morrison & Robinson, 1997). Relational obligations in turn may refer to the implied aspects of the relationship not covered by the transactional obligations (Morrison & Robinson, 1997). These obligations can include elements of trust, loyalty, support and fair treatment (Morrison & Robinson, 1997; Cable, 2012).

Obligations are summarised as the perspective that reciprocation must occur if a promised contribution was delivered. Obligations can be explicitly stated as part of a written contract or implicitly implied as part of the exchange relationship (Morrison & Robinson, 1997). Obligations may also be generic or specific to a particular context and may contain either a transactional or a relational component (Clinton & Guest, 2014; Conway & Briner, 2005; Montes & Irving, 2008; Rousseau, 2000). The perspective of the parties involved will however determine what is deemed as obligations.

From an employee's perspective, obligations refer to actions required or expected by the employer (Lee et al., 2011). These actions or contributions are made by employees in return for inducements offered by the employer (such as pay). From the employer's perspective, obligations could refer to delivering what was promised to employees. Employees perform the duties agreed upon in return for obligations offered. Used in context of this research project, the definition of obligations should also include job seekers. Employee obligations may thus refer to perceptions of requirements delivered towards employers should job seekers become employees.

Phrased differently, employers convey expectations held by employees when there is an agreement made to deliver specific inducements (De Vos et al., 2003; Rousseau, 1989). This agreement is formalised by an employment contract and expanded by the content contained in the Psychological Contract between the applicable parties (Conway & Briner, 2005). A clear definition for the different parties is required to fully understand the nature of obligations.

It may be possible to reduce material or extrinsic exchanges of inducements and expectations of a contract of employment (Lee et al., 2011; X. D. Lub et al., 2011; Nikolaou et al., 2007). Containing the non-material exchanges, especially the relational inducements and expectations, in a formal contract of employment may however prove to be problematic (Kickul & Lester, 2001). The Psychological contract contains these details as it refers to the implied contract over and above the formal contract of employment (Rousseau, 1989). In the following sections, the Psychological contract is examined in more detail.

2.3 The Psychological contract

Promises are made between parties in the employer-employee relationship. Within these promises, inducements are provided which in turn create obligations to deliver reciprocation (De Vos et al., 2003; Rousseau, 1989). This exchange relationship is central to the PC. There is however no single definition of the PC (Conway & Briner, 2005). The PC rather provides a framework for examining the relationship on an individual level between employer and employee (Guest, 2004).

2.3.1 History of the Psychological contract

Literature indicates a clear differentiation between what is understood as classic PC and contemporary PC theory (Conway & Briner, 2005). Classic theorists include Argyris, Levinson, Schein and Kotter (Conway & Briner, 2005). A traditional PC is often classified as an unspoken agreement on expectations between parties that govern behaviour (Conway & Briner, 2005; Rousseau, 1989). This agreement may be contained in a written or verbal contract and as such may or may not be objectively observable. The critique of the classic perspective is that no distinction is made between the Psychological contract and Implied contract and that these terms are used interchangeably (Conway & Briner, 2005; Rousseau, 1989). The implied contract exists on the relational level between parties where patterns of obligations become part of the interaction that can be observed objectively (Rousseau, 1989).

Contemporary views of the PC resides on the subjective level between parties of the relationship (Rousseau, 1989; Guest, 2004). The shift in perspective lies therein that it is of higher importance that promises of obligations are made between the parties, than that what is promised (Conway & Briner, 2005). Classic theory indicates that when contributions are made, reciprocation obligations are formed. These obligations may be part of the implicit contract (Rousseau, 1989). The important differentiator is that requiring obligations is not as important as the belief that obligations will be provided (Rousseau, 1989). Contemporary definitions of the PC encompass both an exchange as well as a promise aspect (Conway & Briner, 2005).

The contemporary perspective of the PC refers to the perceived exchange of promised obligations between the employer and employee (Conway & Briner, 2005). The PC determines how individual parties to an agreement, subjectively determine what they view as obligations towards each other (Rousseau, 1995). Contemporary views of the PC are classified as being constituted as short-term and transactional, rather than long-term and relational (De Bruin & Buchner, 2010). In summary, the contemporary PC is a subjective belief that perceived obligations will be delivered for the current exchange. It is understood that this exchange is subject to change as circumstances surrounding the relationship change (Guest, 2004).

2.3.2 Psychological contract creation and development

Since the first definition of the PC, the nature of work has evolved (Conway & Briner, 2005). Flexible working arrangements, career structures, working environments and other changes in personal and social factors are evidence of a changing world of work (Rousseau, 2001a; Guest, 2004; De Bruin & Buchner, 2010). To fully understand how these changes affect the PC, one should first understand how the PC is created and subsequently developed. In this section, the creation process of the PC is reviewed followed by considerations on how the PC continues to develop. Following this distinction, the next section contains a review of various sources of information that impact on both the creation and development of the PC.

2.3.2.1 Psychological contract creation

PC creation eludes to the implicit contract formed or negotiated when employment commences. PC development on the other hand, entails the perception change over time in expectations contained within the implicit contract (Tomprou & Nikolaou, 2011). PC development refers to the continuation of delivery of promised obligations between parties (Rousseau, 2001a).

During recruitment, job seekers and an employer have little information available about the other party (Rousseau, 2001a). Alternative sources of information, such as past experiences and other factors outside the organisation, are used to augment the missing parts of information (Conway & Briner, 2005). The concept of a schema is used to explain this action. A schema is defined as a conceptualisation of a complex topic, containing both verbal and non-verbal elements which are formed by experience and guide future classifications (Rousseau, 2001a).

Schemas can have both horizontal and vertical complexity, where promises and obligations form the basic level of understanding (Rousseau, 2001a). Complexity of the schema changes as experience is gained. Experiences develops and redefine the content of the PC (Rousseau, 2001a; Lee et al., 2011). When changes occur, the content of the PC will be re-negotiated by either the employee or the employer.

The employer-employee PC development is moderated by three factors. (Katou & Budwar, 2012). The first factor entails the impact Human Resource (HR) practices has on the PC development. The second and third factors relate to promises made by employers to employees and the organisation. This conforms to previous considerations regarding models of PC creation and serves to frame these factors (Tomprou & Nikolaou, 2011). Through the process of moving from an outsider (job seeker) to employee, pre-entry expectations are compared to post-entry information. Development of the PC may result from this process of re-evaluation (Tomprou & Nikolaou, 2011).

When job seekers become employees, the PC is re-evaluated (Lambert, 2011). Promised inducements and contributions thereto are compared and evaluated against delivered inducements and obligations (Lambert, 2011). Both unilateral and reciprocal adaptations to perceived promises relating to employer inducements and employee contributions are made (De Vos et al., 2003). Employees evaluate the degree of fit between what is delivered and provided against what was promised and expected during recruitment. Research indicates that the greatest influential factor of the PC creation phase, is the promises employers make (Tomprou & Nikolaou, 2011). A trust relationship is initiated as a consequence when promises are made since this forms the base for obligations to be delivered upon.

Inducements conveyed to job seekers and promised to current employees may be understood from two perspectives. The first perspective entails the need for rewards or outputs and the subsequent fulfilment thereof by the employer (Lambert, 2011). The second perspective relates to parity. Parity refers to ascribed equivalence perceived of pay received compared to work done (Lambert, 2011). Extrinsic inducements however seem to be less preferred than intrinsic inducements when reviewing literature on attitude and personality (Nikolaou et al., 2007; O'Shea, Monaghan, & Ritchie, 2014).

In contrast, other literature sources on retention (Heger, 2007) and salient work factors (Lee et al., 2011) indicate that intrinsic work factors are preferred. Salient work factors such as development and growth opportunities as well as good working relations, are indicated as more desirable than the extrinsic factor of high pay (Lee et al., 2011). Research on employee retention indicates that it may be possible that a well-structured combination of both intrinsic and extrinsic factors, may promote employee retention (Heger, 2007). The PC appears to be based on varying agreements unique to the relationship at work between employees and employers.

The PC is a dynamic process where evaluations are made regarding promises exchanged between employer and employee and the delivery of these promises (Tomprou & Nikolaou, 2011). The aim is to achieve mutuality between the parties, where agreement is entered into regarding promises of obligations towards the other party (Rousseau, 2001a). Factors that promote mutuality include similarity, shared

information and equality in a power relationship (Rousseau, 2001a). This implies that employers and employees need to be on the same page with regards to what is promised to each other. Should this not be the case, the content of the PC needs to be re-negotiated by taking corrective steps to reach mutuality.

Changes to the content of the PC are required as breach events occur (Conway & Briner, 2005). Perceptions of imbalance and unfairness of the exchange relationship are associated with PC breach (Clinton & Guest, 2014). Fulfilling the requirements of the PC has the effect that employees may be more likely to pursue or seek continued employment at the company (Montes & Irving, 2008). Literature regarding the Social Exchange Theory as well as Equity Theory supports this notion (Adams, 1963; Conway & Briner, 2005; Cook et al., 2013; Emerson, 1976; Homans, 1958).

2.3.2.2 Psychological contract development

Having differentiated between classic and contemporary definitions of the PC, the first part of this section reviewed the process of how these contracts are formed. In the second part of this section, an examination of how contemporary theories of the PC creation developed, is reviewed.

Rousseau (1989) pioneered the contemporary theory of PC creation. Initially, there is an interaction where a contribution is offered by the one party, which then leads to the creation of a reciprocal expectation. Delivering on this obligation indicates a pattern of inducements and contributions. As continuous reciprocation delivery occurs, trust is developed in the relationship. This ultimately leads to the PC being formed, characterised by a belief in reciprocity (Rousseau, 1989).

Little has changed in this process although more influencing factors and applications are added as PC literature expands (Morrison & Robinson, 1997; Lee et al., 2011; Suazo & Stone-Romero, 2011; Katou & Budwar, 2012; Epitropaki, 2013; Clinton & Guest, 2014). The parties to this contract remain the employee and the employer. Organisations cannot perceive a PC. Agents of the organisation perceive and respond to the PC on behalf of the organisation (Morrison & Robinson, 1997).

Employees ascribe humanistic attributes to an organisation, referred to as anthropomorphizing (Conway & Briner, 2005). Employees thus perceive that they deal directly with the organisation through interactions with agents of the organisation.

Taking into account that pre-entry information serves as signalling messages about the organisation, job seekers may be considered parties to the PC creation process (Rousseau, 2001a; Tomprou & Nikolaou, 2011). Tomprou and Nikolaou (2011) propose a model to explain the progression from pre-entry to PC creation. They conducted a longitudinal study on Chinese university graduates from completing their studies to working for an employer. In this model, they propose sequential steps in this process.

The first step is that of creating anticipatory expectations. Anticipatory expectations are referred to as those beliefs created from observed employer inducements and other pre-entry information (Lee et al., 2011; Tomprou & Nikolaou, 2011). Anticipatory expectations influence planned behaviour leading to the intent to apply for the vacancy (Lin, 2010).

Post-entry experiences in turn are created by experiences occurring after employment (Tomprou & Nikolaou, 2011). Sources that inform these experiences include personality traits and biases, relationships and feedback from significant parties. Individual perceptions of employer inducements delivered as employer obligations, are also included (Lee et al., 2011; Tomprou & Nikolaou, 2011).

The employee experiences the reality of employment. Employer inducements promised as well as employee obligations required might be different to what is contained in the pre-entry information. This leads to the forming of monitoring and emotional reactions. Monitoring refers to observing the employment situation and valuating this against the pre-entry information (Tomprou & Nikolaou, 2011). In this phase, evaluations of contract fulfilment are also conducted. Contract fulfilment evaluations can either be from an employer perspective or employee perspective (Lee et al., 2011).

From the employer perspective, contract fulfilment evaluations deal with comparing employer inducements offered to employee obligations delivered (Lee et al., 2011). As such, the employer may evaluate the employee as either fulfilling the contract or not fulfilling the contract. This could influence how the employer views and treats the employee, which in turn could influence employee perceptions as part of the post-entry experience phase (Tomprou & Nikolaou, 2011). From the employee perspective, contract fulfilment evaluations entail evaluating employee contributions against relational and transactional employer obligations (Lee et al., 2011).

Having gained post-entry experiences and comparing these to anticipated experiences, lead to emotional reactions (Tomprou & Nikolaou, 2011). These emotional reactions then either create, amend or terminate the PC. The strength and intensity of the emotional reaction is theorised to be determined by the extent to which pre-entry information and expectations correlate to actual delivered post-entry experiences (Lee et al., 2011; Tomprou & Nikolaou, 2011). The role of individual personality preferences can also act to moderate the experience of inducements (Nikolaou et al., 2007). The impact those perceptions of pre-entry expectations of employer inducements and employee obligations have on the PC, is significant.

2.3.3 Sources of information of the Psychological contract

Rousseau (2001a) indicates that signals employers provide to the market during recruitment convey promises associated with employment. In terms of PC creation, contract makers can either be actual human beings or aspects of the organisation that are not human. Non-human elements are called structural contract makers (Rousseau, 1995). Here the organisational factors shape the employee's (or job seekers') perception of the PC through implicitly made promises by the organisation (Conway & Briner, 2005; Rousseau, 1995). This is however only one source of information to the PC.

A second source of input to the PC is the individual and social factors (Conway & Briner, 2005, 2009; Coyle-Shapiro & Parzefall, 2008). These include various aspects such as previous experience, personality and attitudes. Self-serving bias determines how promises made are interpreted (Morrison & Robinson, 1997). Where an employer

and potential co-employees are deemed to have similar personal traits, the employer is deemed to be more attractive as a potential employer (Devendorf & Highhouse, 2008). The employer brand also appears to moderate the attractiveness of an employer to job seekers (Srivastava & Bhatnagar, 2010). This implies that job seekers seek employers to which they can positively associate with.

Factors outside the organisation that can have an impact on perceptions of the PC are expectations, testimonies and broader social and economic policies (Conway & Briner, 2005, 2009). Should an employer make mention of past promises fulfilled, a promise of fulfilment has been conveyed (Rousseau, 2001a). This implies that communication from past employees, advertisements and mass media, influence what promises regarding benefits, an employer makes. The choice of employer is determinant on how perceived benefits are evaluated (De Vos, De Stobbeleir, & Meganck, 2009).

Extra-organisational factors act as background information to the formation of Psychological contracts (Conway & Briner, 2009). Legislation may thus play a role in providing information about the employer to job seekers. As an example, legislation such as the Broad-Based Black Economic Empowerment (BBBEE) Amendment Act (Department of Higher Education and Training, 2014), requires that companies comply with the legislation when certain annual turnover amounts are exceeded.

Compliance to this act and subsequent rating level achieved provides information to external parties regarding other companies with whom business is conducted (BEE Scorecard (Pty) Ltd, 2015). Comparing the level achieved according to the BBBEE Amendment Act to what is required when measuring the turnover of the organisation, may serve to provide certain details to job seekers about the employer. Various sources of information that impact on how the PC is created appear to exist. Inducements and expectations conveyed must thus be viewed considering these various sources of information.

Employer promises lead to employer behaviour, which in turn prompts employee promises to be made that determine employee behaviours (Conway & Briner, 2005). The circle continues where employee behaviours in turn prompt employer promises (Rousseau, 2001a). The continued development and re-negotiation of the PC might

thus be deemed a requirement for the continuation of the employer-employee relationship. In the next section, the effects associated with failing to achieve continuation of the PC is considered.

2.3.4 Responses to unfulfilled Psychological contracts

The PC is established and subsequently developed and re-negotiated to ensure mutuality in promised obligations (Rousseau, 2001a). In some cases, however, developing or re-negotiating the PC is not possible. In labour relations terms, this refers to situations where the employer-employee relationship has deteriorated beyond repair and the parties are in a dispute (Bendix, 2001). To fully understand the responses to unfulfilled Psychological contracts, the distinction is made between the terms breach and violation.

When organisations fail to meet obligations contained in underlying PC, the awareness of this failure is defined as a breach of the PC (Morrison & Robinson, 1997). This implies that the expected rewards or outcomes promised by the employer as inducements, in exchange for inputs or costs by the employee were not delivered upon. PC breach is however different from PC violation in that breach acts as an antecedent to violation (Suazo & Stone-Romero, 2011). Violation refers to the emotional perceptions and feelings experienced from a PC breach (Morrison & Robinson, 1997). As such, violation could refer to the emotions and actions taken by employees where employers did not deliver inducements.

Much research has been done on the effects of the PC breach (Morrison & Robinson, 1997; Guest, 2004; Montes & Irving, 2008; Suazo & Stone-Romero, 2011; Zribi & Souaï, 2013; Clinton & Guest, 2014). Reactions to breach are categorised into either an attitudinal or behavioural consequence (Guest, 2004). Attitudinal consequences influence commitment and motivation, while behavioural consequences are actions taken due to breach (Guest, 2004). Returning to classical theories underlying the PC, both the Social Exchange Theory (Cook et al., 2013; Emerson, 1976; Homans, 1958) and Equity Theory (Adams, 1963; Chapman, 2001) support the notion that employees will reduce or cease input and commitment levels when expected outputs are not delivered upon.

A breach of the PC has commitment issues associated for both employer and employees (Epitropaki, 2013; Zribi & Souai, 2013). Behavioural consequences of breach remove the employee's obligations to remain employed at the employer (Clinton & Guest, 2014). Negative organisational citizenship behaviours, such as a lack of trust, are also linked as behavioural consequences where breach takes place (Suazo & Stone-Romero, 2011).

The question arises if behaviours and attitudes related to breach function as separate outcomes, or whether interaction occurs. Morrison and Robinson (1997) proposed that breach leads to violation. Violation in turn mediates the relationship between employee attitudes on commitment and trust (Dulac, Coyle-Shapiro, Henderson, & Wayne, 2008). Linking the concepts together, a model emerges where breach leads to violation which in turn leads to behaviours (Suazo & Stone-Romero, 2011). This implies that breach events lead to outcomes where feelings and actions interact and together determine the outcome.

As an example, in cases where the exchange is imbalanced, breach takes place (Clinton & Guest, 2014). Trust in the organisation, its' managers and agents is lost in order to meet employee needs due to breach, thus creating feelings of violation. Feelings of violation increase the intention to leave the employer. Feelings regarding the unfair exchange or the loss of trust, either separate or combined, can be used to explain turnover intention (Clinton & Guest, 2014). However, neither guarantees that the employee will resign. Violation may however act as a mediator between breach and behaviour (Suazo & Stone-Romero, 2011).

Violation of the PC has been linked to have a more profound reaction than a perceived breach where expectations are not delivered upon (Rousseau, 2001a). Thus, should the perceived breach event raise strong enough feelings, violation occurs which may lead to the intention to resign becoming an action. By implication, in cases where feelings of perceived breach does not lead to violation, no adverse behaviour may occur. The nature of the contract may however also be a determining factor in the outcome exhibited.

In a transactional contract the discrepancies between what is promised and delivered can be clearly measured and feelings managed (Montes & Irving, 2008). In relational contracts, however, what is delivered is most important. Delivered outcomes are measured against what was promised but also impact on various other consequences such as attitudes, feelings and thoughts associated with the perceived relational aspect of the contract (Guest, 2004; Montes & Irving, 2008).

It could then be argued that should a PC be on a transactional contract level, the feelings of violation could be managed. Where the contract is however, a relational contract, breach may not only result in expected outcomes to not be delivered, but associated relational aspects are reduced or even terminated. Breach in the PC relates to negative outcomes on both employee attitudes and behaviours. The nature of the PC must be considered to achieve a broader perspective of the effects a breach will have. Most research has however focused on the reaction from the employee and not the reaction from the employer when breach takes place (Guest, 2004; Hom et al., 2009). This implies that reactions to breach may be different from the employer's perspective.

2.3.5 Benefits of upholding the Psychological contract

Apart from avoiding breach events and the associated feelings and actions tied to violation, there are various benefits associated in managing employees by upholding the PC (Guest, 2004). In this section, some of the various benefits to both the employer as well as the employee are considered.

Employer benefits include better employee adjustment, increased employee commitment and loyalty, positive employee attitudes and reduced turnover intentions (Chen & Chiu, 2009; Katou & Budwar, 2012; Zribi & Souai, 2013; Clinton & Guest, 2014). The lack of intention from an employee to leave the employer is indicative of commitment in this instance (Choi & Lee, 2014). Fulfilling the PC has the effect that employees will be more likely to pursue / seek continued employment at the company (Montes & Irving, 2008).

Another benefit of a PC meeting mutual expectations could be that deviant employee behaviours are reduced (Zribi & Souai, 2013). Other undesirable behaviours such as corruption and a reduction in corporate citizenship behaviours could also be attributed to violations of the PC (Kingshott & Dincer, 2008). This may be an important factor for not only retaining employees but also luring job seekers towards the employer.

From an employee perspective benefits can be split into two categories, extrinsic and intrinsic rewards. Extrinsic rewards employees seek include financial rewards and associated benefits (Botha & Moalusi, 2010; Lee et al., 2011; Nikolov & Urban, 2013). Intrinsic rewards in turn, include aspects less tangible such as seeking job security and engaging work (Nikolaou et al., 2007). Different personality types relate differently to either intrinsic or extrinsic inducements. Intrinsic inducements such as challenge (Nikolaou et al., 2007) may motivate some personality types, while other personalities may prefer extrinsic inducements such as and pay for work completed (Kickul & Lester, 2001; Nikolaou et al., 2007). This implies that the type of reward employees seek from the PC for employees may be different for each employee.

Other aspects of the employee's life have been identified to benefit from when needs associated to the PC are fulfilled (Chen & Chiu, 2009). As an example, upholding and fulfilling the needs of the PC assists with adjustment to a foreign environment and culture (Chen & Chiu, 2009). This is closely associated to providing meaningfulness of work, as another aspect associated to the PC (Nikolaou et al., 2007). This intrinsic aspect is shown to provide employees with an increased resilience to organisational change (Burger, Crous, & Roodt, 2013). An intact PC can thus be argued leads to employees being more committed to the organisation, are better able to adapt to changes and are less likely to leave the employer.

Both employees and organisations appear to benefit from a well-functioning PC. Organisations attuned to this fact, typically consolidate these factors into what is known as the Employee value proposition (EVP). Literature indicates that employee commitment and retention levels appear to increase in relation to the subsequent strength of the EVP (Heger, 2007). A thorough examination of the EVP is however beyond the scope of this research.

The PC is created on an individual level between the employer and the employee. This contract is re-negotiated as required, especially when breach events occur. Breach in the PC has various negative effects and consequences. Positive consequences are associated to upholding promised obligations contained in the PC. If the employer-employee relationship is to be effective, the PC must be upheld. There is an underlying expectation that promised obligations between parties must be delivered upon for promised inducements received. In the following section, the different parties to this relationship are examined.

2.4 Employers, employees and job seekers

Parties to the employer-employee relationship are the employee and the organisation (Conway & Briner, 2005). The nature of this relationship is contained in both the formal contract of employment as well as the PC between these parties.

Where the formal contract of employment is a legal document, the PC contains subjective beliefs about promised obligations between the parties in the exchange of inducements (Conway & Briner, 2005; Guest, 2004; Rousseau, 1995). Organisations are represented by their agents who make commitments and promise obligations to employees (Rousseau, 1995; Morrison & Robinson, 1997). Employees on the other hand, are those human resources employed at the company after signing a contract of employment.

Job seekers are external parties that do not have a formal contract of employment. By implication, there also does not exist a Psychological contract between employer and job seeker. Social Exchange Theory does however imply that rewards offered by one party coincides with specific inputs required by the party wishing to obtain these rewards (Cook et al., 2013; Emerson, 1976; Homans, 1958). As such, it could be reasoned that job seekers could apply to become an employee at an employer to obtain a desired reward. The employer in turn could offer a specific reward to external parties / non-employees as a means of attracting certain inputs. In the following section, the distinction between the different parties is examined.

2.4.1 Job seekers and the Psychological contract

An employee is party to the PC of the employer when they accept a formal contract of employment (Suazo, Martínez, & Sandoval, 2009). Similarly, the employer becomes part of the employee's PC at this stage. However, the PC is formed where one party promises to deliver something to another party in exchange for something already received or something that will be received (Rousseau, 1989). Social Exchange Theory supports this notion in that where one party provides an input, the other party is required / expected to reciprocate (Homans, 1958).

Consequently, an exchange is promised either for something received or the promise of something that will be received (Cook et al., 2013; Emerson, 1976). As an example, when someone purchases milk from a grocery store, there is an expectation that the milk will be exchanged for money. Equity Theory dictates that the exchange must be fair and comparable (Adams, 1963), hence only the price for milk is paid as input for milk received as an output. This rudimentary example however indicates that an exchange requirement is not only limited to an employer-employee relationship. For this reason, an exchange relationship could theoretically exist between job seekers and employers where it is expected that inputs be exchanged for outputs.

It is however important to remember that expectations only form part of the PC if an explicit promise has been made to this effect (Conway & Briner, 2005). Only once promised, does the expectation become an obligation (Conway & Briner, 2005; Morrison & Robinson, 1997; Rousseau, 1995). Delivery of a required reward (or inducement) in an exchange implies delivery of a promised input (or obligation) (Conway & Briner, 2005; Cook et al., 2013). Subsequently, job seekers cannot have obligations created where no inducement has been promised.

The expectation can however be conveyed. Information about the organisation is made available through various means such as websites and recruiters (Suazo et al., 2009). The branding and image of the organisation act as signal messages that employers use to attract and convince job seekers to apply for vacancies in their organisations (Yen, Murrmann, & Murrmann, 2011).

Factors in the recruitment process, as part of the pre-employment phase, determine *anticipatory expectations* (Tomprou & Nikolaou, 2011). Created from pre-entry information, these anticipatory expectations are formed from pre-entry expectations, previous experiences and biases (Conway & Briner, 2005; Suazo et al., 2009).

Pre-entry expectations drawn from information available to job seekers shape perceptions of what constitutes mutuality in promised obligations as part of the PC (Guest, 2004). These perceptions in turn influence the type of employment deal that the job seeker will engage in with the employer as well as lead to specific outcomes (Rousseau, 2001b; Guest, 2004). Three types of deals are identified that constitute mutuality between employers and employees. These types are standard deals, position-based deals and idiosyncratic deals (Rousseau, 2001b).

Where standard deals are applicable to all employees, position-based deals are available to all within the specific group. Idiosyncratic deals are uniquely applicable to the individual (Rousseau, 2001b; Guest, 2004). The idiosyncratic deals refer to the differences in treatment and as such is distinct from the PC that deals with perceptions (Rousseau, 2001b).

Idiosyncratic deals, or i-deals as they are also known, are created and maintained on an individual level between employer and employee (Rousseau, 2001b; Rousseau, Ho, & Greenberg, 2006). Due to the changing nature of work, idiosyncratic deals are favoured. They provide individual employees an opportunity to accommodate personal circumstances by customising their interaction with the employer (Guest, 2004; Rousseau et al., 2006).

Idiosyncratic deals can be negotiated before or after employment commences (Rousseau et al., 2006). This implies that job seekers can already form expectations as well as formulate the terms of employment before employment occurs. Deals created before employment, referred to as ex-ante i-deals, can become formalised working arrangements once employment commences (Rousseau et al., 2006).

This poses a challenge to the organisation in terms of complexity and issues of fairness in treatment of other employees (Guest, 2004). This may be problematic for big companies where few managers manage large numbers of employees. However, where output can be objectively determined, perceptions of fairness is increased (Rousseau et al., 2006).

Signal information as well as other contextual information shape the ex-ante i-deal which in turn shape expectations relating to the conditions of employment (Rousseau, 2001b; Rousseau et al., 2006). Frequency in the use of i-deals are increased when specific talent needs to be attracted (Rousseau et al., 2006). The implication is that understanding how i-deals function can be a valuable tool for the employer in attracting the desired applicant. It should be noted that once employed, the content associated to the i-deal uniquely determines the content of the employee's PC.

2.4.2 Job seekers apply to specific employers

The content contained within an employee's PC affects expectations relating to promised obligations (Conway & Briner, 2005). The nature and structure of employment may in turn be shaped by the determinations of the idiosyncratic deal (Rousseau, 2001b; Rousseau et al., 2006). Neither of these however explain what motivates the job seeker to take an application of employment action.

A link between attitude leading to action is found in research conducted on using websites to attract quality applicants (Maurer & Cook, 2011). Two broad steps are identified in recruitment processes: (1) attitude formation, which leads to (2) behavioural actions, specifically when applying or not applying for vacancies. In the first step, the individual's personal attitudes as well as those formed towards the company, determine how attractive an individual perceives an employer (Maurer & Cook, 2011). This is supported by the model proposed by Yen et al. (2011).

In their model, Yen et al. (2011) propose that the intention to apply for a vacancy is determined by the interaction of four areas of information. These four areas include the context of recruitment, the person-organisation fit, the preference for the recruitment process and the recruitment message delivered (Yen et al., 2011).

The second step, or behavioural actions, include the intent to apply for a position followed by the application (Maurer & Cook, 2011). The more attractive the employer appears to the job seeker, the higher the chance of this attraction leading to application (Maurer & Cook, 2011). These perceptions are based on the subjective criteria leading to attraction.

Incorporating this with the model proposed by Yen et al. (2011) it could be assumed that the more alike the employer and the job seeker is perceived to be, the higher the attraction that leads to application. This notion is supported in previous research indicating that a company could sway a job seeker to pursue employment if similarity between employees is perceived (Devendorf & Highhouse, 2008).

The employer brand is a rich source of information about an employer (Suazo et al., 2009). Employer brand is defined as the perceived attractiveness of unique aspects about the organisation exhibited to the public (Srivastava & Bhatnagar, 2010). From the perspective of prospective employees, two underlying factors of employer branding are identified.

The first explains how organisational information is obtained by the prospective employees. Any sources of information about the company available publicly typically informs this perspective. Public sources of information can include published financial results, word of mouth campaigns, websites, testimonials, publications as well as perceptions of products and services rendered to clients (Lin, 2010; Srivastava & Bhatnagar, 2010). Information obtained on these forums provide parties external to the company with enough information to form an opinion of how the company is constituted.

The second aspect of employer branding includes what value or benefits an employee expects to receive from the company (Srivastava & Bhatnagar, 2010). Employer inducements as defined in this research equates to these expectations of reward due to employees (Lee et al., 2011). Inducements included range from extrinsic inducements such as remuneration and benefits to intrinsic inducements such as work satisfaction and challenge (Nikolaou et al., 2007).

Read in context of employer attractiveness, this pre-entry information acts as signalling messages that help job seekers form opinions about the company (Tomprou & Nikolaou, 2011). By implication then, understanding employee perceptions of the employer and their value perception could help explain why job seekers approach certain employers. This information surely has an impact on the content of the employee's PC when they are employed.

2.4.3 The role of Job seeker attitudes in seeking employment

The attitude held towards the employer is a determining factor if and why a job seeker will apply to a specific employer (Devendorf & Highhouse, 2008; Srivastava & Bhatnagar, 2010; Maurer & Cook, 2011; Yen et al., 2011). This indicates that job seeker attitude and reasons for seeking employment determine their intent to apply for a specific position at a specific employer. Research regarding the career choice (De Bruin & Buchner, 2010; O'Shea et al., 2014) and type of employment required (De Jong, Schalk, & De Cuyper, 2009) support this notion.

The context during which recruitment takes place also has an influence. During times of recession, the job seeker's attitude to work affects the choice between a protean and a boundary-less career (O'Shea et al., 2014). De Bruin and Buchner (2010) include the impacts of work choice and attitudes toward work relationships, in their summary of the two career attitudes as follows:

- The affinity evaluation of A *protean career attitude* is defined by individual evaluations and feelings. Specific career choices are made according to this affinity evaluation (De Bruin & Buchner, 2010). The higher the affinity job seekers seem to have with the organisation, as employees, they may be less likely to feel that they need to leave that employer.
- Mobility within and across levels within an organisation, actual or perceived, is associated to a *boundary-less career attitude* (De Bruin & Buchner, 2010). As such, the job seeker may likely become an employee probable to remain with the employer. This will however be determined if they are of the attitude that the employer offers intra-organisation mobility.

The attitude to career choice could thus influence how inducements offered and expectations conveyed by employers are viewed. As an example, the inducement of intra-organisational mobility is defined as the opportunity to change jobs or positions while remaining in the employ of the current employer (Freese, 2007; Freese & Schalk, 2008; Linde, 2015; X. Lub et al., 2012). An employee holding a boundary-less career attitude will thus be more inclined to this inducement and adhere to related expectations. This inducement is however not likely to determine if an employee remains with the employer if this employee holds a protean career attitude.

Where an employee holds a protean career attitude, the affinity towards the employer determines if they will leave the employer (De Bruin & Buchner, 2010). Employers may convey the expectation of employees to remain with the organisation for some time (Dabos & Rousseau, 2004; De Vos et al., 2003; Herriot, Manning, & Kidd, 1997; O'Neill, Krivokapic-Skoko, & Dowell, 2010; Robinson, Kraatz, & Rousseau, 1994; Rousseau, 2000; Schalk et al., 2010). A job seeker seeking long-term employment and holding a protean career attitude may likely seek and once employed, remain with an employer that expects a long-term commitment. The attitude towards work relationships appear to influence the content of the PC and should be taken note of.

The type of employment the job seeker requires could also determine for which positions and employers they apply to. Compared to permanent employees, temporary workers make fewer specific promises (Montes & Irving, 2008; De Jong et al., 2009;) The choice of temporary employment may be attributed to priorities and other desired pursuits that require time, thus making full time employment impossible.

Compared to permanent employees, increased contract fulfilment and less contract breaches are reported by temporary employees (De Jong et al., 2009; Montes & Irving, 2008). Temporary contracts appears to be based on detailed noticeable arrangements (De Jong et al., 2009). The content and observability of permanent contracts appear less clear than compared to temporary contracts (De Jong et al., 2009). Thus depending on the attitude and job requirements of the job seeker, the choice of employers may be determined by the employers offering the required type of employment.

Another factor to consider is the job seeker's attitude regarding employee engagement. Employee engagement is defined as a state wherein employees are actively involved, able and willing to perform their required duties to the best of their abilities without the need to cease employment (Heger, 2007). Engaged employees exhibit behaviours classified as self-determined actions performed with competence that have meaning and leads to either achieving a goal or having a desired impact (Stander & Rothmann, 2010). This valuation of competence informed by the context, leads to the psychological empowerment of the individual (Stander & Rothmann, 2010).

Factors that promote employee engagement include colleague as well as supervisor support and growth opportunities (De Beer, Pienaar, & Rothmann Jr., 2013). Other emotional factors could also include a sense of belonging and loyalty (Heger, 2007). The job seeker's choice of either a protean or boundary-less career attitude should also be considered. Factors that promote employee engagement could determine why they apply to certain employers or move from current employers.

The impact of other personal determinants, such as generational differences, that could affect attitude must also be considered. No significant difference where however found in the nature of the PC between different generations (X. D. Lub et al., 2011). Age, marital status and race of the employee do however have an impact on turnover intention (Du Plooy & Roodt, 2013; X. D. Lub et al., 2011).

The higher the age of employees, the less likely they are to career mobility. This may be however be due to the fact that as age increases, the prospects of alternative employment is lowered (Du Plooy & Roodt, 2013). Marital status is found to limit turnover intention due to the associated responsibilities to the family. Lastly, race was found to be a moderating factor for job mobility attitudes. Designated employees from previously disadvantaged groups are more prone to career mobility. This is attributed to the impact that labour legislation has on the labour market (Du Plooy & Roodt, 2013).

Literature on workaholism supports that similarity in personal factors lead to application to certain employers (Liang & Chu, 2009; Ng, Sorensen, & Feldman, 2007). Workaholism is defined as the choice an employee makes to perform work no matter the cost to other areas of one's life (Ng et al., 2007).

Liang and Chu (2009) postulate that workaholism may occur where the attraction to specific employers are influenced by personality aspects. Organisations that are perceived as offering inducements matching those individuals hold, the higher the chance for workaholism becomes (Liang & Chu, 2009). Put another way, should the individual be a workaholic, they will apply to employers where they find this specific personal-organisational fit. Personality preferences in combination with attitudes, influence the attraction evaluations job seekers make of employers.

In the theory of planned behaviour (Lin, 2010), the intent to apply for a specific position on a job website is proposed to be moderated by the interaction of three belief structures. The three belief structures are described as (1) the attitudinal belief structure, (2) the normative belief structure and (3) the control belief structure. The attitudinal belief structure postulates that the easier the use and the perceived usefulness of the website, the more positive the attitude becomes towards using the website for job application (Lin, 2010). Should a website thus be deemed easy and effective to use, the job seeker's attitude may be more inclined to use these websites.

The normative belief structure proposes that interpersonal and external influences lead to the access of job search websites by creating a subjective norm (Lin, 2010). This means that personal sources such as friends, family as well as non-personal sources such as the media and government, have an impact on the access of job search websites (Lin, 2010). It is argued that should these sources promote the access of job search websites; job seekers could then be more motivated to use these sources.

The last behavioural structure is that of behaviour. The behavioural belief structure states that the more self-efficacy exhibited by the job seeker, the more control over the use of job search websites will be experienced (Lin, 2010). All three behavioural beliefs have the expected impacts on the job seeker's intention to use the job website

to apply for vacancies (Lin, 2010). These results support the notion that psychologically empowered individuals are able, motivated and supported to make certain career decisions (Stander & Rothmann, 2010).

2.4.4 Personality and attitudes toward inducements and expectations

A link exists between personality and attitude to inducement preference (Nikolaou et al., 2007). The greater the perceived similarity between company perceptions and personal factors, the higher the attraction may be to the company (Nikolaou et al., 2007). It could further be reasoned that job seekers apply to companies where promises of the nature of employment is made that is equivalent to job seeker's judgements of value. This notion is supported in literature which indicates that making promises between parties increases where perceived similarity is high (Rousseau, 2001a).

Taken within the context of the PC, two aspects determine the attractiveness of an employer. The first aspect is the perceived congruence between what the job seeker wants and what they evaluate the employer to offer (Nikolaou et al., 2007; Stander & Rothmann, 2010). This information is communicated as employer inducements made to the job seeker with the aim to attract their services. Job seekers then determine through various sources of information, what employee contributions they perceive must be delivered towards employers should they become employees (Stander & Rothmann, 2010).

The second aspect is where the job seeker is influenced by various personal and other contextual factors that determine their attitude towards a certain employer. These individuals are then psychologically empowered to make decisions about employment opportunities (Stander & Rothmann, 2010). The psychologically empowered job seeker subsequently exhibits informed behaviours; either applying or not applying for the position based on their attitudes and perceptions towards the employer and benefits offered.

Perceptions about how the employer will treat the employee are contained within the idiosyncratic deal (Rousseau, 2001b). Three sub-types of idiosyncratic deals may be discerned. These sub types are defined as Task i-deals, Career i-deals and Flexibility i-deals (Hornung, Rousseau, Weigl, Müller, & Glaser, 2014). The three types of i-deals are classified as follows:

- Task i-deals focus on improving individual arrangements of the job content to improve autonomy and increased job satisfaction.
- Career i-deals revolve around making arrangements that promote professional advancement and skill acquisition.
- Flexibility i-deals relate to the scheduling of working arrangements, such as working hours and scheduling of work, with the aim to lower psychological work strain (Hornung et al., 2014).

Both the content of the PC as well as the type of i-deal offered or required, may have an influence on the job seeker's intention to apply to employers. The PC informs what inducements are promised in exchange for which obligations. The type of i-deal, if offered, in turn could either attract or discourage job seekers to apply to certain employers. When job seekers become employees, these attitudes and perceptions shape the content of the PC.

2.5 Impact of external sources on the Psychological contract

The PC is constructed by evaluating promised employer inducements in exchange to perceived employee obligations required (Rousseau, 1989; Lee et al., 2011; Tomprou & Nikolaou, 2011). Information required to examine these processes, is obtained from both pre-entry and post-entry sources (Tomprou & Nikolaou, 2011). Three sources of information that shape employee perceptions of the PC (Conway & Briner, 2005). These three sources are:

- Organisational factors such as the organisation's agents and policies.
- Individual social and contextual factors include personality, ideologies and biases.
- Factors outside the organisation refer to the society and cultural determinations that the organisation operates within.

2.5.1 Human resources practices

Managers, as agents and contract makers of the employer have a determining impact on the content contained in the PC (Rousseau, 1995; Conway & Briner, 2006). Managers are directly involved and responsible for implementing and applying HR practices and policies as agents of the organisation. Practices surrounding recruitment, training interventions, performance appraisals, compensation systems, employee handbooks all play a role in informing the PC (Suazo et al., 2009).

Different sub-types of i-deals may influence HR policies to allow the associated goals of each sub-type to be attained (Hornung et al., 2014). This implies that HR policies and the application thereof not only inform the PC but also assist in avoiding breach of the PC. Usually, only employees typically know internal HR practices but this information could be communicated to other parties through various informal ways.

Not breaching the PC has various benefits for the organisation such as committed employees (Chen & Chiu, 2009; Katou & Budwar, 2012; Zribi & Souai, 2013). It has also been established that what and how employers present themselves to job seekers have a determining effect on employees' actions and attitudes (Devendorf & Highhouse, 2008; Lin, 2010; Srivastava & Bhatnagar, 2010; Stander & Rothmann, 2010; Maurer & Cook, 2011; Yen et al., 2011). An aim for effectively managing employee expectations in the PC, would be to achieve organisational performance (Katou & Budwar, 2012).

Various aspects of organisational performance are identified. These include effectiveness, efficiency, innovation, development and quality (Katou & Budwar, 2012). It is however argued that achieving organisational performance is the result of various processes that precede this outcome. Katou and Budwar (2012) propose exactly such a model.

The Katou and Budwar (2012) model postulates that HR practices influence employer promise perception. Perceptions of promises lead to employee attitudes formation, which in turn lead to the evaluation of employee promise delivery. Organisational performance is linked to not breaching the PC and in doing so may impact negatively

on organisational performance (Botha & Moalusi, 2010). Thus, if promises made are fulfilled, employees are expected to be more engaged which implies organisational performance (Katou & Budwar, 2012)

Katou and Budwar (2012) surveyed 348 employees from various service industries in Greece. More than half of the companies surveyed were located in the private sector with the average respondent age of 38 years and having an average of ten years' experience. Their survey (Katou & Budwar, 2012) measured the following four aspects:

- HR practices
- Fulfilment of employer promises
- Fulfilment of employee promises
- Employee attitude

Results obtained indicate that the proposed model is moderated by organisational and individual factors (Katou & Budwar, 2012). A positive link was established where HR practices lead to inducement expectation creation. The created expectation of inducement is then measured against the perceived level of employer promise fulfilment.

Perceptions of employer promise fulfilment was positively associated with positive employee attitudes such as satisfaction, commitment and motivation (Katou & Budwar, 2012). Positive employee attitudes strongly resulted in delivery of employee promises which is linked to positive organisational performance (Katou & Budwar, 2012).

The implication is that HR policies shape and inform employee perceptions contained in the PC. HR practices and policies may play a significant role in creating both psychological and legal contracts (Suazo et al., 2009). HR policies in turn also play a role in guiding and monitoring employee performance with the aim of achieving organisational performance (Katou & Budwar, 2012). Effective HR management practices have also been linked to organisational performance (Chew & Sharma, 2005). HR practices are however not the only external source of information that influence the content of the PC (Conway & Briner, 2005).

2.5.2 Other sources of information

Other external sources of information that play a role in the content of the PC are communicated by the employer's actions. Statements made by agents of the employer, the reputation and history of perceived treatment of employees, all convey important information about the employer (Rousseau, 1995). Additional organisational contextual background factors include the business sector, size of the organisation, ownership and recognition of unions (Guest, 2004).

Actions and other HR practices taken by companies to remain competitive, also act as additional sources of information. The number of employees employed by organisations is declining, which in turn requires organisations to be more flexible to alternative forms of employment (Guest, 2004). This in turn implies that hours and places of work need to be adapted to meet the flexible i-deal required by employees (Rousseau et al., 2006). Because of the changing labour market, the frequency of temporary contracts as well as the use of labour brokers has increased.

The context and current PC of job seekers may also affect how an employer offering is perceived as making specific promises (Rousseau, 2001a). Contract workers are classified as employees who seek contracts with an end-date. Applying for positions offered by labour brokers may fit into the schema of temporary work (Rousseau, 2001a). For contract workers, the delivery of promised inducements impacts on future employment attitudes towards the employer (Montes & Irving, 2008).

The wording or images used by employers in their communications, can act as signal messages regarding promised obligations and inducements (Rousseau, 2001a). Where insider information is not available, these images may determine whether employment is pursued (Tomprou & Nikolaou, 2011). As an example, comparing the wording contract placement to permanent placement, it indicates that one has an end-date while the other does not have an end-date.

Another change in modern employment relationships is the increased attention paid to maintaining a healthy work-life balance (Guest, 2004). The need for flexibility comes from both the employer as well as employees. Flexible i-deals tailor the individual employee's contract to meet the need for flexibility with the aim to promote a healthy work-life balance (Hornung et al., 2014). As such, this source may affect directly on perceptions of inducements offered and obligations required.

Pre-Employment expectations can also be formed during observations and interactions with friends and family (Conway & Briner, 2005). Through socialisation, the experiences of family and friends serve as a powerful source of pre-employment information. Added to this influence is the employee or job seeker's own history of experiences. Experiences in turn, shape the schema that job seekers and employees use to make sense of PC information that is missing (Rousseau, 2001a).

There is also the socialising effects associated to macro-economic sources of information. These include social economic status, cultural context and mass media exposure that can also play a role in the formation of pre-employment expectations (Conway & Briner, 2005). The broader economic, political and legal changes also serve as a source of information (Conway & Briner, 2005). Among others, these aspects include globalisation, legislation and collective bargaining structures. These aspects may however be difficult to demarcate because of globalisation and access to the internet.

The impact of legislation on informal working arrangements also play a role (Guest, 2004). Although referring to a United Kingdom and Unites States of America sample, the principle could be applied to the South African situation. In South Africa, various laws such as the Labour Relations Act, the Basic Conditions of Employment Act as well as the Employment Equity Act all determine and influence how labour is structured.

2.5.3 Personal accounts are not conveyed expectations

There are various sources of external sources that affect the content of the PC (Conway & Briner, 2005). It is however important to remember that the two parties to the PC are the employer and the employee (Conway & Briner, 2005). The employer is represented by its agents and managers (Rousseau, 1995). In this study, the focus is on expectations of employers conveyed on the company's public websites.

Some companies include employee testimonials of working at the company on their websites. It should however be noted that although such a source of information can influence the content of the PC, these sources are employee perceptions and not conveyed employer expectations or inducements. These reasons however exclude these sources from the present study as the focus is on what employers convey.

2.6 Impact of organisational size and industry

The preceding sections investigated the various forms and development of the PC as well as who the relevant role players are. The influences that external sources of information have on the PC was also considered. Returning to the research questions posed, uncertainty remains as to the impact that organisation size and industry have on the PC.

A literature search conducted, found little to no research results that indicate the moderating effect of organisational size and industry on the PC. A study conducted by Raeder, Wittekind, Inauen, and Grote (2009) that tests how promises made are perceived as being delivered. Results from their research indicates that there are some significant differences between companies on employer inducements and employee expectations across different companies (Raeder et al., 2009). Results from this study are however limited since the sample used is specific to a Swedish labour environment. Further, no explicit information was defined for the sample with regards to industry, job type or organisational size. There was also no comparisons made between the various inducements and expectations across the different companies in the sample.

However and keeping this in mind, the effect that these influences have on the PC remains a topic of inquiry for future research. In terms of this study and seeking an answer to research sub-question 3 (a), a comparison is made between inducements and expectations prevalent across the different company webpages in the sample. These companies are clustered together according to the different Standard Industry Classifications (SIC) (Companies and Intellectual Property Commission, 2011).

2.7 Measures of the Psychological contract content

In the preceding sections of this chapter, the nature of the PC and its parties has been explored. The terms *employer inducements offered* and *employee expectations* have been clarified. Distinctions between the different role players (e.g. Job seeker, employer and employee) have also been made. Sources of information and influences to the content of the PC were considered. The focus now turns to measurements of the content of the PC.

To answer the research questions as stated in Chapter 1, a codebook of possible inducements and expectations needs to be produced. Both constructs need to be measured as they constitute the perceived obligations between the two parties to a contract (Freese, 2007). This codebook is then used in the content analysis to determine which inducements and expectations employers convey through their public websites. A comprehensive literature review may be required as no comprehensive list of inducements and expectations appears to exist.

A review of PC literature confirms the notion that no single list of inducements and obligations exists. From the literature review, an abundance of techniques and models are identified which can be used to analyse and determine the content of the PC (Conway & Briner, 2005; De Vos et al., 2003; Freese et al., 2008; X. Lub et al., 2012; Rousseau, 1990, 2000). Some of these models are reviewed later in this section. There are several critiques of the various measures used to measure the content of the PC. These range from the application of the measures being limited to a specific circumstance to items having no theoretical foundation or analysis (Freese, 2007; Freese & Schalk, 1996). As such, it appears that there is no standardised list that measures the content contained in the PC.

In the absence of such a list, measures of the content of the PC should be designed to suit the purpose and sample as well as be supported in literature (Freese, 2007). There have however been some studies which have expanded the knowledge base of the measurement of the PC content (De Vos et al., 2003; Freese et al., 2008; Rousseau, 2000). A summary of the three prominent measures of the PC content considered, are discussed below.

2.7.1 The Psychological Contract Inventory

The first major measure of the PC content is the Psychological Contract Inventory (PCI). The PCI is a measure designed with the purpose to provide a generalizable tool to measure the content of the PC in an organisational setting (Rousseau, 2000). The PCI measures the constructs of employee obligations and employer obligations across seven sub-constructs each. These sub-constructs are clustered into the three forms of PC (Relational, Balanced and Transactional) proposed (Rousseau, 2000). The constructs, sub-constructs and items of the PCI is presented in Figure 2-1.

The seven sub-constructs are separated according to the type of PC. In the Relational PC type, sub-constructs of Stability and Loyalty are indicated. In a Balanced PC type, sub-constructs of External employability, Internal advancement and Dynamic performance are noted. In the Transactional PC type, the sub-constructs of Narrow focus and Short-term are applicable (Rousseau, 2000).

Broken down into the employee obligations and employer obligation constructs, the seven sub-constructs are displayed with four questions each (Rousseau, 2008). Employees are required to complete the assessment indicating the degree of agreement with each question posed by selecting an option from a five point scale. Rating on this scale range from one (Not at all) to five (To a great extent) (Rousseau, 2000, 2008).

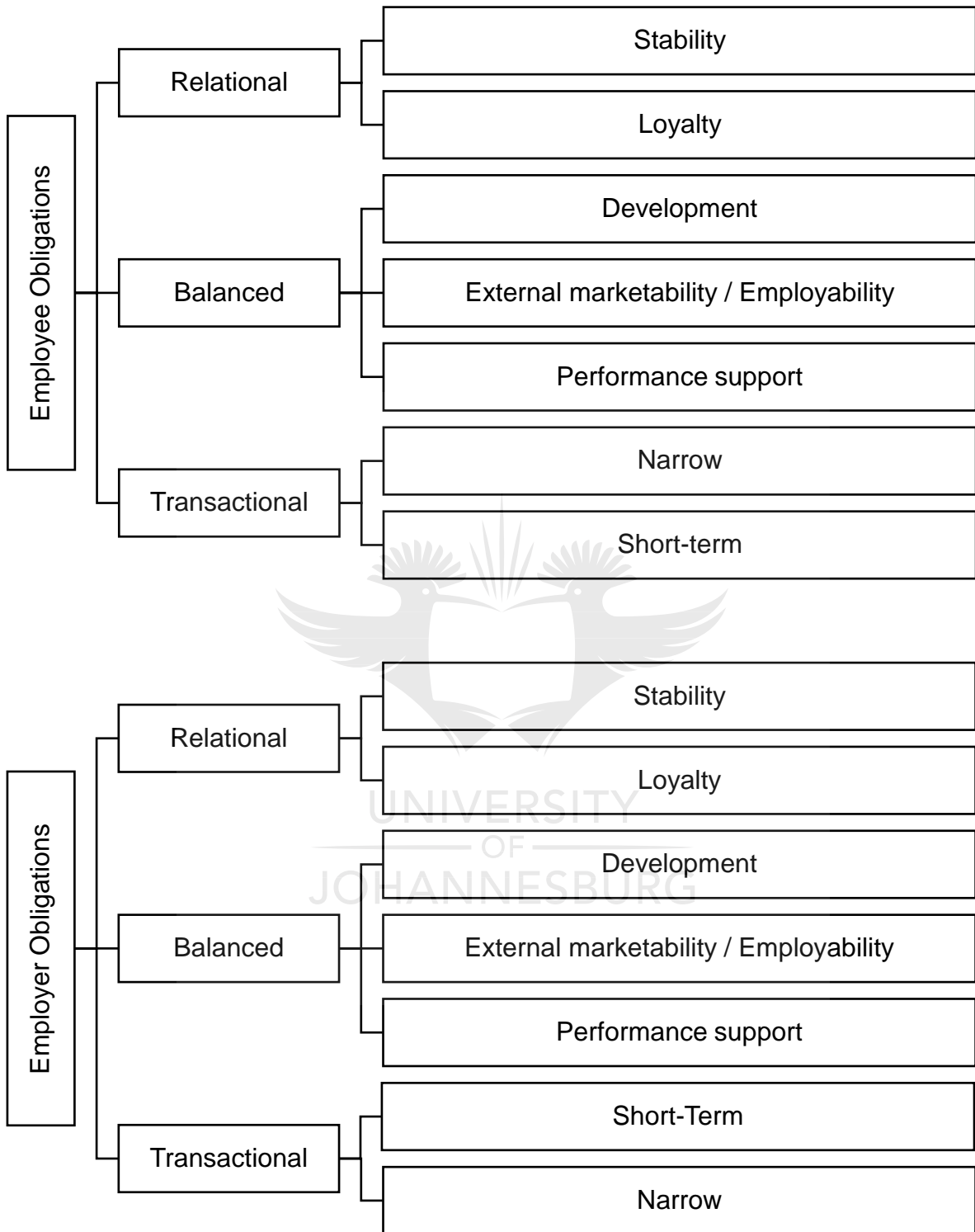


Figure 2-1. Schematic display of the Psychological Contract Inventory. Adapted from (Rousseau, 2000).

The PCI has been shown to be validated across cultures where a comparative study was done on both an American and Singaporean sample (Rousseau, 2000). The problem however arises therein that the PCI is created as a self-reporting measure from the employee's perspective. Questions on the PCI regarding the employee obligations are stated from the employee's perspective as promised commitments to the employer (Rousseau, 2008). In a similar manner, answers to the employer obligation questions are stated to be answered from the employee's perspective of promises made (Rousseau, 2008).

When contract of employment and specific a PC is established, both the employer and employee are seen to have reached agreement on perceived mutual obligations (Freese, 2007). As such, both perspectives need to be satisfied to effectively measure the content of the PC. The PCI is a self-reporting measure used to measure employee's perceptions of obligations whenever a PC is established, i.e. where a contract of employment has been established (Rousseau, 2008).

In this study, the focus of the analysis is on which inducements and expectations employers convey through their websites. This information is conveyed to both current employees but equally important, to job seekers as potential employees. Job seekers do not have a PC with the employer as no contract of employment has been established. For this reason, the PCI as a model cannot be used exclusively to fulfil the purpose of this study.

Constructs, sub-constructs and items from the PCI were however considered in the construction of a consolidated codebook. This codebook is to be used to perform the content analysis required in this study. Specific notice was taken of items measuring perceived employer obligations. In the context of the current study, these items provide insight into the nature of how a social exchange will work as understood from a Social Exchange Theory perspective (Cook et al., 2013; Emerson, 1976; Homans, 1958). Possible rewards or inducements are offered with required costs or obligations expected from employees of the employer.

2.7.2 Measures of Psychological contract constructs

The second measure considered for use in this study is that used by De Vos et al. (2003) to measure PC contract constructs, sub-constructs and items. Their measure was designed by combining items from various PC questionnaires developed and used in previous studies (Coyle-Shapiro & Kessler, 1998, 2002; Freese & Schalk, 1996; Guest & Conway, 1997, 1998; Herriot et al., 1997; Rousseau, 1990, 2000). Results from the study was obtained by conducting a four-wave longitudinal study of 333 new-hires in their first year of employment (De Vos et al., 2003).

In the measure developed by De Vos et al. (2003), two broad constructs were identified, namely perceived employer inducements and perceived employee contributions. The perceived employer inducement construct has 19 items identified that relate to five content sub-constructs of the PC. Similarly, the perceived employee contributions construct has 19 items identified, grouped into five content sub-constructs.

In Table 2-3, the five PC sub-constructs associated to perceived employer inducement construct, are indicated. For each sub-construct indicated below, a definition is adapted from the items used within the measure (De Vos et al., 2003). In Table 2-4, the five PC sub-constructs associated to perceived employee contributions construct (referring to expectations in this study) are indicated. For each sub-construct indicated below, a definition adapted from the items used within the measure is proposed (De Vos et al., 2003).

Being based in theory as a combination of existing theories, the measure of the PC content constructs is considered a validated and suitable measure of content in the PC (De Vos et al., 2003; Freese, 2007). This measure considers both the perceived employee obligations and perceived employer obligations. In terms of the study, the terms translate well to both employer inducements offered and expectations employers have of potential employees or job seekers.

Table 2-3
Definitions of PC inducement sub-constructs

Sub-construct	Adapted definition based on items used
Career development	The employer offers employees promotion opportunities as well as personal and career development opportunities within the organisation.
Job content	The employer offers employees a job in which they can apply themselves, make decisions, assume responsibility and apply their skills and capacities.
Social atmosphere	The employer creates an atmosphere at work which is categorised as being harmonious where colleagues can foster good relationships, support and cooperate well with one another.
Financial rewards	The employer offers pay and benefits that are regular and attractive. Performance-based increases and related financial rewards are offered to exceptional performers.
Work-life balance	The employer respects the personal life of its employees and allows them to decide to what extent they merge work life and personal life. To this extent, employers can allow employees flexible working hours and personalised leave planning.

Adapted from (De Vos et al., 2003).

Table 2-4
Definitions of PC expectation sub-constructs

Sub-construct	Adapted definition based on items used
In-and-extra role behaviour	The expectation is that employees deliver qualitative and quantitative work for which they are employed. Task performance is expected to occur in an environment where colleagues co-exist well and exhibit behaviour where they cooperate, assist and share information with one another.
Flexibility	The expectation is that when required, employees volunteer and commit to work extra hours at home and over weekends to ensure that the required job is completed.
Ethical behaviour	The expectation is that employees respect and guard confidential company information, adhere to company rules and policies as well as use company resources and property in an honest manner.
Loyalty	The expectation is that the employee displays loyalty to the organisation by not accepting external employment offers for a significant time after joining the company.
Employability	The expectation is that the employee will take initiative to attend additional training sessions not required as part of their employment, with the purpose to build personal skills and competence.

Adapted from (De Vos et al., 2003).

Questions, items and constructs in this measure were used as the basis from which a codebook was created. This codebook is then used to measure these inducements and expectations conveyed by employers on sample company websites. This measure can thus be deemed a suitable measure of the content of the PC as it is methodologically constructed and applicable to the sample (Freese, 2007).

2.7.3 The Tilburg Psychological Contract Questionnaire

Having established a suitable base from which to create the codebook and the use thereof to answer the research questions, considerations are made on expanding the scope and breadth of the constructs being assessed.

To build out the scope and breadth of the content constructs, another measure of the PC content is considered. This last measure of the content of the PC comes in the form of the Tilburg Psychological Contract Questionnaire (TPCQ). The TPCQ was developed from various studies as discussed by Freese (2007) and Freese et al. (2008). Comparable to the measure developed by De Vos et al. (2003), the TPCQ is used to assess perceived employee obligations and perceived organisational obligations (Freese, 2007). The terms perceived organisation obligations and perceived employee obligations relate to the constructs of employer inducements and expectations of employees used in this study.

The TPCQ was developed by conducting an exploratory factor analysis on the items of five existing PC content analysis scales (Freese, 2007). Results from the exploratory factor analysis conducted, revealed five sub-constructs for the perceived employer obligations (or employer inducements) construct and two sub-constructs associated to the employee obligations (employer expectations) construct.

The core difference between the TPCQ and other preceding measures of the content of the PC is that these measures were created for a specific application / scenario (Freese, 2007). The sample used in their study is not generalizable to all populations, but is considered to be an accurate representation of the sample companies based on the specific Dutch demographics (Freese, 2007).

Figure 2-2 displays the perceived organisational obligation construct (read as employer inducements) together with constituting sub-constructs. This is followed by Table 2-5, describing the five sub-constructs associated to the organisational obligation (read employer inducement) construct of the TPCQ.

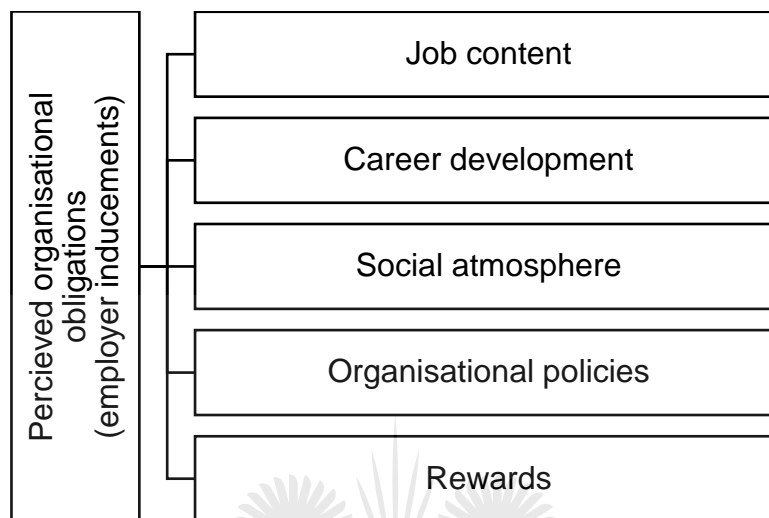


Figure 2-2. TPCQ organisational obligations. Adapted from (Freese, 2007; Freese et al., 2008).

Table 2-5

Definitions of TPCQ inducement sub-constructs

Sub-construct	Adapted definition based on items used in measure
Job content	The employer offers jobs which are challenging yet suitable and allows employees to work autonomously and apply own initiative as well their skills and capacities to meet customer needs.
Career development	The employer offers employees promotion opportunities, alternative positions as well as training opportunities to develop and acquire knowledge and skills.
Social atmosphere	The employer creates an atmosphere where positive relationships are created between employer and employees. Supervisors are deemed to be fair and supportive while good mutual co-operation between colleagues exists and individual freedom of expression and influence is allowed.
Organisational policies	The employer offers employees various policies that are fair, transparent, open and clear in terms of providing information and structuring working arrangements.
Rewards	The employer provides job security, rewards for performance as well as good benefits and salary together with reimbursements for training, travel and child care.

Adapted from (Freese, 2007; Freese et al., 2008).

Turning to expectations, as indicated in Figure 2-3, the TPCQ (Freese, 2007; Freese et al., 2008) conveys only two perceived sub-constructs associated to the employee expectation construct. Definitions adapted from the items used in the measure for the two employer expectation sub-constructs are presented in Table 2-6.

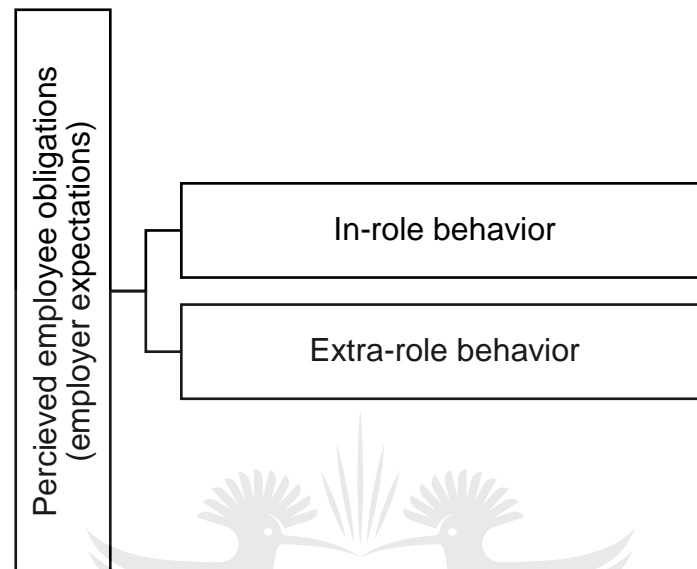


Figure 2-3. TPCQ employee obligations. Adapted from (Freese, 2007; Freese et al., 2008).

Table 2-6

Definitions of TPCQ expectation constructs

Sub-construct	Adapted definition based on items used in measure
In-role behaviour	Expectations of the employee to display certain behaviours applicable to the job being contracted for. This includes expectations to cooperate well with others, being courteous, provide good service and being honest in all dealings as well as towards the organisation.
Extra-role behaviour	Expectations of duties not directly associated to the role but associated behaviours to being employed by the employer. This includes being flexible and open to transfers, providing adequate notice, protecting the organisation's reputation as well as displaying loyalty by not supporting competitors. Developing skills and working extra hours are also included.

Adapted from (Freese, 2007; Freese et al., 2008).

Using the above definitions and constructs from the different measures of the content of the PC, a consolidated codebook was created. Using the model and constructs proposed by De Vos et al. (2003) as a base, influences, constructs, sub-constructs and items contained in the TPCQ (Freese, 2007; Freese et al., 2008) are added.

Other supporting literature was also used to create and expand on the constructs, sub-constructs and items that constitute the consolidated codebook. The discussion of the codebook, relevant constructs, sub-constructs, items, definitions as well as the codebook itself is presented in Chapter 3: .

2.8 Conclusion

The PC becomes effective when a job seeker becomes an employee at the point of employment (Suazo et al., 2009). The PC is however built on perceptions of promised employer inducements offered for perceived employee obligations offered (Conway & Briner, 2005). Constructs of the PC can effectively be used to examine how the employer-employee relationship is formed and maintained. There are benefits associated to maintaining the PC other than avoiding PC breach (Nikolaou et al., 2007; Chen & Chiu, 2009; Lee et al., 2011; Katou & Budwar, 2012; Zribi & Souaï, 2013; Clinton & Guest, 2014).

The models discussed encompass the link from pre-entry information to organisational performance. Content constructs from De Vos et al. (2003) as the Perceptions of employer inducements and employee expectations are indicated to amend the schema held by job seekers about employers (Rousseau, 2001a). As such, it can be reasoned that the information presented by employers to job seekers can be a determining factor of organisational performance (Katou & Budwar, 2012).

The theory of planned behaviour indicates that the attitudinal, normative and control belief structures are important determinants of job seeker behaviour (Lin, 2010). To effectively use the PC to manage the employer-employee relations, an understanding of what information is applicable, is required. The information contained on specific company websites will need to be analysed. The aim is to identify which employer inducements and perceived employee expectations are conveyed on these websites.

In the following chapter, the process and structure of method proposed to investigate the aims of this research project is provided. A qualitative content analysis of sample company websites is conducted. In the content analysis, the inducements and expectations conveyed are identified by using the codebook created from the literature review.



Chapter 3: Method

This study proposed to explore, through conducting a qualitative content analysis, which inducements and obligations employers convey through their public websites. Trustworthiness is a central requirement for good qualitative content analysis methodology (Elo et al., 2014). The guiding principle taken was to ensure that the content analysis method taken, effectively answers the research question (Elo & Kyngäs, 2008). By clearly describing the methodology and processes followed to collect and report data in this section, trustworthiness was increased (Elo et al., 2014).

Previous research was used to inform the choices made in analysing and presenting results obtained from the qualitative content analysis. Research results from the underlying theories (as detailed in 2.7) is typically represented in terms of tables depicting statistical representations of descriptive statistics. Descriptive statistics include tabulations of mean and average values, significance statistics and correlations (see De Vos, Buyens, & Schalk, 2003; Freese, Schalk, & Croon, 2008; Rousseau, 2000). Representations using tabulations, associations and correlations are common practice in content analysis (Krippendorff, 2004).

The process of content analysis requires that once texts have been recorded, results should be summarised, patterns discovered and compare findings obtained to draw inferences (Krippendorff, 2004). In this research organisational texts were analysed, inducements and expectations identified, coded and recorded thus producing quantitative data from the qualitative content analysis process.

3.1 Research paradigm

A paradigm is defined as the way or basis which structures how things are perceived and an understanding thereof is constituted (Babbie, 2007). In social science, there are various paradigms available to study social phenomena. These include social Darwinist, conflict or symbolic interactionist paradigms (Babbie, 2007). Among these paradigms are positivism, constructivism and pragmatist paradigms (Creswell & Plano Clark, 2011).

A positivist paradigm holds that societal rules can be discovered and examined through scientific inquiry (Babbie, 2007). Constructivism, sometimes also referred to as Social constructivist analysis, is defined as an inquiry into how social interactions construct reality (Krippendorff, 2004). Pragmatism as a paradigm in social science research, is defined as adopting and adapting a workable approach with the aim to answer a research question (Creswell & Plano Clark, 2011). For the purpose of this research, a Pragmatism paradigm was adopted. Company websites were analysed with the aim to answer the stated research questions.

An unobtrusive research approach was deemed most suitable (Babbie, 2007) since studying company websites, the researcher and authors of the websites never came into contact. Unobtrusive research methods can be either qualitative or quantitative in nature and do not affect the nature or behaviours of that which is being studied (Babbie, 2007). Content analysis, as a form of unobtrusive research was chosen as the preferred research method.

Content analysis is defined as a research approach used to analyse and extrapolate meanings from texts as sources of information against a specific background (Krippendorff, 2004). It involves the study of records of communications, documents, paintings websites and other records (Babbie, 2007). Content analysis methodology can effectively be used in either a quantitative or qualitative research design (Babbie, 2007).

Considering the suitability of this approach, literature indicates that approaches to content analysis must adhere to three distinct characteristics (Krippendorff, 2004, 2013). The three characteristics required, as listed below, were considered in terms of the research design:

- 1) It is a scientific method grounded in theory where meanings conveyed through texts are examined.
- 2) The meaning and impressions associated to a text may be greater and different than that implied at face value.
- 3) The methodology employed by content analysts needs to be developed to facilitate understanding, explaining and evaluating the results obtained.

Considering the first content analysis characteristic, a scientific method grounded in theory was required (Krippendorff, 2004). To answer the research questions of the current research topic, a qualitative content analysis method was followed. As will be explained later in this chapter, inducements and expectations conveyed through texts, in this case company websites, were coded per sub-constructs.

Sub-constructs were derived and grouped into constructs contained in a codebook. This codebook was created by performing a comprehensive literature review. This approach is consistent with the approaches followed by existing measures of the PC content, as discussed in 2.7.

The second characteristic required for content analysis (Krippendorff, 2004) was satisfied through the subjective nature of schemas (Rousseau, 2001a). In content analysis, the meaning obtained from a text may be different than how it is presented (Krippendorff, 2004). This qualitative and subjective dimension makes a qualitative content analysis method more suitable than a quantitative content analysis method where counting is prioritised (Babbie, 2007).

The definition of qualitative content analysis supports the choice of qualitative method as it is defined as:

“...a research method for subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns.” (Hsieh & Shannon, 2005, pp. 1278)

The third characteristic required from a content analysis, refers to the method developed to obtain, explain and evaluate results (Krippendorff, 2004, 2013). This requirement is satisfied in the sections following. These sections describe the sample choice, measures used, data preparation procedures and reporting considerations. Satisfying all requirements as explained above, a qualitative content analysis approach was deemed most suitable for this research (Babbie, 2007; Hsieh & Shannon, 2005; Krippendorff, 2004).

3.2 Sample

Various sampling strategies are available within a content analysis research design (Babbie, 2007; Krippendorff, 2004). Table 3-1 displays the various sample strategies typically associated with a content analysis research design. The relevance (also known as purposive) sampling technique was deemed most suited to the current research topic, since the sample was selected with the purpose to answer the research question and all research sub-questions (Krippendorff, 2004).

Table 3-1
Sample techniques used in Content analysis research

Nature of sample	Sampling technique	Description of sample technique
Probability sampling	Random	All sampling units need to be listed. From this list a sample is drawn at random from the list.
	Systematic	From a list of all sampling units, a random starting point is chosen. From here, samples are chosen according to the applicable interval selected.
	Stratified	Distinct sub-populations are used to group sample units. Sample units are not linked to more than one strata. In these strata, either random or systematic sampling is applied.
Varying probability	Cluster	Sample units are arranged into different clusters. The applicable cluster used for analysis is then selected at random or systematically. All sample units within the cluster are however included in the sample.
	Snowball	Initial sampling units are selected to which more sampling units are added until a certain number is reached.
	Relevance	Also known as purposive sampling. Sample units are selected to answer a specific question.
	Census	All texts related to the inquiry are selected as sampling units.
	Convenience	Sample units are selected based on ease of accessibility. The sample may by design, not include all facets of the population.

Adapted from (Krippendorff, 2004)

To answer the research question and sub-questions posed, the implication was that a content analysis of all company websites in the population must be sampled. Organisations have various forms of texts (Babbie, 2007; Krippendorff, 2004) of which websites are an easily accessible public record. Local legislative restrictions, specifically the Protection of Personal Information Act (Department of Justice, 2013) was considered. This act determines that as an outsider to these companies, there was no gatekeeper access requirements applicable on public records such as websites.

Analysing all websites of all companies did however pose a practical problem as a comprehensive list of all listed, formal, informal and non-listed companies and business would have been impossible to obtain. Apart from the logistical challenge, current legislation in South Africa, does not compel micro business with an annual income of less than R50 000 to register for Value Added Tax (VAT) (South African Revenue Service, 2017). Without this requirement, no record of these companies and other informal businesses are likely to exist, thus encumbering attempts to determine the size of the population. A second consideration taken was that most small, micro or informal businesses may not have a company website.

Companies listed on the Johannesburg Stock Exchange (JSE) were considered a viable population from which a sample could be drawn. Being formally listed has specific listing requirements such as producing annual reports and providing shareholders with company information (Johannesburg Stock Exchange, 2014). Most companies listed on the JSE also have a company website indicated on their listing (Johannesburg Stock Exchange, 2014). These and other information sources act as texts that can be used in content analysis (Babbie, 2007; Krippendorff, 2004).

Companies listed on the JSE as a population is made up of 378 companies, across various sectors, different sizes and areas of business (Johannesburg Stock Exchange, 2014). Companies in this population are classified as not normally distributed along the different variables. This lack of a defined and equal distribution of sample units is however usual in content analysis research and thus requires that varying probability sample techniques are used (Krippendorff, 2004).

Content analysis literature further suggests that a sampling plan is applied to minimise bias and reduce the texts analysed to manageable numbers (Krippendorff, 2004). To reduce the number of companies in the population, popular publications regarding companies trading on the JSE were consulted. An article published in the Business Times of 2 November 2015 (Business Times, 2015) delivered a workable solution. In this publication, a list of the 100 top-performing companies listed on the JSE was given. Companies on this list were ranked according to financial performance and growth over a five year period (Business Times, 2015).

Criteria were used to draw and rank the Top 100 performing companies in the Business Times top 100 companies for the past 5 years (Business Times, 2015). Companies on this anticipated list, were ranked on financial performance over the period from 1 September 2010 to 31 August 2015 (Business Times, 2015). The criteria used to determine the ranking of these listed companies is defined as Compound Annual Growth Rate (CAGR) (Business Times, 2015). The CAGR was expressed as a percentage indicating year-on-year growth of share value if an investment of 10,000 ZAR was made at the start of the five-year period (Business Times, 2015).

As part of the data collection process of the 100 company websites, two companies were found to no longer have active websites. These two companies listed in the Business Times top 100 companies list, has since publication been acquired by other companies (Who Owns Whom Pty Ltd, 2015). Both these companies were acquired by other companies also listed within this top 100 list (Business Times, 2015). As such, the sample companies have been reduced further from 100 to 98. This reduced list provided a manageable number of company websites (Krippendorff, 2004).

The relevance sampling technique and sample chosen was determined to effectively be able to answer the majority of the research sub-questions posed in 1.3. Additional groupings on the sample were however required to be able to answer research sub-questions three (a) and three (b).

To answer sub-question three (a), the sample companies had to be divided into different industry classifications. The Standard Industrial Classification (SIC) code is an international recognised system of classifying businesses into one of 10 economic categories (Companies and Intellectual Property Commission, 2011). A SIC code is a 5-digit code, where each digit indicates a specific detail about the economic activity undertaken. The first digit in a SIC code, called the Major division, is used to indicate one of the 10 main economic sectors (Companies and Intellectual Property Commission, 2011).

Each company listed on the JSE is also listed within one or more SIC category. Company SIC code listings were obtained by referencing the JSE listed company name (Johannesburg Stock Exchange, 2014) to the SIC listings for these companies on the SA Sector companies listing (Who Owns Whom Pty Ltd, 2015). For each of the sample companies, only the Major division code was used. This is the first digit of the SIC code indicating one of 10 economic sectors (Companies and Intellectual Property Commission, 2011). Table 3-2 displays the distribution of the sample companies according to their SIC code major category classification. For comparison purposes in order to answer research sub-question three (a), not all sectors could be used.

Table 3-2
Sample companies per Standard Industry Classification

Sector	Frequency	Percent	Valid percent	Cumulative percent
1 Agriculture, hunting and related services	2	2.0	2.0	2.0
2 Mining and quarrying	1	1.0	1.0	3.1
3 Manufacturing	23	23.5	23.5	26.5
6 Wholesale and retail trade	16	16.3	16.3	42.9
7 Transport, storage and communication	6	6.1	6.1	49.0
8 Financial intermediation, insurance, real estate and business services	42	42.9	42.9	91.8
9 Community, social and personal services	8	8.2	8.2	100.0
Total	98	100.0	100.0	

Companies as per the Business Times top 100 companies (Business Times, 2015) were clustered into various sectors according to the SIC classification (Companies and Intellectual Property Commission, 2011). The sampling unit (Babbie, 2007) applicable for this analysis refers to the sectors from the 98 companies for comparison. Table 3-3 indicates the three largest sectors used for this test.

Table 3-3
Three sectors used for comparative statistics

Sectors from sample used for comparing construct groups	Number of companies	Percentage of sample represented
3 Manufacturing	23	23.5
6 Wholesale and retail trade	16	16.3
8 Financial intermediation insurance, real estate and business services	42	42.9
Total	81	82.7

These three sectors were chosen since the numbers contained, facilitated comparisons between different sectors. The remaining sectors were excluded due to the low number of companies contained within these sectors. The research questions call for a comparison at sector level. Low numbers in a sector increase the risk of comparing companies and not sectors to one another. Accepting one company as a sector would violate the nature of the sampling unit required to compare the analysis units (Babbie, 2007).

Determining the presence of a Careers section on these sample websites was deemed suitable to able to answer sub-question three (b).

Table 3-4 provides a summary of the distribution obtained on this dimension against the sample. Where a “Yes” rating was achieved, the company did have a career section. Simply having a career section constituted that a “Yes” rating was awarded. The quality, content and comprehensive nature of information conveyed in this section was not considered in this research.



Table 3-4
Career section on company website

Career section on company website	Frequency	Percent	Valid percent	Cumulative percent
1 - Yes	57	58.2	58.2	58.2
2 - No	41	41.8	41.8	100.0
Total	98	100.0	100.0	

The remaining components of content analysis research methodology includes data recording, data reducing through statistical analysis, making inferences and narrating results to answer research questions (Krippendorff, 2004). The process followed for data recording and coding as well as reduction as parts of a content analysis research design are discussed in the following sections.

3.3 Measures

Content analysis is defined as a non-linear process with the aim of identifying themes based on the incidence of themes presented in data (Vaismoradi, Turunen, & Bondas, 2013). In this process, either a deductive or inductive approach could be followed (Elo & Kyngäs, 2008; Vaismoradi et al., 2013). Deductive content analysis uses a categorisation matrix to represent findings. Existing categories are obtained from literature and models. These categories are then used to represent findings within a matrix (Elo & Kyngäs, 2008). In this research, this approach refers to tabulating the number of occurrences of inducements and expectations per company. Results are then represented per company as a descriptive statistic, indicating the number of inducements and expectations conveyed.

An inductive approach to qualitative content analysis in turn uses a model of abstraction to cluster sub-categories into generic categories and ultimately into a main theme (Elo & Kyngäs, 2008). In this research, this translates into clustering the frequency and number of inducement and expectation sub-constructs, together into the larger constructs. These clusters can then be presented per SIC sector to provide a descriptive of a specific sector. Both approaches to qualitative content analysis will be used to represent results obtained from this study. Both approaches effectively answer the research sub-questions.

Measures or codes in this study refer to the specific inducement or expectation constructs, sub-constructs and items present on company websites. The items, grouped into sub-constructs and then constructs, were used as analysis units to conduct the content analysis (Babbie, 2007). These items are mutually exclusive and have clear definitions that differentiate them from other items. Items are associated with specific sub-constructs, which are then clustered together into either an inducement or an expectation construct. This differentiation satisfies data language requirements for content analysis measures (Krippendorff, 2004).

Creating the measure containing inducement and expectation items was initiated by first consulting existing literature. To facilitate the quality and accuracy of the coding, the measure was created with definitions. These definitions for the specific constructs, sub-constructs and items act as verbal designations (Krippendorff, 2004). Verbal designations provide a means to describe and discriminate between different variables (Krippendorff, 2004).

The PC content constructs as proposed by De Vos et al. (2003), was used as the basis for the measure. Existing measures of the PC content, as explained in Chapter 2, was used to expand on these constructs, sub-constructs and items. A meta-analysis of literature on inducements and expectations was undertaken with the purpose to expand and validate these constructs, sub-constructs and items. Through a process of peer review between researcher and supervisor, the constructs, sub-constructs and items of the measure was contained in a codebook.

In total, 37 Expectations items (codes) and 80 Inducements items (codes) were identified. These items were grouped into six inducement constructs and five expectation sub-constructs. The sub-constructs were finally grouped into the relevant inducement or expectation construct. This measure's consolidated codebook can be found in Appendix 1. Figure 3-1 presents a graphical representation of the Expectation construct as well as all associated sub-constructs identified.

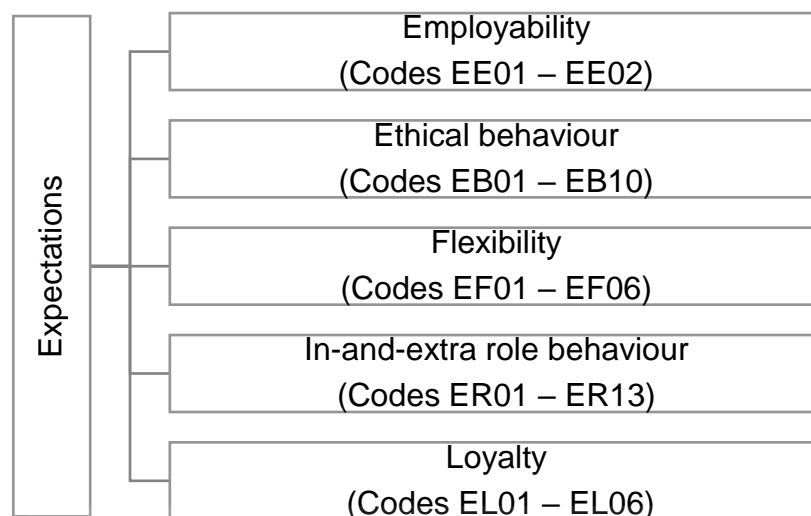


Figure 3-1. Consolidated Expectation construct, sub-constructs and items.

The items were given unique codes which identifies these to one of the five expectation sub-constructs. The five sub-constructs all form part of the expectation constructs. The construct contains the original five constructs as per the framework proposed by De Vos et al. (2003). After reviewing supporting literature and including expectation items from the TPCQ (Freese, 2007; Freese et al., 2008), additional items were added as sub-construct items. The five sub-constructs however, remained unchanged but did require small adjustments to the definitions used for each sub-construct. These updated definitions for expectation sub-constructs as used in the consolidated codebook are displayed in Table 3-5.

Items and the associated sub-constructs included in the measure were also based on the framework proposed by De Vos et al. (2003). The De Vos et al. (2003) framework is comprised of the five inducement sub-constructs career development, job content, social atmosphere, financial rewards and work-life balance. To the items contained in this model, additional literature sources were consulted and items added to these sub-constructs. Referring to the sub-constructs contained in the TPCQ (Freese, 2007; Freese et al., 2008)

Table 3-5
Consolidated definitions of PC expectation constructs

Sub-construct	Proposed definition based on sub-construct items
Employability	The expectation is that the employee will take initiative and seek out opportunities and attend training sessions to build skills that will enhance their value to the organisation.
Ethical behaviour	The expectation is that employees will follow and adhere to company rules and policies. This entails that employees exhibit behaviour consistent with company norms values, acting with honesty in all dealings as well as guarding company image and protecting confidential information.
Flexibility	The expectation is that when required, employees are flexible and adaptable to changing demands. This entails that employees are willing to work extra hours at home and over weekends to ensure that deliverables are met, travel for work and willing to accept job transfers.
In-and-extra role behaviour	Employees are expected to display required behaviours to the position employed as well as behaviours associated with being an employee of the organisation. This includes applying innovation, acting professionally, working fast to deliver both qualitative and quantitative work. Other associated behaviours include sharing information and cooperating with colleagues.
Loyalty	The expectation is that the employee displays loyalty to the organisation through their actions. This includes not seeking or accepting external employment offers and remaining with the company for a significant time after joining. Not supporting competitors is also expected as a display of loyalty to the employer.

Organisational policies was added as a sub-construct with associated items. Where possible, groupings of sub-construct items were also performed per sub-construct to indicate key differences. Figure 3-2 displays how these inducement sub-constructs, item groups and item codes were structured in the measure.

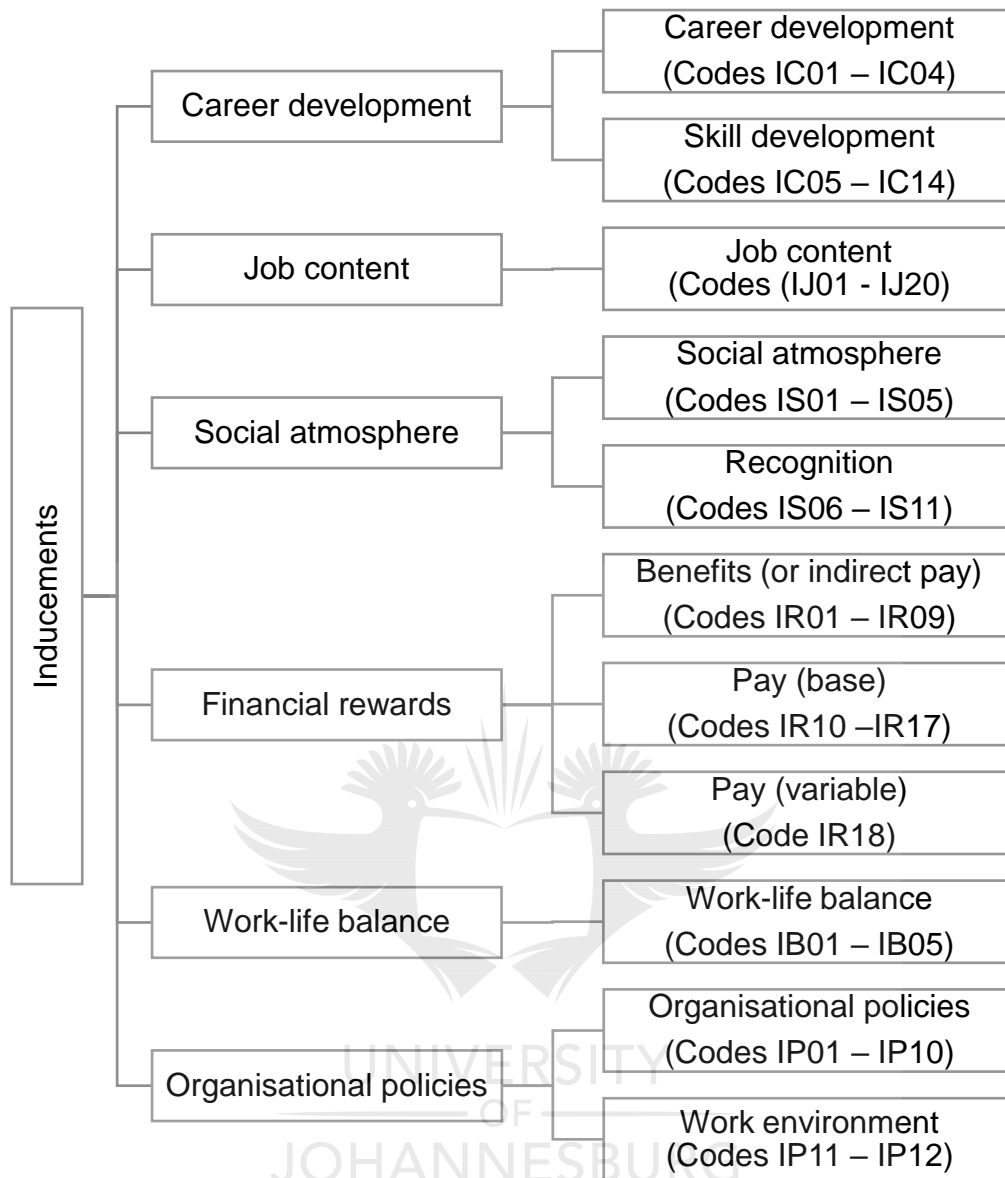


Figure 3-2. Consolidated Inducement construct, sub-constructs and items.

Definitions applicable to the six inducement sub-constructs, as used in this research, are indicated in Table 3-6.

Table 3-6
Consolidated definitions of PC inducement constructs

Sub-construct	Proposed definition based on sub-construct items
Career development	The employer offers employees career development through promotion and other intra-organisational mobility options. Skill development opportunities and support is also provided through training, mentoring and coaching and support for performance to meet customer needs.
Financial rewards	The employer offers job security, pay, reimbursements and benefits that are regular and attractive. Performance-based increases and related financial rewards are offered to exceptional performers.
Job content	The employer offers jobs which are challenging yet suitable and allows employees to work autonomously. Employees can assume responsibility, make decisions and apply their own initiative as well as their skills and capacities to meet customer needs.
Organisational policies	The employer formulates and implements policies and rules. These policies and rules guide management and employee behaviours to ensure fair and equitable treatment of all employees in a safe working environment with good working conditions.
Social atmosphere	The employer creates an atmosphere where positive and harmonious relationships are created between employer and employees as well as colleagues. Recognition is given to good performance, contributions, innovation, hard work and loyalty.
Work-life balance	The employer respects the personal life of its employees and is concerned for their wellbeing and personal circumstances. Flexible working hours and part time working arrangements as well as support for employee problems are provided.

Data languages, in the form of definitions, are required for all levels of analysis (Krippendorff, 2004). Performing the content analysis on item level, required that definitions were created for expectation and inducement sub-constructs and items. These definitions are contained in Appendix table 1-1 and Appendix table 1-2.

By using the items of the measure and performing the content analysis, answers to the research sub-questions could be obtained. All research sub-questions could be answered by applying the measure to the sample company websites as part of the content analysis.

In answering the research sub-questions, variables such as the presence of a career section and SIC classification had to be included. Section 3.2 describes the details of how these variables were assigned to the sample in order to answer research sub-questions three(a) and three(b).

3.4 Data collection

Having established the sample and measure applicable to the content analysis, the process of data collection could be determined as part of the content analysis research design (Krippendorff, 2004). In this section, the choice of qualitative data analysis software is discussed, followed by the process of how sample company websites were coded.

3.4.1 Qualitative data analysis software

Qiqqa is a free qualitative research software and reference manager used by various prominent research universities (Quantisle, 2017). The decision was made to use this qualitative research software as it provides the following functionality required for conducting the qualitative content analysis:

- Documents can be added and categorised within Qiqqa. Company websites converted into PDF format can be imported; assigned codes and tags; stored and accessed within Qiqqa. Online library synchronizing and offline library backup and restoring ensured that data backup requirements were sufficiently covered.
- Qiqqa allows annotations to be made directly on documents within the database. Annotations made can then be assigned tags which could then be used to filter on specific items (or codes) when producing reports.
- The annotation report produced from Qiqqa can be produced for a specific document or all documents, grouped by tag or multiple tags. A report can be produced and exported containing all inducement and expectation items identified through annotations.

- The annotation report can be configured to indicate all annotations for a specific inducement or expectation across all company records. This annotation report can be configured and exported to indicate multiple inducements or expectations. Third party data analysis software can then be used to conduct the statistical analysis.

3.4.2 Data from company websites

Organisational texts, specifically companies' public websites, were accessed on the Internet. The various company websites were accessed and the content thereof downloaded for each of the sample companies. To ensure that the correct website addresses were used for the sample companies, the relevant business names were verified on Share Data Online (Profile Group Ltd., 2015).

On this platform, referring to the company fact sheets, the relevant website information was obtained that matches the JSE listing code of the sample companies. As a means of quality control, the relevant JSE Stock code obtained was compared to the formal JSE listing which also contains a link to the company's website (Johannesburg Stock Exchange, 2014). Comparing the results obtained from both sources confirmed that the correct websites were accessed.

Accessing the correct company's website, the content of the website was copied into a blank Microsoft Word document. Details regarding the date and URL used were also recorded in the word copy. Where text could not be copied, due to the website authoring, the snipping tool, which is part of Windows, was used. All relevant headings on each company's website was explored to identify whether it contained information about inducements and expectations. Popular sections containing this information were identified under the headings "About Us", "Vision and Mission", "Values and Culture" and where available, under the "Career" sections.

No links to third party websites (e.g. Corporate LinkedIn profiles or profiles on job listing boards such as PNet) were used as part of the data collection procedure. Links to formal documents such as Annual reports, SENS and other documents released for shareholders (e.g. Circulars, Governance documents and press statements) were also

excluded. The decision was made to exclude these records, as they are technical, formally structured and usually aimed at shareholders and not employees or job seekers. In addition, the research design limits company texts (Krippendorff, 2004) used in the content analysis to only company websites.

Links to other websites fall beyond the scope of the research design and research questions. It must also be considered that the degree to which information on a website is presented clearly and easily accessible, improves the processing of this information by the reader (De Goede, Van Vianen, & Klehe, 2011). For these reasons, only information available on a company's website was considered.

The word documents were then converted into PDF format, provided with a unique code and then imported into the qualitative data analysis software package. Employing computer software to aid content analysis is becoming increasingly popular (Babbie, 2007; Krippendorff, 2004). Converting the word documents into PDF format is a requirement for the chosen qualitative data analysis software used (Quantisile, 2017). In the following section, the coding structure and entry procedure of the PDF documents into the qualitative data software is explained.

3.4.3 Coding

Each sample company's PDF was uploaded into Qiqqa and assigned a unique code as well as a code assigned to indicate the SIC sector the company falls in. Codes were added as tags to each document within Qiqqa. These tags were added to the Tags section on the Annotations tab of the document. This action forms part of the sample coding / recoding step within a content analysis research design (Krippendorff, 2004).

The above process was followed to classify and code each of the 98 sample company websites. Once uploaded and coded into Qiqqa, both manual and cloud backups of the Qiqqa library was made. Please refer to Appendix 2 for an example of how this coding was done in Qiqqa. Using the Find Duplicates feature in Qiqqa allows duplicate named documents to be identified. No duplicate records were identified.

3.4.4 Adding the codebook to Qiqqa

To facilitate the content analysis process and assigning tags to documents in Qiqqa, the consolidated codebook (as presented in Appendix 1) was first added as a PDF document in Qiqqa. This document was not classified with any coding as required for each sample company website. All inducement and expectation items were tagged and coded using the annotation feature in Qiqqa (Quantisle, 2017). The code used on this annotation for each item is found in the Code column in the consolidated codebook (in Appendix 1).

Assigning codes in this way created analysis units (Babbie, 2007). This action facilitated the process of conducting the content analysis on sample company websites in Qiqqa. By creating and tagging all codes in this way on the consolidated codebook PDF, a list of all available codes was created. Whenever creating a new annotation on a sample company PDF, this list containing all codes would then become available. Please refer to Appendix 3 for an example of how this coding was done in Qiqqa.

3.4.5 Procedure

3.4.5.1 Coding of data

Data recording refers to the measure used to code sample units (Krippendorff, 2004). Coding refers to the process where data is transformed into something that is standardised to be used for analysis (Babbie, 2007). Measures or codes in a qualitative content analysis are used to record observations in the texts. The key requirement for a variable in a qualitative content analysis is that it must be unmistakable and mutually exclusive of other variables (Krippendorff, 2004). Having performed the coding to create a list of codes available for all new annotations in Qiqqa, as per 3.4.4, the content analysis was performed.

The recording process in content analysis refers to the data making process where observations made are coded according to strict rules and processes with the purpose to obtain repeatable and valid results (Krippendorff, 2004). Using the definitions

contained in the consolidated codebook, analysis units (Babbie, 2007) were identified on each sample company website within Qiqqa. Using a similar process when tagging the analysis units on the consolidated codebook (as described in Appendix 3), inducements and expectation items were identified on company websites using the annotation function in Qiqqa.

The recording process (Krippendorff, 2004) followed to conduct the content analysis on each company document in Qiqqa is described in Appendix 4. This process was followed to carry out the content analysis for all 98 sample company documents in Qiqqa. Once completed, this concluded the recording phase in content analysis research design (Krippendorff, 2004). The process to extract and prepare the data for statistical analysis is described in the next section.

3.4.5.2 Exporting information from Qiqqa

Qiqqa does not have the required qualitative data analysis features. To be able to perform statistical analysis of the data obtained, the data had to be converted into a dataset. When counting occurrences, analysis requires that results from a content analysis should be presented in a numerical format (Babbie, 2007).

Results obtained from performing this content analysis process had to be exported from Qiqqa and prepared for analysis in other statistical analysis software. The Annotation report function in Qiqqa was used to export the inducement and expectation sub-constructs identified per sample company (refer to Appendix 5). These reports were then used to create a grid in Excel indicating the inducement and expectation sub-construct occurrences per sample company. This information, as described in the next section, was then used to prepare the data for analysis in SPSS.

3.4.5.3 Preparing data for SPSS

The IBM SPSS Statistics 23 package was selected to conduct the statistical analysis. The completed excel sheet was used to create the SPSS dataset. This dataset was used by an external professional statistician to perform the required statistical analysis in order to answer the research question and sub questions.

In SPSS, a data set was created that contains all the sample variables required to answer the research sub-questions. Throughout the process of converting the excel sheet into an SPSS dataset, certain considerations and actions were taken to ensure that the quality of and usable data that was obtained, could be used for statistical analysis. These considerations emanated from the content analysis phase.

3.5 Statistical analysis

3.5.1 Convert count data to binary data

The occurrences of inducements and expectations were found to be not normally distributed. This resulted in skewed data distributions which would not have made statistical analysis possible. For this reason, the occurrence numbers identified for inducements and expectations per sample company was converted from count data into a binary data using a dichotomous scale. The presence of one sub-construct occurrence was indicated as one, while the absence of this sub-construct was indicated as a zero. In cases where more than one occurrence of a sub-construct was noted for a sample company, this number was converted down to one. Results obtained are thus dichotomous, indicating either a presence or absence of the different inducement and expectation sub-constructs (Babbie, 2007).

3.5.2 Statistical analysis performed

For each of the four sub-questions postulated, specific statistical analytics were used. Each analytic performed was chosen to best answer the specific research sub-question while keeping the applicable clusters to the sample in mind. It is important to note that all statistical analysis performed was conducted using mean values.

The statistical analysis chosen to answer the specific research sub-questions are as follows:

- To answer research sub-questions one and -two, descriptive statistics were used to describe which *inducements* and *expectations* employers convey to employees / potential employees through their websites. Descriptive statistics are given both at the construct and sub-construct levels.

- Answering research sub-question three (a), *Kruskal-Wallis* tests were performed to compare the inducements and expectations between different industry sectors.
- *Mann-Whitney* tests were performed to answer research sub-question three (b). Differences in inducements and expectations between companies with and without career sections on their websites were analysed.
- Answering research sub question four required that nonparametric correlations tests using *Spearman's rho*, were performed. The purpose of this was to analyse how inducements and expectations conveyed correlate to one another.

For most analysis performed, the first step before conducting any statistical test was to determine if the data is normally distributed. The only exception to this rule is descriptive statistics, which only seeks to convey descriptive statistics that does not require performing any parametric or non-parametric statistical tests, is used (Pallant, 2007). Once normality or non-normality of the data had been established, the applicable statistical tests were performed. For samples that were normally distributed, parametric tests could be performed (Pallant, 2007). In samples that are not normally distributed, non-parametric statistical tests should be performed (Pallant, 2007).

When determining which test for normality to use, the sample size was considered. To test for normality in samples where the size is between 20 and 50, the *Shapiro Wilk* test for normality is considered an appropriate test (Henderson, 2006). In larger samples, the *Kolmogorov-Smirnov* test is recommended as it is not recommended for sample sizes smaller than 50 (Schoder, Himmelmann, & Wilhelm, 2006). Using either the *Shapiro Wilk* test or the *Kolmogorov-Smirnov* test therefore depended on the sample size. The choice of test applied for normality assessment is mentioned for each analysis performed. Results from the various statistical analysis conducted are then presented for each statistical analysis performed.

3.6 Considerations on reliability and validity

Consideration was given to the reliability and validity of the content analysis performed. Where applicable, remedial actions were identified and implemented to mitigate any shortfalls.

3.6.1 Reliability in content analysis

Reliability is defined as the degree to which the data collection can be reproduced while validity refers to how accurate the measure assesses the true phenomenon (Krippendorff, 2004). Three types of reliability designs are applicable for content analysis methodology. These are stability, reproducibility and accuracy (Krippendorff, 2004). In this research, reliability is aimed at achieving the stability and reproducibility aspects in establishing weak and medium strength reliability forms (Krippendorff, 2004).

Stability is defined as the state where the analysis process and results produced remain the same over time (Krippendorff, 2004). To achieve this aspect, the researcher recorded inducement and expectation sub-constructs on the sample company websites using the consolidated codebook. The research supervisor then reviewed these codes and either agreed or disagreed with the coding recorded. Disagreements were discussed until agreement was achieved on the correct inducements and expectations recordings performed on sample companies.

Through the process of disagreement and working towards agreement, justifications for coding applied were provided by both researcher and research supervisor. This process fulfils the requirement for reproducibility. Reproducibility in content analysis reliability, refers to the degree that two separate researchers can apply the same measures and achieve the same results (Krippendorff, 2004).

Although disagreement on some coding was evident, much of the coding given was the same for both researcher and research supervisor. Applying the *Krippendorff α* calculation, reliabilities above $\alpha = 0.800$ were achieved, indicating an 80% or greater level of agreement between the researcher and supervisor, thus signifying that reliable data was produced (Krippendorff, 2004).

Accuracy, as the highest form of reliability in content analysis, refers to the degree that current research compares to previous research (Krippendorff, 2004). No previous studies were found during the literature review against which the consolidated codebook, as used in this study, could be validated. By creating the codebook from a wide variety of sources and theoretical foundations, reliability of the measure was enhanced as far as possible.

Adhering to the three principles in establishing reliability as proposed by Krippendorff (2004), the following requirements were considered while creating the consolidated codebook and describing the relevant research method:

- The coding instructions are clearly indicated as definitions in the consolidated codebook.
- Coders need only apply the definitions per sub-construct, as defined in the consolidated codebook when performing the content analysis. For this reason, anybody in the research field should be able to perform the content analysis as instructed.
- To work independently would not be an issue, as the sampling unit, of websites of the Business times top 100 companies (Business Times, 2015) used, is freely available to all researchers.

3.6.2 Validity in content analysis

Determining validity in content analysis may be problematic since what is measured, may not have historical data or previous studies that can be used as reference (Babbie, 2007). Three obstacles to validity in content analysis were identified. These three obstacles are substantive, conceptual and methodological obstacles (Krippendorff, 2004).

Definitions for the three obstacles together with relevant mitigating strategies applied in this research are as follows:

- Substantive obstacles refer to the interpretation a specific audience places on texts (Krippendorff, 2004). Defining clear definitions for each construct and sub-construct can work to overcome this obstacle.
- The conceptual obstacle refers to the need for reliability in the conceptualisations of content from text (Krippendorff, 2004). Again, having clear definitions that distinguish constructs and sub-constructs, aid in mitigating this obstacle. As discussed under the reliability section, taking actions to increase reliability, mitigates this obstacle.
- Methodological obstacles refer to the absence of comparative evidence which makes validating results difficult (Krippendorff, 2004). In the absence of similar literature, following a detailed and reliable approach in research design should produce evidence which, in its own right, may prove the validity of the measure (Babbie, 2007).

Empirical validity is defined as the degree that existing theory and evidence support the research process and findings (Krippendorff, 2004). In the current research, the notion of empirical validity is sought by employing a detailed and reliable research design together with distinct theoretical based definitions for constructs and sub-constructs. Existing theories are contrasted and consolidated to produce a consolidated codebook with distinct definitions for each inducement and expectation construct and sub-constructs.

To ensure that empirical validity is achieved, evidence is required in the various parts of the research design and research method. The three main areas where validity should appear are in the content, internal structure and the relation to other variables (Krippendorff, 2004). The three parts together with considerations to the research design are described as follows:

- To establish content validity in the research refers to ensuring sample and semantic validity (Krippendorff, 2004). Sample validity implies choosing a representative sample from the population while semantic validity refers to the accuracy of analytical units used in the content analysis (Krippendorff, 2004).

These considerations are made as described in the samples and measures sections that follow.

- Internal structure validity implies structural and functional validity (Krippendorff, 2004). This refers to how sub-constructs used are defined and clustered together into constructs. Using existing theories as the basis from which the consolidated codebook is created, seek to establish both structure and functional validity of the constructs and sub-constructs used in the content analysis.
- The final area where validity is required is in the relation to other variables. This requires correlative and predictive validity to indicate how the current study ties to existing theories, literature and other studies (Krippendorff, 2004). By creating the codebook from existing theories, the sub-constructs and constructs used in the content analysis relate directly to the existing body of literature.

3.7 Ethical considerations

The five ethical principles as prescribed for psychologists, defined by the American Psychological Association (APA) (American Psychological Association, 2010) were considered during this study. Where applicable, all possible considerations and actions were taken to ensure that the current research complies with each of these ethical standards. In this section, actions and considerations taken to meet each of these ethical principles are reviewed.

The first principle, beneficence and non-maleficence, requires that rights of the subjects studied are not infringed upon and adverse effects are mitigated from the study (American Psychological Association, 2010). Applied to this research, it requires that unbiased results are obtained and the impact of these results on the greater society are understood.

On many of the company websites, clear terms and conditions of use were made available. The details contained in these terms and conditions were adhered to when creating a copy for personal use. This complies with the determinations of the Protection of Personal Information (POPI) Act (Department of Justice, 2013).

Determinations of all applicable copyright and trademark laws relevant to companies in South Africa was also observed as obtained from the Companies and Intellectual Property Commission (CIPC) (Companies & Intellectual Property Commission, 2017)

The second principle of responsibility and fidelity, requires that where peer reviews occur, these must be done responsibly and respectfully between the parties (American Psychological Association, 2010). In this research, the researcher and supervisor act as peers. To this end, all communications, interactions and feedback given were conducted professionally, courteously and with the intention to ensure that quality research is provided.

Integrity of research produced, as the third principle, requires that the research methods followed and results obtained, are reported in a fair and factual manner, free from deception or fraud (American Psychological Association, 2010). To this end, the research design employed as well as the process for reporting results has been clearly documented in Chapter 3: .

The principle of Justice, the fourth principle set by the APA, requires that access to research information is free from restriction and accessible to all (American Psychological Association, 2010). To this end, the choice of selecting the sample from the Business Times top 100 companies as well as using their websites, ensure that access to this information is unobstructed and freely available. Accessibility of results from this study will be possible through the university library and online databases once this dissertation has been submitted and accepted.

The final principle, respect for people's rights and dignity, focusses attention on the issues of informed consent, confidentiality and privacy (American Psychological Association, 2010). Various considerations on this topic were taken. In the data collection phase, various considerations to anonymity and data security were made. For this consideration, determinations of the POPI Act (Department of Justice, 2013) were followed. Accessing company websites does not require any form of ethical consideration apart from not infringing on the terms and conditions imposed on these sites.

The issue of confidentiality was also considered when storing research data. Confidentiality is defined as the ability to recall responses specific to a respondent but not doing so for the sake of anonymity (Babbie, 2007). Confidentiality implies that only the researcher should have access to this information that can be used to match responses to participants (Babbie, 2007). Anonymity of companies was ensured as best possible by assigning a code to each company as described in Appendix 2: Coding sample companies within Qiqqa. To ensure confidentiality, good data security practise was applied.

Website copies were stored in Qiqqa, which is protected by a username and password. This username and password is only known to the researcher. In addition, the backups of the Qiqqa library is only kept locally on the researcher's personal computer. Information on this computer is only accessible by the researcher by entering the correct username and password. To guard against unauthorised access in the case of theft, Windows BitLocker also encrypts all information on the researcher's computer. This encryption software is provided by Microsoft and is configured to use a 256-bit AES encryption level.

3.8 Conclusion

In this chapter, the different sections and appendices conveyed the details around the research design and method followed. The sample was selected by applying a purposive sampling process with the aim to answer the research sub-questions (Krippendorff, 2004). Sample websites were captured and uploaded into Qiqqa (Quantisle, 2017). A qualitative content analysis was then performed (Babbie, 2007; Hsieh & Shannon, 2005; Krippendorff, 2004) within Qiqqa by using the annotations feature (Quantisle, 2017). Results obtained and exported from Qiqqa indicated that the results are not normally distributed. This necessitated that results were then converted to dichotomous data in the SPSS dataset. Issues surrounding reliability, validity and ethical considerations were also considered. In the following chapter, results obtained from the various statistical analysis performed are described.

Chapter 4: Results

This chapter presents results obtained from the statistical analysis performed. The various statistical analyses performed aimed to seek answers to the four research sub-questions posed in this research. Each section in this chapter indicates the applicable research sub-question followed by the results obtained from the statistical analysis performed.

4.1 Descriptive statistics

The descriptive statistics indicate which inducements and expectations employers convey through their public websites. The purpose of these descriptive statistics is to provide answers to research sub-questions one and two. Inducement and expectation sub-construct items refer to the unit of analysis (Babbie, 2007). Results obtained were obtained from the content analysis performed on all 98 sample company websites. Results obtained are presented first on sub-construct items level, followed by the sub-construct levels associated with the various inducement and expectation constructs.

4.1.1 Inducement sub-construct items

In this section, the descriptive statistics obtained for the six inducement sub-constructs are presented in answer to research sub-question one. Of the 80 sub-construct items that constitute the six sub-constructs, 77 sub-construct items were represented at least once on the sample company websites.

4.1.1.1 Work-life balance

The occurrences for sub-construct items of the first inducement sub-construct, Work-life balance, is displayed below in Table 4-1. Support and concern for employees were shown as most frequently represented across the sample companies. The lowest frequencies were observed on the sub-construct items related to working part time and offering flexible working hours.

Table 4-1
Frequencies of sub-construct items of the Work-life balance sub-construct

Sub-construct item			Absent	Present	Total
IB01	Work-life balance: Concern for employees	Count	72.0	26.0	98.0
		Row N %	73.5	26.5	100.0
IB02	Work-life balance: Offer flexible working hours	Count	90.0	8.0	98.0
		Row N %	91.8	8.2	100.0
IB03	Work-life balance: Opportunity to work part time	Count	96.0	2.0	98.0
		Row N %	98.0	2.0	100.0
IB04	Work-life balance: Personal situation: Respect for	Count	86.0	12.0	98.0
		Row N %	87.8	12.2	100.0
IB05	Work-life balance: Support with problems	Count	77.0	21.0	98.0
		Row N %	78.6	21.4	100.0

4.1.1.2 Career development

Table 4-2 indicates the frequency of sub-construct items related to the Career development sub-construct in the sample. All 14 sub-construct items pertaining to the Career development construct were found to be represented in the sample. The majority of sub-construct items were present on at least one in every nine sample company websites. Provision of development opportunities were present in almost half of all sample websites. The only exception is the inducements conveyed about providing support and assistance for promotion and skills coaching. These frequencies were significantly lower than the norm for the other sub-construct items that constitute the Career development inducement sub-construct.

Table 4-2
Frequencies of sub-construct items of the Career development sub-construct

Sub-construct item			Absent	Present	Total
IC01	Career development: Career development: Provide opportunities	Count	59	39	98
		Row N %	60.2	39.8	100.0
IC02	Career development: Career development: Intra-organisational mobility	Count	80	18	98
		Row N %	81.6	18.4	100.0
IC03	Career development: Career development: Promotion opportunities	Count	82	16	98
		Row N %	83.7	16.3	100.0
IC04	Career development: Career development: Promotion support	Count	97	1	98
		Row N %	99.0	1.0	100.0

Sub-construct item			Absent	Present	Total
IC05	Career development: Skills development: Provide opportunities	Count	51.0	47.0	98.0
		Row N %	52.0	48.0	100.0
IC06	Career development: Skills development: Provide opportunities for current job only	Count	86.0	12.0	98.0
		Row N %	87.8	12.2	100.0
IC07	Career development: Skills development: Provide opportunities for personal growth	Count	81.0	17.0	98.0
		Row N %	82.7	17.3	100.0
IC08	Career development: Skills development: Support	Count	70.0	28.0	98.0
		Row N %	71.4	28.6	100.0
IC09	Career development: Skills development: Support by coaching	Count	90.0	8.0	98.0
		Row N %	91.8	8.2	100.0
IC10	Career development: Skills development: Support to develop extremely marketable skills	Count	81.0	17.0	98.0
		Row N %	82.7	17.3	100.0
IC11	Career development: Skills development: Support by mentoring	Count	82.0	16.0	98.0
		Row N %	83.7	16.3	100.0
IC12	Career development: Skills development: Performance support: Customer satisfaction	Count	76.0	22.0	98.0
		Row N %	77.6	22.4	100.0
IC13	Career development: Skills development: Performance support: Offer support to meet performance goals	Count	85.0	13.0	98.0
		Row N %	86.7	13.3	100.0
IC14	Career development: Skills development: Performance support: Quality products	Count	78.0	20.0	98.0
		Row N %	79.6	20.4	100.0

4.1.1.3 Job content

Table 4-3 below indicates the Job content sub-construct item frequency distribution. The two items with the highest frequency distributions indicate that meeting customer needs or desires are important as well as offering varied and suitable work to employees. Perhaps offering varied work suitable to individuals may be a means of enabling customer needs to be met. The low to no frequencies found for the sub-construct items related to autonomy, application of skill, decision making and a reasonable workload, lead to questions as to the nature of how this varied and suitable work is structured.

Table 4-3

Frequencies of sub-construct items of the Job content sub-construct

Sub-construct item			Absent	Present	Total
IJ01	Job content: Allow employees to show your true potential	Count	89.0	9.0	98.0
		Row N %	90.8	9.2	100.0
IJ02	Job content: Application of skill / knowledge	Count	89.0	9.0	98.0
		Row N %	90.8	9.2	100.0
IJ03	Job content: Autonomy	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
IJ04	Job content: Autonomy: Limited disturbances	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
IJ05	Job content: Clear job / task descriptions (responsibilities)	Count	96.0	2.0	98.0
		Row N %	98.0	2.0	100.0
IJ06	Job content: Meeting customers' needs or desires	Count	62.0	36.0	98.0
		Row N %	63.3	36.7	100.0
IJ07	Job content: Offer a reasonable workload	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
IJ08	Job content: Offer challenging work	Count	78.0	20.0	98.0
		Row N %	79.6	20.4	100.0
IJ09	Job content: Offer interesting work	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
IJ10	Job content: Offer meaningful work	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0
IJ11	Job content: Offer stimulating work	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0
IJ12	Job content: Offer suitable and varied work	Count	64.0	34.0	98.0
		Row N %	65.3	34.7	100.0
IJ13	Job content: Offer work that I can connect to	Count	89.0	9.0	98.0
		Row N %	90.8	9.2	100.0
IJ14	Job content: Opportunities to serve on committees	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
IJ15	Job content: Opportunity to engage in decisions	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0
IJ16	Job content: Opportunity to express oneself	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
IJ17	Job content: Provide long-term employment	Count	80.0	18.0	98.0
		Row N %	81.6	18.4	100.0
IJ18	Job content: Provide opportunities to travel	Count	85.0	13.0	98.0
		Row N %	86.7	13.3	100.0
IJ19	Job content: Provide required materials and resources	Count	87.0	11.0	98.0
		Row N %	88.8	11.2	100.0
IJ20	Job content: Responsibility: Offer employees jobs that require high levels of responsibility	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0

4.1.1.4 Organisational policies

The distribution for sub-construct items related to the Organisational policies sub-construct, is displayed in Table 4-4. All 12 sub-construct items were found to be represented on sample company websites. More than half of all companies indicated the presence of the generic Fair and equitable treatment of employees (sub construct item code IP03) inducement. The same high frequencies were however not observed on specific sub-construct items where fair and equitable treatment is applied to a specific policy or aspect (see sub-construct item codes IP04 to IPP07).

Table 4-4

Frequencies of sub-construct items of the Organisational policies sub-construct

Sub-construct item			Absent	Present	Total
IP01	Organisational policies: An efficient organisation	Count	80.0	18.0	98.0
		Row N %	81.6	18.4	100.0
IP02	Organisational policies: Appropriate management and leadership	Count	59.0	39.0	98.0
		Row N %	60.2	39.8	100.0
IP03	Organisational policies: Fair and equitable treatment of employees	Count	47.0	51.0	98.0
		Row N %	48.0	52.0	100.0
IP04	Organisational policies: Fair and equitable treatment of employees: Benefits	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0
IP05	Organisational policies: Fair and equitable treatment of employees: Disciplinary procedures	Count	94.0	4.0	98.0
		Row N %	95.9	4.1	100.0
IP06	Organisational policies: Fair and equitable treatment of employees: Promotion	Count	85.0	13.0	98.0
		Row N %	86.7	13.3	100.0
IP07	Organisational policies: Fair and equitable treatment of employees: Workload	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
IP08	Organisational policies: Provide feedback on performance	Count	94.0	4.0	98.0
		Row N %	95.9	4.1	100.0
IP09	Organisational policies: Provide policies and rules	Count	59.0	39.0	98.0
		Row N %	60.2	39.8	100.0
IP10	Organisational policies: Provision of information needed	Count	76.0	22.0	98.0
		Row N %	77.6	22.4	100.0
IP11	Organisational policies: Work environment: Good working conditions	Count	77.0	21.0	98.0
		Row N %	78.6	21.4	100.0

Sub-construct item			Absent	Present	Total
IP12	Organisational Policies: Work environment: Provide a safe working environment	Count	67.0	31.0	98.0
		Row N %	68.4	31.6	100.0

4.1.1.5 Financial rewards

Table 4-5 below indicates how the various sub-construct items constituting the Financial rewards sub-construct are represented across the sample companies. The items most frequently represented relate to specific benefits. This focus on benefits stands in contrast to the sub-construct items related to pay stability, regular increases and pay for performance. These usual constructs of financial rewards are not represented on many, if any of the sample company pages.

Table 4-5

Frequencies of sub-construct items of the Financial rewards sub-construct

Sub-construct item			Absent	Present	Total
IR01	Financial rewards: Benefits (or indirect pay): Attractive	Count	84.0	14.0	98.0
		Row N %	85.7	14.3	100.0
IR02	Financial rewards: Benefits (or indirect pay): Examples: Allowances	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0
IR03	Financial rewards: Benefits (or indirect pay): Examples: Healthcare	Count	77.0	21.0	98.0
		Row N %	78.6	21.4	100.0
IR04	Financial rewards: Benefits (or indirect pay): Examples: Moving expenses	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
IR05	Financial rewards: Benefits (or indirect pay): Examples: Retirement	Count	88.0	10.0	98.0
		Row N %	89.8	10.2	100.0
IR06	Financial rewards: Benefits (or indirect pay): Examples: Tuition	Count	76.0	22.0	98.0
		Row N %	77.6	22.4	100.0
IR07	Financial rewards: Benefits (or indirect pay): Fringe and related benefits	Count	83.0	15.0	98.0
		Row N %	84.7	15.3	100.0
IR08	Financial rewards: Benefits (or indirect pay): Non-cash awards	Count	94.0	4.0	98.0
		Row N %	95.9	4.1	100.0
IR09	Financial rewards: Benefits (or indirect pay): Stable	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0

Sub-construct item			Absent	Present	Total
IR10	Financial rewards: Pay (base): Basic	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
IR11	Financial rewards: Pay (base) and benefits (or indirect pay): Attractive	Count	80.0	18.0	98.0
		Row N %	81.6	18.4	100.0
IR12	Financial rewards: Pay (base) and benefits (or indirect pay): Stable	Count	94.0	4.0	98.0
		Row N %	95.9	4.1	100.0
IR13	Financial rewards: Pay (base): Equitable	Count	87.0	11.0	98.0
		Row N %	88.8	11.2	100.0
IR14	Financial rewards: Pay (base): Increase: Performance related	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
IR15	Financial rewards: Pay (base): Increase: Regular	Count	96.0	2.0	98.0
		Row N %	98.0	2.0	100.0
IR16	Financial rewards: Pay (base): Performance related pay	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
IR17	Financial rewards: Pay (base): Qualification related	Count	96.0	2.0	98.0
		Row N %	98.0	2.0	100.0
IR18	Financial rewards: Pay (variable): Performance related	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0

4.1.1.6 Social atmosphere

The sub-construct item representation of the last inducement sub-construct, Social atmosphere, is displayed in Table 4-6 below. All sub-construct items were found to be represented at least once within the sample companies. The most frequently represented sub-construct items relate to creating a favourable working environment categorised by mutual co-operation. Recognition of good performance was found to be the most frequently reported form of recognition, with other forms significantly less frequently represented.

Table 4-6
Frequencies of sub-construct items of the Social atmosphere sub-construct

Sub-construct item			Absent	Present	Total
IS01	Social atmosphere: Social atmosphere: A good atmosphere at work	Count	74.0	24.0	98.0
		Row N %	75.5	24.5	100.0
IS02	Social atmosphere: Social atmosphere: A good communication among colleagues	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0
IS03	Social atmosphere: Social atmosphere: A good mutual co-operation	Count	66.0	32.0	98.0
		Row N %	67.3	32.7	100.0
IS04	Social atmosphere: Social atmosphere: Positive relationships between colleagues	Count	85.0	13.0	98.0
		Row N %	86.7	13.3	100.0
IS05	Social atmosphere: Social atmosphere: Supporting social activities	Count	85.0	13.0	98.0
		Row N %	86.7	13.3	100.0
IS06	Social atmosphere: Recognition	Count	85.0	13.0	98.0
		Row N %	86.7	13.3	100.0
IS07	Social atmosphere: Recognition: Contribution	Count	86.0	12.0	98.0
		Row N %	87.8	12.2	100.0
IS08	Social atmosphere: Recognition: Good performance	Count	69.0	29.0	98.0
		Row N %	70.4	29.6	100.0
IS09	Social atmosphere: Recognition: Hard work	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
IS10	Social atmosphere: Recognition: Innovation	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
IS11	Social atmosphere: Recognition: Loyalty to the organisation	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0

4.1.2 Expectation sub-construct items

In this section, the descriptive statistics obtained for the five expectation sub-constructs are presented. Results obtained and presented here effectively answer research sub question two. Referring first to the expectation sub-constructs and sub-construct items, there are 37 sub-construct items that together constitute the five sub-constructs of the expectations construct. Results indicate that only 31 of these 37 sub-construct items are represented on the sample company websites.

4.1.2.1 Ethical behaviour

The frequency of sub-construct items within the first expectation sub-construct, Ethical behaviour, is indicated in Table 4-7. Seven of the ten sub-construct items were represented on company websites. The generic Honesty sub-construct item was most represented while representation of specific applications of the Honesty sub-construct item were low or not to be found.

Table 4-7

Frequencies of sub-construct items of the Ethical behaviour sub-construct

Sub-construct item			Absent	Present	Total
EB01	Ethical behaviour: Follow the policies and norms of the organisation	Count	70.0	28.0	98.0
		Row N %	71.4	28.6	100.0
EB02	Ethical behaviour: Honesty	Count	73.0	25.0	98.0
		Row N %	74.5	25.5	100.0
EB03	Ethical behaviour: Honesty: Clients	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0
EB04	Ethical behaviour: Honesty: Leave	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
EB05	Ethical behaviour: Honesty: Notice (giving notice if taking a job elsewhere)	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
EB06	Ethical behaviour: Honesty: Organisation's property	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
EB07	Ethical behaviour: Honesty: Organisation's resources (materials, budgets)	Count	94.0	4.0	98.0
		Row N %	95.9	4.1	100.0
EB08	Ethical behaviour: Honesty: Working hours	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
EB09	Ethical behaviour: Protect confidential information about the organisation	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0
EB10	Ethical behaviour: Protect the organisation's image	Count	92.0	6.0	98.0
		Row N %	93.9	6.1	100.0

4.1.2.2 Employability

Table 4-8 indicates the frequency of sub-construct items associated with the Employability expectation sub-construct. Both sub-construct items appeared to be represented by at least some of the sample company websites. The frequencies

obtained indicate that fewer than two out of ten companies expect employees to enhance their employability.

Table 4-8

Frequencies of sub-constructs constituting the Employability construct

Sub-construct item			Absent	Present	Total
EE01	Employability: Skills: Build skills to increase my value to this organisation	Count	82.0	16.0	98.0
		Row N %	83.7	16.3	100.0
EE02	Employability: Skills: Take personal initiative to attend additional training courses	Count	86.0	12.0	98.0
		Row N %	87.8	12.2	100.0

4.1.2.3 Flexibility

Table 4-9 indicates the occurrences found for the sub-construct items constituting the Flexibility expectation sub-construct. Of the six sub-construct items in the measure, five were explicitly conveyed as expectations by at least one sample company website. The sub-construct item related to taking work home regularly if needed, was however not explicitly indicated, as was expected, on any of the sample company websites.

Table 4-9

Frequencies of sub-construct items of the Flexibility sub-construct

Sub-construct item			Absent	Present	Total
EF01	Flexibility: Flexibility	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0
EF02	Flexibility: Take work home regularly if necessary	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
EF03	Flexibility: Travel for work	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0
EF04	Flexibility: Volunteer to do tasks that are strictly no part of your job if necessary	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
EF05	Flexibility: Willingness to accept a job change / transfer	Count	95.0	3.0	98.0
		Row N %	96.9	3.1	100.0
EF06	Flexibility: Work extra hours to get your job done	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0

4.1.2.4 Loyalty

Not all sub-construct items associated to the Loyalty expectation sub-construct were represented on sample company websites. As indicated in Table 4-10, four of the six sub-construct items for the Loyalty sub-construct were represented in the sample. The generic sub-construct item of loyalty was indicated as an explicit expectation by five sample companies. Other, more specific applications of loyalty were rarely indicated on the sample company websites. The only exception to this is the sub-construct item of loyalty applied to taking the organisation's concerns personally. This sub-construct item was explicitly indicated at least once per sample company website for 23 out of the 98 sample companies.

Table 4-10

Frequencies of the sub-construct items of the Loyalty sub-construct

Sub-construct item			Absent	Present	Total
EL01	Loyalty: Accept no job offers you receive from other organisations	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
EL02	Loyalty: Loyalty	Count	93.0	5.0	98.0
		Row N %	94.9	5.1	100.0
EL03	Loyalty: No competitor support	Count	97.0	1.0	98.0
		Row N %	99.0	1.0	100.0
EL04	Loyalty: Not immediately look for a job elsewhere	Count	98.0	0.0	98.0
		Row N %	100.0	0.0	100.0
EL05	Loyalty: Remain with this organisation for at least some years	Count	96.0	2.0	98.0
		Row N %	98.0	2.0	100.0
EL06	Loyalty: Take this organisation's concerns personally	Count	75.0	23.0	98.0
		Row N %	76.5	23.5	100.0

4.1.2.5 In-and-extra role behaviour

The occurrence frequencies for sub-construct items of the In-and-extra role behaviour sub-construct is displayed in Table 4-11. All expectation sub-construct items appeared to be represented by the sample company websites. Although many companies do not appear to have all sub-construct items of expectations present, the average level of occurrence per company for these In-and-extra role behaviours sub-construct items appear to be higher compared to other expectation sub-construct items.

Table 4-11

Frequencies of sub-construct items of the In-and-extra role behaviour sub-construct

Sub-construct item			Absent	Present	Total
ER01	Role behaviour (In-and-extra):	Count	92.0	6.0	98.0
	Accept increasing challenges	Row N %	93.9	6.1	100.0
ER02	Role behaviour (In-and-extra):	Count	85.0	13.0	98.0
	Act professionally	Row N %	86.7	13.3	100.0
ER03	Role behaviour (In-and-extra):	Count	92.0	6.0	98.0
	Assist your colleagues in their work	Row N %	93.9	6.1	100.0
ER04	Role behaviour (In-and-extra):	Count	72.0	26.0	98.0
	Be creative and innovative	Row N %	73.5	26.5	100.0
ER05	Role behaviour (In-and-extra):	Count	74.0	24.0	98.0
	Be motivated to achieve goals	Row N %	75.5	24.5	100.0
ER06	Role behaviour (In-and-extra):	Count	69.0	29.0	98.0
	Cooperate well with your colleagues	Row N %	70.4	29.6	100.0
ER07	Role behaviour (In-and-extra):	Count	72.0	26.0	98.0
	Deliver qualitative and quantitative work	Row N %	73.5	26.5	100.0
ER08	Role behaviour (In-and-extra):	Count	92.0	6.0	98.0
	Get along with your colleagues	Row N %	93.9	6.1	100.0
ER09	Role behaviour (In-and-extra):	Count	93.0	5.0	98.0
	Participate in social activities	Row N %	94.9	5.1	100.0
ER10	Role behaviour (In-and-extra):	Count	95.0	3.0	98.0
	Perform duties / tasks required	Row N %	96.9	3.1	100.0
ER11	Role behaviour (In-and-extra):	Count	78.0	20.0	98.0
	Responsibility	Row N %	79.6	20.4	100.0
ER12	Role behaviour (In-and-extra):	Count	92.0	6.0	98.0
	Share information with colleagues	Row N %	93.9	6.1	100.0
ER13	Role behaviour (In-and-extra):	Count	96.0	2.0	98.0
	Work fast and efficiently	Row N %	98.0	2.0	100.0

4.1.3 Descriptive statistics at sub-construct level

Having reviewed the occurrence frequencies obtained for each sub-construct item on the sample company websites, Table 4-12 depicts the descriptive statistics obtained at the sub-construct level for the inducement construct. Table 4-13 in turn contains the descriptive statistics of sub-constructs associated with the expectation construct.

Table 4-12
Descriptive statistics of Inducement sub-constructs

Sub-construct	Valid	Missing	Mean	Median	Mode	Standard deviation	Minimum	Maximum
Work-life balance	98	0	0.141	0.000	0.000	0.197	0.000	0.800
Organisational policies	98	0	0.209	0.167	0.000	0.190	0.000	0.750
Career development	98	0	0.200	0.214	0.000	0.177	0.000	0.710
Job content	98	0	0.102	0.100	0.000	0.104	0.000	0.600
Social atmosphere	98	0	0.139	0.091	0.000	0.151	0.000	0.550
Financial rewards	98	0	0.080	0.000	0.000	0.118	0.000	0.500

Table 4-13
Descriptive statistics of Expectation sub-constructs

Sub-construct	Valid	Missing	Mean	Median	Mode	Standard deviation	Minimum	Maximum
Ethical behaviour	98	0	0.075	0.000	0.000	0.106	0.000	0.600
Employability	98	0	0.143	0.000	0.000	0.259	0.000	1.000
Flexibility	98	0	0.026	0.000	0.000	0.073	0.000	0.330
Loyalty	98	0	0.053	0.000	0.000	0.085	0.000	0.330
In-and-extra role behaviour	98	0	0.135	0.077	0.000	0.154	0.000	0.620

The inducement sub-constructs, as in Table 4-12, show that the Social atmosphere sub-construct reported a median value of 0.0909. When calculated, this value indicates that at least half of all sample companies have at least one of the 11 sub-construct items present. The Job content sub-construct reported a median value of 0.1000 and Organisational policies sub-construct reported a median of 0.1667. These statistics translate that half of the sample companies have at least two of the respective 12 and 20 sub-construct items present.

The sub-construct of Career development reported a median value of 0.2143. Read another way, at least three of the 14 sub-construct items are present for half of the sample companies. This indicates that the highest number of inducement sub-construct items are present for at least half of the sample companies.

From Table 4-13, it can be inferred that for most companies, not all sub-construct items of an inducement or expectation construct were represented. This is evidenced by the mode value of zero reported for all inducement and expectation sub-constructs. Median values of zero were reported for four of the five Expectation sub-constructs and two of the six Inducement sub-constructs. This indicates that at the 50th percentile, half of all companies in the sample, do not have any of the sub-construct items that constitute the expectations and inducement sub-constructs.

In-and-extra role behaviour is the only expectation sub-construct for which a zero median value was not reported. A median value of 0.0769 was reported for this sub-construct. This indicates that for half of the sample companies, at least 7.69% of the sub-construct items were present. This translates to having at least one of the 13 sub-construct items present for at least half of the sample companies.

Referring to the minimum statistic, it can be inferred that there are companies on whose websites no inducements or expectations sub-constructs or underlying sub-construct items were indicated. Referring to the Maximum column, it is found that for the employability sub-construct, at least one occurrence exists where all sub-construct items were present on a company's website. This is evidenced by the value of 1.00 indicated in the Maximum column.

4.2 Comparative analysis across industry sectors

Results pertaining to research sub-question three (a), indicates differences between inducements and expectations present in different industry sectors. The analysis unit used is the occurrence numbers of inducements and expectation sub-constructs identified in the content analysis of the sample companies grouped into the different economic sectors (Babbie, 2007).

4.2.1 Tests for normality for comparisons

4.2.1.1 Test for normality on Inducement sub-constructs

To test for normality of the distribution of the inducement sub-constructs across the three sectors, a Shapiro-Wilk test was performed. This test for normality was deemed most suitable since each group being compared, consisted of less than 50 instances (Henderson, 2006). Specifically, each group compared had less than 50 companies represented in each of the sectors that were compared. Table 4-14 displays the results of the test for normality. A level of significance equal and above 0.05 indicates that the group is normally distributed. However when this falls below 0.05, the group is considered to be not normally distributed.

Table 4-14
Test for normality on Inducement sub-constructs

Sub-construct	Sector	Statistic	df	Sig.
Career development	3 – Manufacturing	0.943	23	0.203*
	6 – Wholesale and retail	0.906	16	0.101*
	8 – Financial	0.807	42	0.000*
Job content	3 – Manufacturing	0.806	23	0.000*
	6 – Wholesale and retail	0.849	16	0.013*
	8 – Financial	0.822	42	0.000*
Social atmosphere	3 – Manufacturing	0.863	23	0.005*
	6 – Wholesale and retail	0.750	16	0.001*
	8 – Financial	0.773	42	0.000*
Financial rewards	3 – Manufacturing	0.809	23	0.001*
	6 – Wholesale and retail	0.668	16	0.000*
	8 – Financial	0.643	42	0.000*
Work-life balance	3 – Manufacturing	0.801	23	0.000*
	6 – Wholesale and retail	0.675	16	0.000*
	8 – Financial	0.643	42	0.000*

Sub-construct	Sector	Statistic	df	Sig.
Organisational policies	3 – Manufacturing	0.909	23	0.040*
	6 – Wholesale and retail	0.874	16	0.032*
	8 – Financial	0.831	42	0.000*

* $p < .05$

Referring to the levels of significance obtained from the test of normality, most sub-construct comparisons between the three sectors did not achieve a significance above 0.05. The exception to this is the level of significance indicated when comparing the Manufacturing and Wholesale sectors on the Career development sub-construct. Comparisons between these two sectors on this sub-construct is above the 0.05 level of significance. The Financial group comparison on the same sub-construct is however not normally distributed.

Groups that were normally distributed cannot be compared to others that are not normally distributed (Pallant, 2007). The majority of group comparison on sub-constructs were not normally distributed. Excluding these two exceptions, the group comparisons were considered to not be normally distributed. Consequently, non-parametric tests were deemed suitable for both expectation and inducement sub-constructs (Pallant, 2007).

4.2.1.2 Test for normality on Expectation sub-constructs

To test for normality the Shapiro-Wilk test was selected as each of these three groups being compared have less than 50 companies represented per group (Henderson, 2006). Referring to the level of significance, the determination can be made if the comparisons are normally distributed. The same criteria was used to determine the normal distribution by using the level of significance as explained and used in 4.2.1.1. Table 4-15 displays the results for the test of normality for comparisons of the different expectation sub-construct compared across the three sectors.

Table 4-15
Tests for normality on Expectation sub-constructs

Sub-construct	Sector	Statistic	df	Sig.
In-and-extra role behaviour	3 – Manufacturing	0.806	23	0.000*
	6 – Wholesale and retail	0.796	16	0.001*
	8 – Financial	0.643	42	0.000*
Flexibility	3 – Manufacturing	0.477	23	0.000*
	6 – Wholesale and retail	0.398	16	0.000*
	8 – Financial	0.388	42	0.000*
Ethical behaviour	3 – Manufacturing	0.783	23	0.000*
	6 – Wholesale and retail	0.678	16	0.000*
	8 – Financial	0.721	42	0.000*
Loyalty	3 – Manufacturing	0.582	23	0.000*
	6 – Wholesale and retail	0.695	16	0.000*
	8 – Financial	0.605	42	0.000*
Employability	3 – Manufacturing	0.592	23	0.000*
	6 – Wholesale and retail	0.591	16	0.000*
	8 – Financial	0.469	42	0.000*

* $p < .05$

Referring to the levels of significance obtained, none was above 0.05. indicating that there does not appear to be any normality in the distribution of expectation sub-construct groupings across the sectors. Since there were no normality in the distribution, non-parametric tests were used as parametric tests were not possible (Pallant, 2007). Accordingly, a Kruskal-Wallis test was used to measure the differences between the three groups to be compared (Pallant, 2007).

4.2.2 Comparisons between the three sectors

Having established that inducement and expectation sub-constructs for the companies across the three sectors are not normally distributed, non-parametric tests were carried out. In particular, the Kruskal-Wallis test to compare groups was performed (Pallant, 2007). For this test, a statistical significant difference between groups would be indicated with a value of $p < 0.05$. In addition to this requirement, the observed test value reported was indicated with χ^2 instead of H, as χ^2 is used for comparisons of three or more groups or where a group size exceeds five (Morgan, Reichert, & Harrison, 2017).

4.2.2.1 Comparisons on Inducement sub-constructs

Results obtained from the Kruskal-Wallis tests on the inducement sub-constructs are displayed in Table 4-16. The first sub-construct, Work-life balance, does not appear to be significantly different across the three groups with results indicating $\chi^2 (2, n = 81) = 2.119, p = 0.347$. In a similar manner, the Job content sub-construct reported $\chi^2 (2, n = 81) = 5.906, p = 0.520$ and Social atmosphere reporting $\chi^2 (2, n = 81) = 1.616, p = 0.446$. The Financial rewards sub-construct also does not report any significant difference with test results of $\chi^2 (2, n = 81) = 2.631, p = 0.307$ obtained.

There does however appear to be a significant difference between the three groups on two sub-constructs, Organisational policies and Career development. Both these sub-constructs obtained a level of significance below 0.05. The Organisational policies sub-construct obtained results of $\chi^2 (2, n = 81) = 8.356, p = 0.015$. The mean value for the Manufacturing sector (mean = 0.290) significantly differs from the mean values 0.180 and 0.150 obtained for the remaining two sectors. A significant difference was also found in comparisons between the three sectors on the Career development sub-construct. Results obtained for this sub-construct are $\chi^2 (2, n = 81) = 12.466, p = 0.002$. In this instance the Manufacturing sector (mean = 0.280) and Wholesale sector (mean = 0.230) scored significantly higher than the mean value of 0.130 observed for the Financial sector.

Table 4-16
Results from Kruskal-Wallis test on Inducement sub-constructs

Sub-construct	df	n	χ^2	p-value	Effect Size (η^2)	Sector	n	Mean	Mean Rank
Work-life balance	2	81	2.119	0.347	0.026	3 – Manufacturing	23	0.180	46.070
						6 – Wholesale and retail trade	16	0.140	41.030
						8 – Financial, real estate, business services	42	0.120	38.210
Organisational policies	2	81	8.356	0.015*	0.097	3 – Manufacturing	23	0.290	52.540
						6 – Wholesale and retail trade	16	0.180	39.190
						8 – Financial, real estate, business services	42	0.150	35.370
Career development	2	81	12.466	0.002**	0.138	3 – Manufacturing	23	0.280	52.890
						6 – Wholesale and retail trade	16	0.230	46.060
						8 – Financial, real estate, business services	42	0.130	32.560
Job content	2	81	5.906	0.520	0.070	3 – Manufacturing	23	0.130	45.280
						6 – Wholesale and retail trade	16	0.130	50.030
						8 – Financial, real estate, business services	42	0.080	35.210
Social atmosphere	2	81	1.616	0.446*	0.020	3 – Manufacturing	23	0.150	46.070
						6 – Wholesale and retail trade	16	0.110	38.690
						8 – Financial, real estate, business services	42	0.130	39.110
Financial rewards	2	81	2.361	0.307*	0.029	3 – Manufacturing	23	0.090	46.110
						6 – Wholesale and retail trade	16	0.100	42.440
						8 – Financial, real estate, business services	42	0.070	37.650

* $p < .05$; ** $p < .01$

4.2.2.2 Comparisons between sectors on significant sub-constructs

Following significant Kruskal-Wallis tests, post hoc tests (Mann-Whitney) were next conducted to assess the differences between the groups. Comparisons across the three major sectors in the sample found that the Organisational policies and Career development inducement sub-constructs were identified as being significant. A further test for differences between the three groups on these two sub-constructs is required. Mann-Whitney tests were performed for this purpose as the non-parametric alternative for a t-test (Pallant, 2007). Pairing sectors together allows comparing these against the two sub-constructs.

Key results used for interpretation is the z-value and significance value indicated by the Sig (2-tailed) value (Pallant, 2007). A level of significance less than 0.05 is required to indicate a significant difference between the two sectors. There are however, problems associated when retesting the same sample again. The most notable problem is obtaining the same results (Pallant, 2007).

The level of significance was made stricter by using the Bonferroni correction (Armstrong, 2014). Using this adjustment, the level of significance was increased from 0.05 to 0.0167 (taking $0.05 / 3$ – from the number of groups compared). This increase in strictness anticipated to limit false positive levels of significance obtained at the 0.05 level of significance (Pallant, 2007). The increased level of significance is expected to provide at least one truly significant result. Results from each comparison pair are presented in the tables below. In each comparison pair, comparisons are done between two sectors on the two sub-constructs.

Three Mann-Whitney tests were performed for each of the two sectors compared. The results from the three pair comparisons are displayed in Table 4-17.

Table 4-17
 Comparisons of three sectors on significant sub-constructs

Sectors compared	Organisational policies						Career development				
	n	Mean	Mann-Whitney	Z value	Sig.	Effect Size (η^2)	Mean	Mann-Whitney	Z value	Sig.	Effect Size (η^2)
<u>Comparison 1</u>											
Manufacturing	23	0.290					0.280				
Wholesale and retail	16	0.180	116.500	1.954	0.051	0.313	0.230	148.500	1.024	0.306	0.164
<u>Comparison 2</u>											
Manufacturing	23	0.290					0.280				
Financial services	42	0.150	285.000	-2.774	0.006**	0.344	0.130	245.000	-3.347	0.001***	0.415
<u>Comparison 3</u>											
Wholesale and retail	16	0.180					0.230				
Financial services	42	0.150	297.500	-0.695	0.487	0.091	0.130	219.500	-2.092	0.036*	0.275

* $p < .05$; ** $p < .01$; *** $p < .001$ (adjusted to $p < .0167$ after Bonferroni adjustment)

4.2.2.2.1 Manufacturing compared with Wholesale and retail sector

Comparison one compared the Manufacturing sector to the Wholesale and retail trade sector on the two sub-constructs of Organisational policies and Career development. From the statistics obtained in Table 4-17, the Mann-Whitney U tests revealed no significant differences for both sub-constructs when comparing the Manufacturing and Wholesale and retail sectors. On the Organisational policies sub-construct, the Manufacturing sector (mean = 0.290, $n = 23$) and the Wholesale and retail sector (mean = 0.180, $n = 16$) reported no significant difference with $U = 116.500$, $z = 1.954$, $p = 0.051$, $r = 0.313$. No significant difference was found on the Career development sub-construct between the Manufacturing sector (mean = 0.280, $n = 23$) and the Wholesale and retail sector (mean = 0.230, $n = 16$), $U = 148.500$, $z = 1.024$, $p = 0.306$, $r = 0.164$.

4.2.2.2.2 Manufacturing compared with Financial services sector

For the second comparison, the Manufacturing sector is compared against the Financial Intermediation Insurance, Real Estate and Business Services sector on the two sub-constructs of Organisational policies and Career development. From the statistics obtained in Table 4-17, the Mann-Whitney U tests revealed that there are significant differences for both sub-constructs when comparing the Manufacturing and Financial services sectors. On the Organisational policies sub-construct, the Manufacturing sector (mean = 0.290, $n = 23$) and the Financial services sector (mean = 0.150, $n = 42$) both reported significant differences with $U = 285.000$, $z = -2.774$, $p = 0.006$, with an effect size $r = 0.344$. A significant difference was also found on the Career development sub-construct between the Manufacturing sector (mean = 0.280, $n = 23$) and the Financial services sector (mean = 0.150, $n = 42$), $U = 245.500$, $z = -3.347$, $p = 0.001$, with a medium effect size of $r = 0.415$.

4.2.2.2.3 Wholesale and retail compared with Financial services sector

In the third comparison, the Wholesale and retail sector was compared to the Financial services sector on the two sub-constructs. Results of this comparison is displayed in Table 4-17.

In this final comparison, the Mann-Whitney U tests revealed no significant differences for both sub-constructs when comparing the Wholesale and retail sector with the Financial services sector. On the Organisational policies sub-construct, the Wholesale and retail sector (mean = 0.181, $n = 16$) and the Financial services sector (mean = 0.150, $n = 42$) reported no significant difference with $U = 297.500$, $z = -0.695$, $p = 0.487$, $r = 0.091$. In a similar manner, no significant difference was found on the Career development sub-construct between the Wholesale and retail sector (mean = 0.181, $n = 16$) and the Financial services sector (mean = 0.150, $n = 42$), $U = 219.500$, $z = -2.092$, $p = 0.036$, $r = 0.275$.

4.2.2.3 Comparisons on Expectation sub-constructs

The Kruskal-Wallis Test revealed that there were no statistical significant difference between any of the expectation sub-constructs when compared across the three groups. Results obtained from this test for the expectation constructs are displayed in Table 4-18.

Reviewed individually, the results from the five expectation sub-constructs show no significant difference when compared between the three sectors. The first sub-construct, Ethical behaviour, revealed no significant difference with $\chi^2(2, n = 81) = 0.681$, $p = 0.681$. The second sub-construct, Employability also did not have a significant difference with $\chi^2(2, n = 81) = 1.554$, $p = 0.460$. In a similar manner no significant differences was observed for Flexibility with $\chi^2(2, n = 81) = 0.509$, $p = 0.775$ and Loyalty with $\chi^2(2, n = 81) = 0.541$, $p = 0.763$. The last expectation sub-construct, In-and-extra role behaviour, did not indicate any significant difference in comparisons made across the three groups with $\chi^2(2, n = 81) = 0.860$, $p = 0.650$.

This concludes the comparison test between the three largest sectors in the sample. Results indicate that for the most part, inducements and expectations do not differ between the three sectors of Manufacturing, Wholesale and retail and Financial services. The only exception to this norm is Organisational policies and Career development sub-constructs.

Table 4-18
Results from Kruskal-Wallis test on Expectation sub-constructs

Sub-construct	df	n	χ^2	p-value	Sector	n	Mean	Mean Rank
Ethical behaviour	2	81	0.766	0.682*	3 – Manufacturing	23	0.070	44.220
					6 – Wholesale and retail trade	16	0.060	33.030
					8 – Financial, real estate, business services	42	0.060	39.990
Employability	2	81	1.554	0.460*	3 – Manufacturing	23	0.150	42.700
					6 – Wholesale and retail trade	16	0.160	44.340
					8 – Financial, real estate, business services	42	0.100	38.800
Flexibility	2	81	0.509	0.775*	3 – Manufacturing	23	0.040	42.760
					6 – Wholesale and retail trade	16	0.020	40.380
					8 – Financial, real estate, business services	42	0.020	40.270
Loyalty	2	81	0.541	0.763*	3 – Manufacturing	23	0.050	40.520
					6 – Wholesale and retail trade	16	0.070	44.090
					8 – Financial, real estate, business services	42	0.050	40.080
In-and-extra role behaviour	2	81	0.860	0.650*	3 – Manufacturing	23	0.150	40.890
					6 – Wholesale and retail trade	16	0.140	45.530
					8 – Financial, real estate, business services	42	0.130	39.330

* $p < .05$

4.3 Comparative tests of sample on presence of career section

The second comparison analysis was performed to answer sub-question three (b). This sub-question enquires if inducements and expectations present on company websites, differ between companies with and without a career section present. The sampling unit used in this test is the 98 companies in the Business Times top 100 companies (Business Times, 2015), while the analysis unit constitutes inducements and expectations on sub-construct level. The dispersion of companies along this differentiator equates to 57 companies indicating the presence of a careers section. The remaining 41 companies falls within the category where no career section is present.

4.3.1 Tests for normality

Based on the numbers in each category, the Kolmogorov-Smirnov test for normality was used for the group indicating the presence of a career section, since this group is greater than 50 (Schoder et al., 2006). The Shapiro-Wilk test for normality was performed for the group of 41 companies indicating that no career section is present, since this test is most suitable for groups below 50 (Henderson, 2006). In both tests performed, achieving a level of significance equal to or above 0.05 would indicate that the group is normally distributed. Since the sizes of the groups were similar, it was recommended that both tests of normality are applied to both groups.

Table 4-19 displays the results obtained from the two tests of normality per sub-construct and group. The relevant group size is indicated in the degrees of freedom (*df*) column for each test of normality. From the levels of significance obtained, most groups reported below a 0.05 level of significance. This implies that the groups are not normally distributed which thus requires that non-parametric tests must be used where the use of parametric tests will not be possible (Pallant, 2007).

Table 4-19

Test for normality for comparisons on Career section presence

Sub-construct	Career section	Kolmogorov Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Organisational policies	Yes	0.161	57	0.001*	0.942	57	0.009*
	No	0.267	41	0.000*	0.768	41	0.000*
Career development	Yes	0.115	57	0.060	0.960	57	0.057
	No	0.268	41	0.000*	0.782	41	0.000*
Job content	Yes	0.184	57	0.000*	0.880	57	0.000*
	No	0.328	41	0.000*	0.761	41	0.000*
Social atmosphere	Yes	0.183	57	0.000*	0.894	57	0.000*
	No	0.341	41	0.000*	0.747	41	0.000*
Financial rewards	Yes	0.238	57	0.000*	0.820	57	0.000*
	No	0.392	41	0.000*	0.476	41	0.000*
Ethical behaviour	Yes	0.243	57	0.000*	0.765	57	0.000*
	No	0.406	41	0.000*	0.642	41	0.000*
Employability	Yes	0.401	57	0.000*	0.663	57	0.000*
	No	0.522	41	0.000*	0.384	41	0.000*
Flexibility ^b	Yes	0.473	57	0.000*	0.526	57	0.000*
Loyalty	Yes	0.386	57	0.000*	0.677	57	0.000*
	No	0.502	41	0.000*	0.456	41	0.000*
In-and-extra role behaviour	Yes	0.174	57	0.000*	0.921	57	0.001*
	No	0.402	41	0.000*	0.635	41	0.000*
Work-life balance	Yes	0.266	57	0.000*	0.808	57	0.000*
	No	0.455	41	0.000*	0.564	41	0.000*

a. Lilliefors Significance Correction

b. Flexibility is constant when CareerSec = No. It has been omitted.

* $p < .05$ level of significance

No ratings were reported for the Flexibility sub-construct on company websites without a career section. This sub-construct was only reported on companies with a career section. In both the Kolmogorov-Smirnov and Shapiro-Wilk tests, a level of significance above 0.05 was achieved on the Career development sub-construct. This indicated that only this group was considered as normally distributed. This exception was however ignored as normally distributed groups cannot be compared to groups not normally distributed (Pallant, 2007). Owing that most groups are not normally distributed, the normally distributed Career development sub-construct on companies with a careers section, was also tested using non-parametric tests.

4.3.2 Results from comparison test

Having established that inducements and expectations for the companies across the three sectors are not normally distributed, non-parametric tests were performed (Pallant, 2007). The Mann-Whitney comparison test was performed on the companies grouped into the two groups; those with and without a career section. Results obtained for these groups are presented in relation to the inducement and expectation sub-constructs. Test statistics and results obtained from the Mann-Whitney test performed are displayed in Table 4-20.

Referring to the level of significance (as indicated by the Asym. Sig. column in Table 4-20), a statistical significant difference between the two groups on a sub-construct would be indicated with a value of $p < 0.05$. From the test statistics obtained, all inducement and expectation sub-constructs achieved a level of significance below 0.05. This indicates that there appears to be a significant difference between these sub-constructs between the two groups. It appears that companies with a career section convey more inducements and expectations across all sub-constructs than companies without a career section.

Table 4-20
Results from Mann-Whitney test on career section

Sub-construct	Career section	n	Mean	Mean rank	N	Mann-Whitney U	Wilcoxon W	Z	Asym. Sig (2 tailed)	Effect Size (η^2)
Inducement sub-constructs										
Work-life balance	Yes	57	0.190	56.210	98	786.000	1,647.000	-3.097	0.002*	0.313
	No	41	0.070	40.170						
Organisational policies	Yes	57	0.250	57.380	98	719.500	1,580.500	-3.286	0.001*	0.332
	No	41	0.150	38.550						
Career development	Yes	57	0.270	61.260	98	498.000	1,359.000	-4.899	0.000*	0.495
	No	41	0.100	33.150						
Job content	Yes	57	0.150	64.270	98	326.500	1,187.500	-6.193	0.000*	0.626
	No	41	0.040	28.960						
Social atmosphere	Yes	57	0.190	58.870	98	634.500	1,495.500	-3.982	0.000*	0.402
	No	41	0.070	36.480						
Financial rewards	Yes	57	0.100	57.490	98	713.000	1,574.000	-3.539	0.000*	0.357
	No	41	0.050	38.390						
Expectation sub-constructs										
Ethical behaviour	Yes	57	0.100	55.050	98	852.000	1,713.000	-2.519	0.012*	0.254
	No	41	0.040	41.780						
Employability	Yes	57	0.200	54.320	98	893.500	1,754.500	-2.611	0.009*	0.264
	No	41	0.060	42.790						
Flexibility	Yes	57	0.040	53.820	98	922.500	1,783.500	-3.115	0.002*	0.315
	No	41	0.000	43.500						
Loyalty	Yes	57	0.070	54.040	98	910.000	1,771.000	-2.345	0.019*	0.237
	No	41	0.030	43.200						
In- and-extra role behaviour	Yes	57	0.210	63.040	98	396.500	1,257.500	-5.765	0.000*	0.582
	No	41	0.040	30.670						

* $p < .05$.

4.3.2.1 Inducement sub-construct comparisons on Career section

From the statistics obtained in Table 4-20 above, the Mann-Whitney U tests also revealed a significant difference being present on all inducement sub-constructs across the two groups.

The Work-life balance inducement sub-construct reported a significant difference between the two groups with $U = 786.000$, $z = -3.097$, $p = 0.002$ and a moderate effect size of $r = 0.313$. Similar significant differences were reported for comparisons between groups on the Organisational policies as well as the Financial rewards sub-constructs. The Mann-Whitney U tests on the Organisational inducement sub-construct reported a $U = 719.500$, $z = -3.286$, $p = 0.001$ with a moderate effect size of $r = 0.332$. The Financial rewards inducement sub-construct reported $U = 713.000$, $z = -3.539$, $p = 0.000$ with a moderate effect size of 0.357 .

The inducement sub-constructs of Career development and Social atmosphere also reported significant effect sizes with moderate to high effect sizes. Social atmosphere reported a significant difference between the groups of $U = 634.500$, $z = 3.982$, $p = 0.000$ and $r = 0.402$. The Career development sub-construct reported $U = 498.000$, $z = -4.899$, $p = 0.000$ and a moderate to high effect size of 0.495 .

The Job content inducement sub-construct reported the greatest difference between groups with $U = 326.500$, $z = -6.193$, $p = 0.000$ and a high effect size of 0.626 . The distribution of means is shown in Figure 4-1 below. At the 50th percentile, distributions indicate that most companies with a career section indicate at least three of the 20 sub-construct items associated to the job content sub-construct. This figure rises to four at the 75th percentile. The group without a career section shows almost no occurrences at the 50th percentile and only rising to one occurrence at the 75th percentile. The presence of a career section appears to increase the frequency of sub-construct items of the Job content inducement sub-construct conveyed. The absence of a career section may indicate that most companies would not convey this sub-construct or some of the sub-construct items.

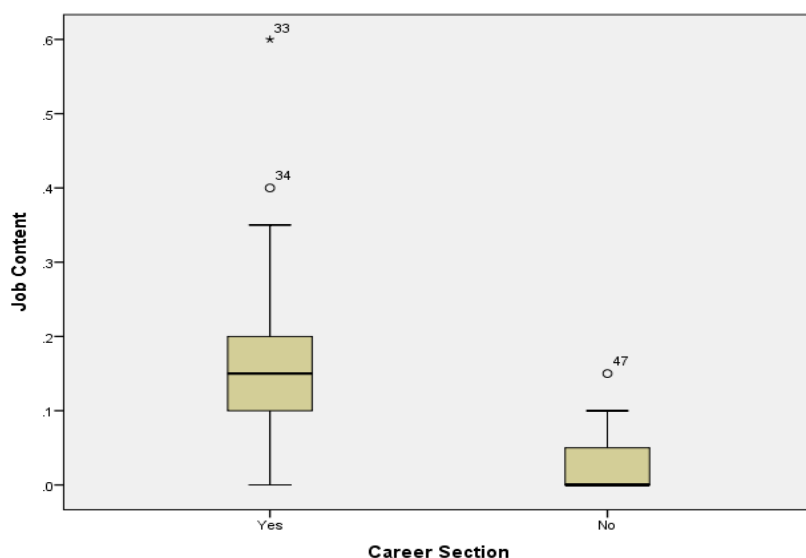


Figure 4-1. Job content sub-construct comparison

4.3.2.2 Expectation sub-construct comparisons on Career section

Referring first to the Expectation sub-constructs, from the statistics obtained in Table 4-20 above, the Mann-Whitney U tests revealed a significant difference for all expectation sub-constructs across the two groups. For all Expectation sub-constructs, a significant difference was found between companies with a career section ($n = 57$) and those without a career section ($n = 41$). On the Flexibility sub-construct, no values were reported on companies without a career section (indicated by mean = 0.000). A Mean rank was however calculated for this grouping as indicated in Table 4-20. A significant difference was thus reported for the Flexibility sub-construct with $U = 922.500$, $z = -3.115$, $p = 0.002$ and a moderate effect size of $r = 0.315$ as only occurring on companies with a career section.

The Mann-Whitney U tests reported for a significant difference for the Ethical behaviour sub-construct, $U = 852.000$, $z = -2.519$, $p = 0.012$ and a small effect size of $r = 0.254$. Similarly, the Employability sub-construct reported a significant difference between groups of $U = 893.500$, $z = -2.611$, $p = 0.009$ with a moderate effect size of $r = 0.264$. The Loyalty expectation sub-construct also reported a significance difference with $U = 910.000$, $z = -2.345$, $p = 0.019$ and a small effect size of $r = 0.237$. These findings confirm that companies with a career section convey more of this sub-construct than companies without a career section.

The In-and-extra role behaviour sub-construct reported the most significant difference of all expectation sub-constructs between the two groups with $U = 396.500$, $z = -5.765$, $p = 0.000$ and a large effect size of 0.582. The box chart representation in Figure 4-2 below, indicates the mean distribution of this sub-construct between the two groups compared. Mean values at the 50th percentile indicate that most companies with a career section indicate at least two or more sub-construct items associated to the In-and-extra role behaviour expectation sub-construct. At this same level, companies without a career section do not indicate any sub-construct items. Only at the 75th percentile level, do companies without a career section indicate at least one sub-construct item. Comparatively, at this percentile, companies with a career section display almost four of the 13 sub-construct items.

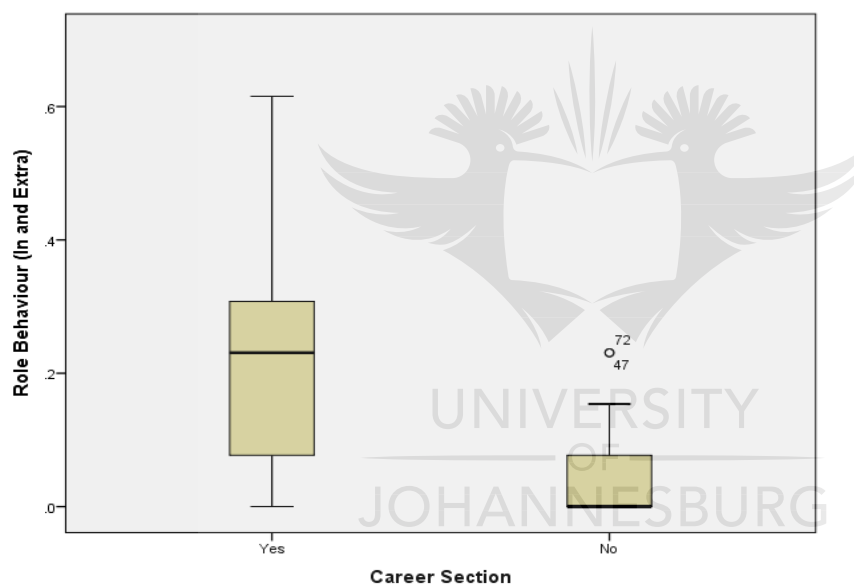


Figure 4-2. In-and-extra role behaviour sub-construct comparison

4.4 Correlations between inducement and expectation sub-constructs

The final analysis on the sample data was completed to investigate if and how inducement and expectation sub-constructs, conveyed on company websites in the sample, correlated to one another. These correlation tests were conducted with the aim to obtain an answer to sub-question four of the research questions.

For this correlation analysis, no distinction on sector level was made, as correlations were determined across all sectors in the sample. The sampling unit applicable was the 98 sample companies in the Business Times top 100 companies (Babbie, 2007; Business Times, 2015). The sampling unit used for this test was the 11 inducement and expectation sub-constructs (Babbie, 2007). These are split into five expectation sub-constructs and six inducement sub-constructs. However before any correlations could be performed, the normality of the data distribution had to be determined.

4.4.1 Tests for normality

The Kolmogorov-Smirnov test was performed as the number of cases included in this test was greater than 50, thus making this the appropriate test to use (Schoder et al., 2006). A level of significance equal or above 0.05 would indicate that the data was normally distributed. Table 4-21 below displays the results from the test for normality.

Table 4-21

Test for normality on expectation and inducement sub-constructs

Sub-construct	Statistic	df	Sig.
Ethical behaviour	0.300	98	0.000*
Employability	0.454	98	0.000*
Flexibility	0.514	98	0.000*
Loyalty	0.437	98	0.000*
In-and-extra role behaviour	0.208	98	0.000*
Work-life balance	0.344	98	0.000*
Organisational policies	0.170	98	0.000*
Career development	0.135	98	0.000*
Job content	0.202	98	0.000*
Social atmosphere	0.207	98	0.000*
Financial rewards	0.275	98	0.000*

* $p < .05$

From the levels of significance obtained from the test for normality, all sub-constructs fall below 0.05. These results indicate that all inducement and expectation sub-constructs are not normally distributed. Since the sub-constructs are not normally distributed, nonparametric correlation tests, specifically the Spearman's rank-order correlation (ρ) is used (Pallant, 2007). This method is a preferred substitute for the Pearson product-moment parametric correlation test, used in a normally distributed sample to indicate linear relationships (Pallant, 2007).

4.4.2 Results from correlation tests

Values obtained from the Spearman's rho indicates either a positive or a negative monotonic relationship between the variables (Pallant, 2007). This implies that as one value increases or decreases, the correlated value also increases or decreases based on the p-value obtained. The closer to 1.00 a p-value is attained, the stronger the monotonic relationship will be (Pallant, 2007).

Correlation statistics were done across all companies across all construct groupings on the different sub-constructs associated to the inducement and expectation constructs. The level of significance, as shown by the p-value in the Sig. (2-tailed) column, is used to determine if a correlation exists between the two constructs. A level of significance below 0.05 would indicate a correlation between the sub-constructs assessed. A level of significance equal to or greater than 0.05 would however indicate that there is no correlation between the sub-constructs.

In Table 4-22 below, the level of significance is indicated together with the correlation coefficient. From the results obtained, it appears that there is some correlation between most sub-constructs. Using the correlation coefficient, the strength of the correlation can be determined for those variables that appear to correlate with one another.

Table 4-22
 Nonparametric correlations using Spearman's rho

Sub-construct	1	2	3	4	5	6	7	8	9	10	11
1. Ethical behaviour	(—)										
2. Employability	0.230*	(—)									
3. Flexibility	0.162	0.144	(—)								
4. Loyalty	0.272**	0.319**	0.218*	(—)							
5. In-and-extra role beh.	0.482**	0.294**	0.364**	0.400**	(—)						
6. Work-life balance	0.292**	0.246**	0.335**	0.255*	0.338**	(—)					
7. Org. policies	0.520**	0.336**	0.096	0.298**	0.407**	0.497**	(—)				
8. Career development	0.339**	0.337**	0.181	0.378**	0.540**	0.448**	0.712**	(—)			
9. Job content	0.288**	0.347**	0.386**	0.457**	0.659**	0.374**	0.446**	0.594**	(—)		
10. Social atmosphere	0.456**	0.266**	0.238*	0.311**	0.655**	0.395**	0.527**	0.599**	0.479**	(—)	
11. Financial rewards	0.305**	0.340**	0.136	0.151	0.359**	0.591**	0.486**	0.564**	0.420**	0.517**	(—)

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

The scale used to describe the strength of the correlations was first proposed by Cohen (Cohen, 1988). As discussed in Pallant (2007), this scale can be applied to correlation strengths in the following way:

Strong: Where the Spearman rho correlation coefficient is between 0.50 and 1.0

Medium: Where the Spearman rho correlation coefficient is between 0.30 and 0.49

Small: Where the Spearman rho correlation coefficient is between 0.10 and 0.29

Strong correlations are displayed in bold in Table 4-22. Of the 50 comparisons made, 11 fall within the classification of strong correlation. The remaining majority of comparisons fall within the categories of medium and small strength correlations. All correlations between the 11 inducement and expectation sub-constructs are significant positive correlations.

Referring to the correlations provided in Table 4-22, there were no strong correlations between any of the expectation sub-constructs to other expectation sub-constructs. Only four significantly strong correlations of expectation sub-constructs to inducement sub-constructs were evident. Correlations between the different inducement sub-constructs to other inducement sub-constructs, as shown in Table 4-22, revealed various significant correlations of strong and medium strength.

Significant strong correlations between inducement and expectation constructs were obtained in only four correlations. The first of these is where the Ethical behaviour expectation sub-construct was strongly correlated to the Organisational policies inducement sub-construct ($r = 0.520$; $p = 0.01$). This possibly implies that specific organisational policies items could be correlated to ethical behaviours being exhibited. The second significant strong correlation was observed between the in-and-extra role behaviour expectation sub-construct and the three inducement sub-constructs of career development ($r = 0.540$; $p = 0.01$), job content ($r = 0.659$; $p = 0.01$) and social atmosphere ($r = 0.655$; $p = 0.01$). This implies that specific inducement items offered by employers about the job content, career development and social atmosphere may elicit specific types of in-and-extra role behaviours to be exhibited by employees.

There is one significant strong correlation between each of the inducement sub-constructs correlated to the other inducement sub-constructs. As per Table 4-22, work-life balance is strongly correlated to financial rewards ($r = 0.591$; $p = 0.01$), Organisational policies to Career development ($r = 0.712$; $p = 0.01$), Career development to Social atmosphere ($r = 0.599$; $p = 0.01$), Job content to Career development ($r = 0.594$; $p = 0.01$) and Social atmosphere to Financial rewards ($r = 0.517$; $p = 0.01$).

Not all sub-construct comparisons were however correlated. Table 4-23 below, indicates non-significant correlations identified. These non-significant correlations are also shown in italics in Table 4-22. Correlations between sub-constructs of Organisational policies and flexibility ($r = 0.096$; $p = 0.349$), Flexibility and Employability ($r = 0.162$; $p = 0.111$), Financial rewards and Loyalty ($r = 0.151$; $p = 0.138$), Financial rewards and Flexibility ($r = 0.136$; $p = 0.182$), Flexibility and Ethical behaviour ($r = 0.162$; $p = 0.111$) and Career development and Flexibility ($r = 0.181$; $p = 0.075$).

Table 4-23

Non-Parametric Spearman correlations between sub-constructs with no correlations

Sub-constructs		Sig. (2-tailed)
Organisational policies	Flexibility	0.349
Flexibility	Employability	0.156
Financial rewards	Loyalty	0.138
Financial rewards	Flexibility	0.136
Flexibility	Ethical behaviour	0.111
Career development	Flexibility	0.075

Considering the level of significance of the Spearman rho correlation as in Table 4-22 and excluding those sub-constructs that are not correlated, the majority of correlations given are at the 0.01 level of significance. Refer to Appendix table 6-1 for all correlation strengths obtained. As per Appendix table 6-1, of the 44 correlations made, only five comparisons, which are small in strength, are at the 0.05 level of significance. Subsequently the remaining 39 correlations and can be considered to be statistically significant and correlating at the 0.01 level of significance.

With the findings completed and results obtained, interpretations can be made. In the next chapter, interpretations are made in answer to the research questions. Limitations of this study as well as areas for future research are also considered.



Chapter 5: Discussion

In this chapter, discussions of the results obtained are provided from the statistical analysis performed. This is followed by the limitations of the current study as well as recommendation for future studies. A final conclusion is given at the end of this chapter.

5.1 Discussion of results for research sub-questions

Results obtained from the statistical analysis effectively provided answers to the four research sub-questions. In this section, results obtained for each sub-question is discussed. Considerations are also made into the limitations and recommendations for future study.

5.1.1 Inducements conveyed

The first research sub-question pertains to the inducements employers convey to employees / potential employees on their websites. Of the 80 inducement sub-construct items identified from literature, only three sub-construct items were not represented on sample company websites (IJ04: Autonomy: Limited disturbances, IJ20: Responsibility, IR04: Moving expenses).

Representation for all sub-construct items associated with the Work-life balance sub-construct was found. The two highest occurring sub-construct items relate to the concern for employees and support with problems. On the Career development sub-construct, all sub-construct items were represented. The highest representation in the sample was found to relate to sub-construct items associated with providing and supporting opportunities for career and skill development.

Results provided evidence for the Job content inducement sub-construct, that 18 of the 20 sub-construct items were represented in the sample. The highest representations were found for meeting customer needs and offering suitable and varied work.

On the Organisational policies sub-construct, all 12 sub-construct items were represented in the sample. More than half of all companies indicated the presence of the generic Fair and equitable treatment of employees (code IP103) inducement sub-construct item. The Financial rewards sub-construct indicated that 17 of the 18 sub-construct items were represented in the sample, with only the benefit offered for moving expenses item not being represented.

All sub-constructs associated to the Social atmosphere construct were also represented in the sample. The most frequently represented sub-constructs relate to creating a favourable working environment categorised by mutual co-operation. Recognition of good performance was found to be the most frequently reported form of recognition, with other forms significantly less frequently represented. This indicates an overall high incidence of inducements being conveyed to job seekers and employees through company websites.

A plausible reason for this incidence may be that companies tend to use websites to attract job seekers by offering them desirable benefits associated to employment. Research on employee branding supports this notion in that employee branding is seen to convey unique attributes about the organisation and associated benefits (Srivastava & Bhatnagar, 2010). Offering attractive and exclusive benefits associated to employment is a defined inducement offered by employers (Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Katou & Budwar, 2012; Penfold & Ronnie, 2015; Sens, 2005; Turnley & Feldman, 1998).

Social Exchange Theory adds to this understanding that the provision of a reward creates the expectation that certain actions as input will be delivered (Homans, 1958). Subsequent developments in Social Exchange Theory indicate that perceptions of this exchange is modified according to the associated costs (Emerson, 1976), fairness (Adams, 1963), certainty and emotions (Cook et al., 2013).

The concept of certainty as a moderator, can be used to explain the observed high occurrence rates observed in inducements offering clarity about the role, organisation and rewards. Higher certainty levels of offerings are associated to higher levels of commitment by the other party (Cook et al., 2013). As such, it could be reasoned that higher certainty levels of inducements offered by a company might be associated with higher employee commitment levels. In practice, this may indicate that by clearly stating what is offered on the website, employers could provide clarity to lower employee or job seeker uncertainty.

5.1.2 Expectations conveyed

The second research sub-question investigates which expectations employers convey to employees / potential employees through their websites. Of the 37 sub-construct items that constitute the five Expectation sub-constructs, 31 were found to occur on sample company websites. A quick review of results obtained for the five sub-constructs is presented in this section.

Results indicated that most of the Ethical behaviour sub-construct items were represented in the sample. These sub-construct items revealed that employers indicate that they expect of employees to generally be honest and follow company rules above and not only limited to instances of honesty in leave, notice given and adherence to working hours.

Both sub-constructs associated to the Employability expectation sub-construct were represented in the sample. The frequencies obtained however, indicate that fewer than two out of ten companies expect employees to become more employable. Results indicated that for the expectation sub-construct Flexibility, all but one sub-construct item, i.e. taking work home, was represented in the sample. The remaining five sub-construct items, although represented, were not found to occur that frequently. This sub-construct was also least represented in the sample compared to any other sub-construct.

Four of the six sub-construct items associated to the Loyalty sub-construct were represented in the sample. The sub-construct item related to taking the organisation's concerns personally, featured most in the sample. Almost six out of every 10 companies in the sample indicated this expectation of their employees. All sub-construct items associated to the final expectation sub-construct, In-and-extra role behaviour, was represented at least once in the sample. These frequencies may possibly imply that companies may convey the message that employees should commit personally to achieving company objectives.

The first two sub-construct items not conveyed, linked to the ethical behaviour sub-construct, refer to expectations of honesty in terms of taking leave and punctuality regarding working hours. In broad terms, they refer to expectations of honesty in timekeeping of employees. The incidence rate found for the inducement sub-construct item IP09 – providing policies and rules, is conveyed by 39 sample company websites. Using conceptualisations of the Social Exchange Theory, issues of fairness (Cook et al., 2013) and associated costs (Emerson, 1976) could be useful to explain possible reasons for the lack of representation of these two sub-construct items. Policies provided may become applicable when employment commences and in turn, govern employee actions.

Expectation sub-construct item EF02, refers to the willingness of employees to take work home. Read in terms of reinforcement as contained the Social Exchange Theory, a reward is deemed valuable when the actions required are justified (Emerson, 1976). This cost might be associated with some form of reward; specifically the notion where extra hours worked may equate to higher rewards being received. The literature search did however not provide any sub-construct to this end. Results obtained did however reveal a high incidence reported on sub-construct items that constitute the inducement sub-construct of work-life balance. Results indicate that more than half the number of sample companies convey at least 14% or at least one of the five sub-construct items.

This poses a problem in that contradicting information would be communicated by conveying this expectation sub-construct as well as the Work-life balance inducement sub-construct. Literature on employer branding suggests that employers want to attract job seekers by conveying messages that would convince job seekers to apply (Yen et al., 2011). A narrative where the employer offers a work-life balance is deemed more attractive than one where work after hours is required. This notion may possibly indicate why the expectation sub-construct item EF02, taking work home regularly, was not conveyed on any of the sample companies.

The remaining three expectations that were not conveyed, broadly refer to behaviours associated with seeking alternative employment. Expectation sub-construct item EB05 refers to sufficient notice given when leaving, while expectation sub-construct items EL01 and EL04 speak to displaying loyalty to the employer by not seeking or accepting alternative employment. Literature on the Social Exchange Theory suggest that emotions and commitment play a determining role in defining the exchange relationship (Cook et al., 2013). Employers may possibly choose not to convey these expectations as these may offset the effects that commitment and emotion have to motivate employees to remain at an employer.

On average, the occurrence rates of expectation sub-constructs in the sample were found to occur less than those compared to the inducement sub-constructs conveyed. A possible reason for this occurrence may be that employers use their websites to attract and convince job seekers to apply for vacancies (Suazo et al., 2009; Yen et al., 2011). Employers might use their websites to attract job seekers by offering information about inducements associated to employment. These websites may however not serve the same purpose for employees. The element of Cost as found in Social Exchange Theory, indicates that costs are associated to receiving rewards (Emerson, 1976). These costs may possibly not be published for all parties (employee and job seeker) on the website as these are typically only presented in a formal contract of employment with a job description.

The focus of the current research was to determine which inducements and expectations are conveyed by employers on their company websites. Other sources of information were not considered. From the results obtained, there is an indication of a possible link between inducements conveyed and the resulting expectations conveyed. Websites appear to rather favour conveying inducements to attract potential employees than to convey expectations to existing employees.

5.1.3 Comparisons between different industry sectors

The third research sub-question was broken into two parts. Research sub-question three(a) enquired if any significant differences in inducements and expectations are conveyed between different industry sectors. Inducements and expectations were compared at sub-construct level for companies belonging to the three largest sectors in the sample. These companies were grouped into the sectors according to the SIC code classification (Companies and Intellectual Property Commission, 2011).

From the results obtained, most comparisons did not indicate any significant differences between sub-constructs across the three sectors. This applies to all five of the expectation sub-constructs and four of the six inducement sub-constructs. The Organisational policies and Career development inducement sub-constructs, did however indicate a significant difference when comparing these sub-constructs between the three sectors.

Results obtained indicated statistically significant differences when comparing the manufacturing sector to the financial sector on these constructs. These sub-constructs conveyed, appear significantly more frequently on company websites in the Manufacturing sector than in the Financial services sector. Referring to the mean values in Table 4-17, the Manufacturing sector reported a higher incidence of both sub-constructs. In addition, the number of sample companies represented in the Manufacturing sector are almost half of the number of companies represented in the Financial services sector.

Research conducted on a Swedish sample obtained results that indicate the inducement sub-construct of career development support offered to be significantly more prevalent in the portfolio workers group than the other two groups compared in that study (Raeder et al., 2009). In the Raeder et al. (2009) study portfolio workers were indicated to have more diverse working arrangements and concurrent jobs while the other two groups mainly consisted of workers working on a single job (Raeder et al., 2009). No explanations were however given for the observed higher incidence of the career development inducement sub-construct. The Organisational policies as an inducement sub-construct was also not reviewed in that research project.

Possible reasons for the observed difference in the current research may include the type of jobs performed within these different sectors, union representation and relevant legislative considerations. Jobs in a manufacturing concern are usually more physical in nature than those associated with jobs within financial institutions. This notion was however not part of the research scope. In addition, no supporting literature was found to confirm or refute this notion.

Regulatory requirements may also affect and impact on the results obtained. Workplace safety requirements in manufacturing is highly regulated and regularly audited (Department of Labour, 1994). Companies within the Financial services sector are governed by similarly applicable regulations and codes of conduct such as the Financial Intelligence Centre Act (FICA) (Republic of South Africa, 2002). Observed differences may be due to the rules and requirements imposed by these regulatory bodies.

Other relevant legislation requirements may also play a part in regulating how companies provide organisational policies and career development inducements. As an example, details contained in the Skills Development Amendment Act (Department of Labour, 2008) seek to enhance skills development within the Manufacturing sector and trades by offering rebates in the form of grants.

The Broad-Based Black Economic Empowerment Act (Department of Higher Education and Training, 2014) seeks to offer both guidance, governance and possible penalties. These legislative requirements influence the provision of policies (to ensure compliance) as well the provision of career development opportunities (since these have associated financial benefits and penalties).

The prevalence of unions and bargaining council structures, in the large enterprise sectors are also more prominent than in other smaller sectors within the Manufacturing sector in South Africa (Bischoff & Wood, 2013). The influence of unions illuminates to some degree, the observed difference between these two sectors. Union representation is however not only limited to the Manufacturing sector. However, no literature was found to support or refute this notion.

5.1.4 Career section comparisons

In the second part of the research sub-question three, sub-question three(b) endeavours to examine if there are any significant differences in inducements and expectations conveyed on web pages with and without dedicated career sections. From the 98 sample company websites, 57 sample companies were found to have a career section whereas 41 did not.

From the test statistics obtained, all inducement and expectation sub-constructs achieved a level of significance below 0.05. This indicates that there appears to be a significant difference between the two groups. Results indicate that companies with a career section appear to convey more inducements and expectations across all sub-constructs than companies without a careers section.

A possible explanation for this observed incidence may be that the career sections aim to group relevant information to job seekers in a single place. Literature indicates that the theory of planned behavior supports this notion that information that is easily accessible, will more likely be used (Lin, 2010). As findings indicate, it appears that the presence of a career section is correlated to be conveying more inducement and expectations. No formal research could however be found to support the notion that

the presence of a career section leads to an increased number of inducements and expectations being conveyed.

5.1.5 Correlations between inducements and expectations

The fourth research sub-question investigated how and if the inducements and expectations conveyed on the sample companies, correlate to one another. Correlations between the five expectation sub-constructs and the six inducement sub-constructs resulted in making 50 comparisons. Referring to results indicated in 4.4.2, most sub-constructs were found to correlate to one another according to varying strengths (Cohen, 1988; Pallant, 2007). These correlations mostly indicated some degree of correlation. Only six of these comparisons did not indicate any correlation.

The only research found that correlates inducement and expectation sub-constructs was a study performed on a Swedish sample (Raeder et al., 2009). Results from that study did however only calculate correlations between different companies and portfolio workers and not between the inducement and expectation sub-constructs. Results obtained on correlations between the specific inducement and expectation sub-constructs in the current study could thus not be compared against previous research.

Existing literature of underlying PC theories did indicate significant correlations (Freese et al., 2008; Rousseau, 2000). These correlations can however not be used to compare correlations since these sources did not include all the inducement and expectation sub-constructs used in the current research. Existing literature can however be used to provide possible explanations for the observed correlations between inducement and expectation sub-constructs. The norm of reciprocity obligates parties to provide payment for rewards received (De Vos et al., 2003). Perceptions of obligations that the two parties have towards one another, are determined subjectively (Rousseau, 1995). Research on the Social Exchange Theory indicate that parties in an exchange relationship exchange rewards the other party deems as fair in value and at a determined cost (Cook et al., 2013; Emerson, 1976). Using existing theories to create the measure used, such as the TPCQ (Freese, 2007), further increased the likelihood that constructs would correlate.

5.2 Contributions of this study

In the previous section, results obtained from analysis performed were discussed. In this section, the envisioned contributions of this study are categorised as per contributions made to theory, practice and methodology.

5.2.1 Contributions to theory

Various theories and measures exist that investigate and classify the content of the PC (De Vos et al., 2003; Freese et al., 2008; Rousseau, 2000). These measures were however developed and applied to specific situations and populations. The theoretical contribution made by this study was to expand and consolidate the items of inducement and expectation constructs contained in these theories. A comprehensive codebook was then developed by incorporating existing theories, instruments and other studies undertaken. These were consolidated into a comprehensive measure that is theoretically grounded.

This measure was then applied to a sample of company websites spanning across various sectors and industries. Results obtained indicate a theoretical contribution made in that the measure was able to effectively identify most inducements and expectations present on sample company websites. As organisational texts, company websites were shown to contain various PC content in the form of inducement and expectation sub-construct items.

5.2.2 Contributions to methodology

The content analysis methodology for a qualitative content analysis as described by Krippendorff (2004), was practically applied to answer the research questions. Although content analysis has been used in various research designs and inquiries, no previous studies were found that applied a qualitative content analysis design to investigate PC elements on organisational texts. The measure used in this research was used on websites, as a form of organisational texts, to identify PC inducements

and expectations. It is anticipated that the application of the same method and measure could produce similar results when applied to other organisational texts.

Existing measures of the PC content require that an inquiry is performed within a perspective where the employer-employee relationship is already formalised into a contract of employment. The contribution made by this study is that it provides a method to practically identify possible PC inducements and expectations from outside the employee-employer relationship.

5.2.3 Contributions to practice

It is believed that HR practitioners and managers could find value in this research to help harmonise issues in the employer-employee relationship. It is anticipated that this research will encourage companies to actively investigate, take note and critically consider the information provided on their websites to prospective job applicants.

When companies become aware of the messages they convey, utilizing this information could provide guidance on applicable actions to be taken. The gap in understanding between what employees expect from employers could be more accurately determined and managed. It is expected that knowledge on this matter could decrease labour turnover and improve working environments.

From a recruitment perspective, this information could prove valuable in reducing turnover and attraction of desired talent. This information may possibly be used to better develop and control the content, creation and maintenance of the PC. Future studies could further explore the level of congruence and the related impact between these perspectives. In future, studies could also be undertaken by employers to include information provided through their communications and other documents, thereby obtaining a broader perspective of what information they convey through their organisational texts (Krippendorff, 2004).

5.3 Limitations

Considering the above considerations, various limitations to the results obtained from this study are identified and discussed. The first limitation considered is that the consolidated codebook appears to only be a valid and reliable measure for websites as a form of organisational texts. In this sample, the codebook was used to identify inducements and expectations in organisational texts; specifically websites. As websites were the only form of organisational texts analysed during the content analysis, results obtained may be limited to only this form of organisational text.

Organisations utilise many forms of texts which potentially communicate information about the employer's expectations and inducements offered. It is plausible to conceive that not all inducements and expectations are primarily communicated through websites. Performing the content analysis on company websites only might not provide the full scope of inducements and expectations conveyed by employers to outside parties.

The second limitation identified is associated with the ability of the measure to identify inducements and expectations across different sized organisations. In the sample used, websites from companies belonging to different sectors were used. On these websites, the measure was applied effectively to identify inducements and expectations. Due to their listing on the JSE, the majority of these companies sampled, report employee numbers within their annual reports, that classify these companies as large enterprises. Company size was however not a sample metric used within this research design. Comparisons on inducements and expectations conveyed by companies of different sizes are thus not possible from the results.

An additional limitation identified from this study is one associated with the ability of the measure to harmonise employee-employer relations. The measure created proved to be an effective tool for identifying inducements and expectations on company websites. The results obtained however do not indicate if knowing this information actually improves the employee-employer relationship in practice, as this falls beyond the scope of this research design.

By identifying inducements and expectations effectively from organisational texts, no causal relationship is however established. There is no evidence that this information identified, will actually be used and applied to normalise and improve the employee-employer relationship. Recommendations for future studies are made in the following section with the aim to overcome these limitations raised as well as advise on topics for future research.

5.4 Recommendations for future research

Concerning the limitations raised in the previous section, the first recommendation for future studies is to apply the same measure to different organisational texts. It is expected that a research design that analyses various organisational texts, not only websites, would provide a more holistic view of the inducements and expectations conveyed by the organisation. Results obtained by analysing various organisational texts should then be compared to identify which texts provide the most information regarding PC elements. Coupled with information indicating which texts are most frequented, organisations would then be able to ensure that this information is provided to the majority focus group.

The second limitation raised, associated with the organisational size, can be overcome by analysing various organisations of different sizes. Future research should be designed to apply the measure to companies of different sizes within the same industry sector. As with the first limitation, analysing multiple organisational texts may provide a more holistic depiction of the inducements and expectations conveyed.

The only differentiating variable of the research design should thus be the size of the organisation. Preliminary findings on smaller companies used within the sample used in the current research indicate that employee numbers may have little effect on which inducements and expectations are conveyed. Replication studies should focus replicating results on companies classified across various organisational sizes. Comparisons between these results and results obtained from this study could also improve the validity and reliability of the measure used.

Turning to the results obtained from the current research, certain recommendations for future research are identified. The first area identified for future research is that duplicating this study on top-performing companies listed on stock exchanges of other countries. These duplication studies should be performed to confirm the degree of generalisation of results obtained. Many companies sampled are multinational companies, not operating solely in the South African market. Results obtained from this study could then be used for comparison purposes in these replication studies. The validity and reliability of the measure would again be improved by duplicating the current study on top-performing companies in different countries.

Results from comparisons between different sectors indicate that future research should investigate the reasons for the differences observed. In the current research, there were observed differences found on the Organisational policies and Career development inducement sub-constructs when compared across different industry sectors. Reasons for the observed differences between specifically the Manufacturing and Financial services sectors on these two concepts were not investigated as this did not form part of the current research design and scope. Future research should investigate reasons for these differences as well as the effects that employee attitudes, types of employment and company size may have on these observed differences.

Results obtained from comparisons between companies with and without a career section indicated notable differences. The results indicate that on average, companies with a career section on their websites convey more inducements and expectations than companies without a career section. Future research might be conducted to confirm or disprove this result since no existing literature was found to compare it against.

The effect the quality of the career section design has on the content contained in these sections were also not considered in this research. Future research may also be conducted to determine the effects that differences in the quality and design of a career section on a company website has on conveying inducements and expectations.

The final recommendation for future research relates to the correlations found between inducement and expectation sub-constructs. In this research only strengths of the correlations were reported at the sub-construct level. Further research may determine the causality and reason for correlation between these sub-constructs and sub-construct items. The correlation results indicated that most correlations were classified as having a strong or medium strength. A possible future research design incorporating the Partial least squares structural equation modelling (PLS-SEM) may prove useful to determine and explain the reasons for these correlations (Hair, Hult, Ringle, & Sarstedt, 2014). The observed correlations of the inducement and expectations used in this research appear to be in line with a reflective measurement model (Hair et al., 2014). Future research should be conducted to confirm this notion.

In addition to explaining why certain correlations occur, future research may also be undertaken to determine both the direction of influence and causal relations between the various inducement and expectation sub-construct items and sub-constructs. As an example, the observed lack of correlation between the Flexibility and Career development sub-constructs warrant further investigation as to determine the reason for the lack of correlation. Future research may also be undertaken to determine the effects specific sub-construct items have on determining the correlation between the greater sub-constructs.

5.5 Conclusion

The purpose of this research was to investigate which specific PC items are communicated by employers through their texts, specifically their company websites. Not all obligations between employer and employees are reduced to formal contracts of employment or policies.

Expectations may already form before employment is commenced and can have a lasting impact on how the employer-employee relationship is built and maintained. It is believed that the employer-employee relationship can benefit by identifying which inducements and expectations organisations convey through their websites.

Knowledge of these inducements and expectations may be useful to understand what the various parties expect from one another. This may then lead to reducing resignations and organisational misconduct issues by providing employers with a means of assessing what expectations and inducements their texts convey to employees.

A consolidated measure was created from various existing measures of the PC content. Applied through a qualitative content analysis, the measure was proven as practical and successfully able to identify inducements and expectations that employers convey through their company websites. The results obtained further confirmed that employers across various sectors do convey many inducements and expectations. Companies with a career section on their websites was shown to convey on average more inducements and expectations than companies without this section. Results from the statistical analysis indicated that many of these inducements and expectations are correlated to one another.

Through future research and duplication studies, the validity and reliability of the measure may be improved. Applying the measure across different sectors, organisational sizes and texts, the suitability of the measure to effectively identify inducements and expectations is anticipated to be enhanced. The benefit to this would be that organisations would be better equipped to identify, adjust and control what information their organisations convey. It is expected that by applying the measure to identify PC principles through a scientific and pro-active manner, the information gained can be used to effectively reduce labour disputes and normalise employer-employee relations. At the very least, this research and method provides a start towards applying science to the benefit of proactively normalising labour problems.

List of References

- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal Psychology, 67*(5), 422–436. <https://doi.org/10.1037/h0040968>
- American Psychological Association. (2010). Ethical principles of psychologists and code of conduct. *The American Psychologist, 57*, 1–15. <https://doi.org/10.1037/0003-066X.57.12.1060>
- Armstrong, R. A. (2014). When to use the bonferroni correction. *Ophthalmic & Physiological Optics : The Journal of the British College of Ophthalmic Opticians (Optometrists), 34*(5), 502–508. <https://doi.org/10.1111/opo.12131>
- Aydin, I., Yilmaz, K., Memduhoğlu, H. B., Oğuz, E., & Güngör, S. (2008). Academic and non-academic staff's psychological contract in Turkey. *Higher Education Quarterly, 62*(3), 252–272. <https://doi.org/10.1111/j.1468-2273.2008.00394.x>
- Babbie, E. R. (2007). *The Practice of Social Research_ 11th-ed.pdf* (11th ed.). Wadsworth Publishing.
- Bal, P. M., & Vink, R. (2011). Ideological currency in psychological contracts: The role of team relationships in a reciprocity perspective. *The International Journal of Human Resource Management, 22*(13), 2794–2817. <https://doi.org/10.1080/09585192.2011.560869>
- BEE Scorecard (Pty) Ltd. (2015). BEE Info. Retrieved February 7, 2016, from http://www.bee-scorecard.co.za/bee_information.html
- Bendix, S. (2001). Dispute settlement. In P. Hanekom (Ed.), *Industrial Relations in South Africa* (4th ed., pp. 549–598). Cape Town: Juta and Co. Ltd.
- Bischoff, C., & Wood, G. (2013). Micro and small enterprises and employment creation: A case study of manufacturing micro and small enterprises in South Africa. *Development Southern Africa, 30*(4/5), 564–579. <https://doi.org/10.1080/0376835X.2013.817303>
- Botha, L., & Moalusi, K. P. (2010). Values underlying perceptions of breach of the psychological contract. *SA Journal of Industrial Psychology, 36*(1), 1–13. <https://doi.org/10.4102/sajip.v36i1.817>

- British American Tobacco plc. (2016). BAT global careers. Retrieved April 16, 2016, from http://www.bat-careers.com/group/hr/sites/BAT_9J2HNW.nsf/vwPagesWebLive/DO9JND3S?opendocument
- Burger, D. H., Crous, F., & Roodt, G. (2013). Exploring a model for finding meaning in the changing world of work (Part 3: Meaning as framing context). *SA Journal of Industrial Psychology*, 39(2), 1–10. <https://doi.org/10.4102/sajip.v39i2.1022>
- Business Times. (2015, November 2). Business times top 100 companies. *Business Times*, p. 2. Retrieved from https://issuu.com/sundaytimesza/docs/01_11_2015_01_01tc0111top100company?e=19071675/31015208
- Bynum, L. A. (2011). *The relationship between psychological contract breach, professional identity, and organizational citizenship behaviors among pharmacy faculty: An equity sensitivity perspective*. (Unpublished doctorate thesis). University of Mississippi, Oxford, MS.
- Cable, D. A. J. (2012). A methodological approach to developing a measure of the psychological contract for managers. *The Australian and New Zealand Journal of Organisational Psychology*, 3, 21–31. <https://doi.org/10.1375/ajop.3.1.21>
- Chapman, A. (2001). Adams' equity theory - workplace motivational theory - how individuals measure inputs and outcomes in relation to market norms and "referents." Retrieved from <http://www.businessballs.com/adamsequitytheory.htm>
- Chen, H.-F., & Chiu, Y.-H. (2009). The influence of psychological contracts on the adjustment and organisational commitment among expatriates: An empirical study in Taiwan. *International Journal of Manpower*, 30(8), 797–814. <https://doi.org/10.1108/01437720911004434>
- Chew, I. K. H., & Sharma, B. (2005). The effects of culture and HRM practices on firm performance: Empirical evidence from Singapore. *International Journal of Manpower*, 26(6), 560–581. <https://doi.org/10.1108/01437720510625467>
- Choi, Y., & Lee, D. (2014). Psychological capital, big five traits, and employee outcomes. *Journal of Managerial Psychology*, 29(2), 122–140. <https://doi.org/10.1108/JMP-06-2012-0193>

- Clinton, M. E., & Guest, D. E. (2014). Psychological contract breach and voluntary turnover: Testing a multiple mediation model. *Journal of Occupational and Organizational Psychology*, 87, 200–207. <https://doi.org/10.1111/joop.12033>
- Cohen, J. (1988). Statistical power analysis for the behavioral sciences. *Statistical Power Analysis for the Behavioral Sciences*. <https://doi.org/10.1234/12345678>
- Commission for Conciliation Mediation and Arbitration. (2013). CCMA annual report 2012-2013. Retrieved August 12, 2014, from <http://www.ccma.org.za/Display.asp?L1=45&L2=155>
- Commission for Conciliation Mediation and Arbitration. (2014). CCMA annual report 2013-2014. Retrieved April 7, 2015, from <http://www.ccma.org.za/Display.asp?L1=45&L2=155>
- Commission for Conciliation Mediation and Arbitration. (2015). CCMA annual report 2014 - 2015. Retrieved February 18, 2017, from <http://www.ccma.org.za/About-Us/Reports-Plans/Annual-Reports>
- Commission for Conciliation Mediation and Arbitration. (2016). CCMA annual report 2015 - 2016. Retrieved February 18, 2017, from <http://www.ccma.org.za/About-Us/Reports-Plans/Annual-Reports>
- Companies & Intellectual Property Commission. (2017). CIPC's legislative mandate. Retrieved January 9, 2017, from <http://www.cipc.co.za/index.php/legislation/acts/>
- Companies and Intellectual Property Commission. (2011). Standard industry classification codes. Retrieved August 23, 2015, from http://www.cipro.gov.za/info_library/sic_codes.asp
- Conway, N., & Briner, R. B. (2005). The contents of psychological contracts. In *Understanding Psychological Contracts at Work: A Critical Evaluation of Theory and Research* (pp. 37–61). Oxford, UK: Oxford University Press.
- Conway, N., & Briner, R. B. (2009). Fifty years of psychological contract research: What do we know and what are the main challenges? In G. P. Hodgkinson & J. K. Ford (Eds.), *International Review of Industrial and Organizational Psychology* (Vol. 24, pp. 71–130). Chichester, UK: Wiley-Blackwell. <https://doi.org/10.1002/9780470661628>

- Conway, N., & Coyle-Shapiro, J. A.-M. (2012). The reciprocal relationship between psychological contract fulfilment and employee performance and the moderating role of perceived organizational support and tenure. *Journal of Occupational and Organizational Psychology*, 85(2), 277–299. <https://doi.org/10.1111/j.2044-8325.2011.02033.x>
- Cook, K. S., Cheshire, C., Rice, E. R. W., & Nakagawa, S. (2013). Social exchange theory. In J. DeLamater & A. Ward (Eds.), *Handbook of Social Psychology* (2nd ed., pp. 61–88). Madison, WI, USA: Springer Netherlands. https://doi.org/10.1007/978-94-007-6772-0_3
- Coyle-Shapiro, J. A.-M., & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organizational support. *Journal of Applied Psychology*, 90(4), 774–781. <https://doi.org/10.1037/0021-9010.90.4.774>
- Coyle-Shapiro, J. A.-M., & Parzefall, M.-R. (2008). Psychological contracts. In C. L. Cooper & J. Barling (Eds.), *The SAGE Handbook of organizational behavior* (p. Vol. 1, pp. 17–34). London, UK: Sage Publications Ltd.
- Coyle-Shapiro, J., & Kessler, I. (1998). The Psychological contract in the UK public sector: Employer and employee obligations and contract fulfilment. *Academy of Management Proceedings*. <https://doi.org/10.1017/CBO9781107415324.004>
- Coyle-Shapiro, J., & Kessler, I. (2002). Exploring reciprocity through the lens of the psychological contract: Employee and employer perspectives. *European Journal of Work and Organizational Psychology*, 11(1), 69–86. <https://doi.org/10.1080/13594320143000852>
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Los Angeles, US: Sage Publications, Inc.
- Dabos, G. E., & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology*, 89(1), 52–72. <https://doi.org/10.1037/0021-9010.89.1.52>
- Dabos, G. E., & Rousseau, D. M. (2013). Psychological contracts and informal networks in organizations: The effects of social status and local ties. *Human Resource Management*, 52(4), 485–510. <https://doi.org/10.1002/hrm.21540>
- De Beer, L. T., Pienaar, J., & Rothmann Jr., S. (2013). Investigating the reversed causality of engagement and burnout in job demands-resources theory. *SA Journal of Industrial Psychology*, 39(1), 1–9. <https://doi.org/10.4102/sajip.v39i1.1055>

- De Bruin, G. P., & Buchner, M. (2010). Boundaryless career attitude scales. *South African Journal of Industrial Psychology, 36*(2), 1–11.
<https://doi.org/10.4102/sajip>
- De Goede, M. E. E., Van Vianen, A. E. M., & Klehe, U. C. (2011). Attracting applicants on the Web: PO fit, industry culture stereotypes, and website design. *International Journal of Selection and Assessment, 19*(1), 51–61.
<https://doi.org/10.1111/j.1468-2389.2010.00534.x>
- De Jong, J., Schalk, R., & De Cuyper, N. (2009). Balanced versus unbalanced psychological contracts in temporary and permanent employment: associations with employee attitudes. *Management and Organization Review, 5*(3), 329–351.
<https://doi.org/10.1111/j.1740-8784.2009.00156.x>
- De Vos, A., Buyens, D., & Schalk, R. (2003). Psychological contract development during organizational socialization: adaptation to reality and the role of reciprocity. *Journal of Organizational Behavior, 24*(5), 537–559.
<https://doi.org/10.1002/job.205>
- De Vos, A., De Stobbeleir, K., & Meganck, A. (2009). The relationship between career-related antecedents and graduates' anticipatory psychological contracts. *Journal of Business and Psychology, 24*(3), 289–298.
<https://doi.org/10.1007/s10869-009-9107-3>
- Department of Higher Education and Training. Broad-based black economic empowerment amendment act (46/2013), Government Gazette 37271 § (2014). Retrieved from [http://www.dhet.gov.za/Gazette/DHET Research Agenda 19 Aug 2014 Final edited \[1\].pdf](http://www.dhet.gov.za/Gazette/DHET%20Research%20Agenda%2019%20Aug%202014%20Final%20edited%20[1].pdf)
- Department of Labour. Occupational health and safety amendment act (85/1993) (1994).
- Department of Labour. (1995). Amended Labour Relations Act 66 of 1995. *Labour Relations Amendment Act*. <https://doi.org/www.labour.gov.za> [accessed 12 October 2015]
- Department of Labour. Skills development amendment act (37/2008), Government Gazette 31666 (2008). Retrieved from <http://www.labour.gov.za/DOL/downloads/legislation/acts/skills-development-act/amendments/skilldevact.pdf>

Department of Labour. Labour relations amendment act (6/2014), Government Gazette 37921 (2014). Retrieved from

<http://www.gov.za/sites/www.gov.za/files/Act36of1994.pdf>

Department of Justice. Protection of Personal Information Act (4/2013), Government Gazette 37067 (2013). Cape Town. Retrieved from

<http://www.gov.za/documents/download.php?f=204368>

http://www.greengazette.co.za/notices/act-no-4-of-2013-protection-personal-information-act-2013_20131126-GGN-37067-00912

Devendorf, S. A., & Highhouse, S. (2008). Applicant-employee similarity and attraction to an employer. *Journal of Occupational and Organizational Psychology*, 81(4), 607–617. <https://doi.org/10.1348/096317907X248842>

Du Plooy, J., & Roodt, G. (2013). Biographical and demographical variables as

moderators in the prediction of turnover intentions. *SA Journal of Industrial Psychology*, 39(1), 1–12. <https://doi.org/10.4102/sajip.v39i1.1070>

Dulac, T., Coyle-Shapiro, J. A.-M., Henderson, D. J., & Wayne, S. J. (2008). Not all responses to breach are the same: The interconnection of social exchange and psychological contract processes in organizations. *Academy of Management Journal*, 51(6), 1079–1098. <https://doi.org/10.5465/AMJ.2008.35732596>

Elo, S., Kääriäinen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(1), 1–10. <https://doi.org/10.1177/2158244014522633>

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*. https://doi.org/10.1111/j.1744-6570.2007.00081_11.x

- Freese, C., & Schalk, R. (1996). Implications of differences in psychological contracts for human resource management. *European Journal of Work and Organizational Psychology*, 5(4), 501–509.
<https://doi.org/10.1080/13594329608414875>
- Freese, C., & Schalk, R. (2008). How to measure the psychological contract? A critical criteria-based review of measures. *South African Journal of Psychology*, 38(2), 269–286. <https://doi.org/10.1177/008124630803800202>
- Freese, C., Schalk, R., & Croon, M. (2008). De Tilburgse Psychologisch Contract Vragenlijst [The Tillburg Psychological Contract Questionnaire]. *Gedrag En Organisatie*, 21(3), 278–294.
- Freese, C., Schalk, R., & Croon, M. (2011). The impact of organizational changes on psychological contracts: A longitudinal study. *Personnel Review Personnel Review*, 40(4), 404–422. <https://doi.org/10.1108/00483481111133318>
- Guest, D. E. (2004). The psychology of the employment relationship: An analysis based on the psychological contract. *Applied Psychology: An International Review*, 53(4), 541–555. <https://doi.org/10.1111/j.1464-0597.2004.00187.x>
- Guest, D. E., & Conway, N. (1997). Employee motivation and the psychological contract. *Issues in People Management*, (21).
- Guest, D. E., & Conway, N. (1998). Fairness at work and the psychological contract. *Issues in People Management*.
- Guest, D. E., & Conway, N. (2002). Communicating the psychological contract: an employer perspective. *Human Resource Management Journal*, 12(2), 22–38. <https://doi.org/10.1111/j.1748-8583.2002.tb00062.x>
- Hair, J. F. J., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. *Long Range Planning* (Vol. 46). <https://doi.org/10.1016/j.lrp.2013.01.002>
- Heger, B. K. (2007). Linking the employee value proposition (EVP) to employee engagement and business outcomes: Preliminary findings from a linkage research pilot study. *Organization Development Journal*, 25(2), 121–132.
- Henderson, A. R. (2006). Testing experimental data for univariate normality. *Clinica Chimica Acta*, 366(1–2), 112–129. <https://doi.org/10.1016/j.cca.2005.11.007>
- Herriot, P., Manning, W. E. G., & Kidd, J. M. (1997). The content of the psychological contract. *British Journal of Management*, 8(2), 151–162.
<https://doi.org/10.1111/1467-8551.0047>

- Hom, P. W., Tsui, A. S., Wu, J. B., Lee, T. W., Zhang, A. Y., Fu, P. P., & Li, L. (2009). Explaining employment relationships with social exchange and job embeddedness. *The Journal of Applied Psychology, 94*(2), 277–297. <https://doi.org/10.1037/a0013453>
- Homans, G. C. . (1958). Social Behavior as Exchange. *American Journal of Sociology, 63*(6), 597–606. Retrieved from <http://www.jstor.org/stable/2772990>
- Hornung, S., Rousseau, D. M., Weigl, M., Müller, A., & Glaser, J. (2014). Redesigning work through idiosyncratic deals. *European Journal of Work and Organizational Psychology, 23*(4), 608–626. <https://doi.org/10.1080/1359432X.2012.740171>
- Hsieh, H. F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research, 15*(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Johannesburg Stock Exchange. (2014). JSE listed companies. Retrieved April 29, 2014, from <http://www.jse.co.za/How-To-List/Main-Board/Main-Board-Listed-companies.aspx>
- Katou, A. A., & Budwar, P. S. (2012). The link between HR practices, psychological contract fulfillment, and organizational performance: the case of the greek service sector. *Thunderbird International Business Review, 54*(6), 793–809. <https://doi.org/10.1002/tie.21504>
- Kickul, J., & Lester, S. W. (2001). Broken promises: equity sensitivity as a moderator between psychological contract breach and employee attitudes and behavior. *Journal of Business and Psychology, 16*(2), 191–218.
- Kingshott, R. P. J., & Dincer, O. C. (2008). Determinants of public service employee corruption: a conceptual model from the psychological contract perspective. *Journal of Industrial Relations, 50*(1), 69–85. <https://doi.org/10.1177/0022185607085695>
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Krippendorff, K. (2013). *Content analysis : An introduction to its methodology* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Lambert, L. S. (2011). Promised and delivered inducements and contributions: an integrated view of psychological contract appraisal. *Journal of Applied Psychology, 96*(4), 695–712. <https://doi.org/10.1037/a0021692>

- Lee, C., Liu, J., Rousseau, D. M., Hui, C., & Chen, Z. X. (2011). Inducements, contributions and fulfillment in new employee psychological contracts. *Human Resource Management, 50*(2), 201–226. <https://doi.org/10.1002/hrm>
- Liang, Y.-W., & Chu, C.-M. (2009). Personality traits and personal and organizational inducements: antecedents of workaholism. *Social Behavior and Personality: An International Journal, 37*(5), 645–660. <https://doi.org/10.2224/sbp.2009.37.5.645>
- Lin, H.-F. (2010). Applicability of the extended theory of planned behavior in predicting job seeker intentions to use job-search websites. *International Journal of Selection and Assessment, 18*(1), 64–74. <https://doi.org/10.1111/j.1468-2389.2010.00489.x>
- Linde, B. (2015). *SpringerBriefs in Economics*. London, UK: Springer. <https://doi.org/10.1007/978-981-287-402-3>
- Lub, X. D., Blomme, R. J., & Bal, P. M. (2011). Psychological contract and organizational citizenship behavior: A new deal for new generations? *Advances in Hospitality and Leisure, 7*, 109–130. [https://doi.org/10.1108/S1745-3542\(2011\)0000007010](https://doi.org/10.1108/S1745-3542(2011)0000007010)
- Lub, X., Nije Bijvank, M., Bal, P. M., Blomme, R., & Schalk, R. (2012). Different or alike? *International Journal of Contemporary Hospitality Management, 24*(4), 553–573. <https://doi.org/10.1108/09596111211226824>
- Maurer, S. D., & Cook, D. P. (2011). Using company web sites to e-recruit qualified applicants: A job marketing based review of theory-based research. *Computers in Human Behavior, 27*(1), 106–117. <https://doi.org/10.1016/j.chb.2010.07.013>
- Montes, S. D., & Irving, P. G. (2008). Disentangling the effects of promised and delivered inducements: Relational and transactional contract elements and the mediating role of trust. *The Journal of Applied Psychology, 93*(6), 1367–1381. <https://doi.org/10.1037/a0012851>
- Morgan, S. E., Reichert, T., & Harrison, T. R. (2017). *From numbers to words: Reporting statistical results for the social sciences*. New York, NY: Routledge.
- Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review, 22*(1), 226–256. <https://doi.org/10.5465/AMR.1997.9707180265>
- Nedbank Limited. (2015). About Us. Retrieved April 9, 2015, from <http://www.careers.nedbank.co.za>

- Ng, T. W. H., Sorensen, K. L., & Feldman, D. C. (2007). Dimensions, antecedents, and consequences of workaholism: A conceptual integration and extension. *Journal of Organizational Behavior, 28*(1), 111–136. <https://doi.org/10.1002/job>
- Nikolaou, I., Tomprou, M., & Vakola, M. (2007). Individuals' inducements and the role of personality: Implications for psychological contracts. *Journal of Managerial Psychology, 22*(7), 649–663. <https://doi.org/10.1108/02683940710820082>
- Nikolov, K., & Urban, B. (2013). Employee perceptions of risks and rewards in terms of corporate entrepreneurship participation. *SA Journal of Industrial Psychology, 39*(1), 1–13. <https://doi.org/10.4102/sajip.v39i1.1047>
- O'Neill, G., Krivokapic-Skoko, B., & Dowell, D. (2010). Unpacking informal contractual relationships: Psychological contracts established by Australian business academics. *Irish Journal of Management, 29*(2), 5–33.
- O'Shea, D., Monaghan, S., & Ritchie, T. D. (2014). Early career attitudes and satisfaction during recession. *Journal of Managerial Psychology, 29*(3), 226–245. <https://doi.org/10.1108/JMP-02-2013-0061>
- Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows (Version 15)* (3rd ed.). Open University Press.
- Peirce, G. L., Desselle, S. P., Draugalis, J. R., Spies, A. R., Davis, T. S., & Bolino, M. (2012). Identifying psychological contract breaches to guide improvements in faculty recruitment, retention, and development. *American Journal of Pharmaceutical Education, 76*(6). <https://doi.org/10.5688/ajpe766108>
- Penfold, R., & Ronnie, L. (2015). Peer-to-peer psychological contracts in the South African wine industry. *SA Journal of Human Resource Management, 13*(1), 1–10. <https://doi.org/10.4102/sajhrm.v13i1.701>
- Profile Group Ltd. (2015). Share Data online. Retrieved November 1, 2015, from <http://www.sharedata.co.za/v2/scripts/Shares.aspx>
- Quantisle. (2017). Qiqqa. Retrieved January 15, 2017, from <http://www.qiqqa.com/>
- Raeder, S., Wittekind, A., Inauen, A., & Grote, G. (2009). Testing a psychological contract measure in a Swiss employment context. *Swiss Journal of Psychology, 68*(4), 177–188. <https://doi.org/10.1024/1421-0185.68.4.177>
- Republic of South Africa. Financial Intelligence Centre Act (33/2004) (2002).

- Robinson, S., Kraatz, M., & Rousseau, D. (1994). Changing obligations and the psychological contract - A longitudinal-study. *Academy of Management Journal*, 37(1), 137–152. <https://doi.org/10.2307/256773>
- Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, 2(2), 121–139. <https://doi.org/10.1007/BF01384942>
- Rousseau, D. M. (1990). New hire perceptions of their own and their employer's obligations: A study of psychological contracts. *Journal of Organizational Behavior*, 11(5), 389–400. <https://doi.org/10.2307/2488162>
- Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage Publications, Inc.
- Rousseau, D. M. (2000). *Psychological contract inventory technical report*. The Heinz School of Public Policy and Management: Carnegie Mellon University, Pittsburgh, PA. Retrieved from http://www.andrew.cmu.edu/user/rousseau/0_reports/PCI.pdf
- Rousseau, D. M. (2001a). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational and Organizational Psychology*, 74(4), 511–541.
- Rousseau, D. M. (2001b). The idiosyncratic deal: Flexibility versus fairness? *Organizational Dynamics*, 29(4), 260–273. [https://doi.org/10.1016/S0090-2616\(01\)00032-8](https://doi.org/10.1016/S0090-2616(01)00032-8)
- Rousseau, D. M. (2008). *Psychological contract inventory - Employee and employer obligations*. Pittsburgh, PA: Carnegie Mellon University. Retrieved from http://wpweb2.tepper.cmu.edu/facultyadmin/upload/url3_1296011194484_Psychological_Contract_Inventory_2008.pdf
- Rousseau, D. M., Ho, V. T., & Greenberg, J. (2006). I-deals: Idiosyncratic terms in employment relationships. *Academy of Management Review*, 31(4), 977–994. <https://doi.org/10.5465/AMR.2006.22527470>
- Schalk, R., De Jong, J., Rigotti, T., Mohr, G., Peiró, J. M., & Caballer, A. (2010). The psychological contracts of temporary and permanent workers. In *Employment contracts, psychological contracts, and employee well-being* (pp. 89–120). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199542697.003.0005>

- Schoder, V., Himmelmann, A., & Wilhelm, K. P. (2006). Preliminary testing for normality: Some statistical aspects of a common concept. *Clinical and Experimental Dermatology*, 31(6), 757–761. <https://doi.org/10.1111/j.1365-2230.2006.02206.x>
- Sens, T. (2005). *Naast woorden ook daden: Een onderzoek naar de inhoud en staat van het psychologisch contract van universitair docenten van de Technische Universiteit Eindhoven*. Open Universiteit, Nederland, Heerlen.
- Shen, J. (2010). University academics' psychological contracts and their fulfilment. *Journal of Management Development*, 29(6), 575–591. <https://doi.org/10.1108/02621711011046549>
- South African Revenue Service. (2017). Small businesses and VAT. Retrieved April 1, 2017, from <http://www.sars.gov.za/ClientSegments/Businesses/SmallBusinesses/Pages/Small-Businesses-and-VAT.aspx>
- Srivastava, P., & Bhatnagar, J. (2010). Employer brand for talent acquisition: An exploration towards its measurement. *Vision: The Journal of Business Perspective*, 14, 25–34. <https://doi.org/10.1177/097226291001400103>
- Stander, M. W., & Rothmann, S. (2010). Psychological empowerment, job insecurity and employee engagement. *SA Journal of Industrial Psychology*, 36(1), 1–9. <https://doi.org/10.4102/sajip.v36i1.849>
- Suazo, M. M., Martínez, P. G., & Sandoval, R. (2009). Creating psychological and legal contracts through human resource practices: a signaling theory perspective. *Human Resource Management Review*, 19(2), 154–166. <https://doi.org/10.1016/j.hrmr.2008.11.002>
- Suazo, M. M., & Stone-Romero, E. F. (2011). Implications of psychological contract breach: A perceived organizational support perspective. *Journal of Managerial Psychology*, 26(5), 366–382. <https://doi.org/10.1108/02683941111138994>
- Tekleab, A. G., & Taylor, M. S. (2003). Aren't there two parties in an employment relationship? Antecedents and consequences of organization-employee agreement on contract obligations and violations. *Journal of Organizational Behavior*, 24(5), 585–608. <https://doi.org/10.1002/job.204>
- Tomprou, M., & Nikolaou, I. (2011). A model of psychological contract creation upon organizational entry. *Career Development International*, 16(4), 342–363. <https://doi.org/10.1108/13620431111158779>

- Transpaco Limited. (2016). BEE. Retrieved April 28, 2016, from <http://www.transpaco.co.za/BEE.aspx/>
- Turnley, W. H., & Feldman, D. C. (1998). Psychological contract violations during corporate restructuring. *Human Resource Management, 37*(1), 71–83. [https://doi.org/10.1002/\(SICI\)1099-050X\(199821\)37:1<71::AID-HRM7>3.3.CO;2-5](https://doi.org/10.1002/(SICI)1099-050X(199821)37:1<71::AID-HRM7>3.3.CO;2-5)
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences, 15*(3), 398–405. <https://doi.org/10.1111/nhs.12048>
- Vantilborgh, T., Bidee, J., Pepermans, R., Willems, J., Huybrechts, G., & Jegers, M. (2014). Effects of ideological and relational psychological contract breach and fulfilment on volunteers' work effort. *European Journal of Work and Organizational Psychology, 23*(2), 217–230. <https://doi.org/10.1080/1359432X.2012.740170>
- Who Owns Whom Pty Ltd. (2015). SA Sector: Companies. Retrieved October 1, 2015, from http://www.whoownswhom.co.za/web/?m=SA Sector&p=search_companies.
- Yen, C.-L. (Alan), Murrmann, S. K., & Murrmann, K. F. (2011). The influence of context orientation on job seeker perceptions of recruitment, person-organization fit, and job application intention in the hospitality industry. *Journal of Human Resources in Hospitality & Tourism, 10*(3), 315–330. <https://doi.org/10.1080/15332845.2011.555882>
- Zribi, H., & Souaï, S. (2013). Deviant behaviors in response to organizational injustice: Mediator test for psychological contract breach - the case of Tunisia. *Journal of Business Studies Quarterly, 4*(4), 1–26.

Appendix 1: Code book

In the codebook, each specific inducement or expectation construct, sub-construct and sub-construct item is coded in a very specific manner. The content analysis was performed on the sample companies at the sub-construct item level.

As an example of how the sub-construct items were coded in the measure, the Code IR11 is used. Below follows an exposition of the coding tree structure employed. This code refers to the sub-construct item and is constituted as follows:

- The first digit of the code is either an “I” or an “E”, indicating either an Inducement (I) or an Expectation (E) construct. The example code used indicates an Inducement construct.
- The second digit indicates the sub-construct as per the measure. Sub-constructs have been identified and associated to either an inducement or an expectation construct. In the example used, the “R” indicates the Financial reward inducement sub-construct.
- The third and fourth digits indicate the relevant sub-construct item associated to a specific sub-construct. The numbering here is in sequential order ranging from the first value 01 to a potential 99. In the example, the sub-construct items of the Financial reward sub-construct range from 01 to 18. The “11” in the example refers to the sub-construct item number 11, i.e. offering an attractive pay and benefits package to employees.

Definitions for expectation sub-constructs are conveyed in Appendix table 1-1, followed by the definitions for the various inducement sub-constructs in Appendix table 1-2. In each of these tables, each sub-construct is represented by first indicating the inducement or expectation construct. The specific working definition and unique code of the applicable sub-construct follows, with the relevant literature sources concluding each record.

Appendix table 1-1
Consolidated codebook – Expectations (E)

Expectation sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Employability (E)	Skills: Build own skills to increase my value to this organisation	EE01	Seeking opportunities and attending training courses that enhance the employee's value to the current employer.	(De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; Linde, 2015; Rousseau, 2000, 2008; Tekleab & Taylor, 2003)
	Take personal initiative to attend additional training courses	EE02	Employee takes initiative to actively seek development and training opportunities to improve current skills.	(Aydin, Yilmaz, Memduhoğlu, Oğuz, & Güngör, 2008; Dabos & Rousseau, 2004; De Vos et al., 2003; Rousseau, 2000, 2008; Schalk et al., 2010)
Ethical behaviour (B)	Follow the policies and norms of the organisation	EB01	The employee conforms and complies with the policies and norms applicable to all employees of the organisation.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010; Schalk et al., 2010; Tekleab & Taylor, 2003)
	Honesty	EB02	The employee is expected to act with honesty and integrity while at work.	(Aydin et al., 2008; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; Linde, 2015; O'Neill et al., 2010; Penfold & Ronnie, 2015; Tekleab & Taylor, 2003)

Expectation sub-construct	Sub-construct item description and grouping		Sub-construct item	Sub-construct item definition	Literature sources
Ethical behaviour (B)	Honesty:	Clients	EB03	Employees are expected to act with honesty and integrity in their dealings with clients.	(Herriot et al., 1997)
		Leave	EB04	The employee is expected to act with honesty and integrity and to not abuse leave benefits offered by the organisation.	(Freese, 2007; Freese et al., 2008, 2011; Linde, 2015)
		Notice (giving advance notice if taking a job elsewhere)	EB05	The employee provides notice to the current company well in advance before starting with the new employer.	(Linde, 2015; Robinson et al., 1994)
		Organisation's properties	EB06	The employee respects and carefully treats the organisation's property.	(De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Herriot et al., 1997)
		Organisation's resources (materials, budgets)	EB07	The employee uses company resources in a cost-effective manner and per budget determinations.	(De Vos et al., 2003; Linde, 2015; Sens, 2005)

Expectation sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Ethical behaviour (B)	Honesty: Working hours	EB08	The employee is required to be punctual and keep attendance at work for the hours contractually required.	(Herriot et al., 1997; Katou & Budwar, 2012; Linde, 2015; Schalk et al., 2010)
	Protect confidential information about the organisation	EB09	Employee protects and does not disclose confidential information about the company.	(Aydin et al., 2008; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; Robinson et al., 1994; Sens, 2005)
	Protect the organisation's image	EB10	The employee protects the organisation's image.	(Dabos & Rousseau, 2004; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; Linde, 2015; Rousseau, 2000, 2008; Schalk et al., 2010)
Flexibility (F)	Flexibility	EF01	The employee is flexible and able to adapt in terms of what is expected by the organisation.	(Herriot et al., 1997; Katou & Budwar, 2012; Penfold & Ronnie, 2015)
	Take work home regularly if necessary	EF02	The employee is willing to take work home on a regular basis or when required.	(Bal & Vink, 2011; De Vos et al., 2003)
	Travel for work	EF03	Willingness to travel for work as required.	(O'Neill et al., 2010)

Expectation sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Flexibility (F)	Volunteer to do tasks that are strictly no part of your job if necessary	EF04	The incumbent volunteers to perform extra duties and tasks that do not form part of their job description.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010; Robinson et al., 1994; Schalk et al., 2010; Sens, 2005; Tekleab & Taylor, 2003)
	Willingness to accept a job change / transfer	EF05	The employee is willing to accept a transfer to another position within the company if required.	(Aydin et al., 2008; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; Robinson et al., 1994; Schalk et al., 2010)
	Work extra hours to get your job done	EF06	Working extra hours, overtime and/or over weekends to ensure that the job tasks are completed.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; Linde, 2015; O'Neill et al., 2010; Penfold & Ronnie, 2015; Robinson et al., 1994; Schalk et al., 2010; Sens, 2005; Tekleab & Taylor, 2003)
In-and-extra role behaviour (R)	Accept increasing challenges	ER01	Accepting increasingly challenging performance standards demanded by the organisation.	(Aydin et al., 2008; Dabos & Rousseau, 2004; Rousseau, 2000, 2008)

Expectation sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
In-and-extra role behaviour (R)	Act professionally	ER02	Dressing and behaving in a professional manner in actions taken towards colleagues and customers.	(Freese, 2007; Freese et al., 2008, 2011; Heger, 2007; Herriot et al., 1997; Linde, 2015; Penfold & Ronnie, 2015)
	Assist your colleagues in their work	ER03	Offer assistance to colleagues with their work.	(Bal & Vink, 2011; De Beer et al., 2013; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Heger, 2007; Lee et al., 2011; Linde, 2015; Rousseau, 2000; Schalk et al., 2010; Sens, 2005)
	Be creative and innovative	ER04	Displaying innovation and providing the organisation with innovative improvement suggestions.	(Aydin et al., 2008; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; Penfold & Ronnie, 2015; Schalk et al., 2010)
	Be motivated to achieve goals	ER05	Working enthusiastically to achieve set performance goals.	(Schalk et al., 2010)
	Cooperate well with your colleagues	ER06	Cooperate well with colleagues.	(Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Sens, 2005)
	Deliver qualitative and quantitative work	ER07	Deliver good work that is both quantitative and qualitative.	(Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Herriot et al., 1997; O'Neill et al., 2010; Sens, 2005)

Expectation sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
In-and-extra role behaviour (R)	Get along with your colleagues	ER08	Get along well with colleagues by being courteous and acting collegially.	(De Vos et al., 2003; Katou & Budwar, 2012; O'Neill et al., 2010; Penfold & Ronnie, 2015; Schalk et al., 2010)
	Participate in social activities	ER09	Participate in social activities of the organisation.	(Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; Sens, 2005)
	Perform duties / tasks required	ER10	Perform required duties associated to the employee's job / position.	(Bal & Vink, 2011; Rousseau, 2000; Schalk et al., 2010; Sens, 2005)
	Responsibility	ER11	Assuming responsibility for one's own career.	(Schalk et al., 2010; Sens, 2005)
	Share information with colleagues	ER12	Sharing information with colleagues.	(Bal & Vink, 2011; De Vos et al., 2003)
	Work fast and efficiently	ER13	Work fast and efficiently to provide good service to customers and deliver satisfying performance on all tasks required.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010; Penfold & Ronnie, 2015; Rousseau, 2000; Sens, 2005; Stander & Rothmann, 2010; Tekleab & Taylor, 2003)
Loyalty (L)	Accept no job offers you receive from other organisations	EL01	Employees do not accept job offers from other organisations while employed by the current organisation.	(De Vos et al., 2003)

Expectation sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Loyalty (L)	Loyalty	EL02	Employee displays loyalty towards the organisation.	(Heger, 2007; Katou & Budwar, 2012; Penfold & Ronnie, 2015; Robinson et al., 1994; Rousseau, 2000; Schalk et al., 2010)
	No competitor support	EL03	Employees do not support competitors of the organisation.	(Linde, 2015; Robinson et al., 1994)
	Not immediately look for a job elsewhere	EL04	Do not engage in seeking employment opportunities outside the current organisation.	(Aydin et al., 2008; Dabos & Rousseau, 2004; De Vos et al., 2003; Rousseau, 2008)
	Remain with this organisation for at least some years	EL05	Employees commit to remain in the employ of the current organisation for at least a few years.	(Dabos & Rousseau, 2004; De Vos et al., 2003; Herriot et al., 1997; O'Neill et al., 2010; Robinson et al., 1994; Rousseau, 2000; Schalk et al., 2010)
	Take this organisation's concerns personally	EL06	Make personal sacrifices for the organisation and commit to the organisation's concerns on a personal level.	(Dabos & Rousseau, 2004; Freese, 2007; Freese et al., 2008; Rousseau, 2000, 2008; Schalk et al., 2010; Sens, 2005)

Appendix table 1-2
Consolidated codebook – Inducements (I)

Inducement sub-construct	Sub-construct item description and grouping		Sub-construct item	Sub-construct item definition	Literature sources
Career development (C)	Career development:	Provide opportunities	IC01	Providing opportunities for career development within the organisation.	(Bal & Vink, 2011; J. A.-M. Coyle-Shapiro & Conway, 2005; Dabos & Rousseau, 2004; De Vos et al., 2003; Freese, 2007; Freese & Schalk, 2008; Freese et al., 2011; Linde, 2015; X. Lub et al., 2012; Nikolaou et al., 2007; O'Neill et al., 2010; Penfold & Ronnie, 2015; Robinson et al., 1994; Rousseau, 2000, 2008; Schalk et al., 2010; Sens, 2005; Shen, 2010; Turnley & Feldman, 1998)
	Intra-organisational mobility		IC02	Allowing opportunity to change jobs or positions while remaining with the employer.	(Freese, 2007; Freese & Schalk, 2008; Linde, 2015; X. Lub et al., 2012)
Promotion opportunities			IC03	Provide opportunities for promotion or advancement within the current organisation.	(Aydin et al., 2008; Bal & Vink, 2011; Botha & Moalusi, 2010; Conway & Coyle-Shapiro, 2012; Dabos & Rousseau, 2013; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Katou & Budwar, 2012; Linde, 2015; X. Lub et al., 2012; O'Neill et al., 2010; Robinson et al., 1994; Rousseau, 2000, 2008; Turnley & Feldman, 1998)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Career development (C)	Career development: Promotion support	IC04	Assist employee to obtain a promotion within the organisation.	(Shen, 2010)
	Skills development: Provide opportunities	IC05	The organisation provides training intervention and other opportunities to obtain and develop skills.	(Aydin et al., 2008; Bal & Vink, 2011; Bynum, 2011; Conway & Coyle-Shapiro, 2012; J. A.-M. Coyle-Shapiro & Conway, 2005; Dabos & Rousseau, 2013; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Herriot et al., 1997; Katou & Budwar, 2012; Linde, 2015; X. Lub et al., 2012; Peirce et al., 2012; Robinson et al., 1994; Rousseau, 2000; Sens, 2005; Turnley & Feldman, 1998)
	Provide opportunities for current job only	IC06	The organisation provides training opportunities to employees only to be able to perform their current job.	(J. A.-M. Coyle-Shapiro & Conway, 2005; X. Lub et al., 2012; Rousseau, 2000, 2008)
	Provide opportunities for personal growth	IC07	Organisation provides opportunities for employees to develop skills for personal growth reasons not related to their current job.	(Bal & Vink, 2011; Sens, 2005)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources	
Career development (C)	Skills development:	Support	IC08	The organisation provides support to employees undertaking interventions for development and skill acquisition.	(J. A.-M. Coyle-Shapiro & Conway, 2005)
		Support by coaching	IC09	The employer offers coaching that supports employee development.	(X. Lub et al., 2012)
		Support to develop extremely marketable skills	IC10	Offer opportunities and interventions that help employees obtain marketable skills for future jobs.	(Conway & Coyle-Shapiro, 2012; De Beer et al., 2013; X. Lub et al., 2012; Rousseau, 2000; Schalk et al., 2010)
	Support by mentoring	IC11	Offer and provide employees with guidance and mentoring (formal and informal).	(Nikolaou et al., 2007; Peirce et al., 2012)	
	Skills development: Performance support:	Customer satisfaction	IC12	The organisation offer support for performance that leads to customer satisfaction.	(Linde, 2015)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources	
Career development (C)	Skills development: Performance support:	Offer support to meet performance goals	IC13	The employer offers support to achieve goals and aim for higher levels of performance.	(Dabos & Rousseau, 2004, 2013; Linde, 2015; Rousseau, 2000, 2008)
		Quality products	IC14	Offer support to deliver quality products.	(Linde, 2015)
Financial rewards (R)	Benefits (or indirect pay):	Attractive	IR01	Offer attractive and exclusive benefits to employees.	(Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Katou & Budwar, 2012; Penfold & Ronnie, 2015; Sens, 2005; Turnley & Feldman, 1998)
		Benefits (or indirect pay):	Allowances	IR02	Offers employees various forms of allowances.
	Healthcare	IR03	Offer employees healthcare benefits.	(Aydin et al., 2008; Nikolaou et al., 2007; Turnley & Feldman, 1998)	
	Moving expenses	IR04	Provide employees with a moving expense reimbursement benefit.	(Peirce et al., 2012)	
	Retirement	IR05	Offer employees a retirement benefit.	(Nikolaou et al., 2007; Turnley & Feldman, 1998)	
	Tuition	IR06	Reimburse employees for tuition and other related costs of training interventions.	(Freese, 2007; Freese et al., 2008, 2011; Nikolaou et al., 2007)	

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources	
Financial rewards (R)	Benefits (or indirect pay):	Fringe and related benefits	IR07	Offer employees fringe and other benefits related to employment at the organisation.	(Peirce et al., 2012)
		Non-cash awards	IR08	Offer employees rewards and other fringe benefits that cannot be converted to a cash award.	(Conway & Coyle-Shapiro, 2012; Katou & Budwar, 2012)
		Stable	IR09	Provide employees with stable and regular benefits.	(Dabos & Rousseau, 2004; De Vos et al., 2003; Rousseau, 2008)
Pay (base)	Basic	IR10	Offer employees a base pay / salary.	(Penfold & Ronnie, 2015; Turnley & Feldman, 1998)	
Pay (base) and benefits (or indirect pay):	Attractive	IR11	Offer employees attractive pay and benefits.	(Bal & Vink, 2011; De Vos et al., 2003)	
	Stable	IR12	Provide stable and consistent benefits and pay to employees.	(Dabos & Rousseau, 2013; Rousseau, 2008)	
Pay (base):	Equitable	IR13	Pay and reward employees fairly in accordance to others performing similar roles within and outside the company.	(J. A.-M. Coyle-Shapiro & Conway, 2005; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012; O'Neill et al., 2010; Robinson et al., 1994; Schalk et al., 2010; Shen, 2010)	

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources	
Financial rewards (R)	Pay (base): Increase:	Performance related	IR14	Increase employee wages based on performance results achieved.	(Bal & Vink, 2011; De Vos et al., 2003)
		Regular	IR15	Provide employees with an annual increase on a regular / annual basis to maintain their standard of living.	(J. A.-M. Coyle-Shapiro & Conway, 2005; Peirce et al., 2012; Sens, 2005; Turnley & Feldman, 1998)
		Performance related pay	IR16	Remunerate employees with base pay based on how well they have performed.	(X. Lub et al., 2012; Shen, 2010)
		Qualification related	IR17	Remunerate employees according to qualifications obtained.	(O'Neill et al., 2010; Sens, 2005)
	Pay (variable):	Performance related	IR18	Offer financial incentives and rewards for exceptional performance exhibited.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese & Schalk, 2008; Freese et al., 2011; Linde, 2015; X. Lub et al., 2012; O'Neill et al., 2010; Robinson et al., 1994; Turnley & Feldman, 1998)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Job content (J)	Allow employees to show your true potential	IJ01	Recognize that employees can apply their skills and talents.	(Shen, 2010)
	Application of skill / knowledge	IJ02	Create opportunities for employees to apply their skills and talents.	(Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Sens, 2005)
	Autonomy	IJ03	Allow employees to work autonomously and independently as well as making decisions about how to structure tasks.	(Bal & Vink, 2011; J. A.-M. Coyle-Shapiro & Conway, 2005; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012; Nikolaou et al., 2007; O'Neill et al., 2010; Peirce et al., 2012; Sens, 2005; Shen, 2010)
	Autonomy: Limited disturbances	IJ04	Allow employees to work with limited interferences.	(Freese, 2007; Freese et al., 2008, 2011; Herriot et al., 1997; Linde, 2015)
	Clear job / task descriptions (responsibilities)	IJ05	Provide employees with a clear description of what actions and outputs are required from them performing their assigned jobs.	(De Beer et al., 2013; Katou & Budwar, 2012; X. Lub et al., 2012; Peirce et al., 2012)
	Meeting customers' needs or desires	IJ06	Meet customers' needs or desires.	(Freese, 2007; Freese et al., 2008, 2011)

Inducement sub-construct	Sub-construct and grouping	Sub-construct item description	Sub-construct item	Sub-construct item definition	Literature sources
Job content (J)	Offer	A reasonable workload	IJ07	Require a reasonable workload and related demands from employees.	(De Beer et al., 2013; Guest & Conway, 2002; Linde, 2015; Nikolaou et al., 2007; Peirce et al., 2012; Penfold & Ronnie, 2015; Shen, 2010)
		Challenging work	IJ08	Offer employees challenging work.	(Freese, 2007; Freese et al., 2008, 2011; X. Lub et al., 2012; Nikolaou et al., 2007; Schalk et al., 2010; Sens, 2005; Turnley & Feldman, 1998)
		Interesting work	IJ09	Offer employees interesting work.	(J. A.-M. Coyle-Shapiro & Conway, 2005; Guest & Conway, 2002; Katou & Budwar, 2012; Schalk et al., 2010)
		Meaningful work	IJ10	Offer employees meaningful work.	(Nikolaou et al., 2007; Stander & Rothmann, 2010)
		Stimulating work	IJ11	Offer employees stimulating work.	(Linde, 2015)
		Suitable and varied work	IJ12	Offer employees suitable, varied and diverse work assignments.	(Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012)
		Work that I can connect to	IJ13	Offer employees work that they can feel connect to.	(X. Lub et al., 2012)
	Opportunities	Allow to serve on committees	IJ14	Allow employees to serve on ad hoc committees.	(Dabos & Rousseau, 2013)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Job content (J)	Opportunities	Engage in decisions	IJ15	Involve employees in and allow employees to participate in making decisions that impact on their roles. (Bynum, 2011; J. A.-M. Coyle-Shapiro & Conway, 2005; Dabos & Rousseau, 2013; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012; Schalk et al., 2010; Turnley & Feldman, 1998)
		Express oneself	IJ16	Allow employees freedom of expression and having own opinions in the execution of their duties at work. (Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012; Nikolaou et al., 2007; O'Neill et al., 2010)
	Provide	Long-term employment	IJ17	Offer employees permanent or long-term secure and steady employment opportunities. (Aydin et al., 2008; Conway & Coyle-Shapiro, 2012; Dabos & Rousseau, 2004, 2013; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Herriot et al., 1997; Katou & Budwar, 2012; Linde, 2015; X. Lub et al., 2012; Nikolaou et al., 2007; O'Neill et al., 2010; Penfold & Ronnie, 2015; Robinson et al., 1994; Rousseau, 2000, 2008; Schalk et al., 2010; Sens, 2005; Turnley & Feldman, 1998; Vantilborgh et al., 2014)
		Opportunities to travel	IJ18	Provide opportunities for employees to travel for work purposes. (Aydin et al., 2008)

Inducement sub-construct	Sub-construct item description and grouping		Sub-construct item	Sub-construct item definition	Literature sources
Job content (J)	Provide	Required materials and resources	IJ19	Provide employees adequate resources required to perform their required duties.	(Bynum, 2011; Heger, 2007; Nikolov & Urban, 2013; Peirce et al., 2012; Sens, 2005; Shen, 2010)
		Responsibility	IJ20	Offer employees jobs that require high levels of responsibility.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012; Turnley & Feldman, 1998)
Organisational policies (P)	Organisational policies:	An efficient organisation	IP01	Offers efficient Human Resource Management practices with effective communication structures and limited red tape.	(Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010)
		Appropriate management and leadership	IP02	The organisation offers employees trusted management and leadership.	(Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010)
		Fair and equitable treatment of employees	IP03	Non-discriminatory, transparency and fairness in treatment of employees and application of policies to all employees.	(Aydin et al., 2008; Conway & Coyle-Shapiro, 2012; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Katou & Budwar, 2012; Linde, 2015; O'Neill et al., 2010; Penfold & Ronnie, 2015)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources	
Organisational policies (P)	Organisational policies: Fair and equitable treatment of employees:	Benefits	IP04	Administer benefits in a fair and consistent manner.	(Herriot et al., 1997)
		Disciplinary procedures	IP05	Fairly and consistently applying the rules and determinants of the company's disciplinary policy and procedure.	(Herriot et al., 1997)
		Promotion	IP06	The promotion process followed by the organisation is categorised as being a fair, equitable and consistent process.	(Herriot et al., 1997; O'Neill et al., 2010; Shen, 2010)
		Workload	IP07	A fair distribution and division of workload to all employees is followed.	(Aydin et al., 2008)
		Provide feedback on performance	IP08	Employees are provided feedback on their performance.	(Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Katou & Budwar, 2012; Linde, 2015; Turnley & Feldman, 1998)

Inducement sub-construct	Sub-construct and grouping	Sub-construct item description	Sub-construct item	Sub-construct item definition	Literature sources
Organisational policies (P)	Organisational policies: Fair and equitable treatment of employees:	Provide policies and rules	IP09	The organisation provides clear guidelines and regulations within its policies.	(Freese, 2007; Freese et al., 2008, 2011; Peirce et al., 2012)
		Provision of information needed	IP10	The organisation communicates required information to employees when required.	(Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; X. Lub et al., 2012; O'Neill et al., 2010)
	Work environment:	Good working conditions	IP11	Offer employees good working conditions.	(Linde, 2015; Penfold & Ronnie, 2015)
	Work environment:	Provide a safe working environment	IP12	Provide safe and comfortable working environment for employees.	(Aydin et al., 2008; Dabos & Rousseau, 2013; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Herriot et al., 1997; Katou & Budwar, 2012; Nikolaou et al., 2007; O'Neill et al., 2010; Schalk et al., 2010; Shen, 2010)
Social atmosphere (S)	Social atmosphere:	A good atmosphere at work	IS01	The organisation has a good and supportive working atmosphere between colleagues.	(Bal & Vink, 2011; Botha & Moalusi, 2010; Conway & Coyle-Shapiro, 2012; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Herriot et al., 1997; Linde, 2015; X. Lub et al., 2012; Nikolov & Urban, 2013; Rousseau, 2000; Schalk et al., 2010; Sens, 2005)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources	
Social atmosphere (S)	Social atmosphere:	Social atmosphere: Good communication among colleagues	IS02	Clear and good two-way communication between colleagues exist within the company.	(Aydin et al., 2008; Bal & Vink, 2011; Bynum, 2011; De Beer et al., 2013; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Guest & Conway, 2002; Herriot et al., 1997; Katou & Budwar, 2012; X. Lub et al., 2012; Shen, 2010)
		A good mutual co-operation	IS03	Effective colleague and supervisor support for employee collaboration.	(De Beer et al., 2013; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; X. Lub et al., 2012; Nikolov & Urban, 2013; Peirce et al., 2012; Schalk et al., 2010; Turnley & Feldman, 1998)
		Positive relationships between colleagues	IS04	There are positive and respectful relationships between employees of the organisation.	(Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010; Peirce et al., 2012; Penfold & Ronnie, 2015; Shen, 2010)
		Supporting social activities	IS05	The organisation supports social activities.	(Linde, 2015)
		Recognition	IS06	Recognise employee performance in non-monetary manner.	(Freese, 2007; Freese & Schalk, 2008; Freese et al., 2011; Linde, 2015; Penfold & Ronnie, 2015)
		Contribution	IS07	Recognise or reward employee contributions made to the organisation.	(Herriot et al., 1997; Shen, 2010)

Inducement sub-construct	Sub-construct and grouping	Sub-construct item description	Sub-construct item	Sub-construct item definition	Literature sources
Social atmosphere (S)	Recognition	Good performance	IS08	Offer recognition for good employee performance.	(X. Lub et al., 2012)
		Hard work	IS09	Recognise hard work and long hours that employees invest in their work.	(X. Lub et al., 2012; O'Neill et al., 2010)
	Innovation		IS10	Recognise innovative and novel ideas employees present and deliver to the organisation.	(Guest & Conway, 2002; Katou & Budwar, 2012)
		Loyalty to the organisation	IS11	Recognise employee loyalty towards the organisation.	(X. Lub et al., 2012)
Work-life balance (B)	Concern for employees		IB01	The employer makes decisions that considers employee wellbeing and interests.	(Dabos & Rousseau, 2004, 2013; O'Neill et al., 2010; Rousseau, 2000, 2008; Vantilborgh et al., 2014)
	Offer flexible working hours		IB02	The organisation offers employees opportunities to have flexible working hours to accommodate private / personal life requirements.	(Bynum, 2011; Conway & Coyle-Shapiro, 2012; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; Linde, 2015; X. Lub et al., 2012; O'Neill et al., 2010; Rousseau et al., 2006; Schalk et al., 2010)

Inducement sub-construct	Sub-construct item description and grouping	Sub-construct item	Sub-construct item definition	Literature sources
Work-life balance (B)	Opportunity to work part-time	IB03	Allow employees to change a permanent contract to a part time contract if required.	(X. Lub et al., 2012)
	Personal situation: Respect for	IB04	The organisation's policies allow flexibility for employees to meet family and personal situation requirements.	(Bal & Vink, 2011; De Vos et al., 2003; Freese, 2007; Freese et al., 2008, 2011; Herriot et al., 1997; Linde, 2015; X. Lub et al., 2012; O'Neill et al., 2010; Sens, 2005)
	Support with problems	IB05	Employees are provided support for personal and family related problems.	(X. Lub et al., 2012; Robinson et al., 1994; Rousseau, 2000; Schalk et al., 2010; Sens, 2005; Shen, 2010; Turnley & Feldman, 1998)

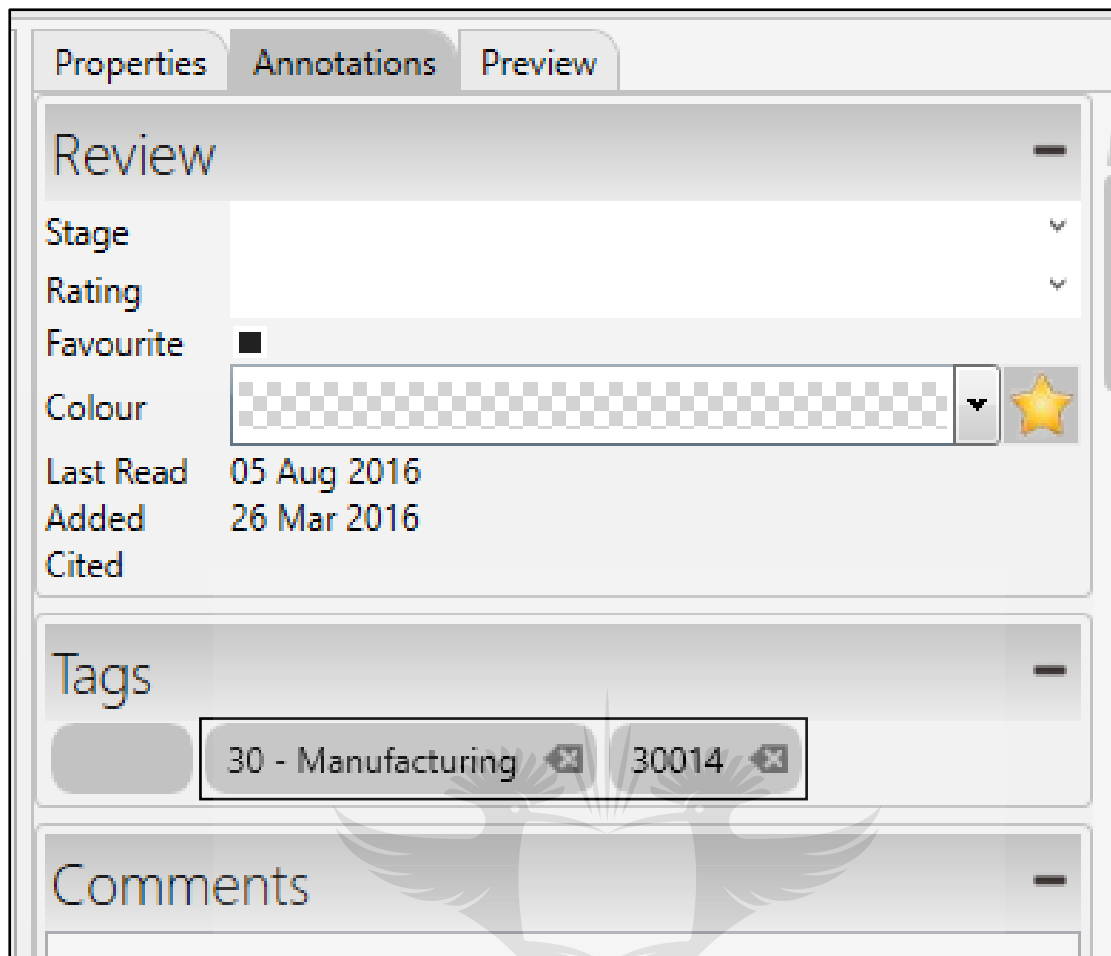
Appendix 2: Coding sample companies within Qiqqa

Once a company website has been converted into a PDF document and uploaded into Qiqqa, the record in Qiqqa is coded by using the Annotation tab associated to the document. Two tags were created for each sample company entry.

The first tag to be added is that of the SIC sector (Major division). A number is assigned to each company. The company is classified as per SA Sector: Companies listing (Who Owns Whom Pty Ltd, 2015). To this number, a zero was added followed by a hyphen and then the SIC major category description. This was done to facilitate sorting within Qiqqa. As an example, a company document that falls within the Manufacturing sector, when uploaded into Qiqqa, is assigned the tag “30 – Manufacturing”.

The second tag to be assigned to each company document is a sequential number. Various companies in the sample are presented in terms of SIC categories obtained from company listing information (Who Owns Whom Pty Ltd, 2015). The coding convention used for this tag is comprised of combining the first tag with a three-digit numerical sequence. As an example, in the sample 23 companies are represented within the Manufacturing SIC sector. Companies would thus be assigned sequential numbering codes from 30001 to 30023.

Appendix Figure 2-1 below shows two tags added to a company record in Qiqqa. This company is the 14th sample company website identified to fall within the Manufacturing SIC sector. As such, the first tag to be assigned would indicate the SIC sector, e.g. 30 – Manufacturing. The second tag assigned indicates the number of the company identified within this sector, e.g. 14. Combined with the sector, this code would be 30014. These codes are both added in the Tags section on the Annotations tab.



Appendix Figure 2-1. Tags assigned per company in Qiqqa.

Appendix 3: Assigning analysis units in Qiqqa

The consolidated codebook was added to Qiqqa as a PDF document. On this document, the Annotation feature was used to select and code each sub-construct item for all inducement and expectation sub-constructs.

As an example, the expectation for the sub-construct Flexibility, specifically the sub-construct item “Willingness to travel for work”, will be annotated using the annotation feature in Qiqqa (Quantisle, 2017).

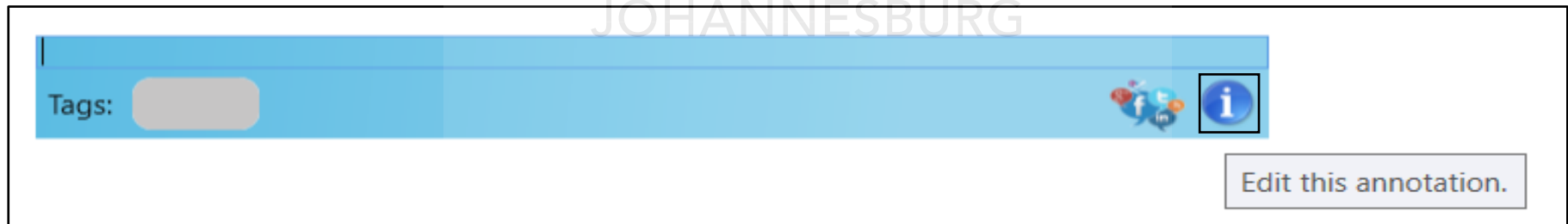
Initially, the consolidated codebook document is accessed from the Qiqqa library. Once selected, the specific sub-construct item is located on the document.

Using the annotation tool from the toolbar, the applicable inducement or expectation sub-construct item is selected by drawing a box around the applicable text on the PDF document in Qiqqa. Appendix Figure 3-1 below indicates how this selection was made on the consolidated codebook PDF document.

Hovering the mouse over a highlighted text solidifies the highlighted area. On this highlighted area, a blue information button appears which allows the annotation to be edited (as shown below in Appendix Figure 3-2).

Construct	Sub Construct	Code	Definition	Source
Ethical Behaviour (B)	Protect confidential information about the organisation	EB09	Employee protects and does not disclose confidential information about the company.	(Aydin et al., 2008; De Vos et al., 2003a; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; Robinson et al., 1994; Sens, 2005)
Ethical Behaviour (B)	Protect the organisation's image	EB10	The employee protects the organisation's image.	(Dabos & Rousseau, 2004; Freese, 2007; Freese et al., 2008, 2011; Katou & Budwar, 2012; Linde, 2015; Rousseau, 2000, 2008; Schalk et al., 2010)
Flexibility (F)	Flexibility	EF01	The employee is flexible and able to adapt in terms of what is expected by the organisation.	(Herriot et al., 1997; Katou & Budwar, 2012; Penfold & Ronnie, 2015)
Flexibility (F)	Take work home regularly if necessary	EF02	The employee is willing to take work home on a regular basis or when required.	(Bal & Vink, 2011; De Vos et al., 2003a)
Flexibility (F)	Travel for work	EF03	Willingness to travel for work as required.	(O'Neill et al., 2010)
Flexibility (F)	Volunteer to do tasks that are strictly no part of your job if necessary	EF04	The incumbent volunteers to perform extra duties and tasks that do not form part of their job description.	(Aydin et al., 2008; Bal & Vink, 2011; De Vos et al., 2003a; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; O'Neill et al., 2010; Robinson et al., 1994; Schalk et al., 2010; Sens, 2005; Tekleab & Taylor, 2003)
Flexibility (F)	Willingness to accept a job change / transfer	EF05	The employee is willing to accept a transfer to another position within the company if required.	(Aydin et al., 2008; Freese, 2007; Freese et al., 2008, 2011; Linde, 2015; Robinson et al., 1994; Schalk et al., 2010)

Appendix Figure 3-1. Using the annotation section on a code



Appendix Figure 3-2. Edit annotation made in Qiqqa.

Selecting the “Edit this annotation” button displays the “Edit annotation” window. In this window, in the Tags section, the analysis unit was coded according to the convention of using the sub-construct item code, followed by the description of the sub-construct item. As an example, the sub-construct item “Travel for work” is associated with the expectation sub-construct Flexibility. In the consolidated codebook, this sub-construct item is coded as “EF03”. This section was selected on the codebook in Qiqqa and annotated as shown in Appendix Figure 3-3 below. The process was repeated for each of the 80 inducement sub-construct items and 37 expectation sub-construct items. This process was completed to create a list of all inducement and expectation sub-construct item codes that were used to perform the content analysis on the sample company websites in Qiqqa.

Edit Annotation

Comment

Comment always visible?

Tags: EF03 -Travel for work

Color

Annotation report

Suppress image Suppress text

Rating

Follow-up date

Select a date 15

Creator

jacovn

To move an annotation, click and drag it. To resize it, double-click and drag it, or hold down the SHIFT key while dragging.

Delete annotation

Appendix Figure 3-3. Assigning inducements or expectations.

Appendix 4: Content analysis process in Qiqqa

Recording data is a central part of a content analysis research design (Babbie, 2007; Krippendorff, 2004). In this research project, the recording process was performed by identifying analysis units (inducement or expectation sub-construct items) on sample company texts (company websites) loaded and classified in Qiqqa. The process is commenced by selecting and accessing a recorded company website in Qiqqa. On this website, applicable phrases are annotated using the annotation feature. Once selected, the applicable analysis unit is selected from the tags box that appears on the selected annotated area.

Selecting the analysis unit is initiated by typing either the letter I or E. An “I” refers to an inducement construct while an “E” refers to an expectation construct. This is followed by typing the letter of the relevant sub-construct (refer to Appendix 1). Inserting these two letters limits the list of available sub-construct items to those starting with these two letters. The process is then completed by selecting the applicable sub-construct item from the list. This will add the applicable analysis unit as a tag to the annotated area.

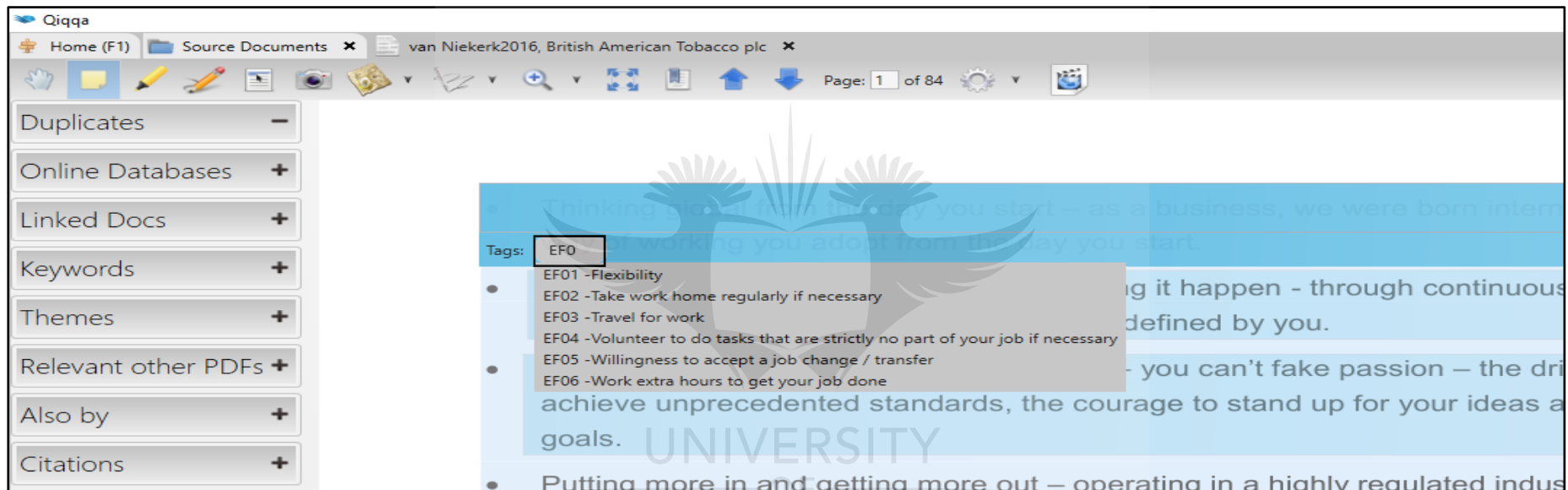
This process is then repeated for the remainder of the sample company website in Qiqqa. After completing the content analysis coding on a company website, another sample company website was then selected and in same process described, applied until all 98 sample company websites had been analysed.

As an example of the process followed, a demonstration of how expectation sub-construct item “EF03 – Travel for work”, was annotated to a specific phrase on a sample company website in Qiqqa.

The process starts by reading an applicable phrase. In this case, the phrase selected reads:

“Thinking global from the day you start – as a business, we were born international. So it’s a mind-set you embrace, an influence you enjoy and a way of working you adopt from the day you start.”(British American Tobacco plc, 2016).

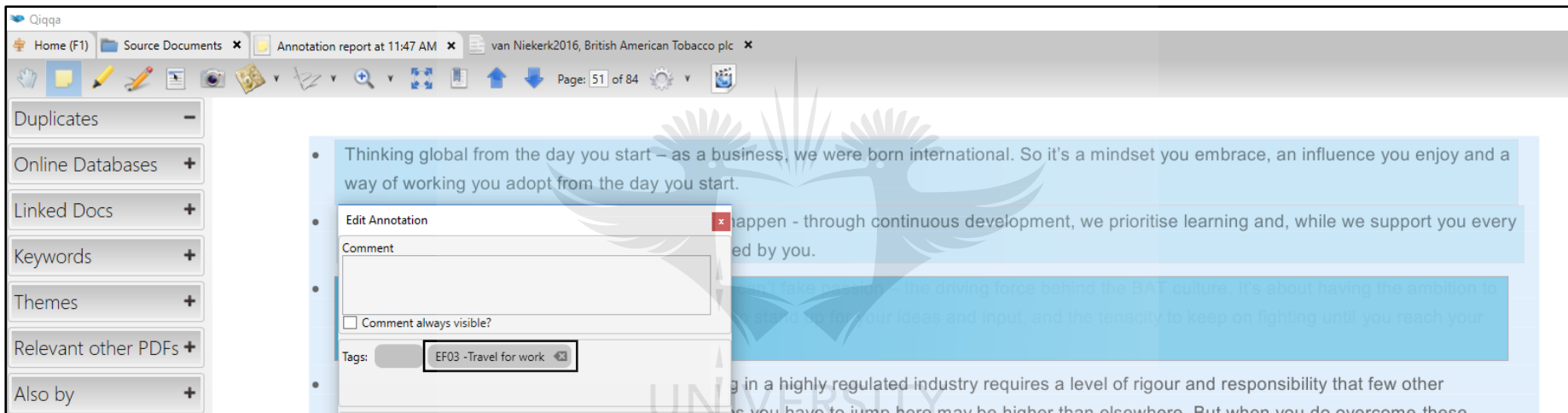
As displayed below in Appendix Figure 4-1, the phrase is selected on the sample company website PDF in Qiqqa. Using the annotation feature, a box is drawn around the relevant phrase. In the tags box that appears, “EF0” is typed in as this refers to an expectation sub-construct, specifically the expectation sub-construct Flexibility.



Appendix Figure 4-1. Sub-construct code typed into annotation tags box.

In the example shown above, the zero is optional but limits the list shown. As the Flexibility sub-construct contains only six sub-construct items, adding the zero ensures that only this list was shown. Selections made in this manner facilitated the process of selecting the applicable inducement or expectation. In cases where more than nine sub-construct items exist, the zero was replaced as needed with either a one, a two or even a three. Keeping the zero displays only sub-construct items from one to nine. Replacing the zero with a one, the list will displayed will now indicate sub-construct items ranging from items ten to nineteen.

The applicable inducement or expectation sub-construct item is indicated by selecting it from the list. Choosing to edit the annotation, displays the annotation selected as shown in Appendix Figure 4-2 below. Additional sub-construct item tags applicable to the text selected, can be made by adding another tag. In cases where a sub-construct item was selected in error, the tag was removed by selecting the cross button on the tag.

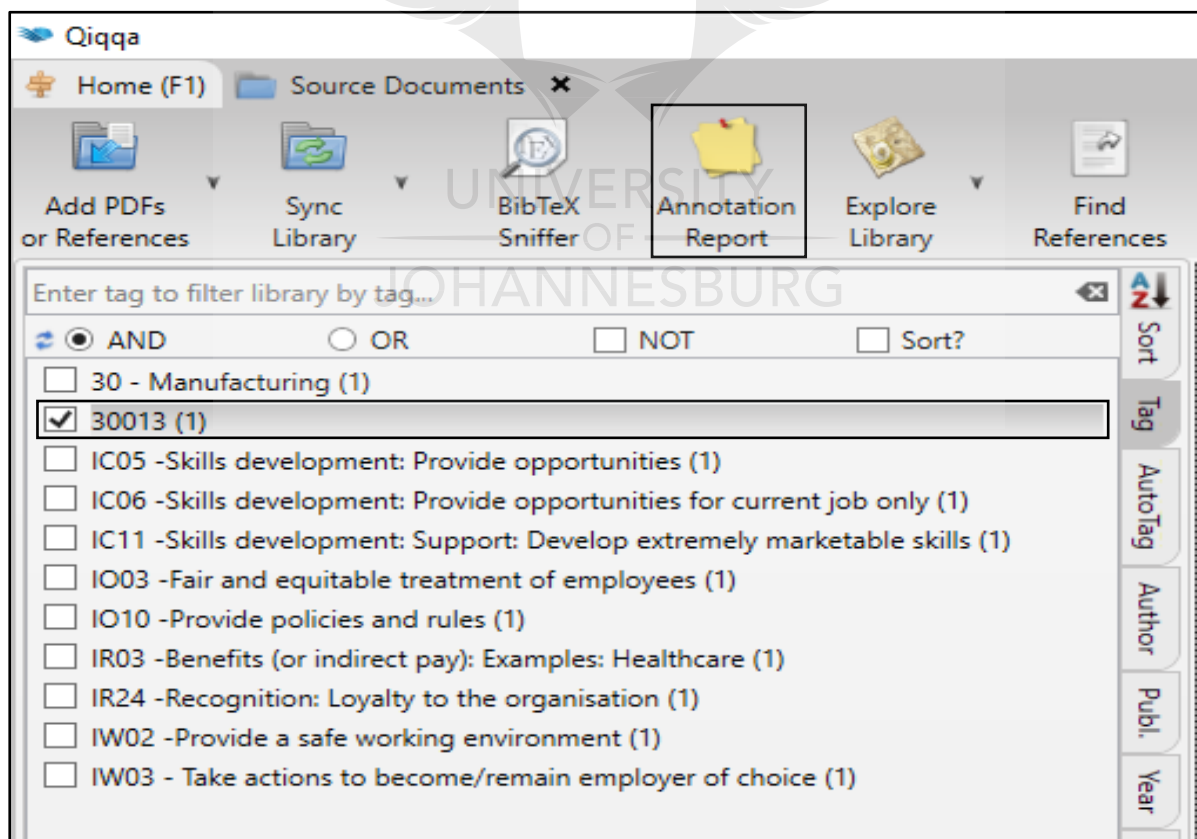


Appendix Figure 4-2. Sub-construct item code assigned to an annotation.

Appendix 5: Exporting information from Qiqqa

Qiqqa does not have the required qualitative data analysis features to perform statistical analysis. Data had to be exported from Qiqqa into Excel to be prepared for statistical analysis. In this section, the detailed steps followed to export data per company from Qiqqa is described.

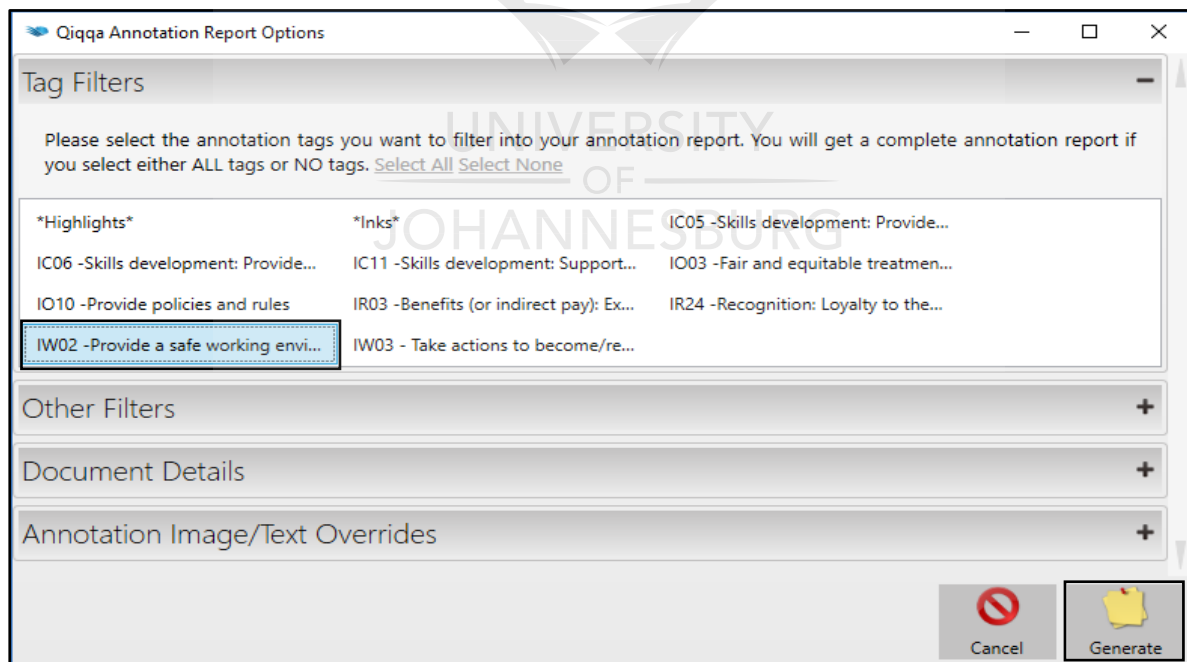
The first step in preparing the data for analysis was to export the relevant information per company from Qiqqa. The annotation report feature in Qiqqa was used to export a summary of annotations made per company. To produce this extract for each specific company, the company code, as specified in Appendix 2, is used as a filter. The company code is then selected from the list of tags displayed on the left of the database. Selecting the company code filters all other codes and only displays the inducements and expectation tags that are applicable to the selected company. An example of this process is displayed below in Appendix Figure 5-1.



Appendix Figure 5-1. Selecting a company in Qiqqa.

In the example above, the company code 30013 is selected. This code indicates that this is the thirteenth sample company within the Manufacturing SIC sector. For this specific company, inducements found through the content analysis are displayed. Please note that the one next to each code does not indicate the number of occurrences. However for this study, the number of occurrences per sub-construct item code is required. To obtain the number of occurrences per code, the “Annotation Report” function is selected from the toolbar.

In the report options that are displayed, the applicable selection of codes to export is selected. The sub-construct items shown are only those that were tagged on the sample company document selected. To ensure quality of results and minimise errors, each code for the company was exported individually. Once selecting the applicable sub-construct item code, the “Generate” button was selected to produce the report. Appendix Figure 5-2 contains an example of how the annotation report was selected to only indicate annotations made for the inducement sub-construct item code “IW02 – Providing a safe working environment”.



Appendix Figure 5-2. Selecting an analysis unit in Qiqqa.

The report produced indicates each annotation made on the sample company's website that relate to the selected inducement or expectation. On this report, the page number as well as the actual text selected is shown below each coded tag made. Where there is more than one instance of the same code appearing in the text, these are listed below one another. Appendix Figure 5-3 below indicates an example of this report that can be be exported into a word format if required.

2016 - Jaco van Niekerk
[30 - Manufacturing;30013]

Open Cite (Author, Date) [Cite Author (Date)]

Page 5

[IW02 -Provide a safe working environment]

Open Share Edit Cite (Author, Date) Cite Author (Date)

skilled, motivated and disciplined employees. We recognise our employees as key stakeholders in the business and aim to provide a working environment that is safe and healthy and where productivity and commitment are fostered and rewarded.

skilled, motivated and disciplined employees. We recognise our employees as key stakeholders in the business and aim to provide a working environment that is safe and healthy and where productivity and commitment are fostered and rewarded.

UNIVERSITY
JOHANNESBURG

Page 6

[IO10 -Provide policies and rules; IW02 -Provide a safe working environment]

Open Share Edit Cite (Author, Date) Cite Author (Date)

Our employees cannot operate efficiently and effectively if they do not have a safe work environment and enjoy good health. Our customers take a keen interest in the work practices of their supply chain and closely monitor our approach to health and safety and our performance. We have formal health and safety policies in place as well as systems and processes to implement and monitor these.

Our employees cannot operate efficiently and effectively if they do not have a safe work environment and enjoy good health. Our customers take a keen interest in the work practices of their supply chain and closely monitor our approach to health and safety and our performance. We have formal health and safety policies in place as well as systems and processes to implement and monitor these.

Appendix Figure 5-3. Example annotation report for a company in Qiqqa.

Appendix 6: Correlations

Appendix table 6-1

Correlations between the sub-constructs

Strength of correlation	First sub-construct	Second sub-construct	Spearman rho
Strong	Career development	Organisational policies	0.712**
	Job content	In-and-extra role behaviour	0.659**
	Social atmosphere	In-and-extra role behaviour	0.655**
	Social atmosphere	Career development	0.599**
	Job content	Career development	0.594**
	Financial rewards	Work-life balance	0.591**
	Financial rewards	Career development	0.564**
	Career development	In-and-extra role behaviour	0.540**
	Social atmosphere	Organisational policies	0.527**
	Organisational policies	Ethical behaviour	0.520**
	Financial rewards	Social atmosphere	0.517**
Medium	Organisational policies	Work-life balance	0.497**
	Financial rewards	Organisational policies	0.486**
	In-and-extra role behaviour	Ethical behaviour	0.482**
	Social atmosphere	Job content	0.479**
	Job content	Loyalty	0.457**
	Social atmosphere	Ethical behaviour	0.456**
	Job content	Organisational policies	0.446**
	Career development	Work-life balance	0.448**
	Financial rewards	Job content	0.420**
	Organisational policies	In-and-extra role behaviour	0.407**
	In-and-extra role behaviour	Loyalty	0.400**
	Social atmosphere	Work-life balance	0.395**
	Job content	Flexibility	0.386**
	Career development	Loyalty	0.378**
	Job content	Work-life balance	0.374**
	In-and-extra role behaviour	Flexibility	0.364**
	Financial rewards	In-and-extra role behaviour	0.359**
	Job content	Employability	0.347**
	Financial rewards	Employability	0.340**
	Career development	Ethical behaviour	0.339**
	Work-life balance	In-and-extra role behaviour	0.338**
	Career development	Employability	0.337**
	Organisational policies	Employability	0.336**
	Work-life balance	Flexibility	0.335**
	Loyalty	Employability	0.319**
	Social atmosphere	Loyalty	0.311**
	Financial rewards	Ethical behaviour	0.305**

Strength of correlation	First sub-construct	Second sub-construct	Spearman rho
Small	Organisational policies	Loyalty	0.298**
	In-and-extra role behaviour	Employability	0.294**
	Work-life balance	Ethical behaviour	0.292**
	Job content	Ethical behaviour	0.288**
	Loyalty	Ethical behaviour	0.272**
	Social atmosphere	Employability	0.266**
	Work-life balance	Loyalty	0.255*
	Work-life balance	Employability	0.246*
	Social atmosphere	Flexibility	0.238*
	Employability	Ethical behaviour	0.230*
	Loyalty	Flexibility	0.218*
	Financial rewards	Flexibility	0.136*

* Correlation is significant at the 0.05 level (2-tailed)

* Correlation is significant at the 0.01 level (2-tailed)

