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**MANAGING CAREERS AND MANAGING FAIRNESS:
AN ORGANISATIONAL JUSTICE THEORY PERSPECTIVE ON
EMPLOYEE EVALUATIONS OF, AND REACTIONS TO,
ORGANISATIONAL CAREER MANAGEMENT PRACTICES**

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January 2005

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Aston University

Title: Managing Careers and Managing Fairness: An organisational justice theory perspective on employee evaluations of, and reactions to, organisational career management practices

Submitted by: Jonathan R. Crawshaw

Degree: Doctor of Philosophy

Year of submission: 2005

Abstract

This thesis presents the results of a multi-method investigation of employee perceptions of fairness in relation to their career management experiences. Organisational justice theory (OJT) was developed as a theoretical framework and data were gathered via 325 quantitative questionnaires, 20 semi-structured interviews and the analysis of a variety of company documents and materials. The results of the questionnaire survey provided strong support for the salience of employee perceptions of justice in regard to their evaluations of organisational career management (OCM) practices, with statistical support emerging for both an agent-systems and interaction model of organisational justice. The qualitative semi-structured interviews provided more detailed analysis of how fairness was experienced in practice, and confirmed the importance of the OJT constructs of fairness within this career management context. Fairness themes to emerge from this analysis included, equity, needs, voice, bias suppression, consistency, ethicality, respect and feedback drawing on many of the central tenants of distributive, procedural, interpersonal and informational justice. For the career management literature there is empirical confirmation of a new theoretical framework for understanding employee evaluations of, and reactions to, OCM practices. For the justice literatures a new contextual domain is explored and confirmed, thus extending further the influence and applicability of the theory. For practitioners a new framework for developing, delivering and evaluating their own OCM policies and systems is presented.

Keywords: Careers; Career Management; Justice; Fairness

Dedication

I dedicate this thesis to my fiancée Rita. Her unwavering love and friendship have guided me throughout this process and without her I would never have achieved what I have.

Acknowledgements

I would like to thank my supervisors, Prof. Felix Brodbeck (Aston Business School) and Dr. Anne-Marie Greene (Warwick Business School) for their continued support and expert guidance in relation to this research. My thanks also go to Prof. John Arnold for agreeing to be the external examiner and to Prof. Michael West and the Work and Organisational Psychology Group (Aston Business School) for the funding and encouragement of this study and my academic development. Special appreciation is afforded all those FinanceCo¹ employees who contributed to the many different aspects of this research. Without these individuals this study, and thus thesis, would not have existed and I am therefore forever in their debt. As always I am eternally grateful to my family for their love and support in all the things I do.

¹ In order to maintain anonymity the organisation involved in the study will be referred to, throughout the thesis, as FinanceCo.

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Chapter 1: Introduction

1.1 Research aims & objectives

The aim of this research is to critically evaluate the utility of organisational justice as a new theoretical framework for investigating employee evaluations of, and reactions to, organisational career management (OCM) policies and practices. In light of the aim of this research, and driven by the current theoretical, empirical and methodological debates in the organisational justice theory (OJT) and OCM literatures, a number of research objectives were identified and are outlined below. In meeting these objectives, and thus the overall aim of this study, it is proposed that this research contributes to the OCM and OJT literatures in a number of significant ways.

An exploration of the structure, aims and objectives of the OCM practices employed in FinanceCo was a major focus of this research thus drawing upon, and contributing to, the large body of literature concerned with the changing nature of careers. The career management literature argues for ownership and responsibility regarding careers and career management to be devolved to the individual employee, and that OCM practices should focus on the effective facilitation of these self-managed careers (Herriot & Pemberton, 1997; 1996). Termed the 'new deal', this form of decentralised career management emphasises the importance of OCM practices that provide employees with the requisite skills, information, guidance, counselling and line management support to enable them effectively to meet their own career goals whilst also balancing them with those career-

related goals of the organisation (Stickland, 1996; Bolton & Gold, 1994; Herriot, 1992). Career workshops, development centres, career counselling, internal job postings, career literatures, appraisals and mentoring programmes are all identified within the literature as OCM practices that could potentially provide this form of career facilitation (Arnold, 1997b). This is in contrast to the more traditional 'paternalistic' career management systems that supported more long-term, 'job-for-life' and single organisation careers (Newell, 1999). Within such strong internal labour markets responsibility for career management tended to lie with the employer and thus OCM emphasised those practices that supported the early identification of talent and the provision of company-specific training and development (Feldman, 1988). By providing empirical data regarding the forms and structures of OCM policies and practices used in FinanceCo this study contributes to these ongoing debates by presenting further evidence (or not) of these proposed transitions (at least within this case study) towards more decentralised career management systems and OCM practices that are designed to facilitate them.

A related stream of research has also begun to investigate the inter-relationships between different individual OCM practices and initiatives. In contrast to the more simplistic paternalist career models that emphasised selection and promotion as the main OCM practices (Walker & Gutteridge, 1979), the 'new deal' places a greater onus on initiating a range of OCM practices to support an individual's career development (Gratton & Hope-Hailey, 1999). These individual OCM practices may have many common underlying aims, objectives and characteristics, and recent studies have attempted to uncover the potential relationships that exist between them (Budhwar & Baruch, 2003; Baruch & Peiperl, 2000, Orpen, 1994). Orpen (1994) argues that employee perceptions of these OCM practices will

cluster together into 'bundles' around their perceived underlying common characteristics, objectives and common usage. By exploring, from an employee perspective, the existence of independent 'bundles' of OCM practices in FinanceCo this research extends these recent studies and builds on much of the earlier OCM research that has tended to investigate individual OCM practices in isolation.

This research also investigates the potential benefits and contributions of these OCM 'bundles' for meeting both individual and organisational outcomes. Hypotheses are developed and tested in order to uncover the significant relationships that may exist between employee perceptions regarding the influence of OCM practices and their self, career, work and organisation-focussed attitudes and behaviours. To date empirical evidence regarding the impact of OCM practices on individual career success and important organisational outcomes is very limited (Arnold, 2001; Feldman, 1999). In an era of supposedly short term, transactional and self-managed careers, important questions have been raised regarding the usefulness and appropriateness of OCM practices. This study contributes to the existing career management literature by providing much needed new empirical evidence (within the context of this single organisation study) for the proposed positive contributions of OCM practices in meeting employee and organisational goals and objectives.

Finally, this study applies and tests a new OJT framework to the investigation of employee evaluations of, and reactions to, their career management. OJT has provided new insights into employee evaluations of, and reactions to, a wide variety of human resource management (HRM) practices and systems, including performance appraisals (Erdogan,

2002), pay raise decisions (Folger & Konovsky, 1989), promotions (Lemons & Jones, 2001), affirmative action programmes (Bobocel et al., 2001) and recruitment (Cropanzano & Wright, 2003). A review of the career management literature highlights the lack of theoretical development within the field, with career management research failing to engage fully with the wider developments within the field of organisation studies and work psychology (Arnold, 2001; Russell, 1991). This lack of theoretical integration has tended to lead to empirical studies that are defined by poor and inconsistent construct measurement and a limited focus of analysis and interpretation of their findings (Russell, 1991).

Whilst issues and concepts found within OJT have been repeatedly cited within this existing career management research, most have failed to integrate fully with its broader theoretical developments and models (Wooten & Cobb, 1999). This thesis hypothesises that employee perceptions of fairness (using OJT as a conceptual framework) will act as mediating variables within a career management exchange model. The provision of effective and influential OCM practices by the employer will improve important employee work, organisational and self-directed attitudes and behaviours, because their perceptions of fairness regarding the career management system and policies are promoted. This research contributes to the current career management literature by integrating more fully OJT, its constructs and theoretical frameworks, into a career management context. Driven by the current debates within OJT literatures, two theoretical models are developed and tested in this career management context; and 'agent-systems' main effects model and 'interaction' model (see fig. 2.01 and 2.02). Chapter two provides greater details and critical evaluation of these two new theoretical models.

1.2 Background to the research

This study emerged out of the researcher's previous employment and research experiences. Having spent around five years during the 1990's working and experiencing (both positively and negatively) a 'career' within a large UK high street retailer the researcher re-entered the academic community through a taught HRM Master's programme at Aston Business School. A substantial part of this programme was the development and implementation of a small scale piece of independent research. Earlier work experiences, and a burgeoning interest in wider career issues generated by the taught course, led to the researcher carrying out a broadly qualitative, and critical, investigation into the effectiveness of a graduate management development programme. Despite not being a focal point of that exploratory study, underlying issues of fairness emerged from the findings. Themes including unmet expectations (particularly around career and promotional opportunities), the considerably greater turnover of female graduates than male perhaps highlighting perceptions of unequal treatment, and the feeling from other managers that those not selected as part of this high-potential cohort were being unfairly overlooked for career development and promotional opportunities all emerged from this study (Crawshaw, 2000). On successful completion of this dissertation (and the overall Masters degree) the main career goal of the researcher was to extend this research to a doctoral level by taking a more focussed look at issues of fairness within the wider career management policies and strategies of organisations.

1.3 FinanceCo: The research context

FinanceCo is a large UK high street financial provider employing over 15,000 employees across around 700 retail branches, three regional call centres and a central head office site. FinanceCo grew out of the plethora of mergers, acquisitions and de-mergers that dominated and defined the financial services sector throughout the later part of the twentieth century. At the time of this study FinanceCo reports to have approximately 10 million commercial and / or personal customers and boasts some form of relationship with about one in four of all UK households. However, the size (as an employer) and relative position of FinanceCo in the marketplace were not the only reasons for approaching them with the offer of participating in this research.

In addition to the importance of FinanceCo as a UK employer, company documents and other related literatures examined by the researcher also suggest that, as an organisation, they place a considerable emphasis on the careers of their employees extolling much of the career management rhetoric of current Chartered Institute of Personnel and Development (CIPD) 'best practice' prescriptions (see Harrison, 1999). Indeed, FinanceCo advertises that all employees will be, "*encouraged to develop... onwards and upwards*" and the importance of "*personal training and development plans to help you fulfil your ambitions*" (FinanceCo website²). They also highlight the centrality of fairness within this career mission, stressing that their employees (*internal community*) should reflect the diversity of their customer base and thus demanding, "*... our people to be treated fairly*" (FinanceCo

² Real web address has been withheld in order to maintain the anonymity of FinanceCo.

website). With this in mind they argue that their career policies are designed to reflect the needs of this diverse workforce, with a particular focus on parents, work/life balance, and equal opportunities regardless of minority ethnic group membership, disability and age (FinanceCo website). Indeed, they also present evidence to suggest that these policies and initiatives are working, with the 2004 Chief Executive's Review highlighting that, "... *having continued to invest in our employees, we moved up to 18th in the list of the '100 Best Companies to Work For', published in The Sunday Times... an achievement that was particularly satisfying because 80% of our total score was based on what our employees said about what it is like to work for FinanceCo*" (FinanceCo Annual Report and Accounts, 2004: p. 5).

Given the focus of this research on the effectiveness of OCM practices, and the importance of employee perceptions of fairness (and in particular an OJT framework) regarding their career management, it was essential that the organisation chosen for this study had developed a fairly 'sophisticated' approach to their career management. In short, by developing both an explicit career management policy extolling the importance of employees' career development and subsequently the development of a 'bundle' of practices and interventions aimed at supporting this policy, FinanceCo provided the researcher with a suitable context in which to test, from an OJT perspective, the effectiveness of such 'sophisticated' career management policies and practices.

1.4 Outline of the methodology

A pluralist approach to methodology, combining the findings of a large scale quantitative questionnaire survey, in-depth qualitative interviews and analysis of company documents is taken in this research. This multi-method perspective was viewed as the most appropriate research strategy to elicit as complete a picture as possible regarding the role of fairness in employees' evaluations of OCM practices in FinanceCo. The questionnaire survey tested quantitatively the generalisability of an OJT within this (previously untested) career management context. The qualitative interviews were then used to build upon these findings, investigating how (un)fairness with respect to careers and career management was experienced on a day-to-day basis by FinanceCo employees. This allowed the researcher to reflect further upon the usefulness of an OJT framework for assessing the fairness of career management. Moreover, these interviews also presented the researcher with an opportunity to explore contextual factors that may help provide new perspectives and explanations on the findings of the questionnaire survey, thus again uncovering a more detailed picture of fairness and career management in FinanceCo.

1.5 Outline of the thesis

This thesis is divided into six major chapters. Following this introduction, chapter two provides the reader with a critical review of the existing career management and OJT literatures. This starts by providing the working definition of careers used throughout this study and highlights how, in line with wider transitions within both internal and external

organisational environments, these definitions have changed. Within this changing context of careers the career management literatures are introduced, highlighting how the extant body of research proposes different roles for the different actors within the employment relationship. With this in mind, the literature review discusses the relative role of the organisation, management and the individual in effectively managing careers. Following on from these more general areas of enquiry it is noted that concerns of fairness appear to underpin a wide range of literature streams within the career management field. The author also highlights the relative paucity of both theoretical and empirical developments within this research, arguing that much of the current literature focussing upon fairness perceptions and OCM practices is underpinned by weak and inconsistent conceptual frameworks and untested assumptions regarding their impact on the effective management of an individual's career. Consequently, this literature is critically reviewed and organisational justice is presented as a new theoretical framework to bring together much of the currently disparate work within this field. The wider OJT is therefore critically reviewed and potential links to current OCM literature highlighted. Within this section of the review conceptual overlaps with the current OCM literature are identified and hypotheses to be tested empirically are developed and presented. The chapter concludes by providing the reader with a summary of the main contributions of this research.

Chapter three presents the readership with a critical perspective on the pluralistic methodological approach of this study. In addition to these wider debates regarding theory, strategy and design, details are also presented regarding the data collection tools, sampling methods and analysis techniques used within this study. The chapter concludes by reflecting critically on the ethicality of this research project and the procedures followed to

ensure it was carried out in accordance with accepted principles and standards of social and organisational research.

Chapters four and five present the results of this research. Chapter four focuses on the findings of the questionnaire survey and is divided into three broad sections. Firstly, the psychometric properties of the dataset are presented, highlighting the representative nature of the sample, results of the factor analysis and reliability tests run on the measures used in this survey and the existence (or not) of problematic levels of multicollinearity within this dataset. This is followed by the presentation of the descriptive statistics of this survey with a focus on investigating the existence of significant variations across the sample on the different variables within the model. T-tests, ANOVA and correlation statistics are therefore presented in this section. Finally, the chapter presents the results of the main hypotheses tests run in this study. Regression tables, and where appropriate diagrams, highlight the (non)significance of each of these tests and thus whether or not they were to be confirmed or rejected. The chapter concludes with a summary of the key findings of the survey.

Chapter five provides the reader with the findings of the qualitative semi-structured interviews. After a brief review of the aims and approach of these interviews the chapter is divided into two main sections. Using Gratton and Hope-Hailey (1999) as a guiding framework, employee responses regarding their career development experiences within FinanceCo are presented. This is followed by employee responses to the interview questions that focussed on their perceptions of fairness regarding these career management

experiences. A summary section provides the reader with the key findings of these interviews.

Chapters four and five are broadly descriptive presenting the reader with the findings of the two studies. Chapter six provides a more in-depth discussion of these findings, attempting to bring both studies together in order to highlight the implications of this research. Implications are presented for both the theoretical and practitioner audiences. However, these theoretical and practical contributions are presented within the context of the limitations of this research and, as a result directions for future research are also proposed.

Chapter 2: Literature Review

The aim of this chapter is to provide the readership with a critical review of the theoretical and empirical work that underpins the conceptual framework proposed in this research. A definition of careers is argued and presented. This is followed by an evaluation of the OCM literature, highlighting the potential salience of employee fairness judgements and perceptions within this research. The theoretical and empirical limitations of this body of work are argued and an OJT framework is proposed and is followed by a thorough and critical analysis of the OJT literature. The proposed research models are then presented and the hypotheses³ tested in this research are generated and made explicit. The chapter concludes with a review and summary of the key contributions of this study to the OCM and OJT literatures.

Given the contrasting nature of much of the careers and career management research, a wide variety of literatures using a range of methodological and theoretical approaches are included in this review. However, overall, this chapter attempts to integrate two currently independent bodies of work; those investigating issues focussing on OCM practices, and those aimed at developing knowledge in OJT. By bringing together these currently disparate streams of knowledge it is the aim of this review to provide the readership with a new theoretical lens through which fresh insights and understanding regarding an individual's evaluations of, and reactions to, OCM policies and practices may be provided.

³ To aid the readability of this chapter individual related hypotheses are grouped and presented together. A full breakdown of all the tested hypotheses is presented in appendix 1

2.1 The context of work careers

This research settles on the definition of careers presented by Arnold (2001), who proposes that a career refers to, "*the sequence of employment-related positions, roles, activities and experiences encountered by a person*" (p. 116). Whilst limiting a career to those experiences related to an individual's working life, Arnold (2001), drawing on earlier research by authors such as Hall (1976), makes no assumptions regarding the direction, motives, context and measures of success regarding these experiences. As Hall (1976) argues, "*career success or failure is best assessed by the person whose career is being considered*" (p. 3). This, and similar definitions, extends the scope of careers beyond earlier, more narrowly defined conceptualisations, reflecting the many changes to have emerged within the organisation of work and the employment relationship.

Feldman (1988) clarifies some of these proposed changes stating that, "*a generation ago, most managers, academics and professionals expected to spend their entire careers in one organisation*" (p. 206). This paternalistic perspective on careers assumes an employment relationship built upon an exchange of loyalty and job security for high levels of employee commitment to the company and performance within their job roles. This long-term exchange model also therefore presupposes the existence of a strong internal labour market to support such long-term succession planning and single organisation careers (Sparrow & Hilltrop, 1994; Schein, 1971). Feldman (1988) gives us further insights into another central tenet of the traditional conceptualisations of careers, that they are the only experienced by the skilled knowledge workers of an organisation found within the professionalized or

managerial functions. The idea of a duality in the labour market where some (commonly manual and unskilled) workers have jobs, and some (professionals and / or managers) have careers has continued to dominate career research and is evident in the large proportion of career-related research that was (and still is) confined to, and focussed on, the managerial and professional populations within organisations.

Many earlier definitions of careers also tended to highlight the linear, mechanistic and promotion-focussed nature of climbing corporate '*ladders*' and following '*well trodden career paths*' (Herriot, 1992, p. 2). Careers, and thus career development, was therefore observable and predictable, following a standardised progression through a sequence of different posts, levels of responsibility and salary scales that had been followed historically time and again by other managerial and professional employees (Hall, 1976, Super, 1957). Within such transparent and observable career systems an effective or 'successful' career was therefore viewed as one defined by the continuous (and predictable) progress and advancement through a single organisation's (professional or managerial) hierarchy with career success measured through the highly competitive attainment of high status job titles, salaries, and positions of responsibility (Herriot, 1992; Arthur et al., 1989). However, as highlighted by Arnold's (2001) and similar definitions, more recent work has begun to question the relevance of many of these traditional assumptions regarding the structure, nature, motives and measures of success regarding careers, arguing that the organisational structures, strategies and policies that once supported these systems are being eroded (Rousseau, 1995; Handy, 1994).

2.1.1 Transactional careers: The 'new deal'

The demands brought about by an increasingly competitive and global marketplace coupled with ongoing technological advances have seen a reported transition away from more traditional bureaucratic and hierarchical organisational structures towards workplaces that are defined by flatter hierarchies and more decentralised and flexible systems and processes (Herriot et al., 1997). A reported consequence of these structural changes has been the transition from the old paternalistic psychological contract towards a more short-term, transactional 'new deal', that is based on an exchange of employability security, through the provision of transferable skills and knowledge, for more short term employee commitment via high performance, job involvement and flexibility (Herriot & Pemberton, 1997; 1995; Kanter, 1990).

These proposed changes to the employment relationship have considerable implications for the nature of careers within such systems. The transactional, short-term character of this 'new deal' no longer supports the model of a single organisation career. There are growing expectations that a considerable proportion of the working population will experience a new form of 'boundaryless' career that involves any number of changes across different organisations, professions and occupations (Higgins, 2001; Gunz, et al., 2000; Bozionelos, 1999; Applebaum & Santiago, 1997; Arthur, 1994). These shifts in emphasis away from careers that are defined by upward mobility towards the need for increasing flexibility, also makes salient more horizontal (rather than vertical) career development across different functions and departments (Newell, 1999). The proliferation of team working and

employee involvement initiatives that have been introduced to support these new flexible structures may have also begun to extend the focus of careers to all levels of the organisational hierarchy. As management seek to engender the commitment and high performance of all employees so the provision of satisfying careers may become an important tool for achieving this (Herriot & Stickland, 1996; Herriot, 1992).

Despite the usefulness of this large body of work, and the general consensus that career structures are indeed changing, much of this research has tended to be highly prescriptive in nature lacking a clear theoretical and critical perspective. To date there are still relatively few studies that investigate the reality of these proposed transitions and those that exist present a fairly incoherent picture of current career management practices and employee perceptions. Cavanaugh and Noe (1999), in their study of 136 employees from a wide cross section of US industries and organisations, found that on average they, "*had beliefs or perceptions congruent with the new psychological contract*" (p. 334) including expectations of job insecurity and a responsibility for their own career development. These findings are mirrored in Whymark and Ellis's (1999) survey of 90 public and private organisations, where three quarters of the surveyed managers reported significant decreases in tiers of management.

In contrast, a theme of only partial transition towards a 'new deal' emerges in much of the rest of the literature (Atkinson, 2002; Gratton & Hope-Hailey, 1999; Ebadan & Winstanley, 1997). Atkinson (2002) in a longitudinal study of 104 employees of a UK retail bank reported an organisational rhetoric that had at its centre a career management strategy that recognised the, "*need to make the shift from career dependence to career resilience, to get*

employees to accept the concept of employability rather than employment" (p. 21). The reality for most employees however was that there existed, *"a lack of systems and employee support to manage this process [and] a perception of a management which broadly has neither the time nor interest to invest in the process"* [author's insertion] (p. 21). Martin et al. (1998) in their multi-method case study of a medium sized UK textile company highlighted comparable trends, with their sample of employees ranking job security (a concept more related to the old paternalistic career management model) as the most important obligation and expectation of organisations with respect to career management. Burke (1998), in his sample of 217 recently graduated business students, concurs stating that most had, *"not totally abandoned the old career rules nor totally embraced the new career rules"* (p. 44). Both job security and position status were again identified as key career management expectations within this sample. Atkinson (2002) concludes that the inability of organisations to shift their career management focus may increasingly lead to employees still demanding the old long-term, paternalistic and relational contract even when it no longer exists. This incongruence between what employers can (or will) offer and what employees feel they are obliged in relation to their career and career management has potentially considerable and negative implications for the state of the employment relationship.

2.1.2 The erosion of trust and loyalty

The concept of mutual trust between employer and employee has emerged as a key theme within much of this recent research. Within a paternalistic career model trust was said to be

engendered through an exchange relationship of loyalty and effort for long term job security and regular pay and promotional advancement (Herriot et al., 1998; Robinson, 1996; Sparrow & Hilltop, 1994; Rousseau & Anton, 1991). Consequently, trust was maintained by OCM practices that supported such a system. Orpen (1994) defines OCM as, *“the various policies and practices, deliberately established by organisations, to improve the career effectiveness of their employees”* (p. 28). The provision of strong internal labour markets, long-term succession planning, and early assessment and identification of talent dominated, with the main goal being that of ensuring the organisation developed an adequate supply of future management potential (Newell, 1999; Walker & Gutteridge, 1979; Hall, 1976; Super, 1957).

However, the reported transitions (or partial transitions) in the employment relationship may be putting a strain on this exchange model and thus the fragile trust that exists in the employment relationship, potentially making less salient the OCM practices that supported this paternalistic career management model (Rousseau, 1995). On the one hand employers acknowledge that in order to remain competitive they must fully utilise their workforce, developing committed, motivated, innovative and high performing employees. Whilst, on the other, they can no longer guarantee career management policies and structures that provide long-term job security and regular promotional opportunities in exchange for this commitment and performance (Arnold, 2001; Thite, 2001; Newell, 1999; Whymark & Ellis, 1999). The inability (or unwillingness) of organisations to fulfil their obligations and side of the bargain has led to increasing reports of employees perceiving that their psychological contract, with respect to their careers, has been violated (Martin et al., 1998; Robinson, 1996).

Research into the psychological contract has provided considerable support for this erosion of trust in the employment relationship. The psychological contract emerges when, “*one party believes that a promise of future return has been made, a contribution has been given and thus, an obligation has been created to provide future benefits*” (Robinson & Rousseau, 1994, p. 246). Although not necessarily concerned specifically with issues of career management past psychological contract research has shown that for many the old, implicit, paternalistic contracts are being consistently violated with considerable implications for a wide range of employee attitudes and behaviours, including perceptions of trust, loyalty, job satisfaction, organisational commitment, motivation and stress (Coyle-Shapiro & Kessler, 2000; Turnley & Feldman, 2000, 1999; Ebadan & Winstanley, 1997; Robinson, 1996; Greenhaus & Callanan, 1994; Robinson & Rousseau, 1994).

A closely related stream of research has also highlighted that employers are not alone in the violation of their obligations regarding careers and career management. There is increasing evidence to suggest that employees are reacting to these untrustworthy relationships by developing more careerist attitudes to their work and their employing organisation (Chay & Aryee, 1999; Feldman, 1985). Careerist-orientated employees perceive the employment relationship as being built on a long-term incompatibility and incongruence between personal career goals and the goals of the organisation and thus results in the belief that they have to, “*take care of themselves*” (Chay & Aryee, 1999, p. 614) when it comes to managing their career development. In turn, these perceptions regarding the employment relationship may lead to employees pursuing their career advancement through non-performance based means (Orpen, 1998a; Rousseau, 1990). Feldman (1988) argues that more and more employees are utilising such career advancement tactics as, image

management, political manipulation and deception in their pursuit of achieving their own career goals. The increased competition for more senior posts, perceptions of long-term job insecurity and the belief that loyalty to the company is unlikely to be reciprocated has led to an erosion of trust on the part of the employee and thus the attitude that only they can be trusted to meet and deliver their own career-related goals (Feldman & Weitz, 1991).

A number of studies have highlighted the potentially negative consequences of a careerist-orientation to work for a range of employee work and organisation-focussed attitudes and behaviours. Whilst past research has shown that employees with a careerist orientation to work tend to have a significantly stronger desire for, and achievement of, career mobility via job promotions and pay raises, these may be attained at the cost of the wider organisation's goals and performance (Orpen, 1998b). As competence and job performance are not seen as sufficient prerequisites of career advancement, past research has proposed, and largely confirmed, that the development of a careerist orientation to work can have significantly negative consequences for job-related attitudes and behaviours such as, job satisfaction, motivation, job involvement, citizenship, affective commitment and turnover intentions (Coyle-Shapiro & Kessler, 2000; Chay & Aryee, 1999; Orpen, 1998b; Feldman & Weitz, 1991). Within such a context of mutual distrust it is argued that OCM policies and practices need to be restructured and redesigned in an attempt to rebuild trust within the employment relationship. Kanter (1990) provides a possible solution, suggesting that organisations may rebuild or maintain trust by providing satisfying careers that are built upon OCM policies and systems that support an exchange model of high levels of employee job involvement, performance, flexibility and innovation in return for employability security.

2.2 OCM: Promoting trust in the employment relationship

Employability security is achieved by an individual through the regular acquisition of new transferable skills and knowledge (Newell, 1999). Effective OCM consequently repositions itself away from the provision of regular vertical promotional opportunities into higher status job roles and positions of responsibility towards a greater emphasis on providing continuous (non-company specific) career development opportunities and meeting individual career-related goals and needs (Atkinson, 2002; Doherty, 1996). Evidence for this shift towards 'employability security' and the requisite OCM practices is emerging in the literature, with a reported shift away from the longer term career management tools such as succession planning and managerial competency frameworks towards "*a portfolio of formal initiatives to support employability, access to training and development, and a well-functioning internal and external labour market facilitating job mobility*" (Gratton & Hope-Hailey, 1999, p. 85). Particular attention has been drawn to the potential importance of OCM practices such as career mentoring, counselling, development centres, workshops, information provision, on-line learning programmes, annual appraisals (in their various forms), special project assignments and secondments within the contemporary career system (Arnold, 2001, 1997b; Baruch & Peiperl, 2000; Baruch, 1996; Greenhaus et al, 1995; Hirsch et al., 1995; Russell, 1991).

This proposed shift towards the development of a portfolio of OCM practices to support 'employability security' has also coincided with broader debates regarding ownership and responsibility for career management. The concept of self-managed careers has received

increasing attention in both the practitioner and academic literatures (Thite, 2001; Anakwe, et al., 2000; Peiperl & Arthur, 2000; Arnold, 1997a). Self-managed careers devolve responsibility for career management to the individual thereby providing him / her with greater involvement in, and autonomy over, the aims and objectives of their career progression. In line with the wider HRM rhetoric of employee involvement it is proposed that this autonomy may promote greater congruence, and thus balance, between an individual's and organisation's needs regarding issues of career development (Arnold, 2001; Herriot, 1992). Within a decentralised career model the proposed portfolio of OCM practices are therefore used to facilitate rather than to control career development, with the individual's line manager now the key organisational agent responsible for supporting and guiding these self-directed careers (Gratton & Hope-Hailey, 1999; Harrison, 1999; Stickland, 1996).

The extant career management literature has therefore presented a positive role for OCM practices in having a positive impact on a wide variety of employee career, work and organisational attitudes (Dreher & Dougherty, 1997). A particular focus has been on the important role of OCM practices in engendering positive perceptions regarding 'subjective' career outcomes such as career satisfaction and trust in management. From the organisation's perspective OCM has been hypothesised as having a positive influence on an employee's careerist attitudes, job involvement, flexibility, task proficiency and innovation (Arnold, 2001; Aryee & Chay, 1994; London & Stumpf, 1982). However, to date there is still a scarcity of empirical research testing these proposals with few studies investigating the contribution of OCM practices from an employee's perspective (Arnold, 2001, 1997a;

Iles & Mabey, 1993). From this limited research a number of different approaches to investigating these issues have emerged.

2.2.1 Studies evaluating the contribution of individual OCM practices

By far the most popular (in terms of numbers of studies) approach has been those empirical studies that have focused on investigating and testing the contributions of specific individual OCM practices such as mentoring schemes, development centres, career counselling and career workshops. Russell (1991) presents an excellent review of the wide array of OCM practices used by organisations. However, evaluation studies have been dominated by a focus on the contributions of mentoring programmes (Arnold, 2001). This past research has presented a strong case for the benefits of mentoring for both the organisation and individual (Lankau & Scandura, 2002; Ragins et al., 2000; Kram, 1985). From an employer perspective career orientated mentoring has been shown to be positively related to a wide range of important employee attitudes and behaviours, including organisational commitment (Stallworth, 2003; Orpen, 1997; Aryee & Chay, 1994), job involvement (Aryee & Chay, 1994) and retention / turnover intentions (Stallworth, 2003; Higgins & Thomas, 2001). From an individual's perspective mentoring has also been shown to make a positive contribution, with past studies highlighting the positive relationships with career satisfaction (van Emmerik, 2004; Aryee & Chay, 1994), well being (Iles & Mabey, 1993), promotional attainment (Higgins & Thomas, 2001) and job satisfaction (van Emmerik, 2004; Burke et al., 1994).

Not all studies have uncovered such a positive contribution from mentoring programmes. Orpen's (1997) research on mentoring protégés within a medium sized manufacturing organisation found no significant positive relationship between employee evaluations of their mentoring relationship and their job performance. Arnold and Johnson (1997) also reported less conclusive findings in their study of 129 high potential graduates, reporting that within their study "*the benefits of mentoring reported by protégés were rather low*" (p. 66) compared to other previous research. It appears that the positive contribution of mentoring programmes may be contingent on both contextual factors and the dependent variables under study.

Of the other commonly cited OCM practices very little research exists that has evaluated their impact on employee attitudes and behaviours. Literature concerning OCM practices such as development centres (Arnold, 2003; Vloebergs & Berghman, 2003; Carrick & Williams, 1999) career counselling and coaching (Gibson, 2004; Grutter, 2000) and career workshops (Arnold, 1997a, 1997b; Russell, 1991) has tended to be either broad overviews of the field or focussed on the content and structure of such interventions. Empirical data providing evidence of the benefits of these interventions are very rare. Moreover, of the research that has been carried out a large proportion has focussed on non-UK contexts and relatively small and selective samples. A lot more research is needed to clarify the usefulness and appropriateness of these OCM interventions for meeting the career goals of UK employers and employees.

2.2.2 Studies using general measures of employee perceptions regarding their career management

A number of other researchers have tested the relationship between employee perceptions of their career management and their work attitudes and behaviours using a variety of holistic measures of these evaluations. Blau et al. (2001) focussed on an individual's perceptions regarding the 'career enrichment benefits' of a job. In a four year longitudinal study of 250 US medical technologists, Blau et al. (2001) confirmed a significant and positive relationship between employee perceptions of the 'career enrichment benefits' of their job and their affective commitment to their organisation. Aryee et al. (1994) and Chay and Aryee (1999), on the other hand measured employee perceptions regarding the expected 'utility of their job for meeting their current and future career aims'. Aryee et al. (1994), in a study of 396 professional Singaporean employees, found significant positive correlations between employee perceptions regarding the expected utility of their present job for meeting career aims and objectives and the career satisfaction, effective skills development and organisational commitment of their employee sample. They also found significant negative correlations between employee perceptions regarding the expected utility of their job and career withdrawal intentions. Using a similar sample of Singaporean employees, Chay and Aryee (1999) found strong significant and positive relationships between employee perceptions regarding the expected utility of their present job and their perceived job involvement and organisational commitment. Again, they also confirmed a significant and negative association with employee reported turnover intentions (Chay & Aryee, 1999).

Adams (1999) and Bedian et al. (1991) focussed on employee perceptions of their 'career growth opportunities' provided by their current job and employer, with Jiang and Klien (1999) studying the related construct of employee perceptions regarding their 'opportunities for career development'. Bedian et al. (1991), in a study of 244 nursing professionals, found a significant negative relationship between employee perceptions of their career growth opportunities and turnover intentions. Jiang and Klein's (1999) study of 101 managers from three large US software development organisations, found a positive direct effect between employee perceptions of their career opportunities and their career satisfaction. Finally, an investigation of 200 UK managers carried out by Herriot et al. (1994) concluded that those employees who viewed their organisation as orientated towards their career development were significantly more satisfied with their career management, and thus less likely to have turnover intentions, than those who perceived otherwise. Strong support is therefore provided by these studies for the positive effects of career development and career management policies and practices on a number of important employee attitudes and behaviours. Consistent support across all measures was found for the positive impact on reducing turnover intentions (Chay & Aryee, 1999; Herriot et al., 1994; Bedian et al., 1991) and improving employee rated job involvement (Chay & Aryee, 1999), organisational commitment (Blau et al., 2001; Chay & Aryee, 1999; Aryee et al., 1994), and career satisfaction (Jiang & Klien, 1999; Aryee et al., 1994; Herriot et al., 1994).

Despite the usefulness of these two bodies of research, they are not without their limitations. A high proportion of these studies have been carried out in non-UK organisational contexts (mainly the US) and thus their generalisability to a UK context is uncertain. This research therefore takes many of the issues explored in these studies and

investigates them within the context of a UK organisation. The varying measures of employee evaluations of OCM practices used within these studies are also conceptually problematic for the theoretical development of the field. As introduced earlier it is increasingly common for organisations to employ a portfolio of different OCM practices within their overall career management policy. Employees therefore rarely experience these individual OCM practices in isolation, but as an inter-related package (portfolio) of initiatives. The past research investigating the contribution of individual OCM practices, although important to the progression and development of these initiatives, fail to investigate and uncover the potentially complex cognitive processes of evaluation that employees go through when assessing the influence of all these different OCM practices. This study therefore aims to develop the field further by investigating the contribution of the OCM 'bundle' for meeting employee and employer goals for career management.

2.2.3 Studies evaluating the contribution of the OCM 'bundle'

There is significant conceptual overlap between many of these different OCM practices. Mentoring programmes potentially offer a range of functions to support an individual's career including social support, performance feedback, counselling, skills development and information sharing to name but a few. However, many of these functions may also be provided through other OCM practices such as a performance appraisal, career counselling or workshops. Similarly, development centres are said to provide employees with a setting in which they can more effectively reflect upon, assess and plan future career goals. Again similar opportunities may also be presented through access to career literatures, career

workbooks, workshops and the information provided by access to company intranet sites. The functions of each of these OCM practices will be considerably different within each organisational context and, as a result, the relationships between these practices will be different. Employees' experiences and evaluations of their career counselling from line managers cannot easily be separated (and thus measured) in isolation from other career management experiences both with this line manager and from other OCM practices. By implication these studies will also fail to uncover whether or not employees perceive certain OCM practices as more salient than others leading to obvious implications for the effective design, delivery and funding of OCM policies and practices.

The use of general measures to investigate the contribution of OCM practices asks that employees evaluate their overall 'average' opinions of their career management and career development experiences. Although taking a more holistic approach, this does not allow for insights into the relative roles and inter-relationships between the different OCM practices and is questionable whether much of this research is actually measuring employee evaluations of OCM practices at all. For example, the studies carried out by Aryee and Chay (1994), Chay and Aryee (1999) and Bedian et al. (1991) investigated employee perceptions of their 'career growth opportunities'. This was operationalised using Bedian et al.'s measure of expected utility of one's present job for attainment of valued career outcomes and included items such as, "*my present job is relevant to growth and development in my career*" (Aryee & Chay, 1994, p. 617). Conceptually many issues, some completely unrelated to OCM practices may make an individual's job relevant to their career growth and development. These perceptions may actually be more a function of job design issues such as flexibility, autonomy or team working rather than any positive

contribution from the OCM practices employed by the organisations under investigation. It is therefore difficult, from the results of these studies, to draw clear conclusions regarding the role OCM practices play in contributing to positive employee and employer outcomes.

A number of studies have investigated the existence of clusters or 'bundles' of OCM practices within organisations. Recent research by Baruch and Peiperl (2000) and Budhwar and Baruch (2003) has aimed to, "*better understand how these approaches [individual OCM practices] fit together and how they are used to address different situations*" [author's insertion] (p. 347). As proposed in both studies, factor analysis carried out on the responses from the organisations regarding the usage of 19 different OCM practices uncovered five distinct clusters of OCM practices each with clear underlying common traits and characteristics. Although these studies did not have at the centre of them the objective of testing the contributions of these clusters they provide excellent empirical support for the existence of overlapping OCM practices and thus the need to study these inter-relationships.

Some limited research has also been carried out that has tested the relationships between employee evaluations of 'bundles' of OCM practices and various work-related attitudes and behaviours. Orpen (1994), using a sample of 129 supervisory and managerial employees from both public and private sector organisations, carried out factor analysis to uncover 'bundles' of OCM practices from a list of 35 items. A three-factor construct of employee perceptions of OCM practices emerged (formal career management policy, career development opportunities and career-related information) and correlation tests highlighted significant positive bivariate relationships between these three 'bundles' of OCM practices

and objective career success measured through salary growth and promotional opportunities, and subjective perceptions of career performance, and career satisfaction. Zaleska and Gratton (2000) extend this earlier research by Orpen (1994). In a sample of 1592 employees from seven different UK organisations, they uncovered four distinctive clusters of OCM practices that they termed; secondments, self-development, coaching and mentoring (although coaching and mentoring were single item scales). Hierarchical regression analysis confirmed significant positive relationships between employee perceptions of these groups of OCM practices and their organisational commitment and trust. The results also suggested that (within this sample at least) employees' perceived self-development as the most important OCM practice in improving trust and organisational commitment. Mentoring accounted for the least variance explained in trust and commitment and thus appeared to make the least positive contribution.

2.2.4 Core contributions of this study

The two studies by Orpen (1994) and Zaleska and Gratton (2000) provide an excellent basis and start point for evaluation research in OCM practices. They build upon the other streams of research by taking both a holistic view of employee perceptions of OCM practices whilst conceptually keeping a clear focus on evaluating the OCM contribution. Despite being based on a different set of OCM practices, consistent support is emerging in relation to the existence of independent bundles of OCM practices that cluster around their common aims, characteristics and utility. Consequently, this study hypothesises that

employee evaluations of OCM practices used in FinanceCo will also cluster around the particular characteristics, aims and relative utilisation of each of these practices.

H-1: Employee evaluations of the OCM practices in FinanceCo will naturally cluster into groups according to their underlying function, characteristics and common use.

As with these earlier studies the research had no preconception regarding the emergent clusters (and the OCM practices they would contain) and therefore approached this hypothesis purely inductively. In response to the 'new deal' and related issues the central objectives of OCM practices appear to be the engendering of high levels of employee job involvement, flexibility, task proficiency and reducing the development of careerist attitudes to work. It is proposed that OCM practices can promote these behaviours by providing access to relevant information, feedback, social support, important networks, guidance, opportunities for reflection and planning, and career skills development and thus contributing to more positive employee perceptions regarding their subjective career success (career satisfaction) and trust in management. This research empirically tests these assumptions on a sample of employees from a large UK financial retailer.

H-2: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported career satisfaction, trust in management, job involvement and task performance, and negatively related to a careerist orientation to work.

This thesis contributes to the current literature in a number of ways. It provides much needed empirical data. To date the author can find only a handful of studies that have attempted to empirically test the proposed relationships between OCM practices and

employee work, career and organisation-focussed attitudes and behaviours. In response to the changing aims and objectives of career management policies, this research extends the focus of OCM practices evaluation research to new (and important) outcome variables. Specific attention will also be provided to context. The two previous studies have taken a random sample from numerous organisations. A potential problem with this may be the existence of different interpretations regarding the OCM practices in different organisations. A mentoring programme or development centre in one institution may take a very different form and function to those in another company. Consequently, asking individuals to state whether or not their employer uses such a tool may be confounded across these different contexts. In order to provide a new contribution to this body of work, an in-depth case study of one organisational context was taken. However, within this framework a similar process to that taken by previous research of investigating the OCM practices bundle was followed (Zaleska & Gratton, 2000; Orpen, 1994; Baruch & Peiperl, 2000; Budhwar & Baruch, 2003).

The following section of this literature review proposes a new organisational justice theory (OJT) framework. OJT will provide the literature with a new lens through which the relationships between employee perceptions of OCM practices and their work, career and organisation-directed attitudes and behaviours can be investigated and potentially explained in relation to perceptions of fairness.

2.3 OJT: A framework for measuring perceptions of fairness

OJT is made up of a group of social psychological theories of fairness. It is commonly felt that contemporary OJT research originally stemmed from the work of Runciman (1966) and his theory of relative deprivation (Byrne & Cropanzano, 2001; Crosby, 1984). From these early conceptualisations, the development of OJT research has been rapid with a large proportion of this theoretical and empirical development of OJT focussing on the structure (and measurement) of employee perceptions of fairness. In other words, within a work context, this research has attempted to evaluate how individuals construct fairness judgements and against what or whom are these judgements made. This past research has identified up to four different dimensions or factors of employee evaluations of fairness.

2.3.1 Distributive justice: The fairness of outcomes

Distributive justice focuses on an individual's evaluation of the fairness of his or her outcomes from a decision-making system (Deutsch, 1975; Greenberg, 1987). Adams' (1965) theory of inequity (or equity theory) was one of the first distributive justice theories developed explicitly for application to work organisations (Byrne & Cropanzano, 2001). Building on the earlier research by Runciman (1966) and Homans (1961), Adams (1965) hypothesised that an individual makes judgements of equity (and thus distributive justice) by comparing their rewards (outcomes) to performance (inputs) ratio with that of a relevant other individual. High perceptions of equity (and thus distributive justice) are maintained when this ratio is perceived to be balanced. If an individual were to perceive underpayment

or overpayment inequity, feelings of anger or guilt respectively would motivate them to attempt to change this situation. Given the situation of perceived underpayment inequity an individual may attempt to change this by, for example, forcing a colleague to work harder, demanding greater rewards, or reducing his or her own effort. In contrast, the guilt caused by overpayment inequity may force an individual to increase his or her own efforts in order to rationalise and justify rewards received (Adams, 1965).

Further equity theory research extended these propositions, highlighting that many individuals in fact failed to alter their behaviours even in situations of inequity. Instead it appeared that many people simply changed the referent or just rationalised their underpayment or overpayment in some way for example, changing their perceptions of the value of their referent's work and thus legitimising their under or over payments (Byrne & Cropanzano, 2001). Much of the earlier research on equity was carried out using experimental research designs. Since then however consistent support for the salience of equity, as a theory of distributive justice, has been found across a large number of applied settings. Moreover, these perceptions of equity have been shown to predict a range of important attitudes and behaviours including job satisfaction (Dailey & Kirk, 1992), innovation (Janssen, 2000) and turnover (Colquitt et al., 2001).

Distributive justice research has extended beyond equity theory as a basis for making judgements of outcome-related fairness. Deutsch (1975) argued that distributive justice judgements would be driven by an underlying set of norms and values about what constituted 'fair' allocations. Despite agreeing that many (if not most) 'Western' organisations are built on the principles of meritocracy, thus making salient equity as a

value norm for making allocation decisions, he also proposed two different potential sets of allocation rules. He argued that some systems may have at their heart the principles of equality or need rather than equity (Deutsch, 1975). Within equality-based systems distributive justice would be upheld when individuals perceived that they had received the same as all other colleagues, independent of their relative levels of input. Given the more collectivist nature of such value norms this has driven a number of cross cultural studies investigating the different judgement rules of more or less collectivist systems and ideologies (Chen, 1995). In contrast, within need-based value systems individuals would have positive perceptions of distributive justice when they view their rewards to meet their specific needs.

Some interesting work into issues of justice and affirmative action programmes has stemmed from these ideas and further stretched the focus and application of distributive justice. Greenberg (1987) summarises much of this research, arguing that positive distributive justice perceptions will be promoted when an individual views their outcomes to be consistent with their resource allocation norms. It is not the focus of this research to uncover the relative importance of these different value-bases for distributive justice judgements in this setting. In line with the large proportion of distributive justice research carried out in 'Westernised' settings this study therefore proposes an equity theory basis for distributive justice judgements. It is hypothesised that employee perceptions of distributive justice, regarding their OCM policies and practices, will be promoted when they see that their ratio of organisational inputs (effort, performance, skills, competence) and career development opportunities (outcomes) to be balanced with those of their peers and colleagues.

2.3.2 Procedural justice: The fairness of organisational procedures

In contrast to distributive justice, procedural justice is concerned with an individual's judgements of fairness regarding the formal organisational decision-making procedures followed to award allocations (Konovsky, 2000; Tyler & Bies, 1990). Extending Adams' (1965) work on equity theory, Thibaut and Walker's (1975) early studies of contrasting judicial systems highlighted the importance of 'voice' in influencing defendants' acceptance of the 'fairness' decisions. They proposed that increased input into, and thus control in the decision-making process, led to greater perceived fairness and, in turn, greater acceptance of the decision (Thibaut & Walker, 1975). Leventhal (1980) extended this research into procedural justice by proposing six procedural 'rules' that, when met, may promote more positive employee perceptions regarding the fairness of a decision-making system. Leventhal (1980) argued that consistency, bias suppression, accuracy, correctability, ethicality, and representativeness, were all vital components of decision-making procedures for ensuring that an individual had positive perceptions of fairness.

More recent OJT research that has been carried out within organisational settings has tended to concentrate on employee perceptions of procedural rather than distributive justice (Byrne & Cropanzano, 2001). These empirical studies have presented a strong body of support for the importance of procedural justice across a wide range of work issues, contexts and settings (Cohen-Charash & Spector, 2001; Colquitt et al., 2001). Moreover, this research has also provided strong evidence for both Thibaut and Walker's (1975) 'voice' and Leventhal's (1980) procedural 'rules' operationalisations and measures of

procedural justice (Colquitt, et al., 2001). Consequently, a combined measure of procedural justice (using both Thibaut & Walker's, 1975 and Leventhal's, 1980 constructs) is now used within a large number of contemporary studies of employee procedural justice perceptions (Colquitt, 2001). Within the context of this research it is therefore hypothesised that employees will perceive OCM procedures to be fair when they provide employees with a voice in the decision-making process, are consistently applied to all individuals, suppress bias in decision-making, seek accurate information before making decisions, allow employees to challenge organisational decisions regarding their careers and uphold the prevailing ethical and moral standards of the organisation and its individuals.

2.3.3 Interpersonal and informational justice: The fairness of organisational agents

Bies and Moag (1986) extended procedural justice research further by introducing the concept of interactional justice. Interactional justice focuses on an individual's perceptions of fairness regarding their interactions with the organisational decision-maker responsible for enacting the procedures that lead to the allocation of their outcomes (Bies & Moag, 1986). Interactional justice proposes that an individual evaluates the fairness of these interactions by focussing on their interpersonal treatment, or how much respect and dignity (interpersonal justice) they are shown by the decision-maker, and the explanations (informational justice) provided by the decision-maker regarding their relative outcomes from that system (Greenberg, 1993; Bies, 1987). In that sense, Bies (1987) argued that interactional justice (and its component parts of informational and interpersonal justice) focussed on the, previously largely ignored, communication aspect of fairness in decision-

making systems. Within the context of this research it is proposed that employee perceptions of interpersonal justice will be more positive when they evaluate the treatment provided by the organisational agent responsible for their career management as being dignified and respectful. Employee perceptions of informational justice will be more positive when they view the explanations of their career development opportunities as reasonable and thorough and feel that they have received these explanations in an open, honest and timely manner.

2.3.4 What is the dimensionality of justice?

There have been considerable debates and arguments regarding the independence of procedural, interpersonal and informational justice. Traditionally, researchers have either combined informational and interpersonal justice into one factor, known as interactional justice (Bies & Moag, 1986), or treated them both as a social aspect of procedural justice (Lind & Tyler, 1988; Cropanzano & Greenberg, 1997). However, Greenberg (1993) argues that, conceptually, both informational (explanations) and interpersonal (respect) justice should be treated as independent constructs within a broader four-factor model of justice. Counterarguments are provided by past studies that have consistently found exceedingly high inter-correlations between the different constructs (Colquitt, 2001). A recent study by Cropanzano and Ambrose (2001) even questions the conceptual distinctions between employee perceptions of distributive and procedural justice, suggesting that they are more similar than previous research has recognised. Their paper makes propositions regarding the potential salience of a monistic, singular construct perspective, for future OJT research.

This lack of consistency in the structure and measurement of OJT in past research has reduced the ability of researchers to compare and contrast their empirical findings and, as a consequence, the overall theoretical development of the field (Colquitt, 2001). By far the most empirically tested model has been a two-factor framework of OJT featuring the constructs of distributive and procedural justice (see recent meta-analyses by Cohen-Charash & Spector, 2001; Colquitt, et al., 2001). Colquitt (2001) has provided some guidance for future studies of OJT by carrying out a validation study of a four-dimensional construct of organisational justice that includes separate and independent variables of distributive, procedural, informational, and interpersonal justice. He conducted his studies in two settings, a university and a manufacturing organisation and with a random sample of 301 (students) and 337 (employees) respectively (Colquitt, 2001). An extensive meta-analysis of a large sample of past OJT research was carried out in order to develop four measures for distributive, procedural, interpersonal and informational justice. Confirmatory factor analyses were then carried out on both data sets using the EQS structural equation modelling package and the fit statistics of one, two, three and four-dimensional models of OJT were compared and contrasted. Results from both studies highlighted stronger more significant fit statistics for a four-dimensional model of OJT over any of the other tested models (Colquitt, 2001). Consequently, within these contexts a four-dimensional model of OJT was validated.

Colquitt (2001) concludes that the high inter-correlations that define previous research may not have been caused by conceptual overlapping between the different justice constructs but by the development of poor measures of these constructs. Citing Fryxell and Gordon (1989) he argues that much of the past research has used either unreliable single item measures or

developed measures for one justice construct that appear to have items more relevant to the measurement of another. In their study Fryxell and Gordon (1989) developed a measure of distributive justice that assessed an employee's perceptions regarding their ability to express ideas during a grievance procedure, a concept more usually connected with concerns of 'voice' or process control and thus procedural justice. Given the findings of Colquitt's (2001) recent measurement validation study, and the wide support in the existing literature for a least three independent constructs of fairness, this research operationalises fairness using the four-dimensional model (and the subsequent measurement scales) confirmed by Colquitt (2001). Colquitt (2001) argues that research that only focuses on one or two constructs of OJT (e.g. distributive and / or procedural justice) may fail to uncover the true complexities of an individual's fairness judgements and evaluations. This study will therefore investigate employee perceptions of distributive, procedural, interpersonal, and informational justice regarding OCM practices and will provide the first steps towards a more holistic OJT model of the causes and consequence of fairness perceptions within an OCM context.

2.3.5 The salience of justice constructs of fairness within an OCM context

OJT has been applied (and widely supported) across a broad range of workplace issues and practices including, compensation systems (Cowherd & Levine, 1992; Folger & Konovsky, 1989; Folger & Greenberg, 1985), conflict management processes (Folger & Cropanzano, 1998), recruitment and selection practices (Cropanzano & Wright, 2003; Gilliland & Steiner, 2001; Gilliland, 1994) and affirmative action programmes (Bobocel, et al., 2001).

This applied research has not only helped further develop the theoretical and empirical basis of OJT, but it has also provided management and practitioners with a useful tool with which to evaluate the effectiveness of a wide range of organisational systems, policies and practices. To date almost no empirical research exists that investigates the relationships between employee perceptions of OCM practices and their perceptions of distributive, procedural, informational and interpersonal justice regarding their career management. However, despite the paucity of research in this area, past studies do provide some support for the potentially important role of OCM practices in engendering employee perceptions of fairness.

While not directly referring to concerns of distributive, procedural, informational and interpersonal justice past research has however consistently highlighted the importance employees place on many of the concepts underpinning these constructs. Herriot et al. (1994), in their exploratory study of UK managers' expectations of career management practices, found perceptions of equity to be the key predictor of satisfaction with career management. Moreover, Atkinson (2002), in her more recent longitudinal exploratory study of retail banking employees confirms these earlier findings, identifying inequity as a major theme in employee evaluations of their organisations promotion system. Indeed equity has emerged as an important theme in a number of further career studies and thus begins to highlight the potential centrality of distributive justice in employee evaluations of their career management.

While not directly citing Leventhal's procedural justice concepts of accuracy, bias suppression, consistency, and ethicality, they also appear salient to many career-relevant

discussions within managing diversity and equal opportunities literatures (Kirton & Greene, 2000; Mavin, 2000; Zaleska & Gratton, 2000; White, 1999; Gutek et al., 1996; Burke, 1995; Paisey & Paisey, 1995; Blau et al., 1993). Cascio (1995) also argues for the benefits of providing career 'plateaued' employees with a 'voice' in decisions on their future career progress thus providing some support for the potential importance of Thibaut and Walker's (1975) procedural justice. Iles and Mabey (1993) and Gratton et al. (1999) provide further support. In their study of 120 managers, Iles and Mabey (1993) concluded that employees appeared to favour, "*career management practices that were more collaborative than controlling*" (p. 114). Gratton et al. (1999) identified that, "*instances of procedural injustice were particularly prevalent in the appraisal and career development procedures*" (p. 210) of the organisations they studied. These studies provide good initial support for the salience of both Leventhal's (1980) and Thibaut and Walker's (1975) concepts of procedural justice within the context of employee evaluations of OCM policies and practices.

There are also a limited number of career management articles that may add support to the importance of informational and interpersonal justice in the effective management of careers. Harrison (1999) proposes that the effective communication of information and the provision of accurate and timely feedback are essential components of any career management system. Effective communication and accurate and timely feedback are key factors in promoting informational justice (Greenberg, 1993). As OCM becomes increasingly decentralised, with responsibility devolved to the individual and his/her line manager, concerns of interpersonal and informational justice may become more and more important. While not directly focussing on career management practices, Zaleska et al. (1999) in their study of employee reactions to HRM practices appear to provide some

confirmation of this, finding that, "*being treated in an interpersonally sensitive way, being shown politeness and respect, and being provided with explanations for bad news were the most important part of HR fairness*" (p. 15) concluding that interactional justice, as an evaluation of processes, appears to be a more important predictor of employee reactions to HR practices than either procedural or distributive justice.

In line with recent debates within the OJT literature, the more decentralised OCM system presented earlier may make increasingly salient concerns of interpersonal and informational justice (Ambrose & Schminke, 2003; 2001). Such decentralised career management systems place a growing emphasis on line managers to become career facilitators, negotiating career development with individuals and providing them with career-related guidance, information and feedback (Jiang & Klein, 1999; Herriot & Pemberton, 1997; 1995; Hall, 1976). The growing onus on line managers to manage the careers of their subordinates also places more importance on developing sophisticated interpersonal skills with which to play out these negotiations. A number of studies have identified such problems, where line managers have been found to lack the skills and abilities to interact effectively with employees thus creating a negative impression (Atkinson, 2002; Gratton et al., 1999). The current literature provides some information that supports the important role of interpersonal and informational justice in employee evaluations of their career management.

Despite the existence of evidence to support the potential centrality of OJT constructs in employee perceptions of fairness regarding their career management as yet almost no empirical research exists that has investigated the impact of OCM practices on employees'

evaluations of fairness. Of the limited work that exists, Scandura (1997), in her study of mentoring and organisational justice, found that protégés (i.e. those employees assigned a formal mentor) reported significantly higher levels of procedural justice, but non-significant differences than non-protégés on perceptions of distributive justice. It appears therefore that those employees experiencing a mentoring programme have more positive perceptions of procedural fairness regarding career management practices than those not experiencing a mentoring relationship.

Foley et al. (2002) and Lemons and Jones (2001) used an OJT framework to investigate employee perceptions of, and reactions to, promotional systems. Foley et al. (2002), using a sample of Hispanic law associates, concluded that, "*being female and perceiving high levels of ethnic discrimination both increased Hispanic law associates' perceptions of differences in promotion outcomes according to demographic characteristics*" (p. 488). They found statistically significant relationships between perceptions of promotion fairness and perceived distributive justice (equity), career prospects and turnover intentions. Lemons and Jones (2001), whilst also investigating the causes and consequence of the perceived unfairness of promotion decisions, conceptualised procedural justice as the, "*perceived fairness or equity of the procedures used in making decisions regarding the distribution of rewards*" (p. 270). This measure seems to overlap conceptually between concerns of distributive and procedural justice thus weakening theoretically the basis of this research. However, in their study of 290 part-time US MBA students, they found strong and significant relationships between perceptions of procedural justice regarding promotion decisions and organisational commitment. In contrast, Erdogan (2002) investigates justice concerns within a context of performance appraisals. Whilst, no direct reference is made in

this study to OCM practices, performance appraisals have been recognised as an important tool in the management of careers. Again, strong significant relationships were found between perceptions of justice regarding performance appraisals and organisational, leader and performance-directed outcomes.

Finally, and despite not focussing on specific OJT constructs, Zaleska and Gratton (1999) found no significant relationships between employee experiences of various career management practices (including secondments, self-development, coaching and mentoring) and perceptions of fairness regarding their career management. Fairness within this study was conceptualised as perceived discrimination and the existence of non-performance mobility channels (i.e. promotion not based on performance criteria) thus tapping issues of equity (distributive justice) and equality of opportunities (procedural justice).

There is therefore a considerable amount of empirical evidence supporting the potential salience of OJT for investigating employee evaluations of, and reactions to, OCM practices. Key OJT themes such as 'voice', equity, bias suppression, transparency, information, respect have all consistently emerged within the career management literatures. However, only a very limited number of studies have formally integrated OJT into the study of career-related issues. These few studies have focussed on specific OCM practices such as performance appraisals and promotional systems and, as a result, a major contribution of this research is the application of OJT models to the study of employee evaluations of the OCM 'bundle'.

2.4 The consequences of employee fairness judgements: ‘Main effects’ and ‘interactions’ models of OJT

In addition to OJT research that has focussed on the causes of (un)fairness perceptions, a large body of research has been carried out investigating their consequences for a range of important employee and organisational outcomes. This research has consistently confirmed that employee perceptions of distributive, procedural, informational, and interpersonal justice are strongly related to a wide range of employee self, work, career and organisation-directed attitudes and behaviours (Gilliland & Chan, 2001). Two major streams of research have emerged from these empirical studies and continue to run parallel to one another providing increasingly strong support for both. Firstly, and receiving much of the empirical attention of earlier justice studies, is the main effects, ‘agent-systems’ perspective on the consequences of fairness perceptions. ‘Agent-systems’ theory proposes that the different justice constructs will have differential ‘main effects’ on different employee attitudes and behaviours depending on whom or what those attitudes and behaviours are directed at (Cropanzano & Greenberg, 1997). Secondly, and a more recent development within OJT, a number of interaction models have also been proposed and tested. These argue that individuals go through more complex cognitive processes when making justice judgements and deciding their appropriate response, whereby their perceptions of fairness relating to the different OJT constructs interact to predict their subsequent attitudes and behaviours (Cropanzano & Greenberg, 1997). The following two sections of this chapter explore these two alternative and competing models in greater detail.

2.4.1 An 'agent-systems' main effects model of OJT

As introduced briefly above, past OJT literature has proposed and tested a differential main effects model. This was originally referred to as the 'two-factor' model of OJT as it was developed to test the differential main effects of employee perceptions of distributive and procedural justice (Cropanzano & Greenberg, 1997). Two-factor theory proposes that an individual draws from different sources of a decision-making system when making distributive and procedural justice judgements and, as a result, the consequences of these evaluations will be more or less strongly associated with those outcome variables that are related to these different sources.

It is hypothesised that the outcome-focussed nature of distributive justice judgements (i.e. equity theories input – outcome ratio) lead to these judgements having stronger more significant implications for outcome-directed attitudes and behaviours (Cropanzano & Greenberg, 1997). Therefore, employee perceptions of distributive justice were predicted to be more strongly associated with constructs such as outcome satisfaction and job satisfaction than perceptions of procedural justice (Colquitt et al., 2001; Cropanzano et al., 2001; Gilliland & Chan, 2001; Cropanzano & Greenberg, 1997). Moreover, and in line with Adams' (1965) equity theory, distributive justice was also proposed to be a stronger predictor of other person-focussed attitudes such as job performance and self-evaluations than other justice constructs. In contrast, two-factor theory also argued that the organisation-focussed nature of procedural justice perceptions (i.e. an individual's beliefs regarding the fairness of an organisation's decision-making procedures) would make

salient, and thus have greater implications for, organisation-directed attitudes and behaviours. Employee perceptions of procedural justice are thus hypothesised to be more strongly and significantly related to outcome variables such as, organisational commitment, organisational citizenship, absenteeism, turnover, turnover intentions and trust in management than perceptions of distributive justice.

Two explanations have been put forward for this proposed relationship. Thibaut and Walker (1975) presented a purely instrumental perspective on the importance individuals place on the fairness of a system's processes and procedures. This self-interest model argues that an individual is concerned about procedural fairness only to the extent that he or she believes fairer decision-making procedures will promote their opportunities for receiving more favourable outcomes in the future (Gilliland & Chan, 2001). For example, negative perceptions of procedural fairness may lead an individual to perceive that his or her current and (more importantly) future opportunities within the organisation will be limited thus leading to lower perceptions of trust in management and subsequently potentially impacting negatively on their commitment to the organisation. Ultimately, this may even lead to organisational withdrawal.

Lind and Tyler (1988) presented an alternative to this perspective, arguing that procedural justice evaluations provide individuals with information regarding how well they are valued and respected within their work group or organisation. This 'group-value' model of OJT assumes that all individuals seek confirmation about their social standing within a group and that the fairness of the procedures followed to decide their relative outcomes and opportunities in comparison to other group members provides them with evidence of this

(Tyler & Lind, 1992; Tyler & Bies, 1990; Tyler, 1989; Lind & Tyler, 1988). It is therefore this perceived 'valuing' of the other group members that promotes employees' positive attitudes and behaviours towards that group. If they feel more valued by their organisation they are more likely to trust it (and its management), and be more committed, and ultimately less likely to want to leave. Importantly, using either perspective (and most subsequent research has recognised the potential usefulness of both), strong empirical support is provided by the literature for the relationships between perceptions of procedural justice and a wide range of organisation-directed attitudes and behaviours.

More recent research stressed the limitations of two-factor theory by highlighting the independence of interaction justice and its component factors of interpersonal and informational justice. Within a three or four-dimensional model of OJT, two-factor theory becomes problematic and difficult to defend. However, in line with the principles of two-factor theory, 'agent-systems' theory of OJT identified, and focussed on, the independent differential main effects of interpersonal and informational justice (Cropanzano et al., 2001; Cropanzano & Byrne, 2000). Agent-systems theory argued that the decision-maker (or agent)-focussed nature of interpersonal and informational justice would make salient employee attitudes and behaviours that were directed towards the relevant decision-maker within their work group (usually their direct line manager or supervisor). Employee perceptions of interpersonal and informational justice were therefore hypothesised to be more strongly and significantly related to outcome variables such as trust in management, supervisor satisfaction, supervisor support and supervisor-directed citizenship behaviours (Blader & Tyler, 2003; Ambrose et al., 2002; Erdogan, 2002; Cropanzano et al., 2001; Cropanzano & Byrne, 2000; Masterson et al., 2000).

Although some contradictory evidence has emerged from the numerous empirical studies in OJT that have tested the two-factor and agent-systems models, on the whole, there has been good empirical support for them (Colquitt, et al., 2001). Folger and Konovsky (1989) provide an early study into these issues highlighting that distributive justice accounted for more unique variance in pay satisfaction than procedural justice. However, the reverse was true for organisational commitment and supervisor trust. Dailey and Kirk (1992), in a survey of 88 employees from a US R&D laboratory, found that their perceptions of procedural justice regarding the performance appraisal were more strongly related to turnover intentions than perceptions of distributive justice. Again, the reverse was found to be the case when predicting job satisfaction. Similar findings to these have emerged from a range of other studies carried out within a wide variety of research contexts, with consistent support for distributive justice being a stronger predictor of pay satisfaction and job satisfaction than procedural justice and procedural justice being a stronger predictor of organisational commitment and turnover intentions than distributive justice. (De Boer et al., 2002; Tremblay et al., 2000; Robbins et al., 2000; Konovsky & Pugh, 1994; Sweeney & McFarlin, 1993; McFarlin & Sweeney, 1992).

Fewer studies have been carried out that include interpersonal and informational justice constructs and of the few that exist most have combined them into one construct - interactional justice. However, again these studies provide some good support for main effects theory. Aquino et al. (1999), in their study of deviance behaviours, showed that perceptions of procedural justice more strongly predicted organisation-directed deviance whereas interactional justice was more strongly related to interpersonal-focussed deviance, that is, deviant behaviours towards the employees supervisor / line manager. Masterson et

al. (2000) confirm and extend these findings, highlighting that employee perceptions of interactional justice were a more significant predictor of leader-member exchange and supervisor-directed citizenship behaviours than employee perceptions of procedural justice. Within the same analysis they also found support for the proposition that employee perceptions of procedural justice would be a stronger predictor of perceived organisational support, organisation-focussed citizenship and intentions to leave the organisation than perceptions of interactional justice (Masterson et al., 2000).

2.4.2 Interaction models of OJT: Fairness heuristics and the moderating role of trust

Extending 'main effects' research, a number of theoretical and empirical studies have also provided strong support for a more complex interaction relationship between the different justice judgements (Skarlicki & Folger, 1997). A key criticism of the 'main effects' research was that it concentrated solely on trying to understand the consequences of fairness perceptions whilst failing to engage with the questions of how fairness judgements are made and the cognitive sense-making processes individuals follow in making these evaluations (Colquitt et al., 2001). In line with main effects research, early interaction models tended to focus on distributive justice and procedural justice and how employee perceptions of these constructs may interact to predict their reactions to a decision-making system (Gilliland, 1993). Research investigating these two-way interactions hypothesised that employee perceptions of procedural justice are more strongly related to work-related attitudes and behaviours when employee perceptions of distributive justice are low. In other words, positive perceptions of procedural justice may moderate the possible negative

impact on employee attitudes and behaviours caused by low perceived distributive justice (Cropanzano & Greenberg, 1997; Brockner & Wiesenfeld, 1996).

Fairness theory and earlier referent cognitions theory attempted to provide an explanation for this two-way interaction effect. They proposed that an individual reacts to unfair outcomes (distributive justice) through a process of cognitive reasoning, evaluating the fairness of the processes and procedures (procedural justice) followed to make that unfair decision. Fairness perceptions therefore arise from evaluations regarding what the outcomes could, should and would have been, if the decision-making procedures had been different and fair. Low perceptions of procedural justice regarding the decision-making process thus may make an employer much more blameworthy for their negative perceptions regarding their outcomes (i.e. distributive justice). This therefore leads individuals to believe that their outcomes could and should have been different (Folger & Cropanzano, 1998; Folger, 1987). Poor perceptions of procedural justice would therefore heighten the negative effects of negative perceptions of distributive justice on an individual's work and organisation-directed attitudes and behaviours. Conversely, positive perceptions of procedural justice may reduce an employee's ability to blame the decision-maker for a perceived unfair outcome, therefore potentially buffering any negative impact on these same attitudes and behaviours (Brockner, 2002).

A similar two-way interaction relationship between distributive justice and procedural justice when predicting an individual's self-evaluations, such as self-esteem and self-efficacy, has also been proposed. However, in contrast to the above, it is hypothesised that positive perceptions of procedural justice may actually heighten the potentially destructive

effects on self-evaluations of negative distributive justice evaluations (Brockner, 2002; Schroth & Shah, 2000). For example, employee perceptions of procedural justice will be more strongly and negatively related to self-esteem when perceptions of distributive justice are low. The OJT literature has looked to attribution theory to explain these relationships, suggesting that procedural justice evaluations are a tool through which an individual can make judgements regarding the blameworthiness and responsibility of their employer for their outcomes. When procedural justice perceptions are negative and thus the decision-making procedures are viewed as unfair, individuals are more likely to externalise the blame for their perceived unfair outcomes from a decision-making system (Brockner et al., 2003). However, when decision-making procedures are perceived to be fair (high procedural justice) their employer may appear blameless, and thus an individual may be forced to internalise the blame for receiving these unfair outcomes. This, in turn, may lead to potentially negative implications for evaluations of self.

A meta-analysis conducted on 45 independent samples across a range of studies, presents strong supporting evidence for these proposed interaction relationships (Brockner & Wiesenfeld, 1996). Brockner et al. (1994), in three separate studies of employee reactions to lay-off decisions found consistent support for this interaction when predicting employee perceptions of organisational support. Similar findings were also confirmed by McFarlin and Sweeney (1992) and Masterson et al. (2000) who reported significant results in relation to employee perceptions of their organisational commitment and supervisor satisfaction. Ehlen et al. (1999), in a study of voluntary sector workers, found the same interaction relationship when predicting employee resentment attitudes to their organisation and Tepper (2001) reported similar findings when predicting employee reported depression,

emotional exhaustion and anxiety. Empirical research testing these proposed interaction relationships on self-evaluations are much fewer. However, those that exist also provide good supporting evidence. Brockner et al. (2003), supporting the earlier research from Schroth and Shah (2000), found consistent support across four studies including research on self-esteem and self-evaluated performance.

Further theoretical developments have attempted to extend this research by proposing that the key interaction relationship is that between distributive justice and trust in management, and not distributive justice and procedural justice (Brockner & Siegel, 1996). It is hypothesised however that perceptions of trust in management will interact in the same way with employee perceptions of distributive justice as proposed in the distributive justice by procedural justice interaction (Cropanzano & Greenberg, 1997; Brockner et al., 1997; Brockner & Siegel, 1996). That is, employee perceptions of trust in management are predicted to buffer the potential negative implications for employee work and organisation-directed attitudes and behaviours caused by negative perceptions of distributive justice. However, in contrast, employee perceptions of trust in management will accentuate the potential negative implications for an individual's self-evaluations caused by negative perceptions of distributive justice (Brockner & Siegel, 1996).

Brockner et al. (1997) and Brockner and Seigel (1996) still propose a significant role for employee perceptions of procedural justice within an exchange relationship. However, it is more indirect, with employee perceptions of procedural justice (and although not explicitly highlighted by these studies, interpersonal and informational justice) forming a key antecedent of employee perceptions of trust in management (Brockner et al., 1997).

Fairness heuristic theory may provide some new insights into these propositions. Fairness heuristic theory argues that an individual may use fairness heuristics, or cognitive short cuts, to evaluate the trustworthiness of their employer (Lind, 2001; Lind et al., 2001). Gilliland and Chan (2001) provide a useful summary stating that, "*Impressions regarding fair treatment are used to decide whether the authority is trustworthy and unbiased. Once established this impression serves as a heuristic to guide interpretations of subsequent events*" (p. 150). Individuals therefore use the most readily available information to make sense of, and decisions about, how trustworthy they feel their organisation is (van den Bos et al., 2001; Lind et al., 1993). Employee perceptions of procedural, informational and interpersonal justice may be used as these heuristic short cuts for evaluating the trustworthiness of their employer.

Three studies by Brockner et al. (1997) present some supporting evidence for a distributive justice by trust in management interaction effect when predicting employee perceptions of supervisor support. However, in line with much of the previous distributive justice by procedural justice interaction studies, outcome favourability rather than distributive justice was measured in these studies. This is conceptually problematic as an outcome may be unfavourable without being unfair. An individual employee may receive an unfavourable outcome such as a pay cut, however as long as his or her peer or work group all receive a similar relative pay cut this outcome is not necessarily an unfair one (Greenberg, 2001a, 2001b). To date no research has tested explicitly this distributive justice by trust interaction and, as a result, there is currently a lack of empirical data to confirm the effects of this interaction. Despite the conceptual limitations of Brockner et al's (1997) research, as predicted, trust in management was seen to be a stronger predictor of perceived supervisor

support when employee perceptions of outcome favourability were low. In other words, high levels of trust in management acted as a buffer to the potentially negative effects of low perceived outcome favourability on employee perceptions of supervisor support (Brockner et al., 1997).

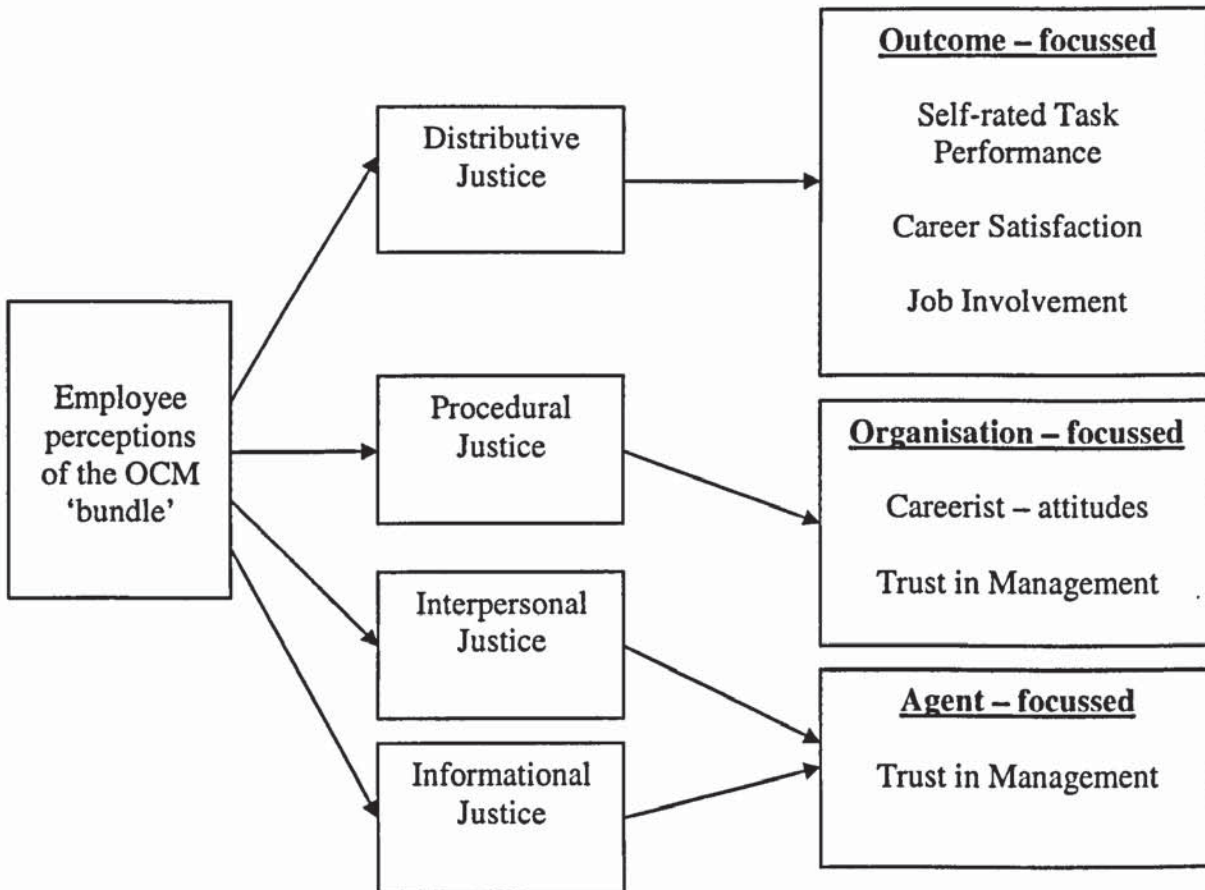
2.5 An OJT perspective on the contribution of OCM: The hypothesised models

Both the trust by distributive justice interaction model and agent-systems 'main effects' model of OJT have received fairly strong support within the OJT literature. Given this support both models are applied to this OCM context and hypotheses emerging from these models are therefore developed and tested. The following section describes these new theoretical models and presents the hypotheses relating to them. This section concludes by clarifying the key theoretical and empirical contributions of this thesis.

2.5.1 An 'agent-systems' main effects model of fairness and OCM: The mediating role of employee fairness perceptions

Figure 2.01 presents the hypothesised 'agent-systems' model of fairness and OCM. Within this model employee perceptions of fairness are predicted to mediate the social exchange relationship between their perceptions of the OCM 'bundle' and organisational and employee valued outcomes.

Fig. 2.01: An ‘agent-systems’ main effects model of fairness and OCM



The conditions for mediation proposed by Baron and Kenny (1986) are followed in this research. Firstly, the independent variables must be significantly related to the dependent variables. In this model, the independent variables are employee perceptions regarding the influence of the OCM ‘bundle’ on their career management. As introduced earlier in this chapter, career satisfaction, careerism, task performance, job involvement and trust in management were, in line with the current concerns of OCM and careers literatures, chosen as the dependent variables in this study. Given that these relationships have been

established previously within this thesis, they are not formally developed and hypothesised again here (see section 2.2.4 of this chapter).

The second condition for mediation is that the independent variables must be statistically significantly related to the mediator variables (Baron & Kenny, 1986; James & Brett, 1984). Within this research it is proposed that employee perceptions of the influence of the OCM 'bundle' in their career management will be significantly and positively related to their perceptions of distributive, procedural, interpersonal and informational justice regarding their career management.

H-3: Employee evaluations of the influence of the OCM 'bundle' on their career management, will be significantly and positively related to their perceptions of distributive, procedural, informational and interpersonal justice regarding their career management.

By testing these relationships this study builds on the initial research of Scandura (1997), Erdogan (2002) and Foley et al. (2002) who investigated the role of specific OCM practices such as mentoring, performance appraisals and promotional systems (respectively) in promoting employee perceptions of justice. This study extends the analysis to investigate the differential contributions of the OCM 'bundle' to employee perceptions across a four-dimensional model of organisational justice.

The final condition for mediation is that, when both the independent variables and the mediators are entered into a regression equation only the mediating variables remain significantly related to the dependents variable (Baron & Kenny, 1986). Within this model

it is proposed therefore that when employee evaluations of the influence of the OCM 'bundle' on their career management and their perceptions of distributive, procedural, interpersonal and informational justice have both been entered into the model, only their perceptions of justice will be significantly related to their career satisfaction, job involvement, careerist-attitudes, trust in management and self-evaluated task performance.

As introduced earlier, agent-systems theory proposes that employee perceptions of justice will be differentially related to these different outcome variables (Cropanzano & Greenberg, 1997). It is hypothesised, therefore, that employee perceptions of distributive, procedural, informational and interpersonal justice, regarding their career management will be strongly and differentially related to their attitudes and behaviours directed at their career development outcomes (distributive justice), the OCM system (procedural justice) and the OCM agents (interpersonal and informational justice) (fig. 2.01). Career satisfaction, job involvement and self-evaluated task performance are self and outcome-focussed attitudes and behaviours. In contrast, careerist-orientations to work and trust in management are both more organisation-directed attitudes and behaviours. However, within this model trust in management is also viewed as having an implicit agent-focus. An employee's line manager is, by association, a member of the organisation's management team and, as a result, overall employee perceptions of trust in management will be strongly influenced by their experiences of interactions with them. Trust in management is therefore viewed as both an organisation-directed and an agent-directed outcome measure (fig. 2.01).

2.5.1.1 Distributive justice as a mediator of the OCM – outcomes relationship

In line with an agent-systems model of OJT it is proposed that employee perceptions of distributive justice, regarding their career management, will be positively and significantly related to their career satisfaction, job involvement and self-evaluated task performance. Employee perceptions of procedural, informational and interpersonal justice are therefore predicted to account for little or no additional variance in career satisfaction, self-evaluated task performance and job involvement above and beyond that already accounted for by their perceptions of distributive justice regarding their career management. Moreover, it is also proposed that these relationships between employee perceptions of distributive justice, regarding their career management, and their career satisfaction, job involvement and task performance will mediate the direct relationship between employee evaluations of the OCM ‘bundle’ and their career satisfaction, job involvement and task performance.

H-4: The direct relationships between employee evaluations of the influence of the OCM bundle and their career satisfaction, job involvement and self-evaluated task performance, will be mediated by perceptions of distributive justice regarding their career management.

2.5.1.2 Procedural justice as a mediator of the OCM – outcomes relationships

In contrast, it is also proposed that employee perceptions of procedural justice will be significantly, and positively, related to their trust in management and significantly, and negatively, related to a careerist orientation towards their organisation. Employee perceptions of distributive, interpersonal and informational justice, regarding their career

management, will therefore account for little or no added variance in an individual's reported careerist-attitudes above and beyond that already accounted for by their perceptions of procedural justice regarding their career management. Moreover, employee perceptions of distributive justice regarding their career management will also account for little or no added variance in an individual's reported trust in management above and beyond that already accounted for by their perceptions of procedural, interpersonal and informational justice regarding their career management. It is also proposed that these hypothesised relationships between an individual's perceptions of procedural justice, regarding their career management, and their trust in management and careerist orientation towards their organisation, will mediate the direct relationships between employee evaluations regarding the influence of the OCM 'bundle' and their trust in management and careerist-attitudes to their organisation.

H-5: The direct relationships between employee evaluations of the influence of the OCM bundle and their trust in management and careerist-orientations to work will be mediated by their perceptions of procedural justice, regarding their career management.

2.5.1.3 Informational justice as a mediator of the OCM – outcomes relationship

Given the agent-focussed nature of trust in management perceptions, and again, in line with the 'agent-systems' main effects model of OJT, it is also proposed that employee perceptions of informational justice, regarding their career management, will be significantly, and positively, related to their trust in management. It is predicted that employee perceptions of informational justice will account for additional explained

variance in their evaluations of the trustworthiness of management above and beyond that already accounted for by perceptions of procedural and interpersonal justice. In contrast, it also hypothesised that employee distributive justice perceptions, regarding their career management, will account for little or no added variance in an individual's reported trust in management. In support of the exchange model, it is also proposed that the hypothesised relationship between an individual's perceptions of informational justice, regarding their career management, will mediate the direct relationships between employee evaluations of the influence of the OCM 'bundle' and their perceived trust in management.

H-6: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of informational justice, regarding their career management.

2.5.1.4 Interpersonal justice as a mediator of the OCM – outcomes relationship

Finally, given the agent-focussed nature of trust in management perceptions, and again, in line with the 'agent-systems' main effects model of OJT, it is also proposed that employee perceptions of interpersonal justice, regarding their career management, will be significantly, and positively, related to their trust in management. It is predicted that employee perceptions of interpersonal justice will account for additional explained variance in their evaluations of the trustworthiness of management above and beyond that already accounted for by perceptions of procedural and informational justice. In contrast, it also hypothesised that employee distributive justice perceptions, regarding their career management, will account for little or no added variance in an individual's reported trust in management. In support of the exchange model, it is also proposed that the hypothesised

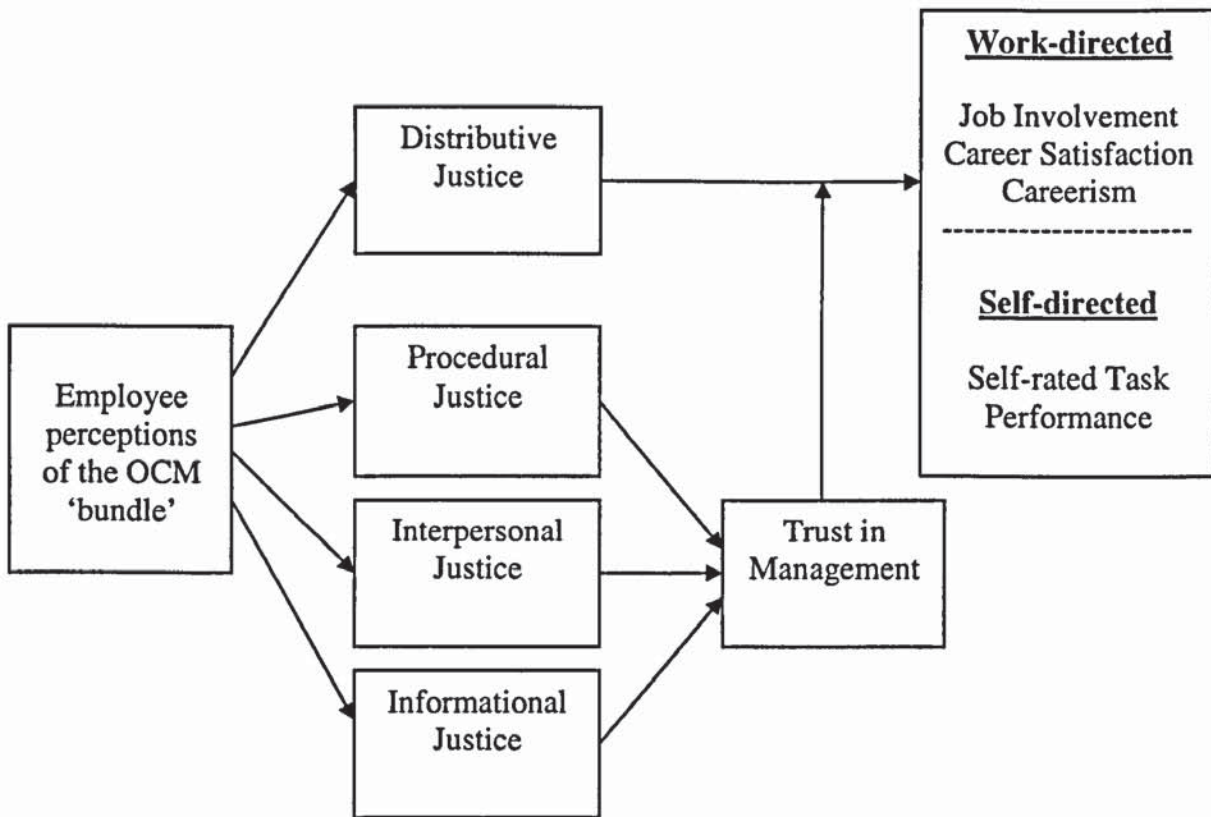
relationship between an individual's perceptions of interpersonal justice, regarding their career management, will mediate the direct relationships between employee evaluations of the influence of the OCM 'bundle' and their perceived trust in management.

H-7: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of interpersonal justice, regarding their career management.

2.5.2 A distributive justice by trust 'interaction' model of fairness and OCM

In addition to the agent-systems model of OJT a distributive justice by trust in management 'interaction' model of OJT is also applied and tested in this setting. Figure 2.02 presents the hypothesised distributive justice by trust in management 'interaction' exchange model. Drawing on the past research of Brockner and Seigel (1996) and Brockner et al. (1997) it is hypothesised that employee perceptions of distributive justice, regarding their career management, will interact with their perceptions of trust in management to predict their perceived career satisfaction, careerist-attitudes, job involvement and self-evaluated task performance. In line with this previous research and drawing on fairness heuristics theory and attribution theory different it is hypothesised that different interaction effects will occur when predicting different employee attitudes and behaviours.

Fig. 2.02: A distributive justice by trust ‘interaction’ model of fairness and OCM



Previous research has argued that employee perceptions of trust in management will become a more important predictor of their work and organisation-directed attitudes when distributive justice perceptions are negative. Moreover, positive perceptions of trust in management will buffer (moderate) the potentially damaging effects of negative distributive justice perceptions for these work and organisational-directed attitudes and behaviours. In this study therefore it is hypothesised that employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their career satisfaction, careerist-attitudes and job involvement, where trust in management is a stronger positive predictor of these

outcomes when employee perceptions of distributive justice, regarding their career management, is low.

H-8: Employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their career satisfaction, careerism and job involvement, where trust in management is a stronger positive predictor of these outcomes when perceptions of distributive justice are low.

Positive perceptions of procedural, informational and interpersonal justice may lead an employee to perceive that the decision-making systems and decision-makers are trustworthy. Consequently, current perceptions of unfair career development opportunities (low distributive justice) may not have such a negative effect on an employee's career satisfaction, careerist-attitudes and job involvement because they perceive that in general the system is fair and therefore in the long term their career-related needs are likely to be met and achieved (Brockner, 2002). In essence, this prior trust provides organisations and their management with 'another chance' to provide employees with the career development opportunities they perceive that they deserve.

Brockner & Seigel (1996) and Brockner et al. (1997) also propose a different two way interaction relationship between distributive justice and trust in management when predicting employee self-evaluations. Drawing heavily from attribution theory, these studies hypothesised that employee perceptions regarding their trust in management would moderate the relationship between employee perceptions of distributive justice and self-evaluations, where trust in management is a stronger predictor of employee self-evaluations when distributive justice perceptions are low. However, rather than having a positive effect,

it is proposed that trust in management becomes more strongly and negatively related to self evaluations when perceptions of distributive justice are low (Brockner & Seigel, 1996). Within this model it is therefore hypothesised that employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and self-evaluated task performance, where trust in management is more strongly and negatively related to self-evaluated task performance when perceptions of distributive justice are low.

H-9: Trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and self-evaluated task performance, where trust in management is a stronger negative predictor of these outcomes when perceptions of distributive justice are low.

This thesis therefore also proposes that positive employee perceptions regarding their trust in management (driven by perceptions of procedural, interpersonal and informational justice) may lead them to have to internalise the blame for receiving what they perceive to be unfair career development opportunities (distributive justice). In other words, the individual may shift the blame on to themselves for their current situation and thus, as a consequence, negatively affect their self-perceptions in relation to their current task performance levels.

2.6 Core contributions of this research

Essentially this literature review (and consequently this research) has attempted to bring together two currently disparate streams of research; those investigating current issues in

organisational career management and those developing new insights and theoretical directions relating to individuals' fairness perceptions and cognitions. To this end, two theoretical models drawn from the existing OJT research are applied and tested in the OCM context of FinanceCo. It is proposed that the development and testing of these two competing OJT models presents significant empirical and theoretical contributions to both the OCM and OJT literatures.

2.6.1 Contributions to the OCM literature

This study further explores the existence of the OCM 'bundle' model proposed in previous research such as those conducted by Orpen (1994), Baruch and Peiperl (2000), Zaleska and Gratton (2000) and Budhwar and Baruch (2003). These papers propose that different individual OCM practices and interventions may have underlying motives, objectives and characteristics that make it more salient to investigate them as a related cluster or 'bundle' of practices. It is argued that these underlying characteristics, along with their relative utilisation within an overall career management strategy, will lead to employee evaluations of these practices clustering together in these 'bundles' of OCM initiatives (Orpen, 1994). This thesis explores, from an employee perspective, the existence of OCM 'bundles' within the context of FinanceCo's OCM strategy and policies. By exploring the existence of (and relationships between) different OCM practices in use at FinanceCo this research also adds to the growing body of work that is investigating the proposed changes to the employment and career relationship (see Herriot et al., 1998 and Herriot & Pemberton, 1997,1995). An

employee perspective on these proposed transitions towards the 'new deal' (within this context at least) will emerge from this research.

In response to Arnold's (2001) call for more theoretical and empirical research within the OCM literatures that investigates the contribution of OCM practices, this study also tests the relationships between employee perceptions of the OCM 'bundles' and their career satisfaction, careerist-attitudes to organisations, trust in management, job involvement and self-evaluated task performance. Previous research has been dominated by research designs that have focussed on investigating the impact of specific interventions. This investigation extends these by generating essential new insights into the relative roles and importance of different OCM practices in engendering positive attitudes and behaviours in their workforce. Moreover, a greater attention is given to more subjective measures of career outcomes both from an organisational and employee perspective. By investigating the contributions of OCM practices to the core objectives and motives of individual employees and organisations with respect to the career management exchange this thesis therefore extends further the scope of OCM research.

Finally, and perhaps the major contribution of this research to the OCM literature, is the development and integration of current OJT models to the domain of OCM research. A four-dimensional model of OJT is applied to measure employee perceptions of distributive, procedural, interpersonal and informational justice regarding their career management experiences (see Colquitt, 2001). A new validated measure for employee perceptions of fairness regarding their career management is thus provided, contributing to the inconsistent, poorly conceptualised and narrow focussed measures used in much of the

previous research. This provides a new perspective on fairness within an OCM context, and allows the differential and interaction effects of these different constructs of fairness for employee perceptions of their career satisfaction, careerist-attitudes, trust in management, job involvement and self-evaluated task performance, to be empirically tested for the first time.

In line with previous research within different (yet related) contexts such as performance appraisals (Erdogan, 2002), promotional systems (Foley et al., 2003) and affirmative action programmes (Parker et al., 1997) this study investigates the potential mediating role for justice perceptions within a career exchange model. That is, employee perceptions regarding the influence of OCM practices will have a positive effect on their career satisfaction, careerist-attitudes, trust in management, job involvement and self-evaluated task performance because their positive experiences of these OCM practices will improve their perceptions of fairness regarding their overall career management in FinanceCo. In addition to the development and testing of a new measure of employee fairness perceptions regarding their career management experiences, this study also presents the OCM literature with a new explanatory framework for the hypothesised benefits and contributions of OCM practices to important organisational and employee outcomes. Whereas previous career management research has touched upon the constructs of OJT, the OCM literature is now provided with a new and more strongly integrated theoretical basis and framework for future fairness studies that aim to investigate employee evaluations of, and reactions to, OCM policies and practices.

2.6.2 Contributions to the OJT literature

For the OJT literature this research proposes a new OCM context in which the generalisability of the OJT constructs and models can be tested, meeting the calls of recent OJT authors for more applied and contextually rich justice research (Byrne & Cropanzano, 2001; Levy, 2001; Greenberg, 1996). The relationships between justice constructs and new (previously untested in OJT research) contextually relevant dependent variables such as career satisfaction and careerist-attitudes provides the further expansion of OJT into new and contemporary domains and areas of study.

To the best knowledge of the author, this is one of the first studies (definitely the first in a UK context) to further test Colquitt's (2001) four-dimensional model of organisational justice, thus heeding his calls for further validation studies. Given the current debates within the OJT literature regarding the relative independence and inter-relationships between distributive, procedural, interpersonal and informational justice constructs (see Cropanzano & Ambrose, 2001), this research provides essential data (albeit in a single organisational setting) to inform these debates. If supported by the data, the application of Colquitt's (2001) four-dimensional model of organisational justice will also provide much needed empirical testing of interpersonal and informational justice constructs. Colquitt et al's. (2001) recent meta-analysis of organisational justice research identified the limited number of empirical studies that have investigated these issues. The agent-systems model tested in this study adds to this small body of research.

A new trust by distributive justice 'interaction' model of fairness and OCM is also developed and presented. The relationships between the trust by distributive justice interaction and an individual's career satisfaction, careerist-attitudes, job involvement and self-evaluated task performance are tested for the first time. This builds on the earlier justice research of Brockner and Seigel (1996) and Brockner et al., (1997) that focussed on the conceptually similar, yet different, two-way interaction between employee perceptions of outcome favourability and their trust in management. Some conceptual clarity, and new insight, is brought to this area of enquiry by explicitly testing the distributive justice by trust interaction.

The investigation of the inter-relationships between employee perceptions of distributive, procedural, interpersonal and informational justice, regarding their career management, and their trust in management, also contributes significantly to the recent theoretical developments within OJT around fairness heuristics theory (see Cropanzano et al., 2001; van den Bos et al., 2001). In line with fairness heuristics theory this research posits that employees may use perceptions of procedural, informational and interpersonal justice, regarding OCM practices, as cognitive short cuts to make trustworthiness judgements regarding their employer. Moreover, it is also proposed that these judgements will become more salient (and thus interact with) when employee perceptions of distributive justice are more negative (van den Bos, 2001).

Finally, this study contributes to the current OJT literatures by testing the competing 'agent-systems' main effects and distributive justice by trust 'interaction' models within the same study. Although specific statistical tests are not carried out to 'compare' the validity

of these two models, the results of the hypotheses tests may provide some initial insights into the relative salience of these two models. To date these streams of research have tended to run parallel with one another with researchers testing either one model or the other, but never both on the same sample. This research adds to these previous studies by allowing a certain level of critical comparisons to be made across the findings of these two tested models.

2.7 Chapter Summary

This chapter has brought together the current streams of theoretical debate within the OCM and OJT literatures. Having evaluated and integrated these two areas of research and theory, two competing models illustrating the proposed relationships between employee perceptions regarding the influence of the OCM 'bundles' in FinanceCo, their perceptions of distributive, procedural, informational and interpersonal justice regarding their career management, and a number of key self, work and organisation-focussed attitudes and behaviours were hypothesised (see figs. 2.01 and 2.02). In relation to these two models, the clusters of hypotheses to be tested in this research were also developed and presented. The key theoretical, empirical and methodological contributions emerging from these models and hypotheses were then highlighted. The following chapter of the thesis now provides the readership with a detailed description, explanation and evaluation of the methodological approaches considered and taken by the researcher in order to best meet the aims and objectives of this research.

Chapter 3: Research Methodology

This study was carried out with a large UK high street financial retailer. A pluralist methodology was developed, combining the use of both quantitative and qualitative methods, and multiple sources of data and information. While the core research strategy was quantitative and focussed on the findings of a large scale questionnaire survey, qualitative data in the form of semi-structured interviews and document analysis was also collected. These interviews support the results of the questionnaire survey by providing more contextually rich details regarding employee perceptions of fairness and the practice of OCM in FinanceCo.

The following chapter introduces the readership to the details and rationale behind this methodology. The appropriateness of a multi-method approach and research strategy is discussed and arguments are presented that illustrate the methodological contribution this study makes to the existing career management and organisational justice literatures. Following on from these wider discussions regarding research strategy is an evaluation of the research methods and analyses techniques employed. Issues faced during access negotiation, data collection, and organisational exit are then discussed. Finally the chapter closes with an evaluation of the steps taken by the researcher to ensure the ethicality of this project was upheld and maintained. In short, this chapter provides an in-depth and reflexive account of the researcher's methodological 'journey' through the planning, designing, delivering and writing-up of this doctoral research.

3.1 The research strategy and design

This research takes the form of a cross-sectional, single organisation case study. A broadly deductive approach to theory development is taken, and was driven by the principal research aim of testing the usefulness and generalisability of an OJT framework in the investigation of employee perceptions of, and reactions to, OCM practices. In line with the process of deduction past empirical and theoretical work within OJT was used to guide the development of a number of testable hypotheses. Data were then collected and analysed and the hypotheses confirmed or rejected and, in response to these findings, OJT was revised.

Within this broadly deductive strategy a pluralist research design was utilised, combining the collection and analysis of multiple sources of quantitative and qualitative data. Quantitative data were collected through the distribution of a questionnaire survey, and formed the principal focus of this study. This fits, methodologically, with the majority of past empirical studies within the field of OJT where large-scale questionnaire surveys dominate research designs (see meta analyses by Colquitt et al., 2001 and Cohen-Charash & Spector, 2001). The close replication of past OJT research designs allows this study to make effective comparisons between its findings and those of these past studies and thus allows conclusions regarding the generalisability of OJT (within the context of this single organisation study at least) to be made with greater confidence. Whilst recognising the emphasis on quantitative methods within this study, qualitative data collection also formed a significant and important part of this research. Qualitative data were generated via a

number of sources and methods namely, informal meetings / interviews, the collection and analysis of company documents, a number of semi-structured interviews with FinanceCo employees (the details of all these methods are provided later in this chapter).

There is a large body of work which argues that quantitative and qualitative methods are bound up in certain epistemological and ontological assumptions that make them incompatible with one and other in a single study (see Burrell & Morgan, 1979). It is argued that the use of quantitative methods (such as questionnaire surveys) reflects a positivist epistemology underpinned by assumptions relating to the appropriateness of research within the social sciences utilising the same methods as those used in the natural sciences. Moreover, that this position is also inextricably linked to an objectivist ontological view that assumes the social world exists 'objectively' and externally to the researcher (Bryman, 2001). Qualitative methods (such as semi-structured interviews), in contrast, are said to reflect a more interpretivist epistemology that assumes knowledge, in the social world, exists as a set of multiple interpretations (and thus realities), therefore rejecting the appropriateness of natural science methodologies for understanding this social world. Such a position is also bound up within a constructionist ontology which argues that knowledge is continually being constructed and re-constructed as individuals interact with their social world and the actors within it (Gill & Johnson, 1997).

Whilst recognising that quantitative and qualitative research is, "*each connected with distinctive epistemological and ontological assumptions*" (p. 446), Hammersley (1999) argues that these are not deterministic and that research methods of both forms may be able to mutually support one and other within a single research design. Indeed, there is a

growing body of research proposing the benefits of using multi-method research designs within a single study (see Bryman, 1999; Hammersley, 1999; 1996; Smith, 1975). In line with this methodologically pluralist approach qualitative data were collected to support the main quantitative questionnaire study in a number of ways.

Prior to the questionnaire survey, qualitative data were collected through an informal meeting with a senior member of the FinanceCo career management department and company documents relating to career management policies and procedures. In this way qualitative methods were used to facilitate the development of the questionnaire survey. This approach to multi-method research draws on numerous past studies within the social sciences that have used qualitative research in such ways. Carlson et al. (1996), in a large scale US study of needle sharing amongst drug users, used previous findings of an ethnographic study to drive the development of questions within their questionnaire survey. Similarly, prior to their large scale survey on voting intentions of British households, Laurie and Sullivan (1991) used group discussions to clarify terminologies and concepts. Within this study, the qualitative data gathered through the informal meeting and company documents provided the researcher with important contextual details regarding the OCM tools and practices employed in FinanceCo. This information was essential to the effective development of the OCM practices scale used in the questionnaire. However, this qualitative information was also an important insight into the language used by FinanceCo with respect to issues surrounding careers and OCM practices. By ensuring that a similar use of language and terminology existed within the questionnaire survey the research hopefully promoted the respondents' understanding and interpretations of the survey questions.

Qualitative data were also collected through a number of semi-structured interviews that were carried out after the questionnaire survey. This information was generated as a follow-up study and provided a deeper, more contextually rich insight into findings of the questionnaire survey. In essence this put the 'meat on the bones' of the survey results. To this aim, this study mirrors (albeit on a much smaller scale) a number of important recent HRM studies (Gratton et al., 1999; Zaleska et al., 1999). Zaleska et al's. (1999) study of employee perceptions of justice and HRM practices in seven UK organisations combines qualitative and quantitative methods in such a way, where qualitative semi-structured interviews we used to, "*gain a deeper understanding of our [questionnaire] findings by considering... what employees regarded as unfair actions in their organisations...*[Author's insertion]" (p. 14). To a similar aim, semi-structured interviews were therefore designed to probe further the findings of the questionnaire seeking details of how and why employees made fairness judgements regarding OCM practices. In essence therefore qualitative and quantitative methods allowed the researcher to study different aspects of the same phenomenon (Bryman, 2001). The quantitative questionnaire survey provided a broad overview or, "*macro*" (p. 452), level perspective on the trends and relationships between the tested variables in the research model whereas, the semi-structured interviews presented a more "*micro*" (p. 452) level investigation of the details of these hypothesised and tested relationships.

The semi-structured interviews were also designed to further, "*... facilitate the interpretation of the relationships*" (Bryman, 2001, p. 452) identified in the quantitative analyses. This again mirrors many past pieces of research that have used qualitative and quantitative methods in such a way. Rank (1989), quoted in Bryman (2001), carried out

fifty semi-structured interviews in order to develop a better understanding of the existence of a significant and positive relationship between women claiming social security benefits and fertility rates. Therefore, beyond the provision of greater contextual details and “*thick description*” (Jick, 1979, p. 146) regarding OCM practices and fairness in FinanceCo, these semi-structured interviews may help uncover information that allows new interpretations of the findings of the questionnaire to be made. In short, by asking the question ‘why?’ new mediating variables within these tested relationships may emerge (Bryman, 2001).

By combining quantitative and qualitative research in the investigation of employee perceptions of OCM practices and fairness it is proposed that this study meets a number of methodological calls from both the OCM and OJT literatures. On the one hand, within the career management literatures there are increasing calls for more studies that empirically test the relationships between OCM practices and employee attitudes and behaviours (Arnold, 2001; Wooten and Cobb, 1999). This is mirrored by Cropanzano and Greenberg’s (1997) proposals for the further testing of the generalisability of OJT to new contexts. The quantitative questionnaire survey that makes up the focus of this research meets these calls, albeit in this single organisation case study.

In addition, much of the recent careers and justice research also recognises the usefulness of more contextually rich studies. The OJT literature has increasingly argued for a move away from more abstract macro-level investigations (Cropanzano & Greenberg, 1997), towards more contextualised studies that allow a greater understanding of how justice perceptions are ‘felt’ in specific unique contexts (Byrne & Cropanzano, 2001). Levy (2001) argues that these gaps in knowledge are a result of an over emphasis, within the study of

organisational justice, on quantitative techniques. Whilst extending OJT through the further quantitative testing of these constructs within a new setting, this study adds to this by focussing on more detailed enquiries into how fairness (within the context of OCM practices) is experienced in employees day-to-day working lives. These issues are mirrored in some of the careers and career management literatures with Arnold (2001) building on earlier claims for a greater, "... *attention to discourse and narrative*" (Arnold, 1997b, p. 50) in careers research by arguing for an increasing emphasis to be placed on employee, "*stories... and storytelling*" (p. 128). Despite the emphasis on hypothesised testing in this research, the qualitative methods were also designed to provide a deeper and richer insight into employee perceptions and experiences of the practices processes of OCM within FinanceCo.

It is argued that this multi-method approach therefore provides a more 'holistic' picture of the phenomena of OCM practices and fairness in FinanceCo. The following section presents a more detailed investigation of the content and processes involved in the questionnaire survey, interviews, and documentary analysis that made up the data collection used in this study. Within a broader framework of validity and reliability, the choice of tools, sample, sampling method, tool design (including the choice of measures / questions used), and methods of analysis will all be described and evaluated.

3.2 The questionnaire survey

The overall research design and approach to theory development taken in this study places a considerable emphasis on the use of structured quantitative methods. The two most commonly used quantitative tools in social science and management research are the structured interview and self-completion questionnaire. In contrast to more qualitative interviews, structured or standardised interviews accentuate the use of closed, pre-coded and / or fixed choice questions and, as a result, in many ways are very similar to the self-completion questionnaire (Bryman & Bell, 2003). Moreover, it has been proposed that the structured interview has some important benefits over the use of self-completion questionnaire surveys. The presence of the interviewer may improve response rates, reduce the risk of missing data by being able to provide respondents with explanations and prompts, and may provide some flexibility to probe and elicit more information not originally tapped by the questions in the questionnaire structure (Bryman, 2001). However, a number of important considerations led to the use of self-completion questionnaires, rather than structured interviews, in this study.

Firstly, a major contribution of this research was the replication of past OJT research within a new career management context. Self-completion questionnaires have been the dominant research method used in these past empirical studies and thus the theoretical development of OJT. Moreover, the OJT and other measures and scales used in this research were validated using questionnaire based research. In order to maintain the validity of these scales, and compare the results of this study with past OJT research with confidence, it was

therefore important that this research replicated closely the data collection methods used these studies.

Secondly, on the whole, most quantitative research demands large sample sizes in order to promote external validity or 'generalisability' of the findings. The statistical tests used within quantitative data analysis are also largely dependent on large sample sizes with tests carried out on relatively small samples unlikely to confirm statistically significant relationships even where they exist in the dataset. This is known as a type II error (Bryman, 2001). Despite no clear guidelines in the literature regarding how big a sample one should take, rough suggestions of around 10-20 respondents per variable tested have been proposed (Tabachnick & Fidel, 1996).

In this research analysis was carried out at the individual (employee) level and a large sample (of individuals) was therefore deemed essential to the statistical reliability and validity of this study. The aim was to sample randomly over one thousand FinanceCo employees across the UK. As a result of this large, and geographically dispersed, sample size the use of self-completion questionnaires rather than structured face-to-face (or even telephone) interviews was seen as more efficient, potentially saving the researcher a large amount of time, money and other resources. Thirdly, and related to the need for a large sample, self-completion questionnaires may provide respondents with a certain amount of freedom and flexibility that may improve response rates. Self-completion questionnaires allow employees to complete them within their own time and at their own speed. They are therefore potentially less intrusive than a telephone interview into the daily working life of an individual. This may also make them more attractive to the employing organisation

(Saunders et al., 2003). In addition the ability to take the questionnaire home may provide individuals with greater privacy, upholding concerns of anonymity and confidentiality (Bryman, 2001). In short, this added anonymity and flexibility may buffer many of the potential threats (such as respondent fatigue) to response rates inherent in self-completion questionnaires.

Finally, and in addition to these practical considerations, the presence of the researcher may create potentially negative effects on the reliability and validity of the data. Consistency is implicit and essential within structured quantitative data collection techniques and the presence of an interviewer asking questions (albeit structured pre-defined questions) may corrupt this consistency by introducing variability across the sample. Furthermore, the presence of the interviewer may have also affected the integrity of the answers provided by the participants, particularly as many of the issues being tapped by the research were of a potentially sensitive nature. Obviously caution is required here as the absence of the researcher does not necessarily preclude any external influences on a respondent's answers to the questions (Gill & Johnson, 1997).

3.2.1 Sample subjects

Probability sampling was used to select individuals to participate in this research (Bryman, 2001, p. 85). After discussions with FinanceCo, a random stratified sample of 1100 employees was selected for participation in the questionnaire study. Such an approach to sampling ensured that all demographic sub-populations within the workforce were

proportionally represented. Past career management research has highlighted the potential significance of the career-related experiences of different demographic groups such as, women, minority ethnic groups, older employees, and graduates (Sturges et al., 2000; Sutherland & Davidson, 1996; Wentling, 1996; Cascio, 1995). It was important that this study collect information from these different groups of employees so that the effects of these demographic variables could be controlled for when hypotheses testing. This promotes the external validity of any confirmed hypotheses.

Table 3.01: The demographic profile of the questionnaire respondents

Demographic	Population Breakdown	Company Profile	Respondent Sample (N = 325)
<i>Gender</i>	Male:	27.2%	31.7%
	Female:	72.8%	68.3%
<i>Age</i>	<20:	4.5%	1.8%
	20-29:	29.6%	34.8%
	30-39:	33.7%	36%
	40-49:	19.2%	18.2%
	50+:	13%	9.2%
<i>Ethnicity</i>	White:	92.6%	91.7%
	Non-white:	7.4%	8.3%
<i>Position</i>	Management	32.0%	41.5%
	Non-management	65.4%	56.9%

There are no clear guidelines on what constitutes acceptable numbers of respondents for a questionnaire survey with a figure of between 10 – 20 individuals per variable commonly quoted (Tabachnick & Fidell, 1996). Of the 1100 questionnaires originally distributed a total of 392 were returned giving a response rate of 36%. Given the guidelines presented above this was therefore seen as a good sample size. In order to promote consistency during

the analysis all cases (responses) that did not contain a complete set of data were removed, leaving a final sample size of 325 (30%).

Women made up around two thirds of the sample (68.3%). The average age of the respondents was 34.9 years, with the average tenure and length of time in job, 8.9 years and 4.3 years respectively. Table 3.01 suggests that aside from the slightly disproportionate number of men and management employees in the respondent sample, overall there is a good match between the demographic profile of the respondent group and that of the whole sample. The representativeness of the respondent sample therefore promotes confidence in the generalisability to the wider organisation of the findings and conclusions drawn from this questionnaire survey.

3.2.2 Scale development and piloting

Some flexibility (particularly around the choice of additional dependent variables) was provided by the organisation regarding the final collection of variables included in the questionnaire. Once access had been confirmed numerous discussions regarding the content of the questionnaire (usually via telephone conversation or e-mail) were held between the researcher and his contact at FinanceCo. On agreeing the final choice of constructs and measures and confirming the appropriateness of the language used (for example, the HR department of FinanceCo is actually known as P & D) the final questionnaire was developed (see appendix 2). A similar process was then carried out regarding the covering letter and follow up communications to be sent to participants.

All variables included in the questionnaire (apart from the OCM scale) used existing validated, multi-item, measures to promote the validity and reliability of the survey. Consequently it was felt that a full pilot study was deemed unnecessary. In order to uncover any issues or problems regarding the timing, ease of completion, grammatical or spelling errors, or inappropriate language used within the document, the questionnaire was distributed to around 15 colleagues from the researcher's business school and contacts at FinanceCo. On receipt of these responses, and subsequent discussions, any identified errors or amendments were acted upon. The amended questionnaire and all other documentation were then sent, via e-mail, to FinanceCo for final approval before distribution. All the costs associated with the printing of the questionnaires and cover sheets, envelopes to send the questionnaires, and the pre-paid return envelopes were borne by the researcher's department and were carried out by the University's print shop.

3.2.3 Questionnaire content and choice of measures

The cover of the questionnaire booklet provided employees with all the relevant information regarding the survey including, its scope, aims, and confidentiality status. All participants voluntarily completed a questionnaire. Unless otherwise indicated, all measures (and their related items / questions), were rated on a five point scale from 1 (strongly disagree) to 5 (strongly agree) and were scored such that a higher score indicated a higher position on that construct. All negative formulations were recoded before analysis. Aside from the issues of external validity related to the choice of the survey sample population and the techniques to choose select those, issues of validity and reliability were also

paramount in the choice of the measures used to tap the constructs that were the focus of this study. All constructs (aside from the measure of employee perceptions regarding the influence of OCM practices) were therefore measured using existing pre-validated measures and multiple item scales. The organisational justice scales developed by Colquitt (2001) were framed (and thus re-worded) within a career management context. Multiple item (question) scales were used to improve the internal reliability of the measure. The more consistent an individual's responses are on each item within a measure the stronger the reliability of that measure. Moreover, the greater the number of items (questions) the more likely there is to be divergence and thus the stronger the reliability of that measure is if there is not. The reliability of the chosen measures was calculated using the Cronbach alpha (α) test.

3.2.3.1 Employee perceptions regarding the influence of the OCM 'bundles'

A new OCM scale was developed for this study. Firstly, through access to company documents, the intranet system and an informal meeting with a senior manager within FinanceCo's career management team the researcher generated a definitive list of OCM practices current used. Eleven OCM practices were identified through these means. Formal succession planning, information regarding common career paths in FinanceCo, career related literatures, career related information provided via the company's intranet, an internal vacancy bulletin, the performance appraisal, line manager led career counselling, P&D (HR professional) led career counselling, mentoring, career workshops, and an assessment / development centre were all identified as key career management

interventions in FinanceCo. The form and function of these different interventions in FinanceCo are briefly described below.

Formal succession planning

On joining FinanceCo all employees, with the support of their line manager and the P&D department, construct a personal development plan (PDP). This is initially put together after the individual's induction period and is then developed through his or her career with the company. An employee's PDP forms a key part of, and is amended, after each of his or her annual performance appraisals. FinanceCo place a heavy emphasis on internal career structures and, as a result, PDPs are developed in line with the core competencies required within each Job Family thus linking employee development directly with succession. A member of the career management team suggested that it is the company's policy to have at least four potential employees to move into a vacancy at any level of the organisation.

The FinanceCo intranet system

This has become the main source of career-related information for all employees in FinanceCo. The intranet system provides a medium for employees to search (and apply) for current internal vacancies and training and development opportunities. It is also used as a resource for delivering online learning through self-development packages (e.g. IT skills training) and for allowing online planning and analysis of development and learning needs. The intranet also provides all employees with a confidential discussion forum for seeking career and other job-related advice. All employees who do not work directly with a computer (i.e. retail-based shop floor staff) are provided with private access to the intranet within back office areas.

Career-related literatures & information on common career paths

On the whole these are increasingly being provided electronically through the intranet system described above. However, career-related information is still provided through company produced documents and pamphlets that outline specific career development activities and programmes. Examples of such literatures are the booklets produced by the company that outline the details and content of their graduate management development programme and senior and executive managers mentoring programme. All such information is made accessible to all FinanceCo employees.

The internal vacancy bulletin

New vacancies and positions for *all* levels and types of work in FinanceCo are advertised internally in FinanceCo. As with the above, this is becoming more and more electronically based and as a result all vacancies are now advertised via the intranet. The intranet also allows employees to apply online for these vacancies. However, at the time of this research all internal job vacancies were also posted through a 'hard copy' of a vacancy bulletin which was available at all employee sites of work.

Career management as part of the performance appraisal

All employees undertake an annual performance review as part of the performance management system of FinanceCo. In addition to the focus this appraisal places on measuring and assessing current performance, a significant part of this annual review is also given over to discussions regarding career development. This is known in FinanceCo as the 'career development review'. The outcome of these discussions is the development of a new personal career plan and an identification of learning and development needs for

the next twelve months and beyond. All performance appraisals and related career development discussions are carried out with the employee's line manager.

Line manager-led career counselling

In addition to the career reviews carried out as part of the annual performance appraisal all employees are expected to hold regular planned meetings to discuss career development and planning (as well as other job-related concerns) with their direct line manager. Despite these meetings being held 'on-the-job', they are in fact planned and formalised with specific time and space given over to them. All employees have a six monthly meeting with their line manager (to support their *annual* appraisal) however, planned meetings with line management are regularly reported by employees to occur monthly and in some cases even bi-weekly. These formalised meetings are initiated to support any day-to-day 'informal' interactions that are arranged at short notice between an employee and his or her line manager.

P&D-led career counselling

All employees have an opportunity to arrange a meeting with a P&D (HR) professional to discuss career-related issues. This is managed through pre-arranged one-to-one or telephone meetings. However, increasingly career-related counselling, advice and support are provided by FinanceCo's HR professionals through the on-line discussion forums found on the intranet system. In other words employees can seek professional advice regarding career management through more virtual counselling sessions.

Assessment / development centre

Referred to in FinanceCo as the 'Management Assessment Centre' (MAC), this is the first of the career management practices that is *not* immediately available for all employees. As its name implies the MAC is used to identify future management potential and their developmental needs and is part of a wider management (executive) development programme. In order to be sent to the MAC employees must be nominated by their line manager and decisions to nominate employees are usually made jointly between the individual and his or her line manager. A profile of the nominee (developed against FinanceCo's management competency framework) is put together by the line manager and then submitted for consideration by the executive directors. Usually only those employees of Job Family 2.2 and above (see appendix 2) are considered for the MAC. This has also tended to equate with those employees who have been with the company for at least 4-6 years but this is not policy.

The assessment centre itself usually lasts a day and is carried out by an external consultant. It is made up of a mix of activities including psychometric tests, exercises and discussions regarding current strengths and weaknesses with all participants leaving with a psychological report regarding their personal competencies. Although called an assessment centre this is not a selection-based intervention and the outcomes of this assessment centre are purely developmental and related to identifying future managerial potential. Post-MAC all participants (despite performance in the assessment centre) are assigned a mentor and are involved in monthly career workshops (for 6 months) to support their future career development. These are briefly described below.

Mentoring

As briefly introduced above one outcome of the MAC is the formal assignment of a personal mentor. The mentor is a more senior member of the organisation and their role is to provide a consistent source of guidance, knowledge and support for the employee throughout their career development. Mentoring has also been seen as a key part of the diversity management programme in FinanceCo with same-gender mentoring relationships being used to promote the progression of women managers. The only other group of FinanceCo employees who are assigned a mentor are the members of the graduate management development programme. They are used to support graduates throughout their formal training period. Despite the external career management consultant articulating a desire for one day having a mentoring programme for all FinanceCo employees currently mentoring in FinanceCo is only part of the management development programmes and thus only experienced by these cohorts of employees.

Career workshops

Career workshops are also open to *all* FinanceCo employees. They are internally run and are made available throughout the year, providing employees with a chance to explore their strengths and weaknesses and potential future career directions. They aim to help employees '*manage their talent*' through techniques such as personality profiling, skills training in career planning and providing a forum for discussing career-related ideas with HR professionals. Provided their line manager is in agreement (usually time is the only concern) *all* employees can apply to go on a career workshop through the intranet booking system with each workshop provided on a first come first serve basis.

This list of career management practices and interventions was confirmed by FinanceCo before the questionnaire was distributed and strongly resembles the similar lists drawn up by Baruch and Peiperl (2000) and Budhwar and Baruch (2003) in their studies. It also highlights the sophisticated and varied nature of OCM practices employed in FinanceCo. These eleven practices were included in the questionnaire survey and respondents were asked to indicate along a five-point Likert scale, from not at all (1) to strongly influential (5), how influential they perceived each of these practices had been in the management of their career over the last two years. In line with recent OCM research it was predicted that responses to these practices would cluster around common underlying themes, objectives and common utilisation of these different practices (Budhwar & Baruch, 2003; Baruch & Peiperl, 2000; Zaleska & Gratton, 2000; Orpen, 1994). The conceptualisation of 'bundles' of OCM practices is also in line with current theoretical developments within the broader HRM literature, that has proposed and found empirical support for clusters of high commitment HRM practices 'bundles' (for reviews see Guest, 2001; 1997).

3.2.3.2 Employee perceptions of fairness regarding their career management

Employee perceptions of fairness regarding OCM practices were measured using a contextualised version of the four-dimensional measure developed by Colquitt (2001). Employee perceptions of *distributive justice*, regarding their career management, were measured using five items. Sample items from this scale include, "Do your career development opportunities reflect what you have contributed to the organisation?" and "Are your career development *opportunities justified given your performance?*" Employee perceptions of *procedural justice*, regarding their career management, were measured using

seven items. Sample items from this scale include, “Do you have influence over the decisions arrived at by those procedures used to decide your career development opportunities?” and “Are career management procedures free of bias?” Employee perceptions of *interpersonal justice*, regarding their career management, were measured using five items. Sample items from this scale include, “Has he/she (the person responsible for managing your career development) treated you with respect?” and “Has he/she (the person responsible for managing your career development) treated you with dignity?” Finally, employee perceptions of *informational justice*, regarding their career management, were measured using six items. Sample items from this scale include, “Does he/she (the person responsible for managing your career development) communicate details of decisions regarding your career development in a timely manner?” and “Is he/she (the person responsible for managing your career development) open and honest in his/her communications with you?”

Further to the contextualisation of Colquitt’s (2001) measure, some other minor developments of the scale were also undertaken in order to strengthen its conceptual basis. Firstly, it was seen as important to tap employee perceptions of need-based as well as equity-based distributive justice. Employee perceptions of distributive fairness may be influenced as much by the quality (i.e. it matches their own career needs and desires) as well as the quantity (i.e. they receive an equitable amount) of career development opportunities they receive in comparison to their colleagues (Wooten & Cobb, 1999). Secondly, the researcher decided that both the interpersonal and informational justice measures would benefit from the addition of an item that tapped employee perceptions regarding the provision of information / feedback and interpersonal treatment in *comparison* to that of

their colleagues. For example, employee perceptions of poor interpersonal treatment are conceptually different to their perceptions of unfair interpersonal treatment. If an employee was to perceive low levels of interpersonal treatment but could see that fellow colleagues also suffered at the hands of a poor supervisor or line manager, they may see that treatment as unfavourable, but not necessarily unfair. Two items were therefore added to the interpersonal justice and informational justice scale that asked respondents to compare their experiences with their line manager with their colleagues.

3.2.3.3 Employee perceptions of trust in management

Employee perceptions regarding their trust in management were measured using a contextualised version of a three-item scale developed by Brockner et al. (1997). In line with Brockner (1997), respondents were asked to place a tick along a four point Likert scale, from strongly disagree (1) to strongly agree (4). A sample item from this scale is “Management can be trusted to make decisions that are also good for me.”

3.2.3.4 Employees’ career satisfaction

Employee opinions regarding their career satisfaction were measured using a five-item scale developed by Greenhaus et al. (1990) that aims to tap an individual’s satisfaction across a variety of career-related outcomes. A sample item from this scale is “I am satisfied with the progress I have made toward meeting my overall career goals.”

3.2.3.5 Employees' careerist-attitudes to work and their organisation

Chay and Aryee's (2001) original careerism measure is over twenty items long. Given the number of other variables in the questionnaire it was deemed necessary to use a shortened version of this scale to keep the length of the questionnaire as short as possible. Careerism was measured using a shortened version of the original scale that was provided directly by the authors themselves via an e-mail correspondence. This five-item scale aimed to tap employee perceptions regarding their orientation to the existence of single organisation careers. Sample items include "In terms of managing careers in organisations, it's every man / woman for himself / herself" and "My goals and my employer's goals probably will not be compatible."

3.2.3.6 Employee perceptions of their job involvement

Employee perceptions regarding their job involvement was measured using a six-item scale developed by Lodahl and Kejner (1965). Sample items include "The major satisfaction in my life comes from my job" and "I'm a perfectionist about my work" and taps individuals' opinions regarding the relative role of work and their jobs in their lives.

3.2.3.7 Employee self-reported task performance

Task performance was measured using a shortened version of a broader 28 item scale presented in Griffin (2001). The original measure is a three by three matrix measuring self-assessed task proficiency, adaptability and proactivity at the levels of their personal day-to-

day tasks, team, and organisation (Griffin, 2001; Griffin et al., 2000). This research focuses on employee perceptions regarding their task performance and is measured using the ten items of this original scale that focussed on task performance. This measure of task performance was used because it not only allowed the researcher to tap employee perceptions regarding their proficiency in their work tasks, but also their adaptability to change and proactive initiating behaviours. The current careers and career management literatures have highlighted the importance of developing flexible and innovative employees and, as a result, are key outcomes of career development systems (Newell, 1999). Griffin's (2001) constructs of task adaptability and task proactivity provide self-evaluating measures of employee flexibility and innovation. Employees were asked to assess on a five-point Likert scale, from 'very little extent' (1) to 'very great extent' their task performance with respect to three different aspects. Firstly, four items tapped employee perceptions regarding their *task proficiency*. A sample item is "To what extent have you carried out the core parts of your job well". Secondly, three items tapped employee perceptions regarding their *adaptability to new tasks*. A sample item is "To what extent have you adapted to changes in core tasks". Finally, three items tapped employee perceptions regarding their *proactiveness* in developing new ways of working. A sample item is "To what extent have you initiated better ways of doing core tasks".

It is important to emphasise at this point that this is a self-report 'performance' measure. The researcher explored with FinanceCo the possibility of gaining access to objective sources of data regarding employee task performance (e.g. appraisal ratings). However, in order to match up this objective performance data with each individual's questionnaire responses this required that each questionnaire be coded in some way so that each

respondent could be identified. This was not forthcoming from FinanceCo and thus using objective performance data became impossible. A self-report measure of employee task performance was therefore seen as a viable 'next-best' alternative for exploring these issues. However, they are not without their potential limitations and criticism, with Hoffman et al. (1991) presenting empirical evidence of the lower validity of self-rated performance measures against more objective sources of data on performance such as supervisor ratings. In addition to the obvious concerns of respondents not evaluating their own performance accurately (potentially reporting an over or under-inflated opinion of their performance), are concerns regarding what these measures are actually measuring. Indeed, in contrast to measuring true performance it may be argued that self-report measures of task performance are actually more likely to be measuring an individual's self-belief, self-esteem or self-efficacy. In other words, rating one's own performance may be as much about your self-belief in your own abilities rather than your actual abilities. Whilst interesting career issues in themselves, it is acknowledge that actual task performance may not be being measured. However, the researcher decided that investigating the relationships between employee perceptions of OCM practices, justice and self-evaluations was worthwhile and could provide interesting new insights for the field. The potential limitations of using self-report performance measures are however acknowledged.

3.2.3.8 Demographic (control) variables

Information regarding each questionnaire respondent's, gender, age, minority ethnic status, length of service in the company, length of time in their current job, job family (position within the company's hierarchy), department and site of work was collected. These data

were collected so that any effects of these variables on the main independent and dependent variables in the model could be controlled for.

3.2.3.9 A final 'open-ended' question

The questionnaire concluded with an open question that allowed respondents to communicate any other issues and general perceptions they had of their career management experiences. This provided a catalyst (along with the findings of the questionnaire) for some of the questioning in the semi-structured interviews.

3.2.4 Conducting the questionnaire survey

In order to correspond with company policy on data protection the random sampling was carried out by the organisation's statistics department. The names and details of all respondents chosen were also kept by the organisation. As a result, the researcher travelled to the company's head office for a day to 'pack' and 'label' the questionnaires and envelopes. Each pack included a (previously agreed) covering letter, questionnaire, and a pre-paid return envelope (addressed to the researcher's university department). Once packed, they were distributed through the company's internal mail system. A day or so prior to the distribution of the questionnaires a senior manager from the organisation's career management department distributed an e-mail to all employees explaining the survey, how they had been selected, its implications, and the potential benefits for effective

involvement. This was seen as an essential mechanism through which the research may gain a legitimate status within the organisation and its employees.

A deadline of two-weeks was given for responding to the survey. Most questionnaires were returned within the first week after distribution however at the end of this first week a reminder letter (whose content was also agreed with the organisation) was sent out to the sample (appendix 6b). By the end of the second week after the survey's distribution there were no more responses. The decision was made that another reminder letter would be futile and, in fact, may be seen as too aggressive and potentially damaging for future access negotiation in relation to the interviews. Data input, using SPSS version 11, occurred within the researcher's university department. All hard copies of the questionnaires were stored securely within the researcher's office. No other individuals had access to these documents.

3.2.5 Statistical data analysis

The data were analysed using both SPSS version 11 and AMOS 2000 (Arbuckle, 1999) statistical packages. The analysis was approached in five stages. Firstly, univariate tests were carried out using SPSS to calculate frequencies, means, and standard deviations of all the variables in the model. This provided an initial description of the sample and their responses to the various measures and questions included in the questionnaire survey. Secondly, again using SPSS, bivariate analyses including correlations, independent samples t-tests and ANOVA tests were conducted to investigate the potential relationships between

pairs of variables in the hypothesised models. The statistical (non)significance of the results of these bivariate tests presented the researcher with an early insight into the existence (or not) of any of the predicted relationships between these variables and therefore provided a platform for initially exploring the potential importance, usefulness, and significance of the theoretical models developed in this study.

The main hypothesis testing followed these more preliminary stages of the analysis. SPSS was used to test individually the hypotheses developed in this research. Multivariate hierarchical regression analysis was used to carry out these hypothesis tests. Multivariate regression analysis allows the simultaneous analysis of three or more variables and allows the researcher to control for external variables that may otherwise potentially cause the production of spurious significant relationships between two variables. It also provides the researcher with a means of carrying out fairly complex analysis on pre-defined hypotheses that involved the interaction between three or more variables. Testing the potential mediating and / or moderating roles of a number of explanatory variables was a central focus of many of the hypotheses developed in this study (see chapter 2). Structural equation modelling (SEM) and 'goodness-of-fit' tests were carried out to provide further statistical support for the findings of these hierarchical regression analyses. The AMOS 2000 (Arbuckle, 1999) SEM package aided the researcher in this analysis.

3.3 The semi-structured interviews

The main aim of these interviews was to follow up and build upon the findings of the quantitative analysis by providing more contextualised accounts of employee experiences of (in)justice regarding their career management experiences. Although it was important (indeed imperative) that interviewees were allowed some scope in their responses to the interview questions, it was also essential that clear boundaries were set by the researcher regarding the focus of the questioning. Given these aims and objectives semi-structured, rather than unstructured, interviews were viewed as the most appropriate approach to data collection. A fairly detailed interview schedule outlining the key areas of interest (for the researcher) was therefore developed prior to the interviews starting.

In addition to the proposed methodological suitability and applicability of semi-structured interviews there were also other benefits to using semi-structured interviews in this context. The structured element to the interviews provided the opportunity for comparisons across the sample which helped to ensure there was an internal consistency regarding the information gathered. By allowing these cross comparisons the researcher was also able to generate new perspectives and interpretations on many of the issues under investigation. However, despite this structured element to the interviews new insights were also allowed to emerge by letting interviewees expand on their responses and take discussions into new and unplanned 'areas' of enquiry.

3.3.1 Interview sample

Employees were randomly selected from the original questionnaire sample. Despite a greater emphasis on rich detail rather than the representative views, proportional sampling with respect to age, gender, ethnicity and organisational levels was carried out by one of the company's statisticians. Final agreement to participate was negotiated by the researcher's main contact within FinanceCo. Although the researcher had little influence over this process the broad range of experiences and responses (both positive and negative) that emerged across all the interviews presents little evidence to suggest an obviously biased sample was chosen. However, it must be noted that all the interviewees selected were white, and although the overall minority ethnic population within the organisation is very small, it would have been beneficial to have gained an (albeit minimal) insight into career management issues from a range of different minority ethnic populations. This may be particularly relevant in light of the questionnaire findings that confirmed significantly more negative responses from minority ethnic employees across a range of the variables tested.

Table 3.02: The demographic profile of the interviewees

Demographics	Population Breakdown	Company Profile	Interview Sample (N=20)
<i>Gender</i>	Male	27.2%	55.0%
	Female	72.8%	45.0%
<i>Ethnicity</i>	White	92.6%	100%
	Non-white	7.4%	0%
<i>Position</i>	Management	32.0%	40.0%
	Non-management	65.4%	60.0%

Once the employees had agreed to take part the researcher was sent a list of who had been selected and when and where they would take place. The researcher contacted by telephone each employee on the day prior to the interview to confirm their availability. 'No-shows', illness and withdrawals meant that only twenty out of the agreed twenty-five interviews were finally conducted (table 3.02). By the twentieth interview many of the same messages and themes were being raised by the respondents and it was felt that the substantial effort necessary to sample randomly another five respondents would not add substantially to the already good picture of the career experiences and opinions of the company's employees achieved by these first twenty interviews.

3.3.2 Developing the interview guide

Given the semi-structured approach taken to the interviewing, the fairness constructs within OJT were used as a guide to developing the questions for the interviews with scales and measures used in the questionnaire. However, in addition to these structured questions scope and flexibility was also given that would allow interviews to introduce new concepts and ideas not necessarily identified within this framework. Therefore, the schedule was structured around these key concepts, but within this employees had the freedom to take the interviews in new directions. The structure would then be used to bring back discussions towards the concepts that were the focus of the study.

Once these questions were sourced they were discussed with the researcher's supervisors and colleagues within the department and any suggestions taken on board. However, the

researcher also 'piloted' this schedule by arranging two interviews with Aston University MBA students. MBA students were chosen because most of them were either in full time employment or had recently been in full time employment and consequently had recent or current experiences of OCM policies and practices. These interviews were taped and transcribed and feedback after the sessions was sought from the chosen MBA students. This feedback and the researcher's own reflections on the 'effectiveness' of these interviews was used to further develop the questions. In addition to these 'pilot' interviews the first couple of interviews conducted in the field were also quickly transcribed and used to further refine the schedule and the researcher's approach to the sessions. This section provides the reader with a broad outline of the interview schedule and their key areas of enquiry. A full interview guide and outline is provided in the appendices (appendix 3).

3.3.2.1 The introduction

All interviews were preceded by an introduction from the interviewer. The aim of this introduction was to provide interviewees with an overview of both the interviews and, more importantly, how they related to the wider research project being conducted in the FinanceCo. Interviewees were also provided with a brief overview regarding the broad areas the interviews aimed to cover, allowing them to get an initial insight into the kinds of questions they were going to be asked. This time also provided interviewees with an opportunity to clarify any issues and misconceptions they may have had about the interviews, in particular, any concerns around anonymity and confidentiality and how the data produced was going to be used. The overriding intention at this stage of the interviews

was to set the scene and to create an open and transparent process that would help promote a more insightful, meaningful and thus effective interview.

3.3.2.2 Background questions

The interviews started by gathering background information about the interviewee. These questions focused on interviewee's current and past positions, job descriptions, their department and role within the company, length of time in the company, age, past roles in other organisations, and a general perception of their career to date within the company. This provided the researcher with valuable information on how the individual employees viewed their work and careers in FinanceCo. Commencing the interview with such general, non-threatening, questioning was also seen as a further way of easing the participants into the interview.

3.3.2.3 Questions about careers and career management

This formed a major area of enquiry of the interviews and was structured around the OJT framework. Questions focussed on investigating employee experiences and opinions regarding their career outcomes and opportunities (distributive justice), career management procedures and processes (procedural justice), and their relationships with the other key organisational actors involved the career management process (interpersonal & informational justice). Employee responses to questions within each of these areas were followed up with more probing questions and / or requests for specific examples. The purpose here was to develop a richer picture of how employees 'felt' and 'experienced'

these factors of organisational justice in the 'real world'. This section aimed to put some 'meat on the bones' of the questionnaire survey's statistical findings. A particular emphasis was given to the employee's relationship with his or her line manager in the career management process (informational and interpersonal justice). The statistical findings (see later discussions in chapters 4 and 5) suggested that this may be the key to effective career management and, as a consequence, demanded greater investigation. Again, the purpose of these questions was to generate a much more contextually rich understanding of the dynamics of this relationship and its role within a career management framework. Out of these discussions also emerged details of how employees constructed careers in FinanceCo. This allowed the researcher to gather more information (from an employee's perspective) of whether or not the proposed transitions towards the 'new deal' regarding career management policies and practices had emerged in FinanceCo.

3.3.2.4 Questions about fairness

In contrast to the more structured approach of the previous questioning this section explored (un)fairness, regarding career management practices in FinanceCo, from the employees' perspectives. That is, more open questions allowed individuals to explore their own interpretations of (un)fairness regarding their career management experiences. The key question here was "Do you think your career management has been fair?" Employee responses were then followed up with more probing enquiries to gather more detailed evaluations of these perceptions of fairness and career management. These perceptions were then analysed using the OJT framework to uncover whether individuals used justice theory constructs to make fairness judgements about their career management experiences

in FinanceCo. This provides the study with a further validation of the usefulness and legitimacy of using an OJT framework for evaluating employee perceptions of, and reactions to, OCM policies and practices.

3.3.2.5 Questions about career satisfaction and other work and organisation-directed attitudes

This section of the interviews introduced (if not previously raised and discussed) concepts such as career satisfaction and organisational commitment. The aim was to elicit a general picture of the interviewee's perceptions regarding their career success, and their current relationships with their employer and their work. These questions were developed to aid the interpretations of the previous sections of the interview that focussed on fairness perceptions by placing these within a context of their wider satisfaction with their careers and employment relationship.

3.3.2.6 Concluding questions and statements

The final section of the interview provided interviewees with an opportunity to introduce any new issue(s), regarding any aspect of their work or careers, that he or she felt were important and had previously not been raised. The interviewees were then thanked for their time and contributions to the study and asked whether or not they had any further questions regarding any aspect of the research project and their role within it.

3.3.3 Conducting the interviews

All but two of the interviews were conducted in a face-to-face setting and carried out on the organisations premises. The exact site of the interviews changed depending on who was being interviewed and where they were based. No interviewee was asked to travel away from their usual place of work. The ten interviews agreed with head office employees (eight were completed) were arranged over two days on the 5th and 6th of September 2002 (5 per day). The ten interviews agreed with employees who worked at the other central office site were arranged over two days on the 11th and 12th of September 2002 (5 per day). Although this was very intensive it did have benefits in respect to the tight resources and timeframes that define PhD research. Finally, the five retail-based interviews were organised on individual days between the 3rd and the 13th of September 2002.

Each interview was timetabled to last around an hour so as not to impinge too greatly on the working day of the employees involved. However, the flexible 'semi-structured' nature of these interviews meant that some lasted slightly longer or shorter than this allotted time. With the permission of the interviewees all these interviews were taped and carried out in pre-arranged private rooms. In addition to taping the interviews, extensive notes were also taken. A summary (review) of the researcher's perceptions regarding each session was also written after each interview had been completed. Due to circumstances beyond the control of both the researcher and interviewee two of the interviews had to be conducted over the telephone. These telephone interviews were carried out during a pre-decided time during these employees' working days. The same interview guide was used for these interviews

and again they were timetabled to be about one hour in duration. Both interviews were also taped (with the permission of the interviewees) and notes taken both during and after the session had been completed. On analysis of these transcripts no obvious effect on responses caused by the long distance nature of these interviews was apparent.

3.3.4 Data handling and analysis

The taped interviews were transcribed. All transcription and analysis of the taped interviews was conducted in the researcher's department at Aston University. The first six interviews were transcribed by the researcher in order to get a 'feel' of the interviews and to develop a framework for the remaining transcriptions. The rest of the fourteen interviews were transcribed by a professional administrator who was hired through the group's research funding. However, despite these interviews being transcribed by an external individual they were all subsequently reviewed and checked, by the researcher, for any errors and inconsistencies in presentation style. In order to maintain confidentiality and anonymity of the interviewees no other individuals (aside from the person hired to transcribe the interviews) was given access to the tapes or the transcripts. All documents and tapes were kept at the researcher's home.

A qualitative content analysis approach to analysis of the interviews was taken and the transcripts were explored using thematic coding techniques. This manual coding process was facilitated using a piece of computer-assisted qualitative data analysis software (CAQDAS) provided by the researcher's supervisor (Greene, 1999). The main aim of

qualitative content analysis is the search for shared meanings and interpretations across participants and, as a consequence, emphasises the simplification and transformation of the data into “*fragments*” or “*labels*” (Bryman, 2001, p. 399).

Firstly, the interview guide and questions were used to derive initial codes and themes. For example, the broad theme of ‘fairness’ was created in response to the question, “*Do you think your career management has been fair?*”. However, within these fairly broad themes employee responses were then coded in order to identify deeper more contextually rich underlying meanings and interpretations offering understanding of wider discourses and narratives. This initial analysis saw the creation of a huge amount of codes. However, in many instances these codes were seen as dealing with the same concepts and were therefore combined to form one code. The final stage of analysis involved investigating the “*properties and interconnections between codes*” (Bryman, 2001, p. 399) so that broader overarching phenomenon and concepts may be identified. In essence, therefore, the researcher had to draw away from the detailed content of the transcripts to look for broader patterns, consistencies, associations, and shared discourses and narratives between the identified themes.

3.4 Other sources of information

Overall the questionnaire survey and semi-structured interviews formed the core of data collection for this study. However, in addition to these methods there were two other major sources of important information and data utilised throughout this study; formal company

documents and the company's intranet system, and many (invaluable) informal e-mail, telephone, and one-to-one conversations with a variety of the organisations employees. The following section will briefly introduce what information was generated from these sources and how it supported the overall aims and objectives of the research.

3.4.1 Formal company documents and intranet site

During the research process I was given access to a wide range of company documents, including a copy of the annual performance appraisal, management development programme documents, and the annual company staff survey questionnaire. In addition, I was given unrestricted access to the organisation's intranet site through which a large proportion of an employee's career management is now processed and managed. These documents supported the multi-method approach taken to this research and the researcher's aim to develop the most complete and 'richest' evaluation of career management within this organisation. They supported this thesis in two major ways. Firstly, these information sources were invaluable when sourcing items for the OCM practices scale in the questionnaire. Company documents and the intranet sites provide clear references to and information on all the different OCM practices currently employed in FinanceCo. Secondly, the information contained in these documents allowed the researcher to contextualise his questionnaire and semi-structured interviews. It was hoped that the contextualisation of these data collection tools would hopefully improve both the accuracy and number of respondents. In turn, this would hopefully improve validity and reliability of the questionnaire survey and interviews.

3.4.2 Informal meetings and communications

Throughout this research many invaluable communications with a wide variety of organisational members were afforded the researcher. In particular, conversations with the main contact point regarding all aspects of the research project were very useful and insightful. However, other members of the organisation have also helped me to source important company statistics, communicate my ideas, and have provided me with their knowledge and advice on a whole range of company issues. Indeed, these informal communications have formed the glue around much of the other data collection and research processes.

A particularly important meeting was arranged with a senior manager from the career development department immediately after access had been negotiated. This individual became the researcher's main contact in FinanceCo. This meeting was set up early in the research process so that important information on the organisation's strategies, policies, procedures, and practices regarding the career management of their employees could be collected. It was not tape recorded as much of this discussion involved further access negotiation and it was felt that this may have potentially negatively impinged upon these negotiations. However, notes of this meeting were taken. While much of this discussion was descriptive, presenting the 'company line', it also provided a brief glimpse into some potential areas of interest and was a source for some later areas of enquiry. Not only did this meeting provide further contextual information to support the researcher's interpretations and evaluations of the survey and interview results, but by providing an

initial insight into the language used around career management it was also an essential part of the questionnaire and interview design. Careers and career management interventions and practices, like a lot of human resource management, are bound up in terminology and jargon and it was essential therefore that the language use in the research tools did not conflict with the career-related language used within the organisation. This meeting was also especially useful because it introduced the researcher formally to the organisation and presented him with an initial impression of the company, its employees and approaches and perspectives on careers and the role of OCM practices.

3.5 The research process

The research process is viewed here as a number of negotiations and renegotiations with a variety of organisations and their employees. This section outlines the researcher's experiences of the day-to-day processes of negotiating and renegotiating access to FinanceCo, the collection of relevant information and data, and final exit from the organisation.

3.5.1 Negotiating organisational access

The process of access negotiation was highly complex. Different strategies were employed simultaneously and some were abandoned and then re-started at various points in time. As a consequence the process was not as structured and sequential as it is presented within this chapter and most social and management research texts. Buchanan et al. (1988) describe

the practice of field research as, "*the art of the possible*" where, "*it is necessary to exploit the opportunities offered*" (p. 55). Indeed Buchanan et al. (1988) suggest that they, "... *have been most successful [with access] where we have had a friend, relative or student working in the organization*" (p. 56) [Author's insertion]. This emphasis on utilising existing contacts is supported in many of the research methods texts (Gill & Johnson, 1997; Blaxter et al., 1996). Therefore, in support of these propositions and ideas existing contacts, relationships, and informal networks were the initial focus of potential access points for this research. The researcher's own past colleagues and contacts in the retail sector, along with those provided by friends (former colleagues of the MSc programme), colleagues, and peers were used to generate a list of potential participants. However, although there was some initial interest from a couple of these contacts only a very limited number of options were developed through these informal networks and it soon became apparent that access would not be forthcoming from any of them.

As a result of exhausting these potential access points a strategy of 'cold-calling' selected organisations was introduced. Firstly, it was important to identify potential 'gatekeepers' in these organisations. That is, those individuals (not necessarily the most senior) who may be able to provide valuable access to and time with the key decision-makers in the company. Junior managers, personal assistants, and company and department administrators are regularly the key 'gatekeepers' to more senior members of the organisation. As a result, building open and effective relationships with these key individuals was viewed as an essential first step in successfully negotiating access with the organisations.

These individuals were identified in a number of ways. Firstly, using the Chartered Institute of Personnel and Development (CIPD) website and People Management magazine (the official publication of the CIPD), any recent articles and publications relating to careers, development, and people management practices in the retailing sector were sought. Many of these articles focused on new practices and innovations, and the attainment of awards and recognition regarding people management practices in the organisations cited and, moreover, the researcher felt that such award winning and innovative organisations, and the individuals associated with these achievements may be open to new research into the field. Secondly, the Investors in People website was found to include actual case study examples from many organisations that have recently successfully completed accreditation. Furthermore, the individual within the organisation who had been assigned to oversee the accreditation process was regularly cited and was also seen as potentially sympathetic to the idea of research into issues of career development as this is a key facet of attaining IIP. Finally, for all other organisations that were 'cold-called' a preliminary phone call was made to each company to identify this person. Using the Financial Analysis Made Easy (FAME) and Mintel databases 25 organisations at a time were selected in order of descending company size and their details including address, e-mail, and telephone number were taken. As the research focused on career management practices it was assumed that, at least initially, the human resources (HR) department (or equivalent) would be the most relevant department to contact. The researcher therefore made a general call to the HR department of each of these organisations in turn and, on giving a brief description of the research, asked to whom future enquiries should be directed.

Armed with the details of potential contacts and gatekeepers, (usually a name, address, extension number, and on rare occasions an e-mail address), the researcher composed a cover letter and summary research proposal introducing the individual to the research aims, the requirements of the company, and the potential benefits for participating organisations. A standardised research proposal was therefore constructed (see appendix 4). The covering letters were, however, changed subtly to suit the different organisations and individuals contacted (see appendix 5). While recognising that the initial contact with an organisation should not be, “*dull and threatening*” (Buchanan et al., 1988, p. 57), it was important that the research proposal should give a clear account of the study, including the commitments required from the company, and more importantly possibly the commitment needed from the individual contacted. As a result, the letter and proposal were composed carefully so as to make the researcher’s requests as reasonable as possible. This may have been even more relevant as fairness, the focus of this study, may be perceived by organisations as a potentially contentious and threatening subject matter for research. In addition to ‘selling’ the proposed benefits of involvement in this study and the limited impact on the time and resources for the organisation, its management, and employees, the researcher also felt that the provision of insurances regarding the ethical grounding of the research and, in particular, the confidentiality of data and anonymity of the organisation and its employees.

In order to exert some control over the access negotiation process, only twenty five organisations were contacted in each mail out. An excel database was also developed to keep track on the progress made with each company. All organisations were provided with the researcher’s contact details however, if no prior contact was made a follow-up telephone call to each was carried out one week after the initial mail out. The researcher

then responded to the outcome of the letter and / or the follow-up phone call. These 'stages' in the access negotiation process were diarised in the excel database. The number of organisations that declined the opportunity to participate in the study was replaced with new letters and proposals to new organisations. This recursive process continued until access was secured. In all, the researcher made initial contact with around 65 organisations before access was finally confirmed. However, once an initial agreement was made with the participating organisation the process to final access confirmation was relatively quick. Initially, the responsibility for the proposed project was devolved to another organisational member, not the initial contact point. This new contact then communicated with the researcher via e-mail to clarify and manage the different stages of the research. A face-to-face meeting at head office was agreed in order to discuss further the project and its implications for the organisation and, as a result of this meeting, the company's commitment to the project was confirmed and authorisation for the commencement of the study provided.

3.5.2 Collecting the data: A process of continuous re-negotiation

Details regarding the processes of data collection are presented in the earlier sections of this chapter. However, despite securing the commitment of senior management, the researcher would not have been successful in achieving his objectives without the 'buy-in' of all the individuals directly involved in both the questionnaire survey and interviews. Without the full commitment of these groups the validity, reliability, and progress of the study may

have be compromised and, as a result, this stage of the process was seen as a constant renegotiation of access with these individuals and groups.

3.5.3 Negotiating organisational exit

Withdrawal from a research site can be a difficult process for both the researcher and the organisation and this process must be managed in order to, *“maintain the option of returning for future research, or for future researchers if not in the interests of the project in hand. Action that could close the site for further research must be avoided”* (Buchanan et al., 1988, p. 64). Following Buchanan et al's (1988) guidelines, the focus at this stage of the project was on meeting pre-set expectations regarding the content and deadlines for feedback. In this instance the organisation was fairly flexible about feedback submission deadlines. The organisational contact had herself recently completed a substantial research project and was empathetic to the varying demands inherent in such work. It was agreed early on in the study that a management report summarising the key findings of the questionnaire survey would be presented back to the organisation before the end of December 2002. Between the end of data collection and the submission of the report regular progress updates and communications were held with the contact and all deadlines were met.

In order to ensure the content of this report met organisational expectations these issues were also discussed early in the research and drafts of potential report designs were sent to the contact. These reports were drafted using Buchanan et al's (1988) guidelines and

focused on providing a descriptive and prescriptive account of the research findings. That is, as opposed to an academic document this was essentially a practitioner directed report that included very little theoretical discussion. In addition to this report the organisation was offered the opportunity to discuss in more detail the findings presented. This option however was not taken up and since the report's submission there has been very little communication with the organisation. However, by meeting the deadlines and expectations regarding the report and its content, and by maintaining an open dialogue throughout the research process it is hoped that the excellent relations that have defined the researcher's experiences will provide opportunities for research collaborations in the near future.

3.6 Ethical considerations

It was essential that all aspects of this research upheld the highest levels of ethical and moral principles. In particular, four main issues were considered regarding the ethical nature of this research; the potential for negative effects on participants, ensuring their informed consent, treating participants with respect and courtesy, and presenting 'truthful' accounts of the research findings (Blaxter et al., 1996; Diener & Crandall, 1978).

Firstly, in order to ensure that this research did not have any negative impact on individuals or groups within the organisation, confidentiality and anonymity were guaranteed to all participants in this study. This position was (and will be) maintained in any documents and / or publications that are produced relating to this research. The names of the organisation and all participants (where mentioned) have been changed. However, in most cases

individual responses (although obviously important) were not the focus of this research and it was trends, consistencies, and commonalities across issues that were presented and discussed. In addition to protecting participants from the potential harm of the outcomes of and reactions to this research, it was also important that no individuals experienced and physical, emotional, or psychological distress from participating in this study. It was felt that these issues were particularly relevant to the carrying out of the interviews; however, they were a concern at all times. In order to reduce the possibility of employees experiencing these negative feelings the design of the interview setting, the types of questions and interview style, and the level of feedback were all assessed before interviews took place. Feedback was seen as an essential tool for both maintaining and evaluating the ethical nature of the interviews. For employees currently facing negative situations at work (and at home) discussions on issues such as fairness and careers could create or exacerbate existing negative emotions. Thorough feedback at the end of each session and providing individuals with a safe environment was seen as essential mechanism for ensuring these sessions were not a harmful experience.

Secondly, and directly related to the issue discussed above this study ensured that all participants were fully informed and knowledgeable about the research project before they agreed to participate. The questionnaire survey contained a cover sheet (see appendix 2) and covering letter (see appendix 6) that explained to employees everything about the survey, their role, and how the data would be used. They were also provided with the researcher's e-mail address, telephone number, and address if they wanted to make any enquiries about the study. Ensuring the informed status of the interviewees was slightly more complex as they were selected and agreed to participate through a meeting with

another organisational member. The exact accounts of how these were negotiated and what information was shared was impossible to know. As a consequence, at the start of each interview (see previous section within this chapter) all interviewees were fully informed about the project, the interviews, their roles, and how the data would be used. At this point they were all asked if they still wanted to participate.

Thirdly, and again perhaps more relevant to the interview study (but upheld throughout the study), it was the aim throughout this research to treat all participants and organisational members involved in this project with respect and courtesy. In particular, it was ensured that the language used within communications and the research tools was non-discriminatory, non-judgemental, and free from any bias. In addition, the researcher ensured that he was punctual to all meetings that were arranged with both the organisers and participants of the research and responded to any communications and enquiries quickly and efficiently. Finally, it was (and is) important that all research that is published (both formally and informally) from this study is an accurate and 'truthful' representation of the data collected. The data collection and analysis techniques employed within this study have been so with the highest regard for best practice and the generation of valid and reliable results. It has been the researcher's intention to be as transparent as possible regarding these processes and procedures. For a more in-depth discussion of these research methods see the earlier sections of this chapter.

3.7 Chapter summary

This chapter has confirmed this as a broadly deductive research strategy utilising multiple and complementary quantitative and qualitative research methods. Quantitative data was collected in the form of a questionnaire survey and qualitative data in form of semi-structured interviews and document analysis. Moreover, this chapter has presented a reflection on the relative roles of these methods. This is broadly a quantitative study with the qualitative data used to further inform these findings by providing a deeper more contextually rich portrait of employee perceptions of fairness and the practice of OCM in FinanceCo. Finally, this chapter provides the readership with an insight into the researcher's experiences throughout this research and how these issues impacted on the final design, processes, and decisions made. The following two chapters present the reader with a detailed account of the quantitative and qualitative findings of this research. Chapter four focuses on the results of the questionnaire survey. Chapter five presents the findings of the semi-structured interviews.

Chapter 4: Results of the Questionnaire Survey

This chapter presents the results of the statistical analyses carried out on the data collected by the questionnaire survey. Firstly, the chapter presents the psychometric properties of the dataset. The characteristics of the sample, factor analysis results, scale reliability tests, and tests for multicollinearity are all presented in this section. A description of how potential problems with the dataset were treated is also outlined. Secondly, the results of the main hypothesis tests relating to the focus of this research are presented. This is sub-divided into two further sections relating to the two different (main effects and interaction) models proposed in this research. The chapter concludes with a summary of the key findings of the questionnaire survey.

4.1 The psychometric properties of the dataset

4.1.1 The study sample

A random stratified sample of 1100 employees was selected for participation in this study and a total of 392 questionnaires were returned giving a response rate of 36%. All cases that did not contain a complete set of data were removed, leaving a final sample size of 325 (30%). Table 4.01 highlights a good match between the demographic breakdown of the respondent group and the overall sample, promoting confidence that the sample used in the study was a close representation of the company as a whole. The average age of the sample

is 34.9 years, with the average tenure and length of time in job, 8.9 years and 4.3 years respectively.

Table 4.01: The representative nature of the questionnaire respondents

	Demographic	Population	Respondent Sample
Gender	Male	27.2%	31.7%
	Female	72.8%	68.3%
Age	< 20 years	4.5%	1.8%
	20 – 29 years	29.6%	34.8%
	30 – 39 years	33.7%	36.0%
	40 – 49 years	19.2%	18.2%
	50 + years	13.0%	9.2%
Ethnic Origin	White UK:	92.6%	91.7%
	Non-white UK:	7.4%	8.3%
Job Family	Level 1 (non-management)	65.4%	56.9%
	Level 2 (lower management)	29.6%	40.0%
	Levels 3, 4, & 5 (senior management)	2.4%	1.5%

Note: N=325

4.1.2 Factor analysis results and the reliability of the measurement scales

The distinctiveness of the constructs in the model was tested using exploratory factor analysis (EFA) techniques. As the aim of factor analysis within this study was to highlight the underlying factors within a construct, and not simply to reduce it to its simplest component parts, principal axis factoring, as opposed to principal components factoring, was deemed the most appropriate method (Tabachnick & Fidell, 2001). Furthermore, as complete independence of the independent variables was not an assumption of this study,

direct oblimin oblique rotation was seen as a more appropriate technique than varimax rotation to employ in this analysis (Tabachnick & Fidell, 2001). Where items cross loaded strongly onto different factors they were dropped from the remaining analysis and the variable was developed from the remaining items in the scale.

4.1.2.1 Employee perceptions regarding the influence of the OCM 'bundles'

In line with previous studies, exploratory factor analysis, using principal axis factoring and direct oblimin rotation was carried out to investigate the existence of OCM practices 'bundles' (Budhwar & Baruch, 2003; Baruch & Peiperl, 2000; Zaleska & Gratton, 2000; Orpen, 1994). A three-factor model of OCM practices emerged. However, the results highlighted that the item relating to career information literature was seen to cross load on to both factors 1 and 3 (see appendix 7i). When this item was dropped and the analysis re-run a clean three-factor structure was found (Table 4.02). FinanceCo principally provides information regarding careers and career development opportunities through its intranet system and, as a result, it was felt that the dropping of this item would not seriously distort the remainder of the study. Employee perceptions regarding the influence of the intranet system in their career management cleanly loaded onto the 'informational' OCM practices factor. This three-factor model of OCM 'bundles' in total accounted for 40% of variance and was seen as marginally acceptable. The three emerging factors clustered around clear underlying characteristics and objectives of these OCM practices supporting previous research findings and confirming hypothesis 1 (H-1).

Table 4.02: EFA results for the OCM practices scale

Item	Construct	Factor loadings		
		1	2	3
1. Information on internal career paths	Informational	.061	-.272	.395
2. Intranet	Informational	.089	.021	.675
3. Job Postings	Informational	-.055	-.029	.546
4. Performance review linked to career development	Relational	.001	-.569	.204
5. Career counselling with line manager	Relational	.057	-.945	-.107
6. Formal succession planning	Developmental	.357	-.167	.121
7. Career counselling with HR manager	Developmental	.580	-.007	.005
8. Formal mentoring programme	Developmental	.557	-.015	-.070
9. Career workshops	Developmental	.544	.102	.263
10. Assessment / Development centre	Developmental	.440	-.025	-.057

Factor 1 includes OCM practices that have a strong ‘developmental’ and ‘planning’ function. Succession planning, the career workshop, development centre, mentoring programme and counselling with an HR manager were all seen as more centrally controlled and formal career development ‘interventions’. Conversely, those practices found within factor 2 appear to have a clear underlying ‘relational’ component. Career counselling with line manager and the performance appraisal (also conducted with the line manager) are both characterised by a process of interaction, communication and negotiation, and the need for developing close interpersonal ‘relationships’ between the employee and his / her line manager. Finally, factor 3 is characterised by a clear informational element and focuses on the provision, by the organisation, of information relating to careers and career development opportunities. Job posting, the intranet system and information on internal career paths were all viewed as OCM practices that support employees through the provision of relevant information. The reliability of these scales was analysed using Cronbach alpha tests. Employee perceptions regarding the influence of ‘informational’ and ‘developmental’ OCM practices produced a Cronbach alpha internal reliability score of 0.61 and 0.64 respectively and were seen as acceptable. The two-item measure tapping

employee perceptions regarding the influence and role of 'relational' OCM practices had a Cronbach α reliability score of 0.75 (and inter-item correlation score of .601) and was therefore interpreted as an internally reliable scale (see appendices 8i, 8ii and 8iii for more detailed reliability test statistics).

4.1.2.2 Employee perceptions of fairness regarding their career management

This research tested Colquitt's (2001) 4-factor framework of OJT, investigating employee perceptions of distributive, procedural, interpersonal, and informational justice with regard to their career management. Initial findings highlighted a clean four-factor loading apart from item 1 of the informational justice scale, which cross-loaded heavily onto the interpersonal justice factor (see appendix 7ii). This item was subsequently dropped and the analysis re run. Table 4.03 highlights a clean four-factor structure of organisational justice. This model accounted for 76.5% of variance, with procedural justice accounting for 53.4%, interpersonal justice 14.2%, distributive justice 6.9%, and informational justice for 6.0%. Cronbach alpha reliability tests were carried out on each construct identified with distributive justice (0.95), procedural justice (0.93), interpersonal justice (0.95), and informational justice (0.95) and comparing favourably to the findings of Colquitt (2001) (see appendices 8iv, 8v, 8vi and 8vii for more detailed reliability test statistics). A four-factor model of organisational justice is therefore provided with further empirical support within this career management context. This helps extend Colquitt's (2001) research by presenting further evidence for the importance of justice research that recognises the independence of these four-factors within a new contextual domain.

Table 4.03: EFA results for the organisational justice scale

Item	Construct	Factor loadings			
		1	2	3	4
1. Do your career development (CD) opportunities reflect the effort you have put into your work?	Distj1	-.038	.034	.836	-.047
2. Are your CD opportunities appropriate for the work you have completed?	Distj2	.055	.026	.865	.011
3. Do your CD opportunities reflect what you have contributed to the organisation?	Distj3	.005	.008	.930	.028
4. Are your CD opportunities justified, given your performance?	Distj4	-.039	-.028	.979	.011
5. Have the opportunities you have received met your CD needs?	Distj5	.114	-.052	.760	-.089
1. Are you able to express your views and feelings during those procedures used to decide your CD opportunities?	Procj1	.701	.108	.138	.081
2. Do you have influence over the decisions arrived at by those procedures used to decide your CD opportunities?	Procj2	.819	.039	.005	.050
3. Are these procedures applied consistently?	Procj3	.876	-.031	-.070	-.089
4. Are these procedures free of bias?	Procj4	.851	-.003	-.026	-.019
5. Are these procedures used to decide your CD opportunities based on accurate information?	Procj5	.832	-.017	.109	.027
6. Are you able to appeal the decision regarding your CD opportunities arrived at by these procedures?	Procj6	.744	-.030	-.030	-.037
7. Do these procedures used to decide your CD uphold ethical and moral standards?	Procj7	.725	.016	.014	-.068
1. Has he/she treated you in a polite manner?	Intperj1	.003	.896	.027	-.010
2. Has he/she treated you with dignity?	Intperj2	.025	.925	-.022	-.034
3. Has he/she treated you with respect?	Intperj3	.049	.934	-.015	.004
4. Has he/she refrained from improper remarks or comments?	Intperj4	.003	.918	-.017	.053
5. Has he/she shown you the same level of respect & courtesy in his/her communications with you as with other members?	Intperj5	-.041	.753	.038	-.127
1. Does he/she explain thoroughly the procedures used to decide your CD opportunities?	Infoj2	-.020	.041	-.007	-.904
2. Are explanations regarding these procedures reasonable?	Infoj3	.034	.086	.021	-.817
3. Does he/she communicate details of decisions regarding your CD in a timely manner?	Infoj4	.012	-.120	.006	-.980
4. Does he/she appear to tailor his/her communications to an individual's specific needs?	Infoj5	-.005	.115	.082	-.747
5. Does he/she provide you with the same quantity & quality of information/ feedback regarding your CD as the other members of your work group?	Infoj6	.091	.079	.011	-.725

4.1.2.3 Employee self-evaluated task performance

Task performance was measured using the scale presented in Griffin (2001) and Griffin et al. (2000) and identified three key factors of performance, namely, proficiency, adaptability and proactivity. Exploratory factor analysis, using principal axis factoring and direct oblimin rotation was conducted to test for the expected 3-factor structure of task performance. This result was confirmed (Table 4.04). This model accounted for 70.6% of variance, with proficiency accounting for 46.5%, adaptability 16.0%, and proactivity for 8.1%. Cronbach alpha reliability tests were carried out on each construct identified, and the scores were; proficiency (0.84), adaptability (0.91), and proactivity (0.91), promoting confidence in the reliability of the scales (see appendices 8xii, 8xiii and 8xiv for more detailed reliability test statistics).

Table 4.04: EFA results for the task performance scale

Item	Construct	Factor loadings		
		1	2	3
1. Initiated better ways of doing core tasks.	Proactivity	.025	.830	.012
2. Come up with ideas to improve the way in which your core tasks are done.	Proactivity	.014	.929	.016
3. Made changes to the way your core tasks are done.	Proactivity	-.017	.952	-.052
4. Carried out the core parts of your job well.	Proficiency	.729	.144	-.039
5. Completed your core tasks well using standard procedures.	Proficiency	.656	.039	-.018
6. Ensured your tasks are completed properly.	Proficiency	.887	.025	.055
7. Avoided mistakes and errors when completing core tasks.	Proficiency	.709	-.112	-.047
8. Adapted well to changes in core tasks.	Adaptability	.154	-.005	-.745
9. Adjusted to new equipment, processes, or procedures in your core tasks.	Adaptability	-.069	.015	-.934
10. Coped well with changes to the way you have to do your core tasks.	Adaptability	-.007	.006	-.918

4.1.2.4 Employee perceptions of their trust in management

As predicted a single factor model of employee perceptions of trust in management emerged from this analysis (Table 4.05). This single factor accounted for 70.8% of variance. A Cronbach alpha reliability score of .874 was found promoting confidence in the internal reliability of this scale (see appendix 8viii for more detailed reliability test results).

Table 4.05: EFA results for the trust in management scale

Item	Factor loadings
1. I can usually trust my career development supervisor to do what is good for me.	.780
2. Management can be trusted to make decisions that are also good for me.	.940
3. I trust management to treat me fairly	.795

4.1.2.5 Employee perceptions of their career satisfaction

As predicted a single factor model of career satisfaction perceptions emerged from this analysis (Table 4.06). This single factor accounted for 69.4% of variance. A Cronbach alpha reliability score of .915 was found promoting confidence in the internal reliability of this scale (see appendix 8x for more detailed reliability test results).

Table 4.06: EFA results for the career satisfaction scale

Item	Factor loadings
1. I am satisfied with the success I have achieved in my career.	.829
2. I am satisfied with the progress I have made toward meeting my overall career goals.	.891
3. I am satisfied with the progress I have made toward meeting my goals for income.	.725
4. I am satisfied with the progress I have made toward meeting my goals for advancement.	.904
5. I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	.802

4.1.2.6 Employee careerist-attitudes to work and their organisation

As predicted a single factor model of employee perceptions regarding a careerist-orientation to work emerged from this analysis (Table 4.07). This single factor accounted for 31.8% of variance. A Cronbach alpha reliability score of .674 was found promoting confidence in the internal reliability of this scale (see appendix 8ix for more detailed reliability test results).

Table 4.07: EFA results for the careerist-attitudes scale

Item	Factor loadings
1. In terms of managing careers in organisations, it's each man / woman for himself / herself.	.387
2. In the final analysis, what's best for me in my career is not going to be consistent with what's in the organisation's best interests.	.738
3. My goals and my employer's goals probably will not be compatible.	.664
4. Loyalty to one's employer is unlikely to be rewarded.	.491
5. I don't think of myself as an, 'organisation man / woman'.	.462

4.1.2.7 Employee perceptions of their job involvement

Against predictions a two factor model of employee perceptions regarding their job involvement emerged from this analysis (Table 4.08). These two factors accounted for 48.3% of variance. In line with previous research using the measure designed by Lodahl and Kejner (1965) a single factor model of job involvement was used. A single factor measure was created that combined the items from these two factors. A Cronbach alpha reliability score of .746 was found promoting confidence in the internal reliability of this scale. The reliability of this scale could have been improved marginally by removing item three however, it was felt that maintaining the measure in its original form was more

beneficial for this study as it allowed comparisons with previous studies to be made with greater confidence (see appendix 8xi for more detailed reliability test results).

Table 4.08: EFA results for the job involvement scale

Item	Factor loadings	
	1	2
1. The major satisfaction in my life comes from my job.	.766	.005
2. The most important things that happen to me involve my work.	.945	-.062
3. I'm really a perfectionist about my work.	-.059	.389
4. I live, eat, and breathe my job.	.334	.554
5. I am very much involved personally in my work.	.064	.709
6. Most things in life are more important than work.	.276	.224

4.1.3 Tests for multicollinearity

Multicollinearity concerns the relationships between the independent variables in a model (Morrow-Howell, 1994), where high inter-correlations between two (collinearity) or more (multicollinearity) variables may cause singularity and increased standard error of the estimates (Hair et al., 1998). As a consequence, these problems may lead to the production of 'unreliable' and 'unstable' estimates within the sample making any interpretation of the findings and results difficult (Tabachnick & Fidell, 2001). However, no true consensus exists that can enable the researcher to identify a dataset with problematic levels of multicollinearity. High inter-correlations between pairs of variables have been proposed as a possible predictor of collinearity, with 0.70 and above a commonly quoted 'problematic' level within the literature (Tabachnick & Fidell, 2001; Allison, 1999). In contrast, some authors have suggested a less conservative correlation coefficient of 0.80 as a more accurate indicator of potentially damaging levels of collinearity (Dancey & Reidy, 2002;

Morrow-Howell, 1994). An investigation of the correlation matrix (Table 4.08) relating to this study highlights no correlation coefficients above 0.65, well within both sets of guidelines.

Despite this providing some support for the absence of problematic levels of collinearity between pairs of variables, it is possible for multicollinearity to exist between multiple variables even where no excessively high bivariate correlations are apparent (Tabachnick & Fidell, 2001; Hair et al., 1998; Morrow-Howell, 1994). As a consequence, social scientists have proposed the inspection of the variance inflation factors (VIF) or tolerance ($1/VIF$) statistics within a regression model as a more rigorous test of multicollinearity (Tabachnick & Fidell, 2001). VIF evaluates the relationship between an independent variable and all other independent variables within a model, where higher VIF values equate to a higher standard error and thus lower precision of regression estimates (Fox, 1993). The tolerance statistic is closely related to the VIF and is calculated as $1/VIF$. Thus, the closer the tolerance statistic is to zero the more evidence of high levels of multicollinearity. Again little consistency exists in the literature regarding what constitutes a high VIF or low tolerance level. Hair et al. (1998) suggests any VIF greater than 10 (tolerance levels equivalent to 0.10) is problematic. Fox (1991), in contrast, is far more conservative arguing that any square-root VIF greater than 2 requires interpretation of analysis results to be viewed with caution. Moreover, Tabachnick & Fidell (2001) and Brace et al. (2000) suggest tolerance levels less than 0.01 as providing evidence of problematic levels of multicollinearity. Within this study no tolerance levels less than 0.35 and VIF values greater than 2.75 (square-root VIF of 1.66) were found within this model and, as a consequence, further support is provided regarding the lack of problematic levels of

collinearity and multicollinearity within this research. As the diagnostics gathered from both the correlation matrix and the VIF and tolerance statistics provide strong support for a lack of problems with multicollinearity it is proposed that the relative stability and reliability of the model allows the results of the regression analyses presented within this study to be interpreted with confidence.

4.2 Testing for variations in responses across the sample

Past theoretical and empirical research in careers and career management has consistently highlighted the potential differential experiences of employees from different sub-populations (for example based on ethnic origin, gender, age, part or full time status, tenure) of an organisation. Moreover, this body of literature has also suggested that these different experiences may have a significant impact on these employees' subsequent career, work, and employer-directed attitudes and behaviours (Gratton & Hope-Hailey, 1999; Arnold, 2001; 1997). Independent samples t-tests, one-way ANOVA tests and Pearson's r correlations were conducted on the dataset to explore and identify the existence of any significant differences between the experiences and perceptions of different employee populations regarding their careers and career management, work, and employer within this research context. Results of these analyses were used to make decisions regarding the variables controlled for in the main hypotheses testing and regression analyses.

4.2.1 Gender

Independent samples t-tests identified significant differences in mean scores of male and female perceptions regarding their career satisfaction [$t = -2.517$, $df = 323$, $p = .012$] and task proficiency [$t = -2.545$, $df = 261.118$, $p = .012$]. In both cases female employees reported higher mean scores on these constructs, suggesting that on average they were both more satisfied with their careers and had more positive perceptions regarding their proficiency in their job role. In support of past justice studies (Cohen-Charash & Spector, 2001) no significant differences between male and female perceptions on any of the justice constructs were found, suggesting that (un)fairness with respect to career management was similarly experienced and perceived by both genders (see appendix 9i for detailed statistics relating to these t-test results).

4.2.2 Ethnic origin

Due to the high proportion of white UK employees that made up the total workforce (92.6) non-white UK employees were clustered into one (rather unsatisfactory) category. This grouping was made up of employees from a wide variety of different ethnic backgrounds and, as a consequence, this analysis fails to recognise this complexity and the potential differences in opinions across these different groups. However, given the small nature of this sample it was seen as essential to group these employees together in order to be able to conduct any meaningful statistical analysis. Independent samples t-tests highlighted significant differences between the mean scores of these two groups across a wide range of

tested constructs with more negative responses emerging consistently from the non-white UK employees (Table 4.09).

Table 4.09: Summary of the statistically significant t-test results comparing white UK and non-white UK employees

		t-test for Equality of Means			
		Mean	t	df	p
Distributive justice	White UK	2.942	2.275	323	.024
	Non-white UK	2.378			
Procedural justice	White UK	3.092	3.796	323	.000
	Non-white UK	2.289			
Informational justice	White UK	3.737	2.817	323	.005
	Non-white UK	3.059			
Trust in management	White UK	2.855	3.950	323	.000
	Non-white UK	2.364			
Career satisfaction	White UK	3.489	3.013	29.356	.005
	Non-white UK	2.881			
Careerist attitudes	White UK	2.874	-2.353	323	.019
	Non-white UK	3.170			
Task proficiency	White UK	4.264	3.106	321	.002
	Non-white UK	3.898			

Minority ethnic employees on average are significantly more dissatisfied with their careers, are more likely to have a careerist orientation to their employment, have lower perceptions of their proficiency in their jobs than their white UK colleagues. Moreover, on average their trust in management to manage their career development and their perceptions of distributive, procedural, and informational justice regarding their career management were all significantly lower than their white UK colleagues. In short, employees from a minority ethnic background were significantly more likely to perceive their career development opportunities and the procedures and processes enacted by the organisation to manage this

as unfair and unjust (see appendix 9ii for detailed statistics relating to these t-test results). Interestingly, these findings are in contrast to recent meta-analysis findings regarding the relationships between ethnic origin and employee perceptions of justice that found no such link (Cohen-Charash & Spector, 2001).

4.2.3 Part time employees

Independent samples t-tests were also carried out on the constructs in the model that compared the mean scores of full time and part time workers. Significant differences between part time and full time employees were found in their perceptions of the influence of 'informational' [$t = 3.191$, $df = 323$, $p = .002$] and 'developmental' [$t = 2.556$, $df = 139.081$, $p = .012$] OCM practices in their career development, with part time employees on average having a more negative perception than their full time colleagues. That is, part time employees see 'informational' and 'developmental' OCM practices as less influential in their career development than full time employees.

Rather counter-intuitively, part-time employees on average reported significantly more positive perceptions of interpersonal justice regarding their career manager. That is, employee perceptions regarding the respect and dignity shown by their career manager during interactions were, in general, more positive from part time rather than full time employees. Given the nature of part time employment the ability of employees to develop close inter-relationships with their line manager may have been predicted to be hindered, leading to much more unfulfilling and unrewarding relationships than those experienced by

their full time colleagues. Within this context however it appears full time employees are those with the more significantly negative perceptions of this relationship. This is also further confirmed by the marginally significant result on informational justice [$t = -1.932$, 323 , $p = 0.54$]. There were also significant differences between the mean responses of part time and full time employees regarding their perceived proactive behaviours in developing and making changes to their job role [$t = 3.488$, $df = 322$, $p = .001$]. In this case it was the part time employees who had the more negative perceptions suggesting that overall their self-perceptions regarding their proactive behaviours were significantly more negative than their full time colleagues. The part time nature of their work may influence these self perceptions with part time employees potentially feeling less able to initiate change in their work (see appendix 9iii for detailed statistics relating to these t-test results).

4.2.4 Job family

The company had a fairly complex breakdown of job and pay scale levels known as job families. Prior to analysis these were simplified by placing employees, based on their questionnaire responses, into one of three categories, 1 = non-management roles; 2 = supervisory & lower management roles, and 3 = middle and senior management. One-way ANOVA tests were carried out to investigate any potential significant differences in employee responses across these three groups. A strong significant difference was found between these groups regarding their job involvement [$F = 8.741$, $df = 2$, $p = .000$]. Furthermore, on average non-management has the lowest perceived job involvement and middle and senior management the highest. No other significant differences were found

between these groups suggesting that, within this context, employee perceptions regarding their career development and the organisation's career management policies and practices are not significantly affected by the hierarchical level within the company they work (see appendix 10 for detailed statistics relating to these ANOVA results).

4.2.5 Age

As age was measured as a continuous variable its relationships with the other constructs within the hypothesised model were tested using Pearson's r correlation analysis (see table 4.10). The results highlighted significant and negative relationships between an employee's age and their perceptions regarding the influence of 'informational' [$r = -.156, p = .005$] and 'developmental' [$r = -.164, p = .003$] OCM practices. It appears that older employees perceived the provision of career-related information (e.g. job postings, information on career paths) and more formal training and development linked to career development as being less important and influential in their career management than their younger colleagues.

There were also significant and positive relationships between employees' age and their perceptions of procedural [$r = .136, p = .014$] and interpersonal [$r = .171, p = .002$] justice regarding their career management, career satisfaction [$r = .129, p = .020$] and job involvement [$r = .109, p = .049$]. In general older employees tended to report more positive opinions regarding the fairness of organisational procedures regarding the management of careers. It also appears that they develop stronger relationships with their career manager,

leading to more positive perceptions regarding the fairness of their interactions and communications. Again these findings are in contrast to earlier meta-analysis findings that showed no significant relationships between employee age and their perceptions of justice (Cohen-Charash & Spector, 2001). There is also initial evidence suggesting that older employees tend to be more satisfied with their careers and more involved in their work. Finally, there was also a strong significant and negative relationship between age and employee evaluations of their proactive behaviours in initiating change and improving their job role [$r = -.193, p = .000$], suggesting that younger employees tend to have more positive opinions regarding the level of proactive behaviours they initiate in their day-to-day job roles.

4.2.6 Organisational tenure

Organisational tenure was also measured using a continuous measure and, as a result, Pearson's r correlation analysis was run to investigate its relationships with the other tested variables (Table 4.10). An employee's length of time in the company (tenure) was found to be significantly and negatively related to their perceptions regarding the influence of 'relational' [$r = -.116, p = .036$], 'informational' [$r = -.156, p = .005$], and 'developmental' [$r = -.128, p = .021$] OCM practices in the management of their career development. These results suggest that the longer employees stayed in the organisation the less influential they found all organisational career management practices to be in the management of their career development.

Table 4.10: Inter-correlations between control, independent and dependent variables in the tested models

Model variables	Mean	s.d	1	2	3	4	5	6	7
1. Age	34.54	9.93	1						
2. Tenure	8.82	6.73	.554**	1					
3. Relational OCM	2.87	1.15	-.051	-.116*	1				
4. Developmental OCM	1.44	0.58	-.164**	-.128*	.369**	1			
5. Informational OCM	2.43	0.93	-.156**	-.156**	.417**	.348**	1		
6. Distributive justice	2.90	1.24	.015	-.007	.502**	.309**	.397**	1	
7. Procedural justice	3.03	1.07	.136*	.096	.490**	.182**	.325**	.650**	1
8. Interpersonal justice	4.39	0.96	.171**	.095	.374**	.032	.115*	.341**	.452**
9. Informational justice	3.68	1.21	.103	.026	.514**	.183**	.187**	.543**	.634**
10. Trust in management	2.81	0.63	.088	.029	.522**	.218**	.290**	.544**	.647**
11. Career satisfaction	3.44	0.88	.129*	.013	.396**	.179**	.209**	.623**	.531**
12. Careerist-attitudes	2.90	0.63	-.086	.009	-.216**	-.113*	-.179**	-.341**	-.302**
13. Job Involvement	2.30	0.48	.109*	.099	.130*	.061	.046	.099	.102
14. Task proficiency	4.23	0.59	.014	.014	.065	-.104	.060	.042	.159**
15. Task adaptability	4.19	0.70	-.083	-.101	.094	.081	.141*	.067	.127*
16. Task proactivity	3.53	0.91	-.193**	-.109	.155**	.128*	.156**	.125*	.035

Notes: N = 325 * $p < .05$ ** $p < .01$

Table 4.10 (continued): Inter-correlations between control, independent and dependent variables in the tested models

	8	9	10	11	12	13	14	15	16
1. Age									
2. Tenure									
3. Relational OCM									
4. Developmental OCM									
5. Informational OCM									
6. Distributive justice									
7. Procedural justice									
8. Interpersonal justice	1								
9. Informational justice	.633**	1							
10. Trust in management	.508**	.628**	1						
11. Career satisfaction	.335**	.502**	.638**	1					
12. Careerist-attitudes	-.227**	-.254**	-.347**	-.330**	1				
13. Job Involvement	.124*	.043	.106	.221**	-.315**	1			
14. Task proficiency	.124*	.136*	.059	.000	-.069	.164**	1		
15. Task adaptability	.083	.133*	.077	.011	-.142*	.173**	.582**	1	
16. Task proactivity	-.027	-.024	-.024	.063	-.094	.227**	.373**	.335**	1

Notes: N = 325 * $p < .05$ ** $p < .01$

It appears within this sample that older and later career employees tend to view OCM practices with greater scepticism and negativity. Conversely, the direct management of career development by the organisation is commonly seen as more important in younger and early career employees. The related concept of tenure in the organisation was also found to be significantly and negatively associated with employee perceptions regarding the initiation of proactive behaviours regarding the development and improvement of their day-to-day job roles [$\beta = -.109, p = .050$]. Employees who have worked for the organisation for a longer time tended to report more negative self-perceptions related to the proactive development of their job roles.

4.2.7 Implications for the study

These results highlight the strong and significant relationships between all of these demographic variables and the independent and dependent variables in the hypothesised models. In order to promote the consistency, validity and reliability of the remaining data analyses, each of these demographic variables (gender, age, organisational tenure, job role, minority ethnic status, full time / part time status) were controlled for in all the subsequent hypotheses and model tests carried out as part of this research. Within the hierarchical regression analyses these controls were entered in the first stage and their variance in the dependent variables removed. In the SEM tests, the variance explained on each of the independent and dependent variables by these control variables was removed prior to the model testing.

4.3 Evaluating the contribution of the OCM ‘bundles’ (H-2 and H-3)

The following section presents the results of the hypotheses tests relating to the proposed relationships between employee perceptions regarding the influence of OCM practices on the career management, and their career, work and organisation-focussed attitudes and behaviours (see fig. 4.01). Hypothesis 2 proposed that employees with more positive perceptions regarding OCM practices will also report more positive perceptions regarding their career satisfaction, trust in management, job involvement and task performance. In addition, it is also hypothesised that those employees with more positive perceptions of OCM practices will also be less likely to exhibit careerist-attitudes towards their work and employer.

H-2: Employee perceptions regarding OCM ‘bundles’ will be significantly and positively related to employee-reported career satisfaction, trust in management, job involvement and task performance, and negatively related to a careerist-orientation to work.

Table 4.11 presents a summary of these results and highlights partial support for hypothesis 2. Strong and significant relationships were found between employee perceptions regarding the influence of various OCM ‘bundles’ and their career satisfaction, careerism and trust in management. Employee evaluations of the OCM ‘bundles’ accounted for 14.5%, 5.6% and 27.2% (see table 4.11) of unique variance respectively in the above constructs, highlighting the important role (within this sample) of OCM practices in engendering positive employee attitudes.

Table 4.11: Summary of hierarchical regression results for hypothesis 2

Dependent Variable	Model	Independent Variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR^2	Sig. ΔR^2
Career Satisfaction	1	CONTROLS ⁴				.088	.000
	2	Relational OCM	.247	.044	.324***	.145	.000
		Informational OCM	.047	.055	.050		
	Developmental OCM	.133	.086	.088			
Careerist attitudes	1	CONTROLS				.055	.012
	2	Relational OCM	-.074	.034	-.135*	.056	.000
		Informational OCM	-.090	.042	-.131*		
	Developmental OCM	-.049	.066	-.045			
Trust in management	1	CONTROLS				.064	.003
	2	Relational OCM	.252	.029	.457***	.272	.000
		Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046			
Job Involvement	1	CONTROLS				.088	.000
	2	Relational OCM	.044	.025	.109†	.018	.095
		Informational OCM	.011	.031	.021		
	Developmental OCM	.030	.049	.038			
Task proficiency	1	CONTROLS				.057	.010
	2	Relational OCM	.033	.033	.063	.016	.148
		Informational OCM	.032	.041	.050		
	Developmental OCM	-.143	.064	-.138*			
Task adaptability	1	CONTROLS				.043	.051
	2	Relational OCM	.008	.039	.013	.013	.234
		Informational OCM	.076	.049	.099		
	Developmental OCM	.035	.076	.029			
Task proactivity	1	CONTROLS				.111	.000
	2	Relational OCM	.059	.048	.075	.017	.102
		Informational OCM	.065	.060	.066		
	Developmental OCM	.054	.094	.035			

Note: N=325 † $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

⁴ Gender, age, ethnicity, FT/PT status, tenure, job role were controlled for in this and ALL subsequent hypothesis tests

Similar results however did not emerge in the relationships between employee evaluations of OCM practices and job involvement and the task performance measures. Only 'developmental' OCM practices were significantly, and negatively, related to task proficiency presenting a rather counter-intuitive finding. That is, the more influential employees perceive 'developmental' OCM practices to be, the lower their self-reported task proficiency. It appears from these findings that OCM practices may have a significant and positive impact on employee work and career-related attitudes, but less of an influence on behavioural outcomes such as their task performance and job involvement.

Hypothesis 3 proposes that employees with more positive perceptions regarding the influence of OCM practices will also report more positive perceptions of, distributive, procedural, interpersonal and informational justice regarding their career management.

H-3: Employee evaluations of the influence of the OCM 'bundle' on their career management, will be significantly and positively related to their perceptions of distributive, procedural, informational and interpersonal justice regarding their career management.

Table 4.12 presents a summary of these results and highlights strong support and confirmation of hypothesis 3 (see appendix 11i for detailed statistics relating to hypothesis 3). Employee perceptions regarding the influence of all the three OCM bundles accounted for 29.1%, 24.7%, 15.7% and 5.2% of variance respectively in their perceptions of distributive, procedural, interpersonal and informational justice, regarding their career management. In addition to these combined results, more specific differential relationships also emerged from these hypotheses tests.

Table 4.12: Summary of hierarchical regression results for hypothesis 3

Dependent Variable	Model	Independent Variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
Distributive Justice	1	CONTROLS				.032	.162
	2	Relational OCM	.394	.058	.364***	.291	.000
		Informational OCM	.288	.073	.215***		
		Developmental OCM	.267	.114	.124*		
Procedural Justice	1	CONTROLS				.078	.001
	2	Relational OCM	.386	.050	.412***	.247	.000
		Informational OCM	.204	.063	.175**		
		Developmental OCM	.009	.099	.005		
Interpersonal Justice	1	CONTROLS				.071	.001
	2	Relational OCM	.346	.048	.414***	.157	.000
		Informational OCM	.034	.060	.033		
		Developmental OCM	-.135	.094	-.082		
Informational Justice	1	CONTROLS				.052	.018
	2	Relational OCM	.536	.057	.509***	.257	.000
		Informational OCM	-.010	.072	-.007		
		Developmental OCM	.061	.112	.029		

Note: N=325 † $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

Employee perceptions regarding the influence of ‘relational’ OCM practices in their career management, are strongly and positively related to their distributive, procedural, interpersonal and informational justice perceptions regarding their career management. It appears from these results that the performance appraisal and career counselling sessions (both carried out with the employee’s line manager) are central OCM practices for engendering positive employee perceptions of fairness in relation to a range of facets of the career management system. The results suggest that positive perceptions regarding ‘relational’ OCM practices promote greater feelings of equity, involvement, voice, bias suppression, consistency, effective communication, information sharing and dignity within the wider career management system.

Employee perceptions of informational OCM practices were also positively related to their perceptions of distributive justice and procedural justice, regarding their career management, accounting for significant additional variance above that explained by their perceptions of 'relational' OCM practices. It appears that positive perceptions regarding the influence of the company intranet site, internal vacancy bulletins and information regarding career paths has positive implications for employee perceptions of equity, voice, involvement, accuracy, bias suppression and ethicality regarding the career management systems. Employee perceptions regarding the influence of 'informational' OCM practices were not, however, significantly related to their perceptions of informational and interpersonal justice. However, informational justice and interpersonal justice are agent-directed perceptions of fairness, whereas the company's intranet, vacancy bulletin and career paths information are organisational systems and practices. The insignificant relationship between employee perceptions of 'informational' OCM practices and their perceptions of interpersonal and informational justice therefore meets the principles of an agent-systems perspective of OJT.

Despite accounting for significant unique variance in perceptions of distributive justice, employee perceptions of 'developmental' OCM practices (mentoring, assessment / development centre, succession planning, career workshops and career counselling by the P&D department) emerged as the least influential OCM 'bundle'. However, the nature of these OCM practices in FinanceCo may at least partially explain the apparent relative unimportance placed on them by employees. The mean score for employee responses to this variable was low at 1.44 (along a 5-point scale) with a standard deviation of 0.58 suggesting a limited range of responses (Table 4.10). As briefly introduced earlier, two of

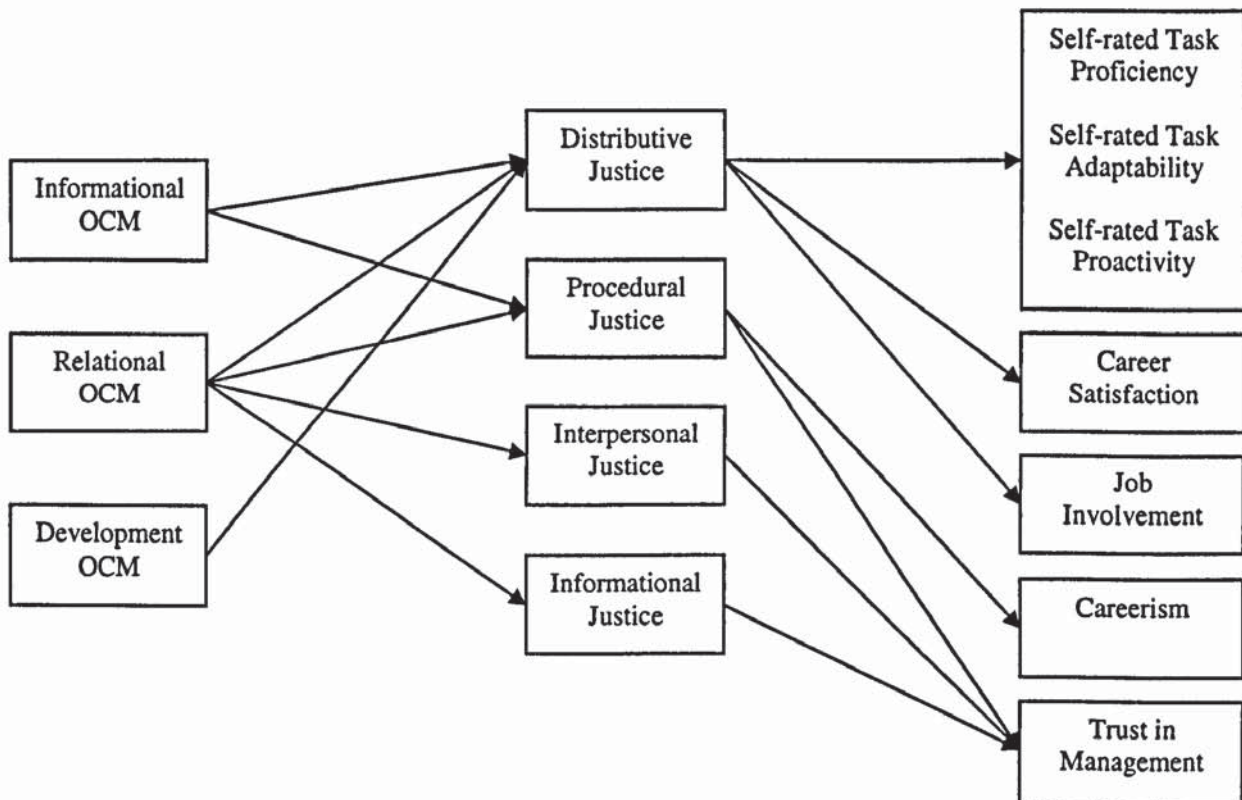
these interventions (mentoring and the assessment / development centre) are actually unavailable to a large proportion of the FinanceCo workforce and, as a result, the relatively negative employee responses to this variable (and thus insignificance) of this OCM bundle may have as much to do with employees never having actually experienced these practices as opposed to any reasoned evaluation of their relative worth. Future research may build upon this study by using a sample of employees that are eligible for all available OCM practices.

Overall, these findings provide excellent support for the important role of OCM in the engendering positive employee attitudes regarding the fairness of all aspects of FinanceCo's career management system. The standardised beta weights highlight that employee perceptions of relational OCM practices were more strongly related to career satisfaction, trust in management, job involvement and all the justice constructs than the other OCM practices employed. This potentially provides an initial insight into the decentralised nature of career management in FinanceCo where a considerable emphasis is placed on both the individual employee and his or her line manager in the management of careers. Within such a system it is perhaps predictable that the OCM practices that support the development of the relationship between the two main actors involved in the career management process should be seen as the most important for engendering positive perceptions about it.

4.4 Testing an ‘agent-systems’ main effects model of OJT and the mediating role of justice perceptions (H-4 to H7)

This section presents the results of the hypothesis tests relating to the proposed agent - systems model of fairness and OCM practices (see fig. 4.01). The model proposes that employee perceptions of distributive, procedural, informational and interpersonal justice will mediate the relationships between the perceptions regarding the influence of OCM practices and their career, work and organisation-focussed attitudes and behaviours. In line with agent-systems theory of organisational justice it also hypothesises that employee perceptions of distributive, procedural and informational justice will have differential main effects on these attitudes and behaviours.

Fig. 4.01: Path diagram of an ‘agent-systems’ main effects model of fairness and OCM



Mediation was tested for using the criteria laid down by Baron and Kenny (1986). Firstly, the pathways between independent variable and mediator, mediator and dependent variable, and independent variable and dependent variable were all tested for their statistical significance. The Sobel test was then carried out to investigate the significance of the drop in the standardised beta weight of the independent variable when the mediating variable was entered into the regression equation (Baron & Kenny, 1986; James & Brett, 1984). The control variables were entered into the regression at the first stage. The three OCM 'bundles' (independent variables) were then entered at the next step. Finally, the mediating variable (justice construct) was entered at the last stage and the drop in the standardised beta weights of the OCM practices was observed and recorded. The results of the hypotheses tests between the independent variable (OCM 'bundles') and the mediating variable (justice constructs) are presented in table 4.12 earlier in this chapter.

4.4.1 Distributive justice as a mediator (H-4)

Employee perceptions of distributive justice, regarding their career management, were hypothesised to be strongly related to the outcome and person-focussed dependent variables of career satisfaction, job involvement and task performance. It was proposed that employee perceptions of distributive justice, regarding their career management, would mediate the direct relationship between employee perceptions regarding the influence of the OCM 'bundles' in the career management and their career satisfaction, job involvement and self-evaluated task proficiency, task adaptability and task proactivity.

H-4a: The direct relationships between employee evaluations of the influence of the OCM bundle and their career satisfaction will be mediated by their perceptions of distributive justice, regarding their career management.

Table 4.13: Summary of hierarchical regression results for hypothesis 4a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR^2	Sig. ΔR^2
1	CONTROLS				.088	.000
2	Relational OCM	.247	.044	.324***	.145	.000
	Informational OCM	.047	.055	.050		
	Developmental OCM	.133	.086	.088		
3	Relational OCM	.092	.040	.121*	.209	.000
	Informational OCM	-.066	.048	-.070		
	Developmental OCM	.028	.074	.019		
	Distributive Justice	.392	.036	.556***		

Note:

Dependent Variable: Career satisfaction

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 4a is confirmed providing good support for the mediating role of distributive justice and the agent-systems ‘main effects’ model of OJT (see table 4.13). As predicted employee perceptions of distributive justice regarding their career management are significantly and positively related to their career satisfaction. Moreover, when employee perceptions regarding their distributive, procedural, interpersonal and informational justice were entered simultaneously into the regression analysis for the dependent variable of career satisfaction, employee perceptions of distributive justice accounted for the greatest amount of variance in career satisfaction [$\beta = .432, p = .000$]. Of the other justice constructs only informational justice was significantly related to career satisfaction [$\beta = .160, p = .017$], accounting for a small amount of additional variance above and beyond that already accounted for by distributive justice perceptions (see appendix 11ii for detailed statistics

relating to hypothesis 4a). The results also confirmed the mediating role of distributive justice in the positive relationship between their perceptions of the influence of relational OCM practices and their career satisfaction. The criteria for mediation laid down in Baron and Kenny (1986) are all met (see tables 4.12 and 4.13), with the Sobel test (Baron & Kenny, 1986) confirming the statistical significance of the standardised beta weight drop in the independent variable ($z = 5.746, p = .000$).

H-4b: The direct relationships between employee evaluations of the influence of the OCM bundle and their job involvement will be mediated by their perceptions of distributive justice, regarding their career management.

Table 4.14: Summary of hierarchical regression results for hypothesis 4b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR^2	Sig. ΔR^2
1	CONTROLS				.088	.000
2	Relational OCM	.044	.025	.109†	.018	.095
	Informational OCM	.011	.031	.021		
	Developmental OCM	.030	.049	.038		
3	Relational OCM	.045	.027	.109†	.000	.983
	Informational OCM	.011	.032	.022		
	Developmental OCM	.031	.050	.038		
	Distributive Justice	-.001	.024	-.001		

Note:

Dependent variable: Job involvement

$N = 325$

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 4b was rejected (see table 4.14). Against predictions employee perceptions regarding the distributive justice of their career management was not found to be significantly and positively related to their job involvement. Given the insignificant relationship between distributive justice and job involvement, the mediation criteria as laid

down by Baron and Kenny (1986) were also not met (see appendix 11iii for detailed statistics relating to hypothesis 4b).

H-4c: The direct relationships between employee evaluations of the influence of the OCM bundle and their self-evaluated task proficiency will be mediated by their perceptions of distributive justice, regarding their career management.

Table 4.15: Summary of hierarchical regression results for hypothesis 4c

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.057	.010
2	Relational OCM	.033	.033	.063	.016	.148
	Informational OCM	.032	.041	.050		
	Development OCM	-.143	.064	-.138*		
3	Relational OCM	.033	.035	.063	.000	.997
	Informational OCM	.032	.042	.050		
	Development OCM	-.142	.065	-.138*		
	Distributive Justice	-.000	.032	.000		

Note:

Dependent variable: Self-rated task proficiency

N = 325

† p < .10 * p < .05 ** p < .01 *** p < .001.

Hypothesis 4c was rejected (see table 4.15). Against predictions employee perceptions regarding the distributive justice of their career management was not found to be significantly and positively related to self-evaluated task proficiency (see appendix 11iv for detailed statistics relating to hypothesis 4c). Given the insignificant relationship between distributive justice and task proficiency, the mediation criteria as laid down by Baron and Kenny (1986) are also not met. Employee perceptions regarding the influence of 'developmental' OCM practices appeared to have a direct negative main effect on their self-evaluated task proficiency. This finding was discussed earlier in this results chapter.

H-4d: The direct relationships between employee evaluations of the influence of the OCM bundle and their self-evaluated task adaptability will be mediated by their perceptions of distributive justice, regarding their career management.

Table 4.16: Summary of hierarchical regression results for hypothesis 4d

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.043	.051
2	Relational OCM	.008	.039	.013	.013	.234
	Informational OCM	.076	.049	.099		
	Development OCM	.035	.076	.029		
3	Relational OCM	.012	.042	.020	.000	.763
	Informational OCM	.079	.050	.104		
	Development OCM	.038	.077	.031		
	Distributive Justice	-.011	.038	-.020		

Note:

Dependent variable: Self-rated task adaptability

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 4d was rejected (see table 4.16). Against predictions employee perceptions regarding the distributive justice of their career management was not found to be significantly and positively related to self-evaluated task adaptability. Furthermore, given the insignificant relationship between distributive justice and task adaptability, the mediation criteria as laid down by Baron and Kenny (1986) were also not met (see appendix 11v for detailed statistics relating to hypothesis 4d).

H-4e: The direct relationships between employee evaluations of the influence of the OCM bundle and their self-evaluated task proactivity will be mediated by their perceptions of distributive justice, regarding their career management.

Table 4.17: Summary of hierarchical regression results for hypothesis 4e

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.111	.000
2	Relational OCM	.059	.048	.075	.017	.102
	Informational OCM	.065	.060	.066		
	Development OCM	.054	.094	.035		
3	Relational OCM	.053	.052	.067	.000	.734
	Informational OCM	.060	.062	.061		
	Development OCM	.050	.095	.032		
	Distributive Justice	.016	.047	.022		

Note:

Dependent variable: Self-rated task proactivity

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 4e was rejected (see table 4.17). Against predictions employee perceptions regarding the distributive justice of their career management was not found to be significantly and positively related to self-evaluated task proactivity. Furthermore, given the insignificant relationship between distributive justice and task proactivity, the mediation criteria as laid down by Baron and Kenny (1986) were also not met (see appendix 11vi for detailed statistics relating to hypothesis 4e).

4.4.2 Procedural justice as a mediator (H-5)

Employee perceptions of procedural justice, regarding their career management, were hypothesised to be more strongly related to the organisation-focussed outcomes of careerist-attitudes to work and trust in management. Consequently, it was proposed that employee perceptions of procedural justice, regarding their career management, would mediate the direct relationship between employee perceptions regarding the influence of the OCM ‘bundles’ in their career management and their careerist attitudes to their organisation and trust in management.

H-5a: The direct relationship between employee evaluations of the influence of the OCM bundle and their careerist-orientation to work will be mediated by their perceptions of procedural justice, regarding their career management.

Table 4.18: Summary of hierarchical regression results for hypothesis 5a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.055	.012
2	Relational OCM	-.074	.034	-.135*	.056	.000
	Informational OCM	-.090	.042	-.131*		
	Developmental OCM	-.049	.066	-.045		
3	Relational OCM	-.023	.036	-.041	.035	.000
	Informational OCM	-.062	.042	-.092		
	Developmental OCM	-.048	.065	-.044		
	Procedural Justice	-.134	.037	-.228***		

Note:

Dependent variable: Careerist-orientation to work and the organisation

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 5a is confirmed and provides good support for the mediating role of procedural justice perceptions and the 'agent-systems' main effects model of OJT. As hypothesised, employee perceptions of procedural justice regarding their career management were strongly and negatively related to a careerist-orientation to their work and organisation (see table 4.18). The results also confirmed significant the mediating role of procedural justice in the direct relationship between employee perceptions regarding the influence of both relational OCM practices and informational OCM practices and a careerist orientation to work. All the criteria for mediation laid down by Baron and Kenny (1986) were met (see tables 4.12 and 4.18), with Sobel test results highlighting the statistically significant drop in standardised beta weights for both relational OCM practices ($z = -3.256, p = .001$) and informational OCM practices ($z = -2.364, p = .018$) when procedural justice was entered into the regression equation (see appendix 11vii for detailed statistics relating to hypothesis 5a).

Further regression analyses with employee perceptions of distributive, procedural, informational and interpersonal justice all entered into the regression analysis simultaneously were also carried out and it emerged that distributive justice was the only construct that was significantly related to careerist attitudes [$\beta = -.202, p = .002$]. Distributive justice therefore also accounted for most of the variance explained in careerist attitudes and suggests that employee perceptions of procedural justice, regarding their career management, account for little or no additional variance than that already accounted for by perceptions of distributive justice. This provides some contrasting evidence to the 'agent-systems' model of OJT.

H-5b: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of procedural justice, regarding their career management.

Table 4.19: Summary of hierarchical regression results for hypothesis 5b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR^2	Sig. ΔR^2
1	CONTROLS				.064	.003
2	Relational OCM	.252	.029	.457***	.272	.000
	Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046		
3	Relational OCM	.142	.028	.257***	.159	.000
	Informational OCM	.019	.033	.028		
	Developmental OCM	.048	.050	.044		
	Procedural Justice	.286	.029	.486***		

Note:

Dependent variable: Trust in management

$N = 325$

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 5b is confirmed and provides good support for the mediating role of procedural justice perceptions and the ‘agent-systems’ main effects model of OJT (see table 4.19). As predicted, employee perceptions of procedural justice regarding their career management are significantly and positively related to their trust in management. Moreover, when distributive, procedural, informational and interpersonal justice are entered simultaneously into the regression analysis, distributive justice is not significantly related to trust in management [$\beta = .099$, $p = .074$]. Hypothesis 5b also confirms the hypothesised mediating role of employee procedural justice perceptions in the direct relationship between employee opinions regarding the influence of both relational OCM practices and informational OCM practices and their trust in management. All the criteria for mediation set down by Baron and Kenny (1986) were met (see tables 4.12 and 4.19), with the Sobel test results

highlighting the statistically significant reduction in standardised beta weights of both relational OCM practices [$z = 6.059, p = .000$] and informational OCM practices [$z = 3.062, p = .002$] when procedural justice was entered into the regression analysis (see appendix 11viii for detailed statistics relating to hypothesis 5b).

4.4.3 Informational justice as a mediator (H-6)

Employee perceptions of informational justice, regarding their career management, were hypothesised to be more strongly related to the supervisor-focussed outcome trust in management. Consequently, it was proposed that employee perceptions of informational justice, regarding their career management, would mediate the direct relationship between employee perceptions regarding the influence of the OCM 'bundles' in their career management and their trust in management.

H-6: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of informational justice, regarding their career management.

Hypothesis 6 is confirmed and therefore provides further support for the salience of the 'agent-systems' main effects model of OJT (see table 4.20). As predicted, employee perceptions of informational justice regarding their career management, is significantly and positively related to their trust in management. Moreover, when distributive, procedural, informational and interpersonal justice were entered simultaneously into the regression analysis, information justice accounted for a significant amount of additional variance above that already accounted for by the other justice constructs [$\beta = .191, p = .002$]. This

result also provides further additional support for the usefulness of conceptualising informational justice as a separate construct from procedural justice.

Table 4.20: Summary of hierarchical regression results for hypothesis 6

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.064	.003
2	Relational OCM	.252	.029	.457***	.272	.000
	Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046		
3	Relational OCM	.124	.029	.226***	.143	.000
	Informational OCM	.080	.033	.117*		
	Developmental OCM	.036	.051	.033		
	Informational Justice	.238	.026	.455***		

Note:

Dependent variable: Trust in management

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

The test results also provide confirmation of the mediating role of informational justice perceptions in the relationship between employee perceptions of relational OCM practices and their levels of trust in management. All the criteria for mediation set down by Baron and Kenny (1986) were met (see tables 4.12 and 4.20) with the Sobel test results highlight the statistically significant reduction in the standardised beta weight of the relational OCM practices variable when informational justice [$z = 6.540, p = .000$] was entered into the regression analysis. A test for mediation between informational OCM practices and trust in management was not confirmed (see appendix 11ix for detailed statistics relating to hypothesis 6).

4.4.4 Interpersonal justice as a mediator (H-7)

Employee perceptions of interpersonal justice, regarding their career management, were hypothesised to be more strongly related to the supervisor-focussed outcome trust in management. Consequently, it was proposed that employee perceptions of interpersonal justice, regarding their career management, would mediate the direct relationship between employee perceptions regarding the influence of the OCM ‘bundles’ in their career management and their trust in management.

H-7: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of interpersonal justice, regarding their career management.

Table 4.21: Summary of hierarchical regression results for hypothesis 7

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.064	.003
2	Relational OCM	.252	.029	.457***	.272	.000
	Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046		
3	Relational OCM	.173	.029	.314***	.093	.000
	Informational OCM	.070	.034	.102*		
	Developmental OCM	.081	.054	.074		
	Interpersonal Justice	.229	.032	.347***		

Note:

Dependent variable: Trust in management

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 7 is confirmed and therefore provides further support for the 'agent-systems' main effects model of OJT (see table 4.21). As predicted, employee perceptions of interpersonal justice regarding their career management are significantly and positively related to their trust in management. When distributive, procedural, informational and interpersonal justice were entered simultaneously into the regression analysis, interpersonal justice accounted for a significant amount of additional variance above that already accounted for by the other justice constructs [$\beta = .141, p = .007$]. This result again provides further additional support for the usefulness of conceptualising interpersonal, informational and procedural justice as separate constructs.

The test results also confirm the mediating role of interpersonal justice perceptions in the relationship between employee perceptions of relational OCM practices and their levels of trust in management. All the criteria for mediation set down by Baron and Kenny (1986) were met (see tables 4.12 and 4.21) with the Sobel test results highlight the statistically significant reduction in the standardised beta weight of the relational OCM practices variable when interpersonal justice [$z = 5.054, p = .000$] was entered into the regression analysis. A test for mediation between interpersonal OCM practices and trust in management was not confirmed (see appendix 11x for detailed statistics relating to hypothesis 7).

4.4.5 The ‘goodness-of-fit’ of an agent-systems model of fairness and OCM

Structural equation modelling (SEM) was carried out in order to test the ‘goodness-of-fit’ of the hypothesised agent-systems ‘main effects’ model (see fig. 4.01). A limitation of hierarchical regression analysis is that each relationship has to be tested individually. Moreover, the more individual tests that are carried out the greater the potential problems of multiple testing leading to spurious conclusions regarding the ‘validity’ of the hypothesised model. SEM adds to this analysis by allowing the researcher to test these individual hypotheses (or paths) simultaneously, therefore removing the potential problems of multiple testing. The results of SEM may also provide the researcher with an insight into the significance of pathways not part of the hypothesised model. If the SEM results show the model to be a ‘good fit’ one could argue that the non-tested paths are not affecting the significance of the overall model. In order to more accurately test the model the predicted variance explained by the various control measures was removed before the analysis was run and the subsequent test was run using the saved standardised residuals of each variable. The fit statistics for this model are presented in table 4.22 and the standardised regression weights and significance (critical ratio) levels for each tested path summarised in table 4.23 and figure 4.02.

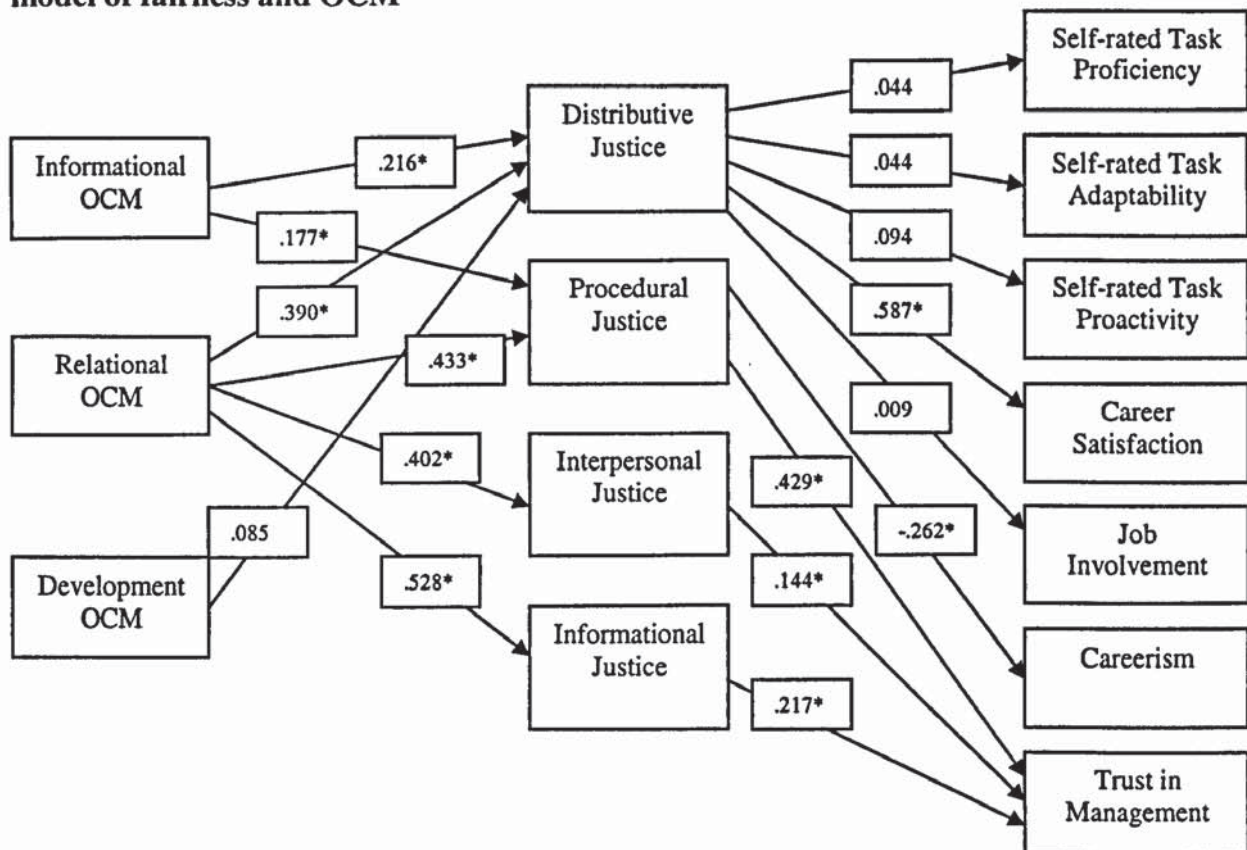
Table 4.22: Fit statistics for the ‘agent-systems’ model of fairness and OCM

	Model Fit Statistics			
	<i>NFI</i>	<i>CFI</i>	<i>TLI</i>	<i>RMSEA</i>
Agent-systems Model	.923	.946	.875	.077

Table 4.23: Path analysis results for the ‘agent-systems’ model of fairness and OCM

Path	Standardised Coefficients (β)	Standard Error	Critical Ratio
Informational OCM → Distributive justice	.216	.046	4.646
Informational OCM → Procedural justice	.177	.044	4.020
Relational OCM → Distributive justice	.390	.051	7.629
Relational OCM → Procedural justice	.433	.050	8.607
Relational OCM → Interpersonal justice	.402	.051	7.891
Relational OCM → Informational justice	.528	.047	11.201
Developmental OCM → Distributive justice	.085	.042	2.015
Distributive justice → Career satisfaction	.587	.042	13.641
Distributive justice → Job involvement	.009	.054	0.159
Distributive justice → Task proficiency	.044	.056	0.796
Distributive justice → Task adaptability	.044	.056	0.789
Distributive justice → Task proactivity	.094	.055	1.705
Procedural justice → Careerism	-.262	.052	-5.018
Procedural justice → Trust in management	.429	.047	8.746
Interpersonal justice → Trust in management	.144	.046	2.996
Informational justice → Trust in management	.217	.053	3.917

Fig. 4.02: Significant pathways and beta weights for an ‘agent-systems’ main effects model of fairness and OCM



[Note: N=325 * p<.05]

The fit statistics provide good support for this model. Guidelines regarding the interpretation of fit statistics suggest that Normed Fit Index (NFI), Comparative Fit Index (CFI) and the Tucker-Lewis Index (TLI) statistics between .90 and .95 are satisfactory with scores above .95 good. In addition Root Mean Square Error of Approximation (RMSEA) scores of between .08 and .05 are viewed as satisfactory and scores less than .05 good (Kline, 2004). Analysis of the fit statistics generated from this study compare favourably with these guidelines. All but the TLI score fall within the acceptable parameters for satisfactory or good fit statistics providing some solid support for the 'goodness-of-fit' of this model. The standardised coefficient beta statistics produced by the SEM test provide further confirmation of the significant (and insignificant) findings of the hierarchical regression analyses and strong support for the statistical significance of these pathways.

4.4.6 Implications for an 'agent-systems' model of fairness and OCM

The results of both the hierarchical regression analyses and the SEM provide good support for the agent-systems 'main effects' model of OJT. Employee perceptions of distributive justice were significantly related to the outcome-related variable career satisfaction and, as predicted, perceptions of procedural, interpersonal, and informational justice accounted for little or no additional variance on this outcome. In contrast, as predicted, employee perceptions of procedural, interpersonal, and informational justice were all significantly associated with trust in management, with employee perceptions of distributive justice accounting for no additional variance. Interestingly, employee perceptions of procedural, interpersonal, and informational justice all accounted for unique variance in trust in

management, suggesting that trust is engendered both through formal organisational policies and systems as well as through direct interactions and the formation of interpersonal relationships.

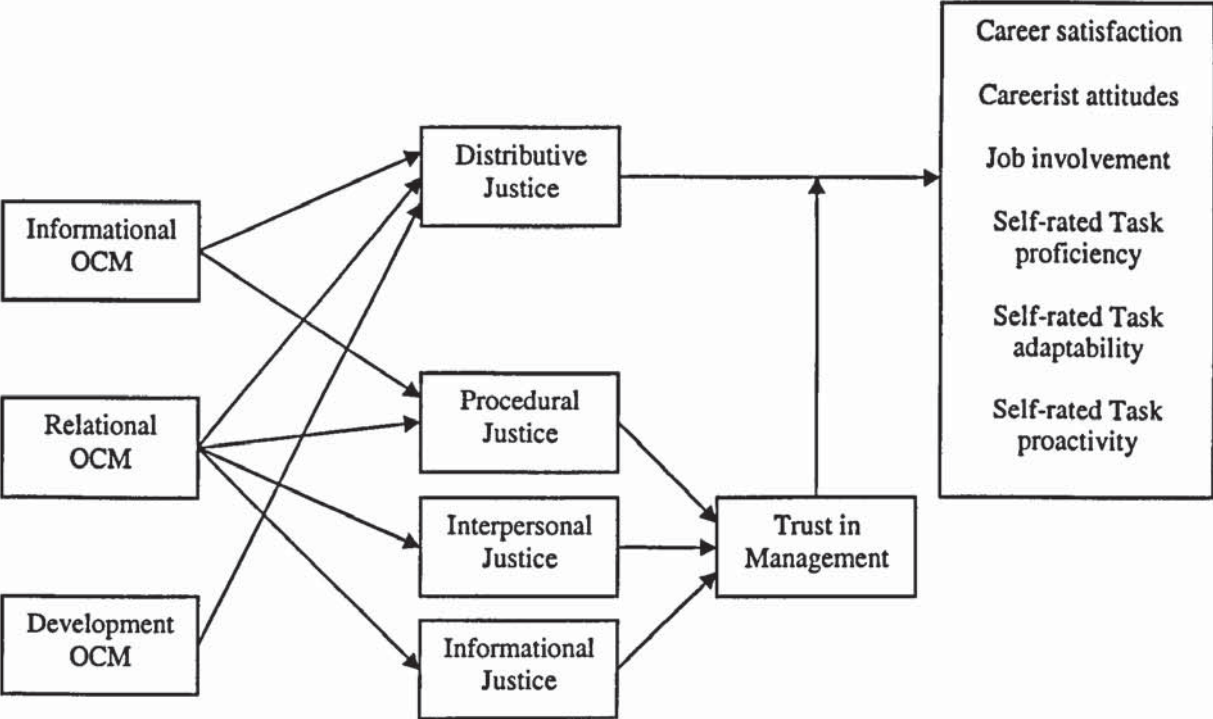
Some caution is required as a number of counter-intuitive results were also found. Careerism was perceived to be an organisation-focussed attitude and, in line with the main effects model of organisational justice, it was predicted that employee perceptions of procedural justice (an organisation-focussed evaluation of justice) regarding their career management would be most strongly related to these attitudes. Despite a strong significant and negative relationship between procedural justice perceptions and careerism, it was employee perceptions of distributive justice that accounted for most of the variance in the development of careerist attitudes towards work and the employment relationship. In addition, and in contrast to previous justice theory research, the data also presented no significant relationships between employee perceptions of distributive justice, job involvement and the three task performance constructs. Despite these few insignificant pathways, the results of the SEM analysis still identify a strong and significant fit between the tested 'agent-systems' model and the data. A more in-depth analysis of the theoretical, practitioner and methodological implications of these results are presented in chapter 5.

4.5 Testing a distributive justice by trust 'interaction' model of OJT (H-8 and H9)

This section of the results chapter presents the findings of the hypothesis tests relating to the proposed distributive justice by trust in management 'interaction' model of fairness and

OCM practices (see fig. 4.03 below). In contrast to the agent-systems model, the ‘moderation’ model proposes that employee attitudes and behaviours will be predicted by a two-way interaction between employee perceptions of distributive justice and their trust in management, where trust in management is a significantly stronger predictor of employee self, work and organisation-focussed attitudes when employee perceptions of distributive justice are low. Tests for moderation were carried out in three stages. The control measures were entered into the first step of the model and their effects removed. The independent variables, trust in management and distributive justice, were then entered into the second step to remove their main effects. Finally, the newly calculated interaction variable was entered into the last stage. This variable was calculated (using the syntax programme of SPSS version 11) by multiplying the centralised (z) values of distributive justice and trust.

Fig. 4.03: Path diagram of the distributive justice by trust ‘interaction’ model of fairness and OCM



4.5.1 The positive moderating effects of high levels of trust (H-8)

Previous OJT research has proposed that high perceptions of trust in management may act as a buffer to the potentially destructive effects of negative distributive justice perceptions on a range of work and organisation-focussed attitudes and behaviours (Brockner et al., 1997). Consequently, it is hypothesised that positive perceptions of trust in management will moderate (buffer) the potentially negative consequences for career satisfaction, careerist attitudes and job involvement, of low employee perceptions of distributive justice, regarding their career management.

H-8a: Employee perceptions of trust in management will moderate the relationship between their perceptions of distributive justice, regarding their career management, and their career satisfaction, where the positive relationship between trust in management and career satisfaction is stronger when distributive justice perceptions are low

Table 4.24: Summary of hierarchical regression results for hypothesis 8a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.381	.000
2	Distributive Justice	.347	.049	.390***	.172	.000
	Trust	.401	.053	.432***		
3	Distributive Justice x Trust	-.069	.035	-.079†	.007	.052

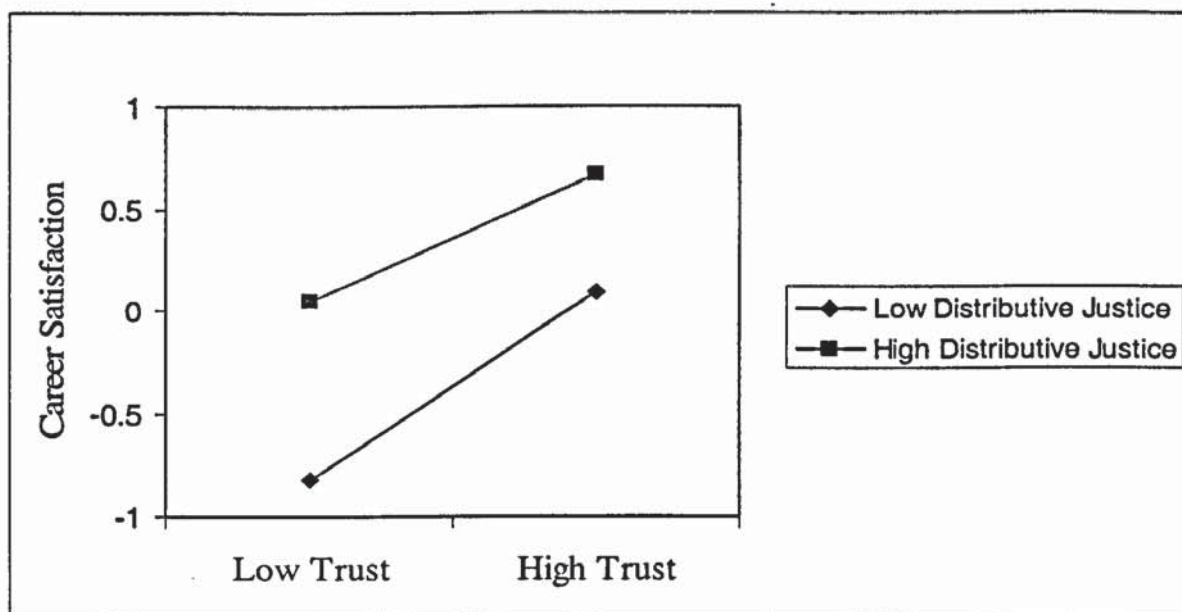
Note:

Dependent variable: Career satisfaction

N = 325

† $p < 0.10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Fig. 4.04: Plotted interaction between employee perceptions of distributive justice and trust in management predicting career satisfaction.



Hypothesis 8a is partially confirmed with table 4.24 highlighting the marginally significant distributive justice by trust in management interaction variable ($\beta = -.079, p = .052$). Analysis of the plotted interaction also shows a slightly steeper line when distributive justice perceptions are low, confirming that trust in management does become a more important predictor (however slightly) of career satisfaction when distributive justice perceptions are low (fig. 4.04). The direction of the interaction is therefore also confirmed. This interaction accounts for less than 1% of variance explained in career satisfaction and, as a result, a note of caution is brought when interpreting the 'significance' of this result (see appendix 11xi for detailed statistics relating to hypothesis 8a).

H-8b: Employee perceptions of trust in management will moderate the relationship between their perceptions of distributive justice, regarding their career management, and the development of a careerist orientation to work, where the negative relationship between trust in management and careerism is stronger when distributive justice perceptions are low

Table 4.25: Summary of hierarchical regression results for hypothesis 8b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.152	.000
2	Distributive Justice	-.117	.048	-.182*	.038	.001
	Trust	-.138	.051	-.206**		
3	Distributive Justice x Trust	-.093	.034	-.148**	.019	.007

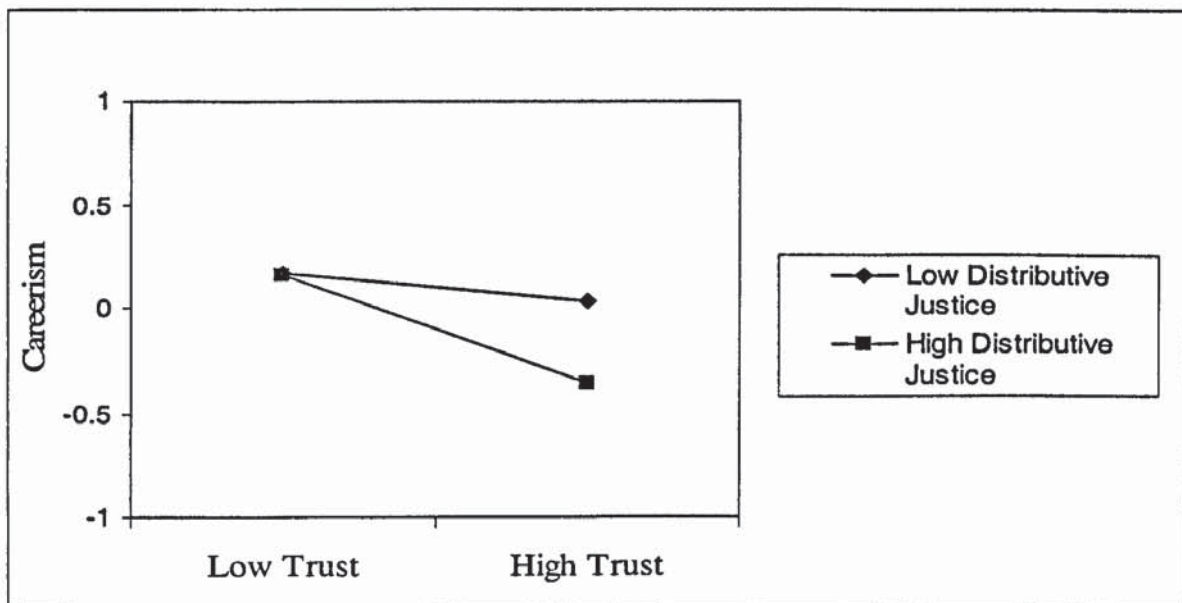
Note:

Dependent variable: Careerist orientation to work and careers

N = 325

† $p < 0.10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Fig. 4.05: Plotted interaction between employee perceptions of distributive justice and trust in management predicting careerist attitudes to work



Hypothesis 8b is partially confirmed with table 4.25 confirming the strongly significant two-way interaction between distributive justice and trust when predicting careerist attitudes. However, an investigation of the plotted interaction (fig. 4.05) highlights a slightly different interpretation of this interaction than was hypothesised. Fig. 4.05 suggests that employee perceptions of trust become a stronger predictor of careerist attitudes when distributive justice perceptions are high (rather than low as hypothesised). Consequently, it appears that if organisations wish to have a positive effect on careerist attitudes both distributive justice and trust perceptions have to be high. In other words, if either employee perceptions of distributive justice perceptions, regarding career management, or trust in management are low, then high levels of the other will have no significant and positive effects on careerist attitudes (see appendix 11xii for detailed statistics relating to hypothesis 8b).

H-8c: Employee perceptions of trust in management will moderate the relationship between their perceptions of distributive justice, regarding their career management, and their job involvement, where the positive relationship between trust in management and job involvement is stronger when distributive justice perceptions are low.

Table 4.26: Summary of hierarchical regression results for hypothesis 8c

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.114	.000
2	Distributive Justice Trust	-.000 .028	.029 .059	-.001 .038	.001	.894
3	Distributive Justice x Trust	.010	.027	.021	.000	.709

Note:

Dependent variable: Job involvement

N = 325

† $p < 0.10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 8c is rejected with table 4.26 highlighting no significant relationship between the interaction variable and employee evaluations of their job involvement. It appears from the results of this study that OCM practices have very little effect on employee evaluations of their job involvement. No direct main effects were found on this variable. Despite having to reject hypothesis 8c overall these results provide good support for the positive moderating effect of perceived trust in management on the relationship between employee perceptions of distributive justice, regarding their career management, and their career satisfaction and careerist attitudes to work and their organisation (see appendix 11xiii for detailed statistics relating to hypothesis 8c).

In summary, the predicted (albeit marginally significant) interaction between distributive justice and trust in management was confirmed, with trust becoming a stronger predictor of career satisfaction when employee perceptions of distributive justice were low. It appears that high levels of trust in management may provide a psychological buffer to the potentially negative effects of low distributive justice perceptions on employees' career satisfaction. An interaction effect was also found between perceptions of distributive justice, regarding their career management, and their trust in management when predicting careerist attitudes to work. The nature of the interaction was different to that hypothesised. In contrast to the previous relationship, when employee perceptions of distributive justice were low their levels of trust in management had little impact on the development of careerist attitudes. The positive impact of trust in management was seen when employee perceptions of distributive justice were high, suggesting that the development of high levels of perceived distributive justice, regarding career development opportunities, will only

positively affect careerist attitudes to work in those employees who also have an underlying trust in management.

4.5.2 The negative moderating effects of high levels of trust (H-9)

In line with attribution theory, previous OJT research has also proposed that high perceptions of trust in management may have a negative interaction effect with distributive justice when predicting employee self-evaluations (Brockner et al., 1997). That is, high perceptions of trust in management will accentuate the negative effects on self-evaluations caused by negative employee perceptions of distributive justice. It is hypothesised that employee perceptions of trust in management will become more strongly and negatively related to employee self-evaluated task proficiency, task adaptability and task proactivity.

H-9a: Employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their self-reported task proficiency, where trust in management will become more strongly and negatively related to self-reported task proficiency when perceptions of distributive justice are low.

Table 4.27: Summary of hierarchical regression results for hypothesis 9a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	CONTROLS				.090	.005
2	Distributive Justice Trust	-.057 -.077	.048 .051	-.094 -.123	.012	.128
3	Distributive Justice x Trust	.089	.034	.152**	.020	.008

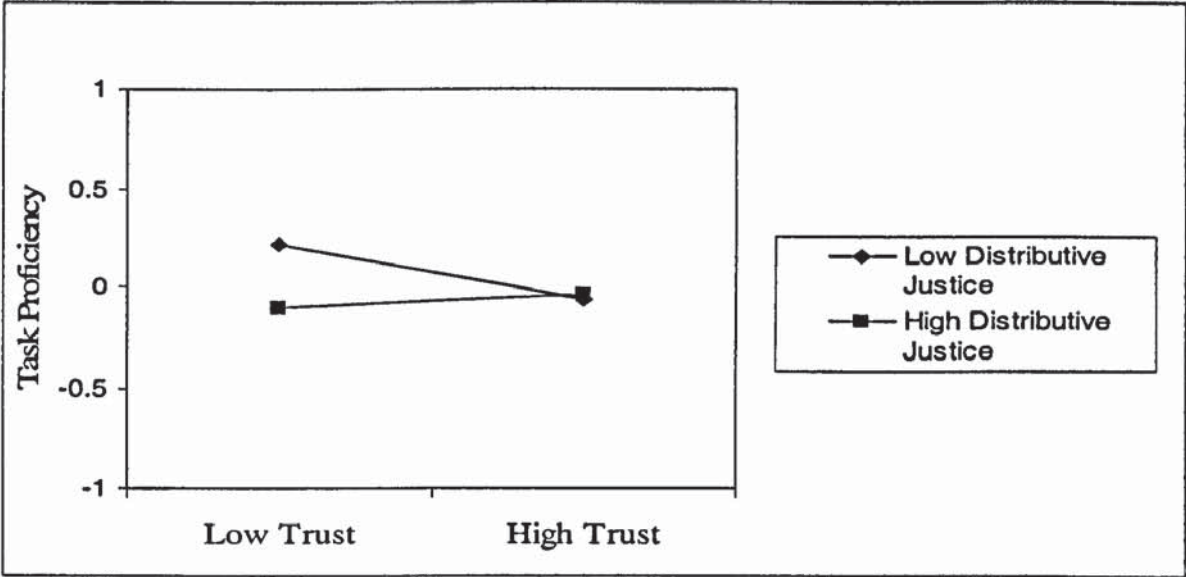
Note:

Dependent variable: Self-rated task proficiency

N = 325

† $p < 0.10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Fig. 4.06: Plotted interaction between employee perceptions of distributive justice and trust in management predicting employee self-reported task proficiency.



Hypothesis 9a is confirmed with table 4.27 highlighting the statistical significance of the interaction term in this regression test ($\beta = .152, p = .008$). An examination of fig. 4.06 also shows that this two way interaction is in the hypothesised direction. It appears that when employee perceptions of distributive justice are low, trust becomes more strongly and negatively related to self-evaluated task proficiency. High levels of trust in management therefore accentuate the negative effects of low perceptions of distributive justice, regarding career development opportunities, on self-evaluated task proficiency (see appendix 11xiv for detailed statistics relating to hypothesis 9a).

H-9b: Trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their self-reported task adaptability, where trust in management will become more strongly and negatively related to self-reported task adaptability when perceptions of distributive justice are low.

Table 4.28: Summary of hierarchical regression results for hypothesis 9b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR^2	Sig. ΔR^2
1	CONTROLS				.070	.045
2	Distributive Justice	-.084	.057	-.117	.009	.230
	Trust	-.046	.061	-.062		
3	Distributive Justice x Trust	.122	.040	.174**	.027	.003

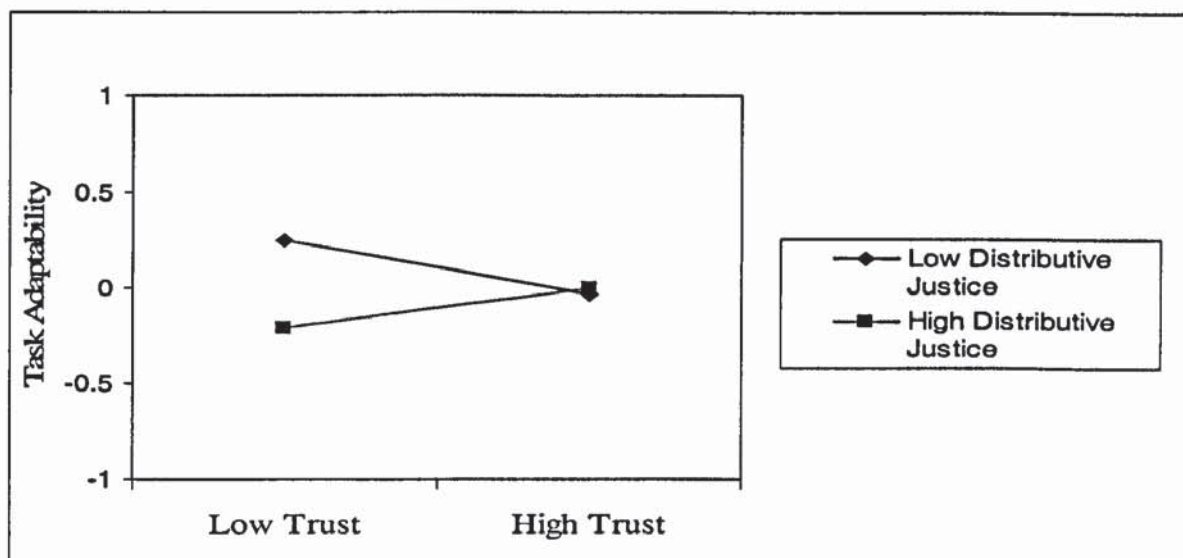
Note:

Dependent variable: Self-rated task adaptability

N = 325

† $p < 0.10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Fig. 4.07: Plotted interaction between employee perceptions of distributive justice and trust in management predicting employee self-reported task adaptability.



Hypothesis 9b is also confirmed with table 4.28 highlighting the statistical significance of the interaction term in this regression test ($\beta = .174, p = .003$). An examination of fig. 4.07 also confirms that this two-way interaction is in the hypothesised direction. When employee perceptions of distributive justice are low, trust becomes significantly more negatively related to self-evaluated task adaptability (flexibility). High levels of trust in management appear to accentuate the negative effects of low perceptions of distributive justice, regarding career development opportunities, on self-evaluated task adaptability. There is also evidence within fig. 4.07 to suggest that when distributive justice perceptions are high, trust in management then has a positive effect on self-evaluated task adaptability. When employee perceptions of distributive justice, regarding their career management, are high then high levels of prior trust in management help further accentuate the positive benefits of these positive evaluations of distributive justice (see appendix 11xv for detailed statistics relating to hypothesis 9b).

H-9c: Employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their self-reported task proactivity, where trust in management will become more strongly and negatively related to self-reported task proactivity when perceptions of distributive justice are low.

Table 4.29: Summary of hierarchical regression results for hypothesis 9c

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR^2	Sig. ΔR^2
1	CONTROLS				.137	.000
2	Distributive Justice Trust	.081 -.209	.056 .112	.111 -.146†	.014	.081
3	Distributive Justice x Trust	.074	.050	.083	.006	.140

Note:

Dependent variable: Self-rated task proactivity

$N = 325$

† $p < 0.10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

Hypothesis 9c is rejected with table 4.29 highlighting no statistically significant relationship between this interaction term and employee self-evaluated task proactivity. These results suggest that neither employee perceptions of distributive justice, regarding their career management, or trust in management have a significant effect on their self-evaluations relating to their task proactivity (see appendix 11xvi for detailed statistics relating to hypothesis 9c).

Despite having to reject hypothesis 9c, overall these results provide further good support for the important moderating role of trust in management in the relationship between employee perceptions of distributive justice, regarding their career management, and their self-evaluated task proficiency and task adaptability. These relationships are even more interesting given that no main effects exist between the independent variables of distributive justice and trust in management and these constructs. The nature of the distributive justice by trust in management interactions were as hypothesised, with employee perceptions of trust in management becoming more strongly and negatively related to self-evaluated task proficiency and task adaptability when their perceptions of distributive justice, regarding their career management, was low. Extending these findings, the reverse relationship was found when employee perceptions of distributive justice were high, where trust in management became positively related to self-evaluated proficiency and adaptability.

4.5.3 The ‘goodness-of-fit’ of the distributive justice by trust ‘interaction’ model of fairness and OCM

SEM was carried out using the same approach as that taken when testing the agent-systems model. Therefore, in order to carry out the most accurate test of the model, the predicted variance explained by the various control measures (presented earlier) was removed and the subsequent analysis was conducted using the saved standardised residuals of the model variables. The fit statistics for this model are presented in table 4.30 and the standardised regression weights and significance levels for each tested path summarised in table 4.31 and figure 4.08.

Table 4.30: Fit statistics of the ‘interaction’ model of fairness and OCM

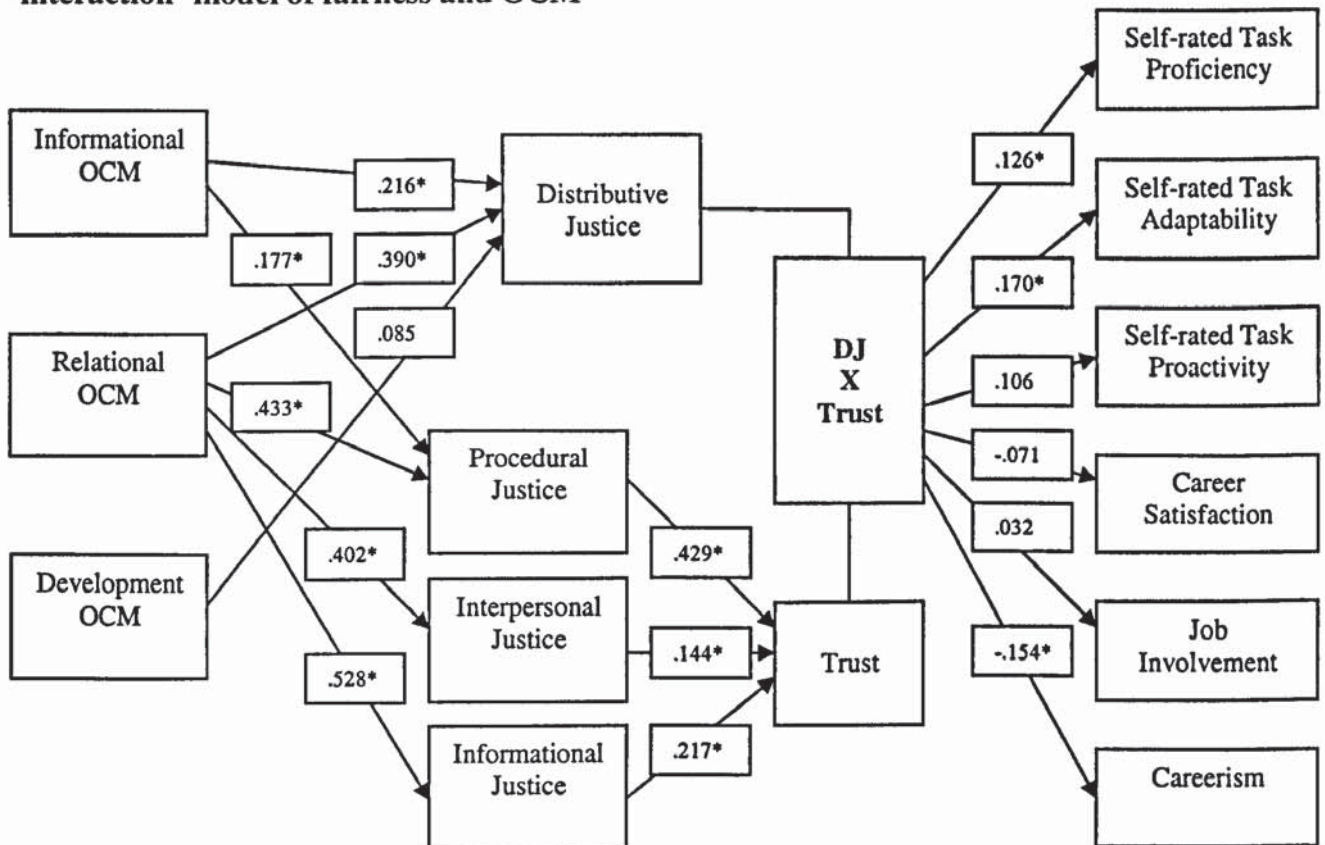
	<i>NFI</i>	Model Fit Statistics		
		<i>CFI</i>	<i>TLI</i>	<i>RMSEA</i>
Interaction Model	.942	.967	.921	.059

Analysis of the fit statistics for the ‘moderation’ model is very favourable with acceptable criteria being met on all the tests (table 4.30). Moreover, and despite not being able to carrying out comparative analysis between the two models, the statistics appear to suggest that the moderation model may be a stronger ‘fit’ of the data than the main effects model. The standardised beta weights also provide broad support for the moderation tests carried out using hierarchical regression analysis with the significant (and insignificant) findings being confirmed. However, interestingly the SEM path analysis suggests that a marginally significant relationship between distributive justice and trust may also exist when predicting task proactivity. This result was not apparent when the analysis was carried out using hierarchical regression analysis.

Table 4.31: Path analysis results for the ‘interaction’ model of fairness and OCM

	Path	Standardised Coefficients (β)	Standard Error	Critical Ratio
Informational OCM	→ Distributive justice	.216	.046	4.646
Informational OCM	→ Procedural justice	.177	.044	4.020
Relational OCM	→ Distributive justice	.390	.051	7.629
Relational OCM	→ Procedural justice	.433	.050	8.607
Relational OCM	→ Interpersonal justice	.402	.051	7.891
Relational OCM	→ Informational justice	.528	.047	11.201
Developmental OCM	→ Distributive justice	.085	.042	2.015
Procedural justice	→ Trust in management	.429	.047	8.746
Interpersonal justice	→ Trust in management	.144	.046	2.996
Informational justice	→ Trust in management	.217	.053	3.917
DJ X Trust	→ Career satisfaction	-.071	.038	-1.797
DJ X Trust	→ Careerism	-.154	.051	-2.979
DJ X Trust	→ Job involvement	.032	.055	0.565
DJ X Trust	→ Task proficiency	.126	.055	2.239
DJ X Trust	→ Task adaptability	.170	.055	3.043
DJ X Trust	→ Task proactivity	.106	.055	1.885

Fig. 4.08: Significant pathways and beta weights for a distributive justice by trust ‘interaction’ model of fairness and OCM



[Note: N=325 * $p < .05$]

4.5.4 Implications for a distributive justice by trust ‘interaction’ model of fairness and OCM

There is strong support for the moderating role of employee perceptions of trust in management in the relationship between their perceptions of distributive justice (regarding their career management) and various self, work, career and organisation-focussed attitudes and behaviours. Significant interaction effects were found when predicting career satisfaction, careerism, task proficiency and task adaptability and, on the whole, the nature and direction of these interactions was as hypothesised and in line with previous OJT research. The SEM provided further support for the importance of this moderation relationship highlighting the excellent fit statistics of this model. Indeed, within this context at least, there may be some initial evidence suggesting that this is a more strongly supported model than the agent-systems ‘main effects’ model of OJT. In summary, these results suggest that a complex relationship between perceptions of trust and distributive justice exist when employees evaluate and react to their career management experiences.

4.6 Chapter Summary

This chapter has presented the key findings of the statistical tests carried out in this study. Initial analysis highlighted the psychometric properties of the dataset. Factor analysis, reliability tests and tests for multicollinearity all provided positive results, suggesting that the interpretation of statistical findings associated with this dataset could be made with confidence. Descriptive statistics were then carried out in order to identify relevant control variables for this analysis. The same control variables were then used throughout the rest of

the hypothesis testing. Overall, the results of the main hypothesis testing offer strong support for the usefulness of an OJT in predicting employee evaluations of, and reaction to, their career management experiences. A large proportion of the tested hypotheses were confirmed and the SEM tests presented further strong and significant 'fit' statistics for both hypothesised models. In short, OJT appears to be a relevant tool for evaluating employee perceptions of their career management and, on the whole, is generalisable to this new research context. Chapter 5 explores in more detail the implications of these results for both theory and practice. The following chapter builds upon, and extends, these findings by presenting the results of the semi-structured interviews also carried out as part of the overall research methodology.

Chapter 5: Findings of the Semi-structured Interviews

5.1 Aims of the semi-structured interviews

The overall aim of the interviews was to deepen the analysis emerging from the questionnaire survey. This was achieved by focussing the interviews on two areas of enquiry relating to uncovering employees' day-to-day career management experiences and their perceptions of fairness regarding these experiences. Firstly, the interviews attempted to facilitate new interpretations and understanding regarding the findings of the questionnaire survey, by developing a richer portrait of the contextual factors influencing an individual's perceptions of their career management experiences. An acknowledged limitation of the questionnaire survey is the researcher's inability to effectively tap into the day-to-day practice of how career management is played out in FinanceCo. Greater contextual details of how employees actually experience career management and OCM practices within FinanceCo were therefore sought and, in particular, employee perceptions regarding the existence (or not) of career management systems and practices associated with the 'new deal'.

Gratton et al's. (1999) conceptualisation of the 'new deal' was used as an analysis framework for this part of the interview data. In summary, Gratton et al. (1999) describe organisations that are proposing the 'new deal' of career management as those that place greater emphasis on employability security and marketability over a more traditional

promotional and career 'pathing' model. According to the authors this approach would also promote the development of a wide range, or 'portfolio', of career management tools and interventions to support such a strategy. They also argue that such career management systems would be increasingly decentralised, devolving much of the responsibility for careers and career management to the line manager and the employees themselves (Gratton et al., 1999). These interviews explored, from an employee's perspective, whether or not such a career management structure and system was employed within FinanceCo.

The interviews were also designed to explore in greater detail employee perceptions, and experiences, of (un)fairness regarding their career management in FinanceCo. In contrast to the questionnaire survey, (un)fairness with respect to career management was explored from the employee's, rather than the researcher's perspective. The principal aim was to generate 'real world' examples of felt (un)fairness within this career management context. The meanings employees attached to their fairness judgements regarding career management policies and practices were the focus of these interviews, with these meanings then compared and contrasted with the conceptualisations of fairness as proposed by OJT. In essence this part of the interviews allowed the researcher to reflect on the findings of the questionnaire survey by uncovering whether or not the conceptualisations of fairness in the questionnaire were reflected in the employees day-to-day experiences of (un)fairness in their career management.

5.2 Summary of the methods & analysis techniques employed

Interviews were arranged, via the researcher's contact at the organisation, with a random stratified sub-sample of the employees sampled for the questionnaire survey. Interviews with twenty-five employees from a range of functions and levels within the organisation were negotiated. Due to illness and late withdrawal eventually twenty of the original twenty five negotiated interviews were completed with all except two of the interviews carried out at the relevant company sites and in one-to-one settings. Private rooms were provided for all these interviews and they lasted around one hour in total. Due to time and resource constraints the two interviews that could not to be carried out in this way were completed via telephone interview. The same interview design was used for these interviews and no discernible differences between interviewee responses were identified on analysis of the transcripts. Again these interviews were around one hour in length. With the permission of interviewees, all interviews were taped and later transcribed into written form. The researcher transcribed the first six transcripts to get an impression of the interviews and to develop the transcription framework. A professional individual was then hired by the researcher's department to transcribe the rest of the interviews. In order to promote consistency and accuracy, and therefore the validity and reliability of these interviews, all these transcripts were checked for errors and completeness by the researcher.

In order to evaluate how employees constructed careers and accounts of careers within this organisational context, initially, each participant was asked to give an account of their career management to date. Using Gratton et al. (1999) as a guide, probing questions were

used to uncover the reality of a 'new deal' career management framework within FinanceCo. Following these initial investigations, and using a broad organisational justice theory framework, employee experiences and perceptions of fairness regarding their career and career management to date were explored. These questions explored the meanings employees attached to the concepts of (un)fairness regarding their careers and career management experiences. Beyond the structure imposed by this framework the interviews continued as a more open discussion and employee responses were followed up with more probing enquiries in order to gather more detailed, in-depth, evaluations of (un)fairness related to careers and career management practices. Broadly, a qualitative content analysis approach to interview analysis was taken and the transcripts were explored using thematic coding techniques. The aim of analysis was the identification of commonalities and trends across the interviewees and was felt to 'fit', methodologically, with the broadly quantitative approach of the wider research design and strategy.

5.3 Findings

5.3.1 The reality of the 'new deal' for FinanceCo employees

5.3.1.1 Employee perceptions of 'employability' as a focus of the OCM policies and practices in FinanceCo

Gratton et al. (1999) and Gratton and Hope-Hailey (1999) argue that an organisation which has fully embraced the notion of the 'new deal' regarding career management practices would have, at its core, a number of key defining principles. Firstly, such organisations

would refocus career management towards the continuous development of employable and marketable skills as opposed to a traditional promotional based career 'pathing' model. The quantitative questionnaire data provides some good evidence that this is indeed the case within FinanceCo. Of the respondents, only 7% and 11% (respectively) reported that long-term succession planning and internal career paths had played either an influential or strongly influential role in their career management over the previous two years (please note that unless stated otherwise all subsequent percentages reported will be relating to the questionnaire results). In addition, only 22% of employees surveyed had experienced some form of vertical promotion over that same 2 year period. This apparent lack of focus on traditional career management tools is further emphasised when contrasted with the relative importance both the organisation and the employees appear to have placed on those OCM practices aimed at the continuous development of new skills and competences. 81% and 44% (respectively) of respondents had experienced some form of in-house and/or external training course as part of their career development. Moreover, it emerged that 76% of employees received regular on-the-job training, with 72% also experiencing self-directed, computer-based learning and skills development.

The interviews probed further the relative importance of these career management concepts by asking employees to describe their career development opportunities in FinanceCo. Themes emerged from these interviews that provided additional support for the centrality of career development opportunities that promote 'employability', with most interviewees referring to the training and developmental courses and opportunities they have been provided with by FinanceCo. One employee actually suggests that career management has been through a transition at FinanceCo, stating that:

“Initially, when I started, I thought a career to be honest with you was constant promotion... I don’t think that’s the case these days, I think career is developing yourself and improving yourself, but that may not necessarily mean changing your role, just bettering yourself by learning new things, new ways of doing things to improve perhaps your existing role...” (Male team leader with 24 years service)

He continues, “I have been on numerous external and internal courses over the years... It could be anything from sort of time management, negotiation skills, all sorts of tools you need to be able to do your job and deal with people” (Male team leader with 24 years service)

Another employee highlights her perceptions of limited career opportunities in FinanceCo:

“... so like now there is nothing else for me, like nowhere else to go within my department unless like I wanted a manager position” (Female customer services adviser with 6 years service)

Other employees provide further evidence for the centrality of training and development opportunities in the management of their careers:

“I have always stayed in that team, but my salary has tripled and my job role has changed and my responsibilities have increased greatly... but so I haven’t actually applied for any of those jobs, it is partly through my own development and the development grades... And also the other thing that FinanceCo have done is paid for me to do post-graduate studies specialising in communications management” (Female communications manager with 7 years service)

“It really is in terms of developing my overall experience and bringing together what I have got so far and then adding to it... got more responsibility, so development was taking more responsibility of what I was doing” (Male CPS manager with 2 years service)

“Well I’m trained by my senior branch manager... and there’s intranet sites and there’s courses that we can go on... I get to go on probably one course a year for one thing or another.” (Female customer services manager with 10 years service)

“We have had courses, they do send you to different courses, especially when you first come in, they do an induction... there are now more and more courses that you can actually self-nominate for...” (Male customer adviser with 12 years service)

Despite the evidence that many employees had employees saw career management as a process of developing new skills rather than onward promotions, many still had experiences of more traditional paternalistic career management principles, also describing their career development in terms of the promotional opportunities and sequence of jobs they had experienced in their time with the company. Interestingly, the majority of the employees who responded in this manner were from the organisation's management population:

"I have come through fairly quickly, especially first of all it was quite a quick move from coming quite low into getting up to the level something like I was before... there certainly are opportunities there and I think the intention is to try and move people through..." (Male assistant team leader with 6 years service)

"Well especially early on there seems to be a lot of encouragement to do a lot of different types of training... I was always encouraged to try and sort of train and do sort of more to perhaps look towards moving through the department" (Male team leader with 6 years service)

"Erm career developed doing various jobs and taking extra branches on" (Male retail manager with 16 years service)

"They are not too bad, it tends to be more when I go for a job they tend to develop me, they don't try to develop you on the job I have noticed, especially in my old job. In my new job there is continuous development" (Male manager with 3 years service)

"Myself, I have very strong career views basically, so I wanted to get up the ladder as fast as I possibly could... my main role down at this branch is on the complex desk, so that is the next step up from the highest position as regards to the career ladder" (Male, customer adviser with 1.5 years service)

"... nothing very sensational, reasonable progression really I think, yeah quite happy with it, sort of fairly on the ball of getting a senior managers job if and when it comes up." (Female, relations manager with 14 years service)

Although evidence exists that suggests many employees now view a career as a process of attaining and developing current and new skills, knowledge and abilities, this still appears to be less well embedded within a considerable proportion of other employees, in particular those from the managerial population of the company. Within this population sub-group a considerably larger proportion of interviewees still apparently see their career, and therefore career development, as a sequence of promotions through their organisation's hierarchy. Given the themes emerging from these interviewees there is little evidence that this element of the 'new deal' is the reality for a large proportion of employees in FinanceCo.

5.3.1.2 Employee perceptions regarding the range of OCM practices employed in FinanceCo

In addition to an increased focus on employability, Gratton et al. (1999) and Gratton and Hope-Hailey (1999) also highlighted that an organisation would need to provide employees with a wide variety of sophisticated and accessible career management interventions to support such employability security (Dreher & Dougherty, 1999; Gratton & Hope-Hailey, 1999). An informal interview with a senior career manager and access to company documents and the intranet confirmed that this portfolio of career management interventions does exist within FinanceCo and includes opportunities for job rotation, a career management intranet, mentoring programmes, management development programmes, career counselling, career development as a function of the performance appraisal, career-related literatures and information, career workshops, training days, a development centre and opportunities for secondments. However, despite the range of OCM practices available, the questionnaire data suggest that many employees still have

limited experience of these interventions. Questionnaire respondents reported that over the past two years, horizontal moves / secondments (7%), job rotations (20%), formal mentoring programmes (10%), special project assignments (15%), career workshops (5%), and development centres (4%) had only been experienced by a small proportion of the workforce.

These initial results suggest that the take-up of many of these OCM practices may still be fairly low and the interviews probed further employee perceptions of the availability, and their experiences, of this portfolio of OCM practices. The findings of these interviews did not correspond to the message emerging from the questionnaire survey, with most employees describing in detail the accessibility and availability of OCM practices and, more importantly, their positive experiences of many of them:

“... the development is there, everything that you need is there. They have now got on the intranet, they have got a training site, they have got courses, they have got online courses that you can follow, they have got different job tools to help you learn your job...” (Male, retail manager with 16 years service)

“Well I’m trained by my senior branch manager... and there’s intranet sites and there’s courses that we can go on... I get to go on probably one course a year for one thing or another.” (Female, customer services manager with 10 years service)

“We have had courses, they do send you to different courses, especially when you first come in, they do an induction... there are now more and more courses that you can actually self-nominate for...” (Male customer adviser with 12 years service)

“I have been on numerous external and internal courses over the years... It could be anything from sort of time management, negotiation skills, all sorts of tools you need to be able to do your job and deal with people.” (Male team leader with 24 years service)

There is some conflict here between the findings of the questionnaires and the interviews. One potential reason for these conflicting accounts may be the fact that many employees may be accessing formal OCM practices such as job rotations, horizontal moves and mentoring relationships through more informal networks and processes. That is, they are experiencing some form of these practices during their day-to-day working roles rather than via formal career management interventions. When asked in the questionnaire whether job rotation or mentoring as a formal OCM tool had been influential in their career management, employees therefore responded negatively. However, when asked during the interview what forms of career management they had experienced they described more informal processes of job rotation, horizontal moves and mentoring, highlighting the importance of qualitative data for uncovering these informal career management processes:

“Other development opportunities... was the secondment to Northampton, working in the health and safety department within corporate personnel that was sort of put forward by my boss erm... it was tremendous erm... the variety of things.” (Male retail manager with 16 years service)

“The idea within our branch is that people can be multi-skilled, so if the person who is on the desk is ill one day someone else can step in and so they decide to bring in job rotation where people learn other people’s roles... I don’t know if that is sort of spread across the company, but it’s definitely here.” (Female customer adviser with 1.5 years service)

5.3.1.3 Employee perceptions regarding the responsibility for career management

Gratton et al. (1999) proposed that the ‘new deal’ rhetoric regarding career management also promotes the decentralisation of career management decision-making, with employees themselves taking a lot of the responsibility for their own career development with

organisations providing support and guidance via the career facilitating role of the employee's line manager. Again, the findings of the questionnaire survey provided some strong initial support for the existence of decentralised and devolved career management within FinanceCo with 98% of questionnaire respondents identifying their line manager as the organisational agent directly responsible for their career management. This is further supported by the fact that 64% of employees also believed that the head office function, and in particular HR department, had played no role at all in their career management at FinanceCo. A female customer adviser elaborates:

"I've never contacted an HR department or a career development department, I mean when someone phoned me from the career development department it was like huh, what's that then? I didn't know we had one..." (Female customer adviser with 1.5 years service)

These findings support those of the questionnaire survey that highlighted the prominent role of 'relational' OCM practices (career counselling and the performance appraisal conducted by the line manager). However, while over 98% of employees identified their line manager as directly responsible for supporting their career management, only 48% felt that they had played an influential or strongly influential role in this process. This is also mirrored in their attitudinal responses to the influential role of the performance appraisal and line manager career counselling. Only 38% and 27% of employees respectively suggested that the performance appraisal and career counselling with the line manager (relational OCM practices) had been influential or strongly influential in their career management. This suggests that while most employees recognised that the formal lines of responsibility regarding career management were decentralised and devolved down to the line manager, for many this relationship had not yet be effectively developed.

The interviews were designed to probe these issues asking employees who they felt was responsible for their career management and how, in their opinion, the career management process was managed in their day-to-day lives. These interviews revealed similar themes to the questionnaire with a general consensus across almost all the interviewees that career management was a process of negotiation between themselves and their line manager. Indeed only one employee explicitly cited either the wider organisation or the human resources (or any other head office) department as being actively involved in, and responsible for, the management of their career development. However, despite this consensus, there were variations across interviewees regarding the relative distribution of responsibility within this two-way relationship. Firstly, a considerable number of interviewees viewed responsibility for career management as an equal partnership between themselves and their line manager:

“Well it's a partnership, we're [line managers] with all the staff... You are responsible for your own development, we [line managers] will help you but you do have to take some responsibility... we don't spoon feed people... it is a two-way process [Authors insertions].” (Male retail manager with 16 years service)

“I think it comes down to two people, there's your direct line manager and then there's yourself...” (Male diversity team with 4 years service)

“Me. Well it is not just me, it is me and my line manager really.” (Female PA with 4 years service)

“... it is very much a two-way thing where you sit down with the branch manager and go through what you would like to do or if there is any areas that you feel you are weak, you know you need more training on, you know. As I said it is very much a 2 way thing, on a one to one basis and a 6 monthly appraisal that we have and on the yearly appraisal that we have”. (Male customer adviser with 1.5 years service)

“We work quite closely on a day to day basis really, and okay we have a formal appraisal... we usually manage to get the six month review done, but it is much more a day to day, week to week as works go along really... very informal. It's very much there's me and there's him...” (Male assistant team leader with 6 years service)

“Yeah, I mean I think I probably take most responsibility for it [career management], but obviously my line manager would have to play a large part in that.” (Male team leader with 6 years service)

In contrast, and whilst still recognising the facilitator role of the line manager, many employees viewed themselves as the key architect in their career management, implying that career management within FinanceCo was almost entirely self-directed and the line manager's role was relatively limited:

“I would say I am, yeah it is up to me to influence that, to a degree it is my line manager, but ultimately it is my responsibility” (Female senior manager with 15 years service)

“Me nobody else, I mean if I don't want to develop I won't, it is as simple as that...” (Male CPS manager with 2 years service)

“Firstly it would be myself, and if I knew I was lacking in any area then I could go for help, then it would be my line manager”. (Male manager with 3 years service)

“Yourself, it is me... the development is there, everything that you need is there. They have now got on the internet, they have got a training site, they have got courses, they have got online courses that you can follow, they have got different job tools to help you learn your job... you can do that yourself, you don't have to, I mean obviously you will tell your manager because it is part of your development ...” (Male customer adviser with 12 years service)

A high proportion of the reported experiences of this relationship between the employee and line manager were positive, however, in contrast to these experiences some employees highlighted the potentially isolating and negative consequences of placing the responsibility for career management mainly with the individual:

“Well the onus is on everyone... at the end of the day if you don't push, you won't get it. But I don't believe you should have to push as hard as you do have to. It is, sort of, turned around to the fact that you are in control of your own development and if you don't do anything about progressing yourself then the company will not get involved.” (Female customer adviser with 1.5 years service)

“I would say I am, and then my line manager... I think you have to really push yourself... They just don't really push you, you are left to push yourself. ” (Male team leader with 13 years service)

“I mean I think I probably take most responsibility for it... well more than involved really because if I didn't decide what training what I wanted and didn't request training then I would only receive the bare minimum I think.” (Male team leader with 6 years service)

Finally, a much smaller proportion of employees saw their relationship with their line manager, with respect to their career management, from a more traditional top-down perspective. That is, ownership of career management was the responsibility of management and decisions regarding careers were more likely to be imposed from above:

“I would say initially, from my point of view, my immediate senior management, my line manager... from my line manager upwards to senior management.” (Male team leader with 24 years service)

“For me, it would be my team manager... It tends to be that we have a team manager within our department and then we have our overall departmental manager and normally we go through the team manager for all of our personal development, personal issues, our performance reviews, anything like that... then feedback comes actually from the management side through her or him – in my case it is a her - who discusses it with us, so it's like a two way thing.” (Female administrator with 8 months service)

The themes of self-managed and decentralised career management emerging from these interviews provide good evidence for the perceived existence of these elements of the 'new deal' in FinanceCo. Not only does the evidence suggest employees recognise that career management is their responsibility it also indicates that most have accepted this as a

legitimate model. Despite this movement towards self-managed careers, many employees also highlighted the importance of their line manager as a key agent within this process. When employees felt that their line managers' support was weak and the onus for career management therefore lay solely with them, problems relating to a perceived lack of support and isolation emerged from their accounts. Given the key role employees placed on line managers in effective career management in FinanceCo, the interviewee decided to delve deeper into these relationships in order to explore the critical success factors within this relationship.

5.3.1.4 Employee perceptions regarding their line manager's role in career management

Most employees saw effective OCM practices as those that fostered a two-way relationship between them and their line manager. This following section extends these investigations by attempting to clarify what employees believe their line manager's role *should* be in the management of their career development. Three themes emerged from the interviews. Many employees saw their line manager's role to facilitate their career management by aiding the identification of future career directions and goals, providing emotional support and encouragement in the attainment of these goals, and finally by setting aside adequate time for career and developmental issues. While recognising that the identification of career goals was a responsibility of the individual, many employees also viewed their line manager as having a central role to play in this process:

“Because if you haven't got somebody to balance the things off you don't know if you, what you're choosing is right for your role. So they give you the guidance and the guidelines for what you really need.” (Male customer adviser with 12 years service).

“Well they obviously should know what they need from the business side of the company, but I very much believe people are trained up and feel that they know what they are doing, then they will do a better job but they will enjoy it more to, they have got to also look at it from the point of view of that individual.” (Female relations manager with 14 years service).

“I think it is really just the role of the line manager, firstly to perhaps to develop areas where they think you could develop and that sort of thing... make sure I am focussing on the right type of training, the right type of development and just to make sure that I have support as well so that if I do decide that I want to do something and they agree that it is a good idea...” (Male team leader with 6 years service).

Many of the interviewees also saw the line manager’s role as one that provides encouragement and self-belief. The role of support and, in particular, emotional support and encouragement was therefore another emergent theme of these interviews:

“Support, encouragement, self-belief. Another thing is how people view themselves, and they have certain behaviours and attitudes because of past experience or somebody's not given them opportunity, or they think they can't do it, it's giving them confidence to sort of say, 'well, why shouldn't I be able to do this?' You have to dig a bit and say well, 'I think you can do it.’” (Male retail manager with 16 years service).

“One key thing I suppose, well like I said before it is just the encouragement of the line manager. I don't think, I mean obviously all the training courses are there, and it is easy to see exactly what training is available and it is easier to register for the training and all that sort of thing, but I think it is really just the role of the line manager, firstly to perhaps to develop areas where they think you could develop and that sort of thing, and then also to encourage any ideas that you may have, I can't see that there is any other area that would have as much affect as that.” (Male team leader with 6 years service).

“Getting to know your staff and make sure they feel they matter and you know... The whole idea here is to make people feel they matter whether it be staff or customer as opposed to profit is number one and nobody else matters, I think the company has still got perhaps an old fashioned idea that perhaps people matter first... I think that is what we are more and more trying to get over.” (Male diversity team member with 4 years service).

Finally, some of the interviewees also indicated that line managers should facilitate career management by providing employees with adequate time away from their day-to-day jobs for career development activities:

“... so the actual branch manager’s overall objective would be obviously that we actually do those things within the timescales that we are actually given and that we get enough time you know to actually meet those targets...” (Male customer adviser with 1.5 years service).

“... we’ll [the line manager and themselves] sort it out so we’ve got the time hopefully to be able to do the training... if someone else will cover for you. [Author insertions]” (Female customer services manager with 10 years service).

“I think really that they need to offer sort of guidance and support... and just to make sure that I have support as well so that if I do decide that I want to do something and they agree that it is a good idea or it might help with my career that they make sure that they support me with that and give me the time that I need to do it and that sort of thing. I think really that my job really is to decide what I want to do and how I want to do it and they just need to make sure that I am given the opportunity to do it.” (Male team leader with 6 years service).

One employee brings many of these issues of facilitation together, describing their line manager as a career mentor and highlighting the potential importance of information and guidance. They suggest that the line manager should be,

“... a sounding board, to give the benefit of their experience in that environment, erm and to just give you guidance, just to be able to go up to them and say look, you know I’ve been thinking about doing this, what can I do, what do you consider I can do to get from A to B, and to develop? Some people have got mentors in different areas they might be interested in, in different experience levels, things like that, so there are things available to you, not only just with the line manager but it would be I see the line managers role and being very supportive to you, if there was anything obvious that comes up to let you know, cause everybody gets involved in what they are doing, in terms of the work, their role is to actually oversee it all and be able to stand back, that’s what they do, that is why they are doing the job and they do it well, so you have set discussions at reviews anyway, so that’s a good time to do it, but other than that it would be as a sounding board.” (Male CPS manager with 2 years service).

Overall, employees viewed their line managers as career facilitators, not only aiding the identification of future career directions and goals but also enabling their attainment. These themes confirm many of the earlier findings of these interviews and the quantitative study. In particular, the role of support and guidance touch on the interpersonal and informational justice issues presented earlier, potentially providing further evidence regarding the importance of issues of fairness in the management of employee careers.

In order to build further on the findings of the quantitative and qualitative studies, the final function of the interviews was to elicit a greater understanding of employee experiences of OCM practices. Employees were asked to describe and evaluate their relationships with past and present line managers, particularly focussing on the impact these relationships had on their perceived career management. The findings of this analysis are compared with those gathered from the quantitative and exploratory qualitative analysis that focussed on employee perceptions of fairness in relation to their career management.

Consistent with the quantitative results, generally employee evaluations of the relationship with their line manager were positive. However, some employees did describe either a more negative or improving relationship. Attributions made relating to both positive and negative experiences were fairly consistent and, in line with the findings of the regression analysis, the development of trust in line management appeared to be a key factor in promoting positive evaluations of career management:

“I think my relationship's got better... now I actually trust him and believe him when he says, 'I am here to help you, what can I do to help you?'... So my relationship with him has improved erm, I mean one of the reasons I went to head office, was because I was off (work) with stress, and he was very supportive there, and that was one of the reasons that I

didn't go back [to the previous role]... it's taken a while for me to trust him in that way erm... and open up, and he opens up a bit more himself now, but you could never get through the skin in the early years, so you were a bit wary. It should be a two-way process. [Authors insertions]" (Male retail manager with 16 years service)

"... to my mind she is open you can say what you think, she asks your opinion, she very much involves you... If I had a problem with something she wanted me to do I'm sure she would, well she will; well we had been very busy and I really wasn't getting the study time that I should have. Not very happy as you can imagine, but she was so supportive and sympathetic and without me making excuses or giving reasons of whatever, she was there... erm and I believe it is genuine too, because sometimes people talk a job and they don't actually mean and you know they don't actually mean it, you can see through it, but I believe she means it and so it gets the best out of people, whereas if there is negative stuff, people kind of, they don't necessarily work to rule and they just do what is required from them and not any more." (Female relations manager with 14 years service)

"The discussions [regarding career development] are more open now because I feel that you can speak your mind. Initially I used to think, oh should I be saying this or shouldn't I, should I be holding things back...There's trustworthiness... we get on OK sociably as well so basically I think erm, I think it's, the relationship is more sort of relaxed and that way we get on a lot easier and more work gets done, you get better ideas, better feedback from both parties. We listen to each other and that way you can improve greater. [Authors insertion]" (Male team leader with 24 years service)

These accounts of career management experiences highlighted three themes that emerged from the data regarding employee explanations of the development of trust in their line manager. Openness, listening, and 'getting on' were seen as key factors in the development of trust in these relationships, and such themes were revisited in many other employee descriptions of their experiences. Many interviews suggested that openness and approachability were the important factors in the management of careers:

"... she has shown me a lot of support, basically left to my own devices, so she is quite keen to be there for me and for me to be able to approach her which is very important." (Male CPS manager with 2 years service)

"They have all been very approachable, able to discuss work issues and developments and problems like that, they have all been very approachable, never had a problem with any of them to date." (Female PA with 4 years service)

"I have to say it is exceptional, no I mean it is very good, there is a respect. I think we have worked together for some time so you know, she demonstrates fairness and you know that warrants respect really and you know she is quite approachable so you wouldn't be afraid to go and say, "actually I am not sure about this", which all helps in any development that you do." (Female senior relations manager with 15 years service)

"My relationship with my line manager is very good, I mean I know her really well and like I say if I am looking for training I don't feel like I have to wait for a particular meeting or a particular time, we will just sort of talk it through and just, yeah I think it is good because the team as a whole it is all sort of very open and we discuss things regularly in sort of team meetings in sort of the group, we discuss sort of things within the job, but also training courses we are going on and that sort of thing, so yeah I feel quite happy just sort of asking for training or you know whatever really." (Male team leader with 6 years service)

He elaborates on this relationship, highlighting the importance of this support now that he has been empowered to manage his own career development. He explains:

"... because I feel responsible for my training the fact that my line manager supports that is essential really because I mean if I was given the time to go off and do, erm and take 3 days out in the week do a training course or even wasn't given the opportunity to use what I have learnt when I got back into the job, I don't think it would work, if I felt that the manager wasn't going to be particularly supportive, I perhaps wouldn't feel so confident in asking and sort of putting myself forward for the training." (Male team leader with 6 years service)

Another employee agrees with this view of support and the development of openness, however, instead touching on the importance of listening and communication within interactions with their line manager:

"Yeah very good. It tends to be that you have like a one-to-one session sort of every six weeks and well, certainly in our department that works very well. Any issues we've got with other personnel or issues with our job we can take up with her at the time. With our development, if we can't do something and we want to do it, you know, we can ask her if we want to develop in other ways as well. If we feel we want to develop our job in a

different direction because something is lacking, she will always listen and review that and then they review that with the line manager then if that is a way to go forward in development, so yeah it's very good." (Female administrator with 8 months service)

Finally, the 'goodness' of the relationship or ability to 'get on' socially and personally with their line manager appeared to be another key evaluative tool for employees:

"Just less of a worky thing but more of a personal thing. He is my age sort of thing, I have been friends with him before he was the manager, I just get on well with him...I think it's, the relationship is more sort of relaxed and that way we get on a lot easier and more work gets done, you get better ideas, better feedback from both parties." (Male team leader with 13 years service)

"Initially, if I have to be fair it wasn't great, because his way of working was different to my way, but as the months have gone by we see eye-to-eye with one and other and we get on well, I hope we do, I seem to think so and I think that erm, we understand each other and the different ways we work, but that actually helps really, having two different ways of working and erm, I believe we get on pretty well now." (Male team leader with 24 years service)

"Up until, it is different 'cause like my new job I don't have a very good relationship with him at all, he is not very people minded, he's very targets and things, whereas my previous manager was, 'let's keep the team happy... and the work will come'..." (Male manager with 3 years service)

"Very good. I think she takes a personal interest in all of us, which is good, seems to get things done as well, so yes looking good... it is the fact that she is proactive in arranging meetings and taking an interest in her team, in you personally, what it is you want to do, where you want to go, and what training you feel you require." (Male web developer with 5 years service)

These accounts of their career management experiences highlight the potential centrality of trust in their line manager. Although not all employees explicitly made reference to trust there was near consensus regarding the role of openness and the development of close interpersonal relationships, key themes attributed by many employees to the development

of trustworthiness. This supports and confirms the findings of the questionnaire survey that found significant moderating roles of trust in the relationships between employee perceptions of fairness, regarding their career management, and their career satisfaction, careerist attitudes, and self-reported task proficiency and task adaptability.

There appears to be clear evidence that many of the principles underpinning the 'new deal' of career management have been successfully embedded within this organisation. In addition to the quantitative data, a large proportion of interviewees defined their career and career development in terms of their opportunities for the attainment of new knowledge, skills and competences. However, interestingly, this appeared to be less well embedded within the management populations, with many still seeing their past, current, and future career and career development in terms of the sequence of jobs, promotions and pay raises they acquire. In addition, career management is now viewed principally as a partnership between the individual and his or her line manager. However, within this partnership the relative lines of responsibility appear to be unclear. For some employees it seems to be a true partnership, however, many see responsibility laid entirely on their doorstep. This may be a reaction to the variable standard of support provided by line managers that was highlighted in the questionnaire results. Finally, as proposed a wide range of sophisticated OCM practices and interventions have been set up to support the self-managed career. However, for many employees it seems that more informal processes of career management may still be more influential than this portfolio of OCM practices.

5.3.2 Employees' fairness judgements of their career management

The quantitative results provided some useful initial insights into the importance of employee perceptions of fairness regarding their career management and the impact of these perceptions on a wide range of employee work and organisation-directed attitudes and behaviours (see chapter 4 for a full summary of these findings). The aim of the interviews was to probe further into these findings of the questionnaire developing a clearer and more contextually rich understanding of how employees experienced, and evaluated, (un)fairness within the day-to-day realities of their career management in FinanceCo. Before exploring the key themes that emerged from these questions, it is important to highlight that overall a large proportion of the interviewees responded in a generally positive way regarding the fairness OCM practices and processes. There is some potential for a distortion in employee responses to these questions as negative fairness perceptions may focus on different career-related issues to those more positive experiences. However, when analysing these interviews the researcher found no discernible differences between the themes emerging from both positive and negative fairness experiences. It appears therefore that fairness judgements were being made against the same criteria whether they were positive or negative. Analysis of the interview transcripts highlighted that these employees generally made fairness judgements by focussing on one or more of three career-relevant relationships; the relationship between themselves and their line manager, themselves and their organisation; and their inputs into the organisation and their rewards. Employee judgements of fairness regarding these relationships provide the focus for the remainder of this section of the thesis.

5.3.2.1 Line manager – focussed judgements of fairness

Around 40% of the interviewees made direct reference to their line manager, and their relationship with him / her when making fairness judgements regarding their career management in FinanceCo. Indeed, given the near consensus across all interviewees regarding the importance of the line manager in their career management this is perhaps an expected finding. The interviews probed deeper into employee fairness evaluations regarding their line manager and a number of different but interrelated themes emerged regarding the specific nature of these relationships and how (un)fairness perceptions are created. Moreover, these themes also provide some strong conceptual overlap with the constructs of interpersonal and informal justice as proposed by Bies and Moag (1986). Firstly, and touching on issues of interpersonal justice, around a quarter of interviewees identified the importance of support and respect in promoting fairness:

“... I am lucky because I know the manager so well and have a good relationship with her and everything, but I could imagine that some people perhaps that weren't so confident speaking to the line manager and perhaps not so up front about the training they wanted and that sort of thing might lose out a bit. They might still be just as good at the job they are doing and you know have as potential or whatever but perhaps wouldn't get as much training and development perhaps because they weren't so forward about it... Perhaps sometimes, I mean hopefully in those cases the line manager would pick up on that and sort of really encourage them but if that didn't happen then I think there could be situations perhaps where people didn't develop as quickly as they could do.” (Male team leader with 6 years service)

“Have to say it [career management] is exceptional, no I mean it is very good, there is a respect I think. We have worked together for some time so you know she [line manager] demonstrates fairness and you know that warrants respect really and you know she is quite approachable so you wouldn't be afraid to go and say, "actually I am not sure about this", which all helps in any development that you do.” (Female senior relations manager with 15 years service)

“I feel that I can get to the place that I want to get to as quickly as possible and I know... that I will get the support that I need through the branch manager and through my other team colleagues...” (Male customer adviser with 1.5 years service).

“I would say that they're fair... people are encouraged to better themselves at all times, but it doesn't necessarily have to be training in terms of courses and that, it could be one-to-one discussions, anything, you know, learning a new role on the team that's still development...” (Male team leader with 24 years service).

Building on these findings and also providing further support for the importance of informational justice as a framework for understanding employee fairness judgements of their career management, around a quarter of the interviewees also focussed specifically on the information, feedback and guidance provided by their line manager:

“I feel that I can get to the place that I want to get to as quickly as possible and I know that I have got knowledge there that I will get the support that I need through the branch manager and through my other team colleagues...” (Male customer adviser with 1.5 years service)

“Well my gradings [appraisal related to career development] have all been explained to me, why I got those grades, apart from the one instance as I mentioned before, when I'd gone for that job and never been given feedback.[Authors insertions]” (Male IT auditing with around 15 years service)

“I know an ex-colleague, she has very much wanted to leave her role at one stage and she went and she talked and they spent an awful lot of time with her, giving her guidance and what they thought her strengths were and what have you in quite a friendly way, but she really had to guide that herself to go there, it wasn't perhaps a very standard route to take and it might be nice I think if managers were more geared up to helping people with that bigger picture of her career, but not an easy answer and I don't suppose it is an easy answer anywhere. But generally I would say if you know what you want to do, in my experience those managers will help you get the skills, find out what you need to know and that sort of thing.” (Female relations manager with 14 years service)

This manager explains further, touching on Thibaut and Walker's (1975) concept of 'voice' in enacting fair procedures,

“...the best way of going about it [career management] from the point of view if you want a happy team, which does definitely produce better results, is from the point of view of an individual. If they feel like somebody is being fair to them and looking at things from their angle and from their view, I am sure they will just produce better results. [Authors insertion]” (Female relations manager with 14 years service)

For this employee at least, it appears that a line manager which involves them in the decision-making processes regarding their career development opportunities will promote more positive perceptions of fairness. In addition, a number of employees also appeared to draw upon other procedural justice concepts of bias suppression and consistency (Leventhal, 1980) when making fairness judgements about their line manager:

“A lot is erm... down to the individual manager. I mean if you look at one branch, they could do things very differently to another branch, does cause problems to be honest within the company erm, you know... everyone should have standard procedures and ways of doing... and they are in place but because the managers have some discretion you could see someone in one branch being, you know, treated very differently to someone in another...” (Female customer adviser with 1.5 years service)

“Erm the majority of times yes, but there are some instances where people don't play by the rules, we all know it happens, but when people are pretending to play by the rules, but it is obvious that they are not, such as advertising a job, but it is very clear they know exactly who they want...” (Female communications manager with 7 years service)

“Fairness means that she (line manager) treats everybody the same, so regardless of whether your somebody who has been there donkey's years or somebody who has only just joined, everybody is given the same opportunity.” (Female senior relations manager with 15 years service)

These findings provide further evidence for the central role the line manager and employee relations play in an individual's fairness judgements of the career management. Given the evidence presented earlier regarding the decentralised nature of career management within this organisation these results are perhaps unsurprising. In addition, and supporting

previous justice theory conceptualisations, the emergent themes of respect and openness, support; and the provision of adequate information and guidance are strongly associated with interpersonal and informational justice and, as such, provide good initial evidence regarding the potential usefulness of these constructs to the research of fairness in career management.

In contrast to these informational and interpersonal justice concepts, decision-making involvement, consistency and bias suppression have traditionally been underlying themes of procedural justice research, and thus more organisation-directed judgements of fairness (Leventhal, 1980; Thibaut & Walker, 1975). Nevertheless, recent theoretical developments within justice theory have proposed that an individual may make distributive, procedural, interpersonal, and informational justice judgements against both a system (organisation), or one of its agents (decision-maker) (Cropanzano et al., 2001). The findings of this study appear to provide some further support for this ‘agent-systems’ model of OJT within a context of career management, with some employees re-interpreting key aspects of procedural justice, namely process control, bias suppression and consistency, “*as a function of the decision-making agent*” (Cropanzano et al., 2001 p. 438).

5.3.2.2 Organisation – focussed judgements of fairness

In addition to the focus employees place on their line manager when making fairness judgements about their career management, other interviewees also cited the wider organisational systems when making these judgements. Around 65% of those interviewed focussed on the fairness of their organisation. Interestingly, many of the themes emerging

from these interviews have a strong conceptual overlap with past procedural justice research, with organisational career management systems and procedures that suppress bias, promote consistency, and provide 'voice' all emerging as important fairness judgement criteria. Moreover, and also drawing on Leventhal's (1980) ethicality rule of procedural justice, employees also cited overall corporate 'values' of fairness and the provision of support through career-related information, guidance and encouragement as further important fairness issues in their career management.

A large proportion of employees focussed on the importance of OCM systems and procedures that suppress bias in decision-making when evaluating the fairness of career management practices employed by FinanceCo:

"In this circumstances it is treating all people the same, whether they are black, white, girl, boy, old, young, treating them all the same way..." (Male team leader with 13 years service)

"I think fairness as long you are being treated the same and getting the same opportunities as other people on the same level." (Male manager with 3 years service)

"Yes, I would yes, it is there for every employee, doesn't matter what job you do, even if you're working down in the post room or even the central filing or places like that where you job is fairly mundane, you have still got that opportunity if you want to progress or do courses so it is fair for employees." (Male customer adviser with 12 years service)

"Well basically everybody has got the same opportunity to further their career so you know, like with our department it is all ESP and at the end of the day everybody has got the same opportunity to do it if they want to do it so, to earn more money, so it is like you know people say it is not fair because your on that money, but everybody has got the same opportunity to progress so..." (Female customer services adviser with around 6 years)

"The intrinsic thing is it's not fair because all the jobs aren't open to everyone, because you've got things; locations, you've got demographics, and you've got age... We're not very good at, we know more about it now, but we're not very good at ethnic minority representation anyway at management level. So there's obviously an issue there and to me that's unfairness, unquestionably." (Male diversity team with 4 years service)

"Erm, it has been known, perhaps in the past whereby people of only a certain level within the company have had the opportunity to erm, to progress themselves leaving people such as advisers, because of budgetary issues and that, with less of an opportunity. But I don't think that's so much the case these days, if people are trying to progress the company will listen and do what they can." (Male team leader with 24 years service)

A closely linked concern, and also tapping previous conceptualisations of procedural justice, was the importance of developing of career management procedures that promote consistency in decision-making. The following employees touched upon this issue of consistency:

"I think in head office it [career management] is more consistent. In retail I found a lot of vagueness and I've got colleagues who would say the same. But again, that was just in my area, but some areas will be more consistent [Author insertion]." (Male diversity team with 4 years service)

"I think it's reasonable, I mean it is not totally obvious, and everybody doesn't make the right decision all the time, in hindsight it is quite easy to say well perhaps they shouldn't have done, but I think the process behind it is usually quite fairly done." (Assistant team leader with 6 years service)

"But it is fair for every job, it is advertised, you know there is no, oh you have already got a job sorry, no point in applying, it just doesn't happen, it is fair and they will deal with everybody, and from what I have seen, apart from a couple of exceptions, 80% - 90% of the time you agree with the decisions that they have made." (Male CPS manager with 2 years service)

The provision of a 'voice' in decision-making was also raised as a key fairness issue by three employees. Again, this supports previous organisational justice theory research by identifying the importance and relevance within a career management context of Thibaut and Walker's (1975) procedural justice construct of 'voice':

"... erm as I say it is a 2 way relationship between yourself and the branch manager, but it is also a 2 way thing between yourself and the company as a whole." (Male customer adviser with 1.5 years service)

"I think it is [fair] because everybody regardless of their status within the company has a right to say I want to do this here, I don't want to do that and it will be listened to and acted upon... if people are trying to progress the company will listen and do what they can [Authors insertion]." (Male team leader with 24 years service)

"... basically what they are saying is at appraisal time, if you haven't worked on [X], it would affect your appraisal, like your score and your appraisal, so basically people have to do it, whether they don't want to do it or not, so don't know. Like at the time when it all come out, people were like I don't want to do it, no I don't want to do it, I think people were being forced into doing it, I don't think that was really fair, because like at one time it was up to you whether you did it, and if you wanted to do it you did it, and now its sort of if you don't do it, then your going to get like a down grade in your score or whatever and that's perhaps a bit unfair...[Authors insertion]" (Female customer services adviser with around 6 years service).

Extending past procedural justice research, many employees made justice judgements regarding their organisation and its role in their career management by focussing on the support they are provided through career-related information, encouragement and openness as key fairness themes:

"I think there still is an element, probably in the organisation as a whole, you kind of have got to have your sights on goals yourself and know where you want to go and maybe there could be a bit more sort of career guidance if you like..." (Female relations manager with 14 years service)

“They give you the access they give you the information now through the internet and through different departments obviously, and if you want to go somewhere and you need the support, they are always there willing to help you, obviously some departments are better than others but just I am talking about head office basically on that and that comment I just made there.” (Male customer adviser with 1.5 years service)

“I think it is about being open and honest, such as we really need someone for this role, we know so and so would be good for it, we need them now, we'll give them the role and we'll be open about it; as opposed to we'll advertise it and almost do fake interviews with people and demoralise people. I think it's being open and straightforward with people.” (Female communications manager with 7 years service)

“I would say that they're fair... people are encouraged to better themselves at all times, but it doesn't necessarily have to be training in terms of courses and that, it could be one-to-one discussions, anything, you know, learning a new role on the team that's still development...” (Male team leader with 24 years service)

“... as far as it [career management] being fair, I think so. A lot of it is attitude, and if you've got the right attitude you can do anything, and it does come across in an interview and it's very much you can do something, rather than you can't... the glass is half full not half empty and it's [career development] encouraged [Authors Insertion].” (Male retail manager with 16 years service)

Closely related to Leventhal's (1980) ethicality rule of procedural justice, a smaller proportion of interviewees evaluated the fairness of their career management by making reference to the importance of wider corporate 'values' and 'culture' of fairness that exists within the overall strategies and policies of FinanceCo:

“I think the company has this overall fairness attitude... as an organisation we said this is the fair thing to do, this is the right thing to do, so you know it is a culture that is actually here. It's about what is the right thing to do and there is a little bit less pressure to be so animalistic and cut-throat...” (Male CPS manager with 2 years service)

“... I also feel that it is more of a kind of a nurturing culture environment if you like. So that management erm..., certainly within my department, is much more concerned that the individual has been developed, and not just for the department, but also from their point of

view, very much, which I don't think was fair in retail..." (Female relations manager with 14 years service)

"... the thing about the organisation now is that it's from the top and the previous chief exec erm..., was very much a people person and this one is even more and he wants people to develop, be happy, be very very successful... it's key to develop, to develop people and move them on and make them successful and it is actually supported from the top." (Male retail manager with 16 years service)

"I would because I came from a completely different environment where development wasn't really talked about or anything like that, so very much here I think they are very keen for you to go on courses and the courses are available and you know, there is no reason why you shouldn't go on them, it is all there." (Female PA with 4 years service).

These findings provide further support for the agent-systems model of organisational justice introduced earlier. Whilst traditional organisation-focussed procedural justice concepts of bias suppression, consistency and 'voice' were all identified as key fairness issues in their career management, support, openness, honesty, and the provision of adequate information, themes more commonly associated with informational and interpersonal justice and therefore fairness judgements made against one's line manager, were also raised. Interestingly, it appears that many of the interviewees used the same constructs and concepts to make career management fairness evaluations directed at both their organisation and their line manager.

5.3.2.3 Outcome – focussed judgements of fairness

In addition to the more procedural and organisation-focussed issues highlighted within the first two themes, around 55% of the interviewees also focussed on the perceived fairness of the career development opportunities they have received within FinanceCo. Moreover,

employees tended to evaluate the fairness of their career development opportunities or outcomes by focussing on their equitable distribution and / or whether or not these career development opportunities met their career-related goals and needs. Importantly, by making reference to issues of equity and needs these interviewees are drawing on key themes of past distributive justice research (Deutsch, 1975) when evaluating the fairness of their career development opportunities and thus are providing further support for the applicability and relevance of an organisational justice theory in this context:

“Certainly if you've got the talent I think you'll get on further but, ultimately how much of a meritocracy is it when you've got 15 Directors all of whom are white, male, middle class – ish, you know... and that does disenchant people... The intrinsic thing is it's not fair because all the jobs aren't open to everyone, because you've got things; locations, you've got demographics, and you've got age... We're not very good at, we know more about it now, but we're not very good at ethnic minority representation anyway at management level. So there's obviously an issue there and to me that's unfairness, unquestionably.” (Male diversity team with 4 years service)

“It has been known, perhaps in the past whereby people of only a certain level within the company have had the opportunity to erm... to progress themselves leaving people such as advisers, because of budgetary issues and that, with less of an opportunity.” (Male, IT auditing with around 15 years service)

“I just... feel that they've not recognised what they've got. I know that sounds big headed, but they just sort of haven't really recognised me I don't feel at all, erm, I do feel that the work that I've done has been, and in my appraisals it's been well done, brilliant, but then I've not got the pay rise to match that. At the last performance agreement I got the same pay rise as someone who had just started and was, too be honest, quite bad at her work and she got the same rating as I did, and when I found that out it was like phew [sighs]. I mean at the end of the day, if someone works really hard and they get recognised for what they do, you know, maybe not necessarily, 'well done', but if you don't even get recognised financially then its, phew [sighs]. I mean it's nice just to get a well done you know, but you know I'm not sort of, I've got plans and hopefully I won't be staying here [Authors insertions].” (Female customer adviser with 1.5 years service)

“From my knowledge within my department, yes because they are going to give the jobs to the best people that deserve them and that is only my knowledge of my department.” (Male team leader with 13 years service)

“Just fair to me, just seems you know... I went for a job and didn't get it, I didn't worry about why I didn't get it. I wanted it otherwise I wouldn't have applied for it, but there were actually 2 positions and 2 other people got it... but I agreed, you know I am pretty relaxed about it, I agree that those people were probably better for the job than myself. I know a lot of people would disagree with that attitude and if they didn't get the job they would be up in arms about it and create a fuss, but I accept it, that they have probably made the right decision...” (Male CPS manager with 2 years service).

A high proportion of the interviewees who used perceptions of equity as criteria for evaluating the fairness of their career management also made explicit links between these constructs and promotional decisions. Therefore it appears that equity, as a fairness judgement, may be confined to specific aspects of an employee's career management experiences, namely those decisions relating to the distribution of promotional opportunities. These findings suggest that employees may not evaluate the fairness of career management holistically and that, instead, fairness judgements are made using different fairness criteria depending upon which aspect or component of their career management experiences they are focussing on. In short, equity (distributive justice) may be the most important fairness criterion for evaluating promotional decisions but not other aspects of their career.

In addition to the concerns of equity regarding their career development opportunities interviewees also referred to the importance of being provided with career development opportunities that match their career-related needs and goals:

“... it is available to everybody, it is freely available and there is no difficulty in accessing the things *that you need*.” (Male customer adviser with 12 years service).

“... I have been given opportunities to move around the business, been given the training opportunities, given me the skills to get *where I want to go*.” (Male web developer with 5 years service).

“I suppose if I had to think about a key thing I would say that it is how the company has reacted to *what I need*, so you know instead of dismissing it as out of touch and you know it has been listened to and it has been worked on.” (Female senior relations manager with 15 years service).

“I would say that they're fair, they, the company tries to be as fair to each and everybody in my personal opinion as they possibly can. Again *different people have different erm, aspirations, I mean, some people are just quite happy coming in nine to five not getting on, but just doing their job which is fine. They're not... people are not forced into having to erm, develop themselves*.” (Male team leader with 24 years service).

These themes coincide with recent theoretical developments within OJT which suggest that individuals may use fairness heuristics to make justice judgements regarding their experiences (van den Bos et al., 2001). Fairness heuristics theory argues that individuals, in response to both the complexities of the social systems they find themselves in and the potential lack of useful information available to make fully accurate evaluations, may assess the fairness and thus trustworthiness of social systems using cognitive short cuts or heuristics. It is proposed that individuals often make justice judgements using the first pieces of information they receive, or the information that is the most easily interpretable or available to them (Cropanzano, et al., 2001). When information is available regarding the outcomes others receive as a result of career management decisions (distributive justice) employees will use this to make their fairness judgements. However, when this information is not readily available they may have to rely on other information such as the career

management processes and procedures used to decide those outcomes (informational, interpersonal, and procedural justice) (van den Bos, 2001). As information regarding who has received promotional and pay raise opportunities is readily observable and available (i.e. the outcomes of career management) fairness heuristics theory would argue that justice judgements would be directed towards perceptions of fairness of these outcomes therefore making salient concerns of distributive justice. Information relating to less tangible career management outcomes, such as the provision of career related guidance and information, and the development of employable and marketable skills may be more difficult to observe and thus distributive justice may become less salient in fairness evaluations. As an alternative employees may use information regarding decision-making processes and procedures to evaluate the fairness of these aspects of their career management and thus their trust in management.

5.4 Chapter Summary

There were two main aims of this interview study. Firstly, using Gratton et al. (1999) as a framework for analysis, the interviews investigated employee perceptions of the current career management systems, structures and processes within FinanceCo and whether or not there was any evidence of the 'new deal' (Gratton et al., 1999). The interview findings suggested that many of the facets of a 'new deal' career management system were experienced by employees in FinanceCo. Many reported experiencing decentralised decision-making structures, an emphasis on self managed careers and a wide range of different OCM practices. However, these were not the experiences of all interviewees.

Many still viewed their career development, and therefore the focus of OCM practices, in terms of their promotional acquisitions and felt that FinanceCo was primarily responsible for managing these goals. It appears that many employees are demanding, and to some extent experiencing, a more complex hybrid model of career management that combines systems and interventions more commonly associated with both a paternalistic and transactional relationship with FinanceCo. While this research presents some support for the existence of a 'new deal' regarding careers, it also provides further empirical evidence that, for many employees, some traditional career-related expectations (e.g. regular promotional opportunities) are far from dead (Harrison, 1999). Where career systems are representative of this 'new deal' some concern must also be raised regarding the range of different experiences employees reported regarding the level of support they received from their line manager in their career management. For many, it would appear that they do not experience the 'partnership' in their career management that the HRM and career management literatures propose, but a purely self-directed and self-managed process where the attainment of career development opportunities is entirely dependent on the tenacity and career commitment of the individual. Though not explicitly investigated within these interviews, such perceived isolation can only be damaging for both individual employees and FinanceCo.

The interviews also explored how employees made fairness judgements regarding their career management within this career management context. The themes emerging in relation to employee perceptions of fairness regarding their career management appear consistent with the findings of the first part of the interviews. Employees reported their line managers as the key organisational actor involved with their career management and

consistent with this view many also made direct reference to this individual, and their relationship with them, when making judgements regarding the fairness of their career management. These findings are also consistent with recent theoretical developments within OJT research that have proposed an increasingly central role of interpersonal and informational justice constructs in more flexible, decentralised decision-making structures (Colquitt, 2001; Cropanzano & Byrne, 2001; Cropanzano & Prehar, 2001; Zaleska et al., 1999). Where career management processes and procedures are more decentralised, and the lines of responsibility increasingly blurred, employees may use the information readily available to them to make justice judgements about their career management. This information will be provided primarily by their interactions with their line manager and, as a result, fairness will become increasingly a function of these day-to-day interactions and exchanges.

A large proportion of employees also evaluated the fairness of their career management by focussing on the organisational decision-making processes and procedures and / or their career development opportunities. It appears for many that despite recognising the centrality of the line manager's role in the enactment of day-to-day career management in FinanceCo, employee experiences of these interactions not only impact on their fairness perceptions of these organisational actors but also their perceptions of fairness of their organisation. These findings suggest that if organisations wish to engender greater perceptions of fairness in their employees regarding their career management experiences, they need to ensure that both effective career management systems and agents are in place. Decentralising career management and devolving responsibility to the line manager will not

stop employees forming negative perceptions of fairness in relation to the wider organisation's career management systems and procedures.

When the interviewer explored further the constructs employees used to evaluate the fairness of their outcomes, organisation and line manager, a large proportion of interviewees touched upon many of the key concepts within past research on distributive (equity and needs), procedural (consistency, bias suppression, involvement and voice), informational (openness and honesty, support, information, feedback, guidance), and interpersonal (respect) justice. In addition, and supporting an agent-systems model of justice, employees used many of the same criteria to evaluate the fairness of both the organisation's career management policies and practices and the line manager responsible for their career management. Employee perceptions of support, bias suppression, decision-making involvement (voice), consistency, and information all emerged as key judgement criteria in relation to the fairness of the career management system (organisation) and the career manager (organisational agent), suggesting that organisations need to ensure that these principles of fairness are embedded into both their career management policies and structures and the skills and competences of their line managers.

Chapter 6: Discussion and Implications

This chapter makes explicit the key contributions of this research by drawing together the findings of the quantitative and qualitative studies and placing these findings within the context of past theoretical and empirical OCM and OJT research. It is divided into four main sections. Firstly, the implications of this research for the structure and measurement of employee perceptions of fairness regarding their career management are discussed. A key criticism levelled at the existing career management literatures by this thesis has been the inconsistent and narrow (and thus insufficient) focus of these studies in their operationalisation and conceptualisation of employee judgements of (un)fairness. Evidence is drawn from the questionnaire and interview findings to evaluate the relevance of Colquitt's (2001) four-factor model of OJT within the context of career management experiences in FinanceCo. The chapter then moves on to examine in more detail the implications of the main hypotheses test results. The current lack of theory within the OCM literature has been highlighted and, as a result, the applicability and usefulness of OJT as a new theoretical framework for understanding and explaining employees' evaluations of, and reactions to, their career management experiences is discussed. Following these more theoretical debates the chapter then goes on to propose more practical implications of this research, highlighting how the key findings of this study may help inform organisations in relation to both the development and implementation of career management policy and practice. The chapter closes by placing the findings of this research within the context of its conceptual and methodological limitations and then presenting a summary of the researcher's proposals for important future research directions within this field.

6.1 Implications for the structure and measurement of fairness judgements regarding OCM policies and practices

Previous investigations into issues of fairness and career management are defined by their unreliable, inconsistent and poorly focussed conceptualisations and measurement scales (Wooten & Cobb, 1999; Russell, 1991). Consequently this body of research has been relatively devoid of a strong conceptual and theoretical basis to this specific area of enquiry. The theoretical weakness of this extant research confirms many other careers and career management authors' concerns regarding the lack of theoretical (as well as methodological) rigour underpinning much of the research being carried out (Arnold, 2001; Feldman, 1999; Russell, 1991). By fully integrating an OJT framework to the investigation of career management fairness this study provides the career management literature with a new lens through which employee perceptions of fairness, regarding their career management, can be evaluated and measured.

Similar structural and measurement issues have also been at the heart of many of the debates within the OJT literature (Colquitt, 2001; Greenberg, 1993). The largest proportion of empirical OJT research still focuses on investigations of a two-dimensional model of fairness conceptualised as distributive and procedural justice (Cropanzano, et al., 2001). However, more recently, three and four factor structures of OJT have also been proposed and tested, identifying the independence of interactional justice and its component parts of informational and interpersonal justice (Greenberg, 1993). To add even greater complexity to these issues Cropanzano and Ambrose (2001), drawing on the findings of meta-analysis work done by Hauenstein et al. (1997), have presented convincing arguments for a monistic

model of OJT suggesting that procedural and distributive justice may be conceptually more similar than current research has recognised.

A central aim of this thesis was the further testing and validating Colquitt's (2001) four-dimensional model of OJT in order to add useful empirical data to inform these complex discussions. Therefore, while meeting Russell's (1991) call for more, "*reliable and valid measures... developed specifically for career purposes*" (p. 278), this study also provides an initial response to Cropanzano et al's. (2001) and Colquitt's (2001) calls for more research in new contexts, to help clarify the important structural and measurement issues in organisational justice. Exploratory factor analysis confirms that (within this sample at least) employees can (and do) differentiate between their concerns of distributive, procedural, interpersonal and informational justice when making judgements regarding the fairness of OCM policies and practices (see table 4.03). The findings of the hypotheses tests also show that these different justice constructs are significantly and non-significantly related to the different variables within the model, providing further confirmation of their relative independence. An employee's age was found to be significantly and negatively related to perceptions of procedural and interpersonal justice. No such significant relationship was found between age and employee perceptions of distributive and informational justice. Being a part-time or full-time member of the workforce was significantly related with perceptions of informational justice, with part time members of staff reporting significantly more positive perceptions of informational justice regarding their career manager. No such significant relationships were found with the other justice constructs. An employee's minority ethnic status was also significantly associated to their perceptions of distributive, procedural and informational justice regarding their career management, with white UK

employees reporting significantly more positive perceptions of distributive, procedural and informational justice than their colleagues from other minority ethnic populations. Again, no significant differences between minority ethnic groups were found in relation to their interpersonal justice judgements. If employee perceptions of distributive, procedural, informational and interpersonal justice were conceptually the same their responses to each of these constructs would be the same and therefore similarly significantly associated with the other variables in the model. The results do not support this, suggesting that they are indeed independent fairness constructs used by employees to make fairness judgements about different aspects of their career management system.

The interview findings provide further evidence of a complex (at least) four-dimensional model of fairness perceptions in relation to career management issues. Considerable overlap between employee conceptualisations of fairness and those proposed by the OJT literature emerged, with interviewees drawing upon all four justice dimensions when asked to evaluate and explain the fairness of their career management experiences to date in FinanceCo. Around two-thirds of those interviewed responded to these questions by emphasising the importance of career management procedures that suppress bias, uphold consistency and provide an opportunity for their own involvement (voice and representativeness), and thus identify with Thibaut and Walker's (1975) and Leventhal's (1980) conceptualisations of procedural justice. A smaller, but no less significant, group of interviewees also appeared to make judgements of procedural fairness in their career management by making reference to the wider 'ethicality' of FinanceCo's policies and systems again drawing on the early procedural justice work of Leventhal (1980). Almost half of those interviewed also highlighted the significance of career development

opportunities that are distributed equitably (reflecting their relative efforts and performance) and matched their individual career-related needs, emphasising the salience of past distributive justice research within this context (see Deutsch, 1975). Finally, around 40% of those interviewed made specific reference to their relationship with their line manager when making career-related fairness judgements. Individuals cited respect, openness and honesty, and the adequate provision of career-related guidance, feedback and information as key fairness criteria and therefore highlighted the relevance of the informational and interpersonal justice research of Bies and Moag (1986) and Shapiro et al. (1997). Taken together the findings of the questionnaire survey and interviews appear to provide strong support, within this career management context, for the four-dimensional model of organisational justice proposed by Colquitt (2001) and Greenberg (1993).

There is also strong evidence presented for the relevance of an agent-systems perspective of OJT (Masterson et al., 2000), where individual employees can (and do) differentiate between fairness issues emerging from the organisation or career management system (procedural justice) and the organisation's agents of career management (interpersonal and informational justice). In line with recent theoretical propositions from Colquitt (2001), evidence also emerged from the interviews which suggested that individuals may use all the justice constructs to make fairness evaluations of both their career management system and agent. For example, when making judgements about the fairness of their career management within FinanceCo employees raised issues of consistency, voice, and bias suppression in reference to both their organisation and their line manager, suggesting that procedural justice is an important construct of fairness for employee evaluations of their decision-making system and agents of that system. This informs the justice literatures by

providing strong empirical support for the importance of differentiating between different sources of justice. In line with much of the previous OJT research the questionnaire survey carried out in this study did not take account of this and, therefore may have failed to uncover the full complexity of an individual's cognitive sense-making processes when making fairness' judgement in relation to their career management experiences. Future quantitative OJT research should seek to investigate further how and why employees make justice judgements against different sources within an organisation.

Fairness heuristics theory may provide an exciting start point for such research. Fairness heuristics theory suggests that the complex nature of work organisation may lead to individuals not having access to all the required information to evaluate the trustworthiness and fairness of their employer and, as a result, using heuristics or short cuts to make their evaluations. These short cuts may involve making fairness judgements using the most readily available and / or initially received sources of information about which fairness judgements could be made (Gilliland & Chan, 2001; van den Bos et al., 2001). The decentralised nature of career management practices within FinanceCo, where responsibility is devolved to both the line manager and the employees, may make an employee's interactions with their career management agent (line manager) the focal point for their evaluations of fairness. Fairness heuristics theory could therefore potentially explain the fact that systemic evaluations of fairness regarding FinanceCo's career management policies and procedures appeared to be made based on perceptions generated through interactions with the agents of that system, simply because for many employees that is the main source of information individuals have regarding the fairness of that system.

These findings contribute to the current OCM and OJT literature in two ways. They provide further confirmation, through empirical testing within a new previously untested career management context, of the usefulness of Colquitt's (2001) four-dimensional model of OJT and thus promote the continued separation of these distinct independent fairness constructs within future research studies. They also present the career management field with empirical support for a new validated measure for examining employee perceptions of fairness. The development of this scale should allow greater consistency, and thus comparability, across future studies within this area of career management research. Future career management research should therefore aim to develop this measurement scale through its continued empirical testing within new organisational and career management contexts.

6.2 Implications for OJT as a framework for understanding employee evaluations of, and reactions to, OCM policies and practices

Two further significant limitations and gaps in the career management literatures were also identified by this study. Despite being an underlying assumption of much of the past career management research, there has been a distinct lack of empirical research testing the relationships between employee perceptions of OCM practices and activities and a range of employee self, career and organisation-focussed attitudes and behaviours (Arnold, 2001; Iles & Mabey, 1993). The existing literature is also defined by a deficiency in theoretical developments aimed at explaining these evaluations of, and reactions to, their experiences of OCM practices and activities (Feldman, 1999; Arnold, 1997a). A major contribution of this study therefore was the explicit testing of the relationships between employee

perceptions of OCM practices and their perceptions of their, career satisfaction, careerist attitudes, job involvement, trust in management and task performance. In order to provide new explanations and insights into these hypothesised relationships, an organisational justice theory framework was also applied and tested.

6.2.1 The existence of OCM 'bundles'

Previous OCM research has highlighted the existence of clusters or 'bundles' of practices that may exist within an organisation's overall approach to managing their employees' careers (Budhwar & Baruch, 2003; Baruch & Peiperl, 2000; Zaleska & Gratton, 2000; Orpen, 1994). These studies recognise the importance of taking a holistic approach to studying the effects and contributions of OCM practices. Employees do not experience individual OCM practices in isolation with experiences of one likely to impact on their experiences, and thus evaluations of, other interventions within the same overall system. Moreover, many of these practices may have at their centre similar motives and objectives and thus similar underlying characteristics (Baruch & Peiperl, 2000). Development centres and career workshops, although different interventions that may exist in a single OCM strategy, commonly have similar objectives aims, namely the facilitation of an individual's self-exploration, identification of career goals and development needs, career-related guidance and feedback, and ultimately the effective planning of career development directions (see Arnold, 1997b for an overview of both). Orpen (1994) and Zaleska and Gratton (2000) propose (and find strong support for) that employee evaluations of OCM

practices will cluster into independent 'bundles' of practices based around underlying common motives, objectives and characteristics.

This study explored the existence, from an employee's perspective, of OCM 'bundles' of practices within FinanceCo. Exploratory factor analysis confirmed that employee perceptions regarding the influence of the eleven OCM practices employed in FinanceCo on their career management do cluster into clearly defined 'bundles' of practices. Despite the moderate internal reliabilities of these scales, as hypothesised, these groups of practices factored cleanly and around explicit underlying characteristics. The 'bundles' were labelled as 'informational', 'relational' and 'developmental' in order to best represent these characteristics and objectives. 'Informational' OCM practices emerged from the analysis and shared the common theme of those OCM interventions that provided employees with career-related information and guidance. These included the company's intranet system, job vacancy bulletin and information on different career paths available in FinanceCo. 'Relational' OCM practices focussed on those activities that involved career-related planning, discussions and counselling on an interpersonal basis with the organisational agent responsible for their career management (usually their line manager). These were made up of two items, the performance appraisal and career counselling sessions with the line manager. Finally, the 'developmental' OCM practices included those interventions that provide individuals with more formalised and centralised learning and developmental opportunities relating to their careers. These included workshops, development centres, succession planning, counselling with an HR specialist and the formal mentoring programme.

The emergence of these three broad areas of OCM practices was given further support by the interview findings. Within employee descriptions of their career development opportunities in FinanceCo, line manager support, guidance and counselling, the provision of career-relevant information by the line manager and the organisation's intranet system and regular skills training and development opportunities were the most commonly cited OCM activities experienced and reported by interviewees. By following a similar OCM scale development process as these previous studies (Zaleska & Gratton, 2000; Orpen, 1994) this thesis has therefore provided some excellent support for the existence of OCM 'bundles' and extends these previous studies into a new contextual domain. Moreover, this promotes the further empirical exploration of different OCM 'bundles' in different organisational contexts. Different organisations will have different 'packages' of OCM practices that they employ to support their employees' career development. However, it is argued (and supported by the findings of this study) that these practices will be strongly inter-related. It is proposed therefore that if employers wish to evaluate the effectiveness of their approach to OCM a holistic perspective must be taken to uncover the relative contributions of these different practices.

6.2.2 The relationship between employee perceptions of OCM practices and their self, work and organisation-focussed attitudes and behaviours

The findings of the questionnaire present excellent support for the potential benefits of OCM practices within this context. Significant relationships were found between relational OCM practices and employee perceptions of their distributive justice, procedural justice, informational justice, interpersonal justice, career satisfaction, careerism, trust in

management and job involvement. Statistically significant results were also confirmed between employee perceptions of informational OCM practices and their distributive justice, procedural justice, careerism, and trust in management. Finally, employee perceptions of developmental OCM practices were also found to be significantly related to employee perceptions of distributive justice and self-reported task proficiency. All three of these OCM practices were entered in the same step of the hierarchical regression analysis and, as a result, the researcher investigated these practices as a career management 'bundle'. The significant findings therefore highlight the unique variance each of these different OCM practices accounts for in each of the dependent variables. Given that these practices do not exist in isolation of one another this was seen as the most useful and insightful method of analysing the true relative importance, from an employee's perspective, of each of these groups of practices.

All except the relationship between developmental OCM practices and task proficiency were as hypothesised. As predicted the different OCM practices had differential effects on employee perceptions of justice, with relational OCM practices accounting for almost all the variance explained by OCM practices in perceptions of interpersonal and informational justice. In contrast, employee evaluations of the influence of informational OCM practices only accounted for unique variance in employee reported careerism and trust in management. Given that informational OCM practices refers to organisational systems of providing information on future career development opportunities (i.e. job postings and the company's intranet site), the significant relationships this has with organisation and outcome-focussed measures of fairness such as distributive and procedural justice is as hypothesised. Finally, and again as predicted, developmental OCM practices (i.e. those

activities designed to provide formal learning and development opportunities) only accounted for significant additional variance in distributive justice perceptions. As these activities are purely designed to provide career opportunities this fits with the outcome-focussed concept of fairness associated with distributive justice perceptions.

To the best of the researcher's knowledge this is the first study to test empirically these relationships and, as a consequence, few comparisons can be made with past research. The results do however fit with the findings of Scandura's (1997) study into the provision of mentoring and organisational justice. She found positive relationships between those employees selected as mentoring protégés and their perceptions of distributive and procedural justice. These are also consistent with the findings of Foley et al. (2002) who also presented evidence regarding the positive relationships between perceived promotion fairness and distributive justice perceptions within a sample of Hispanic US law students. Given the lack of any other career management research that has investigated and tested these relationships this researcher calls for more empirical studies in new contexts to further develop our understanding of these issues. However, initial evidence suggests that employers can engender greater fairness perceptions in their employees by providing effective OCM activities.

Further important contributions to the literature are provided through the investigation and testing of the relationships between employee perceptions of these different OCM practices and a number of self-reported work and career-directed attitudes and behaviours. As discussed throughout this thesis, cross-comparisons with past research are made more complex by the use of different measures of employee perceptions of their career

management within these studies. However, a number of consistent themes between the findings of this study and past research are present. Career satisfaction is perhaps one of the most common career-related attitudes to have been studied by career management research and, in line with these past studies, positive relationships between employee perceptions of relational OCM practices and career satisfaction were found. This is consistent with the findings of Aryee and Chay (1994), Orpen (1994) and Jiang and Klein (1999) who all found similar positive and significant relationships between their measures of career management and the career satisfaction of employees. By adding to these earlier studies, the significance of OCM practices for developing perceptions of career satisfaction is provided with further empirical support. Similar consistent findings were also evident in the relationship between employee perceptions of relational and informational OCM practices and their trust in management (see Zaleska & Gratton, 1999).

This study also evaluated the relationship between employee perceptions of OCM practices and a careerist orientation to work. Of the limited previous research carried out investigating these relationships, their findings are inconsistent with those of this study. Chay and Aryee (1999) found that the provision of career growth opportunities had only a limited significant impact on reducing the existence of a careerist attitude to work and careers. In contrast, this study found a strong significant and negative relationship between employee perceptions of relational and informational OCM practices and the existence (or not) of careerist attitudes to their work. Employees who perceived relational and informational OCM activities as more positively influential in their career management tended to report lower careerist attitudes to work. That is, they were more likely to perceive a greater congruence between their own and their organisation's career goals and needs and

thus less likely to engage in potentially destructive career related behaviours such as impression management techniques and pursuing career related goals through other non-performance based means. This extends the past research of Aryee and Chay (1994) and Chay and Aryee (1999) which was carried out within a Singaporean context, by testing these relationships within a UK organisation. This study also provides an initial response to Chay and Ayree's (1999) calls for more studies investigating the possible antecedents of a careerist attitude to work and careers. It appears from this study that employee perceptions of OCM activities, particularly the provision of career-related information and the ongoing negotiation of career management between line manager and employee, is significantly related to the development of careerist orientations.

Despite the strong empirical evidence provided by this study for the importance of OCM practices in influencing their career and work-related attitudes and behaviours some counter-intuitive findings were also present. Employee perceptions of relational OCM practices were only marginally significantly related to job involvement and employee perceptions of all the OCM practices had no positive relationships with any of the task performance measures. This is inconsistent with past research that has shown a stronger more positive relationship between employee evaluations of their career development opportunities and job involvement (Chay & Aryee, 1999; Aryee & Chay, 1994). However, both studies were carried out within a Singaporean context and, as a result contextual factors such as cultural differences may explain the inconsistencies in these findings. The implications for the potentially insignificant impact of OCM practices on employees' job involvement and task performance are important findings for a UK career management context. Much of the past career management literature proposing the 'new deal' for

managing careers has argued that organisations should still provide career development and career management opportunities, not as part of a long term promotional career structure, but to engender short term job involvement and high performance (Newell, 1999). The evidence from this study is that an employee's perceptions regarding the provision of OCM activities has little or no relationship with their self-reported job involvement or task performance and, as a consequence, organisations may need to re-visit the overall aims and objectives of their career management programmes.

These findings provide much needed empirical support for the proposed contribution of OCM in the effective management of an individual's career. They provide evidence of the potentially important role for OCM practices in engendering the kinds of positive attitudes and behaviours that employers are seeking in response to these policies and practices. Consistent with past research, OCM activities are shown to be significantly related to perceptions of career satisfaction, trust in management, perceptions of fairness and the existence (or not) of a careerist orientation to work. There is some need for caution. For employers who initiate OCM activities as a mechanism for engendering short term performance improvements and greater job involvement, the evidence of this study is that there is no direct relationship between OCM practices and such outcomes. Within a UK context, almost no empirical research exists with which to compare these findings and, as a consequence, this thesis calls for much greater empirical testing of these relationships in order to build a more detailed picture of the usefulness of these OCM activities and practices.

6.2.3 The generalisability of an ‘agent-systems’ main effects model of OJT

Using agent-systems theory the differential main effects of employee perceptions of distributive, procedural, informational and interpersonal justice regarding their career management were tested. In line with past justice research some good empirical support was found for agent-systems theory in this context (Masterson et al., 2000). Employee perceptions of distributive justice were strongly related to outcome-focussed attitude of career satisfaction. Employee perceptions of distributive justice accounted for more unique variance explained in career satisfaction than any of the other justice constructs, presenting good evidence that distributive justice is more strongly related to career satisfaction than these other justice constructs. In contrast, employee perceptions of procedural justice regarding their career management were significantly related to a careerist orientation to work, suggesting that when employees perceived OCM procedures to be unfair they were more likely to have careerist attitudes to their work and organisation. Finally and again supporting an agent-systems perspective of OJT, interpersonal justice and informational justice (along with procedural justice) were strongly and significantly related to employee perceptions of trust in management. In addition, employee perceptions of distributive justice accounted for no significant additional variance in their perceptions of management’s trustworthiness above and beyond that already explained by perceptions of procedural, interpersonal and informational justice. In line with agent-systems theory informational, interpersonal and procedural justice are more strongly related to agent-focussed (trust in management) and organisation-focussed (careerism) attitudes than employee perceptions of distributive justice.

Other hypothesised relationships were however rejected, with no significant direct relationships found between employee perceptions of distributive fairness and their self-reported job involvement and task performance. Past justice research has consistently confirmed these relationships (see recent meta-analyses by Colquitt et al., 2001 and Cohen-Charash & Spector, 2001) and yet within this career management context they are not apparent. This may be explained by the more specific nature of this OJT study. Much of the past justice research has investigated employees' overall justice perceptions of their employer and organisation, not specific aspects of their employment experiences (Greenberg, 1990). Given the specific focus of this study on employee perceptions of fairness in relation to their career management, it is predicted that wider organisational issues may be more important predictors of an employee's overall performance and involvement in their work. Organisational structure, job design, training provision, social support, reward systems and values may all be issues affecting an employee's ability to perform or motivations to be more involved in their work. Within the wider motivational literatures there is strong empirical support for the central role of many of these more general organisational and work-related factors (see Kanfer, 1990; West et al., 2002). The fact that so many aspects of the employment relationship may influence these constructs may be the reason why no direct relationship is immediately observable in this study of careers and OCM practices.

Another counter-intuitive finding of these hypotheses tests was the emergence of distributive justice perceptions as the most strongly associated justice construct with careerist attitudes. When all justice constructs were entered simultaneously into the same step of the hierarchical regression analysis, procedural justice was found to account for no

significant additional variance on this construct than that already accounted for by distributive justice. This is inconsistent with the predictions, and past empirical findings, of a 'main effects' agent-systems model of OJT. Careerist attitudes are organisation-directed focussing on an individual's perceptions of the trustworthiness of an organisation's internal career decision-making systems and procedures. Agent-systems theory would therefore propose that employee perceptions of procedural justice regarding OCM practices would be the key predictor of an employee's careerist attitudes to work. In contrast this study found that distributive justice (or outcome-focussed fairness) perceptions were more strongly and significantly related to careerism, thus suggesting that careerism may be a function of both an individual's perceptions regarding their outcomes from a system as well as the system itself. Past justice research has not investigated these relationships before and so the researcher has little to compare these results against. However, recent meta-analyses investigating justice constructs and related dependent variables such as organisational commitment and organisational citizenship have begun to show that these constructs are consistently predicted by perceptions of both distributive and procedural justice (Colquitt et al., 2001). Despite some good statistical evidence to support agent-systems theory, this study does appear to find some equally important inconsistencies and it is argued that more research is needed to investigate whether these proposed differential main effects are useful predictive mechanisms for researchers and practitioners alike.

Extending beyond these hypothesised main effects, and in line with current research directions in the OJT literature, tests for the potential mediating role of justice within this career management social exchange model were also carried out. Results of these tests highlighted strong support for these mediating effects. Employee perceptions of distributive

justice regarding their career management were found partially to mediate the relationship between relational OCM practices and employee career satisfaction. It appears that the positive relationship between relational OCM practices and career satisfaction is at least partially explained by increased perceptions of distributive fairness. A similar mediating role for distributive justice is found between employee perceptions of informational and relational OCM practices and employee careerist attitudes. Again, it appears that the negative relationship between OCM practices and careerism is at least partially explained by improvements in employee perceptions of distributive justice regarding their career management. Finally, employees' combined perceptions of procedural, informational and interpersonal justice regarding their career management is seen fully and significantly to mediate the positive relationship between relational and informational OCM practices and an employee's levels of trust in management.

These are important new findings for the career management literature, building on the early tentative steps of Zaleska and Gratton (1999) who found no significant mediating role of fairness perceptions (measured using discrimination and non-performance mobility channels) between career management evaluations and employee perceptions regarding their commitment and trust in management. The results of this new study therefore provide contrasting empirical evidence supporting the potentially important mediating role of fairness perceptions. This study fits with the findings of recent related piece of research carried out by Foley et al. (2002) into the effects of employee perceptions regarding the existence of the 'glass ceiling' in internal promotional systems. Foley et al. (2002) report a strong mediating role for distributive justice perceptions between employee perceptions of the 'glass ceiling' effect and their subsequent turnover intentions. This study provides

empirical support (albeit in a single organisation) for the role of fairness as an important explanatory variable within a career management exchange model. In order to build upon this research and its findings new OCM research in new organisations and career management contexts needs to further test this proposed mediating role of fairness perceptions.

6.2.4 The generalisability of a distributive justice by trust 'interaction' model of OJT

This study also tested the usefulness and generalisability of an interaction model of OJT. In line with the theoretical and empirical work carried out by Brockner et al. (1997) and Brockner and Siegel (1996) a two-way interaction between distributive justice and trust was tested, where trust in management would moderate the relationship between distributive justice perceptions and various career-related outcomes. Brockner et al. (1997) confirmed this two way interaction when predicting employee perceptions of supervisor support and their organisational commitment and this study extends these initial findings by confirming a similar two-way relationship when predicting employee perceptions of their career satisfaction, careerism, task proficiency and task adaptability. No significant interaction effect was found when predicting job involvement and task proactivity. The interactions on career satisfaction and self-evaluated task proficiency and task adaptability follow the hypothesised directions from Brockner et al. (1997) and Brockner and Seigel (1996). Trust in management became a stronger predictor of employees' career satisfaction when their perceptions of distributive justice were low. Moreover, trust in management appears to act as a buffer to the potential negative effects of low perceptions of distributive

justice regarding career development opportunities. These findings also highlighted that trust in management also became a stronger predictor of employee self-evaluated task proficiency and task adaptability when distributive justice perceptions were low. However, and again in support of previous research, trust in management actually heightens the negative effects of low distributive justice. Confirming attribution theory, it appears that when employee prior levels of trust in management are high, they are more likely to internalise blame for low perceived distributive justice regarding their career development opportunities and, as a consequence, self-perceptions are worsened (Cropanzano & Greenberg, 1997). Although a similar two-way interaction is found when predicting careerism, the form of the interaction is slightly different. In contrast to the other interactions trust in management becomes a stronger predictor of careerism when distributive justice perceptions are also high. In other words, careerist attitudes can only be reduced when an employee perceives his or her career development opportunities are distributed fairly and has high levels of trust in management. If either perceptions of distributive justice or trust in management are low, careerist attitudes to work will be maintained.

The results of the hypotheses tests and the emergence of trust as a key theme within the interview transcripts provide strong support for this moderating role in a career management context. These empirical findings bring new insights into how employees evaluate and react to OCM practices and policies whilst also extending the OJT literature by testing the distributive justice by trust interaction within a new field and with new dependent variables. Where employers promote high levels of distributive justice within their career management system trust in management is not an important predictor of career

satisfaction and self-evaluations. However, in order to reduce the potentially negative impacts of careerism within their employees only providing fair career development opportunities (distributive justice) will make little impact if their wider trust in management is low. This fits with the findings of the psychological contract literature which suggests that perceived violations of the contract may be difficult to repair (Robinson & Morrison, 2000; Robinson & Rousseau, 1994). That is, once trust has been lost, regaining that trust through fair career management practices may be a long and difficult process. Moreover, employers also need to be aware of the potentially negative effects of high trust on self-evaluations. Where high trust may uphold employees' career satisfaction even when they have low distributive justice perceptions regarding their career management, these same high trust levels may also erode self-evaluations within the same individual. Further research within a career management context is needed to test these relationships further with self-esteem or self-efficacy as potentially useful directions for this future research.

These findings contribute to previous justice research. Unlike much of the earlier research which uses outcome favourability within these interaction tests, the interaction between distributive justice and trust was developed and tested within this study (see Brockner et al., 1997). Currently there is confusion within the literature regarding the conceptual overlap between outcome favourability and distributive justice with many studies using these constructs interchangeably (Brockner et al., 1997). More research needs to help clarify these conceptual issues and clear measurement is at the heart of the issue. In addition, these interactions have been tested and confirmed in a new research context and with new dependent variables. These findings also extend the career management literature by

providing empirical evidence of another new more complex theoretical framework to help explain employee evaluations of, and reaction to, OCM policies and practices.

The evidence from this study is that employees differentiate between the fairness of their career management system and their career manager (i.e. line manager) and, as a consequence, agents-systems model of OJT is generalisable to the study of career management practices. By studying multiple dimensions of justice judgements, within a career management context, this research has demonstrated that employee perceptions of distributive, procedural, informational and interpersonal justice are on the whole differentially related to different career-related outcomes. Clear mediating effects of these justice constructs were also found in the exchange relationships between OCM practices and career-related outcomes, providing an initial insight into the explanatory role of fairness perceptions in employee reactions to OCM practices. In addition to these mediating effects, interactions between distributive justice and trust highlight the potentially more complex cognitive processes that employees go through when evaluating their career management experiences.

Although the agent-systems main effects model of OJT and the distributive justice by trust in management interaction model of OJT have been developed and tested separately in this analysis it was not the aim of this research to competitively test these models. This study has simply taken the theoretical developments occurring in the OJT literatures and applied them to the investigation of employee evaluations of and reactions to OCM practices in FinanceCo. In this way this research mirrors the complex theoretical developments that are occurring in all fields of OJT research. A simple comparison of the 'fit statistics' produced

by these two models does appear to provide initial (albeit very limited) evidence that in this sample the distributive justice by trust in management is the better fit. However, whilst these findings do provide support for the recent focus of justice research on the more contemporary interaction models, a much more in-depth analysis into the comparative statistics of these two models is needed before any real firm conclusions can be drawn on their relative merits and contributions. This may provide a very interesting direction for future research and analysis. In contrast another potentially fruitful direction for future OJT research may be the integration of these two models into a single holistic model of OJT. Despite its obvious complexity the rationalisation of these two models would provide an attractive proposition for many justice researchers. These are tentative suggestions (and the researcher has little concrete development of such a model) however recent discussion papers have expressed the desire for justice researchers to begin to bring together what has become an increasingly disparate and complex field of research (Cropanzano et al., 2001; Gilliland & Chan, 2001). Indeed, Cropanzano et al (2001) themselves propose their own '*integrative model of organizational justice*' (p. 191) highlighting this current thinking and direction in the field.

6.3 Implications for career management practice and practitioners

In addition to the theoretical and conceptual implications of this research it is also proposed that this study (and its findings) have considerable implications for the practical management of careers. It is argued that HR and career management practitioners are

provided with new knowledge to aid the planning, development, delivery and evaluation of their current and future career management policies and systems.

6.3.1 The aims and objectives of OCM policies and practices

Both the questionnaire and interview studies provide convincing evidence that employees' perceptions of OCM practices are significantly associated with a range of career and work-related attitudes and behaviours. Despite the growing emphasis placed on self-managed careers, the evidence of this study is that organisations still have a central role to play in the effective management of an individual's career. This confirms previous research that promotes a facilitating and supporting role for organisations, management and OCM practices within a self-managed career model (Stickland, 1996; Orpen, 1994). Supporting evidence for the differential effects of different forms of OCM practices also emerges from this study and again contributes to similar past research (Blau, et al., 2001; Zaleska & Gratton, 1999).

Both the quantitative and qualitative findings support the prominent role of OCM practices (namely the performance appraisal and career counselling) that encourage strong interpersonal relationships between the line manager and employee. The decentralised nature of career management policies and practices in FinanceCo has therefore placed a heavy onus on 'relational' OCM practices to influence positively employee work and career-directed attitudes and behaviours. It is argued however that the relative importance of these OCM practices may be a function of the wider organisational decision-making

structures and relationships that exist within an organisation. Within more centralised decision-making systems it is possible that employee evaluations of developmental and / or informational OCM practices may play a more important role in predicting their reactions to OCM policies and practices. Future research needs to investigate the relative roles of these typologies of OCM practices within different organisational contexts.

Although this study promotes the utility and centrality of OCM practices in the effective management of an employee's career it also presents practitioners with some questions regarding the reasons why they implement OCM policies and practices. A growing body of literature emphasises the positive role career management and therefore OCM practices can play in engendering improved job involvement and performance. Indeed, it is argued that in the current era of job insecurity and continuous change that improved short term involvement and performance were the only realistic outcomes of providing career management systems and opportunities (Newell, 1999; Kanter, 1990). The results of this study show that an individual's perceptions of OCM practices are strongly and significantly related to career satisfaction, trust in management and careerism but have little direct association with either self-evaluated job involvement or task performance. It appears that within this context at least employees use their experiences of OCM practices to evaluate more paternalistic attitudes such as trustworthiness and satisfaction. This supports recent research findings that also appear to show that many employees still view their careers and thus the effectiveness of career management practices in more paternalistic terms (Atkinson, 2002; Martin et al., 1998). The findings of the interviews potentially shed some light onto these issues. Despite the decentralised nature and increasing emphasis on self-owned career management in FinanceCo many of the facets of a paternalistic career also

still exist, with a large proportion of interviewees describing their career development and experiences in terms of the progress they have made through ever more senior positions. For some at least a long-term career and job security is still part of their psychological contract with FinanceCo and, as a result, it may be that any OCM practices they experience are therefore evaluated in these terms. Given the lack of support for any significant relationships between employee perceptions of OCM practices and job involvement and self-reported task performance within this study demands further research regarding how realistic these relationships are.

6.3.2 OCM and mid- and late-career employees

Another important and yet related theme for practitioners is the apparent relationship between the age and tenure of employees and their perceptions of the influence of OCM practices. Quantitative analysis identified a negative relationship between the age and perceptions regarding the influence of informational and developmental OCM practices on career management. Moreover, a similar negative relationship was also found between organisational tenure and the perceived influence on career management of relational, informational and developmental OCM practices. Both these results suggest that older employees and those who have been longer in the company have more negative perceptions regarding the influence of OCM practices and therefore present a more diverse and complex set of attitudes within FinanceCo. Although not the focus of this study adult development and career life cycle models of careers may provide some insights into these issues. Various career life cycle models have been developed and, on the whole, all

similarly propose that at different stages of one's career different attitudes and issues arise both for the employee and the organisation (see Feldman, 1989; Driver, 1988; London & Stumpf, 1982 for good reviews). Moreover, a common theme within these models is the potential psychological problems that can occur within mid and late career stages associated with a sense of increasing obsolescence, decreased job mobility, plateauing and therefore an increased concern for job security and a fear of change (Super & Hall, 1978). These themes raise a number of possibilities as to why older and longer serving employees perceive OCM practices to be less influential than younger earlier career colleagues. Firstly, they may feel that the OCM practices on offer do not reflect their career stage needs. Super and Hall (1978) recognise that less in-company training and development activity is conducted with older employees. In addition, longer serving and older employees may not themselves see the relevance of career management at their stage in their career and may simply desire job security and stability within their existing roles. Either way, for career management practitioners this study provides further evidence of the complexity of careers in organisations and the importance of designing and delivering OCM practices that meet this wide and complex range of needs and desires.

6.3.3 OCM as a tool for promoting social justice

The second major practical implication of these research findings, and supporting the work of Hicks-Clarke and Iles (2000) and Dreher and Dougherty (1997), is the link between OCM practices and the development of an egalitarian or fair workplace (at least in regards to its career management systems). The strong significant and positive relationships

between employee perceptions of OCM practices and their perceptions of distributive, procedural, interpersonal and informational justice regarding their career management highlight the potentially important role of OCM practices in promoting employee perceptions of fairness. OCM policies and practices may be useful tools within a wider social justice or social responsibility framework and wider policies for managing a diverse workforce. These results also suggest that the provision of OCM practices may help organisations prevent and avoid potentially expensive discrimination and grievance claims regarding their career management policies and practices. In support of the proposed career management model of Dreher and Dougherty (1997) it appears in this context that the provision of a 'bundle' of OCM practices is positively related to employee perceptions of fairness regarding their relative career management experiences.

There is some evidence within the quantitative data to suggest that issues of felt unfairness may already be present within certain populations of FinanceCo. Employees from within minority ethnic populations were found to have significantly more negative perceptions of distributive, procedural and informational justice regarding their career management. In addition, and perhaps rather counter-intuitively, part time employees were found to have significantly more positive perceptions of interpersonal justice regarding their career management. Finally, there was also a positive relationship between age and perceptions of procedural and interpersonal justice suggesting that older employees had more positive perceptions of organisational career management policies and their interpersonal relationships with their career manager (line manager) than their younger colleagues. It appears given these results that perceptions of fairness regarding career management experiences are an important tool for individuals and groups evaluating their relative career

opportunities and therefore management may need to direct future research and policies at these target groups in order to understand more clearly why felt unfairness with regards to career management exists.

6.3.4 OCM as a tool for managing the psychological contract

The prominent role of employee perceptions of trust within this study also presents important implications for organisations, HR professionals and other practitioners. Trust in management was found to moderate the relationship between perceptions of distributive justice and employee reported career satisfaction, careerism, task proficiency and task adaptability with trust buffering the potential negative effects of low distributive justice on work and career-related attitudes but accentuating these possible negative effects on self-evaluations. In line with the findings and conclusions of Chay and Aryce (1999) these results suggest that it is impossible for organisations or employees to separate current perceptions regarding career decision-making systems from wider issues and perceptions of trustworthiness in the organisation and its management. For management this highlights the potentially fragile nature of trust within the psychological contract between employer and employee, where current favourable, or even fair, perceptions regarding career management decision-making may not be able to easily rebuild prior earlier violations. Within this study, only when both trust and distributive justice regarding OCM practices was present were careerist attitudes to the organisation and work reduced. These findings concur with the current arguments within the psychological contract literatures (Robinson & Morrison, 2000; Robinson & Rousseau, 1994).

Building upon these studies this research has found that procedural, interpersonal and informational justice perceptions may all combine to predict employee perceptions of trust. In line with an agent-systems model of OJT, violations of trust may emerge from either the employees' career management system (i.e. the organisation) or an agent of that system (i.e. their line manager). The qualitative research provides good supporting evidence for justice as a function of both the decision-making system and the decision-maker. In order to meet employee expectations regarding their career management and not violate their perceived psychological contract, organisations need to ensure that both their OCM procedures and their career managers are perceived by employees to be fair. Procedural fairness regarding career management may be promoted by providing access for employees to clear and transparent policies that appear to uphold consistency and suppress bias. Employee perceptions of fairness regarding their career manager (interpersonal and informational justice) can be maintained through effective interpersonal skills training for all line managers that promotes awareness in managers of the impact they can have as individuals on a wide variety of important career-related attitudes in their employees. Given the decentralised nature of careers and the devolvement of responsibility for career management to the line managers it is imperative that all line managers have the necessary skills and competencies to carry out that role.

6.4 Limitations of the study

The contributions of this research should be viewed in light of a number of limitations. The questionnaire data were collected at a single point in time and, as a result, directions of

causality cannot be confirmed. Past longitudinal research designs (carried out in different research contexts) within the organisational justice literature have confirmed the proposed directions of causality inferred in the hypotheses tested in this model (Zaleska et al., 1999). However, it is acknowledged confirmation of the direction of the relationships tested within this model would only be found within a longitudinal research design. A similar issue is the dynamic nature of careers and career management as topics of study. Indeed, the impact of OCM practices may not be felt by both individuals and organisations until sometime after their experiences. The questionnaire survey was taken at one point in time and so issues of fairness within this survey are relatively static and retrospective. It would be interesting and useful to carry out this same survey on the same population in around one or two years time to see how career management justice perceptions have changed within this context. The researcher thus acknowledges the need for more longitudinal research within both the career management and OJT literatures.

A second but related issue and limitation is the fact that all the quantitative data were collected by a self-report questionnaire survey and, as a consequence, issues of common method bias are raised. Common method bias is concerned with the potential impact on respondents and their responses to the questionnaire items of positive and/or negative affect. In other words, the mood of the respondent and the time of filling out the questionnaire may have distorted their responses to the questions. However, although methodological triangulation was not the main purpose of the qualitative interview study some cross-validation of the findings of the questionnaire was possible. True triangulation would have involved testing the same hypotheses within the interviews that were tested in the questionnaire survey and comparing the results (Bryman & Bell, 2003; Jick, 1979).

However, the aim of the interviews was to explore further the findings of the questionnaire and give the interviewees freedom to explore issues of career management and fairness using their own terms. Despite this the findings of the interviews show a great deal of overlap with the findings of the questionnaire. In particular, the language used by interviewees to describe the (un)fairness of their career management experiences is conceptually very similar to the language used within OJT constructs of fairness. Given this conceptual overlap it is argued that the two independent studies are mutually reinforcing in their support for the validity of an OJT framework within this career management context.

A third point, and again specific to the questionnaire survey, relates to potential limitations regarding some of the measurement scales used. The author has already briefly introduced in the methodology chapter of this thesis concerns regarding the self-report 'task performance' scale and its validity in tapping employee levels of performance. Indeed, the results of the questionnaire survey bore out many of these issues with the two-way trust by distributive justice interaction effects on self-reported task performance 'fitting' with an attribution theory perspective on these relationships. That is, it seems from this study that the self-reported task performance scale is tapping perceptions of self rather than accurate levels of actual performance (see earlier discussions for a more in-depth explanation).

Similar measurement limitations may also be brought against the new OCM practices scale developed in this study. This measure asked participants to rate along a 5-point Likert scale from 'not at all' to 'strongly influential' how influential they perceived each of the listed OCM practices had been in their career management over the past two years. This research aimed to go beyond simply asking whether or not (or how many times) individuals have

experienced a certain OCM practice or intervention as such dichotomous (yes / no) variables are fundamentally limited because they hold no quality element to them. That is, an individual may experience an activity or intervention (or many activities / interventions), but may have a negative view on these experiences. It's not the quantity of experiences that counts but perceiving that these experiences were positive and that OCM practices have quality. This study therefore aimed to tap employee *evaluations* of FinanceCo's OCM practices.

However, there are weaknesses to this measure. By developing a Likert scale based on employee perceptions regarding the 'influence' of OCM practices it is uncertain whether participants who respond negatively (i.e. not at all) because they have never experienced this activity or that they have had an experience of this activity and they feel that it wasn't useful or influential element in their wider career management. This issue appears to emerge when analysing employee responses to the scale labelled 'developmental' OCM practices. It is known that mentoring programmes and the MAC are not open to all FinanceCo employees (see chapter 3) and thus the negative responses to this scale may be in part due to individuals not having had any experiences of these practices. A sample taken from a population of employees who are all eligible for these interventions may have provided a different picture regarding the relative importance of these OCM practices. It is suggested that future research may develop a dual question regarding employee experiences of OCM practices. Firstly, a simple dichotomous variable that asks each respondent to indicate whether or not they have had any experience at all of each practice. Then, in relation to those OCM practices that he / she has had an experience of, how influential or useful they found this intervention as part of their wider career management. This more

sophisticated measurement of employee evaluations may uncover new more complex relationships between employee perceptions of OCM practices and key organisation, career and self-directed attitudes and behaviours.

Finally it is recognised that this study has been carried out within a single organisation FinanceCo and, as a consequence, there are potential problems of generalising these findings to other organisations. However, the findings of this study do fit (where they exist) with similar justice research in similar settings and thus provide some support to their generalisability. Moreover, this is an individual level study, investigating individual perceptions and cognitive processes and, on an individual level, the sample size is reasonably large and representative of its own organisational setting. Despite this, the researcher recognises the need for more studies using this framework within different organisational settings. Only continuous empirical testing within new research settings will provide greater and greater strength and support to these findings.

6.5 Future directions for research

In light of the findings of this research and the limitations highlighted above, the following directions for future research are proposed. Firstly, to the best knowledge of the researcher this is the first piece of empirical research to have applied an OJT framework to the investigation of employee evaluations of, and reactions to, organisational career management practices. In order to expand further our knowledge and understanding regarding the usefulness of OJT in the study of OCM practices many more empirical

studies need to be carried out in a variety of different organisations and sectors. These new investigations should also extend the scope of the dependent variables used within this research with more objective measures of career progress and job performance a potential area for new studies. Within the career management field future OJT studies may investigate in greater detail the existence of felt unfairness within specific sub-populations of the organisation. Differential experiences between part-time and full-time employees, different minority and majority ethnic groups, and older and younger employees provide many new potentially rich seams of study. In respect of the latter, there seems to be potentially useful conceptual and theoretical overlaps and integrations possible with the variety of adult life (and career) cycles models that exist within the career management literatures. However, in addition to this a number of other research questions spring to mind; how would affirmative action programmes regarding career management affect employee perceptions of justice and fairness? How will the new age discrimination act affect older (and younger) employees and their career management experiences?

Building upon one of the key limitations of this study, a more complete insight into the role of OCM practices and the relationship with fairness perceptions will only be provided by more longitudinal studies investigating these issues. As introduced earlier careers, by their very nature, are a dynamic phenomenon and thus the transitions that take place within an individual's career will be best understood by research methodologies that are themselves dynamic. Future research needs to study the impact of OCM practices on employee attitudes and behaviours, and the potentially explanatory role of justice perceptions over longer time periods in order to present a more detailed picture of how careers are played out across people's working lives. Methodologically this would also provide empirical support

for the causal directions inferred within the hypotheses tested within this and much of the past research.

Within the OJT literature the findings of this study highlight the importance of future research that investigates in detail the various sources of felt (in)justice. Past distributive, procedural, informational and interpersonal justice conceptualisations have been confounded with procedural justice and distributive justice related to systemic fairness and informational and interpersonal justice relating to the fairness of actors within that system. Further evidence is provided by this study suggesting that both systems and actors within those systems can be perceived by individuals as distributively, procedurally, interpersonally and / or informationally fair. That is, the organisation may develop policies and practices that distribute career-related rewards and opportunities fairly, but an individual's line manager within a career management system may also have the power to withhold and distribute rewards thus impacting on perceptions of distributive justice. Moreover, an organisation may provide information and feedback on career development opportunities through intranet systems, job posting, career bulletins, e-mails and other technologies and thus be perceived as interpersonally (un)fair. At the same time an individual's line manager may also be responsible for providing career-relevant feedback and information and thus also be open to informational justice judgements. Future career management OJT research, and research within the wider OJT field, needs to heed the call of this study and other recent papers and begin to attempt to understand the relationships between these sources of justice.

Colquitt's (2001) four-dimensional model of OJT was provided with strong empirical support both from the quantitative and qualitative studies. Given the independence of these four dimensions future justice studies in the career management field should continue to use this model. In fact, as this study builds on the support provided by Colquitt's (2001) research it is argued that all future justice research needs to recognise this complexity. More simplified justice models may fail to uncover hidden dimensions of fairness within their research, thus leading to potentially spurious and insufficiently insightful conclusions. Despite the importance of continuously testing and developing this measure a key direction for future OJT research is the development and implementation of more qualitative research designs to elicit how justice and fairness is constructed within specific contexts. This also supports similar recent calls by Taylor (2001) for more exploratory studies into fairness and justice. The qualitative research was an invaluable part of this study providing rich details of how career management and fairness was experienced by individuals. This not only allowed the researcher to better understand the findings of the questionnaire but, more importantly, what day-to-day career management factors truly impacted upon an employee's fairness perceptions.

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Appendices

1. Full breakdown of all hypotheses tested in this study

Hypothesis 1

H-1: Employee evaluations of the OCM practices in FinanceCo will naturally cluster into groups according to their underlying function, characteristics and common use.

Hypotheses 2

H-2a: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported career satisfaction.

H-2b: Employee perceptions regarding the OCM practices 'bundles' will be negatively related to a careerist orientation to work.

H-2c: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported trust in management.

H-2d: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported job involvement.

H-2e: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported task proficiency.

H-2f: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported task adaptability.

H-2g: Employee perceptions regarding the OCM practices 'bundles' will be positively related to employee-reported task proactivity.

Hypotheses 3

H-3a: Employee evaluations of the influence of the OCM 'bundle' on their career management will be significantly and positively related to their perceptions of distributive, justice regarding their career management.

H-3b: Employee evaluations of the influence of the OCM 'bundle' on their career management will be significantly and positively related to their perceptions of procedural justice regarding their career management.

H-3c: Employee evaluations of the influence of the OCM 'bundle' on their career management will be significantly and positively related to their perceptions of interpersonal justice regarding their career management.

H-3d: Employee evaluations of the influence of the OCM 'bundle' on their career management will be significantly and positively related to their informational justice regarding their career management.

Hypotheses 4

H-4a: The direct relationships between employee evaluations of the influence of the OCM bundle and their career satisfaction will be mediated by perceptions of distributive justice, regarding their career management.

H-4b: The direct relationships between employee evaluations of the influence of the OCM bundle and their job involvement will be mediated by perceptions of distributive justice, regarding their career management.

H-4c: The direct relationships between employee evaluations of the influence of the OCM bundle and their self-evaluated task proficiency will be mediated by perceptions of distributive justice, regarding their career management.

H-4d: The direct relationships between employee evaluations of the influence of the OCM bundle and their self-evaluated task adaptability will be mediated by perceptions of distributive justice, regarding their career management.

H-4e: The direct relationships between employee evaluations of the influence of the OCM bundle and their self-evaluated task proactivity will be mediated by perceptions of distributive justice, regarding their career management.

Hypotheses 5

H-5a: The direct relationships between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of procedural justice, regarding their career management.

H-5b: The direct relationships between employee evaluations of the influence of the OCM bundle and a careerist-orientation to work will be mediated by their perceptions of procedural justice, regarding their career management.

Hypothesis 6

H-6: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of informational justice, regarding their career management.

Hypothesis 7

H-7: The direct relationship between employee evaluations of the influence of the OCM bundle and their trust in management will be mediated by their perceptions of interpersonal justice, regarding their career management.

Hypotheses 8

H-8a: Employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their career satisfaction, where trust in management is a stronger positive predictor of career satisfaction when perceptions of distributive justice are low.

H-8b: Employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their careerism, where trust in management is a stronger positive predictor of careerist-attitudes when perceptions of distributive justice are low.

H-8c: Employee perceptions of trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and their job involvement, where trust in management is a stronger positive predictor of job involvement when perceptions of distributive justice are low.

Hypotheses 9

H-9a: Trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and self-evaluated task proficiency, where trust in management is a stronger negative predictor of self-evaluated task proficiency when perceptions of distributive justice are low.

H-9b: Trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and self-evaluated task adaptability, where trust in management is a stronger negative predictor of self-evaluated task adaptability when perceptions of distributive justice are low.

H-9c: Trust in management will moderate the relationship between employee perceptions of distributive justice, regarding their career management, and self-evaluated task proactivity, where trust in management is a stronger negative predictor of self-evaluated task proactivity when perceptions of distributive justice are low.

2. The questionnaire distributed to FinanceCo employees



Employee Opinion Survey:

EFFECTIVE CAREER MANAGEMENT

Information & Instructions:

This survey forms part of a larger study investigating the impact of organisational career management on employee attitudes to their work, career, and organisation, conducted by the Work & Organisational Psychology Group, Aston Business School, Aston University.

What do you need to do?

- It is not a test, and there are no right or wrong answers. You are simply required to give your *personal* views on the issues raised.
- Follow the instructions carefully for each group of questions and answer accordingly. This usually requires you to place a *single tick* in the box that best fits your answer.
- In general, the first response that occurs is the best one to put down so, do not spend too long over each question.
- Answer all the questions in the survey. It will only take *20 minutes* to complete.
- On completion, please return the questionnaire in the pre-paid envelope provided.

How is the data used?

- **COMPLETE CONFIDENTIALITY & ANONYMITY IS GUARANTEED.**
 - All respondents will be provided with a stamped, return addressed (to Aston University) envelope.
 - All surveys will be analysed by the Aston Business School researchers, who are independent of FinanceCo.
 - Results will be grouped together so that no single employee's responses can be identified and traced back to them.

If you have any queries, or require further information regarding the questionnaire, please do not hesitate to contact me at:

E-mail: crawsjr1@aston.ac.uk or
Telephone: 0121 359 3611, Ext: 5304 (Work)

Thank you for taking the time to fill in this questionnaire.

Section One: Background Information

In order to help us analyse the data, it is important that we know some background information about you and your job. This information will only be used to determine differences between groups and NOT to identify individuals.

1.1 Current Job Title:

1.2 Sex:
 Male Female

1.3 Age:
 years.

1.4 Ethnic Origin:

White (UK) <input type="checkbox"/>	Black (African) <input type="checkbox"/>	Asian (Indian) <input type="checkbox"/>	Asian (Chinese) <input type="checkbox"/>	Other <input type="checkbox"/> :
White (Irish) <input type="checkbox"/>	Black (Caribbean) <input type="checkbox"/>	Asian (Pakistani) <input type="checkbox"/>	Asian (Other) <input type="checkbox"/>
White (Other) <input type="checkbox"/>	Black (Other) <input type="checkbox"/>	Asian (Bangladeshi) <input type="checkbox"/>	Mixed Race <input type="checkbox"/>

1.5 Job Status (Please tick one box):
 Full Time Part Time

1.6 Job Status (Please tick one box):
 Permanent Temporary

1.7 Length of Time in Company:
 years.

1.8 Where do you normally work? (Please tick one box)
 H/O Retail Branches NAC Home Worker Other

1.9 Length of Time in Current Job:

1.10 What is your Job Family? (Please tick one box)

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
Level 1.1 <input type="checkbox"/> (Support Services/ General Services)	Level 2 <input type="checkbox"/> (Leading People)	Level 3 <input type="checkbox"/> (Leading Implementation)	Level 4 <input type="checkbox"/> (Strategic Development)	Level 5 <input type="checkbox"/> (Strategic Direction)
Level 1.2 <input type="checkbox"/> (Customer Services/ Support Services Specialist Services/ General Services)	Level 2.1 <input type="checkbox"/> (Customer Relationships/ Specialist Advice)	Level 3 <input type="checkbox"/> (Professional Development)		
Level 1.3 <input type="checkbox"/> (Customer Services/ Support Services Specialist Services/ General Services)	Level 2.2 <input type="checkbox"/> (Customer Relationships/ Specialist Advice)			

Section Two: Your Career Management with FinanceCo

The following questions ask for information regarding the following aspects of your career in FinanceCo: (a) what developmental opportunities you have received, (b) who manages your career development, and (c) how your career development is managed.

2.1 Below is a list of *Development Opportunities*. Please indicate, by placing a tick in the relevant box(es), which of these, if any, you have *received* from FinanceCo in the past 2 years:

Attending External Courses/ Training <input type="checkbox"/>	Upward Promotion <input type="checkbox"/>
Attending In-House Training & Development Courses <input type="checkbox"/>	Horizontal Promotion <input type="checkbox"/>
Receiving On-the-Job Skills Training & Development <input type="checkbox"/>	Job Rotation Opportunities/ Secondments <input type="checkbox"/>
Access To Computer Based Skills Training <input type="checkbox"/>	Participation In A Mentoring Programme <input type="checkbox"/>
Provision Of Opportunities For A Balanced Work/ Home Life <input type="checkbox"/>	Assigned Special Project Work <input type="checkbox"/>
Provision Of Opportunities For Development Of Other Skills <input type="checkbox"/> (<i>Not directly related to your current job/work</i>)	Education Leading To Qualifications <input type="checkbox"/> (<i>e.g. NVQ, MBA, Masters Degrees, Diploma etc.</i>)
FinanceCo Executive Development Programme <input type="checkbox"/>	Management Assessment Centre (MAC) <input type="checkbox"/>
Other: <input type="checkbox"/>	

2.2 Are you currently, or have you been in the past, a member of the FinanceCo Management Development Programme (NB: Current Graduate Scheme)?

Yes No

2.3 Please indicate, by ticking the appropriate box, to what extent the following *persons* have been *influential* in your career management:

	<i>not at all</i>	<i>a moderate extent</i>	<i>to a large extent</i>
1. Direct Line Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. P & D Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Career Management Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other: Job Title & Relationship:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 Please tick the box that best suits your answer. In the last 2 years, to what extent have the following practices been influential in the management of your career:

	<i>not at all</i>		<i>to a moderate extent</i>		<i>to a very large extent</i>
1. Formal Succession Planning (<i>A long-term personal career plan mainly developed by P&D or another organisational authority</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Common Career Paths (<i>The existence of, and information regarding, standard internal career paths for employees within FinanceCo</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Career Information via Organisational Literature (<i>e.g. career books/ pamphlets</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Career Information via Other Medium (<i>e.g. Intranet etc</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Internal Vacancy Bulletin (<i>Information regarding internal opportunities</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Informal Networks (<i>Relationships/ communications with key individuals within FinanceCo regarding your career development. But <u>NOT</u> part of a formal, organised mentoring relationship</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Performance Review As A Basis For Career Planning (<i>An explicit element of your yearly appraisal focussed on your career & development needs</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Career Counselling From Direct Line Manager (<i>Regular, formal, organised meetings regarding your career development</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Career Counselling From P & D Department (<i>Regular, formal, organised meetings regarding your career development</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assignment Of A Personal Mentor (<i>An individual assigned to support and aid your development within the organisation</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Career Workshops (<i>Organised sessions that may include exercises, games questionnaires to aid your exploration of possible career/ developmental choices</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Participation in an Assessment / Development Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Three: Evaluating Your Career Management

The following questions ask for your views and opinions on the different aspects of your career management highlighted in Section 2.

3.1 The following items refer to your opinions regarding your career development opportunities (i.e. those highlighted in Question 2.1). *Compared with your colleagues*, to what extent:

	<i>to a small extent</i>	<i>a moderate extent</i>	<i>to a large extent</i>
1. Do your career development opportunities reflect the effort you have put into your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are your career development opportunities appropriate for the work you have completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do your career development opportunities reflect what you have contributed to the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are your career development opportunities justified, given your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have the opportunities you have received met your career development needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 The following items refer to the organisation's *procedures and processes* used to decide your career development opportunities. To what extent:

	<i>to a small extent</i>	<i>a moderate extent</i>	<i>to a large extent</i>
1. Are you able to express your views and feelings during those procedures used to decide your career development opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have influence over the decisions arrived at by those procedures used to decide your career development opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are these procedures applied consistently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are these procedures free of bias?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are these procedures used to decide your career development opportunities based on accurate information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are you able to appeal the decision regarding your career development opportunities arrived at by these procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do these procedures used to decide your career development opportunities uphold ethical and moral standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following *THREE* Questions (3.3, 3.4 and 3.5) refer to the person assigned to be directly responsible for your career management.

3.3 Please state which of the following organisational authorities is assigned to be directly responsible for your career management. Please tick one box only:

Direct Line Manager P & D Dept. Career Management Specialist Other (please state).....

3.4 The following items refer to the person directly responsible for your career management (i.e. the person highlighted in **Question 3.3**). To what extent:

	<i>to a small extent</i>	<i>to a moderate extent</i>	<i>to a large extent</i>
1. Has he/she treated you in a polite manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has he/she treated you with dignity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has he/she treated you with respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has he/she refrained from improper remarks or comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Has he/she shown you the same level of respect and courtesy in his/her communications with you as with other members of your work group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 The following items refer to the person directly responsible for your career management (i.e. the person highlighted in **Question 3.3**). To what extent:

	<i>to a small extent</i>	<i>to a moderate extent</i>	<i>to a large extent</i>
1. Is he/she open and honest in his/her communications with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does he/she explain thoroughly the procedures used to decide your career development opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are these explanations regarding these procedures reasonable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does he/she communicate details of decisions regarding your career development in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does he/she appear to tailor his/her communications to an individual's specific needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does he/she provide you with the same quantity and quality of information / feedback regarding your career development as the other members of your work group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.6 These questions ask for your views about your *career development opportunities* (i.e. those highlighted in **Question 2.1**). Please highlight, by ticking the appropriate box, how much you agree/ disagree with the following statements:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither agree/ disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. The career development opportunities I am currently receiving in this company are acceptable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am satisfied with my current career development opportunities in this company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.7 The following questions ask for your opinions about the attainment of your *future career goals*. Please indicate, by ticking the appropriate box, how much you agree/ disagree with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Neither agree/ disagree</i>	<i>Slightly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. My present job is relevant to the growth and development of my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel my present job will help me reach my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can achieve my career goals in this organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Working for this organisation will help my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.8 The following questions ask for your opinions on the *management team* of FinanceCo. Please indicate, by placing a ticking the appropriate box, how much you agree/ disagree with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. I can usually trust my career development supervisor to do what is good for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Management can be trusted to make decisions that are also good for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I trust the management to treat me fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.9 The following questions ask for your opinions regarding your *career progress to date*. Please indicate, by ticking the appropriate box, how much you agree/ disagree with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree/ disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. I am satisfied with the success I have achieved in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am satisfied with the progress I have made toward meeting my overall career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am satisfied with the progress I have made toward meeting my goals for income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am satisfied with the progress I have made toward meeting my goals for advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Four: Work and Views On Your Job

The following questions ask about your attitudes and behaviours towards your Work, Job, Organisation, and Careers.

4.1 The following questions are concerned with your *level of commitment*. Please indicate, by ticking the appropriate box, how much you agree/ disagree with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree/ disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. I would be happy to spend the rest of my career with this organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I enjoy discussing my organisation with people outside it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I really feel as if this organisation's problems are my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think that I could easily become as attached to another organisation as I am to this one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I do not feel like 'part of the family' at my organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I do not feel 'emotionally attached' to this organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. This organisation has a great deal of personal meaning for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I do not feel a strong sense of belonging to my organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 The following items ask for your views on *your job* and **not** your company. Please indicate, by ticking the appropriate box, how much you agree/ disagree with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. The major satisfaction in my life comes from my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The most important things that happen to me involve my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm really a perfectionist about my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I live, eat, and breathe my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am very much involved personally in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Most things in life are more important than work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 The following questions ask for your beliefs about *work and careers in general* and **not** your company. Please indicate, by ticking the box that best fits your beliefs, how much you agree/ disagree with the following statements:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree/ disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. In terms of managing careers in organisations, it's each man/woman for himself/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In the final analysis, what's best for me in my career is not going to be consistent with what's in the organisation's best interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My goals and my employer's goals probably will not be compatible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Loyalty to one's employer is unlikely to be rewarded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I don't think of myself as an, 'organisation man/ woman'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4 The following questions ask you to assess the way that you perform the *core tasks* associated with your job. These are the tasks outlined in your job description. Over the last **6 months**, to what extent have you:

	<i>to a very little extent</i>	<i>to a moderate extent</i>	<i>to a very great extent</i>
1. Initiated better ways of doing core tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Come up with ideas to improve the way in which your core tasks are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made changes to the way your core tasks are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carried out the core parts of your job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Completed your core tasks well using standard procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ensured your tasks are completed properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Avoided mistakes and errors when completing core tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Adapted well to changes in core tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adjusted to new equipment, processes, or procedures in your core tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Coped well with changes to the way you have to do your core tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 The following questions concern things you do at work that support your *team or work group*, over & above completing your core tasks. Over the last **6 months**, to what extent have you:

	<i>to a very little extent</i>	<i>to a moderate extent</i>	<i>to a very great extent</i>
1. Suggested ways to make your work unit more effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Developed new & improved methods to help your work unit perform better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improved the way your work unit does things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Kept an eye out for co-workers (e.g. by checking to see if they are having any trouble).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Co-ordinated your work with co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicated effectively with your co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Defended the reputation of your team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provided help to co-workers when asked or needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Dealt effectively with changes affecting your work unit (e.g. new members).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Cope effectively with changes in the way your unit works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Responded constructively to changes in the way your team works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please Turn Over For The Final Question:

4.6 The following questions concern things you do to support your *organisation*, over & above the work you carry out within your work group or team. Over the past 6 months, to what extent have you:

	<i>to a very little extent</i>		<i>to a moderate extent</i>		<i>to a very great extent</i>
1. Made suggestions to improve the overall effectiveness of the organisation (e.g. by suggesting changes to administrative procedures).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Involved yourself in changes that are helping to improve overall effectiveness of the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Come up with ways of increasing efficiency within the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Presented a positive image of the organisation to other people (e.g. clients).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Defended the organisation if others criticised it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Talked about the organisation in a positive way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responded flexibly to overall changes in the organisation (e.g. changes in management).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Fitted in with changes in the way your organisation operates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adjusted well to changes in the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If there are any other comments you wish to make regarding the management of your career development, please use the space provided below (Attach additional sheets if you wish):

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**Thank you for your participation in this study:
Now please return the survey in the pre-paid envelope provided.**

3. The interview guide for the FinanceCo employees

1. The introduction

Introduce each participant to the broad aims and objectives of these interviews. Make sure you cover the following issues:

Broad content of the interviews

Careers and career management practices in FinanceCo

The fairness of these practices and policies

Emphasise that you are interested in their perceptions

Anonymity and how the interviews will be transcribed and presented

Links with the questionnaire survey and the overall aims of this research

Ask each participant if they completed a questionnaire

2. Background questions

2.1. Seek background information regarding each participant's demographic profile using an open question:

“Could you give me a little background information on yourself?”

Interested in gathering information on age, length of service in FinanceCo, previous employment / employers and educational attainment. Do not probe too much into this data if participants seem reticent in providing it.

2.2. Seek information on the current and past positions held by each participant in FinanceCo using open questions:

“Could you give me a broad overview of your career to date in FinanceCo?”

“Could you give me a brief description of your current and past job roles?”

Some more focussed questions if the information is not forthcoming -

“Where does your role fit in with your work group?”

“Is this a management role?”

“What do you do in your day-to-day tasks?”

“Which job family does your current job fit into?”

“How is this job different to your previous roles in FinanceCo?”

“Do you now have more responsibility in your job?”

3. Questions about careers and career management practices in FinanceCo

3.1. Seek perceptions regarding their career development opportunities in FinanceCo:

“Could you describe the career development opportunities you have received to date in your time with FinanceCo?”

“Are you satisfied with your career development opportunities?” and “Why?”

Potential follow up or alternative questions to prompt participants:

“What career development opportunities are available in FinanceCo?”

“What does career development mean to you?”

“For example, have you received any training, coaching, mentoring, counselling or information relating to career and career development in FinanceCo?”

“Can you compare career development in FinanceCo with anywhere else you have worked?”

3.2. Seek perceptions regarding the career management practices in FinanceCo:

“How are careers (and career development) managed in FinanceCo?”

“Do you have any influence over decisions regarding your career?”

Potential follow up or alternative questions to prompt participants:

“How are decisions made regarding the career development you receive?”

“Could you describe career management practices in FinanceCo?”

“Would you say careers are planned in FinanceCo? How?”

“Within what arenas are decisions made regarding careers?”

“Are there any formal mechanisms or tools for managing careers in FinanceCo?”

“Are you involved in the decision-making regarding your career development?”

3.3. Seek perceptions regarding the role of different actors and agents in the career management process:

“In your opinion, who is responsible for managing your career development?”

“How would you describe their / your role?”

If the individual responds that they are responsible for their career management (i.e. self-management) then ask the following:

“Do you receive any support?”, “Who do you receive support from?” and “What form does this support take?”

If the individual responds by highlighting a specific individual (i.e. their line manager) then ask the following:

“Could you describe this person’s role in your career management?”

“Could you describe your role in your career management?”

Other possible questions dependent on responses:

“Could you describe your relationship with this actor in relation to your career management?”

“Would you say this relationship is effective / successful?” and “Why?”

“Is this relationship influential in your career management?” and “Why?”

“Is anyone else influential in your career management, e.g. HR / peers?” & “How?”

4. Questions about fairness

Seek perceptions of fairness regarding career management practices in FinanceCo through an open question:

“Do you think your career management has been fair?” and “Why?”

Possible follow-up or alternative questions:

“Could you give me an example of a time when you felt you were treated unfairly (either in this company or a previous employer) in relation to your career development?”

“What does fairness mean to you in relation to careers and career management?”

5. Questions about career satisfaction and other work / organisation-directed attitudes

Seek perceptions on career satisfaction and long term commitment to the organisation. Use one or more of the following questions depending on previous responses and time left available:

“Are you satisfied with your career to date in FinanceCo?” and “Why?”

“What are your future career goals?”

“Do you feel FinanceCo can and will help you achieve these goals?” and “Why?”

“Do you see your future career within FinanceCo?” and “Why?”

6. Concluding questions and statements

The final section of the interview should be used to allow the participant an opportunity to introduce any new issue(s), regarding any aspect of their work or careers, that he or she felt were important and had previously not been raised.

“Are there any facets of careers and career management in FinanceCo that have not been covered in this interview and that you feel have been important or central to your experiences?”

Interviewer should respond and discuss these points.

Thank the interviewees and ask each of them whether or not they had any further questions about the interviews or the research project as a whole.

4. The research proposal sent to potential participating organisations

Research Proposal Outline:

Effective Employee Career Management

Research Aims:

This study will evaluate the effectiveness of career management practices in meeting both organisational and employee goals. Of particular interest are employee perceptions of fairness, regarding the management of their career development, and how these perceptions influence the important work outcomes: job satisfaction, commitment, employee turnover intentions, and job performance.

Why is this Study Important?

- The provision of career development opportunities is a key element in the development of a highly satisfied, committed, and motivated workforce.
- Research has shown that when evaluating rewards and opportunities, a central concern of employees, is the fairness of these outcomes. When employees feel that pay rises and promotions are decided unfairly, they are less satisfied, committed, and more likely to leave their organisations. Moreover their job performance is poorer.
- A recent study led by Prof. Michael West (Aston University), for the Centre of Economic Performance (CEP) has shown that the more satisfied employees are with their jobs the better the company is likely to perform in terms of profitability and productivity.
- CIPD national surveys have shown employee retention, and consequently commitment and loyalty, are of key concern in the retail sector. In 2001 the retail sector had an employee turnover figure of 56% against a national across-sector average of 26.6% (CIPD).

Benefits for Participating Organisations:

- Participating organisations will receive information about employee opinions regarding their career development, job performance, job satisfaction, commitment, and loyalty in your organisation.
- This is an excellent opportunity for participating organisations to gain a deeper insight into their employees' opinions regarding the management of their careers and development, and in-turn, to utilise the findings of the study to improve their effectiveness, particularly in relation to improving employee job satisfaction, commitment, and job performance.
- Feedback relating to the issues above will be given to all management via an Executive Report. The report will highlight key findings and propose recommendations regarding future career management policy.

Requirements of the Participating Organisations:

- There is *no requirement* for participating organisations to contribute to the financial costs of the research.
- The researcher will require access to an employee database from which a sample for the study can be randomly selected.
- The researcher will require permission to distribute a postal questionnaire to a sample of employees through internal mail. The cost is borne by the researcher, including a stamped addressed envelope for returning the questionnaires.
- The researcher will require access to carry out a limited number of interviews in the organisation.
- It will be very useful to gain access to any company publications or other documentation relevant to career development policies and procedures within the organisation.

5. Access letter sent to potential participating organisations



Work & Organisational Psychology Group
Aston University,
Aston Triangle,
Aston, Birmingham.
B4 7ET.

Direct Tel: 0121 359 3611 Ext. 5304
Personal E-Mail: crawsjr1@aston.ac.uk

Date: 22nd March 2002

Re: Effective Career Development Practices

Dear Mr...

My name is Jonathan Crawshaw and I am currently working towards my PhD with the Organisation Studies Group of Aston Business School. With regard to excellence in HR and employee development your organisation has continually been recognised, picking up two Personnel Today Awards in the last two years. In addition, I was extremely interested in the case study report relating to your attainment of the Investors in People accreditation and your company's emphasis on the development of its workforce.

My study is focussed on company career development policies and procedures, their effectiveness, and how they can positively impact important employee and organisational outcomes like job satisfaction, commitment, and performance. In particular, I am interested in employee opinions regarding the fairness of these practices and processes, and how these evaluations impact on the above outcomes. As my research aims to highlight the importance of high quality career management, I would be excited to be able to discuss further with you your career development practices and possible participation in this project.

The study is fully funded by Aston Business School, and is an excellent opportunity for your organisation to receive further feedback on the effectiveness of your organisation's career management policies and procedures, and relationships with important employee work attitudes. This information will be provided via an executive report produced on completion of the project. Complete confidentiality and anonymity of both company and employees is guaranteed throughout this study.

If you are interested, or require further details, please contact me either at the address above, or by phone on 0121 359 3611 ext 5304 or e-mail at crawsjr1@aston.ac.uk. I look forward to hearing from you in the near future.

Yours Sincerely,

Jonathan Crawshaw (CIPD, MSc)

6a. Covering letter sent with the questionnaire survey



Work & Organisational Psychology Group
Aston University,
Aston Triangle,
Aston, Birmingham.
B4 7ET.

Direct Tel: 0121 359 3611 Ext. 5304
Personal E-Mail: crawsjr1@aston.ac.uk

June 2002

Dear Participant,

Survey of Effective Career Management within FinanceCo

This survey forms part of a larger study investigating the effectiveness of organisational career management practices. Conducted by Aston Business School researchers on behalf of the FinanceCo Corporate Career Management Team, under the guidance of Ms..., the findings of the study will be useful for the future development of employee career management policy within Nationwide.

You are one of a large sample of FinanceCo employees randomly selected to be part of this survey. Participation is voluntary, but if you choose to do so this will provide valuable information regarding the effectiveness of current career management within FinanceCo. The information you provide is totally **confidential**. All data will be collected, held, and analysed at Aston Business School by researchers independent of FinanceCo. I would emphasise that no individual will be identifiable at any time throughout this project.

Further information and instructions on how to complete the questionnaire are given on the cover page. Please return the completed questionnaire using the pre-paid envelope supplied by the **24th July 2002**. Thank you in advance for completing the survey, it will provide a valuable contribution to the research, and in helping you to improve further the career management practices within FinanceCo.

Yours faithfully,

Jonathan Crawshaw
(Project Manager)

6b. Follow-up letter sent to the questionnaire respondents



Work & Organisational Psychology Group
Aston University,
Aston Triangle,
Aston, Birmingham.
B4 7ET.

Tel: 0121 359 3611, Ext: 5304
E-mail: crawsjr1@aston.an.uk

July 2002

Re: Effective Career Management Staff Survey

Dear Participant

We recently sent you a survey regarding your views of your career management within FinanceCo. We would like to thank those of you who have already returned your survey to us. Your prompt response is much appreciated. However, if you are still in the process of completing the questionnaire, your contribution is highly valued and we look forward to receiving it by **Friday July 26th**.

The survey is anonymous and your input will provide you with the opportunity to influence future company policy decisions regarding career management practices within FinanceCo.

Thanking you in advance for your co-operation.

Jonathan Crawshaw
(Project manager)

7. Exploratory factor analysis (EFA) statistics and tables

7i. Initial EFA results for the OCM 'bundles' scale

Item	Construct	Factor		
		1	2	3
1. Information on internal career paths		.052	-.321	-.346
2. Career literature		.389	.052	-.333
3. Intranet		.076	.021	-.753
4. Job Postings		-.058	-.081	-.492
5. Performance review linked to career development		.012	-.593	-.177
6. Career counselling with line manager		.064	-.932	.128
7. Formal succession planning		.371	-.186	-.097
8. Career counselling with HR manager		.619	.007	.001
9. Formal mentoring programme		.531	-.044	.097
10. Career workshops		.496	.032	-.211
11. Assessment / Development centre		.458	-.016	.056

7ii. Initial EFA results of the organisational justice scale

Item	Construct	Factor			
		1	2	3	4
1. Do your career development (CD) opportunities reflect the effort you have put into your work?	Distj1	-.037	-.034	.837	-.045
2. Are your CD opportunities appropriate for the work you have completed?	Distj2	.054	-.027	.865	.010
3. Do your CD opportunities reflect what you have contributed to the organisation?	Distj3	.003	-.010	.928	.025
4. Are your CD opportunities justified, given your performance?	Distj4	-.040	.026	.977	.008
5. Have the opportunities you have received met your CD needs?	Distj5	.116	.052	.761	-.087
6. Are you able to express your views and feelings during those procedures used to decide your CD opportunities?	Procj1	.699	-.110	.137	.079
7. Do you have influence over the decisions arrived at by those procedures used to decide your CD opportunities?	Procj2	.821	-.037	.005	.054
8. Are these procedures applied consistently?	Procj3	.878	.033	-.069	-.087
9. Are these procedures free of bias?	Procj4	.853	.004	-.026	-.016
10. Are these procedures used to decide your CD opportunities based on accurate information?	Procj5	.833	.017	.108	.028
11. Are you able to appeal the decision regarding your CD opportunities arrived at by these procedures?	Procj6	.744	.030	-.030	-.038
12. Do these procedures used to decide your CD uphold ethical and moral standards?	Procj7	.727	-.016	.015	-.066
13. Has he/she treated you in a polite manner?	Intperj1	.012	-.890	.036	.002
14. Has he/she treated you with dignity?	Intperj2	.030	-.928	-.014	-.024
15. Has he/she treated you with respect?	Intperj3	.051	-.940	-.007	.013
16. Has he/she refrained from improper remarks or comments?	Intperj4	.008	-.918	-.009	.063
17. Has he/she shown you the same level of respect & courtesy in his/her communications with you as with other members?	Intperj5	-.036	-.755	.046	-.118
18. Is he/she open and honest in his/her communications with you?	Infoj1	.026	-.494	-.032	-.419
19. Does he/she explain thoroughly the procedures used to decide your CD opportunities?	Infoj2	-.011	-.036	.005	-.898
20. Are explanations regarding these procedures reasonable?	Infoj3	.043	-.082	.033	-.809
21. Does he/she communicate details of decisions regarding your CD in a timely manner?	Infoj4	.029	.124	.022	-.958
22. Does he/she appear to tailor his/her communications to an individual's specific needs?	Infoj5	.004	-.113	.094	-.739
23. Does he/she provide you with the same quantity & quality of information/ feedback regarding your CD as the other members of your work group?	Infoj6	.101	-.076	.022	-.715

8. Reliability statistics for all scale measures and items

8i. Reliability statistics for the 'relational' OCM scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Performance review linked to career development	.601	N/A	.749
2. Career counselling with line manager	.601	N/A	

8ii. Reliability statistics for the 'informational' OCM scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Information on internal career paths	.386	.549	.607
2. Intranet	.467	.435	
3. Job postings	.401	.536	

8iii. Reliability statistics for the 'developmental' OCM scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Succession planning	.379	.602	.641
2. Career counselling from HR specialist	.435	.581	
3. Formal mentor	.428	.571	
4. Career workshop	.429	.571	
5. Development centre	.333	.616	

8iv. Reliability statistics for the distributive justice scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Do your CD opportunities reflect the effort you have put into your work?	.824	.949	.952
2. Are your CD opportunities appropriate for the work you have completed?	.879	.939	
3. Do your CD opportunities reflect what you have contributed to the organisation?	.891	.937	
4. Are your CD opportunities justified, given your performance?	.905	.935	
5. Have the opportunities you have received met your CD needs?	.842	.946	

8v. Reliability statistics for the procedural justice scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Are you able to express your views and feelings during those procedures used to decide your CD opportunities?	.757	.922	.931
2. Do you have influence over the decisions arrived at by those procedures used to decide your CD opportunities?	.776	.920	
3. Are these procedures applied consistently?	.825	.916	
4. Are these procedures free of bias?	.804	.918	
5. Are these procedures used to decide your CD opportunities based on accurate information?	.841	.914	
6. Are you able to appeal the decision regarding your CD opportunities arrived at by these procedures?	.702	.928	
7. Do these procedures used to decide your CD uphold ethical and moral standards?	.750	.923	

8vi. Reliability statistics for the interpersonal justice scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Has he/she treated you in a polite manner?	.882	.942	.953
2. Has he/she treated you with dignity?	.907	.937	
3. Has he/she treated you with respect?	.914	.935	
4. Has he/she refrained from improper remarks or comments?	.861	.945	
5. Has he/she shown you the same level of respect & courtesy in his/her communications with you as with other members?	.809	.954	

8vii. Reliability statistics for the informational justice scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Does he/she explain thoroughly the procedures used to decide your CD opportunities?	.876	.934	.949
2. Are explanations regarding these procedures reasonable?	.878	.934	
3. Does he / she communicate details of decisions regarding your CD in a timely manner?	.880	.933	
4. Does he / she appear to tailor his/her communications to an individual's specific needs?	.848	.941	
5. Does he / she provide you with the same quantity & quality of information / feedback regarding your CD as the other members of your work group?	.825	.943	

8viii. Reliability statistics for the trust in management scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. I can usually trust my career development supervisor to do what is good for me.	.725	.856	.874
2. Management can be trusted to make decisions that are also good for me.	.823	.763	
3. I trust management to treat me fairly.	.732	.846	

Six. Reliability statistics for the careerist-orientation scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. In terms of managing careers in organisations, it's each man / woman for himself/herself.	.328	.669	.674
2. In the final analysis, what's best for me in my career is not going to be consistent with what's in the organisation's best interests.	.544	.572	
3. My goals and my employer's goals probably will not be compatible.	.493	.598	
4. Loyalty to one's employer is unlikely to be rewarded.	.401	.639	
5. I don't think of myself as an, 'organisation man / woman'.	.398	.636	

8x. Reliability statistics for the career satisfaction scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. I am satisfied with the success I have achieved in my career.	.784	.896	.915
2. I am satisfied with the progress I have made toward meeting my overall career goals.	.836	.885	
3. I am satisfied with the progress I have made toward meeting my goals for income.	.695	.917	
4. I am satisfied with the progress I have made toward meeting my goals for advancement.	.852	.881	
5. I am satisfied with the progress I have made toward meeting my goals for the development of new skills.	.761	.900	

8xi. Reliability statistics for the job involvement scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. The major satisfaction in my life comes from my job.	.557	.688	.746
2. The most important things that happen to me involve my work.	.621	.677	
3. I'm really a perfectionist about my work.	.214	.772	
4. I live, eat, and breathe my job.	.657	.661	
5. I am very much involved personally in my work.	.523	.698	
6. Most things in life are more important than work.	.375	.746	

8xii. Reliability statistics for the self-rated task proficiency scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Carried out the core parts of your job well.	.721	.782	.842
2. Completed your core tasks well using standard procedures.	.627	.823	
3. Ensured your tasks are completed properly.	.759	.766	
4. Avoided mistakes and errors when completing core tasks.	.614	.829	

8xiii. Reliability statistics for the self-rated task adaptability scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Adapted well to changes in core tasks.	.793	.901	.913
2. Adjusted to new equipment, processes, or procedures in your core tasks.	.835	.868	
3. Coped well with changes to the way you have to do your core tasks.	.853	.855	

8xiv. Reliability statistics for the self-rated task proactivity scale

Item	Corrected item-total correlation	Alpha if item deleted	Total alpha score
1. Initiated better ways of doing core tasks.	.790	.889	.908
2. Come up with ideas to improve the way in which your core tasks are done.	.857	.833	
3. Made changes to the way your core tasks are done.	.804	.877	

9. Detailed t-test results tables

9i. T-test results comparing mean variable scores of male and female employees

Variable	Gender	N	Mean	t	df	Sig. (2-tailed)
Relational OCM	Male	103	2.791	-.867	323	.387
	Female	222	2.910			
Informational OCM	Male	103	2.388	-.576	323	.565
	Female	222	2.452			
Developmental OCM	Male	103	1.513	1.592	323	.112
	Female	222	1.403			
Distributive justice	Male	103	2.771	-1.230	323	.219
	Female	222	2.953			
Procedural justice	Male	103	2.871	-1.773	323	.077
	Female	222	3.097			
Interpersonal justice	Male	103	4.377	-.216	323	.829
	Female	222	4.401			
Informational justice	Male	103	3.524	-1.589	323	.113
	Female	222	3.753			
Trust in management	Male	103	2.741	-1.425	323	.155
	Female	222	2.848			
Career satisfaction	Male	103	3.260	-2.517	323	.012
	Female	222	3.521			
Careerist-orientation	Male	103	2.977	1.524	323	.128
	Female	222	2.862			
Job involvement	Male	103	2.259	-.940	165.067	.349
	Female	222	2.316			
Task proficiency	Male	103	4.124	-2.545	261.118	.012
	Female	220	4.285			
Task adaptability	Male	103	4.100	-1.789	256.221	.075
	Female	220	4.236			
Task proactivity	Male	103	3.476	-.787	226.720	.432
	Female	221	3.557			

9ii. T-test results comparing mean variable scores of white UK and non-white UK employees

Variable	Ethnicity	N	Mean	t	df	Sig. (2-tailed)
Relational OCM	White UK	298	2.903	1.589	323	.113
	Non-white UK	27	2.537			
Informational OCM	White UK	298	2.440	.505	323	.614
	Non-white UK	27	2.346			
Developmental OCM	White UK	298	1.428	-1.019	323	.309
	Non-white UK	27	1.546			
Distributive justice	White UK	298	2.942	2.275	323	.024
	Non-white UK	27	2.378			
Procedural justice	White UK	298	3.092	3.796	323	.000
	Non-white UK	27	2.289			
Interpersonal justice	White UK	298	4.438	1.992	28.085	.056
	Non-white UK	27	3.904			
Informational justice	White UK	298	3.737	2.817	323	.005
	Non-white UK	27	3.059			
Trust in management	White UK	298	2.855	3.950	323	.000
	Non-white UK	27	2.364			
Career satisfaction	White UK	298	3.489	3.013	29.356	.005
	Non-white UK	27	2.882			
Careerist-orientation	White UK	298	2.874	-2.353	323	.019
	Non-white UK	27	3.170			
Job involvement	White UK	298	2.311	1.742	323	.083
	Non-white UK	27	2.148			
Task proficiency	White UK	296	4.264	3.106	321	.002
	Non-white UK	27	3.898			
Task adaptability	White UK	296	4.208	1.299	321	.195
	Non-white UK	27	4.025			
Task proactivity	White UK	297	3.559	1.857	322	.064
	Non-white UK	27	3.222			

9iii. T-test results comparing mean variable scores of part time and full time employees

Variable	Contracts	N	Mean	t	df	Sig. (2-tailed)
Relational OCM	Full time	256	2.920	1.443	323	.150
	Part time	69	2.696			
Informational OCM	Full time	256	2.516	3.191	323	.002
	Part time	69	2.121			
Developmental OCM	Full time	256	1.474	2.556	139.081	.012
	Part time	69	1.304			
Distributive justice	Full time	256	2.933	1.067	323	.287
	Part time	69	2.754			
Procedural justice	Full time	256	3.016	-.296	323	.767
	Part time	69	3.060			
Interpersonal justice	Full time	256	4.323	-3.249	159.659	.001
	Part time	69	4.657			
Informational justice	Full time	256	3.613	-1.932	323	.054
	Part time	69	3.929			
Trust in management	Full time	256	2.784	-1.680	323	.094
	Part time	69	2.928			
Career satisfaction	Full time	256	3.442	.160	323	.873
	Part time	69	3.423			
Careerist-orientation	Full time	256	2.904	.299	323	.765
	Part time	69	2.878			
Job involvement	Full time	256	2.307	.726	323	.468
	Part time	69	2.261			
Task proficiency	Full time	255	4.239	.320	321	.749
	Part time	68	4.213			
Task adaptability	Full time	255	4.220	1.318	321	.189
	Part time	68	4.093			
Task proactivity	Full time	256	3.620	3.488	322	.001
	Part time	68	3.196			

10. Detailed ANOVA test results

10i. ANOVA results comparing mean variable scores of employees from all job levels

Variable	Job level	N	Mean	Total sum of squares	Total df	F	Sig. (2-tailed)
Relational OCM	Non management	185	2.919	426.951	324	.432	.650
	Low management	130	2.800				
	Senior management	10	2.950				
Informational OCM	Non management	185	2.488	277.294	324	2.333	.099
	Low management	130	2.395				
	Senior management	10	1.867				
Developmental OCM	Non management	185	1.447	107.873	324	2.595	.076
	Low management	130	1.395				
	Senior management	10	1.820				
Distributive justice	Non management	185	2.877	499.815	324	.061	.941
	Low management	130	2.915				
	Senior management	10	2.980				
Procedural justice	Non management	185	3.098	373.830	324	1.272	.282
	Low management	130	2.911				
	Senior management	10	3.180				
Interpersonal justice	Non management	185	4.336	296.956	324	.789	.455
	Low management	130	4.472				
	Senior management	10	4.440				
Informational justice	Non management	185	3.792	473.758	324	2.117	.122
	Low management	130	3.512				
	Senior management	10	3.807				
Trust in management	Non management	185	2.856	129.522	324	1.080	.341
	Low management	130	2.751				
	Senior management	10	2.867				
Career satisfaction	Non management	185	3.422	248.167	324	.079	.924
	Low management	130	3.462				
	Senior management	10	3.440				
Carecrist-orientation	Non management	185	2.940	129.229	324	1.366	.256
	Low management	130	2.859				
	Senior management	10	2.660				
Job involvement	Non management	185	2.214	70.733	324	8.741	.000
	Low management	130	2.390				
	Senior management	10	2.650				
Task proficiency	Non management	184	4.273	113.727	322	.986	.374
	Low management	129	4.186				
	Senior management	10	4.125				
Task adaptability	Non management	184	4.198	159.637	322	.358	.699
	Low management	129	4.173				
	Senior management	10	4.367				
Task proactivity	Non management	184	3.476	264.914	323	2.200	.112
	Low management	130	3.567				
	Senior management	10	4.067				

11. Detailed hierarchical regression results tables

11i. Detailed hierarchical regression results tables for hypothesis 3

Dependent Variable	Model	Independent Variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
Distributive Justice	1	Gender	.287	.167	.108†	.032	.162
		Age	.005	.008	.038		
		Ethnicity	-.627	.256	-.140*		
		Full / Part time	-.313	.193	-.103		
		Tenure	-.008	.013	-.047		
		Non management	-.120	.427	-.048		
		Lower management	-.076	.412	-.030		
	2	Gender	.550	.141	.078	.291	.000
		Age	.209	.007	.058		
		Ethnicity	.007	.218	-.078		
		Full / Part time	-.351	.166	-.001		
		Tenure	-.004	.011	.020		
		Non management	.004	.365	-.078		
		Lower management	-.262	.353	-.010		
Relational OCM	.394	.058	.364***				
Informational OCM	.288	.073	.215***				
Developmental OCM	.267	.114	.124*				

Note: N=325 † $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

Dependent Variable	Model	Independent Variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
Procedural Justice	1	Gender	.176	.141	.077	.078	.001
		Age	.013	.007	.123†		
		Ethnicity	-.807	.216	-.208***		
		Full / Part time	-.269	.163	-.103		
		Tenure	.004	.011	.024		
		Non management	.100	.360	.046		
		Lower management	-.162	.348	-.074		
	2	Gender	.090	.122	.039	.247	.000
		Age	.013	.006	.122*		
		Ethnicity	-.543	.188	-.140**		
		Full / Part time	-.037	.143	-.014		
		Tenure	.015	.009	.092		
		Non management	-.014	.316	-.006		
		Lower management	-.192	.305	-.088		
Relational OCM	.386	.050	.412***				
Informational OCM	.204	.063	.175**				
Developmental OCM	.009	.099	.005				

Note: N=325 † $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

Dependent Variable	Model	Independent Variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (B)	?R ²	Sig. ?R ²
Interpersonal Justice	1	Gender	-.016	.126	-.008	.071	.001
		Age	.016	.006	.163*		
		Ethnicity	-.451	.193	-.130*		
		Full / Part time	.360	.146	.154*		
		Tenure	-.010	.010	-.073		
		Non management	-.099	.322	-.051		
		Lower management	.143	.311	.073		
	2	Gender	-.087	.116	-.043	.157	.000
		Age	.014	.006	.142*		
		Ethnicity	-.248	.180	-.072		
		Full / Part time	.476	.137	.204**		
		Tenure	-.003	.009	-.018		
		Non management	-.154	.301	-.080		
		Lower management	.121	.291	.062		
Relational OCM	.346	.048	.414***				
Informational OCM	.034	.060	.033				
Developmental OCM	-.135	.094	-.082				

Note: N=325 † $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

Dependent Variable	Model	Independent Variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (B)	?R ²	Sig. ?R ²
Informational Justice	1	Gender	.088	.161	.034	.052	.018
		Age	.014	.008	.112†		
		Ethnicity	-.695	.247	-.159**		
		Full / Part time	.095	.186	.032		
		Tenure	-.010	.012	-.057		
		Non management	.025	.411	.010		
		Lower management	-.202	.397	-.082		
	2	Gender	.003	.139	.001	.257	.000
		Age	.012	.007	.101†		
		Ethnicity	-.412	.215	-.095†		
		Full / Part time	.276	.163	.094†		
		Tenure	.002	.011	.011		
		Non management	.079	.360	.033		
		Lower management	-.081	.384	-.033		
Relational OCM	.536	.057	.509***				
Informational OCM	-.010	.072	-.007				
Developmental OCM	.061	.112	.029				

Note: N=325 † $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$

11ii. Detailed hierarchical regression results tables for hypothesis 4a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.328	.114	.175**	.088	.000
	Age	.016	.006	.185**		
	Ethnicity	-.650	.175	-.205***		
	Full / Part time	-.177	.132	-.083		
	Tenure	-.018	.009	-.135*		
	Non management	-.058	.292	-.033		
	Lower management	.060	.282	.034		
2	Gender	.291	.106	.155**	.145	.000
	Age	.017	.005	.191**		
	Ethnicity	-.513	.164	-.162**		
	Full / Part time	-.055	.124	-.026		
	Tenure	-.011	.008	-.087		
	Non management	-.030	.274	-.017		
	Lower management	.140	.265	.078		
	Relational OCM	.247	.044	.324***		
	Informational OCM	.047	.055	.050		
	Developmental OCM	.133	.086	.088		
3	Gender	.210	.091	.112*	.209	.000
	Age	.014	.005	.158**		
	Ethnicity	-.375	.140	-.119**		
	Full / Part time	-.053	.106	-.025		
	Tenure	-.013	.007	-.098†		
	Non management	.047	.234	.027		
	Lower management	.150	.226	.084		
	Relational OCM	.092	.040	.121*		
	Informational OCM	-.066	.048	-.070		
	Developmental OCM	.028	.074	.019		
	Distributive Justice	.392	.036	.556***		

Note:

Dependent Variable: Career satisfaction

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11iii. Detailed hierarchical regression results tables for hypothesis 4b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.175	.061	.175**	.088	.000
	Age	.003	.003	.074		
	Ethnicity	-.115	.094	-.068		
	Full / Part time	-.020	.071	-.017		
	Tenure	-.001	.005	-.019		
	Non management	-.510	.156	-.542**		
	Lower management	-.280	.151	-.294†		
2	Gender	.169	.061	.169**	.018	.095
	Age	.004	.003	.078		
	Ethnicity	-.090	.094	-.053		
	Full / Part time	.004	.072	.003		
	Tenure	-.000	.005	-.002		
	Non management	-.505	.158	-.536**		
	Lower management	-.264	.153	-.277†		
	Relational OCM	.044	.025	.109†		
	Informational OCM	.011	.031	.021		
Developmental OCM	.030	.049	.038			
3	Gender	.169	.061	.169**	.000	.983
	Age	.004	.003	.078		
	Ethnicity	-.090	.095	-.053		
	Full / Part time	.004	.072	.003		
	Tenure	-.000	.005	-.002		
	Non management	-.505	.158	-.536**		
	Lower management	-.264	.153	-.277†		
	Relational OCM	.044	.027	.109†		
	Informational OCM	.011	.032	.022		
	Developmental OCM	.030	.050	.038		
	Distributive Justice	-.001	.024	-.001		

Note:

Dependent Variable: Job involvement

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

1 iv. Detailed hierarchical regression results tables for hypothesis 4c

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	?R ²	Sig. ?R ²
1	Gender	.161	.079	.126*	.057	.010
	Age	.001	.004	.015		
	Ethnicity	-.400	.121	-.187**		
	Full / Part time	-.166	.092	-.114†		
	Tenure	.000	.006	.003		
	Non management	.150	.202	.125		
	Lower management	.054	.195	.044		
2	Gender	.142	.079	.111†	.016	.148
	Age	-.000	.004	-.003		
	Ethnicity	-.365	.122	-.170**		
	Full / Part time	-.156	.093	-.107†		
	Tenure	.001	.006	.012		
	Non management	.078	.205	.065		
	Lower management	-.022	.198	-.018		
	Relational OCM	.033	.033	.063		
	Informational OCM	.032	.041	.050		
	Developmental OCM	-.143	.064	-.138*		
3	Gender	.142	.080	.111†	.000	.997
	Age	-.000	.004	-.003		
	Ethnicity	-.365	.123	-.170**		
	Full / Part time	-.156	.093	-.107†		
	Tenure	.001	.006	.012		
	Non management	.078	.205	.065		
	Lower management	-.022	.198	-.018		
	Relational OCM	.033	.035	.063		
	Informational OCM	.032	.042	.050		
	Developmental OCM	-.142	.065	-.138*		
	Distributive Justice	-.000	.032	.000		

Note:

Dependent Variable: Self-rated task proficiency

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11v. Detailed hierarchical regression results tables for hypothesis 4d

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (B)	ΔR^2	Sig. ΔR^2
1	Gender	.219	.094	.145*	.043	.051
	Age	-.003	.005	-.041		
	Ethnicity	-.255	.144	-.100†		
	Full / Part time	-.166	.109	-.096		
	Tenure	-.010	.007	-.096		
	Non management	-.296	.241	-.209		
	Lower management	-.268	.232	-.186		
2	Gender	.213	.095	.141*	.013	.234
	Age	-.002	.005	-.032		
	Ethnicity	-.232	.146	-.091		
	Full / Part time	-.123	.111	-.071		
	Tenure	-.009	.007	-.086		
	Non management	-.335	.245	-.236		
	Lower management	-.286	.237	-.199		
	Relational OCM	.008	.039	.013		
	Informational OCM	.076	.049	.099		
	Developmental OCM	.035	.076	.029		
3	Gender	.215	.095	.143*	.000	.763
	Age	-.002	.005	-.030		
	Ethnicity	-.236	.147	-.093		
	Full / Part time	-.123	.112	-.071		
	Tenure	-.009	.007	-.086		
	Non management	-.337	.245	-.237		
	Lower management	-.286	.237	-.200		
	Relational OCM	.012	.042	.020		
	Informational OCM	.079	.050	.104		
	Developmental OCM	.038	.077	.031		
	Distributive Justice	-.011	.038	-.020		

Note:

Dependent Variable: Self-rated task adaptability

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11vi. Detailed hierarchical regression results tables for hypothesis 4e

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.309	.117	.159**	.111	.000
	Age	-.017	.006	-.182**		
	Ethnicity	-.437	.179	-.134*		
	Full / Part time	-.414	.136	-.187**		
	Tenure	-.004	.009	-.031		
	Non management	-.751	.298	-.411**		
	Lower management	-.666	.288	-.361*		
2	Gender	.296	.117	.153*	.017	.102
	Age	-.016	.006	-.175**		
	Ethnicity	-.390	.180	-.119*		
	Full / Part time	-.357	.138	-.161*		
	Tenure	-.002	.009	-.015		
	Non management	-.771	.302	-.422*		
	Lower management	-.662	.292	-.359*		
	Relational OCM	.059	.048	.075		
	Informational OCM	.065	.060	.066		
	Developmental OCM	.054	.094	.035		
3	Gender	.293	.117	.151*	.000	.734
	Age	-.016	.006	-.176*		
	Ethnicity	-.385	.181	-.118*		
	Full / Part time	-.357	.138	-.161*		
	Tenure	-.002	.009	-.016		
	Non management	-.768	.303	-.421*		
	Lower management	-.662	.293	-.359*		
	Relational OCM	.053	.052	.067		
	Informational OCM	.060	.062	.061		
	Developmental OCM	.050	.095	.032		
	Distributive Justice	.016	.047	.022		

Note:

Dependent Variable: Self-rated task proactivity

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11vii. Detailed hierarchical regression results tables for hypothesis 5a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	-.184	.084	-.136*	.055	.012
	Age	-.008	.004	-.126†		
	Ethnicity	.304	.129	.133*		
	Full / Part time	-.015	.097	-.010		
	Tenure	.014	.007	.145*		
	Non management	.373	.214	.293†		
	Lower management	.199	.207	.154		
2	Gender	-.166	.082	-.122*	.056	.000
	Age	-.009	.004	-.136*		
	Ethnicity	.241	.127	.106†		
	Full / Part time	-.091	.097	-.059		
	Tenure	.011	.006	.116†		
	Non management	.412	.213	.323†		
	Lower management	.207	.206	.161		
	Relational OCM	-.074	.034	-.135*		
	Informational OCM	-.090	.042	-.131*		
	Developmental OCM	-.049	.066	-.045		
3	Gender	-.153	.081	-.113†	.035	.000
	Age	-.007	.004	-.108†		
	Ethnicity	.169	.126	.074		
	Full / Part time	-.096	.095	-.062		
	Tenure	.013	.006	.137*		
	Non management	.410	.209	.322†		
	Lower management	.181	.202	.141		
	Relational OCM	-.023	.036	-.041		
	Informational OCM	-.062	.042	-.092		
	Developmental OCM	-.048	.065	-.044		
	Procedural Justice	-.134	.037	-.228***		

Note:

Dependent Variable: Careerist-orientation to work and the organisation

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11viii. Detailed hierarchical regression results tables for hypothesis 5b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.051	.084	.038	.064	.003
	Age	.006	.004	.095		
	Ethnicity	-.504	.128	-.220***		
	Full / Part time	.039	.097	.025		
	Tenure	-.006	.006	-.062		
	Non management	.014	.214	.011		
	Lower management	-.068	.206	-.053		
2	Gender	.004	.071	.003	.272	.000
	Age	.006	.004	.095†		
	Ethnicity	-.350	.110	-.153**		
	Full / Part time	.168	.084	.109*		
	Tenure	.001	.006	.009		
	Non management	-.007	.184	-.006		
	Lower management	-.040	.178	-.031		
	Relational OCM	.252	.029	.457***		
	Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046		
3	Gender	-.022	.062	-.016	.159	.000
	Age	.002	.003	.035		
	Ethnicity	-.195	.097	-.085†		
	Full / Part time	.178	.073	.115*		
	Tenure	-.003	.005	-.036		
	Non management	-.003	.161	-.002		
	Lower management	.015	.156	.011		
	Relational OCM	.142	.028	.257***		
	Informational OCM	.019	.033	.028		
	Developmental OCM	.048	.050	.044		
	Procedural Justice	.286	.029	.486***		

Note:

Dependent Variable: Trust in management

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11ix. Detailed hierarchical regression results tables for hypothesis 6

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (B)	?R ²	Sig. ?R ²
1	Gender	.051	.084	.038	.064	.003
	Age	.006	.004	.095		
	Ethnicity	-.504	.128	-.220***		
	Full / Part time	.039	.097	.025		
	Tenure	-.006	.006	-.062		
	Non management	.014	.214	.011		
	Lower management	-.068	.206	-.053		
2	Gender	.004	.071	.003	.272	.000
	Age	.006	.004	.095†		
	Ethnicity	-.350	.110	-.153**		
	Full / Part time	.168	.084	.109*		
	Tenure	.001	.006	.009		
	Non management	-.007	.184	-.006		
	Lower management	-.040	.178	-.031		
	Relational OCM	.252	.029	.457***		
	Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046		
3	Gender	.004	.063	.003	.143	.000
	Age	.003	.003	.049		
	Ethnicity	-.252	.098	-.110*		
	Full / Part time	.102	.075	.066		
	Tenure	.000	.005	.004		
	Non management	-.026	.163	-.020		
	Lower management	-.021	.158	-.016		
	Relational OCM	.124	.029	.226***		
	Informational OCM	.080	.033	.117*		
	Developmental OCM	.036	.051	.033		
	Informational Justice	.238	.026	.455***		

Note:

Dependent Variable: Trust in management

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11x. Detailed hierarchical regression results tables for hypothesis 7

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.051	.084	.038	.064	.003
	Age	.006	.004	.095		
	Ethnicity	-.504	.128	-.220***		
	Full / Part time	.039	.097	.025		
	Tenure	-.006	.006	-.062		
	Non management	.014	.214	.011		
	Lower management	-.068	.206	-.053		
2	Gender	.004	.071	.003	.272	.000
	Age	.006	.004	.095†		
	Ethnicity	-.350	.110	-.153**		
	Full / Part time	.168	.084	.109†		
	Tenure	.001	.006	.009		
	Non management	-.007	.184	-.006		
	Lower management	-.040	.178	-.031		
	Relational OCM	.252	.029	.457***		
	Informational OCM	.078	.037	.114*		
	Developmental OCM	.050	.058	.046		
3	Gender	.024	.066	.018	.093	.000
	Age	.003	.003	.046		
	Ethnicity	-.294	.102	-.128**		
	Full / Part time	.059	.079	.038		
	Tenure	.001	.005	.015		
	Non management	.028	.171	.022		
	Lower management	-.068	.166	-.053		
	Relational OCM	.173	.029	.314***		
	Informational OCM	.070	.034	.102*		
	Developmental OCM	.081	.054	.074		
	Interpersonal Justice	.229	.032	.347***		

Note:

Dependent Variable: Trust in management

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11xi. Detailed hierarchical regression results tables for hypothesis 8a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	?R ²	Sig. ?R ²
1	Gender	.267	.096	.142**	.381	.000
	Age	.012	.005	.132*		
	Ethnicity	-.310	.150	-.098*		
	Full / Part time	-.085	.115	-.040		
	Tenure	-.015	.007	-.118*		
	Non management	-.044	.248	-.025		
	Lower management	.204	.240	.115		
	Relational OCM	.062	.045	.082		
	Developmental OCM	.116	.078	.077		
	Informational OCM	-.000	.050	.000		
	Procedural justice	.244	.051	.300***		
	Interpersonal justice	-.024	.056	-.026		
	Informational justice	.184	.051	.254***		
2	Gender	.227	.082	.121**	.172	.000
	Age	.011	.04	.130**		
	Ethnicity	-.203	.128	-.064		
	Full / Part time	-.142	.098	-.066		
	Tenure	-.013	.006	-.099*		
	Non management	.015	.211	.008		
	Lower management	.181	.204	.102		
	Relational OCM	-.018	.039	-.024		
	Developmental OCM	.018	.067	.012		
	Informational OCM	-.074	.044	-.079†		
	Procedural justice	-.078	.049	-.009		
	Interpersonal justice	-.059	.048	-.065		
	Informational justice	.056	.045	.077		
	Distributive Justice	.347	.049	.390***		
	Trust in management	.401	.053	.432***		
3	Gender	.232	.082	.123**	.005	.052
	Age	.012	.004	.131**		
	Ethnicity	-.210	.128	-.066		
	Full / Part time	-.144	.098	-.067		
	Tenure	-.012	.006	-.094		
	Non management	-.015	.211	-.008		
	Lower management	.154	.204	.086		
	Relational OCM	-.020	.039	-.026		
	Developmental OCM	.027	.067	.018		
	Informational OCM	-.074	.044	-.078†		
	Procedural justice	-.005	.049	-.006		
	Interpersonal justice	-.069	.048	-.075		
	Informational justice	.049	.045	.068		
	Distributive Justice	.361	.050	.405		
	Trust in management	.384	.053	.413		
DJ X Trust	-.069	.035	-.079†			

Note:

Dependent Variable: Career satisfaction

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11xii. Detailed hierarchical regression results tables for hypothesis 8b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	-.159	.081	-.118*	.152	.000
	Age	-.006	.004	-.100		
	Ethnicity	.162	.126	.071		
	Full / Part time	-.068	.097	-.044		
	Tenure	.012	.006	.132*		
	Non management	.406	.209	.319†		
	Lower management	.189	.202	.147		
	Relational OCM	-.004	.038	-.008		
	Developmental OCM	-.052	.066	-.047		
	Informational OCM	-.067	.043	-.098		
	Procedural justice	-.105	.043	-.179*		
	Interpersonal justice	-.040	.047	-.060		
	Informational justice	-.029	.043	-.055		
2	Gender	-.146	.080	-.108†	.038	.001
	Age	-.006	.004	-.099		
	Ethnicity	.125	.125	.055		
	Full / Part time	-.048	.095	-.031		
	Tenure	.012	.006	.124†		
	Non management	.386	.205	.303†		
	Lower management	.197	.198	.153		
	Relational OCM	.023	.038	.042		
	Developmental OCM	-.018	.065	-.017		
	Informational OCM	-.042	.042	-.062		
	Procedural justice	-.019	.048	-.033		
	Interpersonal justice	-.028	.047	-.042		
	Informational justice	.015	.044	.028		
	Distributive Justice	-.117	.048	-.182*		
	Trust in management	-.138	.051	-.206**		
3	Gender	-.139	.079	-.103†	.019	.007
	Age	-.006	.004	-.097		
	Ethnicity	.116	.123	.051		
	Full / Part time	-.052	.094	-.034		
	Tenure	.013	.006	.134*		
	Non management	.346	.204	.272†		
	Lower management	.160	.197	.124		
	Relational OCM	.021	.038	.039		
	Developmental OCM	-.006	.065	-.006		
	Informational OCM	-.042	.042	-.061		
	Procedural justice	-.016	.048	-.026		
	Interpersonal justice	-.040	.046	-.061		
	Informational justice	.006	.043	.012		
	Distributive Justice	-.099	.048	-.154*		
	Trust in management	-.162	.052	-.241**		
DJ X Trust	-.093	.034	-.148**			

Note:

Dependent Variable: Careerist-orientation to work and the organisation

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11xiii. Detailed hierarchical regression results tables for hypothesis 8c

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.171	.061	.171**	.114	.000
	Age	.003	.003	.070		
	Ethnicity	-.086	.096	-.051		
	Full / Part time	-.005	.073	-.004		
	Tenure	-.000	.005	-.004		
	Non management	-.493	.158	-.523**		
	Lower management	-.270	.153	-.283†		
	Relational OCM	.045	.029	.111		
	Developmental OCM	.040	.050	.049		
	Informational OCM	.004	.032	.008		
	Procedural justice	.022	.033	.051		
	Interpersonal justice	.048	.036	.099		
	Informational justice	-.049	.032	-.126		
2	Gender	.172	.062	.171**	.001	.894
	Age	.003	.003	.070		
	Ethnicity	-.081	.096	-.048		
	Full / Part time	-.008	.074	-.007		
	Tenure	-.000	.005	-.003		
	Non management	-.493	.159	-.523**		
	Lower management	-.270	.153	-.283†		
	Relational OCM	.043	.030	.105		
	Developmental OCM	.038	.050	.047		
	Informational OCM	.003	.033	.006		
	Procedural justice	.017	.037	.039		
	Interpersonal justice	.046	.036	.094		
	Informational justice	-.052	.034	-.134		
	Distributive Justice	-.000	.037	-.001		
Trust in management	.019	.040	.038			
3	Gender	.171	.062	.170**	.000	.709
	Age	.003	.003	.069		
	Ethnicity	-.080	.097	-.047		
	Full / Part time	-.072	.074	-.006		
	Tenure	-.000	.005	-.005		
	Non management	-.489	.159	-.519**		
	Lower management	-.266	.154	-.279†		
	Relational OCM	.043	.030	.106		
	Developmental OCM	.037	.051	.046		
	Informational OCM	.003	.033	.006		
	Procedural justice	.017	.037	.038		
	Interpersonal justice	.047	.036	.096		
	Informational justice	-.051	.034	-.132		
	Distributive Justice	-.002	.038	-.005		
	Trust in management	.021	.040	.043		
DJ X Trust	.010	.027	.021			

Note:

Dependent Variable: Job involvement

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11xiv. Detailed hierarchical regression results tables for hypothesis 9a

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	?R ²	Sig. ?R ²
1	Gender	.142	.079	.112†	.090	.005
	Age	-.002	.004	-.027		
	Ethnicity	-.321	.123	-.150*		
	Full / Part time	-.181	.095	-.125†		
	Tenure	.000	.006	.005		
	Non management	.084	.204	.070		
	Lower management	-.018	.197	-.014		
	Relational OCM	-.011	.037	-.021		
	Developmental OCM	-.138	.064	-.134*		
	Informational OCM	.022	.042	.034		
	Procedural justice	.044	.042	.079		
	Interpersonal justice	.045	.046	.072		
	Informational justice	.021	.042	.043		
2	Gender	.149	.079	.117†	.012	.128
	Age	-.002	.004	-.027		
	Ethnicity	-.341	.124	-.159**		
	Full / Part time	-.171	.095	-.118†		
	Tenure	-.000	.006	.000		
	Non management	.073	.203	.061		
	Lower management	-.014	.197	-.011		
	Relational OCM	.004	.038	.007		
	Developmental OCM	-.121	.065	-.117†		
	Informational OCM	.035	.042	.055		
	Procedural justice	.089	.048	.161†		
	Interpersonal justice	.052	.046	.084		
	Informational justice	.044	.043	.089		
	Distributive Justice	-.057	.048	-.094		
Trust in management	-.077	.051	-.123			
3	Gender	.142	.078	.112†	.020	.008
	Age	-.002	.004	-.029		
	Ethnicity	-.332	.122	-.155**		
	Full / Part time	-.168	.094	-.115†		
	Tenure	-.001	.006	-.011		
	Non management	.112	.202	.094		
	Lower management	.022	.195	.018		
	Relational OCM	.006	.038	.011		
	Developmental OCM	-.132	.064	-.129*		
	Informational OCM	.035	.042	.054		
	Procedural justice	.086	.047	.155†		
	Interpersonal justice	.064	.046	.103		
	Informational justice	.052	.043	.106		
	Distributive Justice	-.075	.048	-.123		
Trust in management	-.055	.051	-.087			
DJ X Trust	.089	.034	.152**			

Note:

Dependent Variable: Self-rated task proficiency

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11 xv. Detailed hierarchical regression results tables for hypothesis 9b

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.213	.095	.141*	.070	.045
	Age	-.004	.005	-.051		
	Ethnicity	-.189	.148	-.074		
	Full / Part time	-.147	.114	-.085		
	Tenure	-.009	.007	-.090		
	Non management	-.336	.244	-.236		
	Lower management	-.279	.236	-.194		
	Relational OCM	-.040	.045	-.064		
	Developmental OCM	.034	.077	.028		
	Informational OCM	.070	.050	.092		
	Procedural justice	.026	.051	.040		
	Interpersonal justice	.023	.055	.031		
	Informational justice	.055	.050	.095		
	2	Gender	.223	.095		
Age		-.004	.005	-.051		
Ethnicity		-.201	.148	-.079		
Full / Part time		-.142	.114	-.082		
Tenure		-.010	.007	-.095		
Non management		-.350	.244	-.247		
Lower management		-.273	.236	-.190		
Relational OCM		-.027	.046	-.043		
Developmental OCM		.054	.078	.044		
Informational OCM		.086	.051	.112†		
Procedural justice		.073	.057	.111		
Interpersonal justice		.024	.056	.033		
Informational justice		.077	.052	.133		
Distributive Justice		-.084	.057	-.117		
Trust in management		-.046	.061	-.062		
3	Gender	.214	.094	.142*	.027	.003
	Age	-.004	.005	-.053		
	Ethnicity	-.189	.146	-.074		
	Full / Part time	-.138	.112	-.080		
	Tenure	-.011	.007	-.107		
	Non management	-.298	.242	-.210		
	Lower management	-.225	.233	-.157		
	Relational OCM	-.024	.045	-.040		
	Developmental OCM	.038	.077	.031		
	Informational OCM	.085	.050	.112†		
	Procedural justice	.068	.057	.104		
	Interpersonal justice	.040	.055	.055		
	Informational justice	.088	.051	.152†		
	Distributive Justice	-.108	.057	-.150†		
	Trust in management	-.015	.061	-.021		
DJ X Trust	.122	.040	.174**			

Note:

Dependent Variable: Self-rated task adaptability

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.

11xvi. Detailed hierarchical regression results tables for hypothesis 9c

Model	Independent variables	Unstandardised Coefficients (B)	Std. Error	Standardised Coefficients (β)	ΔR ²	Sig. ΔR ²
1	Gender	.298	.117	.154*	.137	.000
	Age	-.015	.006	-.165*		
	Ethnicity	-.424	.183	-.130*		
	Full / Part time	-.341	.141	-.153*		
	Tenure	-.002	.009	-.013		
	Non management	-.762	.303	-.418*		
	Lower management	-.672	.293	-.364*		
	Relational OCM	.101	.056	.129†		
	Developmental OCM	.061	.095	.039		
	Informational OCM	.064	.062	.066		
	Procedural justice	-.004	.063	-.004		
	Interpersonal justice	.014	.068	.015		
	Informational justice	-.086	.062	-.115		
2	Gender	.284	.117	.146*	.014	.081
	Age	-.015	.006	-.162*		
	Ethnicity	-.461	.183	-.141*		
	Full / Part time	-.318	.140	-.143*		
	Tenure	-.002	.009	-.014		
	Non management	-.745	.301	-.408*		
	Lower management	-.680	.291	-.369*		
	Relational OCM	.111	.056	.140*		
	Developmental OCM	.053	.096	.034		
	Informational OCM	.056	.063	.057		
	Procedural justice	-.003	.071	-.003		
	Interpersonal justice	.038	.069	.041		
	Informational justice	-.080	.064	-.107		
	Distributive Justice	.102	.071	.111		
	Trust in management	-.141	.075	-.146†		
3	Gender	.279	.117	.144*	.006	.140
	Age	-.015	.006	-.163*		
	Ethnicity	-.453	.183	-.138*		
	Full / Part time	-.315	.140	-.142*		
	Tenure	-.003	.009	-.020		
	Non management	-.712	.302	-.390*		
	Lower management	-.650	.292	-.353*		
	Relational OCM	.112	.056	.142*		
	Developmental OCM	.044	.096	.028		
	Informational OCM	.056	.062	.057		
	Procedural justice	-.006	.071	-.007		
	Interpersonal justice	.048	.069	.051		
	Informational justice	-.073	.064	-.098		
	Distributive Justice	.087	.071	.095		
	Trust in management	-.122	.076	-.127		
	DJ X Trust	.074	.050	.083		

Note:

Dependent Variable: Self-rated task proactivity

N = 325

† $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$.