Employee Engagement: A critical assessment of the relationship with the psychological contract.

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Acknowledgements

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Abstract

The overall aim of this study is to bring together two distinct topics: employee engagement and the psychological contract and review more closely their relationship with leadership and performance management. The psychological contract forms the unwritten aspects of the employment relationship and relates to promises and expectations. This study seeks to further understand aspects of the work experience beyond the contract that may influence employee engagement. Bringing the two topics together provides a more holistic view of the employee experience than researchers have typically attempted and identifies themes and opportunities for improvement in Human Resource Management practices. This study seeks to research the interrelationships between the psychological contract, the work experience, leaders (impact; influence; experience), performance management and the outcomes on employee engagement. Two specific studies were conducted.

In study one twenty-three professional leaders were interviewed across a range of organisations with participants from a regional city and a capital city in Australia from private and public sector organisations. In this study the leaders held formal leadership roles. In-depth semi-structured interviews were conducted to explore the leader's relationship with the psychological contract. The interview questions encompassed leadership style (transformational versus transactional); leadership appointment and development; and the dimensions of the psychological contract. A number of differences were found between Neutral and Transformational leaders. The Neutral leaders had a more transactional psychological contract, whereas the Transformational leaders had a more relational psychological contract. More

Transactional leader participants would have enabled more detailed analysis of this leadership style. This study extends the literature on and provides an understanding of the psychological contract from a leadership perspective. This research adds to the literature as there is no current framework that considers the relationship between leadership styles with the psychological contract. Overall, the results indicate differences in psychological contract perceptions for different leadership styles.

Once the leadership influences were more fully understood an on-line survey was conducted via the principal researcher's networks. Study two was a comprehensive on-line survey. Two hundred and fifteen respondents completed the on-line survey. The survey was developed drawing upon academic literature pertaining to: employee engagement; psychological contracts; leadership characteristics; and performance management. This research study sought to explore the differences between the psychological contract of leaders and non-leaders. A key finding from this research is that the management of performance is an important element in building and maintaining the employment relationship. The results highlighted the importance of leadership and managerial actions for employee engagement. This research refers to non-leaders as either followers or employees, for this thesis the term non-leaders encompasses both followers and employees.

The results confirmed that a positive non-leader and leader relationship is developed by the leader caring about the employee's opinions and well-being, setting performance and development plans, providing on-going feedback and recognition, managing employee development and conducting mid-year appraisals. Leaders and

non-leaders confirmed the importance of working closely with others, contribution to making decisions, work variety and intrinsic feedback from the job itself. Non-leaders indicated a greater concern in relation to a psychological contract breach if promised promotional opportunities were not delivered upon. A psychological contract breach is associated with adverse behaviours, whereas violation is associated with feelings of betrayal and anger.

Research suggests that there are various dimensions that contribute to employee engagement in an organisational setting. This research provides greater insight into the relationship between organisation and job engagement with psychological contract types. This research found that the psychological contract is influenced by regular feedback and monitoring of performance, and the psychological contract dimensions are influenced by leadership styles. This research project found that performance management and regular discussions with non-leaders had more impact on employee engagement than a breach or violation of the psychological contract. This finding adds to the body of knowledge by identifying the relationship of performance management activities, the psychological contract and employee engagement outcomes.

There are various implications for human resource management from the research findings. Firstly, an understanding of the leadership style of leaders within organisations can assist in the development and maintenance of the psychological contract. Secondly, the provision of realistic job previews and well-defined recruitment and selection practices can establish a framework for understanding of promises, expectations and obligations which are pivotal in the establishment of the psychological contract. Thirdly, performance management practices have a key role

in developing and maintaining the psychological contract, practices need to include regular discussions, mid-year and annual reviews. Leaders require training in performance management activities and practices.

Overall, this exploratory research and the constructs and variables identified were considered important. The identified constructs and variables were explored and it is important to note that this research does not propose a causal model. The research was undertaken following an identification of a recognised gap in the literature. A comprehensive review of the literature identified that the relationship between leadership and the psychological contract had not been considered. Importantly, this exploratory research provided greater insight into the relationship between leadership styles and psychological contracts by analysing the psychological contract through the lens of the leader, which had not been explicitly considered.

As a result of the literature review **four exploratory research questions** were developed:

- Question 1: What is the relationship between leadership and the psychological contract, (what are the key influences)?
- Question 2. What are the dimensions of the psychological contract that are significantly related to employee engagement?
- Question 3: What are the aspects of performance management that influence employee engagement?
- Question 4: What is the relationship between leadership and employee engagement?

Preface

During my career I have been managed by a range of leaders with different traits and approaches. In my experience if the leader demonstrates positive traits such as support and trust I am more committed to my organisation and my job. These leader's demonstrated commitment to proactive performance management practices and commitment to a positive and constructive working relationship. In one particular case I had a leader that did not demonstrate a real interest in a supportive working relationship which resulted in less commitment to the organisation and my job. The psychological contract forms the unwritten aspects of the employment relationship, we look to our leaders to deliver on the promises made and the expectations outlined. In my experience the psychological contract influenced my engagement and performance; I was interested to find out more which led to me embarking on a PhD.

When I first started teaching at James Cook University in 2010 one of the subject's I delivered was Contemporary Issues in Human Resource Management. One of the topics for this subject was the psychological contract a term that I was previously unfamiliar with. Teaching this topic was my first insight into the importance of the psychological contract in terms of the employment relationship. I considered the organisations I had worked for and in particular the leaders I had worked for. I wanted to understand more about the psychological contract and the interconnections as a Human Resource Management Practitioner and a Researcher. In essence, human resource management leadership is a style of human resource management. I had an interest in learning more. I was motivated to engage in post-

graduate studies to consolidate my practitioner skills and understand the unwritten elements of the employment contract.

In terms of practical examples as part of my research I developed psychological contract scenarios as part of my research. Example one: Bob applied for a position with his organisation twelve months ago. The advertisement for the position indicated that various training opportunities would be available. Bob asked at his interview if training was offered and he was assured that there were various training programs available. Since commencing, no training has occurred. If you were faced with a similar situation would you consider that the employment obligations had not been met by your employer?   Example two: An organisation offers a wide range of employment benefits which includes flexible working hours and various training opportunities. Fred always takes advantage of all the training provided and enjoys the flexible working hours which enables him to meet his study commitments. However, when there is a significant project or time constraint Fred is unwilling to work any additional hours. Do you consider that Fred has breached his psychological contract with his employer?

I have had an exploratory journey learning about employee engagement, leadership, performance management and the psychological contract. During the learning process I have developed my facilitation, research, analytical and research skills. The process has been both challenging and rewarding. I enjoyed the leadership interviews and I was very challenged by the qualitative analysis.

Chapter One – Introduction and Literature Review

Prior to the commencement of this thesis and associated research studies a research study was undertaken as part of a Graduate Certificate of Research Methods. The exploratory research undertaken as part of the Graduate Certificate of Research Methods described employee engagement and the psychological contract. This study stemmed from bringing together two research themes and drawing on the research methodologies of Saks and Rousseau to develop an on-line survey tool and their research methodologies also contributed to the development of the semi-structured interview questions. This research confirmed the relationship between feedback and support, job variety and employee engagement. In terms of the psychological contract; careerism, reality (met expectations) and the motivation of a career focused decision were predictors of employee engagement. From this exploratory research the outcomes of employee engagement are, increased job satisfaction and organisational commitment and reduced intention to quit. This initial research provided a building block to further explore the literature. The literature review undertaken for this thesis explored theories and concepts, the concepts identified provided a guide to the development of this exploratory research.

The overall aim of this thesis is to bring together three major concepts in human resource management: employee engagement, the psychological contract and review and to look more closely at their relationship with leadership and performance. A comprehensive review of the literature led to the development of four exploratory research questions: What is the relationship between leadership and the psychological contract, (what are the key influences)? What are the dimensions of the psychological contract that are significantly related to employee engagement?

What are the aspects of performance management that influence employee engagement? What is the relationship between leadership and employee engagement?

A comprehensive literature review identified various research gaps. Importantly, there is no explicit framework to explore the psychological contract from a leader and non-leader perspective. In addition, no literature has addressed the impact of the psychological contract on employee engagement for leaders and non-leaders. Overall, little research attention has focused on the links between employee engagement and psychological conditions. These gaps resulted in the formation of the research questions for this thesis.

This thesis is set out with four chapters. Chapter one provides an introduction and literature review. The key gaps in the literature identified were:

- "no contemporary approach to leadership has explicitly considered using the psychological contract as a framework to fully understand this leader-follower relationship" (Salicru & Chelliah, 2014, p. 39).

- "Psychological contract research to date has mostly focused on understanding employee relationships" (Kutalua et al., 2020, p. 1).

- "Psychological contract theory has emerged as a means of comprehending the complex relationships between employees and organizations" (Kutalua et al., 2020, p. 1).

- "Lack of articles delineating content of psychological contract" (Kutalua et al., (2020), p. 14).

- There is no literature that specifically analyses the psychological contract experience of leaders versus non-leaders and its impact on levels of engagement.

- Chughtai and Buckley (2011) state that more research is required to fully understand the "relationship between work engagement and job performance" (p. 686).

- There is a requirement to conduct "research on the relationship between employee engagement and individual job performance" (Carter et al., 2018, p. 2489).

- Whilst there are theories for understanding breaches, there is "no comparable parallel theory of psychological contract fulfilment" (Conway et al., 2011, p. 275).

- Bal et al. (2013) state that little research attention has been given to the links between employee engagement and psychological conditions.

- Soares and Mosquera (2019) indicate that studies have neglected the influence of the types of psychological contracts upon employee engagement outcomes.

The identification of these gaps in the literature informed the development of the research questions for the thesis. Chapter two provides the methodology and findings for Study one which relates to the semi-structured interviews of twenty three leaders from the private and public sectors. Study One explored research question one: what is the relationship between leadership and the psychological contract, (what are the key influences)? Chapter two analyses the findings of the semi-structured interviews. The research findings from Study One have been published in

the Australian Journal of Career Development. This study sought to understand the leader's relationship with the psychological contract, the unwritten set of expectations and promises. The psychological contract includes informal arrangements, mutual beliefs and perceptions. To understand the participants leadership characteristics, the participants were requested to respond to a range of questions that identified whether their primary leadership style was transformational, transactional or a combination of both i.e. a neutral leadership style. The study found that Transformational leaders are focused on the team and individual development, while Neutral leaders are more focused on the organisation's goals. Neutral leaders had a more transactional psychological contract with employees, were more money-oriented and sought commitment to organisational values from employees. Transformational leaders had a more relational psychological contract and sought a supportive environment and high levels of trust. Neutral leaders sought fairness in reward distribution and transformational leaders sought fairness in decisions. The results indicate differences in psychological contract perceptions for different leadership. This exploratory research provides greater insight into the relationship between leadership styles and psychological contracts by analysing the psychological contract through the lens of the leader which has not been explicitly considered before.

Chapter three sets out the findings of Study Two which explores the dimensions of the psychological contract related to employee engagement; aspects of performance management that influence employee engagement; and the relationship between leadership and employee engagement. Study Two explored research questions two, three and four set out as follows:

- What are the dimensions of the psychological contract that are significantly related to employee engagement?

- What are the aspects of performance management that influence employee engagement?

- What is the relationship between leadership and employee engagement?

For Study Two a comprehensive on-line survey was developed, there were 215 respondents. Four psychological contract groups were identified. For research question two the significance of performance management as a dimension of employee engagement, the key finding was that performance management and on-going performance reviews, and performance discussions are central to the development and maintenance of the employment relationship. For research question three the relationship between leadership and employee engagement the study identified the importance of leadership and managerial actions in the fostering of higher levels of employee engagement. For research question four the on-line survey included two questions relating to the role and influence of leaders in the development and maintenance of the employment relationship. The analysis highlighted the importance of leaders and managerial actions for employee engagement.

Chapter four provides a synthesis of the findings, conclusions and the associated implications of the research findings. Chapter four the concluding chapter sets out the main results of the studies undertaken, the notes of caution with the studies undertaken and the implications of the findings of significance to human resource management practices. This chapter then identifies the research gaps, new findings

that were unexpected from the studies that are worthy of further exploration and some concluding comments.

It could be argued that human resource management practices begin with the formation of the psychological contract (Rousseau, 2001). The employment relationship commences during the recruitment and selection process and then develops further throughout the employment lifecycle (Rousseau, 2001). It has been suggested that human resource management practices such as performance management processes are linked to employee engagement outcomes. Moreover, recruitment, selection and orientation practices have been linked to the psychological contract in terms of the promises made and kept. The overall aim of this thesis is to bring together three major concepts in human resource management: the employee engagement, the psychological contract and review and to look more closely at their relationship with leadership and performance. This study seeks to further explore aspects of the work experience beyond the contract that may influence employee engagement. By encompassing a broad range of questions developed from the academic literature, in-depth semi-structured interviews were conducted with a range of leaders from various organisations. Once the leadership dimensions of employee engagement and psychological contracts were more fully understood an on-line survey was conducted leaders and non-leader participants were sourced through professional networks from public and private sector organisations. The next section sets out the thesis outline. The following sections review the research literature for each of the identified concepts. An analysis of the three main concepts and the gaps in the academic literature was undertaken to develop more specific research questions.

Thesis Outline

This thesis consists of four chapters, as shown in Figure 1.1. Figure 1.1 sets out the Thesis outline. The thesis combines elements of a traditional theses and a publication in the Australian Journal of Career Development. Chapter one includes the introduction and literature review. This chapter provides a comprehensive review of the academic literature, a conceptual framework for employee engagement and the psychological contract, provides the gaps in the literature and sets out the research questions. The chapter then provides a broad methodological approach.

Chapter 1
- Introduction and Literature Review.

Chapter 2
- Study One: Exploring Leadership Perspectives on the Psychological Contract.
- Research Question One: What is the relationship between leadership and the psychological contract, (what are the key influences)?

Chapter 3
- Study Two: Dimensions of the psychological contract related to employee engagement; aspects of performance management that influence employee engagement; and the relationship between leadership and employee engagement.
- Research Question Two: What are the dimensions of the psychological contract that are significantly related to employee engagement?
- Research Question Three: What are the aspects of performance management that influence employee engagement?
- Research Question Four: What is the relationship between leadership and employee engagement?

Chapter 4
- Synthesis, conclusions and implications.

Figure 1.1: Thesis outline.

Chapter two presents Study One which is titled exploring leadership perspectives on the psychological contract. The overall aim of this study was to consider the psychological contract dimensions from a leadership perspective. This chapter includes a paper that has been published by the Australian Journal of Career Development. Chapter three encompasses study two which considers three exploratory research questions to understand the dimensions of the psychological contract significantly related to employee engagement; the aspects of performance management that influence employee engagement; and the relationship between leadership and employee engagement. This chapter sets out the features of psychological contracts to understand the expectations set by the employer and understood by the employee.

Chapter four the concluding chapter sets out the main results of the studies undertaken, the notes of caution with the studies undertaken, the implications of the findings of significance to human resource management practices. This chapter then identifies the research gaps, new findings that were unexpected from the studies that are worthy of further exploration and some concluding comments. The thesis is presented as a hybrid model combining publications derived from the thesis research with traditional chapters. In some instances, this means that the traditional sections are shortened so as to avoid repetition of material that is presented in the publication.

Literature Review

The literature review defines employee engagement and provides the dimensions of employee engagement: meaningfulness; safety and availability. The inter-relationship between human resource management and employee engagement is summarised. A model is presented to articulate the elements of the psychological contract: promises and obligations; individual differences; experiences and contract creation; contract makers; and monitoring and expectations. A conceptual framework sets out employee engagement and the relationship with the psychological contract. The overall approach to the research is summarised reviewing the inter-relationship between the psychological contract, the work experience, leader (impact; influence; and experience), performance management and the outcomes on employee engagement. The analysis of the literature then considers the characteristics of transformational and transactional leaders. Skinner (2018) "described essential competencies for transformational leaders, including emotional intelligence, communication, collaboration, coaching and mentoring." (p. 64). Salicru and Chelliah (2014) state that Transformational leadership applies a relational contract whereas Transactional leadership focuses on the monetary features of the relationship. Transactional leadership is based on an exchange to meet specific performance objectives (Nanjundeswaraswamy & Swamy, 2014). In addition, the leadership preferences of structure versus consideration is discussed to review leadership from a different perspective. The key themes were grouped for further discussion: psychological contract and leadership; employee engagement and leadership; psychological contract and performance management; and employee engagement and performance management. The final section of this chapter sets

out the conclusions, research gaps and research questions and the broad methodological approach.

Employee Engagement Defined

The Human Resource value chain is based on employees being a source of competitive advantage and it is recognised that the management of people is an important business strategy. An integrated set of human resource management practices needs to align with business strategy and values, commencing with recruitment and selection processes being aligned to values and the setting of performance expectations, continuous development, planning and evaluation through to employee separation (Lee Whittington & Galpin, 2010). Employee engagement is of interest to Human Resource practitioners and organisations as the research confirms various benefits of an engaged workforce which include higher levels of performance, increased job satisfaction and reduced costs from employee turnover (Huang et al., 2018). An engaged workforce needs to be developed and maintained through the relationship between the employee and employer. An organisation with an engaged workforce recognises high performance, where corporate strategy is clearly understood and the performance framework, remuneration and employee development are all aligned to corporate goals. An engaged workforce understands the business drivers and how their role contributes to the business and are motivated to contribute with high levels of performance (Harvard Business Review, 2013; MacLeod & Clarke, 2009).   An engaged workforce can be achieved through effective performance management which includes goal setting, feedback and coaching. Performance management is continuous and

provides a framework to demonstrate levels of competence and an employee's contribution to organisational goals (Mone & London, 2014).

The psychological contract relates to exchange agreements and reciprocal obligations and is associated with an individual's commitment to their organisation. Commitment is associated with accepting the values of the organisation, the level of effort expended and the willingness to remain with the organisation. Managers and Supervisors are agents representing the interests of the employing organisation (Rousseau, 1989). Intrinsic motivation is required to improve performance and higher levels of engagement increases discretionary effort (Shanmugam, 2018). "Intrinsic motivation has been linked to increased employee productivity, employee engagement and employee creativity" (Ghosh et al., 2020, p. 1789). Ghosh et al. (2020) indicate that intrinsic motivation fosters employee engagement as the psychological needs of autonomy, competency and connection are met. Intrinsically motivated employees tend to accept more interesting and difficult work, through this more valuable contribution employee engagement is increased.

Little and Little (2006) conducted a review of the definitions of the construct of employee engagement used by various researchers which identified a range of themes: involvement; satisfaction; enthusiasm for work; employee connection with the company and customers; value, enjoy and believe; committed to business outcomes; dimensions of confidence, integrity, pride and passion; motivation and higher performance; ownership; a positive attitude; dedication; and a social process. Importantly, employee engagement has a connection with productivity, retention, safety and profitability. The Corporate Leadership Council (2004) defines

engagement as an employee's commitment to something or somebody at the organisation, which determines how intensely they will work and how long they intend to stay. According to Sendawula et al. (2018) engaged employees are energised, demonstrate dedication to their organisation, they are also enthusiastic; these positive characteristics are associated with increased levels of productivity. According to Bates (2004) there is growing interest in employee engagement and increasing employee engagement is not costly or complicated. Saks (2006) provides a summary of employee engagement:

> It has been defined as a distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance. Furthermore, engagement is distinguishable from several related constructs, most notably organizational commitment, organizational citizenship behavior, and job involvement (p. 602).

Saks (2006) drew upon the research by Kahn (1990, 1992), "engagement means to be psychologically present when occupying and performing an organizational role" (p. 601) and "people vary in their engagement as a function of their perceptions of the benefits they receive from a role" (p. 604). The Saks (2006) model explored the research findings of the Kahn (1990) study and the Maslach et al. (2001) model. The Maslach et al. (2001) model considered situational factors such as job, occupational and organisational characteristics, personality characteristics and job attitudes.

Dimensions of Employee Engagement

The research suggests there are various dimensions that contribute to employee engagement in an organisational setting. From the inductive analysis of Kahn (1990) three psychological conditions were defined: meaningfulness; safety and availability. Kahn's model as set out in Table 1.1 provides a framework with the main dimensions of employee engagement being meaningfulness, safety and availability, which encompass experiential components, types of influence and influencing factors. Rothmann and Welsh (2013) support Kahn's model stating that "psychological meaningfulness, psychological safety and psychological availability, contribute to employee engagement" (p. 16). According to Chaudhary and Panda (2018) "psychological meaningfulness and psychological safety have been advocated as one of the essential conditions for the employees to invest themselves physically, cognitively and emotionally into work" (p. 2077).

Table 1.1: Kahn's Dimensions of Psychological Conditions.

Dimensions	Meaningfulness	Safety	Availability
Definition	Sense of return on investments of self in role performances.	Sense of being able to show and employ self without fear of negative consequences to self-image, status, or career.	Sense of possessing the physical, emotional, and psychological resources necessary for investing self in role performances.
Experiential Components	Feel worthwhile, valued, valuable; feel able to give and receive from work and others in course of work.	Feel situations are trustworthy, secure, predictable, and clear in terms of behavioural consequences.	Feel capable of driving physical, intellectual, and emotional energies into role performance.
Types of Influence	Work elements that create incentives or disincentives for investments of self.	Elements of social systems that create situations that are more or less predictable,	Individual distractions that are more or less preoccupying in role performance situations.

		consistent, and nonthreatening.	
Influences	Tasks: Jobs involving more or less challenge, variety, creativity, autonomy, and clear delineation of procedures and goals.

Roles: Formal positions that offer more or less attractive identities, through fit with a preferred self-image, and status and influence.

Work interactions: Interpersonal interactions with more or less promotion or dignity, self-appreciation, sense of value, and the inclusion of personal as well as professional elements. | Interpersonal relationships: Ongoing relationships that offer more or less support, trust, openness, flexibility, and lack of threat.

Group and intergroup dynamics: Informal, often unconscious roles that leave more or less room to safely express various parts of self; shaped by dynamics within and between groups in organisations.

Management style and process: Leader behaviours that show more or less support, resilience, consistency, trust, and competence.

Organisational norms: Shared system expectations about member behaviours and emotions that leave more or less room for investments of self during role performances. | Physical energies: Existing levels of physical resources available for investment into role performances.

Emotional energies: Existing levels of emotional resources available for investment into role performances.

Insecurity: Level of confidence in own abilities and status, self-consciousness, and ambivalence about fit with social systems that leave more or less room for investments of self in role performances.

Outside life: Issues in people's outside lives that leave them more or less available for investments of self during role performances. |

Source: (Kahn, 1990, p. 705).

Dimension One: Meaningfulness

The definition presented by Kahn (1990) for meaningfulness is the "sense of return on investments of self in role performances" (p. 705). The experiential components encompass employees' feeling worthwhile and valued in the work context. The specific influences in the framework developed by Kahn (1990) are tasks, roles and work interactions.

Factor One: Tasks

Task characteristics according to Kahn (1990) are "when organization members were doing work that was challenging, clearly delineated, varied, creative, and somewhat autonomous" (p. 704). The job characteristics in Saks (2006) study included meaningfulness from task characteristics and making a contribution as studied by Kahn (1990) and the Hackman and Oldham (1980) job characteristics model. Hackman and Oldham (1980) provide a model to depict the three psychological states that affect internal work motivation in a complete job characteristics model. The Hackman and Oldham model includes core job characteristics, critical psychological states and outcomes. Job characteristics include skill variety, task identity, task significance, autonomy and feedback from the job to address job enrichment. Critical psychological states include meaningfulness of the work itself, levels of responsibility for work outcomes, and knowledge of the work outcomes. According to Simonet and Castille (2020) "meaningful work has increasingly been identified as a source of personal fulfillment, a protective factor against daily stress and adversity, and a key mediator linking job characteristics to important organizational outcomes" (p. 152). The model by Hackman and Oldham indicates that the 'five job dimensions (skill variety, task identity, task significance, autonomy, and feedback) lead to the three critical states (meaningfulness,

responsibility, and knowledge of results" (Allan et al., 2018, p. 173). The outcomes include work motivation, job satisfaction and work effectiveness. It is suggested that well defined jobs that encompass variety, identifiable tasks, autonomy and feedback, all have a constructive impact on employee engagement (Rothmann & Welsh, 2013). Jobs with these dimensions have a sense of meaningfulness, responsibility and knowledge relating to the work itself (Lee Whittington & Galpin, 2010). Given the amount of time spent in the work environment meaningfulness in our work is an important aspect of our working life (Rothmann & Welsh, 2013). Meaningful work provides a sense of purpose for individuals, fostering the achievement of potential and the achievement of organisational goals (Zeglat & Janbeik, 2019).

Factor Two: Roles

Outcomes of engagement relate to in-role and extra-role performance, with performance being completing tasks to the set expectations. In-role performance relates to the job description and the aspects assessed in performance appraisals (Lee Whittington & Galpin, 2010). "Role theory can also serve as a conceptual framework, which can be used to relate the properties of an organisation or an individual. A description of behaviours, characteristics, norms and values of a person or position in the context of role theory can provide a valuable framework to examine role perceptions" (Taylor et al., 2020, p.2).

Lee Whittington and Galpin (2010) presented a multi-level model offering evidence based engagement practices, and their integrative model of employee engagement provides a linkage between engagement and performance. Extra-role behaviours exceed the expectations or requirements set in the role itself, by engaging in a wide range of extra-role performance behaviours. Finally, the employee engagement

model presented is underpinned by trust in the relationship between the employee and their leader, a key aspect in enhancing engagement. Furthermore, there is personal investment in role performance if the employee's personal goals are aligned with the organisations goals. Where there is a personal fit in terms of beliefs and values, employees will invest more effort to achieve organisational goals (Macey & Schneider, 2008). Employees also respond positively when goals are set and feedback is provided, engaged employees are satisfied and committed which can result in higher levels of performance (Lee Whittington & Galpin, 2010). According to Heidemeier and Moser (2019) "job performance leads to job satisfaction through the provision of intrinsic and extrinsic rewards (i.e., through value attainment)" (p. 1314).

Factor Three: Work Interactions

According to Blau (1964):

> There is a strain toward imbalance as well as toward reciprocity in social associations. The term "balance" itself is ambiguous in as much as we speak not only of balancing our books but also a balance in our favor, which refers, of course, to a lack of equality between inputs and outputs (p. 26).

As stated by Kahn (1990) meaningful interactions contribute to self-respect and a sense of worth. Positive two-way exchanges enables employees to feel valued, respected and appreciated. Moreover, when employees experience positive interactions with colleague's and customers, this also contributes to psychological meaningfulness. In terms of psychological meaningfulness individuals gain a greater sense of meaning when they have positive relationships in the workplace (May et al., 2004). The actions of leader's influence attitudes and behaviours, and the

organisational outcomes of job satisfaction, employee engagement and psychological empowerment (Wang et al., 2018).

Dimension Two: Safety

The definition presented by Kahn (1990) for safety is the "sense of being able to show and employ self without fear of negative consequences to self-image, status, or career" (p. 705). The experiential components encompass feelings of trust and security in behavioural outcomes. The specific influences in the framework developed by Kahn (1990) are interpersonal relationships, group and intergroup dynamics, management style and process and organisational norms.

Factor One: Interpersonal relationships, group and intergroup dynamics

Kahn (1990) found that supportive and trusting interpersonal relationships, as well as supportive management practices, promoted psychological safety. Kahn considered the variables that exist within organisations, such as the individuals themselves, departments and functions. Organisational groups also have differing demographics such as age and gender and differing power bases can also emerge within organisational settings. According to Kahn (1992), "the relations between as well as within organization groups thus creates varying degrees of incentives and room for people to be fully present in their work roles" (p. 331). Binyamin and Brender-Ilan (2018) support Kahn's findings confirming the importance of the psychological meaningfulness in work.

Psychological safety stems from a supportive work culture at an organisational level and a supportive supervisor, enabling employees to engage in work freely without fear of reprimand. In a safe environment employees understand the acceptable

behaviours (May et al., 2004; Saks, 2006). As well as co-worker relationships, job enrichment (the characteristics of the job itself) and work role fit (alignment with role enabling personal expression of values and beliefs) also contribute to psychological meaningfulness (May et al., 2004). Tu et al. (2019) support Kahn's definition of psychological safety and indicated that "psychological safety climate portrays an environment characterized by role clarity, interpersonal trust, and respect for individuality" (p. 555). A psychological contract breach is a failure to fulfil obligations which affects job attitudes and results in decreased job satisfaction, organisational commitment and trust in the employment relationship (Erkutlu & Chafra, 2016). A psychological contract violation "may occur when the organization does not meet the employees' expectations regarding distributive (perceived uneven distribution, e.g., financial rewards) and or procedural (perceive unfair application of procedures, e.g., promotion) elements of a job role" (Rayner, 2018, p.33).

Factor Two: Management style and process

According to Kahn (1990) management style and process relates to "supportive, resilient, and clarifying management heightened psychological safety" (p. 711). Transformational leadership encompasses role-modelling constructive behaviours, empowering employees to take educated risks founded on their knowledge base to achieve results that are in the best interest of the organisation. Employee engagement is underpinned by the trust in the relationship between the employee and their leader.

The setting of clear goals and expectations allows employees to share the organisations mission. The transformational leadership style engenders guidance rather than prohibiting behaviours. Supervisors and managers are a key source of

information and this relationship has been found to have a significant impact on psychological safety (Lee Whittington & Galpin, 2010; Macey & Schneider, 2008; Rothmann & Welsh, 2013). Leaders have the pivotal role in establishing psychological safety through recognising contributions, establishing a trusting relationship and providing support (Wang et al., 2018).

Leadership combined with role clarity, fosters employee engagement through psychological empowerment and meaningfulness (Mendes & Stander, 2011). Karkkola et al. (2019) support the research of Kahn stating that employees need an understanding of their rights, responsibilities and duties and the consequences of their role performance. Role clarity is the opposite of role ambiguity, limiting uncertainty in relation to role requirements. The relationship of an employee with their immediate supervisor has a significant influence on the employee, a supporting and trusting relationship rather than a controlling relationship enables the employee to fully participate and contribute as they have a sense of safety in their work setting (May et al., 2004). Leaders should provide clear communication of the vision and strategy of the organisation and empower employees to contribute based on a shared understanding of organisational goals. Leadership is "the ability to influence a group towards the achievement of a vision or set of goals" (Robbins et al., 2020, p. 276).

According to Drucker (2012) management is complex and the management role "is the dynamic, life-giving element in every business" (p. 3). As indicated by Drucker (2012) "managing is not just passive, adaptive behaviour; it means taking action to make the desired results come to pass" (p. 10). Management encompasses actions, decisions and behaviours. "Leadership is the lifting of a man's vision to higher sights,

the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations" (Drucker, 2012, p. 138). In essence, leadership encompasses vision, higher levels of performance, attitudes and aptitude. As stated by Joullié and Spillane (2015), Peter Drucker was a leading contributor in the field of management and was acknowledged for the development of the management by objective framework. A review by Joullié and Spillane (2015) of the work by Drucker stated the role of management "was to make economic resources and workers productive in ways that had to be rewarding to all parties involved" (p.100). Focusing on rewarding positive performance outcomes and taking action for poor performance. "Leadership is a relationship between leaders and followers" (Joullié & Spillane, 2015, p.100). However, in Drucker's analysis of leadership the linkage between job satisfaction and performance was not considered.

Factor Three: Organisational norms

Organisational norms relate to shared expectations and "psychological safety corresponded to role performance that were clearly within the boundaries of organizational norms" (Kahn, 1992, p. 712). As well as established human resource practices, the culture of the organisation, the systems and programs, such as employee surveys which assess employees needs and concerns and a willingness to act on these concerns in a caring way can lead to increased employee engagement (Kahn, 1990, 1992). It is important to note that there are various elements of performance management including setting goals, feedback, development and building trust (Mone et al., 2011). In essence, higher levels of employee engagement are linked to sound human resource management practices from an organisational perspective. From an industry perspective a supportive work

environment provides a safe environment for teams to work together, management that actively listens, providing employees with opportunities to provide feedback and for any concerns raised to be acted upon. These leadership competencies are complemented by effective job design practices which are related to work performance (Daniels et al., 2017). In addition, sound recruitment and selection practices which prepare the new appointee for their employment relationship.

Dimension Three: Availability

The definition presented by Kahn (1990) for availability is the "sense of possessing the physical, emotional, and psychological resources necessary for investing self in role performances" (p. 705). The experiential components encompass physical and emotional energy to invest self in role performance. The specific influences in the framework developed by Kahn (1990) are physical energies, emotional energies and insecurity and life outside of the work context.

Factor One: Physical Energies

Macey and Schneider (2008) discuss a nine-item measure of state engagement linking the dedication, absorption and energy.   Macey and Schneider (2008) discuss the insightful view of engagement by Kahn (1990) indicating the in terms of role performance there is varying application of physical, cognitive and emotional performance. Macey and Schneider (2008) proposed that behavioural engagement includes: demonstrating initiative, role-expansion (going beyond what is typical or ordinary), organisational citizenship behaviours (which includes supporting others) and being adaptive. Farid et al. (2019) also confirm a positive correlation between work engagement and occupational citizenship behaviour.

Factor Two: Emotional energies and insecurity

Kahn (1992), states that there are a number of subtleties related to the psychological presence at work. According to Hazelton (2014), the harnessing of positive emotions and establishing a constructive working environment has positive impacts on physical and mental health, creativity and resilience. Kahn (1990) stated that psychological availability is associated with security within the work environment and personal standing within the role. The dimension's associated with insecurity are a lack of personal confidence which may be more prevalent for new and entry level employees; high levels of self-consciousness which can be distracting for engagement in the role; and uncertainty relating to their organisational fit. Diener et al. (2020) indicate that positive emotions are an important aspect of employee well-being, with linkages to performance outcomes, organisations can benefit by fostering positive emotions.

Factor Three: Outside life

Kahn (1990) suggests that life outside of work can reduce psychological availability, as the demands of life outside of work may influence an employee's ability to maintain focus on role performance, as non-work commitments can be a distraction. However, a positive outside life experience, such as a personal development experience, can increase confidence and have a positive influence on role performance. Sonnentag (2003) confirms that outside life contributes to behaviour at work, and engagement at work is also influenced by the recovery time after the working day, and taking leave, as time for recovery contributes to functioning effectively at work. According to Prakash (2018) "balancing the demands posed by work and non-work spheres of life poses a challenging task in itself" (p.97).

The motivation levels of employees are problematic for organisations as individuals can be impacted by managing the balance between the multiple roles of work and home life. Outside factors such as family responsibilities require organisations to consider flexible working arrangements to assist employees to maintain a balance between the two roles. As such, the engagement of employees needs to take into account this conflict as one role may come at the expense of the other (Rothbard, 2001). It is important to foster a culture that promotes work-life balance to improve employee's health within organisations (Nitzsche et al., 2013).

Employee Engagement Summary

It is through employees that organisations can achieve a competitive advantage. Human Resource Management practices are central to employee engagement and in the development and maintenance of the employment relationship. Gruman and Saks (2011) provide a model that summarises the employee engagement process (Figure 1.2). According to Gruman and Saks (2011) it is the performance management framework that fosters Kahn's three psychological conditions necessary for employee engagement.
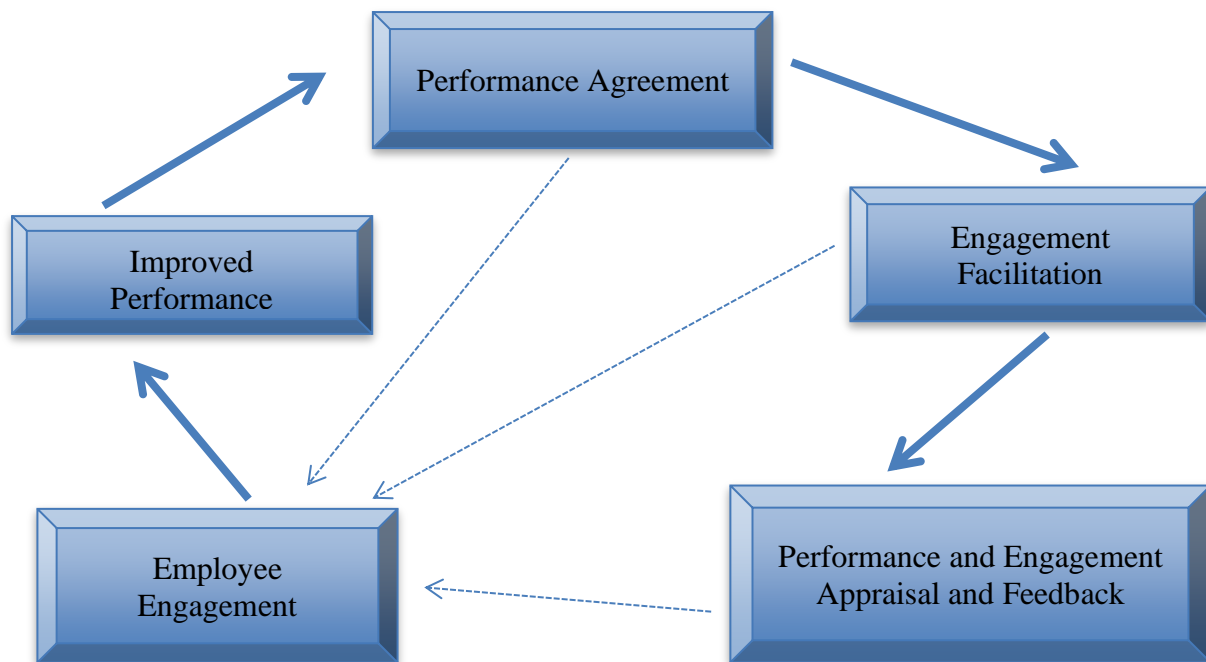
Note: Arrows around the circumference of the model represent the engagement management process. Dotted lines represent the drivers of employee engagement.

Figure 1.2: The Engagement Management Model. (Gruman & Saks, 2011, p. 128).

The model provided by Gruman and Saks (2011) demonstrates the importance of the relationship between performance management actions and employee engagement. The model also links to Kahn's (1990) three psychological conditions and their association with engagement. The model commences with the performance agreement, then the setting and renegotiation of performance goals. Engagement is fostered through job design, leadership actions, support and development.

Psychological Contracts Defined

Another key concept in discussions of employee behaviours is the idea of a psychological contract. According to Rousseau (1989) "both implied and psychological contracts have important roles in employee/employer relations and in

organizational research and theory" (p. 121). Rousseau (1995), a much-cited author on the subject of psychological contracts, states that the psychological contract consists of:

> . . . individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization. Psychological contracts have the power of self-fulfilling prophecies: They can create the future. People who make and keep their commitments can anticipate and plan because their actions are more readily specified and predictable both to others as well as themselves (p. 9).

Rousseau (1995) provides a summary table (Table 1.2) that demonstrates the types of psychological contracts, capturing the individual and group levels and internal and external perspectives.

Table 1.2: Types of Psychological Contracts.

	Level	
	Individual	**Group**
Within	**Psychological** Beliefs that individuals hold regarding promises made, accepted, and relied on between themselves and another (employee, client, manager, organisation).	**Normative** The *shared* psychological contract that emerges when members of a social group (e.g., church group), organisation (e.g. U.S. Army, Xerox, United Way), or work unit (e.g. a trauma team at a community hospital) hold common beliefs.
Perspective **Outside**	**Implied** Interpretations that third parties (i.e., witnesses, jurists, potential employees) make regarding contractual terms.	**Social** Broad beliefs in obligations associated with a society's culture (e.g. reliance on handshakes).

Source: (Rousseau, 1995, p.9)

A simple definition is "the psychological contract refers to what an employee owes to the organisation and what can be expected from the organisation in return" (Aggarwal & Bhargava, 2009, p. 5). It can therefore be reasoned that the perceptions or expectations may imply different levels of psychological engagement regarding promises relating to careers and job security. Kraak et al. (2018) supports the Rousseau (1989) definition of the psychological contract in terms of the beliefs related to an exchange agreement. "Perceptions about these terms and conditions can originate from both current as well as previous employment settings" (Kraak et al., 2018, p. 1195). Ali Arain et al. (2018) also supports the definition of Rousseau (1995) stating that a "psychological contract refers to an employee's perception of the mutual obligations that the employee and the employer owe to each other" (p. 1135).

Chih et al. (2017) indicate that the psychological contract is premised on the employee understanding the obligations towards their organisation and included expectations relating to salary, advancement, job security and daily task performance. Rousseau (1990) presented a contractual continuum with transactions and relational components. The focus of the Transactional Contract is economic and extrinsic, the time-frame is closed-ended and specific, it is static in nature, the scope is narrow and the tangibility is public and observable. The Relational Contract focuses on economic and non-economic, socio-emotional and intrinsic elements, the time-frame is open-ended and indefinite, it is dynamic, the scope is pervasive and in terms of tangibility it is subjective and understood.

Aggarwal and Bhargava (2009) reviewed the impact of human resource practices on the psychological contract and found that Human Resource Management practices influence attitudes, behaviours and organisational performance outcomes. The subjectivity of the psychological contract was recognized. Further, employees may have differing expectations and the interpretation of the same information may be influenced by factors such as past experiences and gender. Communication was also a key contributor in shaping a positive psychological contract throughout the employment cycle commencing with the recruitment and selection process. Aggarwal and Bhargava (2009) indicate that a robust Human Resources system provides clear expectations and shared perspectives, human resource practices establish a commitment by the organisation and the employee responds with positive attitudes and behaviours. Naidoo et al. (2019) support the definition of Aggarwal and Bhargava stating that the expectations by employees form the basis for the psychological contract. Moreover, further research including perceptions from both the organisation and employees is necessary to assess the impact of psychological contracts on employment relationships" (Naidoo et al., 2019, p. 10). Key terms in this research are the psychological contract breach "not meeting the obligations based on implicit and perceived promises made previously by employers, has been shown to have adverse effects on employee attitudes and behaviours" (van Gilst et al., 2020, p. 265) and psychological contract violation is described as including "feelings of betrayal and deeper psychological distress [whereby] [...] the victim experiences anger, resentment, frustration, a sense of injustice and wrongful harm" (Rai & Agarwal, 2018, p.233; Rousseau, 1989, p.129).

There are conceptual and empirical problems and challenges with the psychological contract construct.   Guest (1998) proposed a theory to tackle the research relating

to the psychological contract in a different way introducing a model of the psychological contract encompassing: Causes (organisational culture, Human Resource Management policy and practice, experience, expectations, and alternatives); Content (fairness, trust, and the delivery of the "deal"); and Consequences (job satisfaction, organisational commitment, sense of security, employment relations, motivation, organisational citizenship, absence, and intention to quit). Guest (1998) proposes that another way "in which research and thinking about the psychological contract might be advanced, is through a more imaginative use of social exchange theory" (p. 662). According to Saks (2006) employees' repayment to their organisation is through their engagement. The premise is that relationships evolve over time under agreed rules of exchange.

Similarly, Freese and Schalk (2008) argue that there is a unilateral and bilateral perspective on psychological contracts. The unilateral view relates to expectations and obligations of the relationship and focuses more on the employees' perspective. The bilateral view relates to employer and employee perceptions. Aggarwal and Bhargava (2009) provide a summary table (Table 1.3) of the developments in the definition and categories of the psychological contract (PC).

Table 1.3: Development of Psychological Contract Definitions.

Category	Definition
PC as implicit agreement	A set of unwritten and unofficial expectations between an individual and their organisation.
PC as implicit as well as explicit agreement	Psychological contract is the sum total of all written and unwritten, spoken and unspoken expectations of the employer and the employee, held by the individual employee that specifies what the individual and the organisation expect to give and receive in the working relationship.
PC is implicit and explicit agreement held by	The perception of both the parties to the employment relationship-organisation and

both the parties	individual-of the reciprocal promises and obligations implied in that relationship.

Source: (Aggarwal & Bhargava, 2009, p. 11).

As indicated by Aggarwal and Bhargava (2009) the psychological contract is implicit in nature as it is unwritten, if organisations are unable to uphold promises made it can result in an increased intention to quit and lower levels of organisational citizenship behaviours. The HRM practices provide a framework for selection, rewards and development in relation to the commitments conveyed and the signalled behaviours. The study by Aggarwal and Bhargava (2009) also indicated that the psychological contract has implicit and explicit elements, combined with individual and organisational aspects.

A study by Sonnenberg et al. (2011) stated that psychological contracts are unwritten and perceptual in nature, and in their study they found that "more use of HRM practices leads to lower levels of perceived psychological contract violation for individual employees, regardless of individual characteristics" (p. 664). This study sought to explore the human resource management (HRM) practices and the impact on organisational performance. The study found a broader consideration of HRM to encompass the employee requirements and the importance of the role of supervisors in terms of their hands-on management of the employee. Sonnenberg et al. (2011) also included industrial relations and staff planning as HRM practices. The results of their study suggests that "when the organisation pays active attention to HRM, including the more traditional HRM practices, this will lead to less psychological contract violation on the part of the employees" (p. 677). "Human resource management is one of the main organizational factors influencing employment relationship at the organization level" (Santhanam et al., 2017, p. 213).To further

explore the psychological contract dimensions the following section considers a model developed by Tomprou and Nikolaou (2011).

Tomprou and Nikolaou's Model

The model developed by Tomprou and Nikolaou (2011) as presented in Figure 1.3 will be reviewed to consider the elements of the psychological contract, which are: Promises and Obligations; Individual differences (beliefs and emotional reactions); Experiences (pre-entry, information, post-entry and work experience) and contract creation; Contract Makers (Human Resources, Organisation, Power and Authority); and Expectations and Monitoring.
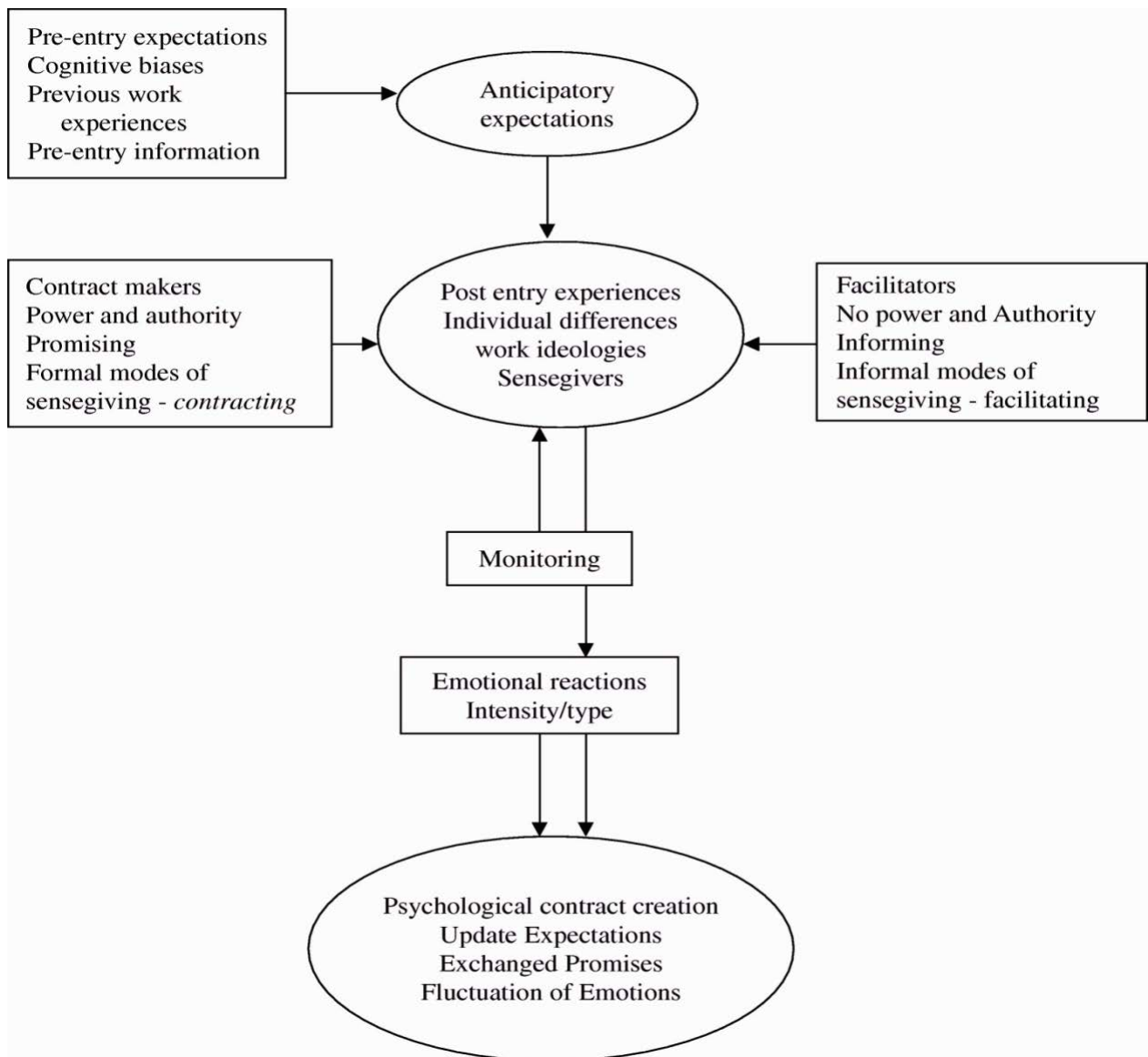
Figure 1.3: A model of the Psychological Contract (Tomprou & Nikolaou, 2011, p. 345).

Element One: Promises and Obligations

Rousseau (2001) indicated a major element of the psychological contract is a common understanding between the parties and reciprocal obligations. The employment relationship is built from the exchange of promises commencing with recruitment and selection, and then through the various stages of the employment lifecycle. During recruitment and selection, in particular the information shared by the recruiter with the interviewee's sets expectations for the new work environment. The

employees' understanding of the obligations established during the recruitment and selection process are linked to career motivations and intention to stay with the organisation. Cohen (2012) supports Rousseau's definition, and states that the promise is an employment opportunity or career advancement, and the exchange is accepting the employment offer and potentially choosing one opportunity over another, based on the recruitment and selection experience. Santhanam et al. (2017) also support Rousseau's definition (1990) indicating psychological contracts are based on the beliefs of the individual relating to a reciprocal exchange agreement.

The perceptions established during the recruitment and selection processes, if not met can lead to the new employee believing that expectations were not fulfilled. Perceptions, regardless of their accuracy impact negatively on trust, job satisfaction, intention to stay and employee performance. A psychological breach is from an employee's perspective, it stems from the discrepancy between the employees understanding of what was promised and the actual experience, or when an organisation actively reneges on a known employment promise. The organisation may be unable to fulfil a promise due to a change in the availability of organisational resources, or where an employee is not performing to a level considered acceptable by the organisation. Particular care is required in managing perceptions, especially when it is known that a new employee has had previous experiences of breach or violation of the psychological contract (Robinson & Morrison, 2000). An employee's understanding of their own obligations and the organisation's investment in the relationship can influence the employee's perception of psychological contract violation (Sonnenberg et al., 2011). As indicated by Chih et al. (2017) "employees

suffering psychological contract violation were less likely to demonstrate likeable

organizational behavior and exhibit greater intent to leave the organization" (p. 108).

Behery et al. (2012) support Rousseau's definition in terms of a set of reciprocal

obligations or promises regarding the employment relationship, especially in terms of

what is owed and what is received. The commitment expected by organisations goes

beyond the transactional contract as it is a contract built on the employment

relationship. Behery et al. (2012) also refer to social exchange theory, arguing that

when employees are valued they have trust in the relationship and are committed to

the organisation resulting in emotional engagement.

Element Two: Individual differences (beliefs and emotional reactions)

The psychological contract is influenced by individual differences, in terms of

personality, values and beliefs. More proactive personality types tend to adjust more

readily in a new work environment and during the sensemaking process these

employees take initiative and seek out the required information during their

orientation process. Sensemaking refers to establishing personal meaning in the

work context (Tomprou & Nikolaou, 2011). Our individual dispositions are an

important element at the commencement of the employment relationship, during the

sensemaking process and the management of any potential breach of the

psychological contract. An extroverted individual tends to be attracted to the job itself

rather than such things as job security and tenure (Nikolaou et al., 2007). Individuals

also have different levels of drive for the achievement of personal goals and levels of

personal commitment (Jha, 2011).

It is important to understand individual values, as values influence our perceptions

and how we react to situations and the potential management of a perceived

psychological contract breach (Cohen, 2012). According to the research by Cohen (2012) individual values should be considered in relation to the perceptions of the psychological contract. The level of emotional reaction will also vary during the sensemaking process especially when there is a conflict between the messages sent during the contract making stage and the information subsequently provided (Tomprou & Nikolaou, 2011). Santos et al. (2019) state that the psychological contract is based on perceptions of mutual obligations, and the psychological contract may change over time.

Element Three: Experiences (pre-entry, information, post-entry and work experience) and contract creation

As stated by Tomprou and Nikolaou (2011) pre-entry expectations are also influenced by previous work experiences. They note that a new employee seeks out information when applying for a job and during the recruitment and selection process. Pre-entry information is also gathered regarding an organisation's brand, corporate and market image. A positive corporate image can in itself lead to individuals actively seeking to work for an organisation. Potential employees also make generalisations based on the available information in the absence of any contrary information. Messages relating to future obligations occur during the recruitment and selection process whether intentionally or unintentionally. When an individual enters the organisation the reality of the environment may come as a shock if the actual experiences contrast their expectations; this challenges individual's expectations and any perceived obligations (Tomprou & Nikolaou, 2011).

Colarelli (1984) discussed the importance of realistic job previews as a key principle in the recruitment and selection process. He states that new employees may perceive a breach when their own performance is lower than the organisation's

expectations, the orientation into the organisation is limited and access to members of the organisation pre-entry was limited. This is extenuated when they have had a previous negative experience or if they had various alternate employment options available to them when accepting the role with the organisation. Improved pre-entry communication is a key component to bridging this gap. By providing a realistic job preview, expectations can be closer to the reality that exists in the organisational setting (Robinson & Morrison, 2000). The provision of a realistic job preview is critical for effective recruitment practices (Liu et al., 2018). Effective communication during the recruitment process enables expectations to be closer to the organisational reality.

Element Four: Contract Makers (Human Resources, Organisation, Power and Authority)

Employers set out their expectations via the provision of employee manuals and their mission statement, however, whilst the intent is to set expectation's they are not necessarily legally binding. Power differences can limit an individual's ability to discuss their interests and their ability to share information, which is particularly evident with autocratic leadership styles (Rousseau, 2001). HRM practices and the parties involved in contract development need to be aligned, open communication needs to be fostered to provide an exchange of information to understand the needs of the new employee versus what is received to improve contractual performance (Rousseau & Greller, 1994). If a promise like a promotion is not delivered upon, employees will question their importance to the organisation (Henderson & O'Leary-Kelly, 2012).

The development of the psychological contract is also shaped from learning from existing employees. The new employee's interactions with those perceived to be part

of the contract formation are important elements and include managers and human resource representatives. There is also the influence of other employees who have regular contact with the new employee. It is therefore important to deal with pre-entry expectations. Organisations need to place more effort in addressing pre-entry expectations and understanding the important role that the recruitment and selection process plays in the formation of the psychological contract. Organisations need to understand the messages delivered in the promotion of their corporate image and the messages delivered need to be realistic (Tomprou & Nikolaou, 2011).

The psychological contract is the congruence between expectations and what is exchanged. It has more influence on such factors as job satisfaction and reduced turnover than other types of contract. A mismatch may occur as organisations provide a more favourable job preview rather than an honest and realistic job preview. It is important to send realistic messages to enable the individual to self-select during the recruitment and selection process. Human Resources also need to consider all aspects of the employment contract such as the setting of performance expectations (Sims, 1994). The culture and values of the organisation are also important elements for consideration (Rousseau, 1990). Contractual commitments are much more than the printed word (Behery et al., 2012). In considering the inducements of the psychological contract there are intrinsic elements such as promotional opportunities and extrinsic elements such as a manageable workload, which broadens the considerations of the employment contract. It is far more than the traditional employment contract which focuses on legislative requirements (Nikolaou et al., 2007).

Individual perceptions and interpretations in the organisational context provide a frame of reference for the fulfilment of the psychological contract. If employees perceive an organisation has honoured its psychological contract obligation's they will respond with perceptions of a relational contract. If employees have a negative experience they can withdraw from the relational contract, if there was one in place, due to their assessment of procedural justice. From a Human Resources perspective organisations need to understand the sensitivity of employee perceptions as employees seek fairness in the allocation of rewards in terms of perceived distributive justice (Cohen, 2012)*.* Kim et al. (2017) state that "employees' and employers' mutual expectations as well as justice perceptions in the allocation of resources shape everyone's future in the organization as well as their professional paths" (p. 58).

Soares and Mosquera (2019) indicate that increased work engagement is associated with positive outcomes for individuals and organisations. Soares and Mosquera (2019) indicate that studies have neglected the influence of the types of psychological contracts upon employee engagement outcomes. The research by Ruokolainen et al. (2018) suggests that "both contracting parties should be aware of the obligations (i.e. content of PC) that they assign to each other and they should balance these obligations as well as they can" (p. 2846).

Element Five: Monitoring and Expectations

The recruitment and selection process is pivotal to the setting of realistic expectations, and linkages are made at this early stage of the employment relationship in relation to performance, development, rewards (such as bonuses). Individuals form commitments based on free will and expect others to honour their

commitments. If individuals have previous experiences where the psychological contract was breached, they will monitor expectations and obligations more closely. Therefore, individual experiences influence the level of monitoring of the employment relationship (Jha, 2011). According to Robinson and Morrison (2000) when an employee joins an organisation there is a sensemaking process, which draws upon information from others. Individuals will learn from the behaviours of those around them rather than actively seeking out the required information. Whilst monitoring others may not be the most reliable source of information it is frequently used especially in the absence of the required information. As stated by Naidoo et al. (2019) "the concept of the psychological contract is a framework applied as a means of understanding and managing employment relations. When the employee perceives a breach in this contract, hope and trust are lost, levels of engagement plummet and the employee is more likely to consider leaving the organisation" (p. 10).

Conceptual Framework: Employee Engagement and the Psychological Contract

Effective human resource practices influence the psychological contract from the commencement of the employment relationship during the recruitment and selection process. The employment relationship is maintained via the performance management practices which form part of the human resources practices and procedures within an organisation. Sound human resource practices such as performance management processes are linked to positive employee engagement outcomes. Sound recruitment and selection and orientation practices are linked to the psychological contract in terms of the promises made and kept.

Bringing the two topics together provides a more comprehensive view of the employee experience in relation to the previous research undertaken and identifies themes and opportunities for improvement in Human Resource Management (HRM) practices. Potential outcomes of an engaged workforce for an organisation are increased job satisfaction, reduced turnover and increased productivity. According to Punch (2003) research requires the development of a conceptual framework to understand the relationship between the independent and dependent variables. A descriptive framework for the research into the two concepts is presented in Figure 1.4. Figure 1.4 was developed by the Author. It is not a causal model but rather an overview of the major variables that have been associated with the core constructs that are being explored in this thesis. It provides a structure for the organisation of the literature review and identifies context variables that might need to be considered in the research that is undertaken. It makes no assumptions about the relationships between the variables themselves. The figure was brought together through the analysis of the literature. The overall aim of this research is to explore the relationship between the psychological contract and employee engagement.
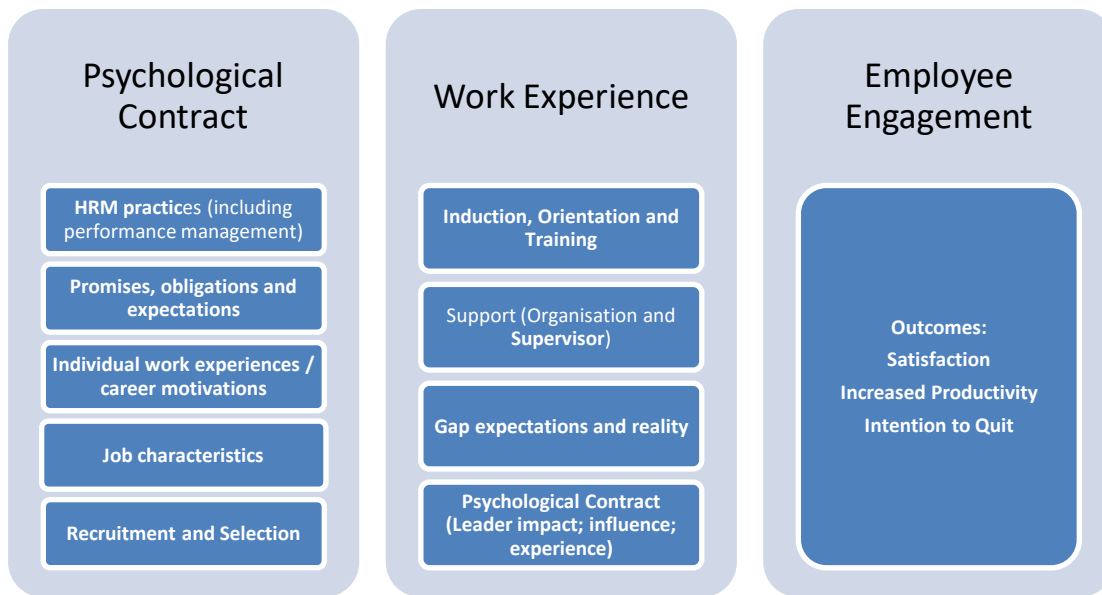
Figure 1.4: Employee Engagement and the relationship with the Psychological Contract (Descriptive Framework). [Developed by Thesis Author].

Figure 1.4 provides an overall conceptual framework for the thesis. Study One focussed on the psychological contract and the leadership styles. A key consideration of study one was understanding the psychological contract in terms of pre-hire, entry into the organisation and the employment experience. To understand the employment experience and the psychological contract a range of aspects were taken into consideration: careerism; interest in the specific organisation; motivation to apply; expected tenure; employer obligations; the reality of the experience; obligations and promises; pre-hire interaction; feeling of violation, perceived fairness and contract breach. Study One also included questions related to understanding the leadership role; number of reports; length of time as a leadership role; development; performance management; and leadership characteristics (transformational versus transactional).

The employment relationship commences during the recruitment and selection process and the formation of the psychological contract, which encompasses

promises, obligations and expectations. When the employee commences they are looking for a match between their expectations and the reality in the work environment. This study seeks to research the interrelationships between the psychological contract, the work experience, leader (impact; influence; experience), performance management and outcomes on employee engagement. This research will explore the differences in the nature of psychological contracts of and between leaders and non-leaders. The overall research framework is summarised in Figure 1.5.
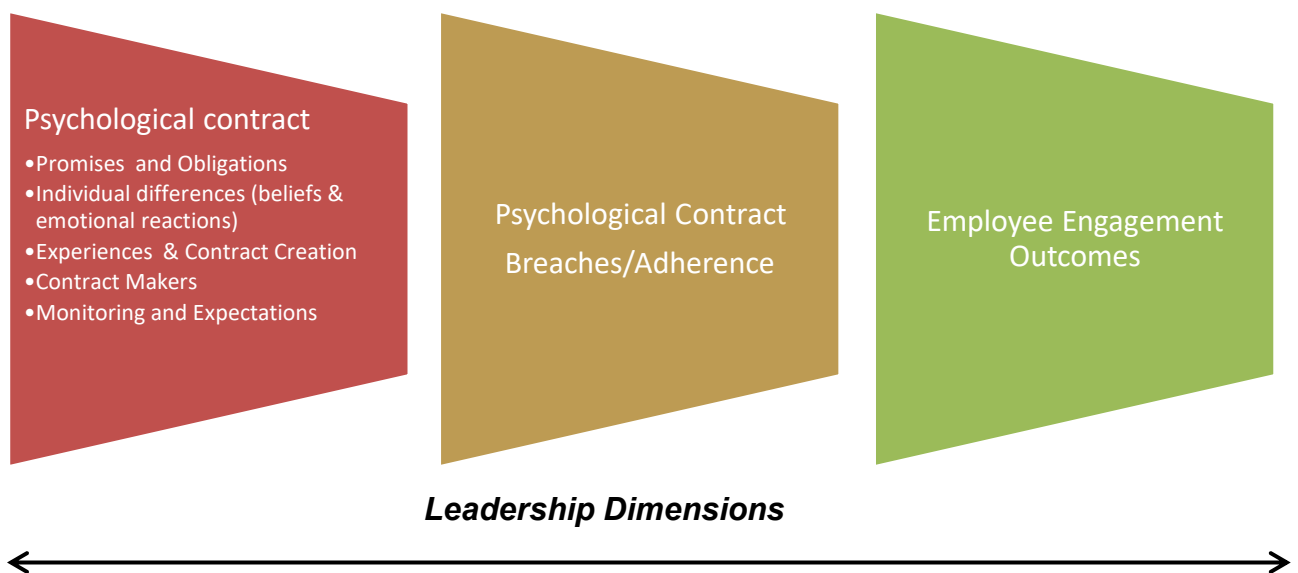
Psychological contract
- Promises and Obligations
- Individual differences (beliefs & emotional reactions)
- Experiences & Contract Creation
- Contract Makers
- Monitoring and Expectations

Psychological Contract Breaches/Adherence

Employee Engagement Outcomes

Leadership Dimensions

Figure 1.5: Psychological Contract dimensions and the impact of breaches/adherence on employee engagement outcomes. [Developed by Thesis Author].

As set out in Figure 1.5 this study seeks to further explore the relationship between the psychological contract dimensions and the impact of breaches/adherence on employee engagement. Importantly, there is no literature that specifically analyses the psychological contracts experience of leaders versus non-leaders and its impact on levels of engagement. In addition, there is no current contemporary framework to

understand the psychological contract in terms of the leader-follower relationship. Moreover, there is no current theory that underpins psychological contract fulfilment and further research is required in relation to work engagement and job performance. There are various elements requiring further consideration around the leadership dimensions; psychological contract and leadership; employee engagement and leadership; psychological contract and performance management; employee engagement and performance management.

As set out in Figure 1.5, the Research Framework, the key research themes are the characteristics of transformational and transactional leaders, psychological contract and leadership; employee engagement and leadership; psychological contract and performance management; employee engagement and performance management. Figure 1.5 captures the overall aim of the exploratory study to explore the relationship between leadership and the psychological contract; the significance of performance management as a dimension of employee engagement; the relationship between leadership and engagement; and significance of the relationship between the psychological contract and employee engagement.

The Characteristics of Transformational and Transactional leaders

As set out in Table 1.4 the study by Bass (1990) outlined the characteristics of transformational and transactional leadership which is supported by other researchers which include Arnold (2005) and Wells and Welty Peachey (2011). Skinner (2018) "outlined four elements of transformational leadership: idealised influence; inspirational motivation; intellectual stimulation; and individualised consideration" (p. 64). As stated by Wells and Welty Peachey (2011)

transformational leaders are "visionary and appeals to the higher order needs"
whereas transactional leaders "manage by an exchange process based on positive
reinforcement, focusing on rules and procedures" (p. 25). Table 1.4 sets out the
characteristics of transformational and transactional leaders.

Table 1.4: Characteristics of Transformational and Transactional leaders.

	Dimension	Bass (1990, p. 22).	Arnold (2005, p. 488).	Wells and Welty Peachey (2011, p. 25).
Transformational Leaders	Charisma (idealised influence)	Provides vision and sense of mission, instils pride, gains respect and trust.	The leader makes personal sacrifices, takes responsibility for his or her own actions, shares any glory and shows great determination.	Articulating a future vision and infusing trust and respect
	Inspiration	Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.	The leader creates an optimistic, clear and attainable vision of the future, thus encouraging others to raise their expectations.	Using simple devices to communicate purposes and expectations.
	Intellectual Stimulation	Promotes intelligence, rationality, and careful problem	The leader encourages free thinking, and emphasizes	Encouraging efficient problem solving, judgement and aptitude.

		solving.	reasoning before any action is taken.	
	Individualised Consideration	Gives personal attention, treats each employee individually, coaches, advises.	The leader treats each follower on his or her own merits, and seeks to develop followers through delegation of projects and coaching/mentoring.	Teaching and motivating each employee individually and with personal attention.
Transactional Leaders	Contingent Reward	Contracts exchange of rewards for effort, promises rewards for good performance, and recognise accomplishments.	The leader provides rewards if, and only if, subordinates perform adequately and/or try hard enough.	Providing pre-determined arrangements of reward for effort.
	Management by Exception (active):	Watches and searches for deviations from rules and standards, takes corrective action.	The leader does not seek to change the existing working methods of subordinates so long as performance goals are met. He or she intervenes only if something is wrong. This can be active	Policing work for deviations from standards, followed by corrective action.

	Management by Exception (passive)	Intervenes only if standards are not met.	where the leader monitors the situation to anticipate problems, or passive where the leader does nothing until a problem or mistake has actually occurred.	Interceding in work only if/when standards are not met.
	Laissez-Faire	Abdicates responsibilities, avoids making decisions.	The leader avoids decision-making and supervisory responsibility, and is inactive. This may reflect a lack of skills and/or motivation, or a deliberate choice by the leader.	Ceding responsibilities and decision making.

In terms of the association between leadership and the psychological contract, Salicru and Chelliah (2014) also support the categories of transformational leadership as set out in Table 1.4 and state that transformational leadership applies a relational contract whereas transactional leadership focuses on the monetary features of the relationship. A transformational leadership style is focused on the needs of others rather than self-interest, expectations are clear and the vision is understood (Lee Whittington & Galpin, 2010). A transformational leader engenders trust and interconnection, goal alignment and commitment (Behery et al., 2012).

Employee behaviour and attitudes are influenced by the relationship with their leader (McDermott et al., 2013). Leadership styles are not absolute and leaders may display features of both styles which can complement their overall leadership style (McDermott et al., 2013).

Leadership – Structure versus Consideration

The leadership style preferences set out in the Ohio State Model are based on two leadership style dimensions, concern for people versus concern for production. According to Choi et al. (2019) leaders have a significant influence on emotions, behaviours and performance. Choi et al. (2019) state that the Ohio State Model is trait-based and "leadership influences can vary depending on follower characteristics" (p. 492), the model assesses the different motivational levels and their impact on employee performance. The Ohio State Model provides quadrants of low to high consideration and low to high initiating structure. If a leader is low in structure and consideration they demonstrate passive behaviours. Whereas, a leader that is high in structure and consideration is able to achieve job outcomes through an interconnected workgroup (Kouzes & Posner, 2002). The Ohio Model is a model of leadership which considers structure and consideration to understand leadership behaviours (Hoogeboom & Wilderom, 2019).

Reece (2017) states that consideration is the degree of respect and warmness in the leader employee relationship, the degree to which the relationship fosters trustworthiness and engaged communication. Whereas, initiating structure is the degree to which the leader employee relationship is goal driven using direction to achieve the desired performance. Employees working for a highly structured leader they are very clear on the leaders' expectations. According to Piccolo et al. (2012)

the Ohio Model considers the relationship between leadership behaviour and the associated effectiveness. Consideration relates to concern for the employee, acknowledging efforts and providing encouragement and support. Piccolo et al. (2012) also indicates that leaders that initiate structure focus on task and goal outcomes and the achievement of work standards.

Ronald (2014) undertook a comprehensive review of the leadership literature and developed a Leadership Model based on the research of Bass and Avolio (1994), the model provides a continuum from ineffective to effective leadership; and passive to achieve leadership. Laissez-faire is highly passive and ineffective; a passive management by exception is mid-range passive and ineffective. Active management by exception is mid-range between effective and ineffective, a contingent rewards style is mid-range between effective and active and the four transformational leadership styles are highly effective and active. The research indicates that transformational leadership aligns with development and understanding personal requirements, whereas transactional leadership is based on an exchange to meet specific performance objectives (Nanjundeswaraswamy & Swamy, 2014). Importantly, "leadership styles refer to patterns of actions that influential people use to shape how others behave" (McDermott et al., 2013, p. 293).

Psychological Contract and Leadership

Employers set out their expectations via the provision of employee manuals and their mission statement, however, whilst the intent is to set expectation's they are not necessarily legally binding. Research suggests that power differences can limit an individual's ability to discuss their interests and their ability to share information, which is particularly evident with autocratic leadership styles. It has been argued that

HRM practices and the parties involved in contract development need to be aligned, and open communication needs to be fostered to provide an exchange of information to understand the needs of the new employee versus what is received to improve contractual performance (Rousseau & Greller, 1994). If a promise like a promotion is not delivered upon, it seems that employees will question their importance to the organisation (Henderson & O'Leary-Kelly, 2012).

Leaders can play a significant role in the psychological conditions which influence employee attitudes and performance (Erkutlu & Chafra, 2013; Philipp & Lopez, 2013). Whilst the relationship is important "no contemporary approach to leadership has explicitly considered using the psychological contract as a framework to fully understand this leader-follower relationship" (Salicru & Chelliah, 2014, p. 39). Leaders can develop a diverse range of relationships with differing degrees of support and perceived trust. According to Conway and Briner (2002) management is responsible for 28 per cent of promises not delivered upon and 50 per cent of surpassed promises. Whilst there are theories for understanding breaches, there is "no comparable parallel theory of psychological contract fulfillment" (Conway et al., 2011, p. 275).

As stated by Wells and Welty Peachey (2011) transformational leadership is "visionary and appeals to the higher order psychological needs" whereas transactional leaders "manage by an exchange process based on positive reinforcement, focusing on rules and procedures" (p. 25). In terms of the association between leadership and the psychological contract, Salicru and Chelliah (2014) argue that transformational leadership applies a relational contract whereas transactional leadership focuses on the monetary features of the relationship.

Research suggests that transformational leadership style is focused on the needs of others rather than self-interest, expectations are clear and the vision is understood (Lee Whittington & Galpin, 2010). The research indicates that transformational leaders engender trust and interconnection, goal alignment and commitment (Behery et al., 2012). Research suggests that employee behaviour and attitudes are influenced by the relationship with their leader (McDermott et al., 2013). Furthermore, McDermott et al. (2013) suggest that leadership styles are not absolute, and leaders may display features of both styles, which can complement their overall leadership style. This study seeks to explore the leader's relationship between leadership and the psychological contract (promises, obligations and expectations) and the employee engagement outcomes of satisfaction, increased productivity and intention to quit.

Employee Engagement and Leadership

According to Kahn (1990) management style and process relates to "supportive, resilient, and clarifying management heightened psychological safety" (p. 711). As stated by Kahn (1992) "leaders may experience the self-expressions of their members as questioning and ultimately undermining the status quo of power, policies, and procedures" (p. 8). Furthermore, "when organization members are asked to assume particular characters to perform their work roles, their stage directions call for them to absent parts of their selves that do not conform to those characters" (Kahn, 1992, p. 11). The research suggests that transformational leadership encompasses role-modelling constructive behaviours, empowering employees to take educated risks based on their knowledge base to achieve results that are in the best interest of the organisation. Employee engagement is underpinned by the trust in the relationship between the employee and their leader.

The setting of clear goals and expectations allows employees to share the organisations mission. Moreover, the research indicates that the transformational leadership style engenders guidance rather than prohibiting behaviours. Supervisors and managers are a key source of information and this relationship has been found to have a significant impact on psychological safety (Lee Whittington & Galpin, 2010; Macey & Schneider, 2008; Rothmann & Welsh, 2013).

Mendes and Stander (2011) suggest that leadership combined with role clarity, fosters employee engagement through psychological empowerment and meaningfulness. The research suggests that an employees' relationship with their immediate supervisor has a significant influence on employees, a supporting and trusting relationship rather than a controlling relationship enables employees to fully participate and contribute as they have a sense of safety in their work setting (May et al., 2004). May et al. (2004) further developed the work of Kahn (1990) confirming the personal energy expended in role behaviours and the relationship with engagement, and disengagement being the withdrawal from role performances. Moreover, leaders should provide clear communication of the vision and strategy of the organisation and empower employees to contribute based on a shared understanding of organisational goals. According to Venus et al. (2019) vision communication is central to effective leadership. In this work environment, a respectful relationship is developed, feedback is provided and positive contributions are rewarded. The provision of effective feedback is associated with improved job performance (Hawass, 2017).

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Building on the available knowledge, Towers Watson (2012), conducted a Global Workforce Study titled Engagement at Risk: Driving Strong Performance in a Volatile Global Environment. Of the 32,000 full-time employees that gave their opinions on leadership, only 35% of the global workforce were highly engaged. Equally, the Corporate Leadership 2004 Engagement Survey had 50,000 employee participants, across 30 countries and 14 industries. The Corporate Leadership Council stated that there are two types of commitment, rational and emotional, and four principle focal points of commitment; day-to-day work, team, direct manager and organisation. The outputs of commitment are discretionary effort (linked to performance) and intent to stay (attrition). The survey found that approximately 13% of the overall workforce is highly uncommitted, 70% are neither, fully committed or uncommitted and 11% are highly committed.

Xu and Cooper Thomas (2011) in their study formed three hypotheses relating to leadership behaviours and engagement. In general terms the hypotheses related to

relationship based leadership behaviours and engagement; task based leadership behaviours and engagement; and being in a leadership role being positively related to engagement. Xu and Cooper Thomas (2011) accepted the definition of employee engagement presented by Kahn (1990). In their study tenure related to length of service using seven time intervals and leadership related to whether the participants did or did not lead others. The study found that leaders with good interpersonal skills and the ability to support their team can expect higher employee engagement and holding a leadership position was associated with higher engagement levels. However, there was no demonstrated association between tenure and engagement. Xu and Cooper Thomas (2011) draw upon the definition of employee engagement by Kahn (1990), stating the antecedents underpinning role performance indicates that employees require three antecedent psychological conditions be experienced: safety, availability and meaningfulness. This research by Xu and Cooper Thomas (2011) provided a direct link between leader behaviours and follower engagement, as at the time this thesis was written there was no research directly linking leader behaviours and follower engagement.

Psychological Contract and Performance Management

Effective human resource practices influence the psychological contract from the commencement of the employment relationship during the recruitment and selection process. The psychological contract is the congruence between expectations and what is exchanged. The research suggests it has more influence on such factors as job satisfaction and reduced turnover than other types of contract. The employment relationship is maintained via the performance management practices which form part of the human resources practices and procedures within an organisation.

Storey and Sisson (1993) define performance management as "an interlocking set of policies and practices which have as their focus the enhanced achievement of organisational objectives through a concentration on individual performance (p. 132)". The provision of feedback is a key element of performance management and contributes to employee engagement. The key elements of performance management are set out in Table 1.5.

Table 1.5: The Key Elements of Performance Management.

Key Elements of Performance Management	
Shared Vision	Understanding the organisations objectives.
Performance Objectives	Setting goals aligned to business needs.
Formal Review	Evaluation of the achievement of goals (feedback).
Linking	Performance evaluation, development and rewards.

Source: (Stone, 2007, p. 296).

Rousseau (1990) indicates that the culture and values of the organisation are also important elements for consideration. The research suggests that contractual commitments are much more than the printed word (Behery et al., 2012). In considering the inducements of the psychological contract there are intrinsic elements such as promotional opportunities and extrinsic elements such as a manageable workload, which broadens the considerations of the employment contract. It is far more than the traditional employment contract which focuses on legislative requirements (Nikolaou et al., 2007). As stated by Dwiyanti et al. (2018) psychological contracts "underlie the trust in mutual obligations between employees and employers. This belief is based on the perception that the exchange agreement

has been accepted and approved by both parties" (p. 2572). Moreover, organisational culture unites members of an organisation and determines the level of organisational commitment. Organisational culture is also linked to the levels of organisational performance. Psychological contract "is also influenced by the beliefs and values as the guidance of human resources in carrying out its obligations and its behavior within the organization, which is referred to as organizational culture" (Dwiyanti et al., 2018, p. 2572).

The research suggests that advanced HRM practices can result in a more "positive state" for the psychological contact which results in higher levels of performance (Francis & D'Annunzio-Green, 2005, p. 328). Aggarwal and Bhargava (2009) indicate that a robust Human Resources system provides clear expectations and shared perspectives, human resource practices establish a commitment by the organisation and the employee responds with positive attitudes and behaviours. The research indicates that psychological contracts are difficult to manage and having HRM practices that enable interactive communication are important (Rayton & Yalabik, 2014). As stated by Rousseau and Tijoriwala (1998) the culture within an organisation sets the normal patterns of behaviour, which frames the psychological contract, adhering to these norms can become part of the performance commitment. Whereas a psychological contract breach may have an adverse impact on employee performance (Bal et al., 2010). "One of the main lines of research within strategic HRM in the last two decades aimed to improve the understanding of relationships occurring between HRM and employee performance" (Rogozińska-Pawełczyk, 2020, p. 581). According to Rogozińska-Pawełczyk (2020) the human resource management system enables improved performance when all parties fulfil the

psychological contract. The human resource management system includes training and development, performance management, and remuneration based on performance. These elements assist in building a relational psychological contract, maintaining a positive psychological contract requires ongoing communication and feedback.

Effective human resource practices influence the psychological contract from the commencement of the employment relationship during the recruitment and selection process. The employment relationship is maintained via the performance management practices which form part of the human resources practices and procedures within an organisation. The psychological contract is the congruence between expectations and what is exchanged. It has more influence on such factors as job satisfaction and reduced turnover than other types of contract.

The culture and values of the organisation are also important elements for consideration (Rousseau, 1990). Contractual commitments are much more than the printed word (Behery et al., 2012). In considering the inducements of the psychological contract there are intrinsic elements such as promotional opportunities and extrinsic elements such as a manageable workload, which broadens the considerations of the employment contract. It is far more than the traditional employment contract which focuses on legislative requirements (Nikolaou et al., 2007).

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Resources system provides clear expectations and shared perspectives, human resource practices establish a commitment by the organisation and the employee responds with positive attitudes and behaviours. Psychological contracts are difficult to manage as such having HRM practices that enable interactive communication are important (Rayton & Yalabik, 2014). As stated by Rousseau and Tijoriwala (1998) the culture within an organisation sets the normal patterns of behaviour, which frames the psychological contract, adhering to these norms can become part of the performance commitment. Whereas a psychological contract breach has an adverse impact on performance (Bal et al., 2010). According to Chih et al. (2017) many "studies have also demonstrated a relationship between psychological contract violation and negative outcomes, such as decrease in job satisfaction, trust, commitment, employee retention and job performance" (p. 108).

Employers set out their expectations via the provision of employee manuals and their mission statement, however, whilst the intent is to set expectation's they are not necessarily legally binding. Power differences can limit an individual's ability to discuss their interests and their ability to share information, which is particularly evident with autocratic leadership styles (Rousseau, 2001). HRM practices and the parties involved in contract development need to be aligned, open communication needs to be fostered to provide an exchange of information to understand the needs of the new employee versus what is received to improve contractual performance (Rousseau & Greller, 1994). If a promise like a promotion is not delivered upon, employees will question their importance to the organisation (Henderson & O'Leary-Kelly, 2012). Research has found that highly functioning human resource management practices have a positive influence on the fulfilment of the psychological contract. The human resource management practices also influence

attitudes and behaviours, enhance employee skills and performance levels (Sobaih et al., 2019). Salicru and Chelliah (2014) developed a model to clarify the relationship between leadership and the psychological contract as set out in Figure 1.6.

Leadership Promise	Health of Contract	Consequences of Contract	Final outcomes
Leader's **explicit or implicit promises**	Trust	Affective commitment Satisfaction **(Emotional)**	**Results** (Extraordinary performance)
Leader's **espoused values**	Fairness		
Leader's **actual behaviours (values in action)**	Fulfilment of expectations	Discretionary effort Innovation **(Behavioural)**	
Nature of the deal	**Delivery of the deal**	**Leader's impact**	

Figure 1.6: Leadership Psychological Contract – Analytical Framework (Salicru & Chelliah, 2014, p. 42).

The model presented by Salicru and Chelliah (2014) which considers the nature of the deal and establishes expectations and obligations within the employment

relationship. The leadership promise includes behaviours and actions. Delivery

encompasses contract fulfilment and the actual behaviours experienced. The

leader's impact results in both emotional and behavioural responses. The outcome

culminates in performance over and above expectations. The Human Resources

(HR) function and the leadership styles influence employee's behaviour and

performance (McDermott et al., 2013). As set out in Table 1.6 the psychological

contract type and the relationship to leadership style indicates that the

transformational leadership style fosters a relational bond. McDermott et al. (2013)

states that a "dynamic psychological contract is supported by a transactional

leadership style and a commitment-oriented HR system, promoting medium-term

employment and commitment to workers based on the firm's near-term needs" (p.

300).

Table 1.6: Psychological Contract type and the relationship to leadership style.

Leadership Style	Transformational	Transactional
Psychological Contract	Relational Bond	Dynamic
Leadership Focus	Transformational leadership, encouraging, motivating, and coaching toward results through quality relationships, vision, and commitment	Transactional leadership focused on structuring tasks and/or rewarding consistent outcomes

Source: (McDermott et al., 2013, p. 301).

Leaders have a significant role in the psychological conditions which influence

attitudes and performance (Erkutlu & Chafra, 2013; Philipp & Lopez, 2013). Whilst

the relationship is important "no contemporary approach to leadership has explicitly

considered using the psychological contract as a framework to fully understand this

leader-follower relationship" (Salicru & Chelliah, 2014, p. 39). Leaders can develop a

diverse range of relationships with differing degrees of support and perceived trust. A

supported employee will respond with more positive work attitudes and levels of performance (Erkutlu & Chafra, 2013). According to Conway and Briner (2002) management is responsible for 28 per cent of promises not delivered upon and 50 per cent of surpassed promises. Whilst there are theories for understanding breaches, there is "no comparable parallel theory of psychological contract fulfilment" (Conway et al., 2011). Sheehan et al. (2019) a breach has more influence on outcomes than greater psychological contract fulfilment, proposing that further study of fulfilment is required.

Employee Engagement and Performance Management

The HRM practices are central to employee engagement and in the development and maintenance of the employment relationship. The provision of feedback is a key element of performance management and contributes to engagement. It is an ongoing cycle that offers an opportunity for the leader to discuss areas of strength and opportunities for improvement and set performance goals (Mone et al., 2011). The research suggests that due to the relationship between engagement and performance, performance management is an important consideration for human resource practitioners (Chughtai & Buckley, 2011). Moreover, it is through open communication that a leader can foster a safe and trusting relationship which increases the likelihood of employee engagement (Rothmann & Welsh, 2013). However, Chughtai and Buckley (2011) state that more research is required to fully understand the "relationship between work engagement and job performance" (p. 686). Research indicates that engaged employees have higher performance levels and increased job satisfaction, they have a sense of connection, they expend higher

levels of work effort and are committed to their organisation (Huang et al., 2018).

It is through employees that organisations can achieve a competitive advantage. Human Resource Management practices are central to employee engagement and in the development and maintenance of the employment relationship. Gruman and Saks (2011) provide a model that summarises the employee engagement process (Figure 1). Research indicates that employee engagement has a significant influence on performance enabling organisations to achieve organisational objectives. Engaged employees tend to stay longer as such enabling the retention of skilled and experienced employees (Vuong & Sid, 2020). According to Gruman and Saks (2011) it is the performance management framework that fosters Kahn's three psychological conditions necessary for employee engagement.

In essence, higher levels of employee engagement are linked to sound human resource management practices from an organisational perspective. From an industry perspective a supportive work environment provides a safe environment for teams to work together, management that actively listens, providing employees with opportunities to provide feedback and for any concerns raised to be acted upon. These leadership competences are complemented by effective job design practices and sound recruitment and selection practices which all contribute to an engaged workforce. Leaders provide support and can engender engagement by providing more interesting work, autonomy and contributing to business decisions (Gruman & Saks, 2011). Feedback provides specific information about performance, whilst annual performance reviews are normal practice, obtaining feedback from supervisors and other employees may be associated with higher levels of performance. Supervisor feedback assists behavioural regulation and alignment with

the organisations goals and objectives (Eva, 2019). The provision of feedback is a

key element of performance management and contributes to engagement.

Performance management is an ongoing cycle that offers an opportunity for the

leader to discuss areas of strength and opportunities for improvement and set

performance goals (Mone et al., 2011). Mone et al. (2011) provide a framework for

performance management activities as captured in Table 1.7.

Table 1.7: Framework for performance management activities, manager behaviours and employee engagement.

Performance management activity	Manager behaviours associated with both performance management and driving employee engagement
Setting performance and development goals	- Jointly setting goals - Helping employees understand how their work supports the overall company strategy and direction
Providing ongoing feedback and recognition	- Providing a satisfactory amount of recognition - Providing feedback that helps improve performance
Managing employee development	- Providing sufficient opportunities for training - Supporting career development efforts - Conducting career-planning discussions
Conducting mid-year and year-end appraisals	Conducting an effective performance appraisal discussion
Building a climate of trust and empowerment with employees	- Encouragement to be innovative and creative - Encouragement to improve work processes and productivity - Valuing ideas and opinions - Fair and respectful treatment - Listening to and acting on needs and concerns - Being trustworthy - Providing the resources and decision-making authority to perform effectively - Providing control over the quality of work

Source: (Mone et al., 2011).

Due to the relationship between engagement and performance, performance management is an important consideration for human resource practitioners (Chughtai & Buckley, 2011). It is through open communication that a leader can foster a safe and trusting relationship which increases the likelihood of employee engagement (Rothmann & Welsh, 2013). However, Chughtai and Buckley (2011) state that more research is required to fully understand the "relationship between work engagement and job performance" (p. 686). Shin et al. (2020) indicate that work engagement encompasses high levels of energy, involvement and concentration, whereas job performance is task fulfilment.

Research Gaps

This study reviews employee engagement and the psychological contract and considers the relationship of these two topics with leadership and performance. The psychological contract is a core element of the employment relationship, it contributes to an employee's perception of the employment experience (Doden et al., 2018). There is no current study which considers the leader's psychological contract. The relationship between psychological contracts and leadership needs to consider the leadership style, whether the leader style is transformational or transactional or a combination of both. Psychological contracts have a major influence on the outlook, behaviour and performance of employees in their work setting (Wang et al., 2019).

Employees look for an alignment between the promises made and the actual experience, the reality. If there is a mismatch this can have an effect on performance and impact whether an employee considers that they are valued by the organisation.

Leaders contribute to the psychological conditions experienced by employees in the workplace. The research suggests transformational leadership aligns to the relational contract and transactional leadership focuses on the monetary features. Salicru and Chelliah (2014) state that transformational leadership is aligned with a relational contract which is more that the monetary and contractual arrangements, whereas transactional leadership is focused on the monetary oriented aspects of the exchange relationship. HRM practices build the foundation of the relationship and the leader builds and maintains the relationship. Employee's behaviours and attitudes respond to the leader follower interconnection. Importantly, understanding the psychological contract and the employee engagement outcomes of increased satisfaction, increased productivity and reduced intention to quit are important as these factors have cost implications for employers. Importantly, employees are the source of competitive advantage for organisations.

The relationship between employee engagement and leadership is influenced by the levels of trust within the relationship. As stated by Heyns and Rothmann (2017) the concept of individual engagement was initially introduced by Kahn (1990), seeing engagement as an extension on an individual's genuine self, resulting in the heightened expression of abilities and interconnections with others. Role clarity provides an understanding of the actions required, creates certainty whereas role ambiguity leads to anxiety and dysfunction (Mañas et al., 2018). Heyns and Rothmann (2017) support the model developed by Kahn (1990) indicating that trust is associated with the energy expended in the performance of a role, a trusting relationship with an individual's leader harnesses feelings of being safe and valued. A trusting relationship combined with role clarity fosters employee engagement.

Employees rely on their leader to provide a supportive working environment to enable employees to fully participate. The employee relationship with a leader has a significant influence on the leader follower relationship. The relationship is underpinned by trust, maintained by the provision of support and guidance, and the establishment of a performance commitment.

The relationship between the psychological contract and performance management is influenced by HRM practices commencing at the recruitment and selection stage and are maintained by the relationships developed and the performance management practices adhered to. An organisations culture fosters the desired employee behaviour in the organisational context. In the employment relationship a performance commitment is formed and psychological contract breaches can influence the performance commitment. The psychological contract is more than the written contract, for the employee it is the difference between expectations and reality. If expectations of the exchanged promises are not met this can influence an employee's on the job performance.

A comprehensive review of the literature in relation to employee engagement and the psychological contact has been undertaken to understand the interrelationships between the psychological contract and leadership; employee engagement and leadership; psychological contract and performance management; and employee engagement and performance management. As previously indicated various gaps in the literature have been identified:

- "no contemporary approach to leadership has explicitly considered using the psychological contract as a framework to fully understand this leader-follower relationship" (Salicru & Chelliah, 2014, p. 39).

- "Psychological contract research to date has mostly focused on understanding employee relationships" (Kutalua et al., 2020, p. 1).

- "Psychological contract theory has emerged as a means of comprehending the complex relationships between employees and organizations" (Kutalua et al., 2020, p. 1).

- "Lack of articles delineating content of psychological contract" (Kutalua et al., 2020, p. 14).

- There is no literature that specifically analyses the psychological contracts experience of leaders versus non-leaders and its impact on levels of engagement.

- Chughtai and Buckley (2011) state that more research is required to fully understand the "relationship between work engagement and job performance" (p. 686).

- There is a requirement to conduct "research on the relationship between employee engagement and individual job performance" (Carter et al., 2018, p. 2489).

- Whilst there are theories for understanding breaches, there is "no comparable parallel theory of psychological contract fulfilment" (Conway et al., 2011, p. 275).

- Bal et al. (2013) state that little research attention has been given to the links between employee engagement and psychological conditions.

- Soares and Mosquera (2019) indicate that studies have neglected the influence of the types of psychological contracts upon employee engagement outcomes.

Research Questions

The aim of this study is to understand the relationship between employee engagement and the psychological contract with a particular focus on the leader's impact and influence and their psychological contract. To analyse the features of psychological contracts and to understand expectations set by the employer and understood by the employee. The study identifies patterns linking the most important features of the psychological contract for the employee with their actual work experience and analyse the gaps between expectations and reality. This aim was achieved through answering four exploratory research questions as set out in Table 1.8.

Table 1.8: Research Questions.

Question	Theme	Study Method
1.	What is the relationship between leadership and the psychological contract, (what are the key influences)?	Study One – In depth semi-structured interviews
2.	What are the dimensions of the psychological contract that are significantly related to employee engagement?	Study Two - On-line survey

| 3. | What are the aspects of performance management that influence employee engagement? | <u>Study Two</u> - On-line survey |
| 4. | What is the relationship between leadership and employee engagement? | <u>Study Two</u> – On-line survey |

Conclusions

A comprehensive literature review identified the research gaps and enabled the development of the research questions to explore the research gaps identified. Several gaps in the literature were identified. The items of particular interest were the relationship between leadership and the psychological contract, the dimensions of the psychological contract significantly related to employee engagement and the aspects of performance management that influence employee engagement and the relationship between leadership and employee engagement.

As previously indicated a comprehensive literature review identified various research gaps. Importantly, there is no explicit framework to explore the psychological contract from a leader and non-leader perspective. In addition, no literature has addressed the impact of the psychological contract on employee engagement for leaders and non-leaders. Overall, little research attention has focused on the links between employee engagement and psychological conditions. These gaps resulted in the formation of the research questions for this thesis.

Broad Methodological Approach

The research methodology used was sequential mixed methods procedures including qualitative and quantitative methods. Study One involved in depth semi-structured interviews to address research question one: what is the relationship between leadership and the psychological contract (what are the key influences)? In study one the participants were leaders appointed to a leadership role, by being appointed to a management role they are leaders by default of their assigned position. An analysis of the themes identified from the interviews contributed to the development of an on-line survey. Study Two was a comprehensive on-line survey to address research question two: the dimensions of the psychological contract that are significantly related to employee engagement; research question three: the significance of performance management as a dimension of employee engagement; and research question four: the relationship between leadership and employee engagement. In study two the respondents were leaders, aspiring leaders and non-leaders (employees and followers). Conducting this research project using a mixed methods approach, a classic two part version, offered opportunities for deeper understanding of social phenomena. Mixed methods research combines qualitative and qualitative methods, it is a comprehensive approach to provide deep understanding and demonstration of the research findings presented (Harrison et al., 2020). A mixed method approach enables more scope to fully investigate the information provided from both methods (Almalki, 2016). Overall, the application of the mixed methods approach enables a better understanding of the research themes (Greene, 2012). This research adopts a critical realist view which matches using a mixed methods approach. For the studies undertaken ethics approval was provided

by James Cook University through the university ethics committee. Refer Appendix A – Ethical Considerations.

The critical realist philosophy "supports the critical evaluation of theories on the basis of empirical data" (Miller & Tsang, 2011, p. 139). According to Miller and Tsang (2011) critical realism "takes a balanced and modest stance regarding the prospects for affirming and rejecting theories based on empirical evidence" (p.144). Miller and Tsang (2011) state that a "critical realist perspective affirms the possibility of truthful knowing but acknowledges that human limitations undermine claims to indubitable or objective knowledge (p.144). According to Coleman (2019) rather than "demonstrating objectivity, critical realist researchers are expected to lead the reader towards a position through the logic of their evidence-based argument and thereby facilitate the third-party evaluation of their assertions." (p.105). Coleman (2019) also states that the "Critical Realist studies seek to establish underlying structures, powers, and mechanisms that may affect behaviour and experience" (p.108). This research study used mixed methods and considered the relationships between variables and contextual elements and the connections between them.

Chapter Two – Exploring Leadership Perspectives on the Psychological Contract (Study One)

This chapter reports on the first study in the overall thesis research program and is an expanded version of a paper published by the Australian Journal of Career Development, titled: Leadership and psychological contract. Additional information on the method, the sample and a further review of the similarities and differences between the two leadership groups and the features of their psychological contracts have been included. Chapter two includes an on-line survey which explored research question one: What is the relationship between leadership and the psychological contract (What are the key influences)?

Abstract – Leadership and Psychological Contract

This study explores the relationship between leadership style and psychological contract dimensions. The literature suggests that leaders in general and leadership style in particular can influence the psychological contracts of employees. Currently, there is no research as to how leaders perceive such contracts. This qualitative study presents the interview findings of twenty-three leaders working in public and private sector organisations. Differences were found between neutral and transformational leaders. Neutral leaders had a more transactional psychological contract, whereas the transformational leaders had a more relational psychological contract. This study adds to the literature as there is no current framework that considers the relationship between leadership styles with the psychological contract. Overall, the results indicate differences in psychological contract perceptions for different leadership styles.

Introduction

The overall aim of this study was to consider psychological contract dimensions from a leadership perspective. In-depth semi-structured interviews were conducted to explore how different leadership characteristics were related to different perceptions of psychological contracts. The study sought to understand the key influences of leaders on, and with, the psychological contract.

This study draws upon the model developed by Tomprou and Nikolaou (2011) which considers the elements of the psychological contract as: promises and obligations; individual differences; experiences and contract creation; contract makers; and expectations and monitoring. The overall research framework for this study is set out in Figure 2.1. Whilst Figure 2.1 represents the overall research model, this chapter particularly focusses on the psychological contract and breaches/adherences and their relationship with leadership styles.
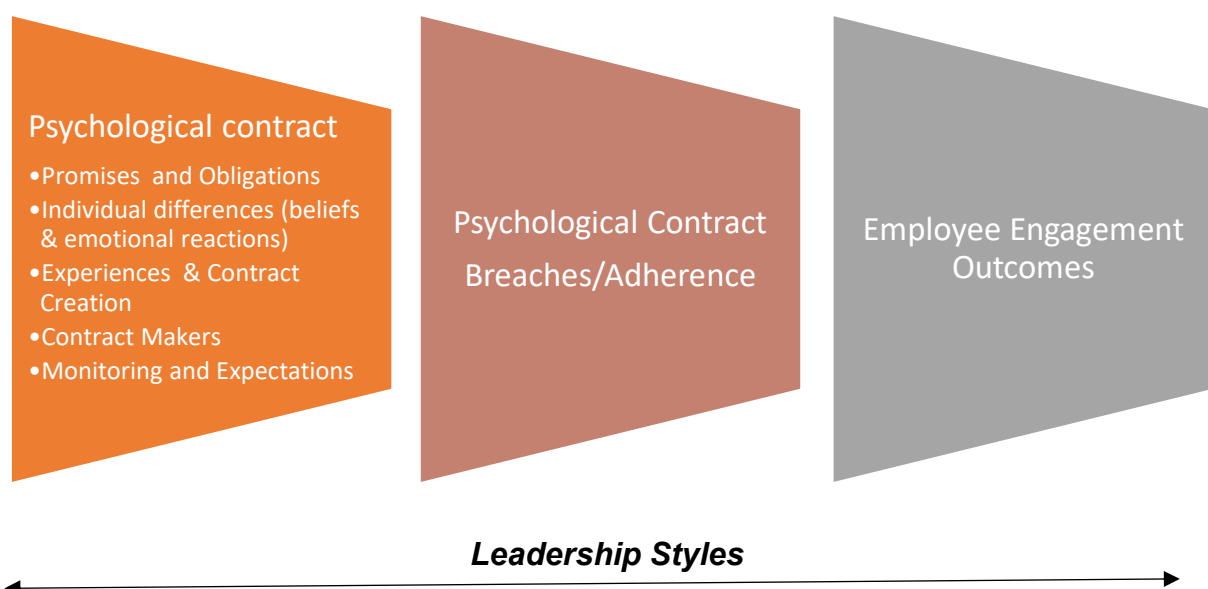
Figure 2.1: Psychological Contract dimensions (Tomprou & Nikolaou, 2011) and the impact of breaches/adherence on employee engagement outcomes.

Psychological Contracts

A study by Sonnenberg et al. (2011) stated that psychological contracts are unwritten and perceptual in nature and in their study they found that the increased utilisation of Human Resource Management (HRM) "practices leads to lower levels of perceived psychological contract violation for individual employees, regardless of individual characteristics" (p. 664). The psychological contract is an exchange of promises and obligations influenced by individual beliefs and emotional reactions.

Once the psychological contract is developed the contract is monitored to validate the reality in the organisational context with the expectations set before commencement and when joining the organisation. Chih et al. (2017) indicate that the psychological contract is the employee's interpretation of their obligations towards their organisation. As suggested by Chih et al. (2017) "a psychological contract comprises elements such as individual expectation of salary, promotion opportunities, job security and personal ability to successfully complete daily work and loyalty" (p. 104).

The psychological contract is influenced by individual differences, in terms of personality, values and beliefs. More proactive personality types tend to adjust more readily in a new work environment and during the sensemaking process these employees take the initiative and seek out the required information during their orientation process. Sensemaking refers to establishing personal meaning in the work context (Nikolaou et al., 2007). Individual dispositions are an important element at the commencement of the employment relationship, during the sensemaking process and the management of any potential breach of the psychological contract. An extroverted individual tends to be attracted to the job itself rather than such things

as job security and tenure (Nikolaou et al., 2007). Epitropaki (2013) concludes that psychological breaches are influenced by leadership and individual differences.

It is important to understand individual values, as values also influence our perceptions and how we react to situations and the potential management of a perceived psychological contract breach (Cohen, 2012). The level of emotional reaction will also vary during the sensemaking process especially when there is a conflict between the messages sent during the contract creation stage and the information subsequently provided (Tomprou & Nikolaou, 2011). Subramanian (2017) indicates that the psychological contract assists leaders to understand the needs of their employees and provides more alignment with the organisation's needs.

According to Henderson et al. (2008) "leadership practices influence employee evaluations and behaviors within the employment relationship. Although PCs have traditionally been conceptualized at the individual level of theory, researchers have suggested that context and social information are critical to understanding PC development and evaluation" (p. 1215). Furthermore, "relationships may reveal important contextual factors, driven by leadership processes that influence employee attitudes and behaviors" (Henderson, 2008, p. 1217). Moreover, "leader's behaviours are triggered by his/her core beliefs and floating appraisals about the world, himself/herself, and others with whom they interact" (Griep et al., 2016, p. 267).

Leaders can play a significant role in the psychological conditions which influence employee attitudes and performance (Erkutlu & Chafra, 2013; Philipp & Lopez, 2013). Whilst the relationship is important "no contemporary approach to leadership has explicitly considered using the psychological contract as a framework to fully

understand this leader-follower relationship" (Salicru & Chelliah, 2014, p. 39). Leaders can develop a diverse range of relationships with differing degrees of support and perceived trust. According to Conway and Briner (2002) management is "responsible for 28 per cent of all broken promises and for 50 per cent of all exceeded promises" (p. 295). Caldwell and Hasan (2016) propose that perceived breaches are more typical due to the subjective nature of the psychological contract. Jiang et al. (2017) suggests that the violation of the psychological contract is the perception that obligations are unmet.

Leadership Style

Subramanian (2017) indicates that the leadership style is what underpins the employment relationship. The literature identifies a range of ways of conceptualising leadership styles. For example, Ronald (2014) undertook a comprehensive review of the leadership literature and developed a Leadership Model based on the research of Bass and Avolio (1994). He emphasises that envisaging leadership as transformational and or transactional is important to "the evolution of leadership theory" (p. 60). The model seeks to capture the spectrum of leadership. It presents a continuum from ineffective to effective leadership and passive to active leadership. Laissez-faire is highly passive and ineffective; a passive management by exception is mid-range passive and ineffective. Active management by exception is mid-range between effective and ineffective, a contingent rewards style is mid-range between effective and active and the four transformation leadership styles are highly effective and active. Ronald (2014) acknowledges that whether the leadership style is transformational or transactional, it is a combination of both that produces positive outcomes. The research indicates that transformational leadership aligns with development and understanding personal requirements, whereas transactional

leadership is based on an exchange to meet specific performance objectives (Nanjundeswaraswamy & Swamy, 2014). As indicated by Anderson and Sun (2017) within the study of organisational behaviour there is a prevailing interest in comparing the transformational and transactional leadership styles.

Employees seek alignment between the promises made and the actual experience, the reality. A mismatch can affect job performance and impact on whether employees consider that they are valued by the organisation. Leaders contribute to the psychological conditions experienced by employees in the workplace. Salicru and Chelliah (2014) state that Transformational leadership applies a relational contract whereas transactional leadership focuses on the monetary features of the relationship. A transformational leadership style is focused on the needs of others rather than self-interest, expectations are clear and the vision is understood (Lee Whittington & Galpin, 2010). A transformational leader engenders trust and interconnection, goal alignment and commitment (Behery et al., 2012). Employee behaviour and attitudes are influenced by the relationship with their leader (McDermott et al., 2013). Leadership styles are not absolute and leaders may display features of both styles which can complement their overall leadership style (McDermott et al., 2013).

Transformational leadership encompasses role-modelling constructive behaviours, empowering employees to take educated risks based on their knowledge base in the achievement of results that are in the best interest of the organisation. The transformational leadership style engenders guidance rather than prohibiting behaviours. Supervisors and managers are a key source of information and this

relationship has been found to have a significant impact on psychological safety (Lee Whittington & Galpin, 2010; Macey & Schneider, 2008; Rothmann & Welsh, 2013).

The literature suggests that leaders in general and leadership style can influence the psychological contracts of employees. Currently there is no research as to how leaders perceive such contracts. This study addresses this gap and seeks to understand how different leaders perceive psychological contracts. Whilst leaders strive toward trusting interactions, the implied psychological contract may not be completely understood (Caldwell & Hasan, 2016). In terms of the leader-member exchange (LMX) theory "leaders typically tend to establish in-group exchange relationships with individuals who have characteristics similar to those of the leader, such as similarity in background, interests, and values, and with those who demonstrate a high level of competence and interest in the job" (Daft, 2018, p. 54). Also, as set out in LMX theory, high quality relationships provide constructive outcomes for all parties and the organisation overall (Daft, 2018).

Method

Sample and interviewee selection

In this study twenty-three professional leaders were interviewed (from both private and public sector organisations). These leaders held formal leadership roles within their organisations. Participants were sourced from professional networks and were Senior Leaders (typically CEO's or Directors, but also other senior managers such as the Director of Human Resources); Workplace Leaders (General Managers, Operations Managers, or those of a similar title) and Frontline Leaders (any other individual at the workplace who had supervisory responsibility). Five male and eighteen female leaders were interviewed. Eleven participants had in excess of 20

years or greater experience in a range of sectors, seven having ten years or greater, and five with less than ten years' experience.

The participant interviews took an average of sixty minutes, the interviews provided the opportunity to discuss the questions set out in the semi-structured interview template. Participants chose the location for the interviews to ensure the location best suited a confidential and relaxed discussion with no disruptions. A consent form was signed and all participants consented for the interviews to be recorded. Whilst significant notes were taken during the interviews the recordings provided the opportunity to reflect back on any dialogue as required and clarify elements for further consideration.

To understand the participants leadership characteristics, the participants were requested to respond to a range of questions that identified whether their primary leadership style was transformational, transactional or a combination of both i.e. a neutral leadership style. Leadership Characteristics/Dimensions (transformational versus transactional) were sourced from Bass (1990), Arnold (2005) and Wells and Welty Peachey (2011). When asking the participants to respond, they were asked to consider leadership characteristics from transactional to transformational along a continuum, with the three options being always, sometimes, or never. From the results of responses to the questions, six participants showed a predisposition toward adopting a neutral leadership style, two were predisposed to a transactional leadership style and fifteen were predisposed to a transformational leadership style. The Neutral leaders were from large government entities whilst others were from private corporations, all the Neutral leaders were female and had significant leadership experience. The Transactional leaders were senior leaders working for large government entities, they were female and had significant leadership

experience. Given the very small number of Transactional leaders they were excluded from further analyses. The Transformational leaders were a cross section of leadership types and had varying degrees of leadership experience. The participants were primarily working for large government entities, however, some worked for commercial entities and were primarily female with some male interviewees.

Of the six Neutral leader interviews there were four Workplace Leaders; one Front Leader and one Senior Leader. These leaders did not indicate a preference for a transformational or transactional leadership style rather a mix of the two characteristics. Most participants indicated an aspiration for a leadership role. Participants interviewed encompassed leaders with technical specialties and the management of multi-disciplinary technical and non-technical functions. The participants were primarily from organisations of more than five thousand employees with a few from organisations of less than one hundred. Most participants had been in a leadership capacity for more than twenty years with a few participants being leaders less than five years. All participants were appointed to their current leadership role.

Respondents were also asked to discuss their motivations for applying for their current position, the extent to which they pursued careerism or changing employers in order to develop their personal career and their expected and actual employment tenure in their current position. For the Neutral leaders motivators for applying for their present positions were varied and included – a good match with a skill-set; knowing people in the organisation; the reputation of the organisation and recommendations by others. In terms of careerism the respondents were varied with some seeing their current positions as a stepping stone which offered lifestyle

benefits as well as career opportunities and some who stayed with the same organisation in order to pursue their role within a sector. It was also clear that organisation changes and restructures influence participants' intention to work for a variety of organisations. None of the participants indicated an intention to stay with an organisation their entire career. A review of the actual versus expected tenure confirmed that most participants had been employed by their organisation for more than ten years, and they indicated that their expected tenure was between one to five years at commencement.

Of the fifteen Transformational leader interviews there were five Senior Leaders; eight Workplace Leaders and two Front Line Leaders. Wells and Welty Peachey (2011) indicate that transformational leadership is "visionary and appeals to the higher order needs" (p.25). Five of the leaders indicated they aspired to hold leadership positions and the comments included: keen to pursue leadership roles; leader in discipline; encouraged by others; leadership qualities apparent from an early age; and one hundred percent aspiration due to leadership skills. For the ten leaders that indicated that did not consider leadership as an aspiration their interest evolved through various acting, development and educational opportunities, progression from team leadership to more senior appointments, mentoring programs, and as a result of deliberate efforts for career development. The participants were from a range of organisation sizes: five leaders from less than one thousand employees (with a few of these being quite small organisations); three leaders from organisations with more than one thousand employees; and seven leaders from organisations with greater than five thousand employees. Participants had worked in a leadership capacity for a range of years: two leaders had been leaders less than or equal to five years; five leaders greater than five or less than or

equal to ten years; four leaders greater than ten years or less than or equal to twenty years; and four greater than twenty years. Nine of the participants were appointed to their current leadership role; one was acting in a leadership capacity and they had acted in leadership roles on multiple occasions; and five participants were promoted. The number of direct reports for the leaders interviewed were up to ten direct reports, however, the size of the teams varied from a few employees to larger teams with greater than three hundred employees.

For some Transformational leaders their role was a stepping stone with their role offering career progression. For the transformation leaders that sought to work for a variety of different organisations they were seeking challenge and stimulation. Whereas, for the Transformational leaders looking to engage in many opportunities they were looking for autonomy, innovative and creative opportunities. For the Transformational Leaders none of the respondents indicated that they were looking for an organisation to work with for their entire career. Some of the respondents indicated that they were not frightened of change; they enjoy working with a variety of customers and stakeholders; and any motivation to stay longer term related to the provision of on-going challenges from a personal and professional perspective. The motivation to apply for the position with their organisation included a more challenging broader role; growth and career progression and good reputation of the company. In terms of the motivation to join their organisation the Transformational leaders, indicated career growth and the potential for further opportunities.

Data Collection and Analysis

In this study semi-structured interviews were conducted. Semi-structured interviews are the most common qualitative research method. This interview technique enables

the freedom to alter question timing and pace and also enables immediate follow-up by using open ended questions to probe for further detail (Qu & Dumay, 2011). The semi-structured interview enabled a better understanding of the participants' responses.

The research interview questions/ statements included questions relating to: understanding the leadership role (did they aspire to be a leader; promoted or appointed; performance appraisal/ development plan in place); and, discussing of leadership characteristics to understand if the primary leadership style was transformational or transactional or a mix of both. Various questions relating to the psychological contract elements were derived from the research by Rousseau (1990) set out as follows:

- Careerism (number of times expecting to change careers)
- Specific organisation (extent participants wanted a job with their organisation)
- Expected tenure from commencement
- Employer obligations (e.g. career development, promotion)
- Employee obligations (e.g. working extra hours)
- Stipulations (e.g. obligations upon leaving the organisation).

The semi- structured interview question themes are set out in Table 2.1. All semi-structured interview questions and the associated prompts are set out at Appendix B.

Table 2.1: Semi-structured interview question themes.

Research Theme and Questions	Source
Research Theme One – Understanding Leadership Role	

Q1. Was becoming a leader an aspiration?
 	
 If so, what steps did you actively take to become a leader?
 	
 If not, why did you choose to accept a leadership role?
 	
 Q2. How many reports do you currently have? Describe the nature of the business unit/ department that you are currently responsible for.
 	
 Q3. How long have you been in a leadership role? Were you promoted or appointed to a leadership role?
 	
 Q4. Have you completed a formal leadership development program with your current or a previous organisation?
 	
 Q5. Do you have a current performance appraisal / development plan in place?
 	
   a) Do you consider that the document is a quality document or more of a compliance activity?
 	
   b) *If you do not have a performance appraisal in place is this concerning for you?*
 	
   c) Do you have regular discussions relating to your on the job performance with your supervisor?
	Developed by Thesis Author.

Research Theme Two: Leadership Characteristics/Dimensions (Transformational versus Transactional)	

Q6. *Let's discuss a range of leadership characteristics to understand your leadership style.* Which of the following statements applies more to you (always; sometimes; never):
 	
  a) Making personal sacrifices, takes responsibility for his or her own actions, shares any glory and shows great determination (always; sometimes; never):
 	
  b) Using simple devices to communicate purposes and expectations (always; sometimes; never):
 	
  c) Encouraging efficient problem solving, judgement and aptitude (always; sometimes; never):
 	
  d) Giving personal attention, treats each employee individually, coaches, advises (always; sometimes; never):
 	
  e) Provide pre-determined arrangements of reward for effort (always; sometimes; never):
 	
  f) Watch and search for deviations from rules and standards, and takes corrective action (always; sometimes; never):
 	
  g) Intervenes only if standards are not met (always; sometimes; never).
	Bass (1990); Arnold (2005); Wells and Welty Peachey (2011).

Research Theme Three: Psychological Contract	
Q7. Careerism: Careerism is a measure to understand the number of times you are expecting to change employer's during your career. Which of the following statements resonates with you? a) I took this job as a stepping stone to a better job with a different organisation. b) I expect to work for a variety of different organisations in my career. c) I do not expect to change organisations often during my career. d) There are many opportunities I expect to explore after I leave my present employer. e) I am really looking for an organisation to spend my entire career with.	Rousseau (1990).
Q8. Specific organisation: The extent to which you wanted a job with your organisation. Did you specifically set out to get a position with this organisation?	Adapted: Rousseau (1990).
Q9. Motivation to apply: Which of the following statements motivated you to apply for a position with your organisation? Work life balance; culture of the organisation; benefits (salary and other benefits such as	Developed by Thesis Author.

superannuation) / career focussed decision; reputation of the organisation; opportunities for development; good match of skills and experience; job security; any another reasons.	
Q10. Expected tenure: How long have you worked for your organisation? Can you indicate your expected tenure from when you commenced with the organisation from the following time-frames: less than one year; one year; two years; three years or greater.	Adapted: Rousseau (1990).
Q11. Employer obligations: Thinking back to the promises made to you during the interview or the employment offer stage, or conversations, or your expectations: Which of the following items are important to you? Promotion (advancement); high pay; pay based on performance; training; long-term job security; career development; training; support with personal problems. Any other items from your perspective?	Adapted: Robinson et al. (1994).

Q12. Reality:
    a) From your perspective, is there a discrepancy between your understanding of what was promised and the actual employment experience?
    b) Do you have any expectations of the employment relationship that has not been delivered upon?
	Developed by Thesis Author.

c) Have your expectations changed over time? Is there more disparity the longer you are with the organisation?	
Q13. <u>Employee obligations & Stipulations:</u> During the recruitment and selection stage of your employment relationship did any discussion occur in relation to the following statements: working extra hours (overtime); loyalty; willingness to accept a transfer; extra role behaviour; protection of proprietary information; spending a minimum of two years working for the organisation (minimum stay); notice; no competitor support. Any other items from your perspective?	Adapted: Rousseau (1990).
Q14. <u>Feelings of violation:</u> a) Do you feel betrayed by your organisation? b) Do you feel that the organisation has violated the contract between you?	Robinson and Morrison (2000).
Q15. <u>Perceived contract breach:</u> a) Have you received everything promised to you in exchange for your contributions? b) Have almost all of the promises made by your employer during the recruitment and selection process *and subsequently* been kept so far?	Robinson and Morrison (2000).
Q16. <u>Organisational performance</u>: How would rate your overall performance during the past year relative to two years ago; and relative to the organisations goals and objectives?	Robinson and Morrison (2000).

Q17. <u>Employee performance:</u> How do you consider your supervisor would rate your overall performance: ability to get the job done efficiently and achievement of work goals?	Robinson and Morrison (2000).
Q18. <u>Formal socialisation:</u> When you joined the organisation did you go through training to prepare you with thorough knowledge of the job and organisation?	Robinson and Morrison (2000).

Q19. <u>Implicitness of promises:</u>
 	
   a) Did your employer only talk in general terms about your mutual obligations?
   b) Did explicit discussions occur about your obligations to each other?
	Robinson and Morrison (2000).

Q20. <u>Pre-hire interaction:</u>
 	
   a) During the recruitment process did you talk in depth with persons from your organisation?
   b) Did you experience limited interaction i.e. only talking to a few people from your organisation prior to accepting the job?
	Adapted: Robinson and Morrison (2000).

Q22. <u>Perceived breach history</u>:
 	
   a) In general, when your employer promised something, did they keep that promise?
 	
   b) Have you experienced past employers breaking their promises to you on more than one occasion?
	Robinson and Morrison (2000).

Q23. Employment Alternatives: During your career how many job offers have you received?	Adapted: Robinson and Morrison (2000).
Q24. <u>Causal attributions:</u> a) Has your organisation upheld all its promises? b) Do you consider where a promise was broken the organisation purposefully mislead you? c) Alternatively, when a promise was unmet do you feel it was usually your own fault because your expectations where unrealistic?	Robinson and Morrison (2000).
Q25. <u>Perceived Fairness:</u> a) When promises to you have been unfilled, have you been dealt with in a truthful manner? b) When promises to you have been broken, have you been treated with respect and consideration?	Robinson and Morrison (2000).

A review of the literature provided the framework for the development of the research interview questions/ statements. The questions were developed to understand the leadership role, whether leadership was an aspiration, the management of their performance whether their primary leadership style was transformational or transactional or a mix of both. In addition, a broad range of questions in relation to the psychological contract dimensions: to understand the number of times expecting to change careers (careerism); expected tenure from commencement; their reality

experienced in their organisation (promises and actual experience); employer obligations and employee obligations.

The information obtained during the discussions were brought together for each of the questions and subjected to a standard qualitative thematic coding process (Guest et al., 2012). In addition, to the thematic coding the data was analysed using Leximancer to conduct further content analysis focussed on confirming the themes and examining the relationships amongst them. Leximancer processes words and identifies relationships from the research questions. In addition, Leximancer provides a concept map which identifies the intensity of concepts and associated themes (Biroscak et al., 2017; Smith & Humphreys, 2006; Tse & Troth, 2013). The clustering of concepts provides a theme which is represented by the circles in the concept map, and illustrates the connectivity of each concept (Moscardo & Benckendorff, 2010). Leximancer enables the analysis of concepts and demonstrates their significance; the coding of the concept text enables a concept map to be generated (Smith & Humphreys, 2006).

Findings and Discussion

In the first stage of analysis, manual thematic coding identified several themes. The information obtained during the discussions was brought together for each of the questions and subjected to thematic coding to distinguish and define key themes (Guest et al., 2012). Tables of the key themes were developed. This analysis resulted in a review of the similarities and differences between Neutral and Transformation leaders which is summarised at Table 2.2. To seek clarification and verification of these themes, all the interview responses were entered into Leximancer to produce a single overall concept map. This overall Leximancer

concept map, presented in Figure 2.2, provides an overview of all the links the respondents made that could connect leadership to aspects of psychological contracts. The results from the first round of manual thematic coding were used to interpret this Leximancer concept map. The analysis of the Leximancer concepts enabled the significance of a range of concepts and the associated interrelationships to be identified.
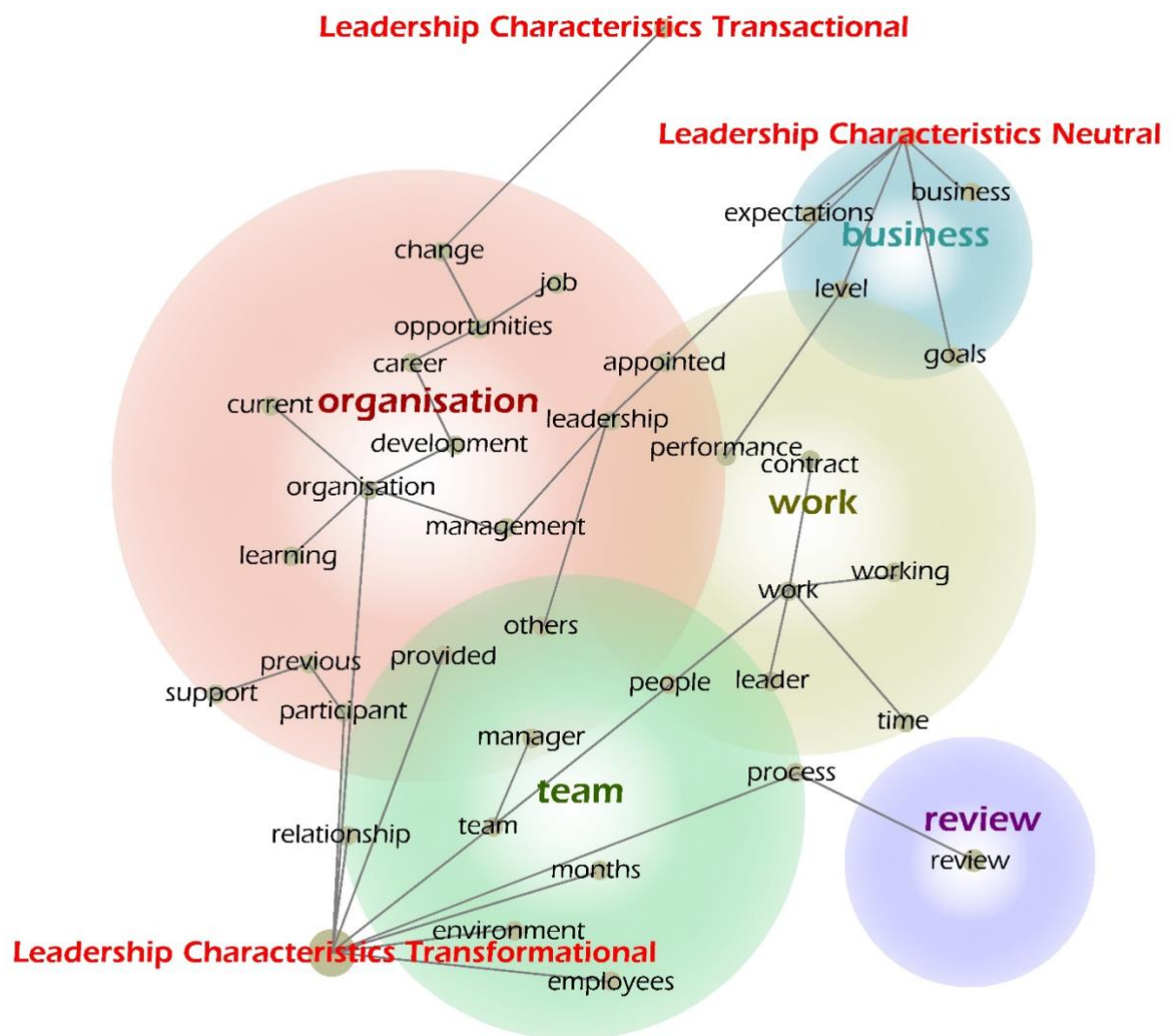
Figure 2.2: The Total Leadership and Psychological Contract Leximancer Concept Map.

The overall Leximancer concept map indicated that the organisation dominates the way respondents think about aspects of both their own and others' psychological

contracts. Not surprisingly these leaders are influenced by an organisational lens and see the psychological contract through this outlook. The comments support the alignment with organisational strategy and goals, this is consistent with the literature that highlights that effective leaders need to be focused in this way. As stated by Daft (2018) "leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose" (p. 5). Most of the respondents linked their answers to most questions in some way back to the organisation. For example, respondents talked about "*expectation of a total commitment to the* organisation", "*decisions being made in the best interests of the organisation*" and "*performance has remained constant to meet the organisation's goals and objectives.*" Although the respondents appeared to see themselves as representatives for the organisation when they answered questions about psychological contracts, thus giving the organisation such a large space in the Leximancer concept map, two other concepts were also important – the team and the work. This combination of the organisation, the team and the work represent the three main components of any psychological contract.

As would be expected 'work' is a concept that incorporates all the content elements likely to be included in a psychological contract such as time allocated to tasks and the actual legal contract made between staff and employer. Work was used in a number of different ways including "*work timeframe*", "*discussing work in progress*", "*working on projects*", "*work planning*" and "*work goals*" but always in the context of discussing the content of their interactions with other staff or their role as a leader/manager. The performance management of staff is also embedded within the work concept recognising that this is a major element of the work of the respondents that were interviewed. Work is also linked to the business goals and organisational/

business expectations, reflecting the importance of leaders and managers as the ones that have to translate organisational and business goals into staff performance requirements.

Hackman and Oldham (1980) provide a model to depict the three psychological states that affect internal work motivation in a complete job characteristics model. The Hackman and Oldham model includes core characteristics, critical psychological states and outcomes. Job characteristics include skill variety, task identity, task significance, autonomy and feedback from the job to address job enrichment. Critical psychological states include meaningfulness of the work, levels of responsibility for work outcomes and knowledge of the work outcomes. Jobs with these dimensions have a sense of meaningfulness, responsibility and knowledge relating to the work itself (Lee Whittington & Galpin, 2010).

Several points are noteworthy about the team concept, the third major concept in the Leximancer concept map. Firstly, although employees and people are contained within this concept, the Leximancer choice of team rather than staff as the label for this concept reflects the respondents' widespread use of team as a way of talking about staff or employees. When asked how many people reported to them, many respondents discussed the size of their team, for example, "*I manage a team of administrative staff*", "*there are 19 in my team*", and "*I lead a team of six*". If leaders see their staff/employees as a collective, it could be that they expect individual staff members to also see themselves as part of a team and it is possible that this adds an element to the psychological contract that staff may not be aware of. Such an implicit assumption from the leaders could create misalignments between leader and staff expectations. While virtually all the respondents used team in at least one of their answers, few mentioned team aspects or skills in their discussions of how they

appraise their staff and only one reported that their own personal performance reviews focused on their performance within the team. Gibbard et al. (2017) discussed a relationship between shared perceptions of psychological contract breach and team performance. Whilst an individual psychological contract breach can result in negative consequences, with the uniqueness of team members any weaknesses can be compensated for by other team members. According to Schreuder et al. (2017):

> Members do not reciprocate perceived fulfilment of team obligations by adjusting their obligations to the team and fulfilling those obligations. They reciprocate higher levels of team obligations with higher levels of member obligations …. When a member perceives that the team obligations are fulfilled, they become more committed to the team (p. 148).

Secondly, managers are placed in the intersection between the team and the organisation. In a similar fashion, leaders are in the intersection between team and work and leadership is seen as existing in the intersection between work and organisation. This means that respondents saw themselves, in their roles as managers or leaders, as simultaneously having to represent the team and their interests to the rest of the organisation and the organisation's expectations and constraints to their team. As stated by Callanan (2004) team-based structures focus on the task delivery, making decisions and solving business problems. For leaders there are requirements for upward, downward, sideways and outward relationships (Bourne, 2011). Leaders may experience challenges managing the complexity of the interrelationships and meeting the organisational goals.

For some leaders this can be problematic and a lack of support for this role was evident in discussions of things they perceived as breaches of their own psychological contracts. For example, one respondent reported the difficulties in achieving team goals when higher levels of management made changes, threatened changes and generally interfered with team positions as a breach of the psychological contract they had made when joining the organisation. This is challenging for a leader as they may be *"managing staff to meet deadlines and goals that are imposed."* Others also reported a lack of higher management support and failure of higher management to live up to promises made to the team as a violation of their psychological contracts. This suggests that the psychological contracts of leaders have elements of both promises made to them as an individual as well as promises made to their teams. This is a dimension of psychological contracts not previously recognised in the literature.

This first overall Leximancer concept map also identified several relationships amongst elements from within and between the three dominant areas (organisation, work, and team). These relationships provided further insight into the characteristics of the leadership styles and the leaders' perspectives on the psychological contract. Respondents who could be viewed as Transformational leaders were connected to the main concepts of the model in a very different way than were respondents who could be considered as Neutral or Transactional leaders. For example, the conceptual map (Figure 2.1) shows that there is a nexus bringing 'organisation', 'team', 'work' and 'review' together. It is reasonable to say that these relationships are consistent with those of a Transformational Leader and so, this point has been labelled as 'Transformational Leadership Characteristics'.

Transformational Leaders

Transformational leaders were most likely to place the team at the centre of their discussions and acknowledge the importance of relationships and of providing a good environment for their people. One respondent talked about "*building teams*" as a major positive aspect of their leadership role, while another argued that "*team contributions needed to be acknowledged*" in their personal performance appraisals. These Transformational leaders sought to have close relationships with their team. As highlighted in the Leximancer concept map, they talked of 'relationship', 'people', and 'others'. To summarise one respondent stated, *"understand people, getting to know them, know the strengths and weaknesses, develop trusting and open relationships"*.

Neutral leaders

Neutral leaders are known to be more closely linked to work through business goals and expectations, or through their role as leader and managers within organisations. This characterisation of Neutral leaders is reflected in Figure 2.1 by the nexus of relationships named 'Neutral Leadership Characteristics', where 'business', 'work', and 'organisation' are brought together. This finding is supported by the interviews, in which respondents indicated a more compliance-oriented view, with one respondent stating, *"measured for compliance"* and "*99% compliance at the organisational level.*" Along with Transactional leaders, they were furthest away from the team concept reflecting a much stronger focus on performance of staff as it related to the organisational or business goals and expectations, aligning to operational and strategic plans and basically, *"getting on with business".*

Transactional leaders

Respondents who can be seen as Transactional leaders are most likely to highlight the organisation as the central element of psychological contracts. It is expected that for these leaders, psychological contracts are interlinked with management for performance and meeting organisational objectives. An initial review of the themes identified from the first round of thematic coding of responses from the Transactional leaders indicated that they sought skill alignment and expressed concerns in relation to staff questioning decisions and avoiding discriminatory behaviours. As leaders they sought support, being valued and professional development from their own personal psychological contracts. The Transactional leaders also reported facing some challenges maintaining performance levels. These initial results are consistent with Nanjundeswaraswamy and Swamy (2014) description of Transactional leadership and its focus on specific performance objectives. As there were only two Transactional leaders in the samples no further analyses for this leadership style were possible. Given the differences between the different leadership style groups in this first overall mode, it was, however, decided to create and examine Leximancer concept maps separately for the remaining two groups of neutral and transformational leadership styles.

Neutral Leaders

The Neutral leaders in this study did not indicate a preference for either transformational or transactional leadership styles but did report a mix of the two characteristics. This combination is evidenced by the number of different elements that appeared in the overall Leximancer concept map (see Figure 2.1) and are also in Figure 2.2. A close examination of the elements shows that Neutral leaders were

closely aligned with Transactional leaders, with the most notable elements being work, year (time), level (standards, targets, expectations), business, goals and roles. These aspects were supported by the interviews. Most of these participants indicated they aspired to be leaders and all had been appointed, rather than promoted, to their current leadership role. These Neutral leaders reported experiences with a range of professional leadership programs including formal education and programs offered by their employer organisations. Their own personal performance appraisals were mostly annual and bi-annual and included discussions of development, performance targets and setting measurable goals. In relation to the performance appraisal discussions one leader indicated they *"discuss goals and objectives",* for another they *"identify opportunities for improvement",* *"expectations are understood"* and they maintain a *"record of conversation to identify positive and negative items".* These aspects indicate a transactional approach to leadership. Similarly, their reported performance appraisal of the staff they were responsible for could be described as more formal and structured in style suggesting adherence to more transactional psychological contracts, based on Rousseau (1990) description of contracts.

In discussing the development and nature of their own personal psychological contracts, Neutral leaders were likely to emphasize the importance of the organisation being committed to its stated values, providing promised flexibility in work arrangements, and giving the leader the autonomy and ability to adapt their role. In turn, Neutral leaders believed that they were obligated to meet key performance indicators, project delivery and resolve staff management issues. These comments indicated that 'leadership' was important to these respondents and reflected elements of transactional leadership. This aspect is further evidenced in

discussions of contract violations and breaches were focused on the organisation's failure to meet its obligations as set out above.   This was especially the case for situations where the participants felt they had met or exceeded performance criteria and reported that they and/or their team had not been paid promised or expected bonuses, had not been recognised for their achievements and/or had not been promoted; hence, evidencing a more transformational perspective of leadership. In terms of expectations unmet one respondent indicated "*given performance and results expected to be in a HR-GM role*", there was an expectation that continued high levels of performance would result in a promotion.

In relation to perceived breach history, one respondent stated *"non-delivery of bonus, was important in terms of recognition, only paid twice, unilaterally taken from everyone,"* there was an expectation of the continued delivery of a bonus. These breaches are consistent with a focus by these Neutral leaders on the work benefit element of these more transactional psychological contracts. It may be that managers or supervisors who prefer a more transactional style of leadership may also prefer transactional psychological contracts. According to Thompson and Bunderson (2003) transactional psychological contracts "involve an exchange of economic currency wherein the organization provides adequate compensation, a safe working environment, and reasonable short-term guarantees of employment in exchange for the employee's fulfillment of narrow, specified responsibilities" (p.574). Moreover, transactional leaders as indicated by Rousseau (1990) are specific, static, narrow and observable. All these aspects indicate that a Neutral leader's perspective on the psychological contract are reflective of transactional and transformative leadership styles.
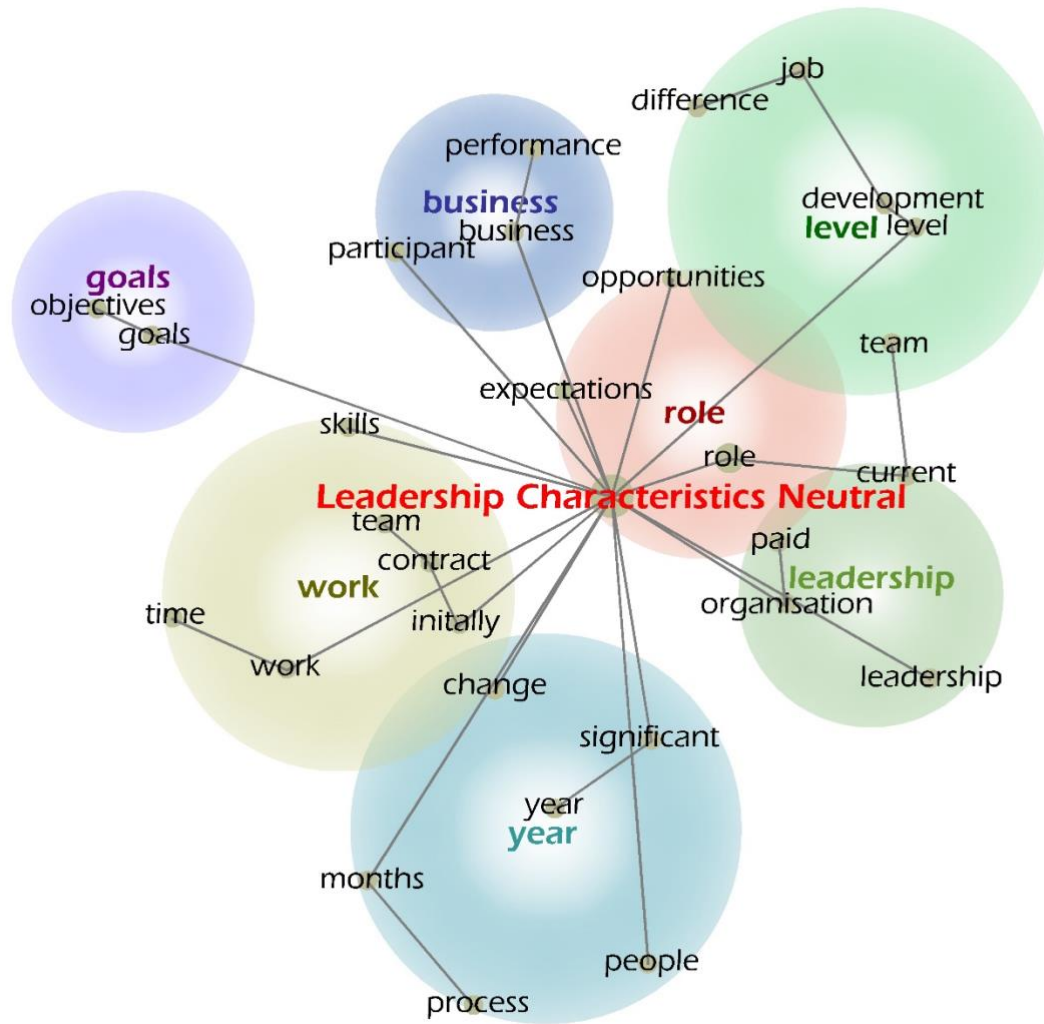
Figure 2.3: Neutral Leaders Leximancer Concept Map.

As mentioned, the Neutral Leader Concept Map (see Figure 2.3) indicates a dominance of level, work and year. The actual role is central to the Neutral leader in terms of their perspective of the psychological contract. The respondents indicated a strong connection with the role held to deliver on work, objectives and goals. In addition, the role held has an interrelationship with business performance and development. The delivery of work takes into account skills and the significance of time-frames. There is an inherent understanding of the expectations set in the achievement of business performance.

The "level" concept included reference to the motivation to join and the commencement experience, one respondent indicated that "*when appointed … thinking going into a Senior … role, when it was only an entry level role. Position description was modified by the agency".* The term "level" was discussed by respondents from a variety of perspectives in relation to the "*appraisal of performance at the organisational level", "level of harassment", "interest level was high and job was challenging",* and *"high levels of commitment working 60 hours per week."* In relation to goals generally, respondents indicated an interest in understanding business goals and objectives. Conversely, one respondent expressed concern in relation to *"managing staff to meet deadlines/goals that are imposed".* According to Wellin (2007) psychological contracts tend to be in a continuous state of change influenced by organisational strategies and business strategies. With the changes in the psychological contract being increasingly influenced by social and economic forces, clarity of the psychological contract is now more important than ever before, for business success.

Through the work itself, Neutral leaders sought to understand the skills required, the expectations of the role, the opportunities available for development in the job and the ability to make a difference. For example, one respondent said that "*work itself is making a difference",* and that there was a wanting "*to work for a good organisation, role itself was appealing".* Jobs with these dimensions have a sense of meaningfulness, responsibility and knowledge relating to the work itself (Lee Whittington & Galpin, 2010). Given the amount of time spent in the work environment meaningfulness in our work is an important aspect of our working life (Rothmann & Welsh, 2013) and indicative of a more transactional perspective on the psychological contract.

The conceptual map indicates an interrelationship with time, contract and term. A review of the responses indicates a medium to long-term focus when joining the organisation. The connection with Neutral leaders with the concept "year" encompasses significant items which relate to the expectations set to achieve business performance outcomes. In relation to the appraisal of others, generally the responses indicated formality in the process, with the process setting out expectations and opportunities for improvement at regular intervals. For example, *"every week, follow-up on expectations proactively. Discuss achievements and performance".* Development includes *"quality statements, objectives that are measurable", "providing feedback on the job development", "catch-up weekly, discuss goals and objectives"* and the importance of "*making a difference".*

All participants working for an organisation had a performance appraisal. As to whether the performance review was a quality document or a compliance process, participants indicated: in between quality and compliance; compliance activity, however, the quality of the conversations were good; quality document encompassing key performance indicators and behavioural values (values and performance indicators ranked equally). Overall, the appraisal of others encompassed monthly or quarterly catch-ups to discuss developmental opportunities; the provision of feedback; reviews supported by ongoing discussions; and if there are issues discussions occur more regularly. Generally, the appraisal of others was considered formal rather than less structured. Alternatively, it was a blend of formal and less structured on the basis of on-going review and feedback. Overall, participants indicated high levels of organisational performance, and generally increased levels of performance.

These Neutral leaders were focused on role expectations to achieve business performance. The Neutral leaders indicated that the *"best leaders can instinctively know how to get the best out of people. Important, span of control and behavioural management"* and *"aspired to be a leader; and choose roles with great leaders*." For many of the respondents their organisations were experiencing change, as a result of organisational change and modifying roles, the best leadership traits were not demonstrated.   Change in the workplace culminates from a requirement for greater speed, technological change or new ways of doing work. More broadly organisational restructures stem from a requirement to meet the demands of the business environment. Change creates a conflict between stability, the current state and the proposed state. The leaders role is to manage the impacts of change through the communication of values and purpose (Reece, 2017). According to Chih et al. (2017) the transactional psychological contract is based upon "short-term returns and benefits and refers to a time-limited, specific and monetary exchange" (p.104). If the nature of a transactional psychological contract is based more on self-interest in terms of the exchange (Thompson & Bunderson, 2003), and in the absence of agreement the psychological contract is based on perceptions (Hart & Thompson, 2007), the management of organisational change and the inherent instability change causes may be challenging for the Neutral leader.

Transformational Leaders

While a few of the Transformational leaders indicated they had aspired to hold leadership positions, most developed an interest through acting in leadership roles, development opportunities, education, training and mentoring programs. Most of the participants had current performance appraisals that were generally focused more on quality rather than compliance. This group reported more regular performance

discussions with a mix of weekly, fortnightly, or scheduled as needed meetings. Most Transformational leaders had formal performance plans in place with their employees that included elements related to team performance, growth and development, establishing behavioural expectations, task delivery and performance goals. These leaders saw performance plans as being driven by the provision of positive recognition, providing challenges and reviewing work activities. The Transformational leaders indicated *"regularly discussed goals and development, constantly developing"*, *"proactively assists employees"* and *"feedback encouraged and support provided"*.

Thirteen of the participants had current performance appraisals, for the two participants that did not have appraisals in place it was not concerning for them. The three other areas relating to performance considered the regularity of performance discussions; the appraisal of others; formal versus less structured appraisal of others. The regularity of performance discussions was a mix of weekly and fortnightly. For some participants that did not have regular discussions their comments included: raise any concerns as required and provided advice; catch-ups can be cancelled; manager works in a different location; discussions occur only as required. Overall, in relation to the appraisal of others most leaders had formal plans in place with their employees. There were a few leaders that still had performance plans under development. The timing of the formal discussion varied from annually, bi-annually, monthly, fortnightly and weekly. However, from the feedback provided there was an overall focus on the annual performance activity. From the commentary provided most plans were more formal and structured.

The Transformational leaders indicated that employer obligations included *"long-term security/ career development"* and the provision of open, honest dialogue relating to

the challenges presented. Several leaders discussed the importance of autonomy and accountability. Promise discrepancy for the Transformational leaders related to limited autonomy in some instances. Role alignment presented a challenge for some Transformational leaders "*role is much more hands on than expected*" and an unmanageable workload was mentioned by several leaders. Another concern was a "*lack of systems, lack of investment in core processes and governance".* Non-delivery of expectations related to the expectation of more "*quality development opportunities"* and support with further education that did not come to fruition. Two specific violations were "O*rganisation was not honest about change in reporting relationship. Trust and respect important"* and "*experiencing significant gender bias".* Expectation breach by others related to promotion above capability or a lack of career path. For some leader's restructure arrangements had resulted in lower levels of trust, disappointed employees and the "*team having no say in decisions made*".

According to Chih et al. (2017) the psychological contract relationship is a broader, long-term and socio-emotional interactional and includes intangible factors such as personal support and concern for the family" (p. 104). Thompson and Bunderson (2003) state that relational contracts:

> Entail the exchange of socioemotional currency, involving the organization's provision of training and professional development, as well as long-term job security, in exchange of the employee's fulfilment of generalized role obligations (p. 574).

The research suggests transformational leadership aligns to the relational contract and transactional leadership focuses on the monetary features. However, the research also suggests that, if violated, the psychological contract is less relational and more transactional (Thompson & Bunderson, 2003).
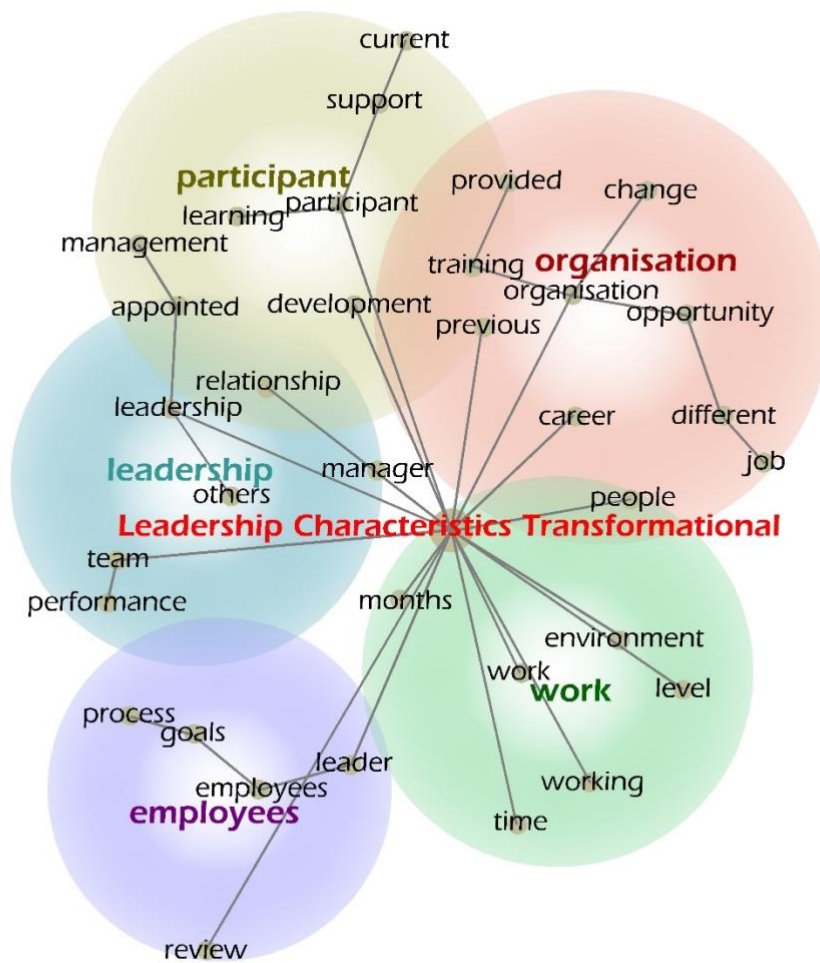
Figure 2.4: Transformational Leaders Leximancer Concept Map.

For Transformational leaders the organisation and the participant had the strongest

relationship with the psychological contract. Figure 2.3 shows that there was an

intercept between the organisation, the people (employees and participants) and the

delivery of work (work). In addition, 'leadership' took into account the team, work

performance and the relationship with the participant. The interviews extended these

findings and indicated that organisation's relationship with the participant focused on

training and development. Support was provided to the participant in the delivery of

work. The organisation was discussed by the Transformational leaders in terms of in-

house development, a sense of belonging, commitment to the organisations goals,

and wanting to *"work for a more progressive organisation that values people"*, and the overall organisational fit. Leaders spoke about career choice and lifestyle, opportunities for career growth and personal aspirations. People and the relationship with the organisation is associated with "*wanting to help people"* and valuing people. Seeking opportunity for the leaders relates to wanting to *"build something", "develop and grow function"* and "*design and build role".*

Leaders discussed training in terms of the support for formal learning by the organisation, a culture that supports professional development through investment in the employees to enable them to continue learning and growing*. In terms of difference, leaders discussed "exposure to different skill sets"* and "*different views on changes in policy".* In addition, they discussed the attainment of different skills and having the opportunity for diverse roles across different organisations. A few leaders experienced the job being different to their expectations. Some leaders were still seeking the opportunity to change organisations to experience a variety of different skills and challenges. Transformational leaders in this study indicated a motivation to provide training and career development which aligns with the socioemotional currency of relational contracts (Thompson & Bunderson, 2003). Moreover, Rousseau and Tijoriwala (1998) indicate that the culture within an organisation sets the normal patterns of behaviour, which frames the psychological contract; adhering to these norms can become part of the performance commitment. Whereas a psychological contract breach has an adverse impact on performance (Bal et al., 2010).

Overall, these participants were provided with support and development and the organisational training to achieve the required work outputs. They indicated interaction with various people in the organisation prior to their commencement with

the organisation. These leaders discussed regular reviews and the setting of goals and constant development. Whilst one leader indicated that they had "*asked the right questions prior to commencement*" for another, they "*asked about the system, panel did not understand what the system could or couldn't do.*" The term "participant" included taking on additional activities such as writing their own induction, to expertise not being as broad as required for the work activities.

The psychological contract is the congruence between expectations and what is exchanged. The research suggests it has more influence on such factors as job satisfaction and reduced turnover than other types of contract. Critical psychological states include meaningfulness of the work, levels of responsibility for work outcomes and knowledge of the work outcomes. The outcomes include work motivation, job satisfaction and work effectiveness. It is suggested that well defined jobs that encompass variety, identifiable tasks, autonomy and feedback, all have a constructive impact on employee engagement (Rothmann & Welsh, 2013).

Transformational leadership is focused on team performance and relationships to deliver results for the organisation. Leadership considers the organisational environment and the work contribution. An interest in a leadership role had evolved over time for most of the Transformational leaders. For a few it was an aspiration for example, "*leadership was a 100% aspiration due to leadership traits*", for others it was not an aspiration stating that they "*fell into a supervisory role*" or "*being provided various opportunities*". The Transformational leaders had engaged in a variety of internal and external development opportunities. The influence of the leadership style from a positive viewpoint indicates that the "*leadership style resonates*". However, from another perspective there can be a "*lack of leadership capability and desire to be good managers*".

Employees look to their leader for the delivery of work, work outputs are reviewed and processes and goals are set. In terms of the regularity of the appraisal of others some employees had discussions more regularly than others. There are individual impacts for employees such as *"providing employees accountability and responsibility"* or managing the concerns raised by employees such as an *"unmanageable workload"*. According to Rousseau and Tijoriwala (1998) the culture within an organisation sets the normal patterns of behaviour, which frames the psychological contract, adhering to these norms can become part of the performance commitment. According to Dwiyanti et al. (2018) when an employee considers that their organisation has violated the psychological contract, they consider the employment relationship as unstable.

Generally, the Transformational leaders indicated that they would work for a variety of different organisations as part of their career path. Several leaders were looking for challenge, some of the other influencing factors were stimulation, complexity, autonomy, growth and development. Leaders provide support and can engender engagement by providing more interesting work, autonomy and contributing to business decisions (Gruman & Saks, 2011).

Summary

The literature indicates that transformational leadership aligns with development and understanding personal requirements, whereas transactional leadership is based on an exchange to meet specific performance objectives (Nanjundeswaraswamy & Swamy, 2014). Importantly, McDermott et al. (2013) states that "leadership styles refer to patterns of actions that influential people use to shape how others behave" (p. 293). This study sought to understand leader's perspectives on the relationship

between leadership styles and the psychological contract (promises, obligations and expectations) with the employee. It found that Neutral leaders had a more transactional psychological contract, whereas the Transformational leaders had a more relational psychological contract.

Neutral leaders sought commitment to organisational values and Transformational leaders sought a supportive environment and high levels of trust. Neutral leaders are focused on role expectations to achieve business performance, whereas the Transformational leaders were more focused on the team performance and relationships to deliver results for the organisation. Neutral leaders sought fairness in reward distribution and Transformational leaders sought fairness in decisions. For the Neutral leaders there were concerns for job security and imposed deadlines. The Transformational leaders expected quality developmental opportunities, process compliance and more flexibility.

Limitations and suggestions for future studies

The distribution of respondents across different leadership styles, with only two describing themselves as transactional leaders, did limit the extent to which the analysis could explore the links between the full range of leadership styles and their perceptions of psycho-logical contracts. The interviewees were primarily female participants, a broader inclusion of male interviewees could have contributed to further insights. Further research with a wider variety of leadership styles could assist in better understanding the links between leadership and psychological contracts. In addition, subsequent studies could consider the relationship with employee engagement outcomes in relation to leadership dimensions and employee engagement.

Practical implications

This exploratory research provided greater insight into the relationship between leadership styles and psychological contracts by analysing the psychological contract through the lens of the leader, which had not been explicitly considered. The psychological contract is the alignment between the promises made and the actual experience or reality. If there is a mis-match this can affect job performance and impact on whether an employee thinks they are valued by the organisation. Leaders contribute to the psychological conditions experienced by employees in the work-place. The commencement of the employment relationship includes pre-entry experiences, and these should provide clear communication regarding reciprocal obligations to ensure there is limited ambiguity regarding the position and the organisation. Importantly, understanding the psychological contract for leaders can result in increased job satisfaction, increased performance and reduced intention to quit, which are important cost implications for employers. Importantly, a match between expectations and reality can increase the levels of trust and the sense of value to the organisation.

Originality/value

This study identified the neutral and transformational leader's relationship with the psychological contract and the impact of breaches and adherence. The study adds to the literature as there is no framework that considers the leader's relationship with the psychological contract. It also confirmed that individual differences influence the

psychological contract experience and that leadership characteristics impact psychological contract expectations.

Review of Similarities and Differences

To consider the similarities in relation to the different leadership perspectives, Table 2.2 provides a summary of the motivators, obligations, expectations, promises, violations, betrayals and perceived breaches. According to Gupta et al. (2016), the " breach of expectations can induce a perception of organizational injustice that harms the quality of employment relationship and damages organizational performance (p. 2807). Furthermore, the "evaluation of organizational fairness in terms of fulfilment of promissory expectations may define the magnitude of effects of resources on employee outcomes. Psychological contract is an employee's cognitive evaluation about the extent of fulfilment of the promised obligations implicitly agreed on in the employment relationship" (Gupta et al., 2016, p.2809). In the "absence of clear expectations over contract elements conveyed to employees may lead to perceived contract breach (Gupta et al., 2016, p. 2814). Whilst there are similarities between Neutral and Transformational leaders, Table 2.2 clearly identifies the differences between the two leadership groups.

Table 2.2: Key similarities and differences between the two leadership groups for features of their psychological contracts.

Themes	Leadership Style – Neutral	Leadership Style – Transformational
Obligations	Employer obligations • commitment to stated **values** • flexible working arrangements • autonomy • responsibility and ability to grow the role	• grow and develop the role/function • flexibility/ work life-balance • autonomy • **supportive environment/ high levels of trust**

			remuneration and hours of work - long-term **security** **professional development**
	Employee obligations and stipulations:		
		- meet key performance indicators **resolving people issues**	- key performance indicators and budget responsibilities **organisational commitment** **building of strong relationships** **accountability** **develop role and challenge the status quo**
Expectations	Unmet expectations:		
		job security was implied, however, this was not the reality **recognition** of performance	**quality development opportunities** **flexibility** more subjective than anticipated **position description** inaccurate - more **supportive** environment
	Expectation Breach:		
		contract term **contract obligations** – accreditation **unrealistic expectations**	**role expectations mismatch** **unmanageable workload** - ability to make **decisions**
Promises	Promise discrepancy:		
		frustrating level of challenge - resistance to the questioning of **decisions** **glass ceiling** experienced by females - role mismatch	- limited **autonomy** **unmanageable workload** - transactional work focus, **limited time for leadership** **systems and processes deficient** - role mismatch
	Implicitness of promises:		

	• **mismatch** between role and reality • **values and behaviours** – especially safety leadership • **mutual obligation** to maintain external funding generation	• **contractual** requirements • organisational **goals and objectives and setting priorities**
Violation, Betrayal and Perceived Breach	Feelings of violation:	
	• **role mismatch** • **unsupportive** leadership • inadequate **promotional opportunities**	• **conflicting priorities** • **lack of trust** by senior management • **inconsistences in decisions** • **unmanageable workload**
	Feelings of betrayal:	
	• imposed **financial constraints** • lack of **transparency, dishonesty** • **reduced autonomy** and micromanagement; • **unethical** use of information	• **slowness to respond** to a situations and inherent lack of timeliness • **limited leadership** capability • **leadership relationship rather than merit based**
	Perceived breach history:	
	• **reduced support and increased work pressure** • **non-delivery of bonus** • limited **cultural respect** for employees	• changes in **organisational policy** (motor vehicle, study assistance, acting arrangements, contract terms) • changes in **reporting relationship** not communicated • lack of **autonomy and leadership accountability**

In summary, obligations for Neutral leaders related to a commitment to the organisational values, for Transformational leaders they seek a supportive environment and high levels of trust. Feelings of violation for Neutral leader's was associated with role mismatch and unsupportive leadership. Whereas, Transformational leaders felt a sense of violation due to a lack of trust by senior

management. For Neutral leaders breaches were associated with reduced support and increased work pressure, for Transformational leaders organisational policy changes, a lack of autonomy and leadership accountability impacted them in terms of breach history.

Summary and Overall Conclusions

Study One answered research question one and identified the relationship between leadership and the psychological contract and the key influences. This study identifies the Neutral and Transformational leader's relationship with the psychological contract and the impact of breaches and adherence. This study adds to the literature as there is no framework that considers the leaders relationship with a psychological contract. The study confirmed that individual differences influence the psychological contract experience and that leadership characteristics impact the psychological contract expectations. This study indicates that the psychological contract dimensions are influenced by leadership perspectives. The analysis of the findings was an important input into the development of the approach for Study Two an online survey. The second stage of the research was on-line survey to answer research questions two, three and four: what are the dimensions of the psychological contract that are that influence employee engagement; what is the relationship between leadership and with employee engagement. Chapter Three sets out the research methodology and findings for Study Two.

Chapter Three – Overview Study Two

The overall aim of this thesis is to explore the relationship between employee engagement and the psychological contract with a particular focus on the leader's impact and influence and their psychological contract. For study two this aim will be achieved through answering **three exploratory research questions**:

Question 1: What are the dimensions of the psychological contract that are significantly related to employee engagement?

Question 2: What are the aspects of performance management that influence employee engagement?

Question 3: What is the relationship between leadership and employee engagement?

Although the question of what are the relationships between leadership and the psychological contract was examined in detail in the first study, the second study also offered an opportunity to further explore and quantitatively analyse this question. The first study explored the relationship between leadership style and psychological contract dimensions. This qualitative study presented the interview findings of twenty-three leaders working in public and private sector organisations. A number of differences were found between Neutral and Transformational leaders. The Neutral leaders had a more transactional psychological contract, whereas the Transformational leaders had a more relational psychological contract. The study confirmed that individual differences influence the psychological contract

expectations and psychological contract dimensions are influenced by leadership perspectives.

Study Two reported in this chapter sought to explore and describe respondent experiences of the features of psychological contracts and to understand expectations set by the employer and understood by the employee. The study also sought to identify patterns linking the most important features of the psychological contract for the employee with their actual work experience and analyse the gaps between expectations and reality. The study examined the links between elements of the psychological contract and employee engagement, with a particular focus on understanding both the impact of leadership for employees, on these links and the nature of these links for leaders. This study involved the use of a self-completion on-line questionnaire developed from the literature reviewed, see Chapter 1, and a conceptual model that identifies the key concepts as set out in Figure 3.1.

Figure 3.1 was developed to conceptualise all the elements of the research and demonstrate the scope and range of research variables. Figure 3.1 provides a summary of the research elements in a descriptive framework to capture each aspect considered in the research. This descriptive framework depicts the psychological contract in terms of personal motivations to work for various organisations or stay with an existing organisation (careerism) and motivations to apply for a role with a particular organisation. The recruitment experience includes the setting of expectations, promises and obligations during the conversations held and the interview process. The recruitment process includes the pre-hire and socialisation (onboarding) experience to understand the nature of the psychological contract experience. The psychological contract outcomes encompass the actual

experience (reality); any feelings of violation; or perceptions of contract breach or fairness in the treatment by the employer. The employee lifecycle encompasses attraction, recruitment, onboarding (socialisation) and employee development (included in the performance discussions) (Cattermole, 2019). To understand the organisational setting and the individual, various aspects were itemised in the development of the research: employment category; understanding leadership role and leadership aspirations; job characteristics; organisational change and relationships. Managing performance is a key aspect in terms of the employee experience and the delivery of organisational goals and objectives. According to Venkateswara Rao (2016) performance management seeks to drive the continuous improvement of employee performance to meet organisational goals. The engagement of employees is an important consideration for organisational success. Engagement includes job and organisational considerations, the level of supervisor and organisational support which influences job satisfaction, organisational commitment and intention to quit. "Although numerous definitions of employee engagement exist, the majority of definitions focus on ideas such as absorption in and enthusiasm for work tasks and roles" (Dalal et al., 2012, p. 298).

• Employment Category (Leader versus Non-Leader) • Job Characteristics • Organisational Change • Team	• Leadership Aspiration • Understanding Leadership Role • Leadership Style - Transactional versus Transformational • Leadership Style - Structure versus Consideration	• Performance Appraisal/ Development Plan • Performance Management Activities • Organisational Performance • Employee Performance	• Implicitness of promises and pre-hire interaction • Formal Socialisation • Reality • Feelings of violation • Perceived Contract Breach • Perceived Fairness
Organisational and Individual Experience	**Leadership**	**individiual and Organisational Performance**	**Psychological Contract Features**

• Careerism • Motivation to apply • Recruitment Experience • Employer Obligations • Psychological Contract Type	• Job Engagement • Organisational Engagement	• Perceived Organisational Support • Perceived Supervisor Support • Relationships	• Job Satisfaction • Organisational Commitment • Intention to Quit
Psychological Contract Experience and Type	**Employee Engagement - Elements**	**Employee Engagement - Antecendents**	**Employee Engagement - Consequences**

Figure 3.1: Organisational and Individual Experience, Leadership, Individual and Organisational Leadership and Features of the Psychological Contract Features and Psychological Contract Experience and Type, Employee Engagement Elements, Antecedents and Consequences (Descriptive Framework). [Developed by Thesis Author].

Figure 3.1 describes the organisational and individual experience to understand the employment category and encompasses the Hackman and Oldham (1980) Job Characteristics Model. Organisational change is associated with the level of change in terms of reduction, rapid growth, or mergers based on the research by Robinson and Morrison (2000). The influence of the team in the achievement of common goals was drawn from the findings of Study One. The next element of Figure 3.1 describes leadership and includes leadership and understanding the leadership role to identify leadership style as predominately transformational or transactional based on statements developed by Bass (1990). Another aspect of leadership style is either more predominately based on structure or consideration based on the Ohio State Model.

The next aspect of Figure 3.1 describes individual and organisational performance.

The activities associated with performance management activities were used to design the questions in this section of the questionnaire based on the research by Mone et al. (2011). Figure 3.1 then describes the psychological contract features associated with implicitness of promises, pre-hire interaction and formal socialisation, the organisational reality to understand the promises and actual employment experience and any expectations not delivered upon. These questions were developed by the thesis author based on the research undertaken as part of a review of the academic literature. The specific questions related to formal socialisation and the implicitness of promises are based upon the research by Robinson and Morrison (2000). To understand the psychological contract outcomes associated with feelings of violation, perceived contract breach and perceived fairness based upon the research by Robinson and Morrison (2000).

The next aspect of Figure 3.1 describes the psychological contract experience and the psychological contract type. Firstly, the dimension of Careerism encompassing the Rousseau (1990) five career statements. Secondly, motivation to apply for a position with their organisation, Rousseau (1990) sought to understand if participants specifically sought out a position with their organisation. Thirdly, describing the recruitment experience, the recruitment statements included in the on-line questionnaire were influenced by the research by Rousseau (1990). Fourthly, Rousseau (1990) sought to understand the promises made during the interview and employment offer stage. Finally, understand the type psychological contract type the categories developed by Handy (1993) were incorporated (coercive, calculative, cooperative).

The next section of Figure 3.1 sets out the elements of employee engagement, being

job engagement and organisational engagement. Saks (2006) established the elements of engagement are job engagement which is associated with choice, control, meaningful and valued work. Saks (2006) describes organisational engagement as a personal connection with the organisation. According to Saks (2006) individuals recompense their organisation by the level of their engagement. Figure 3.1 then sets out the antecedents of employee engagement, being perceived organisational support, perceived supervisor support and relationships. Perceived Organisational Support relates to the care and support provided by the organisation. Two of the items from Eisenberger et al. (1997) were selected. Perceived Supervisor Support relates to trusting and supporting interpersonal relationships. Two of the statements from the Rhoades et al. (2001) were selected. In terms of relationships two questions were developed to understand the role of the participants' leader in the establishment of the employment relationship and the leaders influence in the meeting of expectations.

Figure 3.1 then sets out the consequences of employee engagement as job satisfaction, organisational commitment and intention to quit. Job satisfaction is typically associated with positive emotions as a result of the evaluation of an incumbents' job (Fasbender et al., 2019). The Michigan Organisational Assessment questionnaire included three statements to understand job satisfaction, to assess the attitudes and perceptions of organisational members (Cammann et al.,1983, p. 84). Six affective commitment statements were included in the Rhoades et al., (2001) study. Organisational commitment is associated with the intensity of engagement and the level of association employees feel for their organisation. Colarelli (1984) discussed the importance of realistic job previews as a key principle in the recruitment and selection process.

This Chapter sets outs the methodology for Study Two and provides an on-line survey overview. The development of the on-line survey tool is discussed and the academic sources identified to develop the survey questions are provided. The next section of the Chapter provides the survey tool development, sample procedures and sample, the results and discussion for Study Two and the overall findings.

Methodology

A self-completion structured on-line questionnaire was used to collect data from 215 respondents. A small pilot of the survey was conducted during the development of the survey seeking feedback on the questions and survey flow, assisting in the final development of the survey tool. The pilot also provided an opportunity to assess the average time taken to complete the questionnaire. The first section of the on-line questionnaire was informed consent. Participants were advised that taking part in the study was completely voluntary and participants could stop taking part at any time without explanation or prejudice. The consent section also confirmed that responses were strictly anonymous.   As part of the on-line questionnaire introduction participants were advised that taking part in the study was voluntary and they could stop taking part in it at any time, without explanation or prejudice. The on-line questionnaire took approximately 10-15 minutes to complete. The researcher maintained the anonymity of the participants and no names are used to identify any participants.

Sample Procedure and Sample

The research used a purposive sampling approach. The participants were sourced from a range of organisations via the principal researcher's contacts, professional networks and the associated networks and invited to participate in the research.

Sourcing of extended professional networks utilised the snowball sampling technique. Applying the snowballing technique with participants known by the principal investigator aimed to enlist additional participants (Streeton et al., 2004). This snowballing technique provided the ability to source respondents from several organisations, different types of organisations, responses from leaders, employees (non-leaders) from a range of employment categories. An advantage of snowballing is reaching a wider pool than other methods and anonymity. A limitation of this method is the "referrals could develop freely in some areas but be inhibited in others" (Streeton et al., 2004, p. 41).

Sample

There were 215 respondents to the on-line survey. The majority of the sample were female (74%), with the sample relatively evenly split between managers and supervisors (51%) and all other employees (non-leaders) (47%). The respondents had been employed by their organisation for a range of tenures and in a variety of departments/sections. For those who identified themselves as leaders the majority (65%) had been a leader from one to five years, and the majority of leaders were promoted into their current leadership role (68%) versus being directly appointed (30%). Table 3.15 provides an overview of other key sample features. Further sample profile information is captured at Appendix C – Sample Profile (gender, tenure, length of time in leadership role, leadership style preference (consideration or structure), promoted or appointed to a leadership role, department/section and involvement in a leadership program). The sample size is appropriate for a variety of responses to the number of variables presented.

Table 3.1: Overview of key sample features.

Sample	Frequency	Percentage
Category		
All other employees (non-leaders)	101	47%
Supervisor/Coordinator	70	32.6%
Director/Executive Manager	40	18.6%
Tenure		
Less than 12 months	41	20.3%
1-2 years	25	12.4%
2-5 years	50	24.8
Greater than 5 years	86	42.6%
Expected Tenure		
One year	32	15.8%
Two years	24	11.9%
Three years or greater	146	72.3%
Department/Section		
Front-Line	24	14.0%
Operational	40	23.4%
Professional Services	91	53.2%
Technical	16	9.4%
Leadership Length		
1-5 years	66	64.7%
5-10 years	16	15.7%
Greater than 10 years	20	19.6%

Defining Leaders

Given that two of the research questions include leadership as a key variable, it was important to explore ways to define leaders. One option could have been to classify those who said they were managers/supervisors as leaders and all other employees as non-leaders. However, not all managers/supervisors see themselves as leaders and some employees may see themselves as; or aspire to be leaders. To examine this possibility the responses to the following three questions were cross-tabulated:

- What is your employment category?

- Do you see yourself as a leader?

- Do you aspire to be a leader?

As can be seen in Table 3.16, the majority (95.7%) of those in Supervisor/Coordinator positions and all Directors/Executives saw themselves as leaders. The majority (74.2%) of employees also saw themselves as leaders.

Table 3.2: Employment Category and Leader.

Employment Category	Leader	Non-Leader	Total
All other employees	69	24	93
	74.2%	25.8%	46.0%
Supervisor/ Coordinator	66	3	69
	95.7%	4.3%	34.2%
Directive/Executive	37	0	37
	100.0%	0.0%	18.3%
Total	86.1%	13.9%	100.0%

Table 3.3: Employment Category and Aspiring Leader.

Employment Category	Aspiring Leader – Definitely Not	Aspiring Leader – Probably Not	Aspiring Leader – Might or Might Not	Aspiring Leader – Probably Yes	Aspiring Leader – Definitely Yes	Total
All other employees	8.3%	29.2%	16.7%	41.7%	4.2%	85.7%
Supervisor/ Coordinator	0.0%	0.0%	33.3%	66.7%	0.0%	10.7%
Total	7.1%	25.0%	17.9%	46.4%	3.6%	100.0%

The second crosstabulation (see Table 3.3) provided a second way to define leaders. Table 3.3 showed that all the supervisors, including those who did not identify themselves as currently a leader, did aspire to be one, and the majority of employees who did not identify as a leader also aspired to leadership. These analyses resulted in two classifications of leadership. Firstly, there was a simple dichotomy based on current position 74 (54.8%) managers/supervisors and 61 (45.2%) employees. The second approach had 72 (52.9%) managers/leaders, 53 (39.0%) employees aspiring to be a leader, and 11 (8.1%) employees with no leadership aspiration.

According to Lechner et al. (2018) the aspiration for leadership has developed as a persuasive predictor of desired leadership behaviours, capability and performance. In addition, there is an association with the value individuals place on job features and the rewards attained from the job itself. Reece (2017) indicates that effective leaders develop leadership skills within their teams, to foster increased leadership capability ensuring success from the combined efforts of the team rather than relying on the leader. Team leadership can stem from internal or external factors. D'Innocenzo et al. (2016) state that "the formality of leadership reflects whether the leader's authority is formalized in the organization (i.e., formal) or whether there is no direct leader responsibility (i.e., informal)" (p. 1966).

Survey Tool Development

The questionnaire had seventy-seven questions and various questions had branching to alternate questions. The survey tool is set out in Appendix D – Survey

Tool – Exploring Leadership and Non-Leadership Perspectives on the Psychological Contract. The survey tool used a mix of questions:

- developed by the researcher to describe either the respondents or conditions that previous literature suggested might be important context variables in understanding the core relationship being explored;
- Adaptations of questions used in previous studies; and
- Items taken from existing scales or inventories.

As this was an exploratory study it was critical to have wide coverage of potentially important variables rather than an in-depth examination of a limited set of constructs. The research questions were exploratory not explanatory, as such, when measuring the variables of interest multi-item scales were not required. This was not a study that sought to explore a small set of variables in detail, but rather aimed to explore across a wider range of potential influencing variables patterns linking different aspects of the employment, the psychological contract, performance assessment and leadership to commitment and engagement. Thus, it was important to have measures for each of the components listed in Figure 3.1. In order to keep the questionnaire to a manageable length and focussed on actual experience rather than perceptions of the underlying constructs shorter simpler measurement options were chosen wherever appropriate. The following discussion provides an overview of the survey tool development aligned with Figure 3.1. Appendix E provides a summary of the source of the questionnaire questions, adaptations and measurement.

Organisational and Individual Experience

Section One of the survey provided an opportunity for respondents to provide

informed consent. Section Two set out the employment category: Director/Executive Manager; Supervisor/Coordinators; all other employees and prefer not to respond. Section three set out general questions regarding how long the participants had worked for their organisation. Question three to fifteen described the position and type of employment the respondents held at the time of the survey and included questions of whether the participants identified themselves as a leader and whether they had a leadership aspiration. For those that identified themselves as leaders this set of questions also included descriptions of their leadership role. The aim of these questions was to be able to identify different types of leaders in terms of position, experience and aspirations.

Job Characteristics

Question 36 related to the job characteristics that are likely to influence employee engagement. In Saks' (2006) study a range of questions were selected from the Hackman and Oldham "Job Diagnostic Survey (JDS), an instrument designed to measure the key elements of the job characteristics theory" (p. 275). The questions in this section were sourced from the Hackman and Oldham model and related to aspects of the job such as: whether the job requires an employee to work closely with others; ability to make decisions; identifiable piece of work; variety; importance; feedback from others; and feedback from the job itself.

Organisational Change

This section included a question relating to organisational change: indicating either workforce reductions, rapid growth, or mergers (Robinson & Morrison, 2000). Question 65 the organisational change question described the level of organisational change experienced by employees at their organisation.

Team

Question 19 and 20 described the influence of team building in the achievement of common goals. In Study One for this thesis the influence of teams was identified as an important element of the psychological contract. In Study One as set out in The Total Leadership and Psychological Contract Leximancer Concept Map at Figure 2.2 the combination of the organisation, the team and the work represent the three main components of any psychological contract. As set out in Chapter two several points are noteworthy about the team concept, the third major concept in the Leximancer concept map. Firstly, although employees and people are contained within this concept, the Leximancer choice of team rather than staff as the label for this concept reflects the respondents' widespread use of team as a way of talking about staff or employees.

Leadership

As set out in Figure 3.1 leadership is associated with leadership aspiration; understanding the leadership role; leadership style - structure versus consideration; leadership style - transformational versus transactional.

Leadership Aspiration

The questionnaire included questions to establish the leadership aspirations of those who were not identified as a leader in the earlier sections. These respondents were also asked the same Ohio State Model and Leadership Style questions but in the context of their leadership aspirations. Question 9 described whether the participants saw themselves as leaders and Question 10 described leadership aspiration.

Understanding the Leadership Role

Questions 11 to 15 set out a range of general questions to understand the leadership role. Describing the department/section where they worked (front-line; operational; technical; or professional services); involvement in a formal leadership program; the number of reports they had; the length of time as a leader; and whether they were appointed or promoted. Question 21 described leadership aspiration.

Leadership Style – Structure versus Consideration

Questions 16 to 18 examined respondents' perceived leadership style. The first question relating to describing leadership style used two categories set out in the Ohio State Model, concern for people versus concern for production. The Ohio State Model provides quadrants of low to high consideration and low to high initiating structure. If a leader is low in structure and consideration, they demonstrate passive behaviours. Whereas, a leader that is high in structure and consideration is able to achieve job outcomes through an interconnected workgroup (Kouzes & Posner, 2002). The Ohio State Model is a current and contemporary model, as stated by Choi et al. (2019) the model assesses motivational levels and their influence on employee performance.

Leadership Style - Transformational versus Transactional Leadership

The definition of transformational versus the transactional style was considered, based on the research of Arnold (2005); Bass (1990); O'Shea et al. (2009); Politis (2002); and Wells & Welty Peachey (2011). The study by Bass (1990) outlined the characteristics of transformational and transactional leadership which is supported by other researchers which include Arnold (2005) and Wells and Welty Peachey

(2011). Skinner (2018) "outlined four elements of transformational leadership: idealised influence; inspirational motivation; intellectual stimulation; and individualised consideration" (p. 64). The full detail of the review of the academic literature is set out in Table 1.4.

Various authors were given consideration, Bass (1990) provides succinct statements which were very similar to the other authors following a review of multiple academic papers. Question 23 described the order of importance for three leadership components based on the research by Bass (1990). The second question on leadership style set out to rank leadership components to best describe the respondent's perceived leadership style. Respondents were asked to select and then rank in order of importance three of the eight leadership statements. Responses to these questions can be used to determine if the respondent is a transactional or transformational leader. As stated by Wells and Welty Peachey (2011) transformational leaders are "visionary and appeals to the higher order needs" whereas transactional leaders "manage by an exchange process based on positive reinforcement, focusing on rules and procedures" (p. 25).

Individual and Organisational Performance

As set out in Figure 3.1 individual and organisational performance is associated with performance appraisals; performance management activities; organisational performance and employee performance. Questions 24 to 28 were questions describing performance appraisal and performance management. Question 28 includes performance management activities, encompassing four of the five statements from the Mone et al. (2011) conceptual framework. Statement four in the Mone et al. (2011) conceptual framework stated conducting mid-year and end of

year appraisals this research only stated conducting mid-year appraisals. The questions relating to the performance appraisal/ development plan and the associated performance management activities. The activities associated with performance management activities were used to design the questions in this section of the questionnaire were based on the research by Mone et al. (2011).

Questions 54, 55 and 56 related to performance in terms of meeting organisational strategies and objectives, providing direction, feedback and guiding behaviours that stimulate higher levels of performance (Pavlov et al., 2017). To understand organisational and employee performance during the past year relative to two years ago; and relative to the organisation's goals and objectives, the supervisors rating of performance and ability to achieve work goals. The organisational and employee performance elements were based on the research study by Robinson and Morrison (2000). The research by Robinson and Morrison (2000) examined the contributing factors associated with employee perceptions and unfulfilled promised obligations. According to Robinson and Morrison (2000) "the employment relationship is based on reciprocal obligations; the organization provides benefits to the employee in return for hard work and performance" (p. 529).

Features of the Psychological Contract

As set out in Figure 3.1 psychological contract features relate to the implicitness of promises and pre-hire interaction and formal socialisation; reality when joining an organisation; feelings of violation; perceived contract breach: and perceived fairness.

Implicitness of promises, pre-hire interaction and formal socialisation

Question 57 described the discussion of any mutual obligations whether general or specific. Question 58 described the interaction with the organisation prior to commencement in the role. Question 59 described the provision of training in terms of job preparedness. This section set out questions relating to mutual obligations, the type of interaction that occurred prior to commencement with their organisation and the training provided upon commencement to prepare for the job and organisation. According to Holland et al. (2015) "psychological contract fulfilment occurs when an employee believes that the employer has kept promises and met expectations "(p. 85). Lin et al. (2018) support the behavioural research of Robinson and Morrison (2000), which consider psychological contract breaches to understand the attitudes and behaviours of employees. The specific questions related to formal socialisation, pre-hire interaction and the implicitness of promises were adapted from the research by Robinson and Morrison (2000).

Reality

Question 39 described whether there was any discrepancy between the understanding of what was promised and the actual experience and non-delivery of expectations. Question 40 described whether there was any uncertainty as to whether a discrepancy had occurred. Question 41 to Question 44 described the reasons for any discrepancy; whether expectations had changed over time; and whether there is more disparity the longer the tenure with an organisation.

Feelings of Violation and Perceived Contract Breach

Question 45 to Question 50 describe feelings of betrayal, contract violation and the delivery of promises. To better understand the adherence to the psychological

contract the on-line questionnaire set out questions to identify feelings of violation and perceived contract breach. The questions related to feelings of violation and perceived contract breach were based on the research by Robinson and Morrison (2000). The research by Rousseau (1989) indicates that contract violation results in mistrust and it is difficult to repair. A breach of a psychological contract is associated with the perception by employees of a discrepancy between the obligations expected and delivered upon (Doben et al., 2018).

Perceived breach history and Perceived fairness

Questions 45 to 48 described feelings of betrayal, contract violation and promises made by the organisation. The perceived breach history and perceived fairness questions related to the promises made by the employer, when promises were not met whether they were dealt with in a truthful manner and whether the employee was dealt with in a truthful manner. Lin et al. (2018) indicate that the concept of psychological contract breach by Robinson and Morrison (2000) was a notable model resulting from longitudinal research. The questions for perceived breach history and perceived fairness were adapted from the research by Robinson and Morrison (2000).

Psychological contract experience

As set out in Figure 3.1 the psychological contract elements are associated with careerism; motivation to apply; recruitment experience; employer obligations; psychological contract type; implicitness of promises and pre-hire interaction; and formal socialisation. The psychological contract giving consideration to the features and elements which influence the nature of the psychological contract. Freese and

Schalk (2008) state that many psychological contract questionnaires do not provide coverage of all the criteria presented. To assess all the elements presented they recommend the scale developed by Rousseau (1990) for a short list of items. Following a critical assessment of the academic literature, the model provided by Rousseau (1990) provides the underpinning framework for understanding the key features of the psychological contract in this exploratory research project.

Careerism

Question 29 of the on-line questionnaire relates to the psychological contract dimension of Careerism. The questionnaire sets out five careerism statements; one of these statements was selected to understand the number of times participants expected to change employer's during their career as included in the Rousseau (1990) research. According to Feldman and Ng (2016) "Arthur and Rousseau not only synthesized the previous decade's research on the changing career landscape but also urged researchers to pay more attention to these new labor market realities in the future" (p. 351). The Rousseau (1990) questionnaire included recruitment experiences, perceptions of the recruitment and selection process, intentions and motivation.

Specific organisation and motivation to apply

Question 30 describes the motivation to apply for a position with a specific organisation, in order of importance the statements included: Work-life balance; Culture of the organisation; Benefits (salary and other benefits such as superannuation); Values of the Organisation; Career focused decision; Reputation of the Organisation; Opportunities for development; Good match of skills and experience; and Job Security. These statements were developed from research

conducted by the thesis author in a Graduate Certificate in Research Methods which identified these factors. Question 31 asked the respondents if there were additional items that motivated them to apply for a position with their organisation. Rousseau (1990) sought to understand if participants specifically sought out a position with their organisation. Question 32 described if participants specifically set out to get a position with their organisation.

Recruitment experience

The survey developed by Rousseau (1990) informed the questions relating to the recruitment experience and process. Rousseau (2001) discusses the development of the employment relationship during the recruitment and selection process, pre-entry and post-entry in the orientation process arguing that the recruitment process establishes the promises between the parties and then the orientation process provides broader meaning. The provision of a realistic job preview is critical for effective recruitment practices (Liu et al., 2018). The recruitment statements included in the on-line questionnaire were influenced by the research by Rousseau (1990).

Question 33 asked if the position information was accurate. Question 34 described the provision of information regarding salary, benefits and entitlements. Question 35 described the understood expectations and the actual reality when commencing with the organisation. According to Brands and Fernandez-Mateo (2017) "the importance of fair treatment extends beyond the interpersonal realm to interactions between individuals and organizations, particularly in the domain of selection and recruitment" (p. 407). Kappelidesetal et al. (2019) support the research by Rousseau (1995) indicating there are three roles in the psychological contract: contract creation; social conformity; and individual interpretation. Kappelidesetal et al. (2019) suggests that

the exchanges that occur during the recruitment processes could be critical in the development of the psychological contract.

Employer Obligations

In the Rousseau (1990) study, employer obligations were assessed for promises made during the interview or the employment offer stage. Question 37 ranked the importance of the items based on the Rousseau (1990) categories, and Question 38 sought to clarify any additional items of importance. As stated by Reimann and Guzy (2017) "researchers should go beyond merely describing the contents of psychological contracts and seek to evaluate their status, such as determining whether obligations are being met (fulfilment) or not being met (breach)" (p.2). Moreover, an employer's inability to fulfil obligations is recognised as a psychological contract breach (Reimann & Guzy, 2017). An employer breach is defined as "the awareness that an organisation has failed to deliver on obligations contained within the psychological contract" (Van Niekerk et al., 2019, p. 3). Employer obligations are an important aspect of the psychological contract, seeking to understand the promises made during the interview or the employment offer stage, or the conversations that occurred. Ranking in order of importance the three most important items.

Psychological Contract Type

Question 51 described the psychological contract type. To establish an understanding of the psychological contract type, the questionnaire sets out questions describing the type of psychological contract, and the role the leader played in establishing the type of psychological contract. Psychological contracts are

the perceptual component of the formal (written) employment contract, respondents were asked to indicate on the scales provided how they describe the psychological contracts in their organisation. The three psychological contract types were Coercive, Calculative and Cooperative. Statements were provided and responses were on a scale provided from "not at all" to "to a great extent" to indicate how much each statement describes the psychological contracts in an organisation. According to Handy (1993) "it is possible to categorize organisations according to the type of psychological contract which predominates. The categories are: coercive, calculative and cooperative" (p. 46). The definition of the contract types as stated by Handy (1993) is based on three psychological contract types coercive (not voluntary); calculative contract (voluntary); and a co-operative contract (freedom of entry).

Vantilborgh et al. (2012) discusses psychological contracts as layered, transactional psychological contracts focussed on economic exchange is similar to the calculative definition presented by Handy (1993) the additional relational layer is similar to the co-operative contract presented by Handy (1993). Guo et al. (2015) presented four psychological contract types: relational contracts (high levels of both economic and social exchange); standard contracts (trust is evident however low levels of commitment), transitional contracts (level of economic exchange), and captive contracts (lack of choice and high levels of self-interest). Handy et al. (2020) discusses the psychological contracts as defined by Rousseau (2001) as relational and transactional. Handy (1993) established three psychological contract types coercive (not voluntary) emphasising conformity; calculative (voluntary) explicit exchange for services rendered, with a sense of personal reward; and cooperative (freely entered into) individuals adopt the organisations goals as their own. According to Handy (1993) "we have a set of results that we expect from the

organization, results that will satisfy certain of our needs and in return for which we will expend some of our energies and talents" (p. 45). Table 3.4 provides a definition of the psychological contract variables for this research project.

Table 3.4: Psychological Contract Variables.

Theme	Meaning
Regular discussions	Monitoring performance and clarifying expectations on a regular basis
Current performance appraisal	Formal performance appraisal in place
Position information	The position information is accurate
Discrepancy actual information	Upon commencement there was a discrepancy with the actual information provided
Expectations change	From commencement with the organisation the degree to which expectations have changed
More disparity the longer employed by organisation	The degree to which there is a discrepancy with the information provided the longer employed with their organisation
Feel betrayed	Perception of betrayal or disloyalty on the part of the employer
Violated the contract	The degree to which the contact was breached, broken, disregarded
Employer kept promises	The perception of the degree of employer promises are met
Past employer's broken promises more than once	The perception that past employer promises are unmet more than once

Promises broken, treated with respect and consideration.	Perception that when promises were broken by their employer, they were treated with respect and consideration.

Source: Original descriptors of psychological contract variables based on the study undertaken.

Scenario Questions

The final section of the on-line questionnaire included three scenario questions which related to the psychological contract. Five scenario questions were included questions 73 to 77. The scenario questions set out statements related to employment obligations, promotional opportunities and commitment to working additional hours. Scenario questions enable respondents to make judgements based on scripted information (Rungtusanatham et al., 2011). Scenario questions or vignettes enable increased compatibility by providing statements based on hypothetical individuals (Hopkins & King, 2010). As stated by Steiner et al. (2017) vignettes seek "to elicit the beliefs, attitudes, or behaviors of respondents with respect to the presented scenarios" (p. 52). The scenario questions provide the respondents with the opportunity to respond to general experiences regarding the psychological contract that may not be specific to their experiences. It also helps to avoid biases in self-assessment measures. Moreover, "vignettes can be described as stories about individuals and situations which make reference to important points in the study of perceptions, beliefs, and attitudes" (Sandri et al., 2018, p. 407).

Elements of Employee Engagement

The questions asked in the elements of employee engagement section of the on-line survey encompasses job engagement (individual outcomes) and organisational engagement (personal connection with the organisation).

Job Engagement

Question 69 describes job engagement. Saks (2006) established the elements of engagement are job engagement which is associated with choice, control, meaningful and valued work. According to Saks (2006) the antecedents of employee engagement are job characteristics, perceived organisational and supervisor support (referencing Kahn's, dimension of psychological safety), rewards and recognition (referencing Kahn's, meaningful work), procedural justice and distributive justice (referencing Kahn's, dimension of psychological safety). According to Saks (2006) "one way for individuals to repay their organization is through their level of engagement. That is, employees will choose to engage themselves to varying degrees and in response to the resources they receive from their organization" (p. 603). As stated by Bakker and Demerouti (2008), "work engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (p. 209). According to Haynie et al. (2016) job engagement indicates signals and association with a group or organisation, a willingness to invest energy to meet role expectations. As stated by Wang et al. (2019) "job engagement denotes the extent to which an employee invests the full self in performing the job" (p. 229). Moreover, "following Kahn's (1990,1992) seminal papers, researchers conceptualize job engagement as a simultaneous and extensive investment of physical, cognitive, and emotional energies by employees into their job

roles" (Wang et al., 2019, p. 229). A reliability analysis indicated the four items had Cronbach's Alphas between 0.80 and 0.84 which are generally seen as reliable or good (Taber, 2018).

Organisational Engagement

Question 70 describes organisational engagement. Saks (2006) states organisational engagement relates to personal connection with the organisation. Juhdi et al. (2013) supports the view of Saks (2006) stating that organisational engagement "is the degree of absorption into one's role performance in an organization" (p. 3005). Moreover, Juhdi et al. (2013) states that organisational engagement "is the desire to remain as a member of a particular organization that is translated in the form of willingness to conform to the organization values and exert effort for the good of the organization as a whole" (p. 3005). Organisational engagement is a type of employee engagement that includes employees' being their whole self to their organisation and is affected by the organisational objectives and values (Simpson et al., 2019). A reliability analysis indicated four items had Cronbach's Alphas between 0.86 and 0.94 which are generally seen as good to very good (Taber, 2018).

Antecedents of Employee Engagement

According to Kurtessis et al. (2017) employees develop a perception regarding the extent to which their organisation values their individual contribution and cares for their well-being. According to Saks (2006), the antecedents of engagement are perceived organisational support, perceived supervisor support, rewards and

recognition, procedural justice and distributive justice. This on-line questionnaire focused on two of the elements, perceived organisation and supervisor support. The antecedents of employee engagement relating to perceived organisational support, the care and support provided by the organisation and perceived supervisor support, in terms of trusting and supporting interpersonal relationships.

In reviewing the antecedents Emerson (1976) states "exchange rules may operate as informal or formal norms. Statements about "fairness" or "justice", as expressions of felt or perceived obligation, requests for and offers of help and exchanges of gifts are clues to exchange norms" (p. 359).

Perceived Organisational Support

Perceived Organisational Support relates to the care and support provided by the organisation. Two of the items from Eisenberger et al. (1997) were selected. Question 66 describes the perceived level of organisational support in terms of the organisation caring for opinions and well-being. Organisational support "is one of the most influential forms of management support" (Yang et. al., 2020, p. 2220). Moreover, perceived organisational support is an "individual employees' subjective perceptions of being cared for and valued by their organization" (Yang et. al., 2020, p. 2220). Perceived organisational support "captures an employee's perception of his/her treatment relative to others in receiving organisational support" (Tsachouridi & Nikandrou, 2019, p. 278).

Perceived Supervisor Support

Perceived Supervisor Support relates to Trusting and supporting interpersonal relationships. Two of the statements from Rhoades et al. (2001) were selected.

Perceived Supervisor Support "is a necessary "*job*" resource that will help address the heightened needs of those who engage in individual initiative (i.e., the need to feel valued and recognized for doing extra-role work)" (Potipiroon & Faerman, 2020, p. 1262). Importantly supervisors "play a vital role in influencing their employees' attitudes, expectations and behaviours" (Kalliath et al., 2020, p. 2059). Perceived supervisor support "reflects employees' perceptions that their supervisors value their contributions and are concerned about their well-being (Kalliath et al., 2020, p. 2059). Question 67 describes the perceived level of supervisor support in terms of the supervisor caring for opinions and well-being.

Relationships

As discussed in Chapter One the outcomes of engagement relate to in-role and extra-role performance, with performance being completing tasks to the set expectations. In-role performance relates to the job description and the aspects assessed in performance appraisals (Lee Whittington & Galpin, 2010). "Role theory can also serve as a conceptual framework, which can be used to relate the properties of an organisation or an individual. A description of behaviours, characteristics, norms and values of a person or position in the context of role theory can provide a valuable framework to examine role perceptions" (Taylor et al., 2020, p.2). Question 52 describes the role of the participant's leader in the establishment of the employment relationship. Question 53 describes the leaders influence in the meeting of expectations.

Consequences of Employee Engagement

As set out in Figure 1.3 the consequences of employee engagement are job

satisfaction; organisational commitment; and intention to quit. The consequences of

employee engagement measured in Saks (2006) study are: job satisfaction,

organisational commitment, intention to quit, and organisational behaviour

(organisation and individual). The on-line questionnaire focused on three of these

elements; job satisfaction, organisational commitment and intention to quit. An

additional question, Question 73 was included in the questionnaire describing job

satisfaction and commitment to understanding the level of motivation to fulfil

organisational commitments.

Job satisfaction

The Michigan Organisational Assessment questionnaire included three statements to

understand job satisfaction, to assess the attitudes and perceptions of organisational

members (Cammann, et al.,1983, p. 84). Job satisfaction is typically associated with

positive emotions as a result of the evaluation of an incumbents' job (Fasbender,

2019). Job satisfaction "emphasizes the cognitive evaluation of the well-being quality

of one's job, such as with pay, coworkers or supervisors" (Steel et. al., 2019, p. 218).

Question 71 describes job satisfaction and the relationship with positive attitudes and

feelings about work.

Organisational commitment

Six affective commitment statements were included in the Rhoades et al., (2001)

study. Organisational commitment is associated with the intensity of engagement

and the level of association employees feel for their organisation. Employees with

high levels in organizational commitment show strong emotional attachment to their organization and display higher levels of motivational energy (Kim & Shin, 2019). There are three types of organisational commitment affective, continuance and normative. When high levels of affective commitment are demonstrated, employees are aligned to the organisations' goals and values. High continuance is associated with the perceived cost of leaving not considered a beneficial choice. Normative commitment is associated with a sense of obligation to stay with their organisation given the time already invested with their organisation (Posey et al., 2015). Question 72 describes organisational commitment in terms of an individual's attachment to their organisation.

Intention to quit

Colarelli (1984) discussed the importance of realistic job previews as a key principle in the recruitment and selection process. Rogozińska-Pawełczyk (2020) state that the intention to quit is associated with negative views regarding an organisation or job. In addition, "the infringement of the psychological contract and an employee's intention to quit are directly related to each other" (Rogozińska-Pawełczyk, 2020, p. 307). According to Haque et al. (2019) there are financial, productivity and stability impacts associated with an employees' intention to quit. "The concept of employees' intention to quit has been used interchangeably with other terms in the literature, such as propensity to leave, staying or leaving intentions or intent to leave …. The concept of intention to quit refers to employees' behavioural intention to leave their organisations. It has been identified as a significant predictor of actual turnover" (Haque et al., 2019, p. 49). Question 68 describes the intention to quit in terms of thinking about leaving or planning to leave their organisation.

Results and Discussion

In this section the analyses and research findings are organised by each of the four research questions. Within each of the research questions patterns in the responses are identified. Once the patterns were established the key relationships within these patterns are then analysed.

Psychological Contract Dimensions related to employee engagement

The first research question was: What are the dimensions of the psychological contract that are related to employee engagement? The analysis for this question was broken into three parts. The first part was the selection of variables measuring core aspects of the psychological contract. The second part was an analysis of the dependent variable, employee engagement. The third part involved connecting the psychological contract variables to the measures of employee engagement.

A range of variables were selected to review the key aspects of the psychological contract from the descriptive framework presented in Figure 3.1. The questions selected sought to explore the psychological contract outcomes of reality, feelings of violation, perceived contract breach and perceived fairness. In addition, the questions related to performance discussions and a performance appraisal/ development plans were included to further explore the psychological contract relationship.

The next step in the process was to conduct a factor analysis on the employee engagement and organisational engagement questions in order to reduce the variables to either a single or smaller set of dependent variables. As stated by Pallant (2016) factor analysis enables the consolidation of many variables into factors and summarises the correlation patterns. The results for this Principal

Components analysis with a varimax rotation are set out in Table 3.5. Results indicate a clear two factor solution, one for job engagement and one for organisational engagement.

Table 3.5: Factor Analysis Results and Mean Scores for Ratings of Employee and Organisational Engagement.

Label	Eigenvalues	% of Variance	Factor Loading
Organisation Engagement	4.254	40.860	
Being a member of this organisation makes me feel "alive"			.921
Being a member of this organisation is exhilarating for me			.907
I am highly engaged in this organisation.			.855
One of the most exciting things for me is getting involved with things happening in this organisation.			.829
Job Engagement	1.900	36.065	
Sometimes I am so into my job that I lose track of time			.872
My job is all consuming: I am totally into it.			.861
I really throw "myself" into my job.			.810
I am highly engaged in this job.			.754
Total		76.926	

The final part of the analyses for this question examined the connections between the psychological contract variables and the two measures of engagement based on the factor scores from the factor analysis. Examination of the bivariate relationships between the independent variables revealed extensive problems with multi-collinearity and non-linear relationships. This is to be expected as individuals could have very different perceptions of the psychological contract based on problems in any one of its features. Given these issues and the exploratory nature of the

research question it was decided therefore to examine patterns of the psychological contract experience using a hierarchical cluster analysis. Cluster analysis identifies groups based on the similarity of their patterns of responses to the target questions. While the variables used in cluster analysis can be categorical or interval, the early algorithms were developed for binary categorical data (Saunders, 1980). Hierarchical cluster analysis using Ward's method is specifically for categorical data (King, 2015). In addition, it is the most common, efficient and conservative method used for exploratory research where the researcher has no expectations with regard to the number of clusters and has a relatively small data-set (Antonenko et al., 2012).

Hierarchical cluster analysis was conducted on variables, measuring the key features of the psychological contract as listed in Table 3.6. As the variables were dichotomous Ward's method for categorical data was used. Appendix F provides the dendogramn outputs for this cluster analysis. The process examined two, three and four cluster solutions and chose the four cluster solution based on the profile of the differences. Table 3.20 illustrates these differences. Although the four-cluster solution resulted in one quite small group labelled Unclear in Table 3.6, it was decided to stay with this solution in order to explore the linkages between these different psychological contract experiences and engagement. As would be expected Chi-square analyses indicated significant differences (p<0.05) between the clusters for all of these clustering variables.

Table 3.6: Psychological Contract (PC) Comparative Groups.

Question	Group 1 Unhappy (PC) N=32 (14.1%)	Group 2 Unmet (PC) N=45 (19.8%)	Group 3 Satisfied (PC) N=86 (37.9%)	Group 4 Unclear (PC) N=11 (4.8%)	Total N= 174 (76.7%)
Regular Discussions					
No	31.3%	44.4%	33.7%	**100.0%**	40.2%
Yes	**68.8%**	55.6%	**66.3%**	0.0%	59.8%
Current Performance Appraisal					
No	40.6%	40.0%	20.9%	27.3%	29.9%
Yes	59.4%	60.0%	**79.1%**	**72.7%**	70.1%
Position Information					
Agree	69.2%	35.6%	**90.6%**	**81.8%**	72.1%
Disagree	30.8%	**64.4%**	9.4%	18.2%	27.9%
Discrepancy Actual Information					
Not sure	11.1%	15.6%	11.6%	**45.5%**	15.2%
No	55.6%	17.8%	**74.4%**	27.3%	53.0%
Yes	33.3%	**66.7%**	**14.0%**	27.3%	31.8%
Expectations Change					
No	50.0%	22.2%	45.3%	18.2%	36.7%
Yes	50.0%	**77.8%**	54.7%	**81.8%**	63.3%
More Disparity Longer					
No	75.0%	8.9%	**63.5%**	0.0%	43.0%
Yes	25.0%	**91.1%**	36.5%	**100.0%**	57.0%
Feel Betrayed					
Not sure	**87.5%**	35.6%	**93.0%**	72.7%	74.0%
No	0.0%	0.0%	1.2%	0.0%	0.7%
Yes	12.5%	**64.4%**	**5.8%**	27.3%	25.3%

Violated the Contract					
Not sure	**37.5%**	22.7%	2.3%	20.0%	11.5%
No	62.5%	22.7%	**93.0%**	**60.0%**	68.2%
Yes	0.0%	**54.5%**	4.7%	20.0%	20.3%
Employer kept Promises					
No	**100.0%**	82.5%	4.7%	33.3%	31.7%
Yes	0.0%	17.5%	**95.3%**	**66.7%**	68.3%
Past employer's broken promises more than once					
No	**75.0%**	10.0%	43.0%	66.7%	36.0%
Yes	25.0%	**90.0%**	**57.0%**	33.3%	64.0%
Promises broken, treated with respect and consideration					
No	**75.0%**	**84.6%**	6.2%	62.5%	34.8%
Yes	25.0%	15.4%	**93.8%**	37.5%	65.2%

Most of Group One (Unhappy) indicated that they had regular discussions relating to performance (68.8%), and 59.4% of the respondents had a current performance appraisal in place. The majority believed primarily accurate position information had been provided to them (69.2%). In terms of the discrepancy with the actual information, less respondents indicated a concern (55.6%). Most reported that there had been no disparity over time (the degree to which there is a discrepancy with the information provided the longer employed with their organisation) (75.0%). These respondents indicated an uncertainty as to whether they were betrayed (87.5%). Nearly two-thirds (62.5%) of the respondents indicated that their contract had not been violated, with 37.5% indicating that they were unsure if their contract had been violated. All respondents indicated that their employer did not keep promises. Generally, past employers had not broken promises more than once (75%), however, when promises were broken the majority of respondents indicated they

were <u>not</u> treated with respect and consideration (75%). The overall theme for Group One is one of unhappiness with the development of the psychological contract, given that their employers had not kept their promises, and when promises were broken they were not treated with respect and consideration. Whilst broken promises had been experienced there were, however, limited feelings or perceptions of betrayal or violation.

Just over half of the respondents in Group Two (Unmet) had regular performance discussions (55.6%), which was supported by a current performance appraisal (60.0%). The majority disagreed that accurate position information was provided to them (64.4%) and believed there was a discrepancy with the actual information provided (66.7%). For most, their expectations had changed over time (77.8%), and there was more discrepancy with the psychological contract the longer they worked for the organisation (91.1%). More respondents in this group felt betrayed (64.4%) which was much higher than in the other three groups, and 54.5% of the respondents had experienced contract violation. The majority reported that employers had not kept promises (82.5%), past employers had broken promises more than once (90.0%), and when the employer promises were broken they were <u>not</u> treated with respect and consideration (84.6%). The overall theme for this group is unmet expectations of the psychological contract, given the high proportion of the respondents had promises broken more than once (90.0%). In addition, employers had not kept their promises (82.5%), and there was discrepancy with the actual information provided (66.7%). For Group Two there were more concerns about wrong position information and feeling betrayed, whereas, whilst Group One had experienced broken promises they did not indicate feelings of betrayal or violation.

Group Three (Satisfied) primarily indicated regular discussions (66.3%) and having a current performance appraisal in place (79.1%). Nearly all believed that accurate position information was provided (90.6%). Just over half (54.7%) of respondents indicated that their expectations had changed over time, which is similar to group one and lower than groups two and four. More respondents indicated no discrepancy with expectations the longer they worked for their organisation (63.5%). Most reported that they were unsure if they felt betrayed by their organisation (93.0%). The majority within this group indicated there was no contract violation (93.0%) and promises were kept by their employer (95.3%). Over half of the respondents did indicate having past employers who had broken promises more than once (57.0%). However, most respondents report that when promises were broken they were treated with respect and consideration (93.8%). The overall theme for this group is satisfaction with their psychological contract. Most (79.1%) of the respondents had a current performance appraisal, position information was seen as accurate (90.6%) and there was very limited violation of the psychological contract (4.7%), employer promises were kept (95.3%) and when promises were broken respondents in this group were treated with respect and consideration (93.8%).

All respondents in Group four (Unclear) indicated no regular performance discussions. This group had a higher proportion of performance appraisals in place (72.7%) than groups one and two. Respondents indicated that the position information was accurate (81.8%), higher than groups one and two. There was a range of responses for discrepancy with the actual information provided: Unsure 45.5%; No 27.3%; Yes 27.3%. Respondents had experienced more change in expectations over time (81.8%). This group had experienced more discrepancy the longer they were employed by their organisation. This group had experienced

moderate levels of feeling betrayed (27.3%) compared to Group two (64.4%). Over half of the respondents indicated <u>no</u> violation of the psychological contract (60.0%). A reasonable proportion felt their employers had kept their promises (66.7%). In addition, 33.3% of respondents indicated previously broken promises by their employers more than once, higher than group one (25.0%) and lower than group two (90.0%) and group three (57.0%). More respondents in this group indicated they were <u>not</u> treated with respect and consideration if promises were broken (62.5%). The overall theme for this group is an unclear relationship with the psychological contract as there was <u>no</u> performance monitoring, unclear expectations, and <u>no</u> perception of breaches, combined with more disparity with the information provided the longer they were employed by their organisation.   When employees perceive that a breach has occurred there are outcomes for both the employees and their organisation, there is reduced levels of job satisfaction and organisational commitment and increased intention to leave the organisation (Garcia et al., 2018). Garcia et al. (2018) also state that whilst there has been some improved understanding of the impact of psychological contract breaches, there are still gaps in understanding that require further research.

The next step was to further profile the four psychological contract clusters to identify other factors that might influence engagement. A broad number of questions were selected and significant statistical associations were identified for sixteen variables. The results for analyses of cluster differences for these sixteen variables are set out in Table 3.7.

Table 3.7: Other factors influencing employee engagement.

Question	Unhappy PC	Unmet PC	Satisfied PC	Unclear PC	Total
No appraisal concern (If you do not have a performance appraisal in place is this concerning for you?)					
No	38.5%	19.2%	42.3%	**0.0%**	51.0%
Yes	12.0%	**48.0%**	28.0%	12.0%	**49.0%**
Total	25.5%	33.3%	35.3%	5.9%	100.0%
Setting performance and development plans (Indicate the extent to which your leader (the person you report to) demonstrates these behaviours)					
Not at all	4.3%	**65.2%**	**30.4%**	**0.0%**	14.2%
To a small extent	17.6%	23.5%	47.1%	11.8%	21.0%
To some extent	11.1%	25.0%	47.2%	16.7%	22.2%
To a moderate extent	5.6%	22.2%	**69.4%**	**2.8%**	22.2%
To a great extent	21.2%	15.2%	**63.6%**	**0.0%**	20.4%
Total	12.3%	27.8%	53.1%	6.8%	100.0%
Providing on-going feedback and recognition (Indicate the extent to which your leader (the person you report to) demonstrates these behaviours)					
Not at all	**0.0%**	**61.1%**	38.9%	**0.0%**	11.1%
To a small extent	15.0%	25.0%	42.5%	17.5%	24.7%
To some extent	9.1%	27.3%	51.5%	12.1%	20.4%
To a moderate extent	18.9%	24.3%	**56.8%**	**0.0%**	22.8%
To a great extent	14.7%	17.6%	**67.6%**	**0.0%**	21.0%
Total	13.0%	27.8%	52.5%	6.8%	100.0%
Managing employee development (Indicate the extent to which your leader (the person you report to) demonstrates these behaviours)					
Not at all	**0.0%**	**55.6%**	37.0%	7.4%	16.6%
To a small extent	14.3%	31.0%	45.2%	9.5%	25.8%
To some extent	13.5%	27.0%	48.6%	10.8%	22.7%
To a moderate extent	14.3%	8.6%	**74.3%**	2.9%	21.5%
To a great extent	22.7%	18.2%	59.1%	**0.0%**	13.5%
Total	12.9%	27.6%	52.8%	**6.7%**	100.0%
Conducting mid-year appraisals (Indicate the extent to which your leader (the person you report to) demonstrates these behaviours)					
Not at all	10.0%	**46.0%**	36.0%	8.0%	30.9%

To a small extent	22.7%	9.1%	59.1%	9.1%	13.6%
To some extent	**0.0%**	28.1%	62.5%	9.4%	19.8%
To a moderate extent	16.7%	13.3%	**63.3%**	**6.7%**	18.5%
To a great extent	17.9%	25.0%	57.1%	**0.0%**	17.3%
Total	12.3%	27.8%	53.1%	6.8%	100.0%

Position – decision making (To what extent does your job permit you to decide on your own how to go about doing your work)

Not at all	**0.0%**	**100.0%**	**0.0%**	**0.0%**	0.7%
To a small extent	25.0%	50.0%	25.0%	0.0%	2.6%
To some extent	16.7%	23.3%	40.0%	20.0%	19.6%
To a moderate extent	**6.8%**	31.8%	**54.5%**	**6.8%**	28.8%
To a great extent	**2.7%**	28.4%	**66.2%**	**2.7%**	48.4%
Total	7.2%	29.4%	56.2%	7.2%	100.0%

Position – identifiable piece of work (To what extent does your job involve doing a "whole" and identifiable piece of work: that has an obvious beginning and end)

Not at all	20.0%	**60.0%**	20.0%	**0.0%**	3.3%
To a small extent	5.6%	50.0%	33.3%	11.1%	11.8%
To some extent	11.1%	33.3%	47.2%	8.3%	23.5%
To a moderate extent	8.8%	8.8%	**79.4%**	2.9%	22.2%
To a great extent	**3.3%**	30.0%	**58.3%**	8.3%	39.2%
Total	7.2%	29.4%	56.2%	7.2%	100.0%

Position – meaningful (In general, to what extent is your job meaningful)

Not at all	**0.0%**	40.0%	40.0%	20.0%	3.3%
To a small extent	21.4%	57.1%	21.4%	**0.0%**	9.2%
To some extent	4.0%	44.0%	44.0%	8.0%	16.3%
To a moderate extent	2.3%	20.5%	**65.9%**	11.4%	28.8%
To a great extent	9.2%	23.1%	**63.1%**	4.6%	42.5%
Total	7.2%	29.4%	56.2%	7.2%	100.0%

Position – job performance (To what extent do managers or co-workers let you know how well you are doing in your job)

Not at all	**0.0%**	**66.7%**	33.3%	**0.0%**	5.9%
To a small extent	8.3%	38.9%	36.1%	16.7%	23.5%
To some extent	7.9%	31.6%	52.6%	7.9%	24.8%
To a moderate extent	**9.4%**	18.9%	69.8%	**1.9%**	34.6%

To a great extent	**0.0%**	17.6%	**76.5%**	**5.9%**	11.1%
Total	7.2%	29.4%	56.2%	7.2%	100.0%

Position – feedback work itself (To what extent does the actual work itself provide clues about how well you are doing – aside from any "feedback" co-workers or supervisors may provide)

Not at all	**50.0%**	**50.0%**	**0.0%**	**0.0%**	2.6%
To a small extent	**0.0%**	42.9%	42.9%	14.3%	13.7%
To some extent	8.6%	37.1%	40.0%	14.3%	22.9%
To a moderate extent	**8.5%**	23.7%	64.4%	**3.4%**	38.6%
To a great extent	**2.9%**	20.6%	**73.5%**	**2.9%**	22.2%
Total	7.2%	29.4%	56.2%	7.2%	100.0%

Coercive psychological contract – this psychological contract is not voluntarily entered into (Indicate on the scales provided how much does each describe psychological contracts in your organisation)

Not at all	4.2%	12.5%	**79.2%**	4.2%	44.4%
To a small extent	**0.0%**	27.3%	63.6%	9.1%	10.2%
To some extent	11.1%	38.9%	50.0%	**0.0%**	16.7%
To a moderate extent	**0.0%**	54.5%	45.5%	**0.0%**	10.2%
To a great extent	5.0%	**60.0%**	25.0%	10.0%	18.5%
Total	4.6%	31.5%	59.3%	4.6%	100.0%

Cooperative psychological contract – this psychological contract the individual tends to identify with the goals of the organisation and to become creative in the pursuit of those goals (Indicate on the scales provided how much does each describe psychological contracts in your organisation)

Not at all	4.8%	**66.7%**	19.0%	9.5%	15.4%
To a small extent	5.6%	44.4%	38.9%	11.1%	13.2%
To some extent	8.3%	16.7%	**70.8%**	4.2%	17.6%
To a moderate extent	**0.0%**	19.4%	**77.8%**	2.8%	26.5%
To a great extent	2.7%	10.8%	**78.4%**	8.1%	27.2%
Total	3.7%	27.2%	62.5%	6.6%	100.0%

Perceived level of organisational support – my organisation cares about my opinions

Strongly Disagree	16.7%	**66.7%**	16.7%	**0.0%**	8.7%
Disagree	3.7%	55.6%	33.3%	7.4%	19.6%
Neither Agree or Disagree	3.8%	19.2%	69.2%	7.7%	18.8%
Agree	**0.0%**	16.4%	76.4%	7.3%	39.9%
Strongly Agree	**0.0%**	11.1%	**83.3%**	5.6%	13.0%
Total	2.9%	28.3%	62.3%	6.5%	100.0%

Perceived level of organisational support – my organisation really cares about my well-being

Strongly Disagree	**0.0%**	**77.8%**	11.1%	11.1%	13.0%
Disagree	4.8%	**57.1%**	33.3%	4.8%	15.2%
Neither Agree or Disagree	3.7%	18.5%	74.1%	3.7%	19.6%
Agree	1.9%	11.1%	**79.6%**	7.4%	39.1%
Strongly Agree	5.6%	11.1%	77.8%	5.6%	13.0%
Total	2.9%	28.3%	62.3%	6.5%	100.0%
Perceived level of support from leader – my supervisor cares about my opinions					
Strongly Disagree	**0.0%**	**75.0%**	25.0%	**0.0%**	5.8%
Disagree	0.0%	**62.5%**	37.5%	0.0%	5.8%
Neither Agree or Disagree	10.0%	25.0%	60.0%	5.0%	14.5%
Agree	1.5%	26.9%	61.2%	10.4%	48.6%
Strongly Agree	**2.9%**	14.3%	**80.0%**	**2.9%**	25.4%
Total	2.9%	28.3%	62.3%	6.5%	100.0%
Perceived level of support from leader – my work supervisor really cares about my well-being					
Strongly Disagree	**0.0%**	**72.7%**	18.2%	9.1%	8.0%
Disagree	0.0%	**75.0%**	25.0%	0.0%	2.9%
Neither Agree or Disagree	7.7%	26.9%	53.8%	11.5%	18.8%
Agree	0.0%	29.6%	64.8%	5.6%	39.1%
Strongly Agree	**4.7%**	11.6%	**79.1%**	**4.7%**	31.2%
Total	2.9%	28.3%	62.3%	6.5%	100.0%

The Unhappy psychological contract group had very low scores for the extent to which they were able to make decisions in their positions (To a moderate extent – 6.8%; To a great extent - 2.7%) and the completion of an identifiable piece of work, i.e. doing a "whole" and identifiable piece of work: that has an obvious beginning and end (To a great extent - 3.3%). Therefore, they have **limited ability to make decisions and not have the satisfaction associated with completing an identifiable piece of work.** For job performance, the extent to which their managers or co-workers provide feedback, there were also low scores (To a moderate extent – 9.4%; To a great extent 0.0%). For the Unhappy group there is limited intrinsic feedback in relation to the work itself providing them with clues about how well they

are performing in their jobs (To a great extent – 2.9% and Not at all – 50.0%). Overall, the Unhappy group indicated concerns regarding the various elements of the position they held with their organisation.

Nearly half of the Unmet psychological contract group were concerned that there were no performance appraisal/ development plans in place (48%). Greater than half of this group indicated that there was no setting of performance appraisals and development plans (65.2%). The Unmet group had a similar experience with the unhappy group regarding limited feedback in relation to the work itself giving clues about performance (Not at all – 50%). More than half of the **Unmet group indicated a coercive psychological contract** (To a great extent - 60%). This group disagrees that their organisation supported them in terms of caring about their opinions (Strongly Disagree – 66.7%), they also did not consider that the organisation supports them in terms of caring for their well-being (Strongly Disagree – 77.8%). They also indicated negative experiences with their leader in terms of caring for their opinions (Strongly disagree – 75.0%) and well-being (Strongly Disagree - 72.7%). Overall, the Unmet group was disappointed in the support received from their organisation and their leader which resulted in a coercive psychological contract.

For the Satisfied psychological contract group there were some concerns regarding no performance appraisals being in place (28.0%), however, this group was not as concerned about not having a performance appraisal as the Unmet group (48%). This group indicated positive experiences with most of the performance related variables: setting of performance development plans (To a great extent – 63.6%); providing on-going feedback and recognition (to a great extent – 67.6%); managing employee development (To a moderate extent – 74.3%); conducting the mid-year

review (To a moderate extent – 63.3%). This group also indicated favourable experiences with the position related variables: the ability to make decisions (To a great extent – 66.2%); the completion of an identifiable piece of work (To a moderate extent – 79.4%); meaningful work (To a moderate extent – 65.9%); feedback relating to their performance from managers or co-workers (To a great extent - 76.5%); and feedback from the completion of the actual work itself (To a great extent – 73.5%). Most of the **Satisfied group indicated a cooperative psychological contract** (To a great extent – 78.4%). This group also had a positive association with organisational support (My organisation cares about my opinions, Strongly agree 83.3%; My organisation cares about my well-being, Strongly agree 79.6%) and leader support (My supervisor cares about my opinions, Strongly agree 80.0%; My supervisor cares about my well-being, Strongly agree 79.1%). Overall, this group have had a positive employment relationship in terms of the setting of expectations and the management of their performance. This group's positions include the ability to make decisions, they are able to complete a whole and identifiable piece of work which provides meaningfulness. In addition, feedback is obtained through the completion of the work itself. The Satisfied group also have an organisation and leaders that support them. The combination of all these positive experiences has resulted in a cooperative psychological contract.

For the Unclear psychological contract group 12% indicated concern for no performance appraisal being in place (which is the same score as the unhappy group), combined with low scores for the setting of performance appraisals/ development plans (Moderate extent – 2.8%). **This group had <u>no</u> provision of ongoing feedback and recognition** and very limited completion of mid-year performance reviews (Moderate extent – 6.7%). This group has experienced limited

ability to make decisions within their position, with the same low scores for moderate extent (6.8%) and to a great extent (2.7%) as the unhappy psychological contract group. This group also had low scores for the other position related factors; meaningful work (Great extent – 4.6%); supervisor and co-worker feedback (Great extent – 5.9%); and intrinsic feedback from the work itself (To a great extent – 2.9%). This group indicated that their organisation and their leader do not care about their opinions, with the same score for both questions (Strongly Disagree – 0.0%). For this group there is no setting of expectations, on-going feedback or recognition. This group is dissatisfied with their position description i.e. the job itself, and their organisation and leaders are not interested in what they have to say which has resulted in an unclear psychological contract.

One-way ANOVA analyses of variance were conducted with organisational engagement and job engagement questions as the dependent variables and the four psychological contract clusters as the independent variable. Assaad et al. (2014) state that the one-way ANOVA encompasses analysis from two or more statistical populations and focuses on the differences in the mean responses for the factors being analysed. Nonparametric ANOVAS were applied as two of the groups had a small sample size and nonparametric tests are more robust in situations with data limitations (Fan & Zhang, 2017).

The results indicated a statistically significant difference between the four psychological contract groups for the overall Organisational engagement factor score [$F_{(3,129)}$ =4.544, p= 0.005]. The mean scores on these variables for the four groups are set out in Table 3.8.

Table 3.8: Engagement – Differences between the four psychological contract groups.

Variable	Psychological Contract Group	Number	Mean	Std Deviation
Organisational engagement (Factor score)	Unhappy	**4**	**.24**	.54
	Unmet	**38**	**-.47**	1.05
	Satisfied	82	.21	.91
	Unclear	9	-.03	1.14
	Total	133	.00	1.00
	Unmet	**39**	**3.31**	1.34
	Satisfied	83	3.92	.94
	Unclear	**9**	**4.0**	.86
	Total	135	3.73	1.11

Overall, the higher mean scores indicate a stronger relationship with the dependent variable. The Unhappy group had the **highest scores for the organisational engagement factor.** In terms of their relationship with the psychological contract they had **regular performance monitoring** discussions. Importantly, when feedback is well managed it results in a positive relationship with job performance (Gorbatov & Lane, 2018).This group were unhappy with their psychological contract but were engaged with the organisation due to the monitoring of their performance. Feedback shapes work attitudes, sets expectations, reduces ambiguity and provides recognition of job performance, as such feedback is important for employee engagement (Lee et al., 2018). The Unhappy group were not sure if they were betrayed, no employers kept their promises and when promises were broken by their employer they were <u>not </u>treated with respect and consideration.

The Unmet psychological contract group had the lowest scores on everything related to organisational and job engagement. For their psychological contract their expectations had changed over the time they had worked for their employer, **they felt betrayed**, they had experienced contract violation, promises were not kept by

their employer, promises were broken more than once and they were <u>not</u> treated with respect and consideration. Feelings of betrayal where an employer fails to deliver upon an obligation is in opposition to any positive feelings of job fulfilment (Bal et al., 2017). When a psychological contract breach occurs it can lead to emotional responses such as aggravation and disillusionment (Kraak et al., 2017).This group were concerned when a performance appraisal was not in place, the **lack of feedback and recognition** and the elements of their position including a lack of on the job performance feedback. This group saw their physiological contract as coercive, these combined factors create issues with the level of employee engagement. As indicated by Ribeiro et al. (2018) leaders that recognise the efforts and strengths of their employees, build positive relationships which results in increased performance.

The Satisfied psychological contract group were mostly the highest for the engagement factors. This is as expected given their overall satisfaction with their psychological contract and that they had regular discussions in relation to their performance, a current performance appraisal and accurate position information. This group had a cooperative contract and the positions they were offered provided more positive experiences. This group experienced very limited concerns in relation to betrayal and violation. **Promises were kept and when promises were broken they were treated with respect and consideration.** The fulfilment of psychological contracts is an essential element in attainment of a positive employment relationship (Kraak et al., 2017).

The Unclear psychological contract group had low scores for the organisational engagement factor and the highest score for the job engagement statement – I am highly engaged in this job. This group had <u>no</u> regular discussions regarding their

performance, as such **job expectations were unclear.** If expectations are unclear making decisions about how to meet expectations is complicated, a trusting quality employee and leader relationship would provide clear expectations (Schiff & Leip, 2019). This group were unsure if there was a discrepancy with the actual information provided, their expectations had changed over time, and they experienced more discrepancy the longer they worked for their organisation.

The analysis conducted has answered research Question One: What are the dimensions of the psychological contract that are related to employee engagement? and Question Two: What is the significance of performance management as a dimension of employee engagement? The Unhappy group had regular discussions to understand expectations and develop the employment relationship. This group were unsure if they were betrayed or whether the psychological contract was violated. The concerns this group had related to their employer not keeping promises and when promises were broken not being treated with respect and consideration. Overall, they indicated more engagement with their job than the organisation.

The Unmet group had a lower proportion of regular discussions than the Unhappy group. For the Unmet group if a performance appraisal was not in place it was concerning for them, they also indicated a low proportion of mid-year performance appraisals. Overall, the Unmet group were concerned about the limited provision of feedback and recognition and the management of their development. For the Unmet group the position information was inaccurate and there was an overall dissatisfaction with the information provided. They expressed overall dissatisfaction with their position in terms of an inability to make decisions, a non-identifiable piece of work, and limited monitoring of job performance. The group had experienced broken promises more than once and were very concerned about a lack of respect

and consideration. The group had experienced psychological contract betrayal and violation and confirmed a coercive psychological contract, a contract not voluntarily entered into. According to Bal et al. (2013) little research attention has been given to the links between employee engagement and psychological conditions. Importantly, clear communication provides authenticity to the promises made as "unheard promises are the equivalent of unmade promises" (Schwartz et al., 2019, p. 549).

The Unmet group had experienced limited care and support from their organisation and their leader. They had experienced limited engagement with their organisation and some engagement with their job. Robbins et al. (2017) indicate that employee engagement relates to an employee's connection with their organisation, it provides a sense of fulfilment and generates interest in completing the assigned work, suggesting that high levels of engagement fosters a profound connection and commitment to the organisation. A key finding from this research is that the management of performance is an important element in building and maintaining the employment relationship. The biggest distinction between the Unmet group and the other groups is that they were the lowest on the engagement factors, they felt betrayed, they experienced a lack of performance feedback and limited support from their organisation and leader. Soares and Mosquera (2019) indicate that increased work engagement is associated with positive outcomes for individuals and organisations. Soares and Mosquera (2019) indicate that studies have neglected the influence of the types of psychological contracts upon employee engagement outcomes. The research by Ruokolainen et al. (2018) suggests that "both contracting parties should be aware of the obligations (i.e. content of PC) that they assign to each other and they should balance these obligations as well as they can" (p. 2846). This research has confirmed that a sense of betrayal, limited feedback and support,

results in lower employee engagement. Moreover, organisational commitment is the "degree to which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation" (Robbins et al., 2017, p. 59).

Relationship between leadership and engagement

Research Question Three asked what is the relationship between leadership and employee engagement? The survey included two questions asking about the role and influences of leaders on employment relationships. More than half (56%) of the respondents said that leaders did play some or a great role in establishing the employment relationship. Similarly, 69.9% reported that leaders had some or significant influence over meeting employee's expectations. The results of the previous section also highlighted the importance of leadership and managerial actions for employee engagement. Effective leadership actions and job involvement positively impact job engagement (Wen et al., 2019). The leader's role is to inspire and motivate employees to share the organisations vision, building a supportive culture and to deliver upon shared common goals (Chhotray et al., 2018). The development of a positive employee and leader relationship is fostered by the leader caring about the employee's opinions and well-being, setting performance and development plans, providing on-going feedback and recognition, managing employee development and conducting mid-year appraisals. A supportive leadership style is associated with reduced turnover intention and is positively associated to work engagement, organisational commitment and job satisfaction (Geisler et al., 2019).

To further explore the relationship between leaders, the two categorisations of leaders, managers/ coordinators versus employees, and leaders, aspiring leaders and non-leaders were compared on a range of other variables starting with job and organisational engagement. Overall, analyses with three categories of leadership found no significant or consistent patterns of a relationship with engagement or other variables of interest. The simpler two categories based on employment status did reveal some statistically significant differences at the $p<0.05$ level based on t-tests. A summary of these significant results can be found in Table 3.9. Employees were more engaged with their job while leaders were more engaged with the organisation. Leaders are a key element in creating a work environment which fosters employee engagement and high levels of job performance (Prado-Inzerillo et al., 2018). "Role expectations are the way others believe you should act in a given context …. In the workplace, we look at role expectations through the perspective of the psychological contract, an unwritten agreement" (Robbins et al., 2017, p. 208).

Table 3.9: Variables with significant difference – Two Employment Categories (Leader and Non-Leader).

Variable	Employment Category	Number	Mean	Std Deviation
Organisational Engagement	Manager/Supervisor	70	.1855	1.041
	Employee	61	**-.1751**	.9074
Job Engagement	Manager/Supervisor	70	.1787	.8955
	Employee	61	**-.2290**	1.081
Conducting mid-year reviews	Manager/Supervisor	88	2.75	1.440
	Employee	72	2.81	1.535
Motivation to apply – Work-Life Balance	Manager/Supervisor	84	**4.17**	2.434
	Employee	68	3.32	2.321
Motivation to apply – Values of the Organisation	Manager/Supervisor	84	5.10	2.492
	Employee	68	**6.06**	2.336
Position – job requires you to work closely with other people	Manager/Supervisor	81	4.84	.460
	Employee	70	4.64	.615
Position – permit you to decide on your own	Manager/Supervisor	81	4.36	.899
	Employee	70	4.07	.873
	Manager/Supervisor	81	4.51	.839

Position - job requires you to do many different things	Employee	70	4.16	1.030
Position – actual work itself provides clues about how well you are doing	Manager/Supervisor	81	3.83	.985
	Employee	70	3.44	1.099
Scenario Question – Promotional Opportunities & Psychological Contract Breach	Manager/Supervisor	72	3.94	1.019
	Employee	59	**4.24**	.703

As a higher mean score confirms a stronger relationship with the variable, both leaders and non-leaders indicated that mid-year reviews were important to the employment relationship. Managers confirmed their motivation to apply for a position with their organisation was strongly influenced by the opportunity for work-life balance. For employees the espoused values of the organisation had a greater influence on their employment motivation. As indicated by Bourne et al. (2019) "espoused values are fundamentally different to other value forms as they are collective value statements that need to coexist as a basis for organizational activity and performance" (p. 133). Leaders and non-leaders confirmed the importance of working closely with others, contributing to decision-making, work variety and intrinsic feedback from the job itself. Employees were more concerned when a psychological contract breach related to promised promotional opportunities that were not delivered upon.

The final analysis (see table 3.10) was a crosstabulaton of the two leader categories with satisfaction that promises made during the recruitment process were kept. A chi-square analysis for the entire crosstabulation table revealed a significant difference (X^2= 13.9. p < 0.007). This result indicates that for leaders the delivery of promises was greater than the experiences of employees, therefore, the managers indicated higher levels of satisfaction with the delivery of promises.

Table 3.10: Satisfaction with promises and two employment categories.

Satisfaction	Leader	Employee	Total
Definitely Not	**62.5%**	37.5%	100.0%
Probably Not	70.6%	29.4%	100.0%
Might or Might Not	26.9%	73.1%	100.0%
Probably Yes	**66.7%**	33.3%	100.0%
Definitely Yes	46.9%	**53.1%**	100.0%
Total	54.7%	45.3%	100.0%

Chapter Four - Concluding Comments and Implications for Human Resource Management

The overall aim of this study was to bring together two distinct topics: employee engagement and the psychological contract and review more closely their relationship with leadership and performance management. The psychological contract is the unwritten aspects of the employment relationship and relates to promises and expectations. This study sought to further understand aspects of the work experience beyond the contract that may influence employee engagement. This research thesis brought together various topics to provide a more holistic view of the employee experience than has previously been considered by researchers and provides insights for human resource management practitioners. This study sought to explore the interrelationships between the psychological contract, the work experience, leaders (impact; influence; experience), performance management and the outcomes on employee engagement.

A comprehensive literature review identified various research gaps. Importantly, there is no explicit framework to explore the psychological contract from a leader and non-leader perspective. In addition, no literature has addressed the impact of the psychological contract on employee engagement for leaders and non-leaders. Overall, little research attention has focused on the links between employee engagement and psychological conditions. These gaps resulted in the formation of the research questions for this thesis.

Rousseau (1990) presented a continuum for employment contracts that balanced transactional and relational components. The focus of a more Transactional Contract is economic and extrinsic, the time-frame is closed-ended and specific, it is static in

nature, the scope is narrow, and the tangibility is public and observable. The alternative end of the spectrum, the Relational Contract, focuses on economic and non-economic, socio-emotional and intrinsic elements, the time-frame is open-ended and indefinite, it is dynamic, the scope is pervasive and in terms of tangibility it is subjective and understood. Handy et al. (2020) discuss the psychological contracts as defined by Rousseau (2001) as relational and transactional. Handy (1993) established three psychological contract types coercive (not voluntary) emphasising conformity; calculative (voluntary) explicit exchange for services rendered, with a sense of personal reward; and cooperative (freely entered into) individuals adopt the organisations goals as their own.

Employee engagement is of interest to Human Resource practitioners and organisations as the research confirms various benefits of an engaged workforce which include higher levels of performance, increased job satisfaction and reduced costs from employee turnover (Huang et al., 2018). An engaged workforce needs to be developed and maintained through the relationship between the employee and employer. Hameduddin and Fernandez (2019) support the definition of employee engagement by Kahn (1990) stating that individuals "experience engagement when they feel safe expressing themselves, find meaningfulness in the work, and have available emotional, physical, and cognitive energies to devote to task performance" (p. 354).

The literature indicates that transformational leadership aligns with development and understanding personal requirements, whereas transactional leadership is based on an exchange to meet specific performance objectives (Nanjundeswaraswamy &

Swamy, 2014). Importantly, McDermott et al. (2013) states that "leadership styles refer to patterns of actions that influential people use to shape how others behave" (p. 293). This study sought to understand leader's perspectives on the relationship between leadership styles and the psychological contract (promises, obligations and expectations) with the employee. This study found that Neutral leaders had a more transactional psychological contract, whereas the Transformational leaders had a more relational psychological contract.

This chapter provides a summary of the two research studies undertaken and the main results organised by the four thesis research questions. The limitations, or notes of caution, relating to the two studies are also presented. The key findings from the research are discussed against the research themes, employee engagement, leadership and the psychological contract. The implications of the specific findings for human resource management practices is reviewed. Finally, the opportunities for further research through identified gaps for further consideration are provided and the findings from the research that were unexpected and worthy of further consideration.

Research Studies

Two specific research studies were undertaken. Study One explored leadership perspectives on the psychological contract. This study explored the psychological contract dimensions from a leadership perspective. Study One involved in depth semi-structured interviews to address research question one: what is the relationship between leadership and the psychological contract (what are the key influences)? An analysis of the themes identified from the interviews contributed to the development of an on-line survey.

Study Two was a comprehensive on-line survey to address research question two: the dimensions of the psychological contract that are significantly related to employee engagement; research question three: the significance of performance management as a dimension of employee engagement; and research question four: the relationship between leadership and employee engagement. The research questions sought to understand the dimensions of the psychological contract significantly related to employee engagement; the aspects of performance management that influence employee engagement; and the relationship between leadership and employee engagement. This chapter sets out the features of psychological contracts to understand the expectations set by the employer and understood by the employee.

In this study Neutral leaders sought commitment to organisational values and Transformational leaders sought a supportive environment and high levels of trust. Neutral leaders are focused on role expectations to achieve business performance, whereas the Transformational leaders were more focused on the team performance and relationships to deliver results for the organisation. Neutral leaders sought fairness in reward distribution and Transformational leaders sought fairness in decisions. For the Neutral leaders there were concerns for job security and imposed deadlines. The Transformational leaders expected quality developmental opportunities, process compliance and more flexibility.

This research established that the management of performance is an important element in building and maintaining the employment relationship. This research also highlighted the importance of leadership and managerial actions for employee

engagement. This exploratory research provides greater insight into the relationship between leadership styles and psychological contracts by analysing the psychological contract through the lens of the leader which has not been explicitly considered before.

Research Question Findings

Research question one: What is the relationship between leadership and the psychological contract? Study one, the qualitative semi-structured interviews, provided answers to this research question. This first study explored the relationship between leadership style and psychological contract dimensions. Leadership style can influence the psychological contracts of non-leaders. Currently there is no published research as to how leaders perceive such contracts. Importantly, there is "no contemporary approach to leadership has explicitly considered using the psychological contract as a framework to fully understand this leader-follower relationship" (Salicru & Chelliah, 2014, p. 39). This research addresses that gap.

Leaders were classified according to their approach into neutral or transformative leaders. A number of differences were found between Neutral and Transformational leaders. The leadership style was based on a continuum from transactional, neutral (a mix of transactional and transformational) to transformational. Skinner (2018) "described essential competencies for transformational leaders, including emotional intelligence, communication, collaboration, coaching and mentoring." (p. 64). In addition, Skinner (2018) "outlined four elements of transformational leadership: idealised influence; inspirational motivation; intellectual stimulation; and individualised consideration" (p. 64). Transformational leaders are visionary, whereas transactional leaders are focused on rules and procedures. The Neutral

leaders had a more transactional psychological contract approach, whereas the Transformational leaders had a more relational psychological contract approach. More Transactional leader participants would have enabled more detailed analysis of this leadership style, but there were insufficient respondents in this category for analysis. This study adds to the literature as there is no current framework that considers the relationship between leadership styles with the psychological contract. Overall, the results indicate differences in psychological contract perceptions for different leadership styles. Leaders and non-leaders confirmed the importance of working closely with others, contributing to decision-making, work variety and intrinsic feedback from the job itself.

This first stage of the research also provided some evidence relevant to research question one about the dimensions of the psychological contract related to employee engagement. The leaders interviewed indicated that psychological contract betrayal or violation which results in a coercive psychological contract contributes to feelings of betrayal. As stated by Handy (1993) the coercive contract is not voluntary, it is controlling and emphasises conformity in the employment relationship. This combined with limited feedback and support results in lower levels of employee engagement. It is important to note that there are various elements of performance management including setting goals, feedback, development and building trust (Mone et al., 2011). Having no regular performance related discussions were associated with an unclear psychological contract. The actual position information is important in the development of the psychological contract. If promises are broken is it is important for leaders to treat non-leaders with respect and consideration to maintain a positive psychological contract. Tu et al. (2019) supports Kahn's definition of psychological safety and indicating that psychological safety "portrays an

environment characterized by role clarity, interpersonal trust, and respect for individuality" (p. 555).

The analysis undertaken from both studies was grouped together to address research questions two: What are the aspects of performance management that influence employee engagement? and three: What is the significance of performance management as a dimension of employee engagement? For research question two, the key finding was that performance management and on-going reviews and performance discussions are central to the development and maintenance of the employment relationship.

In study two, four psychological contract groups were identified (Unclear, Unmet, Unhappy and Satisfied). The Unmet group had a coercive psychological contract due to a lack of support from their organisation and leader. The Satisfied contract group had a cooperative psychological contract, they were satisfied with their performance discussions, their position and the support provided by their organisation and leader. The Unclear psychological contract group had no setting of expectations, no on-going feedback or recognition, lack of position clarity and their organisation and leader did not care about their opinions. The Unhappy psychological contract group were mainly concerned about their position. This research confirmed that regular discussions relating to on the job performance are central to a positive psychological contract experience.

The results indicated a statistically significant difference between the four psychological contract groups for the overall organisational engagement factor score and three of the specific Organisational engagement statements – I am highly

engaged in this organisation; Being a member of this organisation makes me feel "alive"; and Being a member of this organisation is exhilarating for me. In addition, there was a significant difference for one job engagement question; I am highly engaged in this job. Organisational engagement is based upon shared focus by organisational members on organisational goals (Albrecht et al., 2018). For research question four: What is the relationship between leadership and employee engagement? The study identified the importance of leadership and managerial actions in the fostering of higher levels of employee engagement. Leaders indicated more engagement with the organisation, whilst non-leaders are more engaged with their jobs. Leaders have a central role in fostering employee engagement and job related performance.

Notes of caution and limitations

Study one considered research question one, the dimensions of the psychological contract significantly related to employee engagement. The approach for this research was more exploratory than descriptive. In exploratory research it is more important to have a wide coverage of experiences in the sample rather than necessarily matching a set population. According to Veal (2018) exploratory research explains "how or why things are as they are (and using this to predict)" (p.7). Veal (2018) also states that exploratory research "is more focused and seeks to discover existing research which might throw light on a specific research question or issue" (p.196). An exploratory approach was undertaken for this research thesis.

For study one the distribution of respondents across different leadership styles with only two describing themselves as Transactional leaders did limit the extent to which

the analysis could explore the links between the full range of leadership styles and their perceptions of psychological contracts. The interviewees were primarily female participants, a broader inclusion of male interviewees could have contributed to further insights. Further research with a wider variety of leadership styles could assist in better understanding the links between leadership and psychological contracts. In addition, subsequent studies could consider the relationship with employee engagement outcomes in relation to leadership dimensions and employee engagement. For study two whilst the survey was available on various platforms the participants were primarily Australian. Although, the sample size is sound it is not necessarily representative of leaders and non-leaders in general.

Descriptive Framework – Research Themes

Figure 3.1 provided a descriptive framework encompassing: Organisational and Individual Experience, Leadership, Individual and Organisational Leadership and Features of the Psychological Contract Features and Psychological Contract Experience and Type, Employee Engagement Elements, Antecedents and Consequences. Overall, this research has identified some key finds relating to the psychological contract, employee engagement and leadership and provides insights into human resource management implications.

Research Theme: Psychological Contract

This exploratory research provides greater insight into the relationship between leadership styles and psychological contracts. The importance of the psychological contract is the alignment between the promises made, the actual experience and the

reality. If there is a mismatch this can affect job performance and impact on whether an employee thinks they are valued by the organisation. Leaders contribute to the psychological conditions experienced by non-leaders in the workplace. The commencement of the employment relationship includes pre-entry experiences, these experiences should provide clear communication regarding reciprocal obligations to ensure there is limited ambiguity regarding the position and the organisation. Importantly, understanding the psychological contract for leaders can result in increased job satisfaction, increased performance and reduced intention to quit which are important cost implications for employers. Importantly, a match between expectations and reality can increase the levels of trust and the sense of value to the organisation.

Vantilborgh et al. (2012) discusses transactional psychological contracts being focussed on economic exchange which is similar to the calculative definition presented by Handy (1993), the additional relational layer is similar to the co-operative contract presented by Handy (1993). Guo et al. (2015) presented four psychological contract types relational contracts (high levels of social exchange, high levels of trust); standard contracts (higher levels of social exchange, trust is evident however low levels of commitment), transitional contracts (higher self-interest, lower levels of economic exchange), and captive contracts (lack of choice, weak emotional attachment, and high levels of self-interest).The research reported in this thesis provides a psychological contract continuum of four groups labelled Unclear, Unmet, Unhappy to Satisfied.

The Unclear had no performance monitoring and unclear expectations. In terms of the psychological contract research this psychological contract is transactional,

based more on economic exchange, calculative and captive. The Unmet group had low levels of organisation and job engagement, representing a standard psychological contract, which is coercive in nature. The Unhappy group were frustrated by not being treated with respect and consideration when promises were broken, this group were mainly concerned about their position, this group indicated a more transitional psychological contract with higher levels of self-interest. The Satisfied group had a relational, cooperative psychological contract with high levels of social exchange. This research has further developed the current academic literature pertaining to the psychological contract definitions. This research reflects upon the influences on the psychological contract if there is regular feedback and monitoring of performance. The presented research also indicates that psychological contract dimensions are influenced by leadership styles.

Leaders and non-leaders confirmed the importance of mid-year performance reviews. This research has indicated that psychological contract violation and feelings of betrayal are moderated by regular performance discussions and monitoring of performance. This research project found that performance management and regular discussions with non-leaders had more impact on employee engagement than a breach or violation of the psychological contract. According to Storey and Sisson (1993) human resource management policies and practices that align to organisation goals focus on individual performance. This finding adds to the body of knowledge by identifying the relationship of performance management activities and the psychological contract. The psychological contract is influenced by regular feedback and monitoring of performance. There is "no contemporary approach to leadership has explicitly considered using the psychological contract as a framework to fully understand this leader-follower

relationship" (Salicru & Chelliah, 2014, p. 39). Whilst there are theories for understanding breaches, there is "no comparable parallel theory of psychological contract fulfilment" (Conway et al., 2011, p. 275).

Research Theme: Employee Engagement

A lack of feedback and recognition and the job clarity including on the job performance feedback, resulted in a coercive psychological contract and these combined factors create issues. The provision of feedback is a key element of performance management and contributes to engagement (Mone et al., 2011). The relationship between engagement and performance, through performance management practices is an important consideration for human resource practitioners (Chughtai & Buckley, 2011). The relationship between employee engagement and leadership is influenced by the levels of trust within the relationship. Role clarity provides an understanding of the actions required, creates certainty whereas role ambiguity leads to anxiety and dysfunction (Mañas et al., 2018). Bal et al. (2013) state that little research attention has been given to the links between employee engagement and psychological conditions. Chughtai and Buckley (2011) state that more research is required to fully understand the "relationship between work engagement and job performance" (p. 686).

Limited care and support from the organisation and leader impacts employee engagement. According to Kurtessis et al. (2017), organisational support theory (OST) proposes that employees form a generalized perception concerning the extent to which the organisation cares for them when their performance contributions are acknowledged. This research has confirmed that a sense of betrayal, limited

feedback and support, results in lower employee engagement. The research highlighted the importance of leadership and managerial actions for employee engagement. Carasco-Saul et al. (2015) leadership is extensively studied and more recently employee engagement is a topic of research interest, however, leadership and employee engagement has not been extensively investigated. Overall in this study, non-leaders were more engaged with their job while leaders were more engaged with the organisation. The role of leaders is to create a positive working environment which fosters employee engagement and high levels of job performance. According to Daft (2018) "the role of leadership is to attract and energize people, motivating them through purpose and challenge rather than rewards or punishment" (p. 16).

Research Theme: Leadership

The study confirmed that individual differences influence the psychological contract expectations and psychological contract dimensions are influenced by leadership perspectives for transactional, neutral and transformation leaders. As stated by Wells and Welty Peachey (2011) transformational leaders are "visionary and appeals to the higher order needs" whereas transactional leaders "manage by an exchange process based on positive reinforcement, focusing on rules and procedures" (p. 25). As previously indicated Skinner (2018) "described essential competencies for transformational leaders, including emotional intelligence, communication, collaboration, coaching and mentoring." (p. 64). In addition, Skinner (2018) "outlined four elements of transformational leadership: idealised influence; inspirational motivation; intellectual stimulation; and individualised consideration" (p. 64). Transformational leaders are visionary, whereas transactional leaders are focused on rules and procedures.

As established in the review of the literature individual dispositions are an important element at the commencement of the employment relationship, during the sensemaking process and the management of any potential breach of the psychological contract. It is important to understand individual values, as values also influence our perceptions and how we react to situations and the potential management of a perceived psychological contract breach (Cohen, 2012). Subramanian (2017) indicates that the psychological contract assists leaders to understand the needs of their employees and provides more alignment with the organisation's needs.

This study confirmed that individual differences influence the psychological contract experience and that leadership characteristics impact the psychological contract expectations. This study indicates that the psychological contract dimensions are influenced by leadership styles. This study identifies the Neutral and Transformational leader's relationship with the psychological contract and the impact of breaches and adherence. This study adds to the literature as there is no framework that considers the leaders relationship with a psychological contract. This exploratory research provides greater insight into the relationship between leadership styles and psychological contracts by analysing the psychological contract through the lens of the leader which has not been explicitly considered before. Leaders contribute to the psychological conditions experienced by employees in the workplace. Leaders can play a significant role in the psychological conditions which influence employee attitudes and performance (Erkutlu & Chafra, 2013; Philipp & Lopez, 2013).

Human Resource Management Practical Implications

The importance of the psychological contract is the alignment between the promises made during human resource management practices such as recruitment and selection and performance management, the actual experience upon commencement and during performance discussions and the reality of whether there is a mismatch between expectations, promises and obligations and the organisational reality. If there is a mismatch this can affect job performance and impact on whether an employee thinks they are valued by the organisation. The commencement of the employment relationship includes pre-entry experiences, these experiences should provide clear communication regarding reciprocal obligations to ensure there is limited ambiguity regarding the position and the organisation. Importantly, understanding the psychological contract for leaders can result in increased job satisfaction, increased performance and reduced intention to quit which are important cost implications for employers. Importantly, a match between expectations and reality can increase the levels of trust and the sense of value to the organisation.

There are various implications for human resource management from the research findings. Firstly, an understanding of leadership style of leaders within organisations can assist in the development and maintenance of the psychological contract. Secondly, if human resource management practitioners provide realistic job previews and well-defined recruitment and selection practices that can establish a framework for understanding of promises, expectations and obligations which are pivotal in the establishment of the psychological contract. Thirdly, performance management

practices have a key role in developing and maintaining the psychological contract, practices need to include regular discussions, mid-year and annual reviews. The performance management framework needs to include a continuous process of coaching, goal setting and feedback. As previously indicated the provision of feedback is a key element of performance management and contributes to engagement (Mone et al., 2011). The relationship between engagement and performance, through performance management practices is an important consideration for human resource practitioners (Chughtai & Buckley, 2011).

Leaders require training in performance management activities and practices. Fourthly, jobs need to be developed to include skill variety, task identity, task significance, autonomy and feedback from the job to address job enrichment. A well-structured job analysis program can support the development of well-structured position descriptions. Finally, organisations need practices in place that foster a culture of organisational and leadership support. Cultural surveys and intention to stay surveys can provide an understanding of the management practices of leaders and organisations. According to García-Fernández et al. (2018) a "strong culture reduces the uncertainty around the organization members' expectations through a system of rules concerning how they should behave, establishing consistent values agreed upon by all" (p. 441). Importantly, a positive cultural climate influences employee attitudes, levels of motivation and has a direct impact on performance which is important in organisational settings. Striving for high levels of performance has a direct impact upon an organisation's delivery of strategic and financial goals.

Opportunities for further research

In terms of opportunities for further research, the study of a wider range of leadership styles to consider more widely the transformational and transactional leader experience, other leadership styles, and different dimensions of psychological contracts for leaders. This research has identified an opportunity for further exploration of job clarity and job descriptions. Given the complexity of measuring the dimensions of the psychological contract, for example, feelings of violation are complex given the subjective nature of the psychological contract. This study has identified opportunities for further research to explore psychological contract dimensions. This study has begun to explore how leaders both influence the psychological contract and engagement of their employees. Further exploration of how psychological contracts change over time is an area that needs much more examination. In addition, subsequent studies could consider the relationship with employee engagement outcomes in relation to leadership dimensions and employee engagement. Finally, subsequent research could explore further performance management actions and the relationship with psychological contract fulfilment.

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Appendix A: Ethical Considerations

Ethics is an important consideration in all stages of research, from the planning stage through to completion. It is important to build trust with participants when carrying out research and ensure research integrity throughout the process. This research is approved by the James Cook University Ethics Committee and ethical considerations have formed part of the approval process. The following table represents the ethical elements considered in this research project.

Table A1: Steps to resolving an ethical dilemma.

Steps to resolving an ethical dilemma
Identify the issues, identifying the parties
Identify options
Consider consequences
Analyse options in terms of moral principles
Make your own decision and act with commitment
Evaluate the system
Evaluate yourself

Source: (Israel & Hay, 2006, p. 132).

Informed consent has been applied at the commencement of the on-line survey and prior to the semi-structured interview. Underpinned by respect, informed consent relates to the agreement to be involved in the research, understanding the research intent and an understanding of what the information may be used for. Confidentiality and precautions have been made to protect and maintain the confidentiality of the participants, such as removing names from the research data (Israel & Hay, 2006).

Appendix B: Semi-Structured Interview Template

JAMES COOK UNIVERSITY
AUSTRALIA

PRINCIPAL INVESTIGATOR: Jane Oorschot
PROJECT TITLE: Employee Engagement: a critical assessment of the relationship with the psychological contract.
SCHOOL: College of Business, Law & Governance

If any of the questions are unclear, please ask for me to repeat the question or I can re-word the question for you. This is not a structured quantitative questionnaire, the semi-structured interview questions below are guiding questions with prompts.

Theme One: Understanding Leadership Role
Q1. Was becoming a leader an aspiration?

If so, what steps did you actively take to become a leader?

If not, why did you choose to accept a leadership role?

Q2. How many reports do you currently have? Describe the nature of the business unit/ department that you are currently responsible for.

Q3.   How long have you been in a leadership role? Were you promoted or appointed to a leadership role?

Q4. Have you completed a formal leadership development program with your current or a previous organisation?

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Q5. Do you have a current performance appraisal / development plan in place?

    a) Do you consider that the document is a quality document or more of a compliance activity?

    b) If you do not have a performance appraisal in place is this concerning for you?

    c) Do you have regular discussions relating to your on the job performance with your supervisor?

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Theme Two: Leadership Characteristics (transformational versus transactional)

Q6. *Let's discuss a range of leadership characteristics to understand your leadership style.* Which of the following statements applies more to you (always; sometimes; never):

    a) Making personal sacrifices, takes responsibility for his or her own actions, shares any glory and shows great determination (always; sometimes; never):

    b) Using simple devices to communicate purposes and expectations (always; sometimes; never):

    c) Encouraging efficient problem solving, judgement and aptitude (always; sometimes; never):

d) Giving personal attention, treats each employee individually, coaches, advises (always; sometimes; never):

e) Provide pre-determined arrangements of reward for effort (always; sometimes; never):

f) Watch and search for deviations from rules and standards, and takes corrective action (always; sometimes; never):

g) Intervenes only if standards are not met (always; sometimes; never):

Theme Three: Psychological Contract dimensions

Q7. <u>Careerism:</u> Careerism is a measure to understand the number of times you are expecting to change employer's during your career. Which of the following statements resonates with you?

    a) I took this job as a stepping stone to a better job with a different organisation.

    b) I expect to work for a variety of different organisations in my career.

    c) I do not expect to change organisations often during my career.

    d) There are many opportunities I expect to explore after I leave my present employer.

    e) I am really looking for an organisation to spend my entire career with.

Q8. <u>Specific organisation:</u> The extent to which you wanted a job with your organisation. Did you specifically set out to get a position with this organisation?

Q9. <u>Motivation to apply:</u> Which of the following statements motivated you to apply for a position with your organisation?

Work life balance; culture of the organisation; benefits (salary and other benefits such as superannuation) / career focussed decision; reputation of the organisation; opportunities for development; good match of skills and experience; job security; any another reasons.

Q10. <u>Expected tenure</u>: How long have you worked for your organisation? Can you indicate your expected tenure from when you commenced with the organisation from the following time-frames: less than one year; one year; two years; three years or greater.

Q11.   <u>Employer obligations:</u> Thinking back to the promises made to you during the interview or the employment offer stage, or conversations, or your expectations: Which of the following items are important to you?

Promotion (advancement); high pay; pay based on performance; training; long-term job security; career development; training; support with personal problems. Any other items from your perspective?

Q12. <u>Reality:</u>

a) From your perspective, is there a discrepancy between your understanding of what was promised and the actual employment experience?

b) Do you have any expectations of the employment relationship that has not been delivered upon?

c) Have your expectations changed over time? Is there more disparity the longer you are with the organisation?

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Q13. <u>Employee obligations & Stipulations:</u> During the recruitment and selection stage of your employment relationship did any discussion occur in relation to the following statements: working extra hours (overtime); loyalty; willingness to accept a transfer; extra role behaviour; protection of proprietary information; spending a minimum of two years working for the organisation (minimum stay); notice; no competitor support. Any other items from your perspective?

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Q14. <u>Feelings of violation:</u>

a) Do you feel betrayed by your organisation?

b) Do you feel that the organisation has violated the contract between you?

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Q15. <u>Perceived contract breach:</u>

a) Have you received everything promised to you in exchange for your contributions?

b) Have almost all of the promises made by your employer during the recruitment and selection process *and subsequently* been kept so far?

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Q16. <u>Organisational performance</u>: How would rate your overall performance during the past year relative to two years ago; and relative to the organisations goals and objectives?

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Q17. <u>Employee performance:</u> How do you consider your supervisor would rate your overall performance: ability to get the job done efficiently and achievement of work goals?

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Q18. <u>Formal socialisation:</u> When you joined the organisation did you go through training to prepare you with thorough knowledge of the job and organisation?

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Q19. <u>Implicitness of promises:</u>

   a) Did your employer only talk in general terms about your mutual obligations?

   b) Did explicit discussions occur about your obligations to each other?

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Q20. <u>Pre-hire interaction</u>:

    a) During the recruitment process did you talk in depth with persons from your organisation?

    b) Did you experience limited interaction i.e. only talking to a few people from your organisation prior to accepting the job?

Q21. <u>Organisational Change:</u> What amount of change has your organisation experienced in the last year: workforce reductions; rapid growth; mergers?

Q22. <u>Perceived breach history</u>:

    a) In general, when your employer promised something, did they keep that promise?

    b) Have you experienced past employers breaking their promises to you on more than one occasion?

Q23. Employment Alternatives: During your career how many job offers have you received?

Q24. Causal attributions:

    a) Has your organisation upheld all its promises?

    b) Do you consider where a promise was broken the organisation purposefully mislead you?

    c) Alternatively, when a promise was unmet do you feel it was usually your own fault because your expectations where unrealistic?

Q25. Perceived Fairness:

    a) When promises to you have been unfilled, have you been dealt with in a truthful manner?

    b) When promises to you have been broken, have you been treated with respect and consideration?

Completed by: Jane Oorschot
Date:
Location:
Estimated time to complete the interview:
Comments/Feedback received:

Appendix C: Sample Profile

Sample population – 215 respondents.

Gender

The gender profile for three categories is set out in Table C1.

Table C1: Gender.

Gender	Manager/Leader	Employee/ Aspiring Leader	Employee / No Leadership Aspiration	Total
Female	36.2%	31.2%	7.0%	74.4%
Male	15.6%	9.5%	0.0%	25.1%
Prefer not to respond	0.0%	0.5%	0.0%	0.5%
Total	51.8%	41.2%	7.0%	100.0%

Tenure

The tenure profile for three categories is set out in Table C2.

Table C2: Tenure.

Tenure	Manager/Leader	Employee/ Aspiring Leader	Employee/No Leadership Aspiration	Total
Less than 12 months	7.0%	12.6%	1.0%	20.6%
1-2 years	7.5%	3.5%	1.5%	12.6%
2-5 years	13.1%	10.6%	1.0%	24.6%
Greater than 5 years	23.6%	15.1%	3.5%	42.4%
Total	51.3%	41.7%	7.0%	100.0%

Length of time in leadership role

The length of time for the respondents in a leadership capacity is set out in Table C3.

Table C3: Time in Leadership role.

Leadership Time-Frame	Manager/ Leader	Employee/ Aspirational Leader	Total
1-5 years	53.0%	12.0%	65.0%
5-10 years	16.9%	11.8%	16.0%
Greater than 10 years	16.0%	3.0%	19.0%
Total	83.0%	17.0%	100.0%

<u>Leadership Style Preference</u>

The leadership style preference of structure versus consideration is summarised in the following tables.

Table C4: Consideration leadership style preference.

Consideration	Manager/ Leader	Employee/ Aspirational Leader	Total
To a small extent	3.1%	1.0%	4.2%
To some extent	8.3%	1.0%	9.4%
To a moderate extent	19.8%	4.2%	24.0%
To a great extent	54.2%	8.3%	62.5%
Total	85.4%	14.6%	100.0%

Table C5: Structure leader style preference.

Structure	Manager/ Leader	Employee/ Aspirational Leader	Total
To a small extent	2.1%	0.0%	2.1%
To some extent	10.4%	2.1%	12.5%
To a moderate extent	29.2%	5.2%	34.4%
To a great extent	43.8%	7.3%	51.0%
Total	85.4%	14.6%	100.0%

<u>Promoted or appointed to leadership role</u>

The following table summarised whether respondents were appointed or promoted to their leadership role.

Table C6: Promoted or Appointed to Leadership role.

	Manager/Leader	Employee/ Aspirational Leader	Total
Appointed	58.2%	12.2%	70.4%
Promoted	26.5%	3.1%	29.6%
Total	84.7%	15.3%	100.0%

Department/ Section

The following table set out the type of Department/Section that the respondents work within.

Table C7: Department/Section.

Department/Section	Manager/ Leader	Employee/ Aspirational Leader	Total
Front-Line	7.1%	6.5%	13.6%
Operational	19.5%	4.1%	23.7%
Professional Services	29.6%	23.7%	53.3%
Technical	3.6%	5.9%	9.5%
Total	59.8%	40.2%	100.0%

Leadership Program

The following table summarises if the respondents have had the opportunity to

attend a leadership program.

Table C8: Leadership Program.

Leadership Program	Manager/Leader	Employee/ Aspirational Leader	Total
No	26.9%	22.8%	49.7%
Yes	32.9%	17.4%	50.3%
Total	59.9%	40.1%	100.0%

Appendix D: Survey Tool – Exploring Leadership and Non-Leadership Perspectives on the Psychological Contract

Section One: Consent

Q1. The aim of this study is to analyse the features of psychological contracts and to understand expectations set by the employer and understood by the employee. The study will seek to identify patterns linking the most important features of the psychological contract for the employee with their actual work experience and analyse the gaps between expectations and reality. The study will examine the links between elements of the psychological contract and employee engagement, with a particular focus on understanding both the impact of leadership for employees, on these links and the nature of these links for leaders. This on-line survey will take approximately 15-20 minutes.

Taking part in this study is completely voluntary and you can stop taking part in the study at any time without explanation or prejudice.

Your responses will be strictly anonymous.

I have read the aim of this study and I consent to participating in this independent study.

Section Two: Employment Category

Q2. Select a category from the following that best describes your employment type with your organisation.

- ⚪ Director/Executive Manager

- ⚪ Supervisor/Coordinator

- ⚪ All other employees

- ⚪ Prefer not to respond

Section Three: General Questions

Q3. How long have you worked for your organisation?
- ⚪ Less than 12 months

- ⚪ 1 -2 years

- ⚪ 2-5 years

- ⚪ Greater than 5 years

Q4. Can you indicate your expected tenure from when you commenced with your organisation?

○ One year

○ Two years

○ Three years or greater

Q5. Please indicate your gender:

○ Male

○ Female

○ Prefer not to respond

Q6. A team is a group of two or more people who are equally accountable for the accomplishment of a task and specific performance goals. Do you consider you are part of a team?

○ Yes

○ No

Q7. Was being part of a team something you knew prior to commencement with your organisation?

○ Yes

○ No

Q8. Did this impact your expectations of your role?

○ Yes

○ No

Section Four: Understanding Leadership Role

Q9. Do you see yourself as a leader?

○ Yes

○ No

Q10. Was becoming a leader an aspiration?

○ Yes

○ No

Q11. What is the nature of the department/ section that you are responsible for?

- ○ Front-line
- ○ Operational
- ○ Technical
- ○ Professional Services

Q12. Have you completed a formal leadership development program with your current or a previous organisation?

- ○ Yes
- ○ No

Q13. How many reports do you currently have?

- ○ 1-10
- ○ 11-20
- ○ 21-30
- ○ 31 and greater
- ○ None

Q14. How long have you been in this leadership role?

- ○ 1- 5 years
- ○ 5-10 years
- ○ Greater than 10 years

Q15. Were you promoted or appointed to this role?
- ○ Promoted
- ○ Appointed

Q16. Please indicate along the two scales the extent to which the following statements describe your leadership style?

Consideration: characterised by mutual trust and respect; consideration of feelings; interpersonal warmth and two-way communication.

Structure: goal attainment; planning; setting goals; communicating information; scheduling and evaluating performance.

Q17. Rank in order of importance three of the following eight leadership components that best describes your approach to leadership.

- Individualised consideration: Gives personal attention, treats each employee individually, coaches, advises
- Intellectual stimulation: Promotes intelligence, rationality, and careful problem solving
- Inspiration: Communicate high expectations, uses symbols to focus efforts, expresses important purposes in simple ways
- Charisma: Provides vision and sense of mission, instills pride, gains respect and trust
- Contingent reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments
- Management by exception (active): Watches and searches for deviations from rules and standards, takes corrective action
- Management by exception (passive): Intervenes only if standards are not met
- Laissez-Faire: Abdicates responsibilities, avoids making decisions

Q18. How much was your response to the previous question influenced by the organisation you work for?

Not at all	To a small extent	To some extent	To a moderate extent	To a significant extent

Q19. As a leader how important is team building as part of your role?

Extremely important	Very important	Moderately important	Slightly important	Not at all important

Q20. As a leader how important is having people working in teams to achieve common goals?

Extremely important	Very important	Moderately important	Slightly important	Not at all important

Section Four – Leadership Aspiration

Q21. Do you aspire to be a leader?

| Definitely yes | Probably yes | Might or might not | Probably not | Definitely not |

Q22. Indicate along the consideration and structure scales the extent to which the following statements could describe your leadership style.

	Not at all	To a small extent	To some extent	To a moderate extent	To a great extent
	10 20	30 40	50 60	70 80	90 100

Consideration: characterised by mutual trust and respect; consideration of feelings; interpersonal warmth and two-way communication.
Structure: goal attainment; planning; setting goals; communicating information; scheduling and evaluating performance.

Q23. Rank in order of importance three of the following eight leadership components that best describes the leadership style you aspire to.

- Individualised consideration: Gives personal attention, treats each employee individually, coaches, advises
- Intellectual stimulation: Promotes intelligence, rationality, and careful problem solving
- Inspiration: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways
- Charisma: Provides vision and a sense of mission, instills pride, gains respect and trust
- Contingent reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments
- Management by exception (active): Watches and searches for deviations from rules and standards, takes corrective action
- Management by exception (passive): Intervenes only if standards are not met
- Laissez-Faire: Abdicates responsibilities, avoids making decisions

Section Five – Performance Appraisal/ Development Plan and Performance Management Activities

Q24. Do you have a current performance appraisal/ development plan in place?

○ Yes

○ No

Q25. What type of performance appraisal do you have in place?

○ Quality focussed

○ Compliance focussed

Q26. If you do not have a performance appraisal in place is this concerning for you?

○ Yes

○ No

Q27. Do you have regular discussions relating to your on the job performance with your supervisor?

○ Yes

○ No

Q28. The following behaviours are associated with both performance management and employee behaviour, indicate the extent to which your leader (the person you report to) demonstrates these behaviours.

	Not at all	To a small extent	To some extent	To a moderate extent	To a great extent
Setting performance and development goals					
Providing on-going feedback and recognition					
Managing employee development					
Conducting mid-year appraisals					

Section Six – Careerism

Q29. Which one of the following statements applies to you?

- I took this job as a stepping stone to a better job with a different organisation.
- I expect to work for a variety of different organisations in my career.

- There are many opportunities I expect to explore after I leave my present employer.
- I am really looking for an organisation to spend my entire career with.

- I do not expect to change organisations often during my career.

Section Seven – Specific organisation and motivation to apply

Q30. Rank in order of importance which of the following statements motivated you to apply for a position with your organisation?

- Work-life balance
- Culture of the organisation
- Benefits (salary and other benefits such as superannuation)
- Values of the Organisation
- Career focused decision
- Reputation of the Organisation
- Opportunities for development
- Good match of skills and experience
- Job Security

Q31. From your response to the previous question were there additional items that motivated you to apply for a position with your organisation?

Q32. Did you specifically set out to get a position with your organisation?

○ Yes

○ No

Section Eight – Recruitment Experience

Q33.The position information provided at my interview was accurate.

○ Agree

○ Disagree

Q34. I received information during the recruitment process regarding salary, benefits and entitlements.

| Not at all | Slightly adequate | Moderately adequate | Very adequate | Significantly adequate |

Q35. The expectations I formed during the recruitment process match my experience since commencing in the role.

| Not at all | To a small extent | To some extent | To a moderate extent | To a great extent |

Section Nine – Job Characteristics Model

Q36. Indicate against each of the following statements which is the most accurate description of your position by rating each statement.

	Not at all	To a small extent	To some extent	To a moderate extent	To a great extent
To what extent does your job require you to work closely with other people (either clients, or people in related jobs in your organisation).					
To what extent does your job permit you to decide on your own how to go about doing your work.					
To what extent does your job involve doing a "whole" and identifiable piece of work; that has an obvious beginning and end.					
To what extent does the job require you to do many different things,					

using a variety of your skills or talents.

In general, to what extent is your job meaningful.

To what extent do managers or co-workers let you know how well you are doing in your job.

To what extent does the actual work itself provide clues about how well you are doing - aside from any "feedback" co-workers or supervisors may provide.

Section Ten – Employer Obligations

Q37. Thinking back to the promises made to you during the interview or the employment offer stage, or conversations, rank in order of importance the three items that were important to you.

- Promotion (Advancement)
- High pay
- Pay based on performance
- Training
- Long-term job security
- Career Development
- Support with personal problems

Q38. Following your response to the previous question were there additional items that were important to you?

Section Eleven - Reality

Q39. From your perspective, is there a discrepancy between your understanding of what was promised and the actual experience?

Yes   No   Not sure

Q40. If you indicated that you were unsure if a discrepancy occurred what is the reason?

Q41. Do you have any expectations of the employment relationship that have not been delivered upon?

Yes   No   Not sure

Q42. If you indicated that you were unsure if any expectations had been delivered what is the reason?

Q43. Have your expectations changed over time?
Yes   No

Q44. Is there more disparity the longer you are with the organisation?
Yes   No

Section Twelve – Feelings of Violation and Perceived Contract Breach

Q45. Do you feel betrayed by your organisation?
Yes   No   Not sure

Q46. If you indicated you were unsure about a feeling of betrayal, what was your reason for this response?

Q47. Do you feel that the organisation has violated the contract between you?
Yes   No   Not sure

Q48. If you indicated unsure if there was a contract violation, what was your reason for this response?

Q49. Have you received everything promised to you in exchange for your contribution to the organisation?

| Not at all | To a small extent | To some extent | To a moderate extent | To a great extent |

Q50. Have almost all of the promises made by your employer during the recruitment and selection process and subsequently been kept so far?

| Not at all | To a small extent | To some extent | To a moderate extent | To a great extent |

Section Thirteen – Psychological Contract

Q51. Psychological contracts are the perceptual component of the formal (written) employment contract. Indicate on the scales provided how much does each describe psychological contracts in your organisation.

Not To a   To   To a   To a
at small some moderate great
all extent extent extent   extent

10 20 30 40 50 60 70 80 90 100

Coercive contract: This psychological contract is not voluntarily entered into. The method of control is rule and punishment, power is in the hands of a small group, the individual's task is to conform and to comply in return for which punishment can be avoided. By emphasizing conformity there is no choice but to act.

Calculative contract: This psychological contract is a voluntary one. There is usually a fairly explicit exchange of goods or money for services rendered. The control is retained by the management of the organisation but is expressed mainly in their ability to give desired things to the individual. Desired things' include not only money, but promotion, social opportunities, even work itself. Actions are taken on the basis of personal reward to be gained.

Cooperative contract: This psychological contract the individual tends to identify with the goals of the organisation and to become creative in the pursuit of those goals. In return, in addition to just rewards, we are given more voice in the selection of the goals and more discretion in the choice of means of achieving them. The individual adopts the organisation's goals as their own.

Q52. What role did your leader (the person you report to) play in establishing your employment relationship?

Q53. When you commenced how influential was your leader in meeting your expectations?

Section Fourteen – Organisational and Employee Performance
Q54. How would you rate your overall performance during the past year relative to two years ago; and relative to the organisations goals and objectives?
Decreased   Stayed the same   Improved

Q55. How do you consider your supervisor would rate your overall performance?
Decreased   Stayed the same   Improved

Q56. How do you consider your supervisor would rate your ability to get the job efficiently and achieve work goals?
Decreased   Stayed the same   Improved

Section Fifteen - Implicitness of promises and pre-hire interaction; and Formal Socialisation

Q57. Prior to commencement were the discussions in relation to mutual obligations general or specific?

General

Specific

Q58. During the recruitment experience which one of the following options indicates the type of interaction that occurred.

- Interview Panel only
- Interview Panel and one other internal contact
- Interview Panel and more than one other internal contact

Q59. When you joined the organisation did you go through training to prepare you with thorough knowledge of the job and organisation?
Yes   No

Section Sixteen - Perceived breach history and Perceived fairness

Q60. In general, when your employer promised something, did they keep their promise?
Yes   No

Q61. Are you satisfied that the promises made to you during the recruitment process were kept?

Definitely yes   Probably yes   Might or might not   Probably not   Definitely not

Q62. When promises have not been met, have you been dealt with in a truthful manner?
Yes   No

Q63. When promises to you have been broken, have you been treated with respect and consideration?
Yes   No

Q64. Have you experienced past employers breaking their promises to you on more than one occasion?
Yes   No

Section Seventeen - Organisational Change

Q65. What amount of change has your organisation experienced in the last year: workforce reductions, rapid growth, mergers?

Reductions   Rapid Growth   Mergers   None

Section Eighteen - Antecedents, elements and consequences of employee engagement

Q66. What is your perceived level of organisational support? Indicate one rating for each statement along a scale from strongly disagree to strongly agree.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My organisation cares about my opinions.					
My organisation really cares about my well-being.					

Q67. What is your perceived level of support from your leader (the person you report to)? Indicate one rating for each statement along a scale from strongly disagree to strongly agree.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My supervisor cares about my opinions.					
My work supervisor really cares about my well-being.					

Q68. Intent to quit. Rate your intent to leave the organisation by rating along the scale for each statement from strongly disagree to strongly agree.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I frequently think of quitting my job.					
I am planning to search for a new job during the next 12 months.					

Q69. Job engagement: Job engagement is associated with choice, control, meaningful and valued work, indicate one rating for each statement along the scale from strongly disagree to strongly agree.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I really "throw" myself into my job.					
Sometimes I am so into my job that I lose track of time.					
My job is all consuming; I am totally into it.					
I am highly engaged in this job.					

Q70. Organisational engagement: Organisational engagement relates to your personal connection with the organisation, indicate one rating for each statement along the scale from strongly disagree to strongly agree.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
One of the most exciting things for me is getting involved with things happening in this organisation.					
I am highly engaged in this organisation.					
Being a member of this organisation makes me feel "alive'.					
Being a member of this organisation is exhilarating for me.					

Q71. Job satisfaction: Job satisfaction is the extent to which you have positive attitudes and feelings about your work. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
All in all, I am satisfied with my job.					
In general, I like working here.					

Q72. Organisational Commitment: Organisational commitment relates to your individual attachment to the organisation, indicate your rating of your organisational commitment along the scale from strongly disagree to strongly agree for each of the statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Working at my organisation has a great deal of personal meaning for me.					
I feel personally attached to my organisation.					
I am proud to tell others I work at my organisation.					
I feel a strong sense of belonging to my organisation.					

Section Eighteen - Satisfaction and Commitment

Q73. I am motivated to fulfil my commitments to the organisation.

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree

Section Nineteen – Scenario Questions

Q74. Bob applied for a position with his organisation twelve months ago. The advertisement for the position indicated that various training opportunities would be available. Bob asked at his interview if training was offered and he was assured that there were various training programs available. Since commencing no training has occurred. If you were faced with a similar situation would you consider that the employment obligations had not been met by your employer?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q75. If you answered definitely or probably yes to the previous question how satisfied would you be working for the organisation.

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

Q76. Mary applied for a position with her organisation three years ago, during the interview and pre-employment discussions Mary was assured there would be various promotional opportunities within the organisation. Since commencing with the organisation there have been no opportunities for promotion or any discussion in relation to any potential opportunities. Do you consider that Mary's psychological contract has been breached.

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q77. An organisation offers a wide range of employment benefits which includes flexible working hours and various training opportunities. Fred always takes advantage of all the training provided and enjoys the flexible working hours which enables him to meet his study commitments. However, when there is a significant project or time constraints Fred is unwilling to work any additional hours. Do you consider that Fred has breached his psychological contract with his employer?

- Definitely Yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Appendix E: Source of Questionnaire Questions, Adaptations and Measurement

Research Variables	Source and Context	Developed by Author	Adaptations and Measurement
Research Theme: Organisational and Individual Experience			
Job Characteristics The Hackman and Oldham model includes core characteristics, critical psychological states and outcomes. Job characteristics include skill variety, task identity, task significance, autonomy and feedback from the	Hackman and Oldham (1980) provide a model to depict the three psychological states that affect internal work motivation in a complete job characteristics model. The statements indicate the most accurate description of a position. The specific description of the statements		Indicate against each of the following statements which is the most accurate description of your position by rating each statement. Five point Likert scale from "Not at all" to "To a great extent."

job to address job enrichment. • To what extent does your job require you to work closely with other people in your organisation (either clients, or people in related jobs in your organisation) • To what extent does the job require you to do many different things, using	included in the questionnaire were from the research by Hackman and Oldham (1980). These job dimensions are independent and different jobs will have different combinations of these characteristics, so the items are designed to be independent of each other but provide an overall description of the key features of the job.		

a variety of your skills or talents			
• To what extent does your job permit you to decide on your own how to go about doing your work?			
• Does your job involve doing a "whole" and identifiable piece of work; that has an obvious beginning and end?			
• To what			

extent do managers or co-workers let you know how well you are doing in your job? • To what extent does the job require you to do many different things, using a variety of your skills or talents? • In general, how significant or important is your job?			

Organisational Change	Robinson and Morrison (2000).		What amount of change has your organisation experienced in the last year: workforce reductions, rapid growth, mergers.
In the study by Robinson and Morrison (2000) fourteen types of organisational change experienced were provided based on the last year, for example workforce reductions, rapid growth or merger. Assessment through a four point scale, ranging from 'not much at all' to 'a lot'.			Selecting one category from reductions, rapid growth, mergers or none.
Team	In Study One for this thesis the influence of teams was identified as an important element of the psychological contract.	• As a leader how important is team building as part of your role	Selecting from a five point Likert scale from extremely important to not at all important.
The influence of team building in the achievement of common goals. team and the work represent the three main components of any psychological contract.		• As a leader how important is having people working in teams to achieve common goals	

Research Theme: Leadership			
Understanding leadership role Various questions were developed to understand the leadership role. Leadership can be a formal position or a personal trait of leadership. Leadership is "an influence relationship among leaders and followers who intent real changes and outcomes that reflect their shared purposes" (Daft, 2018, p. 5).		Do you see yourself as a leader?	Yes or No
		Was becoming a leader an aspiration?	Yes or No
		What is the nature of the department/section that you are responsible for?	Front-line; Operational; Technical; Professional Services
		Have you completed a formal leadership development program with your current or a previous organisation?	Yes or No
		How may reports do you currently have?	1-10; 11-20; 21-30; 31 and greater; None
		How long have you been in a leadership role?	1-5 years; 5-10 years; Greater than 10 years
		Were you promoted or appointed to this role?	Promoted or Appointed

Structure versus Consideration Structure: characterised by goal attainment; planning; setting goals; communicating information; scheduling and evaluating performance. Consideration: characterised by mutual trust and respect; consideration of feelings; interpersonal warmth and two-way communication	The Ohio Model is a model of leadership which considers structure and consideration to understand leadership behaviours (Hoogeboom & Wilderom, 2019). Reece (2017) states that Initiating structure is the degree to which the leader employee relationship is goal driven using direction to achieve the desired performance. Reece (2017) states that consideration is the degree of respect and warmness in the leader employee relationship, the degree to which the relationship fosters trustworthiness and		Indicate along two scales the extent to which the following statements describe your leadership style? Likert scale "Not at all" to "To a great extent."

	engaged communication.		
Transactional versus Transformational *Transactional* *Contingent reward:* Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments. *Management by exception (active):* Watches and searches for deviations from rules and standards, takes corrective action	Bass (1990, p. 22) in this study the statements provided by Bass (1990) were used to describe transformational, transactional and laissez faire leaders. The study by Bass (1990) outlined the characteristics of transformational and transactional leadership which is supported by other researchers which include Arnold (2005) and Wells and Welty Peachey (2011).		Rank in order of importance three of the following eight leadership components that best describes your approach to leadership.

Management by exception (passive): Intervenes only if standards are not met			
Laissez-Faire			
Abdicates responsibilities, avoids making decisions			
Transformational			
Individualised consideration: Gives personal attention, treats each employee individually, coaches, advises.			
Intellectual stimulation: Promotes intelligence,			

rationality, and careful problem solving.

Inspiration: Communicate high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

Charisma (Idealised influence): Provides vision and sense of mission, instils pride, gains respect and trust. | 248 | | |

Research Theme: Individual and Organisational Performance.			
Individual performance Robinson & Morrison (2000) measured employee performance with a five-item self-report scale, and their performance was rated relative to their co-workers.	Robinson & Morrison, 2000. Organisational and Employee performance were sourced from the research study by Robinson and Morrison (2000). The research by Robinson and Morrison (2000) examined the contributing factors associated with employee perceptions and unfulfilled promised obligations		How do you consider your supervisor would rate your overall performance? (Decreased, stayed the same, improved) How do you consider your supervisor would rate your ability to get the job done efficiently and achievement of work goals? (Decreased, stayed the same, improved).

Organisational performance Robinson & Morrison (2000) measured organisational performance to assess whether organisational performance had declined since hiring the employee. Respondents rated their organisations performance relative to three years ago. Responses were on a five-point scale ranging from 'much worse" to 'much better.'	Robinson and Morrison (2000).		How would rate your overall performance during the past year relative to two years ago; and relative to the organisations goals and objectives? (Decreased, stayed the same, improved).

Performance Appraisal/Development Plan.

Four of the five statements from the Mone et al. (2011) conceptual framework.	Performance management is an ongoing cycle that offers an opportunity for the leader to discuss areas of strength and opportunities for improvement and set performance goals (Mone et al., 2011). Mone et al. (2011) provide a framework for performance management activities.		Statement four in the Mone et al. (2011) study sated conducting mid-year and year and appraisals this study stated: conducting mid-year appraisals. The behaviours are associated with both performance management and employee behaviour, indicate the extent to which your leader (the person you report to) demonstrates these behaviours. Likert scale from "Not at all" to "To a great extent."

Research Theme: Features of the Psychological Contract			
Implicitness of promises, Pre-hire interaction and Formal socialisation These questions relate to mutual obligations, the types of interaction that occurred prior to commencement and the training provided to prepare for the job and organisation*.*	The research by Robinson and Morrison (2000) informed the development of the formal socialisation and implicitness of promises questions.		Prior to commencement were the discussions in relation to mutual obligations general or specific During the recruitment experience which one of the following options indicates the type of interaction that occurred: interview panel only; interview panel and one other internal contact; interview panel and more than one other internal contact
Reality Questions were developed for this study to better understand the			From your perspective, is there a discrepancy between you understanding of what was promised and the actual

organisational experience and understand any discrepancy between the understanding of what was promises and the actual experience.			experience. Three point scale (Yes, No, Unsure).
			If you indicated you were unsure if a discrepancy occurred what is the reason?
			Do you have any expectations of the employment relationship that have not been delivered upon? Three point scale (Yes, No, Unsure.
			If you indicated that you were unsure of any expectations had been delivered what is the reason
			Have your expectations changes over time

			Is there more disparity the longer you are with your organisation
Feelings of Violation and Perceived Contract Breach The questions related to feelings of violation and perceived contract breach were informed by the Robinson and Morrison (2000) research.	Robinson and Morrison (2000).		Do you feel betrayed by your organisation? Three point scale (Yes, No, Unsure). If you indicated you were unsure about a feeling of betrayal, what was your reason for this response? Do you feel that the organisation has violated the contract with you? Three point scale (Yes, No, Unsure). If you indicated unsure if there was a contract violation, what was the

| | | | reason for this response?

Have you received everything promised to you in exchange for your contribution to the organisation? Five Point Likert scale from "Not at all to "To a great extent".

Have almost all of the promises made by your employer during the recruitment and selection process and subsequently been kept so far? Five point Likert scale from "Not at all to "To a great extent". |
|---|---|---|---|
| ***Perceived breach history and Perceived fairness***

Lin et al. (2018)

indicate that the

concept of | Robinson and

Morrison (2000). | | In general, when your employer promises something, did they keep their promise? (Yes or No) |

psychological contract breach by Robinson and Morrison (2000) was a notable model resulting from longitudinal research. The questions for perceived breach history and perceived fairness were developed from the research by Robinson and Morrison (2000).			Are you satisfied that the promises made to you during the recruitment process were kept? Five point Likert scale from "Definitely yes" to "Definitely not".

When promises have not been met, have you been dealt with in a truthful manner? (Yes or No)

When promises to you have been broken, have you been treated with respect and consideration (Yes or No)

Have you experienced past employers breaking their promises to you on more than |

			one occasion? (Yes or No)

Research Theme: Psychological Contract Experience

Careerism: Careerism is a measure to understand the number of times you are expecting to change employer's during your career.

The Rousseau (1990) questionnaire included recruitment experiences, perceptions of the recruitment and selection process, intentions and motivation. Using a 1 to 5 scale from 'strongly disagree' to 'strongly agree'.

Expecting to change employers during one's career, was | Rousseau (1990).

The Careerism psychological contract dimension sets out five careerism statements. | | Selecting one of the statements: Which of the following statements applies to you? |

assessed using the following statements: I took this job as a stepping stone to a better job with a different organisation; I expect to work for a variety of different organisations in my career; I do not expect to change organisations often during my career; There are many opportunities I expect to explore after I leave my present employer; I am really looking for an organisation to spend my entire career with.			
Specific organisation and motivation to apply	Rousseau (1990)		Did you specifically set out to get a position with your organisation? (Yes or No).

The Rousseau (1990) questionnaire included recruitment experiences, perceptions of the recruitment and selection process, intentions and motivation. Using a 1 to 5 scale from 'strongly disagree' to 'strongly agree'. organisation; I specifically set out to get a position with the organisation; I really wanted a job with this particular employer.			
Recruitment Experience Rousseau (2001) discusses the	The survey developed by Rousseau (1990) *informed the* questions relating to		Statements were provided to rank the motivation for a position with their organisation (work-

development of the employment relationship during the recruitment and selection process, pre-entry and post-entry in the orientation process arguing that the recruitment process establishes the promises between the parties and then the orientation process provides broader meaning.

The Rousseau (1990) questionnaire included recruitment experiences, perceptions of the recruitment and selection process, intentions and motivation. Rousseau (1990) investigated the creation of psychological contracts and indicated that the | the recruitment experience and process.

Rousseau (2001) states that "the antecedents of psychological contracts are activated to a large extent through pre-employment experiences, recruiting practices, and early on-the-job socialization" (p. 512). | | life balance; culture of the organisation; benefits (salary and other benefits such as superannuation); values of the organisation; career focussed decision; reputation of the organisation; opportunities for development; good match of skills and experience; and job security).

Select any additional items that were motivational to apply for a position.

Did you specifically set out to get a position with your organisation? (Yes or No). |

foundation of the psychological contract may be formed during the recruitment process. Q1. The position information provided at my interview was accurate. Q2. I received information during the recruitment process regarding salary, benefits and entitlements. Q3. The expectations I formed during the recruitment process match my experience since commencing in the role.			
Employer Obligations In the Rousseau (1990) study employer obligations were	Rousseau (1990).		Thinking back to the promises made to you during the interview or the employment offer stage, or

assessed using a 1 to 5 point scale "not at all" to "very highly", for promises made during the interview or the employment offer stage. • Promotion (Advancement) • High pay • Pay based on performance • Training • Long-term job security • Career Development • Training • Support with personal problems			conversations, rank in order of importance the three items that were important to you. (Promotion (Advancement), High pay, Pay based on performance, Training, Long-term job security, Career development, Support with personal problems).
Research Theme: Psychological Contract Type (Coercive, Calculative, Cooperative).			
The three psychological contract types: Coercive, Calculative and Cooperative.	According to Handy (1993) "it is possible to categorize organisations according to the type of		Psychological contracts are the perceptual component of the formal (written) employment

Coercive contract: This psychological contract is not voluntarily entered into. The method of control is rule and punishment, power is in the hands of a small group, the individual's task is to conform and to comply in return for which punishment can be avoided. By emphasizing conformity there is no choice but to act.	psychological contract which predominates" (p. 46).		contract. Indicate on the scales provided how much does each describe psychological contract in your organisation. Likert scale "Not at all" to "To a great extent."
Calculative contract: This psychological contract is a voluntary one. There is usually a fairly explicit exchange of goods or money for services rendered. The control is retained by the management of the organisation but is expressed mainly in their ability to give			

desired things to the individual. Desired things' include not only money, but promotion, social opportunities, even work itself. Actions are taken on the basis of personal reward to be gained.			
Cooperative contract: This psychological contract the individual tends to identify with the goals of the organisation and to become creative in the pursuit of those goals. In return, in addition to just rewards, we are given more voice in the selection of the goals and more discretion in the choice of means of achieving them. The individual adopts the organisation's goals as their own.			

Research Theme: Antecedents, elements and consequences of employee engagement.			
Organisational support: In the study by Eisenberger et al. (1997) 8 items were analysed Assessment through a seven point Likert scale (1 = strongly agree, 1 = strongly disagree).	Eisenberger et al. (1997).		In this study two positively oriented of the eight items were selected. My organisation cares about my opinions. My organisation really cares about my well-being A five point Likert scale ("Strongly disagree" to "Strongly agree").
Perceived supervisor support: In the study by Rhoades et al. (2001) four support statements were provided. Extent of agreement on a seven point likert scale from strongly disagree to strongly agree.	Rhoades et al. (2001).		Two of the positively oriented statements were utilised: My supervisor cares about my opinions. My work supervisor cares about my well-being. A five point Likert scale ("Strongly disagree" to "Strongly agree").

			Adapted question: What is your perceived level of support from your leader (the person you report to)? Indicate one rating for each statement along a scale from strongly disagree to strongly agree.
Intention to Quit: In the Colarelli (1984) study there were three intention to quit statements. Statements assessed using a ranking from strongly disagree to strongly agree.	Colarelli (1984) discussed the importance of realistic job previews as a key principle in the recruitment and selection process.		In this study two of three statements were selected also ranking from strongly disagree to strongly agree. I frequently think of quitting my job. I am planning to search for a new job during the next 12 months. Adapted question: Intent to quit. Rate your intent to leave the organisation by rating along the

			scale for each statement from strongly disagree to strongly agree.
Research theme: Element of Engagement			
Job Engagement. Saks (2006) developed a six item scale for job engagement. Assessment using a five point. Likert scale from strongly disagree to strongly agree.	Saks (2006). The elements of engagement are job engagement which is associated with choice, control, meaningful and valued work.		For this study four positively oriented items were selected: I really "throw" myself into my job. Sometimes I am so into my job that I lose track of time. My job is all consuming; I am totally into it. I am highly engaged in this job. Job engagement is associated with choice, control, meaningful and valued work, indicate one rating for each statement along the scale from strongly disagree to strongly agree.

Organisational Engagement. Saks (2006) developed a six item scale for organisational engagement. Likert scale from strongly disagree to strongly agree.	Saks (2006). Organisational engagement relates to personal connection with the organisation.		For this study four positively oriented items were selected: One of the most exciting things for me is getting involved with things happening in this organisation. I am highly engaged in this organisation. Being a member of this organisation makes me feel "alive'. Being a member of this organisation is exhilarating for me. Organisational engagement relates to your personal connection with the organisation, indicate one rating for each statement along the scale from strongly disagree to strongly agree.
Job Satisfaction. The Michigan Organisational	Assessing the attitudes and perceptions of		In this study two of the statements were selected:

Assessment questionnaire included three statements to understand job satisfaction. Ranking from Strongly Disagree to Strongly Agree.	organisational members (Cammann, et al.,1983, p. 84),		All in all, I am satisfied with my job. In general, I like working here. Statements were ranked from Strongly Disagree to Strongly Agree. Job satisfaction is the extent to which you have positive attitudes and feelings about your work. Please rate your level of agreement with the following statements.
Organisational Commitment: Six affective commitment statements were included in the Rhoades et al. (2001) study. Extent of agreement on a seven point Likert scale from	Rhoades et al. (2001).		Four of the six statements were selected for this study: working at my organisation has a great deal of personal meaning for me; I feel personally attached to my organisation; I am proud to tell

strongly disagree to strongly agree.			others I work at my organisation; I feel a strong sense of belonging to my organisation. Organisational commitment relates to your individual attachment to the organisation, indicate your rating of your organisational commitment along the scale from strongly disagree to strongly agree for each of the statements.

Appendix F: Dendogramm Outputs - Hierarchical Cluster Analysis

Ward Linkage

Agglomeration Schedule

Stage	Cluster Combined Cluster 1	Cluster 2	Coefficients	Stage Cluster First Appears Cluster 1	Cluster 2	Next Stage
1	72	227	.000	0	0	119
2	202	212	.000	0	0	5
3	132	207	.000	0	0	23
4	130	205	.000	0	0	24
5	200	202	.000	0	2	6
6	198	200	.000	0	5	7
7	111	198	.000	0	6	26
8	33	195	.000	0	0	102
9	81	194	.000	0	0	30
10	180	187	.000	0	0	15
11	96	185	.000	0	0	28
12	83	184	.000	0	0	128
13	8	182	.000	0	0	71
14	24	181	.000	0	0	70
15	103	180	.000	0	10	27
16	16	176	.000	0	0	104
17	75	166	.000	0	0	75
18	76	154	.000	0	0	31
19	92	143	.000	0	0	74
20	135	137	.000	0	0	21
21	127	135	.000	0	20	76
22	115	133	.000	0	0	72
23	64	132	.000	0	3	36
24	82	130	.000	0	4	105
25	84	126	.000	0	0	68
26	65	111	.000	0	7	35
27	28	103	.000	0	15	78
28	23	96	.000	0	11	39
29	79	90	.000	0	0	73
30	13	81	.000	0	9	77
31	68	76	.000	0	18	33
32	66	69	.000	0	0	34
33	37	68	.000	0	31	79
34	57	66	.000	0	32	114
35	50	65	.000	0	26	140

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Agglomeration Schedule

Stage	Cluster Combined		Coefficients	Stage Cluster First Appears		Next Stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
36	36	64	.000	0	23	38
37	22	60	.000	0	0	69
38	19	36	.000	0	36	95
39	21	23	.000	0	28	132
40	219	226	.500	0	0	80
41	118	224	1.000	0	0	108
42	165	222	1.500	0	0	83
43	204	221	2.000	0	0	81
44	63	216	2.500	0	0	125
45	124	214	3.000	0	0	87
46	100	211	3.500	0	0	102
47	128	210	4.000	0	0	116
48	62	208	4.500	0	0	129
49	114	203	5.000	0	0	113
50	102	193	5.500	0	0	89
51	179	186	6.000	0	0	82
52	139	183	6.500	0	0	86
53	10	178	7.000	0	0	110
54	142	174	7.500	0	0	85
55	156	172	8.000	0	0	84
56	121	171	8.500	0	0	88
57	88	170	9.000	0	0	134
58	141	169	9.500	0	0	111
59	42	162	10.000	0	0	114
60	93	144	10.500	0	0	91
61	17	136	11.000	0	0	128
62	61	116	11.500	0	0	93
63	7	106	12.000	0	0	96
64	9	97	12.500	0	0	117
65	51	87	13.000	0	0	118
66	47	73	13.500	0	0	109
67	27	30	14.000	0	0	138
68	84	223	14.667	25	0	92
69	22	201	15.333	37	0	94
70	24	188	16.000	14	0	157
71	8	155	16.667	13	0	90
72	31	115	17.333	0	22	126

Agglomeration Schedule

Stage	Cluster Combined Cluster 1	Cluster Combined Cluster 2	Coefficients	Stage Cluster First Appears Cluster 1	Stage Cluster First Appears Cluster 2	Next Stage
73	79	95	18.000	29	0	124
74	32	92	18.667	0	19	123
75	11	75	19.333	0	17	133
76	127	190	20.083	21	0	116
77	13	86	20.833	30	0	124
78	28	120	21.633	27	0	126
79	37	108	22.433	33	0	143
80	164	219	23.267	0	40	139
81	14	204	24.100	0	43	103
82	175	179	24.933	0	51	104
83	109	165	25.767	0	42	123
84	156	161	26.600	55	0	144
85	80	142	27.433	0	54	117
86	98	139	28.267	0	52	135
87	77	124	29.100	0	45	142
88	45	121	29.933	0	56	121
89	94	102	30.767	0	50	127
90	8	101	31.600	71	0	118
91	78	93	32.433	0	60	147
92	84	89	33.267	68	0	140
93	52	61	34.100	0	62	120
94	22	55	34.933	69	0	141
95	18	19	35.767	0	38	130
96	7	15	36.600	63	0	119
97	129	192	37.600	0	0	136
98	119	173	38.600	0	0	131
99	71	168	39.600	0	0	137
100	125	131	40.600	0	0	115
101	20	117	41.600	0	0	138
102	33	100	42.850	8	46	133
103	14	140	44.267	81	0	141
104	16	175	45.733	16	82	149
105	82	218	47.233	24	0	142
106	189	215	48.733	0	0	145
107	167	209	50.233	0	0	134
108	118	206	51.733	41	0	135
109	47	191	53.233	66	0	129

Agglomeration Schedule

	Cluster Combined			Stage Cluster First Appears		
Stage	Cluster 1	Cluster 2	Coefficients	Cluster 1	Cluster 2	Next Stage
110	10	158	54.733	53	0	127
111	29	141	56.233	0	58	155
112	12	138	57.733	0	0	137
113	114	134	59.233	49	0	136
114	42	57	60.733	59	34	143
115	26	125	62.400	0	100	144
116	127	128	64.150	76	47	125
117	9	80	65.917	64	85	148
118	8	51	67.750	90	65	139
119	7	72	69.617	96	1	122
120	52	150	71.533	93	0	165
121	45	74	73.450	88	0	145
122	7	160	75.417	119	0	156
123	32	109	77.417	74	83	132
124	13	79	79.429	77	73	148
125	63	127	81.554	44	116	153
126	28	31	83.712	78	72	160
127	10	94	85.879	110	89	154
128	17	83	88.129	61	12	150
129	47	62	90.429	109	48	152
130	18	91	92.738	95	0	150
131	119	177	95.071	98	0	151
132	21	32	97.471	39	123	162
133	11	33	99.912	75	102	149
134	88	167	102.412	57	107	152
135	98	118	104.912	86	108	146
136	114	129	107.512	113	97	151
137	12	71	110.262	112	99	147
138	20	27	113.012	101	67	154
139	8	164	115.845	118	80	158
140	50	84	118.709	35	92	156
141	14	22	121.584	103	94	146
142	77	82	124.465	87	105	166
143	37	42	127.365	79	114	161
144	26	156	130.365	115	84	153
145	45	189	133.948	121	106	158
146	14	98	137.561	141	135	164

Agglomeration Schedule

| Stage | Cluster Combined | | Coefficients | Stage Cluster First Appears | | Next Stage |
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
147	12	78	141.264	137	91	159
148	9	13	144.985	117	124	162
149	11	16	148.828	133	104	157
150	17	18	152.753	128	130	160
151	114	119	156.945	136	131	155
152	47	88	161.645	129	134	165
153	26	63	166.377	144	125	163
154	10	20	171.427	127	138	159
155	29	114	176.484	111	151	166
156	7	50	181.777	122	140	161
157	11	24	187.344	149	70	167
158	8	45	193.144	139	145	164
159	10	12	199.470	154	147	168
160	17	28	206.027	150	126	163
161	7	37	212.688	156	143	172
162	9	21	219.493	148	132	167
163	17	26	226.984	160	153	170
164	8	14	234.624	158	146	169
165	47	52	242.297	152	120	169
166	29	77	251.846	155	142	168
167	9	11	262.266	162	157	170
168	10	29	276.781	159	166	171
169	8	47	291.394	164	165	171
170	9	17	314.780	167	163	173
171	8	10	342.022	169	168	172
172	7	8	384.833	161	171	173
173	7	9	475.029	172	170	0

Cluster Membership

Case	4 Clusters	3 Clusters	2 Clusters
7	1	1	1
8	2	2	1
9	3	3	2
10	4	2	1
11	3	3	2
12	4	2	1
13	3	3	2
14	2	2	1
15	1	1	1
16	3	3	2
17	3	3	2
18	3	3	2
19	3	3	2
20	4	2	1
21	3	3	2
22	2	2	1
23	3	3	2
24	3	3	2
26	3	3	2
27	4	2	1
28	3	3	2
29	4	2	1
30	4	2	1
31	3	3	2
32	3	3	2
33	3	3	2
36	3	3	2
37	1	1	1
42	1	1	1
45	2	2	1
47	2	2	1
50	1	1	1
51	2	2	1
52	2	2	1
55	2	2	1
57	1	1	1
60	2	2	1
61	2	2	1

Cluster Membership

Case	4 Clusters	3 Clusters	2 Clusters
62	2	2	1
63	3	3	2
64	3	3	2
65	1	1	1
66	1	1	1
68	1	1	1
69	1	1	1
71	4	2	1
72	1	1	1
73	2	2	1
74	2	2	1
75	3	3	2
76	1	1	1
77	4	2	1
78	4	2	1
79	3	3	2
80	3	3	2
81	3	3	2
82	4	2	1
83	3	3	2
84	1	1	1
86	3	3	2
87	2	2	1
88	2	2	1
89	1	1	1
90	3	3	2
91	3	3	2
92	3	3	2
93	4	2	1
94	4	2	1
95	3	3	2
96	3	3	2
97	3	3	2
98	2	2	1
100	3	3	2
101	2	2	1
102	4	2	1
103	3	3	2

Cluster Membership

Case	4 Clusters	3 Clusters	2 Clusters
106	1	1	1
108	1	1	1
109	3	3	2
111	1	1	1
114	4	2	1
115	3	3	2
116	2	2	1
117	4	2	1
118	2	2	1
119	4	2	1
120	3	3	2
121	2	2	1
124	4	2	1
125	3	3	2
126	1	1	1
127	3	3	2
128	3	3	2
129	4	2	1
130	4	2	1
131	3	3	2
132	3	3	2
133	3	3	2
134	4	2	1
135	3	3	2
136	3	3	2
137	3	3	2
138	4	2	1
139	2	2	1
140	2	2	1
141	4	2	1
142	3	3	2
143	3	3	2
144	4	2	1
150	2	2	1
154	1	1	1
155	2	2	1
156	3	3	2
158	4	2	1

Cluster Membership

Case	4 Clusters	3 Clusters	2 Clusters
160	1	1	1
161	3	3	2
162	1	1	1
164	2	2	1
165	3	3	2
166	3	3	2
167	2	2	1
168	4	2	1
169	4	2	1
170	2	2	1
171	2	2	1
172	3	3	2
173	4	2	1
174	3	3	2
175	3	3	2
176	3	3	2
177	4	2	1
178	4	2	1
179	3	3	2
180	3	3	2
181	3	3	2
182	2	2	1
183	2	2	1
184	3	3	2
185	3	3	2
186	3	3	2
187	3	3	2
188	3	3	2
189	2	2	1
190	3	3	2
191	2	2	1
192	4	2	1
193	4	2	1
194	3	3	2
195	3	3	2
198	1	1	1
200	1	1	1
201	2	2	1

Cluster Membership

Case	4 Clusters	3 Clusters	2 Clusters
202	1	1	1
203	4	2	1
204	2	2	1
205	4	2	1
206	2	2	1
207	3	3	2
208	2	2	1
209	2	2	1
210	3	3	2
211	3	3	2
212	1	1	1
214	4	2	1
215	2	2	1
216	3	3	2
218	4	2	1
219	2	2	1
221	2	2	1
222	3	3	2
223	1	1	1
224	2	2	1
226	2	2	1
227	1	1	1

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Dendrogram using Ward Linkage
Rescaled Distance Cluster Combine