

From Connection to Identification: Helping to Illuminate Some Patterns of Engagement at Work

By

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Abstract

The study of engagement concepts is intended to enhance our understanding of its nature and solve engagement enactment problem in organisations. Key proponents suggest that benefits from engaging accrue to both individuals and organisations (Kahn, 1990; Schaufeli, Salanova, Gonzalez_Roma and Bakker, 2002). And yet, little research has looked at the individuals' perspectives. As Shuck (2011) highlighted, the preference of individuals needs to be uncovered before it can be acted upon.

However, a separation of the two prominent theoretical perspectives used to describe and explain its dynamics has always been an important preference in the literature. From an opposite direction, Sonnentag's (2011) suggestion for the integration of the work engagement and the personal engagement concepts raises the question of a method for orientating this integration. Hence, gaps exist as to how an acceptable multiple perspectives driven model can be established.

To bridge these gaps, this study followed suggestions by Whetten (2009) to develop a combined personal-work engagement concept, empirically tested this consolidated framework and examined the perspectives of 24 self-employed and employed Nigerians. The findings provide evidence on some aspects of the successful application of the combined personal-work engagement framework. The conclusions reached assert that at the individual level, engagement patterns occurring among the individuals' reasoning reflects an underlying dimension: a distinction made between the regard and disregard for hindering factors that seems to affect the engagement level. At higher levels of engagement, individuals regard helping factors and disregard hindering factors and this pattern seemed to have a degree of support that is not found at lower levels. At lower levels individuals regard helpful factors and regard hindering factors.

A limitation is that the findings only offers guarantees that more often than not, the relationship is an expression of engaging, more work needs to be done to follow-on from this study.

Chapter one: Introduction

Introduction

Whetten (2009), Kahn (2010), Shuck and Wollard (2010), Schaufeli (2014) assert that it is pertinent that a study of organisational concepts such as engagement is useful to improve its theory and practice. The rationale is based on the practical reason that such insights presumably have more ability to shape workplace causes of engagement. Regarding the occurrence of engagement in the work place, the majority of literature reviewed highlighted the current trend in workforce engagement but it seems to lose sight of the real people behind the concept (Wildermult, 2010; Kennedy and Diam, 2010). Supported by previous studies such as Gubman (2004) and Mosert and Rothmann (2006), Wildermult (2010), Shantz, Scheonburg and Chan (2014) noted a dearth of research on the individuals' contribution to the acts of engaging that is important for understanding its applications in the workplace. However, none of these previous studies examined the perspectives of actors themselves. Thus, empirical analysis is needed on engagement experiences that focus on the individuals' perspectives.

Similarly, there has been a dearth of research conducted in response to calls being made for attention to be given to the connections between diverse definitions for studying engagement by academic scholars, in the efforts to promote further knowledge on the concept. Likewise, theory development is needed on engagement theory to focus on the conceptual multiplicities. Thus, the purpose of this study is an attempt to address the budding mixture of interest and concern of engagement researchers and practitioners by bridging these two gaps identified in the literature.

While addressing the research gaps, the review of literature presented in chapter two showed that in the study of engagement at work, there exists a plethora of literature examining an impressive array of varying engagement concepts. As the many pathways to engagement are indeed marked by its conception, it was clear however; that there was no single scholarly model that one can adopt rather engagement is variously defined.

The problem is that while the study of various engagement concepts has clearly enhanced our knowledge, theorists are continuing to raise concerns that its theory and research consist of a variety of engagement theories with no unifying theme (Gajdzik, 2013; Welbourne, 2011; Shuck and Wppard, 2010; Zigarmi et al., 2009; Little and Little, 2006). This characteristic is not unusual for an emerging field; defining psychological concepts is often a struggle (Macey and Schneider, 2008).

Currently, based on existing research, the term engagement is used for analysing experiences of workplaces that are exceptionally important to people throughout the various disciplines of organisational theory (Rampersad, 2006; Shuck and Nerd, 2012; Gajdzik, 2013). Successive researches inspired by assumptions underlying engagement using unitary models have taken place within a system of four different concepts regarding the occurrence of engagement in the work place; personal engagement, burnout/engagement, work engagement and employee engagement that are defined and measured differently (Simpson, 2009; Shuck, 2011). The variety generated means that engagement scholars selectively utilise different conceptions of engagement in a disparate flow of focus switched on individuals (e.g. personal engagement, self-engagement), groups (employee engagement), job (e.g. job engagement), work (work engagement) and organisations (organisational engagement). It is therefore important to highlight that, before engagement scholars narrowed their focus down to a study of a different type of engagement, empirical research on the personal and organisational attributes of engagement can be traced to the pioneering studies of Kahn (1990) and Schaufeli, Bakker, Salanova and Gonzalez-Roma (2002) on the personal engagement and work engagement concepts. It follows then that advancements in knowledge from these studies are mainly presented within one strand of the engagement theory domain: personal engagement or work engagement according to their relevance in fulfilling the goals of the knowledge quest.

Less fruitful is a lingering bias amongst scholars about solidifying around one concept of engagement (Wefald, Reichard and Serrano, 2011) or producing an integration of engagement concepts (Meyer and Gagne, 2011). In turn this bias raises issues however, of whether the combination of the two perspectives of Kahn (1990) and Schaufeli et al. (2002), is possible as the path forward to improve its study.

In this vein, Sonnentag (2011) identified that through these two prominent perspectives, our understanding regarding the antecedents and experiences associated with engagement concepts is well-established and is growing but still little is known about whether we can select a unitary conception for engagement or how to combine the perspectives to develop the more unified conception of engagement. To that end she suggested that researchers attempt to integrate the two theories into one comprehensive framework.

Furthermore, from the literature, the evidence that personal engagement and work engagement are considered the foundational, most prominent and more widely used theories that influence most other research on the engagement concept currently, and in this field in the future is compelling. Thus clearly, integrating the two perspectives is a useful means to put forward a multiple perspective approach that identifies and exploits leverage points – those factors in the conceptual system where a small change made could have a huge impact on the overall system (Whetten, 2009). Thus, this attempt to explore Sonnentag's (2011) suggestion for the integration of the work engagement concept (Schaufeli et al. 2002) and the personal engagement concept Kahn (1990) is seen as vital in order to alleviate the concerns about studying engagement phenomena systematically when there are multiple and sometimes conflicting definitions used as different frameworks.

Accordingly, the combination of the two perspectives provided a part of the groundwork necessary in order to integrate many of the elements of existing narrow focus options. This new multiple conceptions approach is inline with the recent realised insight on the valuable role played by behavioural expression aspects in empirical assessments of engagement (Schaufeli, 2014). The contention is that if we want to solve engagement enactment problem in organisations, we must know the individuals' ability to translate what his or her psychological states are into successful engagement action. It follows then that enactment is the emergent pattern of the individuals' ability to translate that which he has comprehended about his work situation into successful engagement action.

Moreover, the integration gap that results from the difference between the perceived need for unification and achieved integration so far supported this attempt made in this study at generating such a comprehensive framework that could go some way towards consolidating this approach. Based on knowledge gained from a review of literature aimed at evaluating previous attempts at generating new multiple frameworks by Saks and Gruman (2014) and

Wildermult (2010), it was evidenced that these authors have taken a narrow angle to the mapping of similar elements of personal engagement and work engagement concepts. However, none of the articles reviewed have included an extensive consideration of a comprehensive integration in the area concerned and none of these studies have conducted an empirical analysis with the conceptual combination of personal and work engagement models created.

In the literature, several studies notably, Schaufeli (2014) suggest using the job-demand and resources model to highlight and take advantage of aspects of the workplace that support engagement. Saks and Gruman (2014), and Rich, LePine and Crawford (2010) advocate the integration of Kahn's (1990) three psychological conditions of meaningfulness, safety and availability as consistent with the aims of engagement explicitly or implicitly stated in most models. However, Zigarmi et al. (2009) and Shuck and Wolland (2010), advocate the importance of emotional, cognitive and behavioural processes, underlying people's experiences of work as general components applicable to all engagement models. But, much more needs to be done to push scholars to recognise the theoretical case for a broader level of integration; thereby, building on insights from these previous perspectives to add momentum to the attractiveness of studying engagement from this more comprehensive perspective. Consequently, the first objective of this study is to respond to that need by developing this research design, which consists of a literature review and an empirical study.

Inevitably, this gap is a potential issue that will affect the level of interest garnered by the engagement phenomenon, its development, and the field's contribution to knowledge development in the wider field of organisational studies (Anthony-McMann et al. 2017). Accordingly, this study's attempt at a combination of Kahn's (1990) personal and Schaufeli et al.'s (2002) work engagement concepts also attempts to advance the level of attention paid to and the current status of our knowledge on the overlap in engagement concepts. It is believed that the approach adopted is a useful way of clarifying the issues involved and has some claims to originality.

Addressing the second research gap, this study also conducted an empirical enquiry into the most critical features of individuals' engagement at work. However, here, the individual is viewed as a person rather than a worker or employee (Kahn, 1990; Kahn and Heaphy, 2014).

This study elicits the workplace experiences of a sample of individuals and combines this practical experience with theory to reveal context-based complexities of interacting personal-job and organizational characteristics, how individuals managed them and what it implies about the possible directions in which their engagement at work might evolve. As well as how engagement theory might help us to outline what people say is vital in organizational settings. The significance of the study is that it bridges this gap in knowledge that engagement is rarely studied from the individual's perspective. Yet, individual actors themselves may have considerable distortionary effects on the results generated, which implies that such studies tend to overlook insights from the individual actors' own logic in relation to their engagement experiences.

As Castellano (2007) pointed out, the fast pace of change occurring in work environments negates the ability to precisely specify tasks and responsibilities for work roles. Forcing individuals to contribute to and connect with personal estimations of value pertaining what is taken to be the extent and boundaries of the role and use these evaluations for manipulating work requirements on a daily basis. Consequently, to secure the individuals' perspectives in relation to their work practices, the study evaluates the work situation to clarify features needed to respond to the work experience environment. Based on the observations above, the notion of individual perspectives was employed for funnelling the data required to surface the important factors that individuals who work in or those who manage organisations would embrace to formulate their practices of engagement.

Shuck and Wppard (2010) and Kahn (2010) provide support for this aim. In his introduction to '*The essence of engagement: Lessons from the field*', Kahn (2010) stated that we seem to intuitively understand what engagement means and believe that it helps to explain something about how people are (or ought to be) at work. So the challenge lies in selecting an appropriate method to induce others to see the experiential aspects of engagement as one sees it. As individual actors themselves may have considerable distortionary effects on the results generated, Kahn (2010) concedes to the individual the right to have a say in the information needed to make generative insights from the captured empirical experience. In particular, he stresses that individuals whose engagement are to be assessed should have their say in articulating it as much as possible. Kahn (1990) conceptualized that the engagement states that spill over onto engagement behaviour are mediated by an individual's responses to

psychological conditions of meaningfulness, safety and availability - so such engagement is likely to be self-directed.

Kahn (2010) makes a link to the valuable role of qualitative assessments of engagement; the contents of individuals' self-directed responses are far less useful for the standardised format of quantitative measurements. Nevertheless, the study did not employ the observation method to capture information on empirical experiences of engagement. Drawing from the literature on related qualitative studies of engagement such as Shuck, Albornoz and Rocco, (2011) and Zigarmi et al. (2011), the semi-structured interviewing method was employed as the source of generating information and to also seek to fortify the active role of the actors in the process.

Subsequently, this study undertook an empirical investigation of workplace experiences of self-employed and employed Nigerians, to tease out the manner in which they framed their workplace experiences as a means of exploring the acts of engaging, its orientated descriptions and underlying factors. A useful assertion was that the actual composition of individual's perspectives would vary according to the scope for work autonomy of the occupational group, the work tasks they are performing and the type of organisation. Hence, a sample of self-employed people was included since it seemed reasonable to suppose they might be fully engaged in their work, not being managed by anyone. In this way, the investigation provides some resolutions on the dearth of qualitative studies as it goes on to put forward potential insights gained from the opportunity to incorporate the sampled individual perspectives as they present it. This may be used to identify how practicing engagement is complicated by the increasingly sophisticated ways by which individuals interact with their work situations

1.1 Definition of key terms

In approaches to research inquiry, De Vos, Strydom, Fouche and Delport (2011) highlight that exploratory studies are conducted to gain insights into a situation, phenomenon and community or individual, that are deemed to be important. Taking up this line of a type of research, this exploratory study of engagement at work is performed to gain a better understanding of people's acts of engaging, using workplace experiences as the context.

Imenda (2014) quoted Chinn and Kramer (1999, p. 252) to define concepts as “complex mental formulation of experience”. The concept of engagement is used in the academic literature and beyond. Most pertinent, the way people think about the term “engagement” and the experiences it connote rests solidly on certain well-established visions and qualities that underpin its structure (Kahn, 1990, 2010; Schaufeli, 2014 in Truss, Delbridge, Alfes, Shantz and Soane, 2014; Kahn and Heaphy, 2014; Bakker, Albrecht and Leiter, 2011).

Engagement has gained critical importance in the contemporary world of work and in the field of management (Bakker and Leiter, 2010; Saks and Gruman, 2014; Crawford et al. 2014). Utilised for academic research intellectual thinking on engagement is linked up with practical personal and business concerns at work; engagement research and models became a way of signalling visions about work, and a way of asking questions to know how far the conditions that binds individuals to their work situation take them along the route from obligations as the initial meanings implied, to some level of affective feelings or an alluring aspect of the work. This makes studying enactment of engagement at work valuable in terms of either or both assessment and analysis to uncover more information pertaining to work life that could be quite useful to both individuals and organisations as beneficiaries (Kahn, Barton and Fellows, 2013). But as Imenda (2014) quoted Liehr and Smith (1999, p. 7) to suggest the definition of a concept as “an image or symbolic representation of an abstract idea,” it implies that the qualities of engagement are dependent on commonly understood aspects as well as attributes of the associated concept. Attributes are the factors without which the concept would not exist (Walker and Avant, 2010).

Putting this point in terms of a research aim, the core of this engagement research is the consideration of the main characteristics of the conception of and enactment of engagement at work. What follows is an overview of the path taken to achieve this aim. Chapter one introduces the meaning of engagement in general and as an organizational concept in particular and is arranged in four parts: Part one outlines the definitions for understanding the key concepts and rationale. Then part two describes the conceptual background for the problem statement and justifications for the study. In part three, an overview of the research method, as well as limitations is given. Finally, summaries of chapter one and an overview of the eight chapters of the report are provided in part four.

Part one

In academic literature, the concepts of engagement has been variously defined; one such definition by Kahn (1990) is that of personal engagement as “the simultaneous employment and expression of a person’s ‘preferred self’ in task behaviours that promote connections to work and to others, personal presence (physically, cognitive and emotionally), and active full role performances” (Kahn, 1990, p.700). Kahn (1990) describes engagement in terms of a betrothal – the decision/intention to commit to a role, an identity and a relationship that offers fulfilment and stated that these definitions offered him a starting point. Kahn (2010) further suggested that we instinctively know engagement to be a way that people are at work, which seems like a good thing for individuals, their organisations and its customers and the quality of work that gets done. Indicating that engagement is easier to recognise in practice, and Macey and Schneider (2008) tend to agree with this statement. They assert that engagement is difficult to define and maintain that this is a shared feature of psychological terms.

In his usage of the term ‘engagement’ in academic research on engagement theory, drawing on the Merriam-Webster dictionary Schaufeli (2014 in Truss et al. 2014) describes the state of being engaged as “emotional involvement or commitment” and as an emphasis on “being in gear”. Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002) defined work engagement as “a positive, fulfilling, work-related frame of mind that is characterised by vigour, dedication and absorption” (p.74). This conception distinguishes that individuals having the mind to be vigorous, dedicated and absorbed in aspects of work activities experienced more fulfilment for themselves from the work.

In this attempt at clarifying ideas associated with the term engagement, according to Kahn (2010), engagement was developed based on a premise that was radically different from the underlying assumptions and conceptions of concepts such as satisfaction, commitment, motivation and empowerment at the time, in particular Kahn raised awareness of two distinct insights: First, organisational members were often only doing what needed to be done as defined by the job specifications and defined by others, and their work had very little of their own personal selves, which is garnered by what they thought and felt ought to happen as they went about their work. That observation spurred a model aimed at explaining what actually occurs in work settings (Kahn, Barton and Fellows, 2013) and the ways individuals make direct or indirect choices about how much of themselves or their real selves they would

reveal and express in their work and the possible positive consequences it might realise. Practically, what they give to it of themselves, which he described as the employment and expression of the self-in-role (Kahn, 1990). Kahn (1990) used the terms engagement and disengagement to evoke very clearly the movements that people make towards and away from work, from other people and from the roles they play.

Kahn's (1990) second insight referred to the tendency to focus attention on either the presence or absence of motivations as an end in itself. He pointed out that whereas traditional motivation studies focused on a stable presence; assumed that workers were either motivated to work or not and described factors thought as motivating in work life. In contrast, engagement illuminates that employees offer up different degrees and dimensions of their selves, which fluctuates according to some inner calculus that they consciously or unconsciously make. This insight posits that both; the evaluations and the fluctuations that individuals make, play a unique positive role in achieving engagement and add an extra layer of understanding about important elements of the individuals' motivational processes. Kahn (1990) presented the implications of these findings for better human resource and organisational management theory and practice.

Likewise, to establish how and where it was derived, Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002) definition revealed a separate basic point of reference for considering experiences of engagement related to Maslach's (1982) ideas of burnout. Before Schaufeli et al.'s (2002) work engagement, Maslach, Schaufeli and Leiter (2001) in their dual-factor theory considered a continuum that stretched from engagement as energy, involvement and efficacy to the direct opposites of the exhaustion, cynicism and lack of professional efficacy dimensions of burnout. Maslach et al., (2001) defined engagement as 'persistent, positive affective-motivational state of fulfilment' (p.417) that is an opposite state to burnout. However, Schaufeli, Salanova, Gonzalez-Roma & Bakker (2002) challenged this perspective; they argued that individuals may not feel exhausted at all but yet not necessarily geared up or energised. Instead they suggested that although burnout and engagement are inversely related, they might represent independent constructs. Putting these two ideas together, Schaufeli et al. (2002) created the work engagement perspective. They differentiated three facets of work engagement: vigour in which, individuals experience a sense of energy and resilience, dedication, in which individuals feel enthusiastically involved in challenging and

significant work, as well as absorption, by which the individual feel engrossed in their work role.

This perspective of engagement may be seen as originating from the positive organisational psychology discipline, which stresses the fundamental point that positivity is central to human relationships. Positive psychology investigates human behaviour and emotions from a nurturing and improvement (positive) approach rather than a disease or disorder (negative) approach (Seligman and Csikszentmihalyi, 2000). Seligman (1999) defined positive psychology as the scientific study of optimal human functioning. It aims to discover and promote factors that allow individual and communities to thrive. Schaufeli et al. (2002) added that positive occupational psychology as the study of optimal employee functioning aims to discover and promote factors that allow employees to thrive at work. This in turn folds back more management strategies for individuals and organisations (Jeung, 2011). It is because of these different ways of linking of engagement to the effect of work on the person, in this brief account of the origins of engagement by Kahn (1990), Maslach et al. (2001) and Schaufeli et al. (2002) that the merit of applying a high degree of focus on understanding people's response to their experience of work that underpins a difference that it makes to their overall work experience is justified.

According to Kahn's (1990) and Schaufeli et al.'s (2002) engagement theory, among the various ways people have to view work and working, actors sense the factors that have various effects on their work depending on their qualifications of the experiences. The sensing range from viewing these engagement enactments as plausible, certain or as defensible options to believing or suspecting that there are some obstacles to its deployment in place (Liu, Cho and Putra, 2017; van Woekom, Oerlemans and Bakker, 2016; Jakubu and Vakkuri, 2015; Bednarska, 2014). In practice, Kahn's perspective represents people making use of different aspects of their selves in a way that channels and develops the best of one's self and one's authenticity (Glavis and Peridit, 2006; Wildermult, 2010), while Schaufeli et al.'s (2002) perspective represents people experiencing more positively, the mental and emotional aspects of work driven by a sense of purpose. Then, the difference to the overall work experience here can mean people take action on specific issues important to them, the nature of their work life and their views of their work activities (Bednarska, 2014; Warr and Inceoglu, 2012).

Critical reviewers of engagement concepts such as Macey and Schneider (2008); Rothbard and Patil (2011); Welbourne (2014); Ketter (2008); Tastan, 2014; Gozukara and Simsek (2016) acknowledge that; in current organisation theory literature the engagement perspective provides distinctive logic for explaining observable differences in the quality of workplace experiences if such differences were present, as well as the rationale or mechanisms underlying them. Against this validation, this study highlights rationale and gaps in knowledge underlying the study.

1.2 Rationale

As a general rationale for this study, the literature indicates that the importance of the engagement concept stems from a growing body of research pointing to the essential role that engagement plays in the work experience process. In other words, the targeting of the concept of engagement stems from the growing number of research studies that have provided evidence, which demonstrated a strong positive empirical linkage between engagement and important work outcomes at multiple levels of analyses. As Christian, Garza & Slaughter's (2011) quantitative review demonstrated in a meta-analysis based on 90 studies and over 25,000 individuals, engagement is positively related to task and contextual performance. Specifically, Christian et al. (2011) found that job characteristics from the Job Characteristics Model (autonomy, task variety, task significance and feedback) were positively related to engagement. It is maintained that the practice of engagement intensifies in the presence of these job characteristic factors.

Previous studies evaluating different types of workplace experiences also indicates that some work environments are more effective than others at promoting acts of engaging, and this is where the important role that workplace experiences plays comes in; the purpose that it serves to inspire organisational members to offer their highest talents and contributions voluntarily, as well as consciously and unconsciously. As such, engagement is studied and assessed in light of understanding how work contexts motivated individuals to care about their contribution to organisational work performance with the goal of suggesting areas for improvement (Meyer, Gagne and Parfyonova, 2010; Schaufeli and Salanova, 2007; Crawford, LePine and Rich, 2010; Christensen et al. 2011; Shuck et al. 2012; Newman et al., 2012). A willing organisation that suitably supports a willing individual (in his or her work) in the work environment best serves the effectiveness referred to above (van Woekom,

Oerlemans and Bakker 2016; Muano, Kinnen and Ruokolainen, 2007). However, understanding this relationship is still a growing field of study and there is room for improvement on knowledge of its qualities (Eldor, Vigoda-Gadot, 2017; Mackay, Allen and Landis, 2017; Saks and Gruman, 2014; ArrowSmith and Parker, 2013).

Restating the purpose of the study, a specific rationale is that starting from gaps in the literature, engagement theory provides a promising theoretical lens from which to take up the pursuit of further information on the personal impressions formed from day-to-day work practices and events and their influences on organizational members' work life experiences.

As the thrust for the research questions posed, a review of current literature gave direction to the research problem outlined next, in line with imposing some order on areas that needed to be covered in the investigation (De vos et al. 2011).

Part Two

1.3 Research problem

The review of engagement literature revealed two gaps through which this study could make a contribution to knowledge in this area. First, there have been calls for attention to be given to the development of unifying theories for linking diverse definitions for studying engagement seen as a gap in knowledge on the nature of the concept.

Although it has been the topic of substantial amounts of current research from the organizational behaviour, industrial and organizational psychology, human resources management and human resource development fields, one of the most glaring issues concerning the conception of engagement is that of a diversity of definitions and concepts (Simpson, 2008; Macey and Schneider, 2009; Shuck 2011; Gajdzik, 2013). The first research problem stemmed from specific indications by scholars in the field regarding the strengths and weaknesses of such diversity.

From the literature reviewed, despite emerging consensus about the big picture, work on engagement reflects multiple perspectives and has evolved with a profusion of conceptual and operational definitions (Little and Little, 2006; Simpson 2009; Shuck and Wollard, 2010). As will be discussed later in chapter two, Bakker, Schaufeli, Leiter and Taris (2008)

found that although Kahn's (1990) work has been the basis of several empirical and theoretical studies, more authors seem to build from an alternative definition of engagement given by Schaufeli et al. (2002). In Section 2.3, evaluations of the literature provide glimpses into how the initial conceptions and advancements laid the foundations for the diversity of theoretical approaches. Even where scholars did adopt a common theoretical perspective, there were sometimes sharp differences in conceptualisation.

For many advocates of engagement, the explosion and fragmentation of engagement concepts has been as informing as it has been frustrating (Wefald and Downey, 2009). In dealing with issues of divergent perspectives, on-going battles between opposing arguments on the impact of these divergences persist. Ferguson (2007) and Dicke (2007) argued that the lack of a universal definition of engagement implies that there can be little agreement on how it is measured and addressed; indicating that this laxity in clarifying a universal definition is conceived as a gap in knowledge. However, a key issue to resolve is the extent to which different models used to characterise the phenomena are amenable to unification. On one hand, Serrano and Reichard (2011) noted that even though researchers on engagement present different views, these opposing sides do sometimes hold common positions.

On the other hand, Schaufeli, Taris, and van Rhenen (2007) argued in favour of the preservation of distinctions between specific perspectives of engagement. They emphasized the issue of empirical distinctiveness; justified by the claim that the empirical bases informing current theory is partly responsible for the conceptual confusion that exists about the nature of engagement. The authors stressed the importance of not subsuming different types of engagement perspectives under the same heading because it blurs the meaning of specific aspects such as mode, method, or focus and added conceptual confusion. Particularly they maintained that work engagement is conceptually different from other conceptualizations. In a 2014 article, Schaufeli (2014) outlined two key reasons for keeping the engagement perspectives separate. First, he asserted that each perspective that has been proposed targets different aspects of engagement. For instance, Kahn's (1990) perspective was termed as the 'needs-satisfying' approach that assumes that when the job is challenging and meaningful, the social environment is safe and personal resources are available, this may lead to the needs for meaningfulness, safety and availability being satisfied and under these conditions, engagement is likely to occur.

Distinctly, Schaufeli and Bakker's (2004) job demands-resources model more specifically refers to the relationship between burnout and work engagement and makes predictions about this relationship through a motivational and health impairment process. Thus, analyses of the factors from Kahn's (1990) and Schaufeli and Bakker's (2004) perspectives that support or balance the individuals' acts of engaging will provide different insights into engagement phenomena. Hence, different models serve to increase understanding of engagement dynamics under different conditions. Second, Schaufeli (2014) differentiates work engagement from other conceptualisations of engagement by Saks (2006) employing Social Exchange Theory (SET). He argued that the work engagement perspective is a rather narrow view because it neither includes drivers nor its consequential behaviour, yet also asserted that by defining engagement more broadly, Saks' (2006) multi-dimensional approach resulted in the distinction between the conception of engagement and other concepts such as extra-role performance and organisational commitment becoming blurred. In particular, it implies the uniqueness of the engagement concept marked by the form and content is lost. In this respect, Saks' (2006) perspective modelled the reciprocal relationships that are enabled with job and organisation characteristics, which give rise to an expansion of employee engagement to new concepts of job engagement and organisation engagement within the same framework.

With these arguments Schaufeli (2014) concluded that the various theoretical perspectives on engagement such as the Saks (2006) mentioned above could not be integrated into one overarching model because they focus on different aspects of engagement. Furthermore, he cautioned that the diversity of perspectives existing alongside each other have facilitated significant growth in new perspective-driven quantitative techniques for the assessment of engagement such as the Affective shift model (Sonnetag, Dormann and Demerouti, 2010). He also mentioned the issue of the trade-off between conceptualising engagement in terms of narrow and broad terms that are only recently becoming understood. Essentially, he highlighted that when engagement is defined narrowly as an experience – that pays close attention purely to a psychological state, its practical relevance at individuals, teams and business units or organisational levels is reduced. Yet, when it is defined in broader terms to pay due attention to the diverse behavioural expressions (for example, individual, group and organisation-led/based strands), there is too much to cover and its claim to distinction from other related concepts gets blurred. These points acknowledge that this problem has become ever more pressing for the conception of engagement.

Thus, Schaufeli (2014) suggested that ‘a pragmatic solution could be to consider engagement as a psychological state in conjunction with its behavioural expression’ (p. 25). According to Schaufeli (2014), the justification for representing engagement this way is that the uniqueness of the concept is preserved and its practicality is guaranteed. Seen in this light, Schaufeli’s (2014) suggestion supports searching for the most basic characteristics of engagement as an important focus for the on-going development of conceptual frameworks for the concept. Rothbard and Patil (2011) tend to agree with this statement. The authors asserted earlier on that progression on work engagement is needed to investigate the contextual moderators that affect the relationship between engagement and employees’ behaviour.

Following Schaufeli’s (2014) suggestion, scholars should define ‘the psychological states’ and ‘the behavioural expression’ as the concept’s most fundamental point of departure. Yet, returning to the inclusion of the diverse behavioural expressions generates a wider conceptual framework, which might be a cause of comfort, discomfort or possibly both for scholars. By the same token, although the presence of different theoretical perspectives has always been part of the literature, these competing views of scholars on such a central point as the conceptual nature of co-existing engagement concepts clearly require some resolution. It was also noted that more recently, scholars sharing this view on the development of the concept, who have been inspired by the ideas of Kahn (1990) and Schaufeli et al. (2002) have called for explicit links between the two perspectives to be brought to bear in developing a deeper understanding of the nature of engagement. While at the same time alerting that the question of finding the applicable common underlying theme linking the definitions remains.

Seeking a solution to this question directed the study to address this problem by analysing similarities and differences between some combinatory frameworks of personal and work engagement existing in the literature by Wildermult (2010 in Albrecht, 2010), Welch (2011) and Saks and Gruman (2014), which combine Kahn’s (1990) and Schaufeli et al.’s (2002) perspectives in some way into a single framework, because their frameworks would suggest answers regarding relevant links between these two perspectives. In this attempt, a compelling logic for binding these two ways of looking at engagement concepts that goes beyond the aforementioned combinatory frameworks was also identified. As a useful purpose to take forward to offer a solution for this research problem regarding how personal

engagement, and work engagement can be combined into one analytical framework, this study investigated two suggestions put forward by Sonnentag's (2011). She recommended an expansion of Schaufeli et al.'s (2002) work engagement to include knowledge from Kahn's (1990) personal engagement framework by integrating their vigour, dedication and absorption and physical, emotional and cognitive dimensions; and to consider identification as an underpinning logic that was common to both models. Indicating these are potential directions for channelling advancement of knowledge on engagement.

The second gap tackled in this study is that while it is acknowledged that different approaches to the way that engagement is studied in academia, have been used to make a strong case that engagement leads to positive outcomes for both the individual and the teams or organisation, in particular, Shuck, Rocco and Albornoz (2011) stressed that the literature is lacking research using social construction by the actors themselves, which needs to be rendered visible before they can be properly acted upon. Specifically, in previous research on the several types of engagement, attention has focused on various management-led aspects of the work environment such as the job and organizational characteristics that is tied to job based rewards or organizational based rewards like professional identity career paths or the degree of leadership/organizational integrity, types of leadership, or the prevailing organizational climate (Serrano and Reichard, 2011; Mauno, Kinnunen, Makikangas and Feldt, 2010) in order to influence engagement.

However, broadly three kinds of approaches exist for examining the individual levels, group levels and organisational levels of engagement or outcomes of engagement (Little and Little, 2006; Saks and Gruman, 2014; Shuck and Wppard, 2010). Schaufeli (2014) succinctly summarised these three approaches. At the individual level, engagement levels of individuals can be related to individual level outcomes that are relevant to organisations. At the group or team level, average engagement levels of work teams can be related to team performance and at business unit or organisational level, average engagement of business units or organisations can be linked to business level outcomes such as profit or productivity. Schaufeli (2014) continues that merits and demerits of these three approaches may be questioned. However, case studies for example, are commended as being a medium of illustrating the relationships between individuals' and particular organisational outcomes that are at the heart of engagement study.

Regarding individual-level approaches that have been developed, the relationship between engagement aspects and personal factors have been touched upon by Sonnentag (2003), who linked engagement to the pursuit of learning, as well as personal initiative and proactive behaviour; Kakanen, Perhoniemi and Toppinen-Tanner (2008) found a positive relationship between engagement and personal initiative and innovation; Further to this development, Bakker and Schaufeli (2010) and Schaufeli, Taris and Bakker (2006) provided additional support for the relationship between engagement and innovation. Van Woekom, Oerlemann and Bakker (2016) provided support for strong links between use of personal strengths and work engagement. To a large extent, job level differences have revealed the most significant relationships for individual differences in relation to engagement. For example, using two meta-analyses by Christian and Slaughter (2007) and Halbesleben (2010) on the antecedents of work engagement, Mauno, Kinnunen, Makikangas and Feldt (2010) found that cross-sectional studies have consistently found job resources, notably, job control and support to be the most frequently studied work characteristics options illustrated well enough for reference to individuals' success or otherwise for work engagement.

In sum, a review of the literature revealed that those favouring the individual aspects support the gathering of evidence from the perspectives of individual actors themselves, which was also seen as helpful and needed to take on board questions of time, temporality and sequencing when it comes to the evaluation of engagement models and enactments (Zigarmi et al. 2009; Wildermult, 2010; Shuck, Albornoz and Rocco, 2011). In the light of these points, research on individuals' acts of engaging drawing on social construction is employed for addressing the second gap. Subsequently, these gaps informed the development of the research objectives that guided the study.

1.4 Research aim and objectives

The aim of this study is to empirically demonstrate the usefulness of studying the individuals' perspectives, in order to explore and capture insights about individuals' perspectives on their engagement enactment. As well as empirically demonstrate the usefulness of the combined personal-work engagement framework developed for the study for improving the conceptual basis of the study of engagement.

De Vos et al. (2011) describe research objectives as the specific issues the researcher purposes to examine. Given this, to achieve a resolution of two important issues that diminishes our understanding of the studied engagement phenomenon, the initial objective was to respond to that need for knowledge on the individuals' perspectives, which was a precursor to a greater need for the conceptualisation of engagement that alleviates the weakness found in the literature. Here, the ambivalences towards selecting the personal engagement approach over the work engagement approach and vice versa, triggered the third objective of furthering our working understanding of the modification processes underlying a multiple perspectives conception.

As the alternatives for the present researcher were either, the articulation of criteria of significance or argument as to why a particular definition or specific conception should be chosen, or, the option of accepting Sonnentag's (2011) suggestion of an adaptation of Schaufeli et al.'s (2002) work engagement to include knowledge from Kahn's (1990) personal engagement framework by integration.

Adopting the latter option resulted in the first research question: *How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?*

By this research objective and research question, a means to transition from the use of different engagement concepts easier, and to build upon the previous theoretical paths of engagement research were part of the outputs generated. Furthermore, the analysis also reviews elements that work against or support the integration course using specific theoretical advancements on the personal engagement and work engagement concepts. Which deepens the clarification on what aspects of previous advancements on the unitary perspectives have fuelled the challenging complexity, but also advancing a new framework that is required, not only as a planned analytical purpose, but because it was a needed directional course. Making the grounds for this argument and conclusions drawn are its vital contribution to our general and perspectives-driven understanding of engagement phenomenon issues.

Linked to these objectives, the fourth objective corresponds to the goals to explore and investigate how the idea of integrating personal and work engagement concepts is achieved, which is addressed by the second research question: *Is there a promising way to integrate*

work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models?

Past studies have combined ideas from Kahn (1990) to enrich the ideas of Schaufeli et al. (2002) and vice versa in pursuit of different research goals. For this reason these authors have not had the need to consider an explicit integration criterion. However, Zigarmi et al. (2009) in their introduction of the passion for work concept stressed that any attempt to provide an adequate exposition of a conceptual framework that ignores an underlying logic that pulls the elements of the framework together coherently or in this case integrates the elements coherently, is likely to prove inadequate. From this research objective and research question, the identification of Whetten's (2009) criteria as an integration strategy for the combination of the personal engagement and work engagement was one more contribution that was employed to cope with explicating the ways the integrated components were likely to cluster. It acted as a resource for crystallising the transition and played a filter role by guiding the development of a foundation first.

Then, as a driving force of the gradual unfolding development of co-existing elements integrated that shaped the way its different modification of initial frameworks was achieved. It yielded three end results as (a) certain relationships in the realm of immanent personal-work engagement, in an abstract form, and (b) on the other hand relatively complete way whose internal relationship system assumes (c) the form of a goal of extending the 'connections to work' notion inherent in such acts of engaging. However, for a thorough evaluation of its utility, an empirical test of the generated framework was needed in order to learn the answer to the question of increased fruitfulness of a comprehensive model. This test of the framework advances our learning with emphasis on the features of the insights obtained from the combination approach, which might not have been realised from an empirical investigation using the models in isolation. This is a key feature of this study and one of its major claims to originality.

For the third objective, were two requirements: one was to conduct an empirical test of the operation of the generated combined model of personal-work engagement as a way of demonstrating the usefulness of combining these different perspectives. The second was to evaluate how the individuals' perspectives incorporated into the study mattered, for the purpose of developing and compiling the structure of their acts of engaging. Subsequently,

the third research question is: *How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging as conceptualised by the adopted model of engagement?* Germane to the benefits of creating insights from this empirical part of the investigation is the vantage point of the tentative framework itself. The tentative framework acted as a reference for data collection and data analysis of the empirical evidence from individuals studied as being crucial to the new understanding of that ‘connections to work’ notion that was a starting point to shape theoretical debates. As neither the capture of the individuals’ engagement perspectives nor the test of the framework could be accomplished without the interrelationships between contextual and conceptual experiences communicated: If only because a prime reason for pairing theory-orientated and individual-centred approaches was to overcome some inherent challenges. For instance, the adequacy of the data that formed the bedrock upon which the analysis built the features of engagement experiences.

Hence, the knowledge advancement was based on the interpretations of supporting co-created elements for the presence of engagement that the literature prizes just as highly. In the next section details on the conceptual thinking underlying the research questions are laid out.

1.4b Conceptual thinking underlying the research questions

Having outlined the specific research objectives for the research question that were addressed, the next section elaborates on the conceptual thinking that accompanied the procedure to generate potentially optimum aspects of the resolutions achieved.

Managing the theoretical guidelines of the conceptual framework, general or necessary conditions for engagement using the personal-work engagement framework is based the quality of relationships with psychological meaningfulness, safety and availability associations for the individual, which is related to the work and organizational roles, as well as for the work tasks, resources and other individuals. If these frames of reference prescribed as necessary or sufficient conditions occur, then, we expect the consequences to be psychological experiences of engagement and its expressions in behaviour. Definitions of four key terms used to understand the engagement experiences of modes of working, acts of engaging, and potential acts of engaging that are used for labelling the dynamics accompanying the processes of engaging are given next.

Modes of working

Using the employee angle the complicated link between work behaviour and the engagement activity was intuitively made by Kahn and Katz (1996). According to Kahn and Katz (1996), when employees deploy innovative and cooperative behaviour, we intuitively qualify such behaviour as engagement since it signifies a distinctive practice with foreseeable effects. It supposes that we are used to dealing with anticipated behaviour when dealing with engagement in cases of this kind that are rooted in our intuition, where engaged behaviour is a desirable event that can be identified as it should or could be. Similar to the link between work behaviour and the engagement activity made by Kahn and Katz (1996), this study makes a similar link between modes of working: seen from a individual's perspectives, the most appropriate indicator being the development of a mode of working or some aspect of a "working style" – defined as an obvious realization that the general conditions of work impacts the variety in how, why and with what consequences the individual use cognitive, emotional and physical resources, which might be innovative influences put to work in organising work tasks. Assessing the style of working that the individual has developed over the years of working is key to assessing the qualities such as engagement that they include or that are present in the work styles. Assessing their current attachment to this style is also a means to preview the sort of engagement they are likely to express in the future. It puts the individuals' work experiences in the context of their history and previous experiences, which may include the impact on their psychological experiences of all past areas of their work life including their identification of appropriate ways of managing themselves in the work environment.

Acts of engaging

Assessment of the general presence of engagement expressions incorporated components of the tentative framework as a guide so that the empirical test can be attended to in appropriate ways. The core components of the proposed conceptual model are personal, work situation and psychological conditions bundled together to enable engagement as the outcomes. The propositional statements are that based on their assigned attributes personal factors engender engagement, work situation factors engender engagement, psychological conditions engender engagement and engagement is represented by individuals' physical, emotional and cognitive outcomes or how individual differ on these three outcomes. Acts of engaging is a quality that

we apply to the practical steps an individual has taken or failed to take with respect to their work (Kahn, 2010). The terms acts of engaging and potential acts of engaging are labels used in this project to designate shifts in the occurrence dynamics in the work context in which it is applied to work practice. Acts of engaging refers to where we can say that the engagement quality of certain behaviour is assessable or that it can be identified in a relatively logical way in relation to work practice. These acts of engaging are sometimes referred to as engagement enactments.

Potential acts of engaging

Some relationships will not warrant further analysis in terms of engagement as the gradual approach to evaluating these successful engagement relationships can help the differentiation of which among them is more or less problematic if the expressed or explicit consideration of the engagement potential for individual is previewed. First of all, the analysis has to narrow the focus down to experiences that are work role related and gather together those work role related experiences that have a potential to be acts of engaging. So the conceptual framework is used to look for that potential. Attributing the label of engagement in one's work is best viewed as a qualification of the specific event that has occurred or is anticipated. The potential is strong when the individual believes that he or she has a clear and well-defined set of physical, cognitive and emotional outcomes, which are relevant to an individual personally or the work role. This recognition/suggestion addresses the question of managing adequately the theoretical guidelines of the conceptual framework and leveraging on the opportunities associated with qualitative data analysis to concentrate on relationships that are important in the light of subsequent reasons and drop mandatory and obligatory connections to work.

To provide demonstrable links between workplace experiences and adopted beliefs individuals held, the features of the personal, work situation and psychological conditions as the elements involved in enactment of engagement and potential acts of engaging are examined. Empirically, the personal, work situation and psychological conditions are captured by descriptive beliefs that individuals hold about themselves, the job, organisation, interactions and actions that develop within the organization. They are also captured from the evaluations of the importance, expectations and support for social interactions and activities that are activated in the service of engagement outcomes: the set of individual's physical, cognitive and emotional outcomes. The analysis is used to build up the ideas and develop the

most convincing or persuasive identification/account of engagement phenomenon sampled individuals are talking about in the cases.

Leveraging on the opportunities associated with qualitative data analysis: In attempting to understand empirical qualities of acts of engaging, particularly, the interpretations uses sample individuals' personal calibrations of beliefs and ideas, (small and large) system of actions and symbolic interactions that involve formal and symbolic interactions to support the argument for the expressions of engagement captured. These claims position the captured expressions of engagement to be the individuals' understanding of their acts of engaging. However, this is not new knowledge if already known by these individuals, which suggests the requirement of illuminative evaluations of the contribution of each individual to make key behaviour dynamics in comparable situations visible in order to further this understanding. Thus, by carefully examining where the insightful dynamics might lie and checking how to properly link the experiences, the illumination gets all the advantages of uncovering what the individuals did take away from the situation or how they viewed their situation that sets the course for their responding in a certain way. For example, conducive adoption of professional excellence in their performance of task activities, leading to a rise in commitment and further on to low expression of intent to leave the organization voluntarily, or, the construction of their purposes of working whether the individual utilizes their talent and resources or developed initiatives.

To recap, following the search for a research model for exploring the individuals' perspectives of engagement, preliminary reviews of the literature showed the three research questions have not been properly addressed by the literature. The first question arose in relation to the first gap identified in the literature that aspects of the personal engagement, and work engagement perspectives could be integrated. For the required analysis, when one takes a look at the different definitions, it is noticed that engagement theories developed quite different accounts of the concept as a result; there are similarities and differences between the theorists' points of view. However, while the need for a unified view of engagement in general is emphasised, it is possible that creating a unified view is doubtful (Schaufeli, 2014; Welch, 2011). Alternatively, due to the general importance and dominance of studying the two perspectives of engagement, Sonnentag (2011) recommended this option to combine the Kahn (1990) and Schaufeli et al.'s (2002) approaches. This combination has only rarely been

attempted and not been critically reflected. For the analysis and conclusions drawn, two pertinent activities were required: A means to build upon the previous engagement research and advance our knowledge was the review of literature on the personal engagement and work engagement concepts as a first step. The second step involved a critical evaluation of the entrenched characteristics of personal engagement as compared to work engagement in the literature.

These two activities tried to investigate the breadth and depth of integration and distinctions as alternative approaches. If as Schaufeli et al. (2002) suggests, the individual sought for the most effective means to improve the job demands and resources arrangements of the work environment, then his or her work engagement evolves by the connections to the valued resources that the individual places high premiums on. Whereas, Kahn suggests that the desire for increased self-expressions and greater security in social interactions in the individual's environment, which permit gains for both individuals and groups of individuals, should be mutually effective for fruitful enlargement of performance efforts to a greater degree.

On one hand, due to the similarity and differences between the two concepts, and in the way they have been defined, rival entrenched characteristics also much more broadly help to drive differing viewpoints in the literature as to whether personal engagement and work engagement refer to the same thing. On the other hand, fusion of Schaufeli et al. (2002) and Kahn's (1990) perspectives of engagement clearly link mental states of engagement to more effective work task productivity. Then both refer to engagement with links to more productive performances between individuals and groups at work, but also suggest that gaining access to positive impacts of human nature and of the nature of the work help to trigger these improvements in performance (Shuck and Wollard, 2010; Zigarmi et al. 2009).

The second question arose in relation to the identification of concrete criteria, method and focus for orientating this integration, as the problems are that specifically, the structure of integrated engagement concepts tended to vary, thereby requiring further validation analysis. Consequently, despite recent advances of such combinatory conceptions that could have been used for this study, the need to examine and select an appropriate method persists. Thus, in the search for an integrative approach, the integration analysis must start from the examination of existing combinations of the two engagement perspectives.

Summaries of their positions are presented using a comparison performed between the three different existing combinations of the two engagement perspectives by previous researchers. Moreover, the comparison considered two or more conceptual paths with an aim to highlight the inclusion criteria for their integration strategy and this comparison revealed that alternative positions regarding the applicability of the fusion procedure also applied the idea of integration in different ways.

This previous section highlighted the use of previous research evidence, which supports this push for a combination of personal and work engagement concepts by pointing out the beneficial effect of using personal engagement to expand on work engagement, or vice versa. The point that none of the previous works have provided information on their integration technique deepens the need for a new integrative approach and to provide sufficient details and reasoning to elaborate the procedure that are coherent and compelling. This previous invisibility of integration analytical technique does nothing to help persuade other scholars to recognise the inclusion strategy, as the manner in which the researcher presents the linkage not only provides an expanded conception but hold the promise of gaining support for such a process. Hence, to develop this combinatory approach, it follows a suggestion by Whetten (2009), namely to extract and consolidate into one framework contextual and conceptual features that are used to understand the nature of the phenomenon of interest. A critical review informed by Whetten (2009) was performed. The initial findings presented in part 2.4 might be of some theoretical value to explore this combinatory approach further.

The third question arose in relation to the suggestions for more in-depth exploration of the influential factors of engagement. For the interpretation, three pertinent activities were required: In the light of the gap highlighted on the individuals' perspectives identified in the literature, the bedrock of the study are individual whose experiences, were sought. Based on arguments made in section 3.2 and the conceptual framework developed as a reference, participants' views of everyday workplace and overall views of work experiences were sought using face-to-face interviews, employing open and close-ended questions.

The semi-structured format of the interview was to help the person talk and to veer the discussion to some topics which may have been omitted or neglected (Richie and Lewis, 2003). The data was analysed by taking iterative steps between the data analysis and the development of a set of theoretical ideas (Miles and Huberman 1994). The acts of engaging

were interpreted by leveraging on established analytical techniques that was used to bridge the iterative movement between focusing on details and on the big picture (Miller and Tsang, 2010). To achieve this, attempts to explain participants' thinking, particularly in terms of the choice of words used to express communicated views, paying careful attention to issues and beliefs individuals held were employed (Eden, 2004; Eisenhardt, 1989, 2007; Patton, 1990).

Furthermore, to report clearly the process of evaluating the experiential engagement of sampled individuals, to identify the underlying pattern that may be associated with the presence of engagement and to search for logical interpretation of theory or set of theories accompanying the captured pattern(s), according to Whetten (2009), 'Pike's (2001) idea of emic and etic gives a realistic base for working from what is older and known, albeit limited, and looking in locales unexplored by social scientists for phenomena and ways of understanding them that have been previously overlooked' (p.36).

Drawing on Whetten (2009), this path holds out the possibility that the use of a theory of engagement generated in one context (A) in a different context (B) could make two types of theoretical contributions shown in Figure 1.1 as 'improvements to existing theory' and 'improvements to existing practice'.

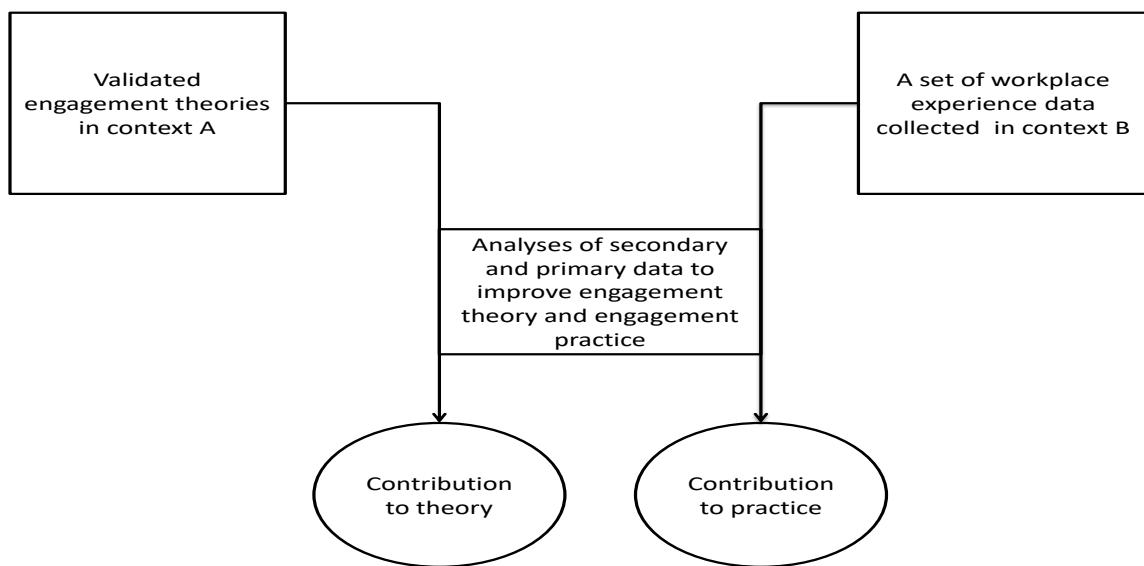


Figure 1.1: Paths for contributions of improvements in existing theory and for possible improvements to practice

According to Berry et al. (1992), within the combined etic-emic approach the goal of the theoretical analysis starts with a tentative explanation of interesting set of postulated relationships for individuals on the basis of some specific theory. Then the goal of the empirical analysis is to change progressively the imposed ethic to match the emic viewpoint of the individuals studied. When the investigation is successful, it should lead to the reciprocal formulation of a modified ethics of terms of which valued comparisons can be made, at least across the individual sampled.

The main data collection employed the retrospective approach of audio recording, live experience sampling, while valuable was deemed less practical. The engagement-focused analysis employed the views of participants on their own set of work situation progress and issues and is based on the idea that participants are experts of their own work lives and that some purposes served intensified the acts of engagement at work.

1.5 Justifications

To deal with the diversity of perspectives in the engagement literature, the demand for a unified view of engagement concepts in general originated some time ago for example, Ferguson (2007), Meyer and Gagne (2008), Zigarmi et al. (2009) and Shuck and Wolland (2010). Recent developments point to the encouragement of comparing and understanding of the similarities and commonalities between different perspectives rather than the pursuit of a unifying view. Here the need to bring personal engagement and work engagement together into a multiple perspective framework was mostly drawn from Sonnentag's (2011) suggestion. As part of the first research question, the study explored her idea that the two perspectives might be usefully combined in terms of the ways that they construed identification with work or leads the researcher to adopt this angle of explanation for engagement. As this study brings the two main theories of engagement together, if successful, the ensuing findings are expected to be productive of insights that might work within the individuals' own contexts and for scholarship within this field despite limitations outlined in Section 8.4.

Whetten's (2009) propositional theory technique promotes integration through an analytical imperative of keeping the contextual and conceptual specific elements of the two perspectives that might influence the problem of assessing engagement in practice. In turn, what this

approach to the integration created does is to channel the development rather than diminishing importance of each model. On the one hand, this focus on the combination of personal engagement and work engagement may signal a process of change ahead in conceptualisation of engagement. While all developments in the literature are not necessarily based on Kahn's (1990) and Schaufeli et al.'s (2002) perspectives, the literature review notes that these two perspectives have acquired an acceptance in engagement theory that cannot be ignored. In the past, personal engagement and work engagement have always been considered foundational, and the most prominent more widely used theories in this field.

General or specific evidence on engagement experiences linked to both concepts are more likely to influence most other research on the engagement concept in the future. As a result, some researchers will embrace the integration of these two major perspectives and others may not, however, successive researchers should not be depraved of a change in direction towards integration because this might be a cause of discomfort for some other scholars.

On the other hand, the concept of engagement defined in the multiple perspective model imposes the positive integrationist climate aimed at shoring weak aspects of one concept up with strong aspects of the other, and thus, should further the beneficial effects of an intensive search for the most personal-work engagement-related answers that come to bear for individuals deemed to be engaged. This is because it breaks down the barriers created by a spread of different pictures that single engagement models paint, although each provides an important contribution on a small part of the work-based aspect of engagement (Schaufeli 2014; Kahn, 2010; Macey and Schneider, 2008). By combining them a more complete picture is obtained (Macey and Schneider, 2008). Subsequently, encapsulated interdependence between the two parameters is used to inform transforming/extending previous knowledge.

The potential issues if the two concepts are not integrated are that the theoretical merit of engagement will continue to suffer from the dilemma of three interwoven problems of diversifying conceptualisations that are laden with contradictions (Little and Little, 2006; Truss et al. 2014), fragmentation supported by the complexities of multiple interacting concepts, and what it implies about the possible directions in which the engagement at work concepts might evolve. The diagnosis of scholarly works on engagement is that variety in the representations of engagement is a measure of the perceived complexity. In other word, perception of complexity increases with the number of representations of engagement and it

decreases if the similarities in the representations increase. Without deliberate attempts by scholars to make it a point to confront this trend, the impression given is blinkered towards the notion that extant literature provides more fertile ground for distinctiveness than integration. As the concept analysis techniques used in the literature review stresses, an indispensable element at the basis of academic literature is that concepts develop over time due to various factors.

A real risk that would undermine conceptual development is that engagement research is not evolving in response to challenges of understanding the phenomenon from different lenses, which is additional reason why the pairing of the main components of work engagement and personal engagement deserves attention. If the two are not integrated, thereby encouraging the current usage of alternative models then, the incentives that inspires more engagement research to enhance theory, and develop methods to initiate and nurture engaged behaviours, which may in turn optimize role or job performances (Kahn, 1990; Britt et al., 2005; Schaufeli and Bakker, 2003; Shuck, Reio and Rocco, 2011) may also diminish. The inherent beneficial increase in engagement studies produced in organisation theory leads engagement analysts to investigate different aspects of engaged behaviours, make different interpretations of the way things are, and support different courses of action concerning what is to be done to assess engagement and how to do it. Thus, perhaps the greatest push of this combination of perspectives to take engagement research to the next level is that it offers the possibility of carrying out a study of multiple engagement perspectives under the same unifying framework. The challenge is to design an integrated model that effectively alleviates several weaknesses of the unitary models. As such refinement or extension must be part of the resolution of the conceptualisation problem.

Furthermore, the practical policy making challenge is a potential issue for the work engagement concept, while not affecting the personal engagement concept. Engagement studies not incorporating Kahn's (1990) conception or using the narrow work engagement conception rarely combine the analysis of psychological state and its behavioural expression in order to input the practical relevance of the concept at individual, team and organisational levels. Yet, as Schaufeli (2014) noted, if our findings are to be easily translated into practice and policy, placing psychological insights on engagement into their behavioural contexts is essential to prevent an erosion of the usefulness of the concept and threats of disinterest in the

concept. Whetten (2009) and Pettigrew (2006) also pointed out that were results systematically contextualised, it would reduce marked differences between practitioners and researchers. On the back of the hugely successful instatement in organisation theory, researchers have a vested interest in continuing the popular support for the concept.

As part of sustaining the field's contribution to knowledge development in the wider field of organisational studies, we find ourselves in the position of advocates/promoters who must begin to resolve this lingering problem if the current interest of engagement at work is to continue to make a dominant contribution to organisation theory and policy making.

The third research question addressed in this study on the interrelationships between work life and engagement enactments from the individuals' perspectives were in anticipation that reaching into the realm of individuals' experience will uncover their views regarding the characteristics of the phenomenon.

William (2011) also referenced Leedy and Ormrod (2001) to note that in the qualitative approach, there is no beginning point or any established assumption regarding where the research can begin. Hence as a researcher, one could begin with data on individuals' views on their work experiences (reflected in research question three) and obtain their varied insights and then ask, what are the acts of engaging implicated within these communicated experiences? As conclusions appearing from giving attention to the engagement enactment in the investigation serve as potential contribution to the body of knowledge, it opens up the space essential to the uncovering of information that go beyond the immediate appearance of individual's insights and not necessarily limiting the collaboration of uncovered insights to empirical analyses. Thus, adequate prior knowledge about the subject areas under investigation was significant (reflected in research question one) and assessments are carried out on both workplace experiences and individuals' perspectives, which provided the basis for the consideration of engagement enactments. It follows then that the results obtained are viewed as emerging from all the areas that have been studied (Williams, 2011).

This study attempts to contribute information on actors' interpretations of their workplace experiences. The interrogation of this information enabled an interpretation of individuals' responses to the workplace that can be associated with engagement enactments, and more

importantly of their own ways of thinking about work, which in spite of its limitations might be of some use to some practitioners.

The act of engaging at work was seen to be forged from a combination of mostly work performance-promoting activities, which increase the benefits of fulfilling work for individuals, unlocking access to energy that fuels the cognitive, physical and emotional resources these individuals have. Solutions resulting from the three research questions suggested engagement is typically an iterative and recursive process of connections to work, in which each of these connections may interact with each other to feedback into the system to engender continuing or increasing/decreasing engagement as future outcomes. The suggestion is consistent with Kahn (1990) and Schaufeli et al. (2002) conceptual frameworks; Kahn (1992) talks about recursive engagement in which present behaviours shape future experiences and behaviour, and Schaufeli and colleagues talk about a loss and gain spiral of self-efficacy and also drawing on conservation of resources theory (Hobfoll, 1989).

The significance of these findings is consistent firstly, with raising sensitiveness to Kahn's (1990) sense of self-hood that provides a basis for doing and relating, by which the individual expresses his/her view of the experiences and expressions through which he/she evaluates co-workers and the work situation, for those who succeed in making their work engaging. But especially if a secure sense of being playing a large role in the day-to-day work activities is threatened, resulting in perhaps confusion, defensive or protective behaviour. Secondly, it is consistent with Schaufeli et al.'s (2002) positive psychology approach that if organisational practitioners only make references to negative work ethics or people who are not positive about their work, then, the risk is that this narrow denotation of work performance experiences overlooks individuals' workplace acts of engaging. Thirdly, it also coincides with the information seeking aim of critical incident analysis to contribute information, for enhanced awareness, personal and professional development.

As the literature on engagement case studies is developing (Kahn, Barton and Fellows, 2013), the study recommends that empirical assessment of engagement is a matter of defining adequately its character and force. It also advocates the utility of joining Kahn's (1990) and Schaufeli et al.'s (2002) key elements, which help to engender engagement to be applied to further avenues of research on engagement from individual and small group perspectives, building each of these as in-depth case studies.

Part three

In this part a descriptive overview of the methods, scope, outline of the rationale and significance of the study, its limitations and a summary, of the contents of subsequent chapters are provided.

1.6 Overview of the method

Reiterating the purpose of the study, the problem topic chosen for investigation in this study is the engagement role of workplace experiences. To generate insights on how individuals experience, respond to and strengthen the engagement role of the work settings in which they operate, qualitative methods of data collection and analysis, which are particularly appropriate for building theory related to complex, multifaceted processes (Lee, Mitchell and Sablinski, 1999) were utilised. It was on this backdrop that formulation of aim; research questions and objectives of this study were built.

The research questions arose in relation to the suggestions for more in-depth exploration of the influential factors of engagement. In the light of the gap highlighted on the individuals' perspectives identified in the literature, the bedrock of the study are individual whose experiences, were sought. Based on arguments made in section 3.2 and the conceptual framework developed as a reference, participants' views of everyday workplace and overall views of job/work experiences were sought using face-to-face interviews, employing open and close-ended questions. The semi-structured format of the interview was to help the person talk and to veer the discussion to some topics which may have been omitted or neglected (Richie and Lewis, 2003). The data was analysed by taking iterative steps between the data analysis and the development of a set of theoretical ideas (Miles and Huberman 1994). The engagement enactments were interpreted by leveraging on established analytical techniques that was used to bridge the iterative movement between focusing on details and on the big picture (Miller and Tsang, 2010). To achieve this, attempts to explain participants' thinking, particularly in terms of the choice of words used to express communicated views, paying careful attention to issues and beliefs individuals held were employed (Eden, 2004; Eisenhardt, 1989, 2007; Patton, 1990).

For this study, engagement is defined at the intersection of personal engagement and work engagement, and a new conceptual framework that links personal and work situation factors,

and five psychological conditions of meaningfulness, availability, safety, motivational, and health impairment factors as a multiple perspective of engagement is presented. Multiple levels of data analysis were employed to systematically map these features with an objective of establishing a picture of engagement enactments for the sample. The key assumption that guided this study is that by assembling layers of evidence to provide a clear link between workplace experiences and engagement-orientated work elements, new ways of practicing engagement while retaining the established ones may be garnered.

Thus, the research design was created with a specific purpose to direct the contribution of referential knowledge for thinking about the issues. Hence, emphasis was put on engagement enactments applicable to different types of workplace experiences. A pluralist approach to data gathering and analysis (Carter and Little, 2007; Yin 2014; Seale, 1999) consisting of Rodgers' (2000) concept analysis, Flanagan's (1954) critical incident analysis, Rousseau and Fried's (2001) three-tiered context effects assessment and Eden's (2004) cognitive map technique were employed. Data were collected as individual actors' own descriptions of current and historical work incidents, events and reflections on both day-to-day experiences as well as reflections on the sense of the overall experiences. Case studies (Eisenhardt, 1989; Patton, 1990) of these utterances provided supporting evidence for conclusions drawn on the factors that aided the course of the engagement enactments. The findings compiled describe the connection with work facet of engagement.

1.7 Scope

Rodgers (2000), Latham and Locke (2008) and Walker and Avant (2010) asserted that every theory pertains to a certain subject matter domain and that needs to be clearly articulated preferably at the onset. This means that in developing the background for this study horning in on the particular problem area suggested a requirement to consider the five elements; who, what, where, how, why (Huff 1999, referenced in Corley and Gioia, 2011); Thomas, Chataway and Wuys, 1998), depicted in Figure 1.2.

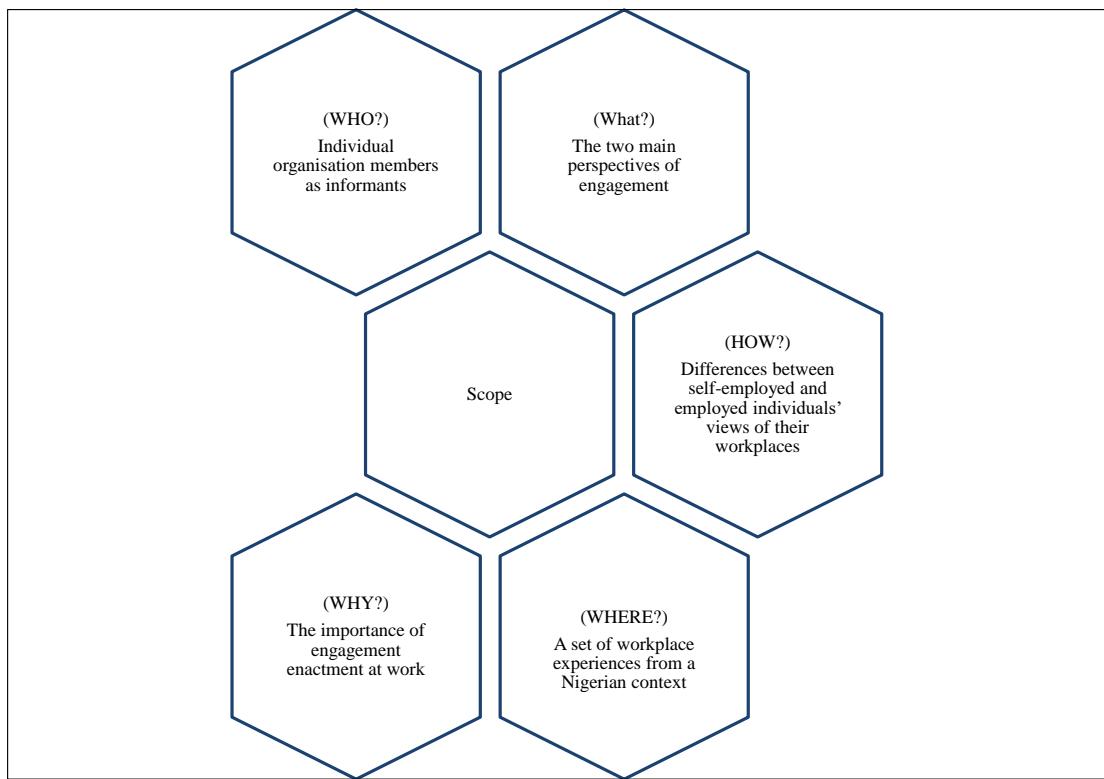


Figure 1.2: The scope of the study showing the five important elements considered

First, a concept analysis was employed to explore links between the main characteristics of the two perspectives of engagement; it maps the literature's existing contribution with the aim to facilitate a multi-perspective framework. Hence to perform this study, it was important to distinguish the differences between engagement and its related concepts within the scope of the study.

Following Sonnentag (2011), personal engagement and work engagement are linked. One specific example of linkage is the peculiar physical, cognitive and emotional qualities that distinguish the contents attributed to both concepts. Such linkages remain invisible in the usage of the terms as long as engagement as personal engagement and work engagement are assessed separately. Essentially, there is no problem with the use of unitary models; as such making the link between multiple models is optional. But where there are overlaps between attributes of personal engagement and work engagement that can be effectively synthesised, Sonnentag (2011) suggested that is an important part of understanding engagement.

With these contributions and others such as Saks and Gruman (2014), it also becomes important that these shared attributes are incorporated in such a way that they can be

coherently linked in a single model. Then, the analysis and evaluations employing the generated combined model can be performed.

Second, the empirical study focused on capturing a set of work place experiences as the necessary elements for analyses and interpretation of potential engagement enactments. Workplace experiences pass on some sense of engagement to the individual and this is where the question of how comes in. Hence, the study presents a report on the concept of engagement at work from the sampled self-employed and employed individuals' perspectives, which the analysis recreates as modes of engagement and extends current understanding, on the manner of employed individuals and the self-employed subjective bottoms up experiences of the 'act of engaging' are constructed/construed. This study compared two types of organisational workplace experiences: self-employment and contractual employment through the lens of a new model reflecting underlying connections between workplace experiences and the concept of engagement. No studies were found incorporating a conceptual integration of the similarities among personal and work engagement constructs to empirically investigate the contributions of both personal and situational factors within workplace experiences.

Since the investigation considers the individual's views of their own ways of working, organisational members are the informants, who create this information. The information may not be obtainable to individuals who do not have any experience at all of an organisational work system.

Third, as stated in Section 1.2, there are several reasons for studying engagement, one is the beneficial role it plays within workplace experiences as such an absence of engagement at work for the individual is profoundly concerning because of the impact on the quality of his or her work life (Bednarska, 2014). Given that, the resulting engagement enactments are conceptualised from the perspectives of the individual and what such knowledge implies for engagement theory and research. As will be shown later in chapter 2, the attractiveness of studying engagement from this more comprehensive perspective is that it suggests one finds out insights underlying practitioners' thinking, their different expectations associated with their ways of working and what happens should the environment fail to meet their expectations.

An in-depth study comparing critical incidents among workplace experiences of self-employed and employed Nigerians were analysed to tease out factors qualifying their individual perspective information, as their engagement enactments and underlying reasoning. As a means of exploring diversity in the engagement experiences, the sampled participants varied on the basis of work autonomy – a characteristic pitched at the highest level for self-employed individuals (Croson and Minniti, 2012).

Part four

1.8 Summary

The starting point for this study is that in so far as engagement experiences have been known to have strong influence on work life, it acts as a force triggering the enquiry into the actors' perspectives of their engagement at work. Theoretically, individuals' engagement at work as it is conceptualized in academic literature provided a starting point. Starting with its established theory, the investigation responded to the call by Sonnentag (2011) for incorporating a framework of multiple engagement constructs for empirical research. Essentially, in order to argue for a multiple perspective framework as more cogent for the complex nature of engagement, it was necessary to consider central information on engagement in the literature that guide the current study, which is presented in the next chapter.

Having begun with the general importance and purposes of studying engagement in this introductory section, this chapter defined and explained the key concepts and the relationship between them as the initial stage of developing a conceptual framework and research design. After which it established some boundaries around the engagement enactments that is investigated. The next section outlines the arrangement of the chapters in this report.

1.9 Overview of the contents

In chapter two, the engagement concepts are analysed and their commonalities distinguished, which supports attempts to review the key features of the concepts and prominent theories in the literature. With this information, the study integrated multiple perspectives into the conceptual framework adopted. Arguments made in this chapter involve an attempt to make subsequent claims of new knowledge on a combinatory perspective on engagement possible.

Chapter three outlines the methods used, including a brief overall assessment of the research procedures of the qualitative research methods that may constrain or reduce the insights generated from the project undertaken.

Chapters four, five, six and seven focused on the individuals' case descriptions of the analysed and interpreted workplace experience to generate analytical themes. It draws comparisons between individual cases and establishes the key views and frames of reference that make up an interpretation of the presence of engagement at occupational group levels.

Chapter eight focuses on bringing together all similar and different themes established through the development of previously described individual level analysis and pulled them together into one area under different themes referred to as, shared themes at overall group level. Then it summarizes the resulting interpretation of main findings, elaborates the practical contributions, and theoretical contribution to already existing engagement theory using comparisons with prior research. Finally the conclusion is directed towards the ways that the information gathered provide answers to the research questions and identified areas in need of further research concludes the report.

Chapter Two: Review of literature

Introduction

This literature review addresses the first research question: *How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?* This question was addressed using an analysis of the concepts. Walker and Avant (2011), Rodgers (2000) and Koort (1975) stated that a concept could express the same idea with various sets of words and conducting a concept analysis is a way to clarify the defining attributes that a concept already has: a concept analysis is usually conducted from a review of literature focusing on the concept itself and associated concepts. It presents theoretical definitions and allows for the assessment of the strengths and weaknesses of the concepts; enhancing our understanding of the concept, but also attempts to relate the characteristics and attributes to empirical evidence (Walker and Avant, 2011; Rodgers, 2000). Hence this research question one is resolved through concept analysis, which is used to reflect the theoretical base of engagement and through that try to provide a conceptual framework for the study.

This information in this chapter is divided into two sections: The differences in the main characteristics of personal engagement and work engagement and the similarities in the main characteristics of personal engagement and work engagement. Section one is presented in three parts: (1) The introduction of engagement to organisational theory as a context for the engagement phenomenon, which makes claims about its nature in relation to individuals' experiences at work; (2) The main conceptualisations of engagement and differentiation of engagement from related concepts (3) The advancements made on engagement models. The first part deals with early accounts of the concepts, the second and third parts discuss the two prominent conceptualisations, elaborate how its conception potentially differentiates it from similar concepts, and consider the major studies providing subsequent advancements.

Section two is presented in three parts (4) A review of existing attempts at combinatory frameworks; (5) The use of Whetten's (2009) approach for the development of the conceptual framework and (6) the current study.

Parts four and five outline two types of combinations of the attributes of personal engagement and work engagement, using related works that provide background elements, and the approach taken for the conceptual framework developed in this study. Finally, part six provides a review of some of the theoretical basis adopted for the current study.

Section One

Part one

Part one provides a short history of the introduction of the concept of engagement within organization theory that lays some background for the more focused quest for the main definitions associated with the concepts.

2.1 The introduction of engagement to organisation theory

Literature on the evolution of employee engagement in organisation theory showed that initial references to the term ‘engagement’ can be found in role theory, in particular Goffman’s (1961) study on the various roles that individuals play in society. The principal contributions of this study were the definition of engagement as the “spontaneous involvement in the role” and a “visible investment of attention and muscular effort,” and proposal that people’s attachment to, and detachment from their roles vary (Goffman (1961) quoted in Wildermuth and Pauken 2008, p. 123).

While Goffman’s (1961) work used the term engagement and considered fleeting face-to face encounters, in *The Psychological Conditions of Personal Engagement and Disengagement at Work*, Kahn (1990) offered a definition of engagement at work, building on the proposal that organisational roles are on-going, and emotionally charged. Kahn (1990) stated that ‘conceptually, my starting point was the work of Goffman (1961a) who suggested that people’s attachment and detachment from their roles varies’ (p. 694). He employed this assertion to suggest that the complexities of organisational life required more penetrating analysis of people presenting and absenting their selves during task performances. His empirical research led to his introduction of a different concept to designate the emotional and psychological complexities of organisational life. Kahn (1990) developed the specific conception of personal engagement.

Kahn (1990) introduced the concept of personal engagement to focus on the importance of sustaining aspects of the self in work-related roles as an important area requiring further research. An issue that lead to a new interpretation of both factual and emotional work role experiences, which may enable leaders in organisations to develop new ways of thinking and new business models which will ensure the engagement of their employees.

The second perspective of engagement appeared in 1997 and emerged out of Maslach and Leiter's (1997) work on the topic of burnout. Their conceptual lens for engagement stemmed from the shift in the focus of psychology from negative to positive states of human strength and functioning in the Health Psychology and Well-being literature. The merit of this conceptual lens was that Maslach, Schaufeli and Leiter (2001) purposively rephrased Maslach and Leiter's (1987) burnout model as erosion of engagement and denoted engagement as the positive antithesis of burnout.

Later on, researchers Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002) acknowledged that burnout and engagement are negatively related. However, they maintain that the two concepts are not exact opposites. From this standpoint, Schaufeli and colleagues deemed it appropriate to define engagement in its own right.

Calling it an issue of conception, Schaufeli et al. (2002) proposed a definition and framework for a new concept called work engagement within the context of occupational health psychology. They revised Maslach et al.'s (2001) engagement and burnout approach, in which engagement is characterized by energy, involvement and professional efficacy, to an independent three-component construct (vigour, dedication, and absorption), requiring separate definitions and operationalisation. Vigour is the willingness to invest effort in work and persistence when facing difficulties; dedication is characterized by a sense of significance, enthusiasm, and challenge; and absorption is the sense of being fully concentrated and happily engrossed in work.

Schaufeli et al.'s (2002) framework, through its exploration of an alternative engagement model burgeoned into the most prominent model in academic literature (Schaufeli 2014 in Truss et al. 2014; Saks and Gruman 2014; Shuck et al, 2011; Christian and Slaughter, 2007).

From an overview of the introduction of engagement to organisational theory, several foundational models of engagement were found; revealing that theoretically, (and methodologically) there is more than one position that can be adopted regarding the concept of engagement (Schaufeli, 2014 in Truss et al. 2014; Saks and Gruman 2014, Shuck and Wollard, 2010). This may explain the presence of many different definitions and measures of engagement as these conceptions have been rooted in dissimilar frameworks. However, one thing that these conceptions have in common is that they illustrated the interconnection of the three main components employed in the research design: the concept of engagement, workplace experiences and individuals' views of their workplace experiences. Next the main definitions of the concepts are outlined.

Part two

In order to distinguish between the attributes of each concept, an analysis of the variation in the engagement definitions is provided.

2.2 The main definitions of engagement

The literature reviewed showed that the concept of engagement has various definitions and attendant meanings, usage and measurement. This part focuses on the definitional aspect of the two main academic models (Simpson, 2009; Shuck, 2011; Sonnentag, 2011) both of which are widely explored. A methodological solution used to tackle this problem in line with objective one (To examine the basic characteristics of engagement in the academic literature) and objective two (To develop a framework for improving the conceptual basis of the study in order to illustrate the interconnection of the three main components; the concept of engagement, workplace experiences and individuals' views of their workplace experiences), is to thoroughly analyse both what is common to and that which differentiates personal engagement from work engagement as well as what is unique to either Kahn's (1990) or Schaufeli et al.'s (2002) perspectives in the literature.

The intention of the present section of the review is to provide a more restricted and complementary analysis: to identify its relevant structure as to what is implied when turning to a particular engagement theory (Walker and Avant, 2011) and to essentially focus on the

variation. In keeping with the goal of this review, each theory will be situated in reference to the argument of the author. This will gradually move the focus to critical examination of the crucial concepts and tools of analysis.

Description of two main theoretical models used to study the concept of engagement at work

2.2a Kahn's (1990) definition of engagement

Kahn defined personal engagement as ‘simultaneous employment and expression of a person’s “preferred self” in task behaviours that promote connections to work and to others, personal presence (physical, cognitive, emotional), and active, full role performances’ (p.700). Kahn integrated previous ideas from the motivation theories of Alderfer (1972) and Maslow (1954) that people need self-expression and self-employment in their work lives as a matter of course. He used the terms ‘personal engagement’ and ‘personal disengagement’ to refer to calibrations of self-in-role at work in which the individual either displays what they think and feel towards the work role; the use of personal voice (Hirschman, 1970), emotional expression (Rafaeli & Sutton, 1987) or defend themselves to hide their thoughts and feelings during the role performances. Personally engaging behaviours were seen to bring true self identity and obligation to the role, while self-defence was related to impersonal or emotionally un-expressive behaviour (Hochschild, 1983), bureaucratic (Shoris, 1981), self-estranged (Seeman, 1972), and closed (Gibb, 1961) behaviours. Kahn described these behaviours as automatic or robotic, burned out, apathetic or detached and effortless, Hochschild (1983), Maslach (1992) and Goffman (1961). His argument was that if people are enabled to bring the dimensions of acting as their true selves to their work, it evokes more commitment and innovation to the role.

In terms of key manifestations of engagement, Kahn's (1990) definition of personal engagement and disengagement characterised individuals simultaneously employing and expressing physical, cognitive, and emotional attachment and detachment to others and to role performances at work. The physical aspects include the physical energies that are employed to accomplish the roles; the cognitive aspects include the working out of the requirements of the individual, social and contextual working conditions and the emotional aspects include the feelings about each of those two factors. He argued that personal

engagement was a multidimensional construct with physical, cognitive and emotional aspects. This implies the possibility that employees could be engaged on one dimension and not the other. However, the more engaged an employee was on each dimension, the higher their overall personal engagement.

Kahn (1990) explained further that employees experience varying dimensions of personal engagement or disengagement during their daily tasks. In relation to what might be termed key processes underlying this approach, Kahn's (1990) research found three psychological conditions named meaningfulness, safety and availability, which are relevant to the understanding of engagement. Kahn (1990) defined *meaningfulness* as receiving a "return on investments of self in role performances" (p.705) and task, roles and work interactions were identified as its main influences. *Safety* was defined as the ability to show and employ one's self "without fear or negative consequences to self-image, status or career" (p.705) and the identified influences were: interpersonal relationships, groups and intergroup dynamics, management styles and organisational norms. Availability was defined as the "sense of possessing the physical, emotional, and psychological resources necessary for investing self in role performances" (p.705). Its influences include physical and emotional energies, insecurity and outside life.

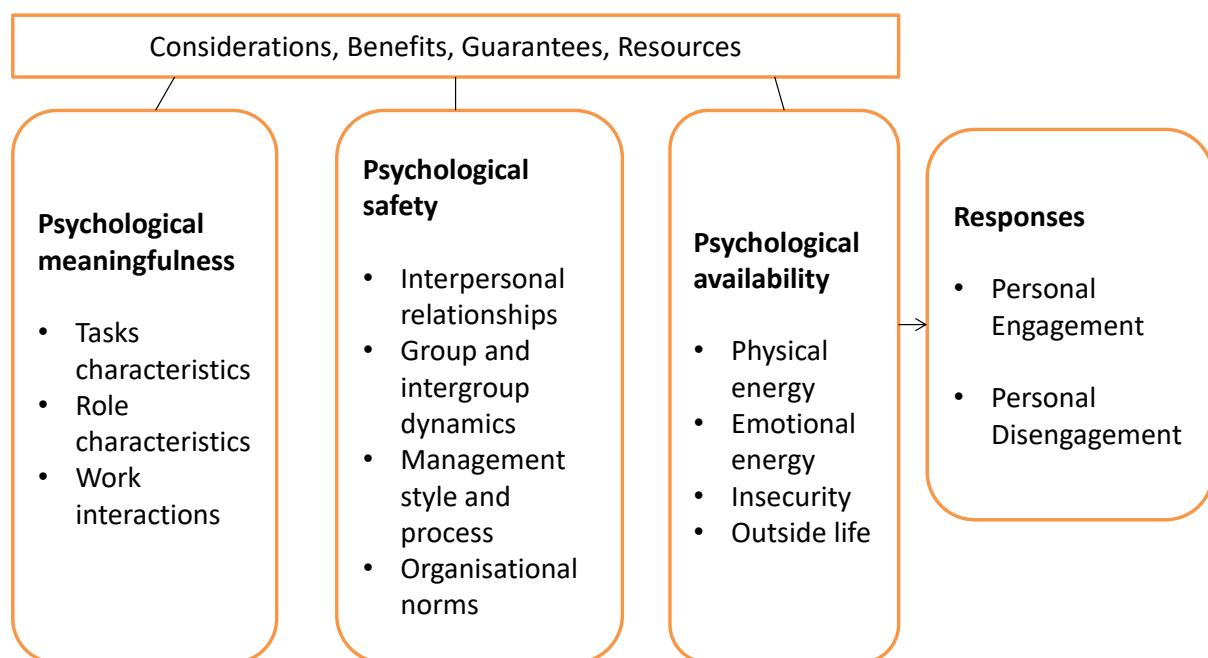


Figure 2.2a: Elements of personal engagement (Taken from Kahn, 1990, p.705 and compiled by researcher)

Shown in Figure 2.2a is a summary of supporting conditions of Kahn (1990) that trigger personal engagement and personal disengagement as the valued outcome. This combination of elements and characteristics illustrate the critical or defining attributes of the concept (Walker and Avant, 2011).

For Kahn (1990), people's personal engagements and disengagements entailed people's reaction to conscious and unconscious phenomena and the objective properties of jobs, roles, and work context; the relationship between the two dimensions were the primacy of people's experiences of themselves and their context as the mediator of the depths to which they employ and express or withdraw and defend themselves during role performances. Organisational members seemed to unconsciously ask themselves three questions in each situation: '(1) How meaningful is it for me to bring my self into this performance? (2) How safe is it for me to do so? And, (3) How available am I to do so? ' (p. 703), and personally engage or disengage depending on the answers.

For the purposes of analysis, these processes are accessible through self-in-role as the unit of analysis, and depended on the considerations, benefits guarantees and resourcing of an agreeable level of psychological conditions. The indication is that individuals are more engaged in work in situations that offer them more psychological meaningfulness and psychological safety and when the individuals are more available for concentrating on the task at hand (Kahn, 1990). According to the attribution of important characteristics, Kahn (1990) asserted that in personally engaging behaviours people become physically involved in tasks, cognitively vigilant and emotionally connected to others in the service of their work, which entails eight elements including situational factors, social system, individual distractions, system feedback, psychological conditions, personal factors, psychological presence and outcomes. Kahn (1990) stressed that organisational work life is emotionally charged and relate engagement to the extent to which people inhabit their full emotional spectrum visibly. As an example, Kahn (1990) argued that when individuals are engaged, they bring all aspects of themselves – cognitive, emotional and physical – to the performance of their work roles. In other words, to be fully engaged means that individuals display their full selves within the roles that they perform, such as interaction with co-workers (i.e. interpersonal and group interactions) or overall performance. In contrast, when individuals are disengaged, they withdraw and defend themselves physically, emotionally and

cognitively during work role performances. The analysis of Schaufeli et al.'s (2002) framework follows.

2.2b Schaufeli et al.'s (2002) definition of work engagement

For the definition of work engagement, it is useful to start with Maslach and Leiter's (1997) and Maslach, Schaufeli and Leiter's (2001). Initially, the work engagement stream originated with the problem of stress and other negative aspects of work such as burnout (Maslach, Schaufeli and Leiter, 2001). This focused on aspects of the worker's performance and quality of work life that are hindered by the negative aspects of their work. Then, with respect to the desirability of engagement, Maslach et al. (2001) turned to the propagation of positive psychology, and the benefits of positive experiences and perceptions in the workplace, which give the organisation many options for making workplaces more enjoyable, as the positive psychology perspective argued that focusing on negative aspects of work does not help people to adjust to their work, or enjoy it. In doing so, the idea of positive psychology that has captured the imagination and interests of academics, philosophers and human resource consultants in recent years is firmly linked to engagement, i.e. work on job satisfaction, organisational citizenship, positive affect and organisational commitment as concepts that focus on the positive aspects of people and work (Luthans, 2002; Seligman and Czikszentimihalyi, 2000; Dutton, Glynn and Spreitzer, 2006).

In Maslach, Schaufeli and Leiter's (2001) perspective, 'engagement' is characterized by energy, involvement and professional efficacy which are considered the direct opposites of three burnout dimensions; exhaustion, cynicism and lack of professional efficacy, respectively (Maslach and Leiter's 1997). The assumption was initially based on the tendency for scores of burnout on a particular dimension to be influenced by scores of a direct equivalent dimension of engagement. Exhaustion, cynicism and decreased professional efficacy are assessed as opposites of vigour, dedication and increased professional efficacy. By implication, low scores on exhaustion and cynicism, and high scores on efficacy are indicative of engagement according to Maslach and Leiter (1997). Maslach et al., (2001) defined engagement as 'persistent, positive affective-motivational state of fulfilment' (p.417) that is an opposite state to burnout.

As practical examples of their burnout/engagement concepts, Leiter and Maslach (2000) argued that highly engaged employees have a sustainable workload, choice and control in their work, sufficient recognition and reward for their efforts, a sense of workplace community, fair treatment, and a sense of meaningful work. In contrast, burned-out employees experience work overload, lack of control in their work, insufficient reward, not being a part of their workplace community, absence of fairness, and value conflict between themselves and the organization. Thus, Leiter and Maslach (2000) identified that engagement has three components: energy, involvement, and effectiveness. An energetic component is associated with supportive work conditions and manageable work demands; involvement is a close relationship with work or colleagues in an organization; and effectiveness is a sense of being empowered.

However, Schaufeli, Salanova, Gonzalez-Roma & Bakker (2002) challenged this perspective; they argued that individuals may not feel exhausted at all but yet not necessarily experience energy. Instead they suggested that although burnout and engagement are inversely related, they might represent independent constructs.

In a later advancement, Schaufeli et al. (2002) argued that burnout and engagement are opposite concepts but should be measured independently. While vigour and dedication are the direct opposites of exhaustion and dedication respectively, the third dimension of work engagement is called absorption. Schaufeli et al. (2002) defined work engagement as:

‘A Positive fulfilling work-related state of mind that is characterised by vigour, dedication and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behaviour. Vigour is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption, is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work’ (p. 417).

Schaufeli et al. (2002) elaborated that dedication like involvement as defined by Kanungo (1982) and Lawler and Hall (1970) refers to psychological identification with one's work or one's job. The differentiation rested on Schaufeli et al.'s (2002) preference for the term dedication coupled with an assertion that dedication as epitomised by this view, refers to a particularly strong involvement that goes one step further than the usual level of identification often referred to in the context of job involvement. Here engagement provides a more general vision of the individual's relationship with work and appears to be impacted particularly by a combination of positive belief about the intrinsic worth of the work accompanied by both positive affective, and cognitive components and commitments often valued in their own right (Schaufeli et al. 2001).

Schaufeli et al. (2001) asserted that engagement is not adequately measured by the opposite profile of Maslach and Leiter's Maslach Burnout Inventory (MBI). A self-report questionnaire, the Utrecht Work Engagement Scale (UWES, Schaufeli et al. 2002; Schaufeli and Bakker, 2003), was developed to measure the three core dimensions of work engagement. The UWES survey consists of 17 items related to the experiences of engagement developed by Schaufeli et al. (2002). They suggested that vigour, dedication, and absorption represent three distinct dimensions of work engagement. These items cover three aspects of the work engagement concept: vigour (sample item: "I feel strong and vigorous in my work"), dedication (sample item: "I am enthusiastic about my job"), and absorption (sample item: "I get carried away by my work"). Respondents are to rank the items on a 7-point frequency rating scale, ranging from 0 - *never* to 6 - *every day*. Engagement as measured by the 17-item Utrecht Work Engagement Scale (UWES) was also later shortened to 9-items (Schaufeli et al., 2006). Secondly, assuming an interlinked orientation, which is exclusively about the psychological option as the point of departure towards considering engagement and as a point of distinction, Schaufeli and his colleagues argue that rather than a momentary and specific state, work engagement refers to a more persistent and pervasive affective cognitive state, that is not focused on any particular object, event, individual, or behaviour (Schaufeli et al., 2002). As an example, the UWES (Schaufeli et al. 2002) identifies engaged employees as ones who are acting with vigour, dedication and absorption.

Examining the attributes of engagement under this perspective, Schaufeli et al.'s (2002) definition considered work engagement in relation to people's connection to work

specifically (Schaufeli and Taris, 2014), in relation to the vigour, dedication and absorption dimensions. Schaufeli and colleagues attached importance to practices of general emotions; pleasantness, unpleasantness, energetic and fatigued organised into opposites (positive/negative) as the basis for work engagement and acknowledged an apparent lack of consideration of both the drivers and consequences in this narrow perspective, particularly as the latter is important for business (Schaufeli, 2014 in Truss et al. 2014).

2.2c Differentiation of engagement from related concepts

Conceptually, engagement at work has emerged alongside the family of work-related constructs such as job satisfaction (Judge and Church, 2000), job involvement (Brown and Leigh, 1996) and organisational commitment (Meyer and Alan, 1997) used to qualify specific and general positive work attitude and behaviour (Harrison, Newman and Roth, 2006; Newman, Joseph, Sparkman and Carpenter, 2011). After defining engagement it was discovered that the concepts shared several similarities with previously well-known work related outcomes.

Kahn (1990) and Schaufeli et al. (2002) provided some reasons why engagement as defined by the personal engagement and work engagement perspectives may manifest in the workplace as a distinct occurrence. Kahn's (1990) central insights for building on engagement is that at conception the concepts of satisfaction, commitment, job involvement and organisational citizenship behaviour did not incorporate the scope for the level and variability of self that workers draw upon in their work activities.

On their part, according to Schaufeli and Bakker (2010), commitment is organization-focused, while engagement is work-focused. Schaufeli and colleagues also stated that whereas, there are some similarities between workaholism and engagement, there are a number of distinguishing features as well. Schaufeli and Salanova (2007) note that the absorption aspect of work engagement is moderately and positively correlated with the working excessively scale of workaholism. Yet, although individuals in both groups engage in a similar behaviour - working long hours, the underlying motivation for doing so differs (Shimazu and Schaufeli, 2008). While workaholics are propelled by an obsessive inner drive they cannot resist, engaged individuals find their work challenging and intrinsically motivating (Schaufeli and Salanova, 2007; Shimazu and Schaufeli, 2008; Schaufeli and

Bakker, 2010). In spite of disagreements over some elements of its differentiation, Schaufeli et al. (2005) assert that flow is a peak experience of engagement, while Kahn (1990) considered engagement to be the underlying factor of flow and stated that “such (engagement) underlies what researchers refer to as effort, involvement, mindfulness, flow and intrinsic motivation” (p.701).

The literature also provides further empirical evidence that engagement's conceptual space is somewhat different from satisfaction, involvement, commitment and flow as illustrated in Figure 2.2b.

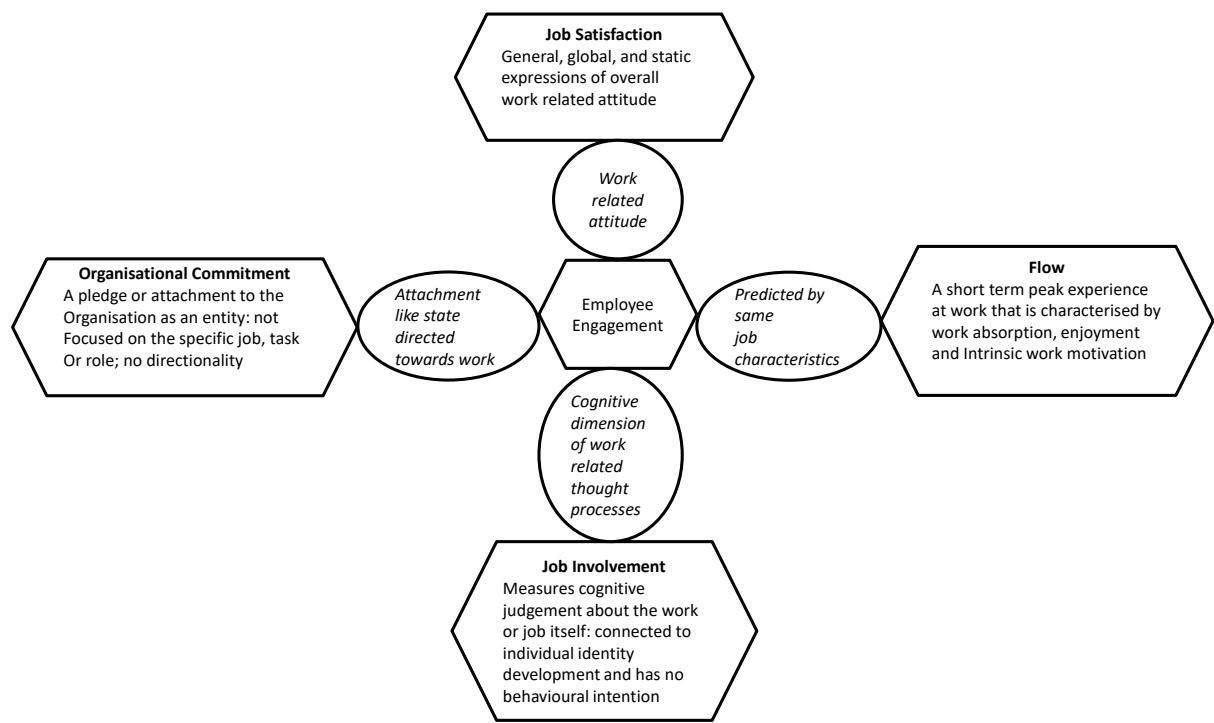


Figure 2.2b: Differentiation of engagement from job satisfaction, organisational commitment, job involvement and Flow (based on a set of studies reviewed)

In support of Kahn (1990) and Schaufeli et al.'s (2002) arguments, in much of the literature on this differentiation, it is emphasised that engagement is distinguishable from its related concepts. In relation to the five similar concepts, a range of different senses of agency is definitive of personal engagement experiences, while both personal and work engagement may encompass the existence of some extra degrees and focus of cognitive, emotional and physical components such as those in Table 2.2a below in comparison.

Concept(s)	Author(s)	Clarification of the difference between engagement and an existing concept	All differences that can be discovered
Personal engagement	Kahn (1990); May et al. (2004)	Identification of how workers perceive themselves, their work and the interaction between the two exist at too far a distance from individuals' day-to-day work experiences; engagement is ingrained in flow; engagement is an antecedent of job involvement.	Degrees of agency and involvement; interaction as components.
Work engagement	Schaufeli et al. (2008); Schaufeli and Salanova (2005).	Engagement and job satisfaction differ in terms of activation and pleasure; flow is a peak experience of engagement.	Degree and focus.
Both concepts	Erickson, (2005)Macey and Schneider (2008); Maslach et al. (2008); Macey, Schneider, Barbera and Young (2009); Wefald and Downey (2009); Schaufeli and Bakker (2010); Fleck and Inceoglu (2010); Christian et al. (2011).	Engagement emphasizes cognitive aspects of involvement with job tasks while satisfaction focuses on affect. Involvement is a component of engagement; Engagement is a progressive state while satisfaction is stationary. Engagement differs from job involvement in both scope and focus as a result is a broader concept incorporating active use of emotions and behaviours; engagement is work focused and reflects an active state, while commitment is organisation focused; engagement has incremental criterion validity in predicting task and contextual performance over job satisfaction, job involvement and commitment.	Degree and focus.

Table 2.2a: A summary of some of the more explicit articulations of differences

Nevertheless, the authors listed in Table 2.2a believe that there are discovered distinctions between the concepts of engagement, flow, job involvement, job satisfaction and commitment. Degrees of agency, involvement, and interactions as components, degree and focus in cognition, emotion and behaviour are thus the main distinguishing attributes of engagement. Therefore, it also refers to its nature (Koort, 2000).

In sum, Kahn (1990) defined personal engagement as ‘task behaviours that promote connections to work and to others’ (p.700). Schaufeli et al. (2002) also define work engagement as mind sets associating vigour, dedication and absorption with work.

The review will explore some examples of studies in which Kahn (1990) and Schaufeli et al. (2002) models have received subsequent theoretical and empirical support within the literature in part three.

Part three

The previous parts considered how specific attributes shaped the formulation of key engagement definitions as a crucial step in its personal and work perspectives. Central to these conceptions of engagement is the study of engagement by other scholars that lies at the heart of its development. By looking at advancements made on these foundations, this part reflects how far initial theories have developed, the factors rendering these developments and the themes that command wide spread support in the main stream of the subject.

2.3 The advancements made on engagement models

Roger (2000) highlighted that concepts develop over time and are influenced by the context in which they are used. Concepts therefore are constantly undergoing dynamic development. The weakness of the Rodger's (2000) concept analysis method is that it does not include quality criteria to determine the inclusion of material. Whether the studies selected for inclusion should address the same concept. To solve this problem and to support the choice of scholarly texts and interpretation of how these extend our understanding beyond the initial theoretical framework, attention is focused specifically on advancements in which either personal engagement or work engagement models form the foundational perspectives that were built upon.

One limitation of this criterion used regarding the studies selected for inclusion is that the theorists do not address the same concept. However, the main contributions of the identified scholars to the development of Kahn (1990) and Schaufeli et al.'s (2002) engagement ideas are still present. Here, the assumption is that this analysis is still informative since, one sees which antecedents, attributes and consequences were identified, described and analysed to further the knowledge on the engagement concepts and how; in order to promote systematic research on these concepts.

2.3a Advancements made on the personal engagement model

Empirical support for the personal engagement perspective has been reflected in several attempts made by several scholars such as Rothbard, (2001), May, Gibson and Harter (2004), Saks (2006), Rich, LePine and Crawford (2010). With the notable distinction of Saks (2006), all, however, tackled the development of measurement instruments based upon Kahn's

conceptualization. Also with the exception of Kahn (1992), which is a theoretical study, all the studies selected are empirical studies.

In 1992, Kahn expanded his work to a concept of what it takes to experience engagement and to delineate the dimensions at the core of psychological presence as: feelings of attentiveness, connectedness, integration and focus in role performances (see Figure 2.3a). Psychological presence is defined as an experiential state that accompanies personally engaging behaviours, which involve the channelling of personal energies into physical, cognitive and emotional labours (Kahn, 1992). Regarding engagement as psychological presence, Kahn (1992) argued that this experiential state enables organisational members to draw deeply on their personal selves in role performances. Engagement in a role refers to one's psychological presence on or focuses on role activities and may be an important ingredient for effective role performance (Kahn, 1992). This includes the expression of thoughts and feelings, questioning, assumptions and innovating. He stated that employees are emotionally and cognitively engaged when they know what is expected of them, have what they need to do their work; have opportunities to feel an impact and fulfilment in their work, perceive that they are part of something significant with co-workers whom they trust and have chances to improve and develop.

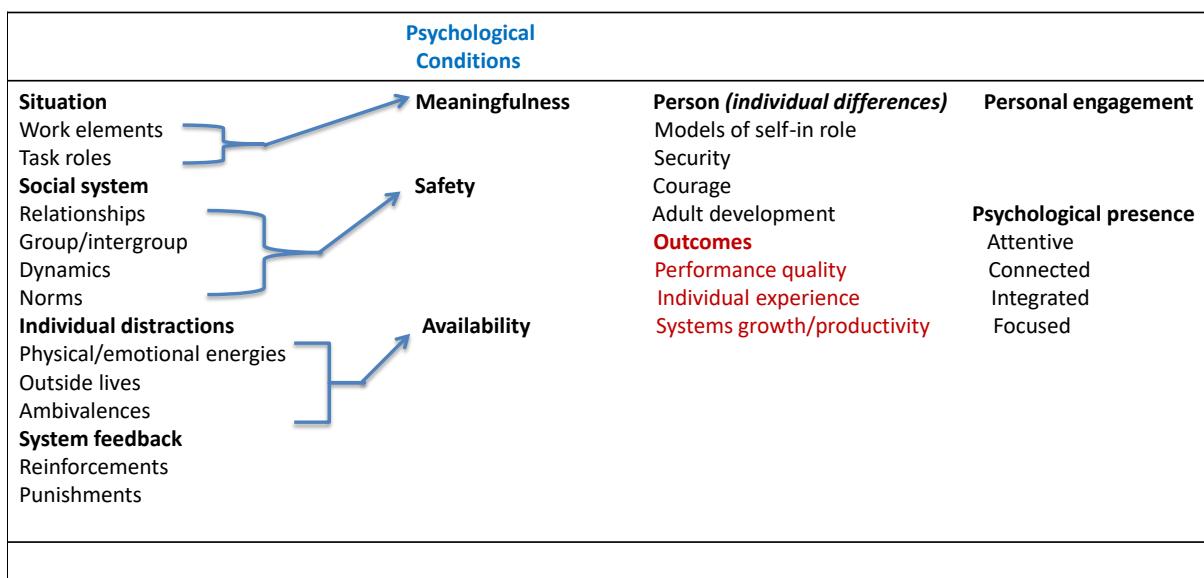


Figure 2.3a: Elements of the link between psychological presence and personal engagement
(Taken from Kahn, 1992, p.340 and compiled by researcher)

Illustrated in Figure 2.3a, Kahn (1992) proposes exploring interrelationships between the situations and the individual that is iterative. Most cycles are fuelled by; organisational work elements, social systems, such as responsibilities of the organisation to its members, elements of the social system and individual distractions as the possible distractions that people experienced, that translate into the generation of three psychological conditions that describe people's experience of the rational and unconscious elements of their work contexts: meaningfulness, safety and availability. But differences occur in the psychological experiences for each person represented by individual differences: models of self-in-role, security, courage and adult development that shape people's psychological presence at work, and serves to drive personal engagement. Here, individual differences have no evaluative implication whatsoever such as 'the best' or people of particular personality traits but refers to a research theme, that demands that the whole person be taken into account in the framing of theory and research. Kahn (1992) suggests looking at the individual's personality, the interpersonal relationship, the job or role, the group's dynamics, relationship between groups or the organisation's culture as complementary rather than competing with each other, when studying the person (individual difference)-situation dynamics.

In the personal engagement perspective, the organisational and internal factors that shape people's personally engaging behaviours should usually be associated with social and interpretive outcomes: performance quality (the quality of people's work), individual experience (their own experiences of doing that work) and systemic growth/productivity (the growth and productivity of their organisations) that systematically feed back into the work situation to generate new circles of personal engagement (Kahn, 1992).

This psychological presence and personal engagement expanded model is recursive in the sense that people's behaviours create performance outcomes and experiences that engender various types of feedback, rewards and punishments which then influence future experiences and behaviours (Kahn, 1992). It is intended to be a model that would facilitate a comprehensive approach to the matters of engagement in the sense that as part of the mediating psychological conditions, personally engaging behaviours are reacted to by others in ways that may reinforce or sanction those behaviours. Those reactions in turn shape future work elements, e.g. the design of jobs and role, social systemic dynamics, e.g. group and intergroup relations, and 'the individual's own potential distractions' (Kahn, 1992, p.341).

That means present behaviour shapes future experiences and behaviours and in this way, moments of psychological presence occur alongside moments of personal engagement, as organisational members calibrate how fully present they are in response to internal and external factors. It is crucial to note that behaviour manifestations of engagement as ‘presence as the person’s aliveness to and in particular situations’ (Kahn, 1992, p.328) in contrast to absence defined partly in terms of depersonalisation, related to the notion of job burnout (Maslach, 1982 in Kahn, 1992).

Rothbard (2001) emphasised the importance of the home role for the enactment of personal engagement. Rothbard (2001) created a variant of Kahn’s model that retained only two dimensions from Kahn’s model and referred to engagement as being absorbed and intensely focused in one’s work. In her 2001 study, she creates an engagement measure consisting of a four-item attention scale and a five-item absorption scale. Rothbard (2001) draws from Gardner et al. (1989) to define attention as cognitive availability and the amount of time one spends thinking about his/her role. Whereas absorption is defined as the intensity with which one is engrossed in a role drawn from Kahn (1990) and Goffman (1961). She related absorption to intrinsic motivation, obsession or passionate interest. Rothbard’s (2001) conception served as a basis for the compilation of a survey questionnaire that examined the effect of being highly engaged in a personal role particularly engagement with a family, and being highly engaged at work. In her questionnaire survey study, Rothbard (2001) collected data from a sample of 1,310 employees of a large public university in the US. Her conclusion was that two competing arguments, depletion and enrichment could be used to illustrate how a person’s cognitive and emotional responses in one role affect their engagement in another role. Thereby, providing support for personal engagement and highlighting the interactions between engagement in a work role and engagement in a home role.

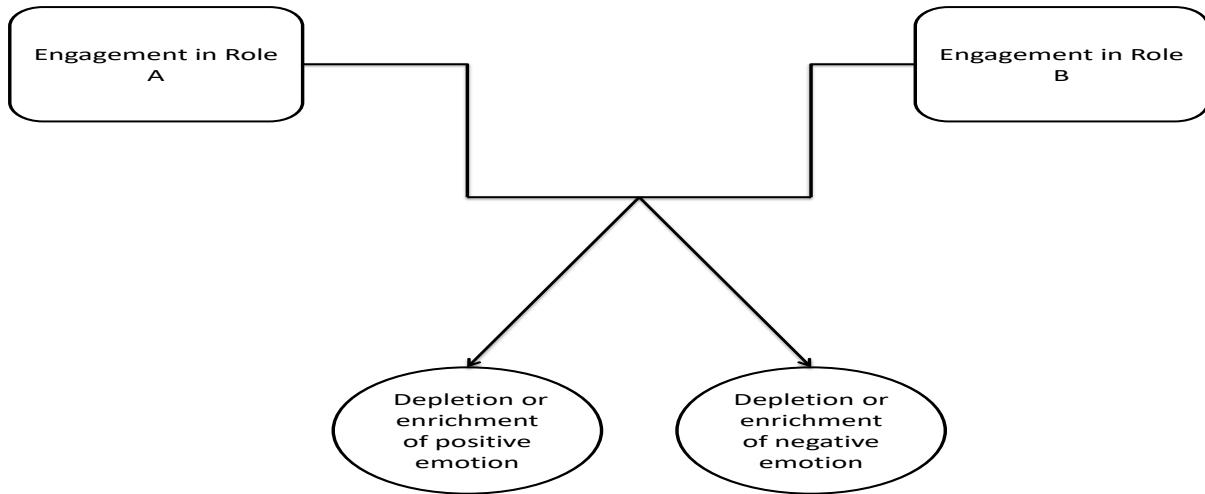


Figure 2.3b: Role engagement by Rothbard (2001)

Figure 2.3b illustrates Rothbard's (2001) theoretical model for engagement in multiple roles. In conclusion, Rothbard (2001) referenced Kahn, and claimed to be using or developing his work – but in fact completely reinterpreted Kahn, even to the extent of creating a new concept “role engagement”.

May, Gibson and Harter's (2004) study empirically tested Kahn's model to provide support for the psychological conditions of engagement. May et al. (2004) defined engagement as Kahn (1990) did, as self-employment and expression physically, emotionally and cognitively during work role performances. Their argument was that it could be used to better predict why some individuals come to psychologically identify with their jobs. The three psychological conditions - meaningfulness, safety and availability were examined using the psychological processes that mediate the linkages between situational antecedent factors and the related construct job involvement.

Based on Kahn's indicators, they developed a questionnaire survey to measure employee perceptions about themselves, their jobs, supervisors, and colleagues. Data were collected from 199 employees at a large insurance company in the United States. Psychological meaningfulness was measured using three variables - job enrichment, work role fit, and co-worker relations; psychological safety was measured using the supervisor relations, co-worker relations and co-worker norms as the variables; and psychological availability was measured using three variables - individual resources, work role insecurities represented by self - consciousness and outside activities.

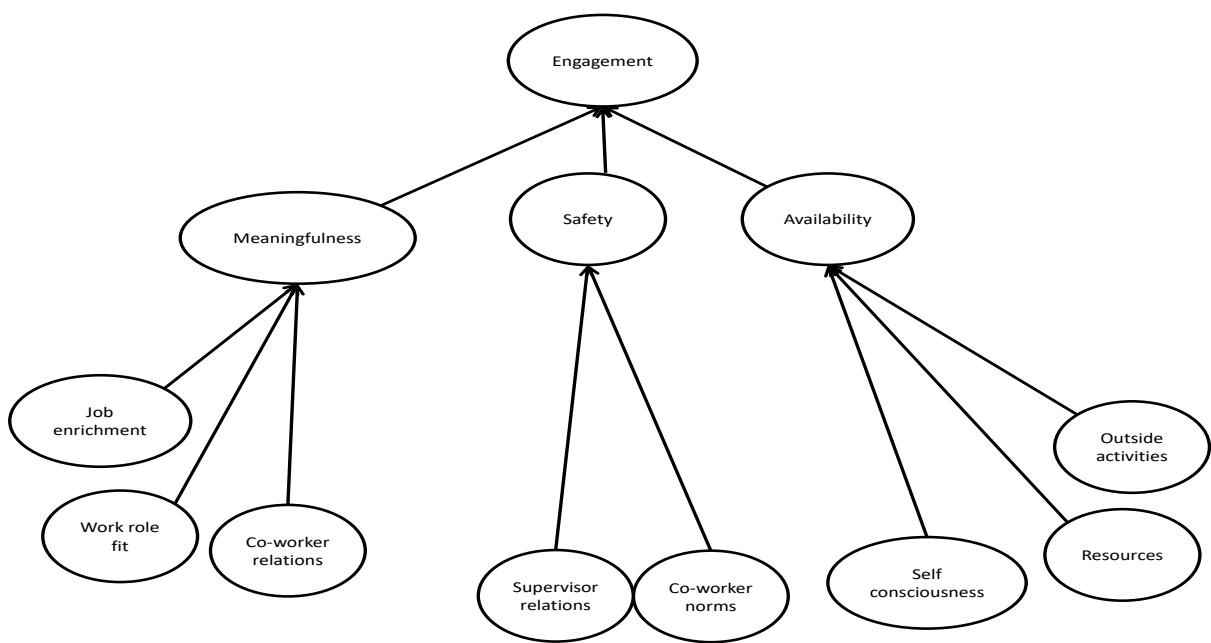


Figure 2.3c: Personal engagement measured by May, Gibson and Harter (2004)

The results revealed that all three of the original hypothesised determinants of safety had significant influences with supervisor relations demonstrating the strongest effect while meaningfulness had the strongest effect on engagement psychological safety also played a significant role. Their analysis revealed there was a positive relationship between all three psychological conditions and engagement, but the strongest relationship came from psychological meaningfulness. This result according to May et al. (2004) suggested that these theoretical relations are generalisable across many contexts and are consistent with the literature on trust in organisations.

The shortcomings of this operationalisation as acknowledged by May et al. (2004) was that they conducted their study with employees in an admin section of an insurance company and attempted to measure engagement as three separate aspects: cognitive, e.g. ‘performing my job is so absorbing that I forget about anything else’; emotional, e.g. ‘I really put my heart into my job’; and physical, e.g. ‘I exert a lot of energy performing my job’ in their factor analysis. However, the factor analysis of survey question responses did not converge to this three-factor solution, so scores were averaged across the three dimensions, to form a single measure of engagement.

Saks (2006) was primarily concerned with the lack of attention given to the explanations for the variation in individual response to the psychological conditions for engagement expounded by Kahn's (1990) and Maslach et al.'s (2001) models (p.602). Employing the term employee engagement, Saks (2006) adapted Kahn's (1990) and Maslach et al.'s (2001) models and integrated the ideas of Robinson et al. (2004), and identified engagement as being transactional in nature, which has implication for both the organisation as employer and the individual as employee in terms of improving the interaction between them and enhancing the employee's engagement.

In the light of criticisms of engagement theory in the literature that by lacking clear definition, it is difficult to formulate empirical assessments that can strongly confirm or discredit specific ideas about the conception, and the overlap between engagement and other better-known concepts in organisation theory literature, Saks (2006) argued that employee engagement is "a distinct and unique construct that consists of cognitive, emotional, and behavioural components that is associated with individual role performance" (p.602).

The foundation of this model was the identification of potential antecedents from Kahn (1990) and Maslach et al.'s (2001) models. Saks (2006) linked job characteristics to Kahn's (1990, 1992) psychological meaningfulness, Hackman and Oldham's (1980) five core job characteristics model, job enrichment (May et al., 2004) and feedback and autonomy (Maslach et al., 2001). The main arguments were that employees with enriched and challenging jobs, receive rewards and recognition, believe that their organisation is concerned about them and cares about their well-being and have high perceptions of justice in their work environments.

Saks (2006) argued that a strong theoretical rationale for explaining the variations in employee engagement could be obtained using social exchange theory SET. This theory is concerned with how obligations are generated through a series of interactions between parties who are in a state of reciprocal interdependence (Saks, 2006). SET suggests that 'positive effects such as trust, loyalty and mutual commitments can emerge out of relationships over time as long as the parties abide by certain rules of exchange' (Croppanzano and Mitchell, 2005 quoted in Saks, 2006, p. 603). Thus when looking into the process through which employee engagement induces favourable individual and organisational outcomes the mediators derived from social exchange theory will be trust, commitment, perceived support.

Saks' (2006) proposition is rooted in the assumption that the conditions of engagement in Kahn's (1990) model are considered economic and socio-emotional exchange resources within SET. Thus combining the two models it can be shown that basic obligatory forces can drive employees who receive these resources from their organisation to reciprocate with higher levels of engagement. In a contract, when these resources are not provided, employees will be less willing to engage their efforts and may likely withdraw or disengage themselves from their roles. Based on the above conditions, it follows then that the amount of cognitive, emotional and physical resources that an individual employee is willing to deploy in their work role is contingent on the economic and socio-emotional resources that the organisation is willing to invest.

Building on Kahn, 1990, 1992 foundations, he illustrated this argument through the testing of hypothesis relating to job characteristics, rewards and recognition, perceived organisational and supervisor support, distributive and procedural justice as the antecedents of job and organisational engagement and job satisfaction, commitment, intention to quit and organisational citizenship behaviour as the resultant consequences.

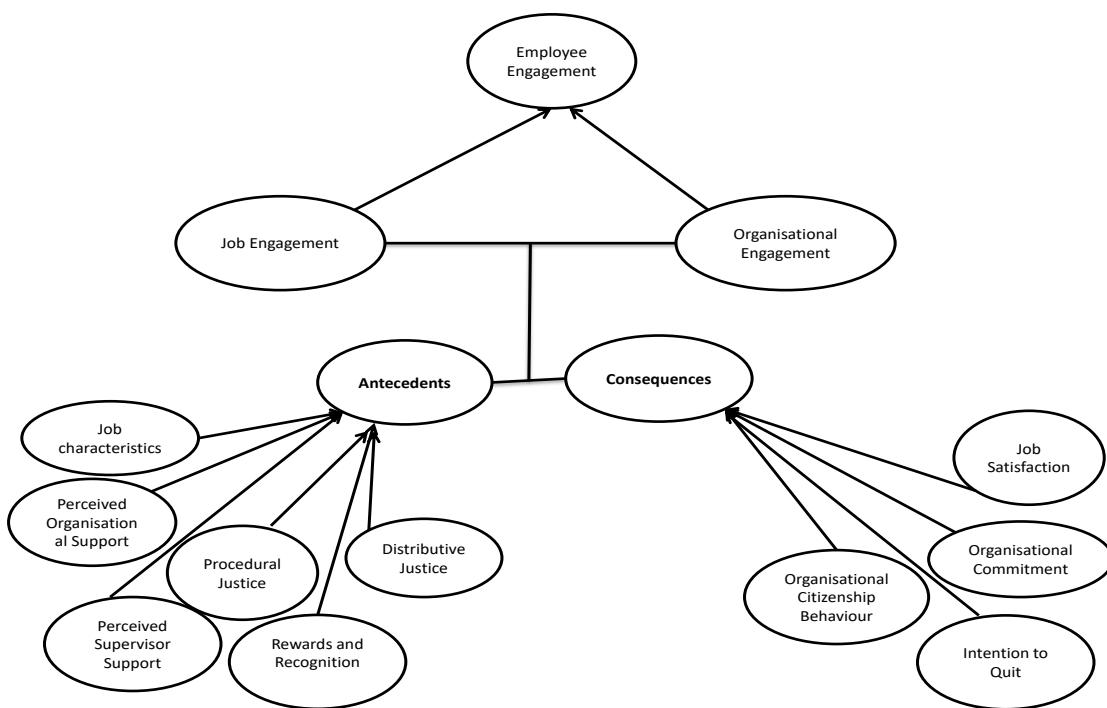


Figure 2.3d: Job engagement and organisational engagement based on Saks (2006)

Through a series of questionnaire surveys applied to staff working across all grades in a large Canadian University, he identified the measures of job and organisational engagement. According to Saks' (2006) findings, the antecedents of employee engagement are job characteristics, perceived organisational support, perceived supervisor support, rewards and recognition, procedural justice and distributive justice. The consequences of engagement are assumed to be different from its antecedents and were listed as job satisfaction, organisational commitment, intention to quit and organisational citizenship behaviour. In addition to advocating engagement as being reciprocal in nature, Saks (2006) further proposed that engagement should be divided into two main related but distinct categories: job engagement and organisational engagement. The results of his study revealed that perceived organisational support predicted both job and organisational engagement.

In contrast, job characteristics predicted job engagement, and perceived procedural justice predicted organisational engagement. Although job engagement and organisational engagement were related to other employees' attitudes, such as commitment and satisfaction as well as behaviours in the workplace, organisational engagement was a stronger predictor of these outcomes than job engagement. Saks (2006) commented that there are two streams of research that are widely known in academic studies of engagement. These streams focused on two contrasting aspect of engagement – the psychological conditions of personal engagement and disengagement at work pioneered by Kahn (1990) and the studies that are more concerned with the theory of burnout that is associated with stress in work-life – the areas of work-life that lead to burnout and engagement. Saks (2006) looked at the engagement phenomena of Kahn (1990) and Maslach et al. (2001) then, identified and suggested that it can be explained through SET, i.e. he linked Kahn's ideas with a superordinate theory.

Rich et al.'s (2010) work is another re-working of Kahn, attempting (for purposes of operationalisation) to address what they saw as some shortcomings. Rich et al. (2010) asserted that Kahn's (1990) conceptualisation of engagement is important for considering the effects of individual and organisational factors on different aspects of job performances. Based on that, they bring in the job engagement term, to refer to and mean performance in a job. They argued that previous concepts of involvement, satisfaction and organisational behaviour focused on narrow aspects of the self, whereas Kahn's (1990) engagement concept

accounts for the simultaneous employment of several aspects of the agentic self in work roles. Rich et al.'s (2010) study demonstrated that core self-evaluation (CSE, Judge, Locke and Durham, 1997) is a key factor for understanding the agentic self. The concept of core self-evaluation is defined as individuals' appraisals of their own worthiness, effectiveness and capabilities as people (Judge, Locke and Durham, 1997). Core self-evaluation (CSE) is of a system of psychological practices of availability (described as an individual's readiness, experience of a general level of confidence in terms of abilities, status and self-consciousness). The assumption is that the concept of core self-evaluations reflects the confidence that Kahn was referring to and is defined as an individual's self-appraisal of their own worthiness, effectiveness and capability as a human being.

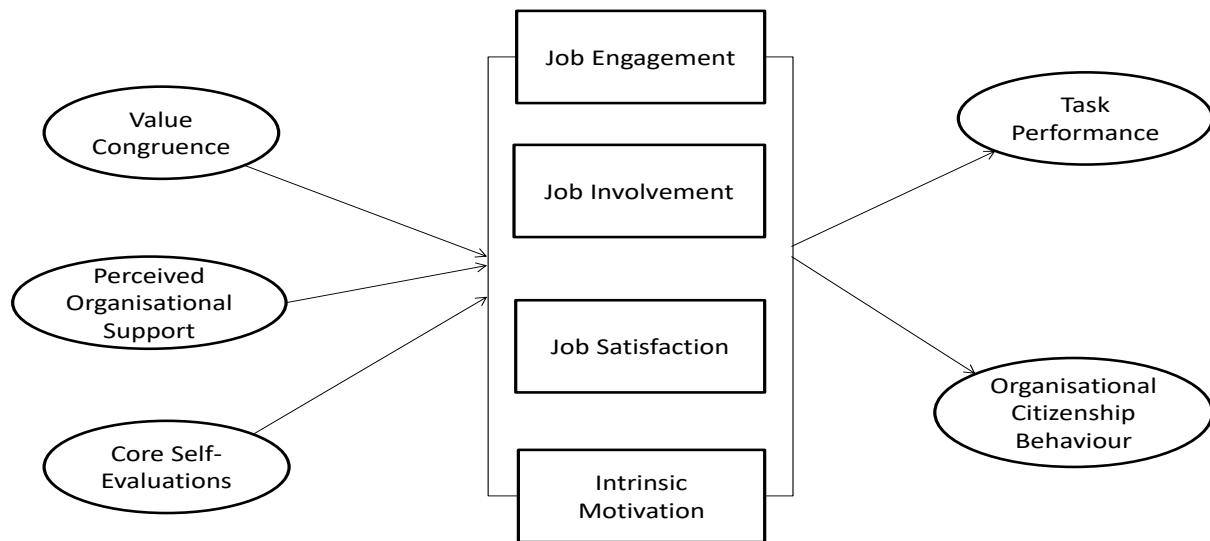


Figure 2.3e: Job engagement based on Rich et al. (2010)

Figure 2.3e presents Rich, LePine and Crawford's (2010) framework representing the association between job engagement, value congruence, perceived organisational support, core-self-evaluation, job involvement, job satisfaction, and intrinsic motivation. It positions engagement as providing a more robust explanation of the relationship among value congruence, perceived organisational support, core-self-evaluation, and task performance and organisational citizenship behaviour; such that when core-self-evaluation is low and when perceived organisational support decreases, so does the job engagement.

In addition to examining the role of core self-evaluation in engagement, the study incorporated the developing and validating of a job engagement scale to measure Kahn's

(1990) physical, emotional and cognitive engagement dimensions. An advantage of this scale is that they demarcated the psychological resources and redefined them to overcome a criticism that had been labelled against May et al. (2004). For them, the psychologically distinct resources represent perhaps the most feasible commonality. May et al.'s (2004)' original conception are separated into two categories; a differentiation based on personal resources common to all psychological constructs and the high relevance to workplace engagement.

Rich et al. (2010)'s results supported a positive correlation between conscientiousness and engagement ($r = 0.59$) and emphasised that assessments that do not combine the individual's self-evaluations as well as the consequent salience of conscientiousness in the appraisal does not illustrate Kahn's (1990) engagement perspective. Here Rich et al. (2010) also commented on a unique characteristic of Kahn's (1990) engagement perspective. Rich et al. (2010) were concerned that the work engagement as measured by the UWES was inconsistent with measures of engagement using Kahn's (1990) definition and conceptualisation, although there were areas of overlaps between the UWES and measures based on Kahn's work, particularly with respect to the absorption dimension. They argued that Kahn's (1990) assertion that engagement involves bringing one's complete and true self to the role performance involves something more than devoting energy and dedication to the performance of work tasks.

With a continuing of criticism for engagement theory in the literature, some analysts for example were dismissive of the whole notion of engagement as a distinct organisation concept separable from earlier more established constructs such as satisfaction, involvement and commitment, especially because of its definitional challenges. But Kahn (2010) in his more mediatory article offered a way to understand the complex evolution of the engagement concept. Kahn (2010) stated in his introduction to *The Essence of Engagement: Lessons from the Field*; that he developed engagement to fill the gap left by traditional motivational theories. From the organisational behaviour perspective, the personal engagement approach sees employees as active, variably involved in their job, roles and work context, who seek motivation and a sense of meaning at work. He asserted that we seem to intuitively understand what engagement means and believe that it helps to explain something about how people are (or ought to be) at work, though engaged individuals can behave alike reflecting

some generality of engagement characteristics, every process of engagement generation is unique and should be approached with some awareness of this. In particular, those whose engagement enactment is to be assessed should have a say in the process of articulating it.

Engagement theories focuses on developing organisational employees as human with specific psychological and emotional needs and asserts that performance is created through positive conditions that tie in with their individual, social and contextual sources.

Kahn, Barton and Fellows (2013) moved on from engagement onto coordination within and across organisations to look at the situations that work teams and their leaders must adjust to in the face of extreme situations, such as, profound disturbances and distractions. Here also, Kahn and his colleagues investigated an area awash with human complexities and group dynamics. They described the structural characteristics of social networks that determine their vulnerability and robustness and how changes in the network structure influence the ability to learn and adapt. The authors argued that the positive idea that a crisis is an opportunity for change so that people and assets become more resilient for a next crisis is insufficiently backed up by evidence on how that works. Hence, they sought to explore the origin of such problems and the factors that can be seen to contribute to its continuation after it already exists.

In an article titled; *Organisational Crisis and the Disturbance of Relational Systems*, Kahn, Barton and Fellows (2013) conceptualise organisational crisis in terms of relational disturbance – the way that people relate with one another after damage that lasts long past the cessation of those crisis and if crisis are understood to be operationally resolved, yet the relational systems that underlie organisations remains disturbed because the crisis may not truly be resolved. They propose that distress in relationships, groups and organisations emanate from various sources of crisis that disrupt operational functioning and trigger distress, as organisational members struggle to deal with the immediate aftermath, while experiencing painful emotions, such as, sadness, fear, anxiety, grief and disturbed work relationships. Particularly in today's dynamic workplace with its plethora of technology developments, these insights also applied to situations, such as employee absence and malfunctioning of communication systems due to emergencies that are seen to affect team functioning, the network ties between employees and the overall network structure as well as the overall spread of information within and between organisations. Thus, the strength and

quality of relational systems may fundamentally affect the way the individual attends to work-related anxiety in the aftermath of the crisis and relate to one another.

Kahn and Heaphy (2014) examined social contexts as avenues for more knowledge on workers; behaviour patterns such as the meaningful principles that lie underneath contextual and individual interactions carried out in engagement enactments. The authors proposed that a clearer understanding of these intervening meanings would no doubt prove invaluable to balancing the direction of knowledge accumulation on the nature of the engagement concept. Seen in this light, Kahn and Heaphy's (2014) suggestions also supports a search for the most basic characteristics of engagement as an important focus for the on-going development of conceptual frameworks for the concept.

In examining these studies, As can be seen in set of studies compiled, there is the inclination of some authors to build from the personal engagement concept indicating that these engagement scholars deal with the multiple perspectives by appealing to one perspective over the other; except Saks (2006), who used Kahn (1990) in combination with Maslach et al. (2001).

2.3b Advancements made on the work engagement model

Advancements made to the work engagement model include the forming of a new conceptual system as an additional solution. Schaufeli and Bakker (2004) further proposed a job demands and resources (JD-R) model as a comprehensive framework to predict engagement.

Two assumptions of the model is that while the characteristics of the organisations in which people work may differ, the job characteristics within any organisation may be classified into two categories: Job demands referring to “those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs” (Bakker and Demerouti, 2007, p.312). Examples of job demands comprise of emotional demands, workload, work-family conflict, and emotional dissonance (Bakker et al., 2004; Xanthopoulou, Bakker, Demerouti and Schaufeli 2007).

Job resources referring to “those physical, psychological, social, or organizational aspects of the job that are either/or: functional in achieving work goals, reduce job demands and the associated physiological and psychological costs, and stimulate personal growth, learning, and development” (Bakker and Demerouti, 2007, p.312). Examples of such job resources consist of performance feedback, social support, participation in decision-making, and job control (Bakker et al., 2004; Demerouti et al., 2001).

Hobfoll’s (1989) conservation of resource theory (COR) was used by Xanthopoulou et al. (2009) to show how employees mobilize their own resources such as self-efficacy, organisational-based self-esteem, and optimism. The assumption is that because these personal resources according to Hobfoll (2002) and Luthans, Avey, Avolio, Norman and Combs (2006) are relatively stable, malleable and open to change and development, they can be mobilized independently, or in combinations with each other into a higher order construct that is crucial for an employee’s psychological well-being in general and their work-related well-being in particular. Xanthopoulou et al. (2009) referenced Judge et al. (2000) to assert that in contrast, personality traits are less susceptible to change. The wide range of personal resources associated with engagement were also explored by Bakker and Schaufeli (2008), Karatepe and Olugbade (2009); Weigl et al. (2010); van den Heuvel (2010).

Optimism refers to explanations for positive and negative events (Luthans, 2002). Self-efficacy refers to a belief in one’s ability to successfully perform the various roles and tasks and is associated with four determinants, which are (1) active mastery, (2) vicarious experience, (3) verbal persuasion, and (4) emotional arousal (Bandura, 1986). Self-esteem is posited as the evaluative aspect of the self-concept and therefore the evaluation of a person’s own competence and is related to accepting and approving one’s own characteristic (van den Heuvel, 2010). Resilience relates to stress resilience (Xanthopoulou et al. 2007).

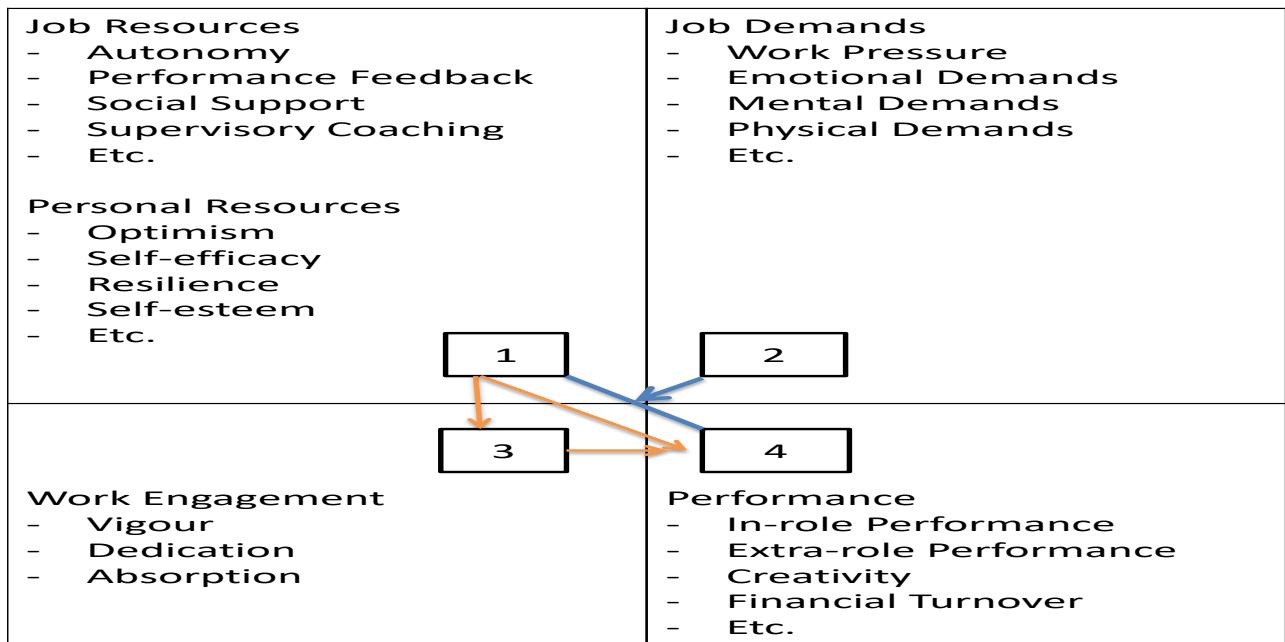


Figure 2.3f: Compilation of Bakker and Demerouti's (2007) JD-R model of work engagement

In Figure 2.3f, the connection between the JD-R concepts of job resources such as, autonomy, performance feedback and social support in combination with personal resources such as, optimism, self-efficacy and resilience denoted as segment (1), job demands such as, work pressure, emotional demands and mental demands, denoted as segment (2) and work engagement as vigour, dedication and absorption, denoted as segment (3) and the performance outcomes of work engagement, such as, in-role performance, extra-role performance and creativity denoted as segment (4), are presented. The blue line and arrow and orange arrows indicate a graphical representation of the hypothesised relationships between these separate segments. The link between segment (1) and segment (4) indicate that the relationship between job resources, personal resources and performance is impacted by job demands. The first of the orange arrows linking segment (1) and segment (4) indicate that job resources and personal resources enable performance directly. The second orange arrow linking segment (1), segment (3) and segment (4) indicate that job resources and personal resources enable performance and that relationship is enabled by work engagement.

In continuing research on the engagement concept, the Schaufeli, Bakker, Gonzalez-Roma, Demerouti and Xanthopoulou group have investigated individual and organisational aspects of engagement predominantly using Schaufeli and Bakker's (2004) job demands and

resources model shown in Figure 2.3f. Schaufeli and colleagues also proceed to show how various pieces of the model have been ‘added’ over time to increase explanatory utility in a variety of ways shown in Figure 2.3f.

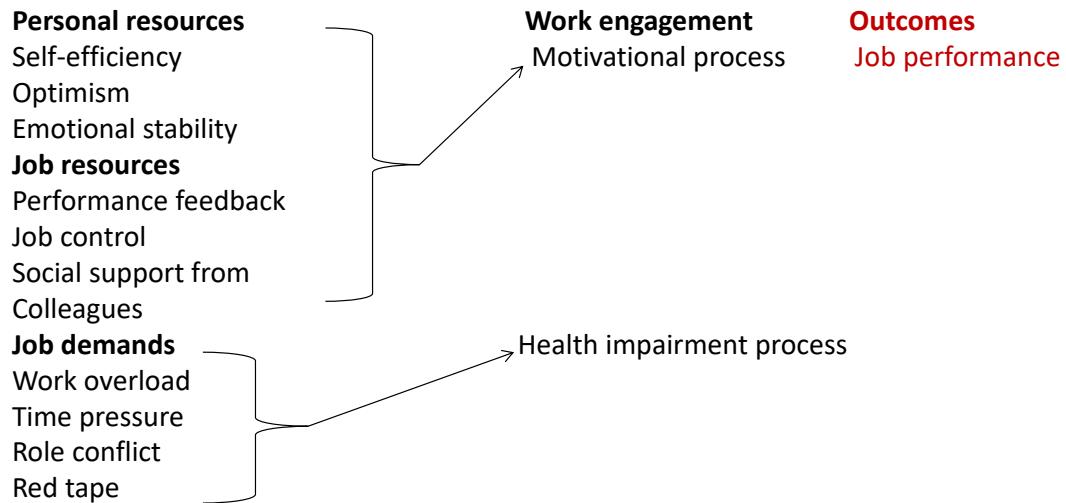


Figure 2.3f: The two different processes of the JD-R model based on Bakker and Demerouti, 2007

As shown in Figure 2.3f, studies by Demerouti et al. (2001), Hakanen, Bakker and Schaufeli (2006), Hakanen, Schaufeli and Ahola (2008) and Schaufeli, Bakker and van Rhenen (2009) have provided empirical support for the idea that job demands and resources are responsible for two different processes; job demands are related to strain (including a lack of energy and development of health issues) and job resources are related to motivation (including engagement and commitment).

Bakker, Demerouti and Euwema (2005) and Xanthopoulou, Bakker, Demerouti and Schaufeli (2007) lend support to the buffer hypothesis suggesting that job resources can counter the effect of job demand on wellbeing. In both studies, when the level of job resources was high, the effect of job demand on the core burnout dimensions was significantly reduced. Hakanen, Bakker and Demerouti (2005) and Bakker, Hakanen, Demerouti and Xanthopoulou (2007) lend support to the hypothesis that resources gain their salience in the context of high job demands or threats. These studies suggest that job resources particularly have an impact on work engagement under situations of high job demands.

According to Schaufeli (2015) empirical support for the JD-R model is abundant and in a recent review Schaufeli and Taris (2014) showed that twelve studies confirmed the mediating role of burnout and engagement in the stress and motivation process, respectively and partial instead of full mediation was found for either burnout or engagement in four other studies.

On the other hand, Shirom (2007) made quite a strong criticism of the UWES, he suggested that the scale should be modified from Schaufeli et al.'s (2002) three-dimensional system of concepts, to a combination of all three components into one concept termed as a singular engagement construct and defined by vigour. Shirom (2007) defined vigour as a composite variable, comprising three affective components as an individual's feeling that they possess physical strength, emotional energy and cognitive liveliness. Shirom (2007) supported this assertion based on Hobfoll's (1998) Conservation of Resource Theory (COR), which describes vigour as an individual's energetic cognitive, emotional and physical resource. COR theory adds that the facets of these resources overlap. It is not possible to talk about cognitive expression of individuals in the work context without talking about feelings and sensations, or about behaviour without mentioning the influence of thoughts or reasoning. Shuck, Ghosh, Zigarmi and Nimon (2011) pointed out that the Utrecht Work Engagement Scale (UWES; Schaufeli and Bakker, 2004) measures engagement as having satisfaction-like rational and cognitive elements that parallels Brayfield and Rothe's (1951) measure of job satisfaction.

These common and opposing views on the two main perspectives of engagement in the literature provide the background for an evaluation of how Schaufeli et al. (2002) model might be related to Kahn's (1990) model, given that the attributes that are associated with role engagement, employee engagement, job engagement and organisational engagement appear to reflects themes that are apparent in Kahn's personal engagement and the criticisms of the UWES measure of work engagement. This suggests a choice, in principle, between arguing for an integration of these two models, and arguing that they are distinct. A major issue, however, if the choice of integration is made, is how to carry out this integration.

As a summary, the occurrence of engagement can be explained using Kahn's (1990) psychological conditions (May et al. 2004), Rothbard's (2001) enrichment and depletion argument, Sak's (2006) social exchange theory, while some authors build from the work engagement concept. The occurrence of engagement can be explained using Schaufeli and

Bakker's (2004) job demands and resources model and measured using Schaufeli et al.'s (2002) three dimensions of work engagement as vigour, dedication and absorption.

This gives a sense of the advancement of engagement as two different concepts, and in the process pointing out their conceptual differences. Scholars focused on individuals in the work situation (e.g. personal engagement, role engagement), then groups of workers (e.g. employee engagement); the role of the job (e.g. job engagement), work (work engagement) and organisations (organisational engagement). According to the attribution of important characteristics, the antecedents of engagement include: job characteristics, perceived organisational and supervisor support, procedural and distributive justice, rewards and recognition, value congruence and core-self-evaluations from the personal engagement contexts. Personal resources, job resources and job demands, from the work engagement contexts. The consequences include job satisfaction, organisational citizenship behaviour and commitment, intent to quit, and task performance from the personal engagement contexts and in-role and extra-role performance, creativity and financial turnover from the work engagement contexts.

However, one concept that has been observably linked with the context of engagement enactment is work-related experiences. The meaning and use of the engagement concepts appear to be influenced by work as a more general context, yet, by describing how a given theory might emphasise the role played by individuals, employees, job, work and organisational contexts, respectively, different concepts of engagement were mapped onto a personal engagement or work engagement perspective. Essentially, the ways that the personal engagement and work engagement concepts are understood differ from each other in terms of the specific context as highlighted by Schaufeli (2014). Nonetheless, these characteristics are indeed related based on work-related criteria. The roles played by individuals, employees, job, work and organisational contexts, may be regarded as a specific context of the work role, suggesting a possible role for workplace experiences as the unit of analysis for discussing what takes place when individuals engage in their work role, and again for addressing the research concerns - the examination of individuals' views of workplace experiences that builds on this notion that the acts of engaging are to some extent induced by the individual's understanding of their work situation.

In sum, it is because of these ways of linking engagement to the effect of work on the person that a high degree of focus on understanding peoples' responses to their experience of working that makes a difference to the overall experience was justified.

Section Two

Part four

Towards identifying and applying a common framework

This proliferation of definitions, antecedents, consequences and underlying assumptions of the concepts in the literature in comparison with efforts at the integration of multiple perspectives/theories/definitions was conceived as a gap in research (Gajdzik, 2013; Sonnentag, 2011; Shuck and Wollard, 2010; Zigarmi et al., 2009; Meyer and Gagne, 2008). This in turn led to the question of the manner in which the engagement research community deal with the diversity of theoretical approaches within the field. As stated in the introductory chapter, this study responds to a call by Sonnentag (2011) for a conceptual framework that combines thinking on Schaufeli et al.'s (2002) work engagement to include knowledge from Kahn's (1990) personal engagement framework by integrating their vigour, dedication and absorption and physical, emotional and cognitive dimensions, and to consider identification as an underpinning logic that was common to both models.

The issue is that of whether it is essential to address both perspectives at the same time as a multiple perspectives orientation. There are obvious links existing between the concepts of personal engagement and work engagement. The literature visibly benefits from results outpouring from research on the two perspectives as independent concepts. Nevertheless, the linkage between the two concepts is rather debated and there are interesting differences between these concepts. The 'engagement' processes in the two models are different, but perhaps not incompatible. They differ in part because authors do not focus on the same characteristics of the engagement phenomenon (Schaufeli, 2014). However, in a review of the engagement literature, Christian, Garza and Slaughter (2011) have suggested that the different dimensions on which engagement at work has been differentiated and the number of labels that have been given to them are merely different conceptions of a superordinate dimension, despite the conceptual differentiations in the literature. This debate justifies calls by some scholars to consider whether a combined framework furthers the development of the

engagement knowledge of the two concepts, when personal engagement-specific characteristics are combined with work engagement-specific characteristics.

A methodological solution used to tackle this problem is to thoroughly analyse both what is common to and that which differentiates personal engagement from work engagement as well as what is unique to either Kahn's (1990) or Schaufeli et al.'s (2002) perspectives in the literature. Preceding the discussion of the methodological solution for a combined framework developed in this study, the question of finding the applicable common underlying theme linking the definitions directed the study to address this problem by analysing similarities and differences, between some combinatory frameworks indicating an attempt to link the attributes of personal engagement and work engagement, into a single framework, existing in the literature by Wildermult (2010), Welch (2011) and Saks and Gruman (2014), which combine Kahn's (1990) and Schaufeli et al.'s (2002) perspectives in some way, because their frameworks would suggest answers regarding which antecedents, attributes and consequences were linked, to further the knowledge on the engagement concepts and how - in order to identify the criteria these authors used to develop these links.

2.4 A review of related work linking aspects of Kahn and Schaufeli et al.'s approaches

This section is used to review two main types of related works, related work: (1) Linking Kahn (1990) and Schaufeli et al.'s (2002) approaches to engagement, (2) Employing personal and work engagement together in a conceptual framework. Combination here refers to attempts to create a single 'engagement' model. The literature review yielded two types of combinations that could be templates for the links between Kahn (1990) and Schaufeli et al.'s (2002) perspectives.

(a) The correspondence between the vigour-physical, dedication-emotional and absorption-cognitive components of 'engagement' by Schaufeli (2014).

Whilst Schaufeli (2014) argued that overall, the personal engagement model and work engagement models approached engagement in ways that varied, as such they are different models that cannot be unified; he however suggested a possibility for incorporating the different arrangement between their constituting elements into one framework. In the 2014

article, Schaufeli (2014 in Truss et al. 2014) presented a framework that can be utilised to understand the consistencies between personal and work engagement models.

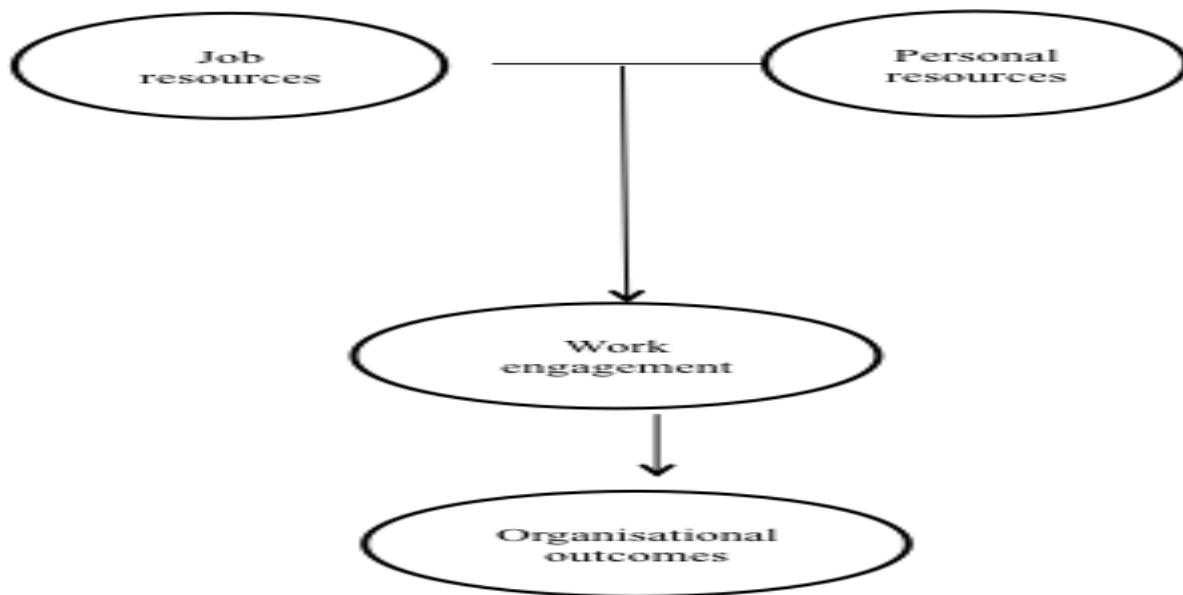


Figure 2.4a: Schaufeli's (2014) combinatory structure (based on Schaufeli 2014, in Truss et al. 2014)

Using Schaufeli's own terminology, Figure 2.4a illustrates the experience of work engagement that is consistent with the definitions of engagement as a psychological state by Kahn (1990) and Schaufeli et al. (2002). 'Both conceptualizations agree that engagement entails a physical-energetic (vigour), an emotional (dedication), and a cognitive (absorption) component' (Schaufeli, 2014 in Truss et al. 2014, pp. 8-9). Welch (2011) provided theoretical support by integrating the vigour, dedication and absorption and physical, emotional and cognitive dimensions. She also suggested the consideration of Kahn's (1990) psychological conditions as an underpinning logic for this integration in her supporting framework, see Appendix A2. Schaufeli (2014) argued that Figure 2.4a also differentiated the experience of work engagement from its perceived antecedents and consequences. For example, a job can be resourceful but an individual may not feel engaged because of family problems or an individual may feel engaged but not show initiative (i.e. extra-role behaviour) because of constraints at work. As such, the experience of work engagement is neither inherently linked to challenging work nor to performance.

Schaufeli (2014) argued further that a particular mix of activities/interactions on the job would result in a particular set of individual work styles/manner (i.e. an engaged worker or an average worker). If it is accepted that a pattern should exist in a person's work affect, then regardless of the characteristics of the job, a set of responses to the job resources and job demands can be seen as an indication of engagement. Thus, Figure 2.4a successfully provides a conceptually sound overarching model for explaining the experience of engagement. As noted by Schaufeli (2014), 'Kahn's (1990) description of engagement may offer a better basis to reconceptualise engagement in a way that does not overlap with burnout' (p. 11). Schaufeli (2014) acknowledged that in tests of incompatibility, the separation of work engagement as assessed with the UWES and burnout and engagement as assessed with the Maslach Burnout Inventory (MBI; Maslach, Leiter and Jackson, 1996) was more intuitive than demonstrable. In his own words, the failure to observe the proposed separation was based on an artefact, namely that inefficacy (a negativity factor) is measured with positively framed items that are subsequently reversed in order to assess inefficacy (Schaufeli and Salanova, 2007). This suggests that the work engagement approach may benefit from the use of aspects of Kahn's (1990) framework.

(b) Integration of Kahn (1990) theory of engagement and the job demand and resources model (Bakker and Demerouti, 2007) by Saks and Gruman (2014).

Saks and Gruman (2014) stated that their aim was to offer a theory of employee engagement that reconciles and integrates Kahn's (1990) theory of engagement and the Job demand-Resources Model (JD-R) (Bakker and Demerouti, 2007). Saks and Gruman's (2014) work compiled some of the most significant characteristics of engagement from what is known about personal engagement and work engagement in the literature. Based on their findings, they offered an integrated framework to provide a theoretical basis as to why certain job resources will be related to engagement and to posit Kahn's (1990) psychological conditions as the specific psychological variable that intervenes or explains the relationship between specific job resources and engagement.

The model consists of an elaboration and illustration of a set of arguments on the role that transformational leadership, leader-member-exchange (LMX) and empowering leadership play in providing individuals the job resources and job demands that lead to the experiences of Kahn's (1990) psychological conditions. They differentiated psychological

meaningfulness into meaningfulness in work and meaningfulness at work. Saks and Gruman (2014) suggested the exploration of the psychological conditions of meaningfulness through the broader literature on meaning at work and meaning in work, in order to understand psychological meaningfulness in depth. They explained that meaning in work relates to the personal and individual experience that a person has in relation to the work that he/she has and the work that the person is involved with. As will be shown later on this suggestion supports the approach of focusing on the practice of work and the meaning given to this connection developed for this study. Saks and Gruman (2014) also highlight that there are other forms of engagement other than work engagement and asserted that Kahn's psychological conditions could support the enactment of different types of engagement (task, work/job, team/group, and organisation). To give a little more explanation, Saks and Gruman's (2014) contention is that the various terms used to describe engagement suggests that there other forms of engagement. Figure 2.4b depicts the interrelationships between antecedents and consequences, with engagement as the mediating variable, and includes Kahn's psychological conditions as providing the theoretical rationale for explaining the relationship between various antecedents and engagement.

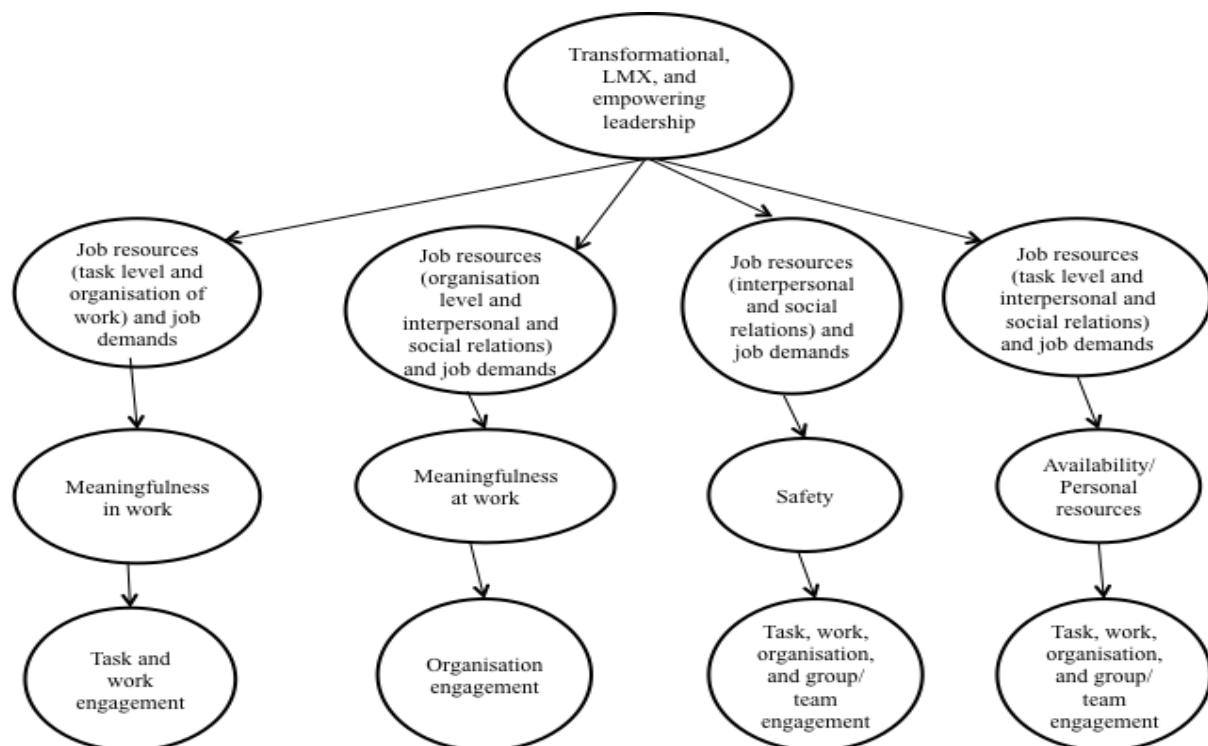


Figure 2.4b: The Known aspects of the employee engagement concept: a multi-layered conceptual model (Saks and Gruman, 2014, p.340)

The framework is accompanied by a set of eight propositions that are used to identify that: A specific set of job resources and job demand will be related to each psychological condition and each type of engagement; The psychological conditions will mediate the relationships between leadership and each type of engagement, as well as the relationship between job resources and job demands and a particular type of engagement; Leadership will be directly related to job resources and job demands, and indirectly related to psychological conditions and each type of engagement, and the consequences of engagement will vary as a function of the type of engagement; Individual differences will be positively related to psychological conditions and each type of engagement will moderate the relationships between job resources, job demands and leadership with the psychological conditions, as well as the relationship between psychological conditions and each type of engagement. Thus, this framework integrated the JD-R model with Kahn's (1990; 1992) theory and included various types of engagement.

However, Saks and Gruman (2014) did not offer an explicit definition of engagement to accompany this framework. From her literature review, Wildermult (2010) provided theoretical support for a consideration of the integration of Kahn's theory and the JD-R model, see Appendix A2, but her aim was to consider how and whether, an individual's personality is related to engagement by looking at the more trait-like and more state-like aspects. Drawing on Kahn's (1992) suggestion that individual difference will make a difference in the engagement phenomenon he identified (i.e. could influence people to do what they do, such as being more conscientious, Rich et al. 2010), and for the use of personal resources in the JD-R, which might include personality, she employed Macey and Schneider's (2008) ideas of trait, states and behavioural engagement to examine the role that personality in particular plays in engendering acts of engagement.

As a summary, in the search for a new integrative perspective, integration was also used in many senses; in Schaufeli's (2014) structure, it means the recognition of another way of arranging the distribution of the personal engagement and work engagement components among the antecedents and consequences of engagement. For the Saks and Gruman's (2014) structure, it refers to a closer interrelationship within components – antecedents, consequences, theoretical rationale and mediation, i.e. the possibility that all these attributes

might be linked. The authors also differentiated the roles that different types of engagement play in the relationships.

Against this backdrop, the two types of combinations provide evidence to suggest that the physical, emotional and cognitive dimensions of Kahn (1990) might be integrated with the vigour, dedication and absorption dimensions of Schaufeli et al. (2002). Also, the job demand and job resources (Schaufeli and Bakker, 2004) elements might be integrated with the psychological conditions of meaningfulness, safety and availability (Kahn, 1990) to empirically investigate the relationships of individual differences, leadership, job demands and job resources to the psychological conditions, that may engender acts of engaging.

The next section is used to discuss the ways that these insights were incorporated into the development of a new conceptual framework that differs in format from the types of combinations reviewed earlier.

Part five

2.5 Development of a conceptual framework

This section addresses the second research question: *Is there a promising way to integrate work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models?*

The challenge of the combination of engagement elements that are rooted in Kahn (1990) and Schaufeli et al. (2002) approaches leads to the issue of how to integrate the large amount of relationships embedded within them. Hence, it warranted the application of the integration mode of theorizing in which the integration theorist tries to cope with engagement behaviour in all its phenomenal complexity.

According to Whetten (2009), in movements from one context of theory to another, the first goal is to explore how a shift in focus from looking through the lens of one perspective can be improved by looking through the lens of another, in this case, looking at Kahn's (1990) perspective through the lens of Schaufeli et al. (2002) perspective on engagement, and vice versa. In order to do this, the analysis follows a suggestion by Whetten (2009), namely to compare and contrast two theoretical perspectives by using as a criteria, the manner in which

these perspectives conceive integral contextual and conceptual features that are used to understand the nature of the phenomenon of interest. According to Whetten (2009), the sum of what is extracted of these two features should be consolidated into one framework to constitute the entire meaning of the conception. The literature review showed ways that could be taken to describe the relevant contextual and conceptual elements.

From another vein, new insights from the empirical study are also incorporated into this discussion, but they are highlighted as part of the theoretical contributions in chapter eight.

2.5a Linking Kahn's (1990) and Schaufeli et al.'s (2002) theories of engagement

Quoting Campbell (1990, p.65), Whetten (2009) defines a theory as ‘ a collection of assertions, both verbal and symbolic, that identifies what variables are important for what reasons, specifies how they are interrelated and why, and identifies the conditions under which they should be related or not related’ to put forward two distinctive features of propositional theories as (i) contextual assumptions – distinctive features of what is being observed (e.g., when, where and who) and (ii) conceptual assumptions - distinctive features of the observer’s point of view. Comparing the engagement theories was performed through the kind of reasoning used to explore propositional theories that leads to a qualitative description of their similarities, focusing on relevant contextual and conceptual assumptions.

Viewing the conceptualization of personal and work engagement as propositional theories

Elements of personal engagement have been incorporated into the psychological presence framework depicted in Figure 2.1a by Kahn (1992) to provide further explanation of how the concept is related to the organisational phenomenon. Similarly elements of work engagement have been incorporated into the job demands-resources model Schaufeli and Bakker (2004) depicted in Figure 2.3e and Figure 2.3f. In this way, aside from the separate definitions of the concepts, which will be incorporated later on, the symbol (XI) represents the contextual elements of personal engagement, the symbol (XII) represents the conceptual elements (physical, emotional and cognitive) and psychological conditions process (XIII) is a theory of personal engagement (YI) such that psychological conditions explains personal engagement. Likewise, the symbol (Xo) represents the contextual elements of work engagement, the symbol (Xoo) represents the conceptual elements (vigour, dedication and absorption) and the

conditioning process of the job demands-resources model (Xooo) is a theory of work engagement (Y2) such that job demands-resources processes explain work engagement. This representation is termed as propositional theories (Whetten, 2009).

For this elaboration, in Figure 2.5a the set of contextual and conceptual elements of the two perspectives is presented. The contextual elements are listed under situation, social system, individual distractions and feedback for Kahn's (1990; 1992) approach and listed under personal resources, job resources and job demands for Schaufeli et al. (2002)/Schaufeli and Bakker's (2004) approaches. These elements can be safely denoted as sets of personal and work situation factors.

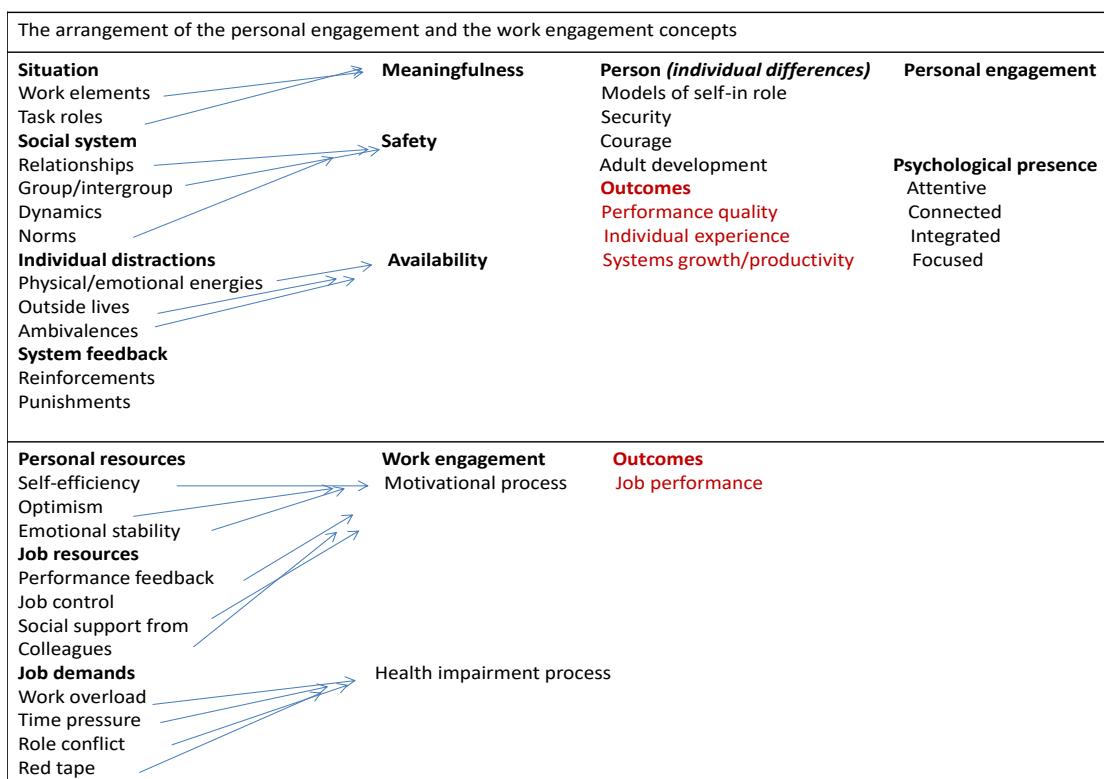


Figure 2.5a: The contextual and conceptual assumptions of personal engagement and work engagement

The importance of the illustration in Figure 2.5a is to show the grouping of sets of core contextual and conceptual elements. The relevant thinking regarding conceptual assumptions for understanding how the contextual factors facilitate engagement in these approaches are indicated by the blue arrows. The conceptual assumptions are first that the relationship

between the contextual elements and personal engagement depends on the psychological conditions. Second, the contextual elements engender work engagement depending on a motivational process and a health impairment process.

2.5b Comparison of contextual assumptions

In terms of similarities and differences, the utility of this method of comparison of whether Y1 and Y2 are similar or different is based on whether similarities are found between the set of personal and work situation factors [XI, XII, XIII] and the set of personal and work situational factors [Xo, Xoo, Xooo]. In other words, ensuring all components of XIs and Xos are related.

The similarities and differences in the relationship between personal and work situational factors in the two perspectives depicted in Figure 2.5b depend on the extent to which the contents from each can be related to that of the other or reveal a critical difference. To conduct this comparison, the personal and work situation factors from the two approaches are grouped together in Figure 2.5b and analysed.

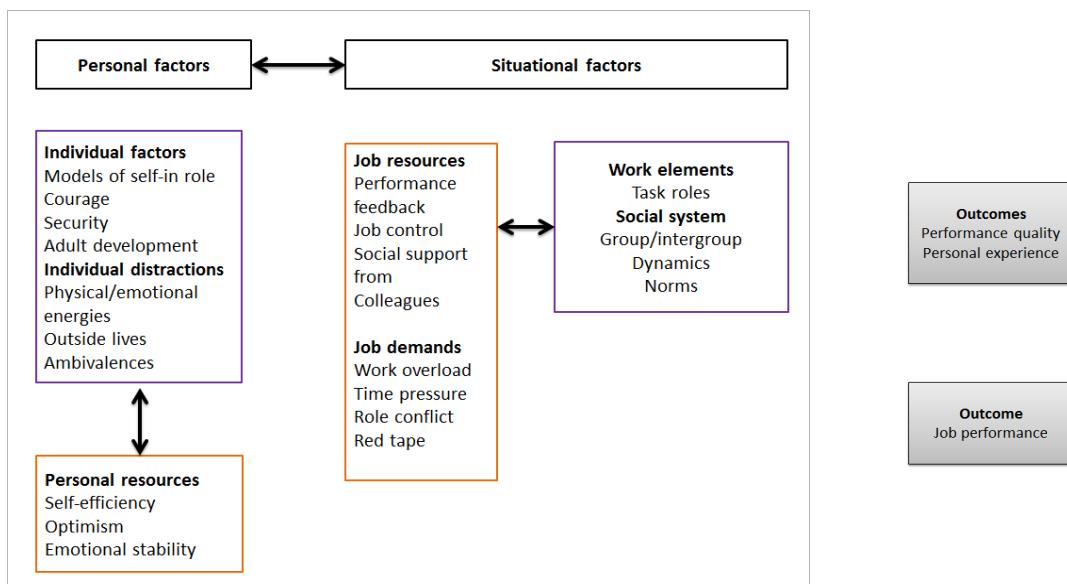


Figure 2.5b: Comparative exercise of the person and situation factors

In Figure 2.5b, all components for person and situation factors from Kahn's (1992) framework (in the purple boxes) and Schaufeli and Bakker's (2004) framework (in the orange

boxes) are presented. Discussions on these components that go back to the possible sources of similarities in their conceptions in these conceptual frameworks are articulated.

Personal factors – In Figure 2.5b, Kahn's (1992) framework (in the purple boxes) divides personal factors referring to who the individual is as well as the systemic structures in operation in a given situation into two types; individual factors consisting of individuals' models of self-in-role, security, courage positive and adult development and individual distractions consisting of physical and emotional energies, outside life and ambivalences.

Referencing Bowlby (1980), Argyris and Schon (1982) and Smith and Berg (1987), Kahn (1992) relates the mediating roles of individuals' models of self-in-role, security, courage and adult development to attachments and forms of self-authorization that people enact as a matter of course in their work roles that set in motion the extent to which people are likely to present or absent as themselves, and feel vulnerability or experience anxiety in relations with others.

As individual difference factors, they (the attachments and self-authorization) are shaped by personality, life experiences and psychological baggage. For instance the more or less security people feel about showing their real selves and feeling vulnerable to others is closely linked to the more or less trustworthy are they likely to experience relationships and social systems to be. According to Kahn (1992), the individual distractions consisting of physical and emotional energies, outside life and ambivalences shape how available people feel in work situations. In Figure 2.5b, the personal factors are personal resources in Schaufeli and Bakker's (2004) framework (in the orange boxes) is as mediators in stressful life events and personal coping. 'Personal' in personal resources refers to the idea that individual characteristics can function as a means of dealing with the outside world (Hobfoll, 1989) and 'resources' refers to the role it plays as a means of supplying a need or deficiency, in which the value of the resource is closely linked to the outcomes that it contributes towards (Schaufeli and Bakker, 2004).

van den Heuvel et al. (2010) referenced Pearlin and Schooler (1978), Bakker, Hakanen, Demerouti and Xanthopoulou (2007), Hakanen, Bakker and Demerouti (2005), Hobfoll (2002) and Callan, Terry and Schweitzer (1994) in their assertion that the key attributes of personal resources here is that (a) they facilitate goal attainment in the face of adversity, (b) are malleable elements of personality, that can be developed over time, influenced by significant life experiences and specific personal development interventions or coaching. Luthan, Avery, Avolio, Norman and Combs (2006) are referenced for the second set of attributes.

2.5c Similarities in person-orientated factors

The content themes of personal factors in both frameworks are similar at the broad level as individual characteristics and/or individual differences, specifically as they relate to personality traits, states and coping styles. Van den Heuvel, Demerouti, Bakker and Schaufeli (2010) clarified the role of individual characteristics in a person-environment interplay, which pertains to a specific domain e.g. work. The main things are that ‘personal’ in personal resources refers to the idea that individual characteristics can function as a means of dealing with the outside world and ‘resources’ can serve as a means of supplying a need or deficiency, in which the value of the resource is closely linked to the outcomes that it contributes towards (i.e. personal outcomes/experience).

In the same way, Kahn’s (1992) portrayal of psychological presence of person-in-role offers a way to conceptualize people bringing their selves fully into settings and working from those selves by ‘holding different systems responsible: the individual’s personality, the interpersonal relationships, the job, the group dynamics, the relations between groups, or the organisation’s culture’ (p. 345). Drawing on theories of personal accessibility, he asserted that such accessibility is a function of how people experience themselves and their situations. This experience is seen as similar to the mediating role of resources as a means for dealing with the outside world mentioned in relation to personal resources. This basic pattern leads to the convictions that personal factors in both approaches are related, under the condition of individual differences.

In sum, the main characteristics of the person-orientated factors related to this integration maybe termed as work-related personal experiences as such, in empirical investigations, certain personal factors facilitate personal experiences relatable to engagement.

However, two things seemed to be missing from the use of personal resources. First personal resources focuses on the positive aspects of personal experiences only, thereby neglecting the role of individual distractions, while Kahn (1990) suggest that each has to be the focus of analysis. Therefore, at least two types of personal factors are needed. Second, Kahn (1990) uses individual differences to filter work-related personal experiences as well as a unique form of personal experience as highlighted in sections 2.2a, which is that engagement involves bringing one's complete and true self to the performance of one's work role as a key indication of personal engagement. Already mentioned above, conceptually, Rich et al. (2010) linked core self-evaluations comprising self-esteem, self-efficacy, emotional stability and locus of control to Kahn's notion of the 'agentic' self. Here also personal resources as a 'general' rather than a 'specific' attribute seem to downplay the release of unique talents that should not get lost in the conception. So there are two variables at play here general individual differences that refers to the particular contents of personal resources that are desired by all people. In contrast, specific individual differences refers to the particular contents of personal resources that are desired by the specific individual, and provide validity for desired identity images, which changes or colours the perspective through which he/she approaches the experience. This warranted a switch in direction to assimilate the personal resources perspective into Kahn's (1990) self-in-role perspective to give the bigger picture of the substance of the personal factors, which includes needs (i.e. Kahn, 1990) and resources (i.e. Schaufeli et al. 2002).

Situational factors – once the organisational work becomes an explicit focus, both situation factors from Kahn's (1992) framework (in the purple boxes) and Schaufeli and Bakker's (2004) framework (in the orange boxes) becomes the interaction between the person and organisational factors within a system to produce outcomes that have been influenced by the interaction. A list of situational factors of personal engagement include, among others, task roles, group and intergroup dynamics.

The person is still an actor, and engagement is posited as an individual event but in this view it is influenced by situational factors involved in the work system of an organisation and its external influences as both individual and organisations operate in a real-world context. Kahn (1990) examined both the individual and the environment for a comprehensive model. Together, the qualities of an individual or/and the task roles, group and intergroup dynamics engender the outcomes. Kahn (1992) indicated three types of outcomes; performance quality, individual experience and system growth/productivity.

The situational factors of work engagement are job resources and job demands. Schaufeli and Bakker (2004) argue that feelings of doing work are usually split into broad categories including the extremes feelings of the negative effort cost, versus positive creative energy, which refer to a dual nature of human feelings about work. Therefore, responses of actors at work in the same or different fields will be affected by what they have learnt, or think they have learnt from their experiences in terms of how much less the work is associated with negative feelings. Thus every workplace will have its own unique demands and resources and work engagement is to be assessed in terms of the job demands that require sustained effort and incurred costs. Drawing from Hobfoll and Freedy's (1993) conservation of resource theory, Schaufeli and colleagues argue that individuals lose positive feelings about work when the valued psychological resources required to meet their performance target is lacking. In other words the job resources are: '(1) functional in achieving work-related goals, (2) reduce job demands and the associated physiological and psychological costs, and (3) stimulate personal growth and development' (van den Heuvel et al., 2010, p. 127) as the frames of references from which the individuals interpret or develop their work practices.

2.5d Similarities in situational factors

The two models build from Hackman and Oldham's (1975) job characteristics theory of motivation that job resources at the task level include autonomy, feedback and task significances. The task itself as central to engagement appears to be well entrenched in both models, as such engagement is focused on an individual's main responsibility at work (Shuck and Wppard, 2010). Rothbard (2001) also provided theoretical bridges between personal engagement and work engagement by highlighting the importance of the roles that individuals enact. She noted that within the context of organisational work, people must engage in multiple roles to fulfil their job expectations. Thus, it is understandably pertinent to

refer to engagement specifically in relation to the role in question. Consistent with Kahn's (1990) view, roles occupied by organisational members are one's job, group, and organisational role. This is depicted in Figure 2.5b and Figure 2.5c.

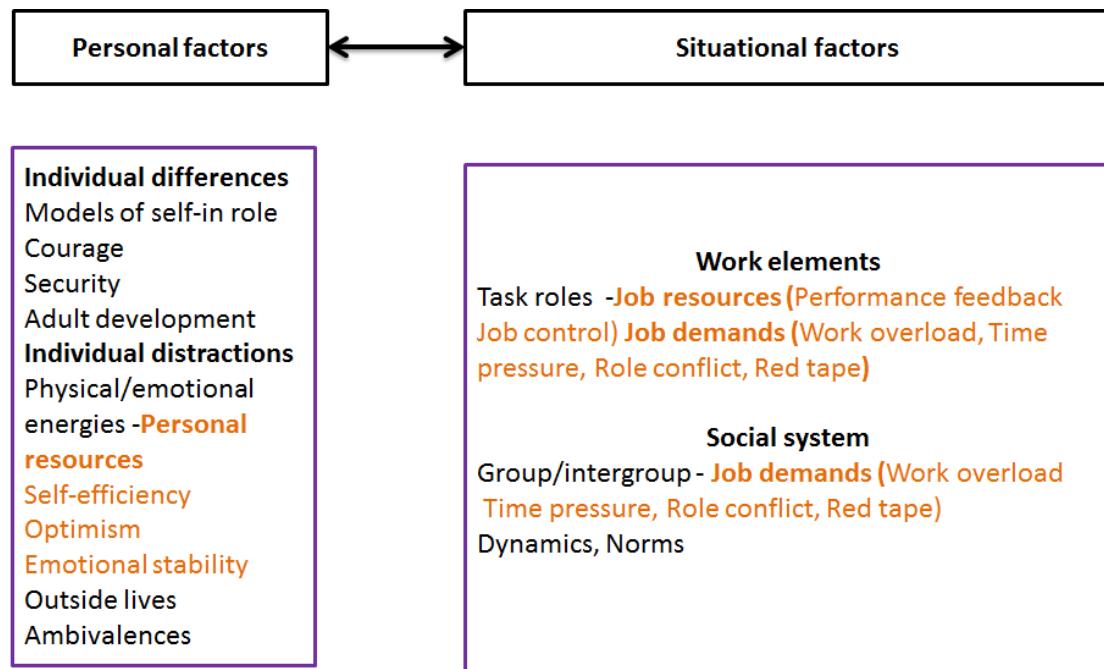


Figure 2.5c: Referring to engagement being specific about the role in question

In Figure 2.5c, the texts in black colour are from the personal engagement model while the texts in the orange colour are from the work engagement model. Here, the focus on the work role tasks in Kahn's (1990) perspective seems to be further underlined when Schaufeli et al.'s (2002) perspective maintains that engagement is achieved through emotional investment in performance and the individual being dedicated to successful performance.

This conveys the image that the job demands and job resources are connotations of an area of the work role system. The implication is that engagement is likely to vary from one role to another, engagement in one role is likely to impact engagement in another role, and the factors that engender engagement are likely to vary as a function of the role (Rothbard, 2001). Distinguishing between engagement and disengagement, Kahn (1990) asserted that disengaged people act as the job role strictly dictates, but not how they would ideally view the role to be performed, which would entail the investment of personal effort or engagement achievements manifests themselves in physical form in the performance of the task.

Taken together the evidence of similarity between personal and work situational factors as the backdrop, the marked focus on the task at hand and highlighted increased effort suggests similarities in the characteristics of situational concepts that make it possible to identify situations that could be categorised under the acts of engaging within both approaches. So the situation as the important environment of one's performance also has to be the focus of analysis. Next, the articulation of conceptual mediators that can be found when trying to understand interactions between the person and their situation in a Kahn (1990) and Schaufeli et al. (2002), centred conceptual framework follows.

2.5e Conceptual assumptions

For the representation, the symbol (XII) represents the conceptual elements (physical, emotional and cognitive) and psychological conditions process (XIII) is a theory of personal engagement (Y1). The symbol (Xoo) represents the conceptual elements (vigour, dedication and absorption) and the conditioning process of the job demands-resources model (Xooo) is a theory of work engagement (Y2) such that job demands-resources processes explain work engagement. In examining the conceptual assumptions, similarities were also noted.

In this method of comparison of whether Y1 and Y2 are similar or different is based on whether similarities are found between the set of conceptual assumptions [XII, XIII] and [Xoo, Xooo]. In other words, ensuring all components of XIs and Xos are related. Here, the comparison of the conditioning processes [XIII] and [Xooo] are elaborated first.

Kahn (1990) asserted that individual and situational factors weave together to create the three central psychological conditions; meaningfulness, safety and availability, while the JD-R model (Schaufeli and Bakker, 2004) posits two processes (i) that work engagement mediates the relation between job resources (e.g. performance feedback, job control, and social support from colleagues) and personal resources and positive outcomes (the motivational process), but this process is constrained by another process (ii) that high job demands (e.g. work overload, time pressure, role conflict, and red tape) that require sustained physical or mental effort to achieve work goals decrease performance (the health impairment or stress process).

2.4f Comparisons of conceptual assumptions

Three arguments are used to support the link between explanations of how an individual becomes engaged using Kahn' three psychological conditions and the two basic

psychological processes from the job demand-resources model (Schaufeli and Bakker, 2004): (a) Similarities between psychological meaningfulness, availability and safety valuations and psychological evaluation of personal resources and demands, physical demands, emotional demands of the job demands and job resources processes; (b) Similar proposals that conditions shape outcomes and (c) Similar proposals of a self-perpetuating circle of outcomes and spiral gains of outcomes.

2.5f Similarities between psychological meaningfulness conditions and motivational and impairment processes from job demands and job resources

What follows are the three ways of comparing conceptual assumptions used in assessments of Kahn's (1990) psychological conditions and job demands and job resources components from Schaufeli and Bakker's (2004) job demand-resources model.

(a) Similarities between psychological meaningfulness, availability and safety valuations and psychological evaluation of personal resources and demands, physical demands, emotional demands of the job demands and job resources processes

Considering the rationalisation process, the individual uses meaningfulness, safety and availability conditions to evaluate and re-evaluate the gains and losses of investing cognitive, emotional and physical energies into their work tasks. Kahn (1990) provided three lines of questioning that serve as a template or guide. According to Kahn (1990), choosing to become engaged depends on the answers to the three questions individuals are likely to ask themselves unconsciously: "(1) How meaningful is it for me to bring myself into this performance? (2) How safe is it to do so? And (3) How available am I to do so?" (p. 703). These questions reflect the three psychological conditions as well as the benefits and guarantees that the individual considers and projects his personal valuations upon.

The theoretical bases for interpreting the experiences of work engagement included in the work demands and job resources explain the thinking of actors, with the use of conservation of resources theory (COR) (Hoffoll and Freeday, 1993). COR theory assumes that individuals strive to obtain things that they value. These are called resources. The Job demand and resources model argues that demand threatens resources and trigger strain in the form of physical and emotional exhaustion, whereas resources help overcome the need for defensive

coping and enhances one's self-efficacy (Hobfoll and Freeday, 1993 in Xanthopoulou et al., 2007). Then, the motivational process, which is sparked by abundant job resources such as performance feedback and job control may – via – work engagement – lead to positive outcomes such as organisational commitment, intention to stay, extra-role behaviour, and work performance. This valuation reflects the motivational process. Second the stress process, which is sparked by excessive job demands such as work overload and interpersonal conflict, may - via – burnout lead to negative outcomes (e.g. sickness absence, (Toppinen-Tanner et al., 2005), poor performance, (Taris, 2006), impeded workability (Siebt et al., 2009) and low commitment, (Halbesleben and Buckley, 2004 referenced in Schaufeli, 2015), devoid of engagement.

The valuation processes (listed for the motivational and stress processes) of the work engagement approach can be safely argued to be included within the appraisals of the guarantees, rewards and resources of work situations listed by Kahn (1990) with regards to the consideration for positive and negative events and the ways that these shape individuals' outcomes (and responsive behaviour). A difference is that Kahn's psychological conditions hold meaningfulness, safety and availability as the reasons and the motivational and stress process in the JDR hold striving for valued resources and strain as theoretical bases of the individual's evaluation, for the way engagement is formed in particular ways.

(b) Similar proposals that conditions shape outcomes

Kahn (1990) asserted that individual and situational factors weave together to create the three central psychological conditions; meaningfulness, safety and availability. Engagement is posited as an individual event that is influenced by situational factors involved in the work system of an organisation and its external influences as both individual and organisations operate in a real-world context. Together, the qualities of an individual or/and the task roles, group and intergroup dynamics engender the outcomes.

The job demand and resources model helps in examining the characteristics of the work context that promote engagement, nevertheless, some studies utilizing this model also argued that some personal characteristics could also affect the relationship. For example, when individuals are optimistic about the future, engagement is more likely to ensue. Furthermore, individuals who perceive themselves positively are more likely to pursue roles that align to

their values, called self-concordance, which promotes self-motivation and may promote engagement at work (Xanthopoulou et al., 2007). Thus overall, individuals communicating an acquisition of resources such as vigour, absorption and dedication that are expected to be positive, fulfilling and motivational are thus, judged to enact work engagement (Schaufeli et al. 2002).

(c) Similar proposals of a self-perpetuating circle of outcomes and spiral gains of outcomes

Furthermore, Kahn (1990) stated that the experience of engagement at work can vary between individuals over time and is likely to fluctuate on a daily basis within one person. Kahn's (1990) personal engagement stance is one wherein the dynamic nature of engagement is accounted for: It was based on the self-perpetuating cycle of engagement and disengagement, as the varying dynamics of personal experiences of engagement.

Bakker, Schaufeli, Demerouti and Euwema (2006) examined the dynamism of the self-efficacy as personal resources through the concepts of loss and gain spirals. Conceptually similar patterns to those found in conservation of resources theory (Hobfoll and Shirom, 2000) suggests the existence of an upward spiral that is used in the JD-R model, in the sense that 'it seems self-efficacy may precede, as well as follow, employee well-being ..., that results from the availability of job resources and optimal job demands fuels engagement, which in turn increases efficacy beliefs, and so on....' (Bakker et al., 2014, p.244). Simultaneously, the existence of a downward spiral "loss spiral" has been confirmed in which high job demands lead to exhaustion, which in turn leads to higher job demands over time.

Here, it is informative that the two motivational process of the JD-R model may be assumed under Kahn's (1990) psychological conditions as this switched the integration format from a consideration of the differentiation of the perceived antecedents and consequences of engagement format used by Schaufeli and Bakker (2004) to a focus on the conditions that may engender engagement, which were found to be personal factors, work situation factors and Kahn's (1990) psychological conditions.

2.5g The comparison of the vigour, dedication and absorption and physical, emotional and cognitive dimensions

Returning to the separate definitions of the concepts, which will be incorporated here, the ideas about the three dimensional bases of engagement is one of the consensual agreements between the two approaches. Kahn (1990) and Schaufeli et al. (2002) agree that their concepts consist of three separate facets: cognitive, emotional, and physical/behavioural. However, regarding the state of immersing one's self in a role according to Kahn (1990) is that individuals may be engaged on one facet and not on the others, but the more the individuals are engaged on each facet the higher their overall personal engagement would be. In Schaufeli et al. (2002) perspectives on the other hand, these three facets of engagement may be seen as independent facets that focus on the affective feelings especially if they are positive – the more individuals are engaged on each facet, the higher their overall engagement would be, i.e. these six facets mediate the outcomes.

Similarities between the three dimensional bases of personal engagement and work engagement show that the physical aspects as the physical energies that are employed to accomplish the roles are somewhat related to vigour as high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. The cognitive aspects of working out of the requirements of the individual, social and contextual working conditions are related to being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. Also, the emotional aspects, which include the feelings about each of those, i.e. the physical and cognitive factors are related to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. This comparison is illustrated in Figure 2.5d.

Kahn's (1990) elements	Schaufeli et al.'s (2002) elements
Physical aspects: The physical energies that are employed to accomplish the roles	Vigour: High levels of energy and mental resilience while working, the willingness to invest effort in one's work

Emotional aspects: The feelings about the cognitive and physical factors.	Dedication: Being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge
Cognitive aspects: The working out of the requirements of the individual, social and contextual working conditions	Absorption: Being fully concentrated and happily engrossed in one's work, whereby time passes quickly

Figure 2.5d: Comparison of Kahn's (1990) and Schaufeli et al.'s (2002) three dimensional bases of engagement

The similarities in the three dimensional bases of engagement shown in Figure 2.5d, can be linked to the concept of absorption captured in the two models. The dimensions of absorption in Schaufeli et al.'s (2002) measure of engagement overlaps with psychological presence at work, defined by Kahn (1992) to include elements of being attentive, connected, integrated, and focused on work. Muano, Kinnunen and Ruokolainen, (2007) suggested that engagement as proposed by Schaufeli et al. (2001) is consistent with that proposed by Rothbard (2001). Engagement according to Rothbard (2001) is measured via the degree of attention and absorption individuals put in their roles. Rothbard's (2001) notion of absorption is also linked to ideas first proposed by Goffman (1961) and later by Kahn (1990) regarding the state of immersing one's self in a role. Drawing on Goffman (1961), Gardner et al. (1989) and Kahn (1990), Rothbard (2001) posited that role engagement has two critical components: attention and absorption. Attention refers to cognitive availability and the amount of time one spends thinking about a role. Absorption refers to how much one is engrossed in a role and the intensity of their focus.

Schaufeli and colleagues also conceptualised engagement as having a component called absorption, which they represented as the state of being fully concentrated and engrossed in a

role. Schaufeli et al's (2002) elements of absorption within work engagement characterised by being fully concentrated and happily engrossed in one's work, (able to ignore distractions, Kahn, 1992) and irrelevant cues, Sonnentag, 2003) whereby time passes quickly and one has difficulties detaching oneself from work, fully captured Rothbard's concept of absorption within personal engagement. Based on the analysis performed, comparatively Kahn's (1992), Rothbard's (2001) and Schaufeli et al.'s (2002) representations of absorption are very similar and likely to refer to the same cognitive state.

However, a change in claims regarding the clustering of the vigour, dedication and absorption with respect to the physical, emotional and cognitive components is observed: Kahn's (1990) personal engagement model proposed that people enter a state of engagement, noted by the employment of their "preferred selves" cognitively, affectively, and physically, which is a multidimensional construct but one could express one dimension and not the other. On the other hand, Schaufeli et al.'s (2002) conceptualisation of the engagement in the UWES is also a multidimensional construct comprising the concepts of vigour, dedication and absorption implying that to be engaged one would have to indicate that one experienced all of its components (Phellas et al., 2011).

2.5h Similarities in the definitions

The person and work situation elements related to personal engagement and work engagement are visible in their definitions stated in Table 2.5a below.

Definitions of engagement	Author(s)	Setting/use
<p>Personal engagement as "the simultaneous employment and expression of a person's preferred self in task behaviours that promote connections to work and to others, personal presence, and active role full role performances" (Kahn, 1990, p.700).</p> <p>Work engagement as "a positive, fulfilling, work-related frame of mind that is characterized by vigor, dedication and absorption" (p.74).</p>	<p>Kahn (1990)</p> <p>Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002)</p>	<p>Evaluation of engagement at individual, group and organisational levels. (qualitative approach orientation)</p> <p>Concentration of psychologically determined set of factors in work organisations. (Quantification of engagement overall level of experiences)</p>

Table 2.5a: Comparison of definitions

The key similarity theme taken from this comparison was to associate in the mind a positive and fulfilling connection to work that is linked to vigour-physical, dedication-emotional and

absorption-cognitive outcomes or people associating vigour-physical, dedication-emotional and absorption-cognitive outcomes with their work. As is evident in the embolden texts in the definitions of engagement shown in Table 2.5a, key aspects of engagement emerge as employment and expressions, connections to work, to others and active full role performances that underlie it. Hence, in terms of the definition of ‘engagement’ that should underlie its understanding and assessment that is the subject matter of the empirical investigation, the definition of this engagement concept retains Kahn (1990) and Schaufeli et al.’s (2002) basic ideas, rephrased as individuals simultaneously employing and expressing physical, emotional and cognitive energies in task behaviours that promote connections to work, to a person’s “preferred self”, to others and to active full role performances culminating in the connection being the central theme. This definition of ‘engagement’ attends to its psychological and behavioural expressions; its assessment attends to the role that personal factors, work situation factors and perceptions of Kahn’s (1990) psychological factors play as influences on individual’s physical, emotional and cognitive outcomes.

The employment of a model to represent what aspects of participants’ experiences should constitute engagement acknowledges that knowledge construction is possible while assuming that the phenomenon occurs as a knowable form/quality.

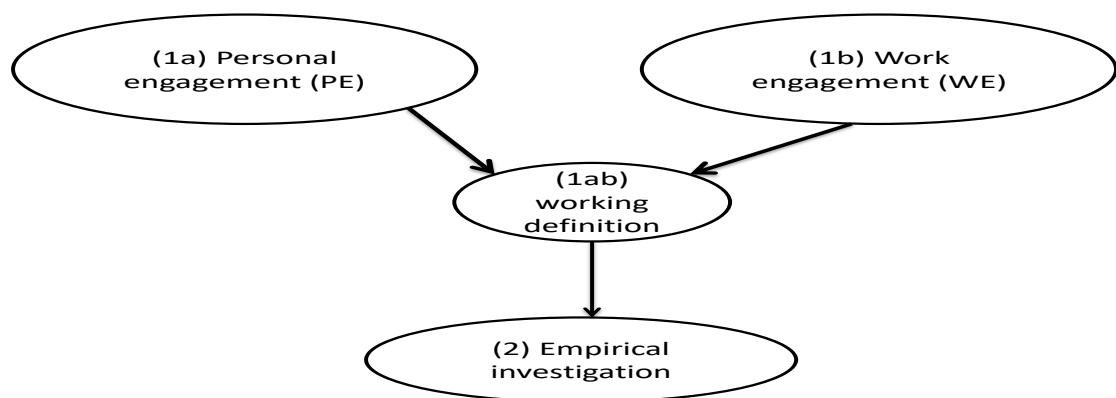


Figure 2.5e: The next stage associated with the working definition of engagement for the empirical investigation

Again, the justification for the preceding comparative evaluation was based on the discussion on pointing out the conceptual similarities regarding how Schaufeli et al.’s (2002) model might be related to Kahn’s (1990) model and whether an integration of personal engagement

and work engagement may function as a more general overarching framework for the two main ‘engagement’ models.

The propositional theories, drawing on Whettten’s (2009) approach were whether, the XI (contextual assumptions), XII (conceptual assumptions) and XIII (psychological conditions) representing Y1 (personal engagement) are similar or different from the Xo (contextual assumptions), Xoo (conceptual assumptions) and Xooo (motivational and stress processes) representing Y2 (work engagement). The outcomes indicate that XI, XII and XIII are related to Xo, Xoo and Xooo. But Y1 (personal engagement) includes a notion of an ‘agentic self’ that exceeds Y2’s (work engagement) notion of personal agency based on all the XIs and Xos. For this reason, the assimilation of Y2 (work engagement) into Y1 (personal engagement) was chosen. Then, pulling together the similarities between the contextual and conceptual assumptions outlined previously to get at a conceptual framework of the personal-work engagement processes, the following outputs were generated. Some propositional statements are that based on their assigned attributes personal factors engender engagement, work situation factors engender engagement, psychological conditions engender engagement and engagement is represented by individuals’ physical, emotional and cognitive outcomes or how individual differ on these three outcomes. This structure differs in format from the types of combinations reviewed earlier.

An initial visual representation of the relationships between these factors is shown in Figure 2.5f.

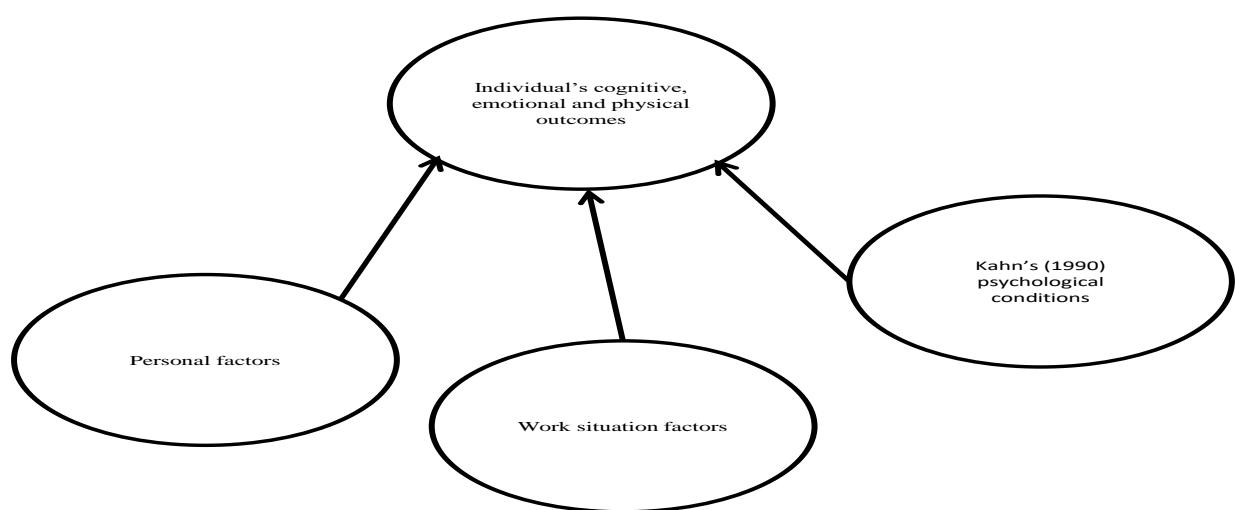


Figure 2.5f: The core components indicative of the personal-work engagement framework

As illustrated in Figure 2.5f, the physical, cognitive and emotional responses connect to everything in the engagement experiences. Thus, this integration yielded results in terms of the three material elements that should engender acts of engaging at the minimum.

This conception concerns ontology regarding the subject matter, which moves the discussion on to the epistemological aspect of how to assess and understand this engagement empirically. For the empirical investigation, Figure 2.5f visualises the core components of the proposed conceptual model as personal, work situation and psychological conditions bundled together to enable engagement as the outcomes. The model refers to and includes the whole of the workplace experiences and the expectation is that the assessment of engagement using this model will reveal the more salient parts of the workplace experiences that engendered engagement based on the individuals' own communicated views.

Part six

2.6 The current study

The prospect of exploring individuals' acts of engaging led to the discovery of a second gap: also highlighted in earlier literatures was a problem that previous studies seeking to contribute to the evolution of knowledge on engagement experiences have rarely extended their analytical scope to the possibility of multiple perspectives engagement models. After reviewing several of these advancements on the two different approaches to engagement, the option to rethink this approach was considered an area of opportunity that the research problem of this current study took on to combined insights, arising from the two different perspectives in order to link them in a single model that can help fill gaps, in the development of personal engagement and work engagement.

Two suggestions made by Sonnentag (2011) were stated in the introduction. Her first suggestion was an expansion of Schaufeli et al.'s (2002) work engagement to include knowledge from Kahn's (1990) personal engagement framework by integrating their vigour, dedication and absorption and physical, emotional and cognitive dimensions.

The integration of the two approaches conducted here was a modest attempt at this suggestion, which became a primary aim for the study, denoted as research question one: *How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?* and research question two: *Is there a promising way to integrate work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models?*

Also, the study responds to recent calls for more engagement research that emphasize the relevance of the individual perspectives (Teerikangas and Valikangas, 2009; Shuck et al. 2011; Shantz et al. 2014). Responding to this call directed the focus of the development of research procedures and the search for results to the third research question (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement*).

As a work-specific research model, engagement models are applied in the empirical examination of the relationships between people and their work activities to enhance theory and develop methods to initiate and nurture engaged behaviours, which may in turn optimize role or job performances (Kahn, 1990; Schaufeli et al. 2002; Schaufeli and Bakker, 2004; Shuck, Reio and Rocco, 2011). The rationale is based on the practical reason that searching for the most characteristic features of individuals' acts of engagement at work, reveals insights into its empirical manifestation, which presumably extends the chances to improve on or eradicate workplace causes of disengagement and/or stress.

From the literature reviewed, when describing the strongest application for the usage of their engagement concepts in research the authors differed; Schaufeli et al.'s (2002), approach concentrates heavily on measuring and predicting engagement as the outcomes, rather than assessing the processes utilised within the enactment suggested by Kahn (1990).

Applying this differentiation to the research questions, it was observed that: while Kahn's approach primarily offers ways to understand the specific experience of individuals personally engaging at work with qualitative data that provide rich descriptions of individuals and their social system (Kahn, 1992), Schaufeli et al.'s (2002) operationalisation is more concerned with prediction and measurement of engagement occurring in organisational settings and work contexts through a self-report questionnaire approach and Schaufeli and Bakker (2004) have argued that the total score for work engagement may be more useful for empirical research leading to the adoption of the former as more relevant to this study.

Reiterating the second aim of this current study, the aim was to generate comprehensive information on the individuals' perspectives on their ways of thinking and acting, which appear to have strong positive and negative influences on the realisation of engagement. However, as Macey and Schneider (2008) commented, regarding the practical problems of psychological constructs, measuring the thoughts and actions of individuals is difficult because we cannot observe cognitions or emotions directly. On different courses of actions that can be taken, the problems of how to assess feelings or emotions in order to identify engagement enactments were solved by 'qualitative research as situated at one end of a continuum with its data from in-depth interviews, and with quantitative 'measurable' data at the other end. Qualitative research methodology looks to answer these types of question – the *exploratory approach*' (Biggerstaff, 2012, p.178, emphasis in the original). As argued, the qualitative methodology of this study is based on the exploratory approach and used to explore the individuals' interpretations of their workplace experiences, in order to tease out engagement thoughts and behaviour embedded in these descriptions.

Specifically, in-depth interviews were used to explore 'critical incidents' representing key cognitive understandings, the analysis sought practice-based processes and sub-process of engagement that had been integrated into the reported behaviour style and thinking. Regarding the development of some theoretical understanding of the research procedures for studying engagement empirically, within the literature review, a case was made for engagement enactments as work role-directed. The method qualified the connections to work as engagement enactments via critical incident analysis within the workplace experiences as the unit of analysis.

Using the critical incident technique (Flanagan, 1954), a plethora of incidents from the many areas of daily work life and specific life experiences were captured, in line with objective three (To uncover the individuals' ways of thinking about their modes of working). The overlay of the engagement interpretation was performed at later stages of the analysis process.

Upon further literature reviews, the study employed 'context effects and use of contextualization as a way that 'enhances our understanding of organisational behaviour and the validity of our work' (Rousseau and Fried, 2001, p. 2). Rousseau and Fried (2001) elaborated that the multi-nested arrangements of organisational phenomena depicts individuals nested in work groups, as such focal incidents and relationships do not exist in isolation but are influenced by the context(s) within which they are situated.

Essentially, data captured using the critical incident and context effects techniques became selected as relevant analytical units later only because of ways, in which these incidents shaped the perspectives of the individuals, which they have developed through experience at work. Individuals' perspectives were captured using Eden's (2004) cognitive mapping approach and descriptions of the outputs later interpreted to consider the manner in which the individuals' perspectives were reflective of the act of engaging. Hence, with the requisite data of these methods, particular attention was given to an attempt to capture a fairly significant proportion of the entire meaning of the contextual conception of the workplace experiences.

The goal of the third research question was to examine whether this effort at capturing the individual's means of engaging was worth pursuing because the general objective of this initiative is its translation into theory improvement, by building on what has already been done and published by previous researchers. As was shown in the comparison of contextual and conceptual components of the two perspectives, the process of understanding the workplace experiences of sampled individuals was an important part of the study of the engagement phenomenon.

Alongside taking on a multiple engagement concept angle, linking individuals to their workplace experiences led the engagement analyst to investigate different aspects of the person, employment status, organisation and work roles; revealing the inherent multi-contextual nature of engagement, to support different courses of action concerning what is to be done to assess engagement, how to do it, in order to make interpretations to deliberately build a picture to represent the core of the individual's ideas.

For this reason, in line with previous literature on the relationship between engagement and different kinds of workplace experiences; a view ultimately concerned with how the means of engagement changes as a function of the work role context in which engagement is being used, with context being broadly defined to include configurations of situational (difference between professions – for instance, managers, self-employed/entrepreneurs, and white and blue collar jobs), and social aspects (i.e. demographics, gender, educational level).

Kahn (1990) also proposed that contextual factors and environmental conditions such as, job characteristics, social support and organisational norms influence the way individuals engage with their work. In addition to Kahn (1990), the task of selecting appropriate configurations of situational characteristics were informed by studies by Benz and Frey (2008) on self-employed individuals, Richardson and Wall (2005) on teachers, and Kim (2008) on frontline hotel workers who have contributed evidence on links between engagement and blue-collar and white-collar jobs. Also Thompson & Feldman (2010) highlighted that the importance of finding work that is engaging is stressed in religious and secular notions of calling. This translates to a focus on different person-role relationships across organisations roles at the broad levels, which also required a focus on different person-role relationships at the sub-levels within the same organizational role. To avoid the pitfall of unjustified social aspects, males and females were selected as a sample falling within a wide age range of 25 and over, to over 65 years were specified to cover a wide age range comprising the years of adult working life.

Hence, taking the organizational setting as the background, drawing on the literature on relationships between engagement and autonomy, and on Ragin's (1987) framework to guide the purposeful sample selection, insights on the influence of autonomy on the selection of person and situation factors made important contributions to gradually and deliberately build a picture to represent the core of the individual's ideas. The outcomes of this qualitative primary data approach were analysed inductively and deductively. Findings are discussed in relation to theoretical literature to provide detailed answers to these research questions.

2.7 Summary

In developing an investigation into engagement enactments and ultimately its experiences, as individuals' experiences at work, the quest of the study was to capture the components of engagement embedded in workplace experiences.

To recap the basic characteristics of the two main models as established from this literature review, Kahn (1990; 1992) proposed that personal and situational factors affect the psychological experience of work, propelled by the meaningfulness, availability and safety that people are able to experience and that this experience shapes work behaviour. Kahn's explanation was that individuals' perceptions of meaningfulness; safety and availability have important significance for their cognitive, emotional and physical responses during daily task performance (person-role relationships) and work environment (context).

The bedrock of Schaufeli et al.'s (2002) engagement perspective was the development of a conceptual link between positive perceptions of work engagement and three psychological mental states namely vigour, dedication and absorption for understanding individual's work engagement. Schaufeli and Bakker (2004) proposed a job demands and resources model as a comprehensive framework to predict burnout and engagement from its potential relationships with personal and organisational costs of individual wellbeing. For the Schaufeli et al.'s (2002) model, the UWES measures the vigour, dedication and absorption with seventeen statements that assess areas of work life in the individual's work process and the UWES self-report questionnaire includes items such as "I feel strong and vigorous in my job" (p.417).

The core elements of the two models have been combined together under a multi-theoretical approach. The priority was to make the investigation as theoretically grounded as possible. From the literature reviewed it attempted to make substantive connections between the different engagement phenomena in order to establish a framework for understanding what the basic characteristics of engagement using personal engagement and work engagement were, in light of the issues relating to their integration. In the structure that was developed as the conceptual framework from this process, both personal and work engagement perspectives retain their own logic as the individual's connections to work that support his/her vigour, dedication and absorption and physical, emotional and cognitive outcomes.

A summary of all the information generated was brought together in an attempt to provide a coherent synthesis of all the insights that emerged from the investigation. It is acknowledged that the popularity of engagement led to two broad approaches to engagement: the academic approach and the industry approach (Macey and Schneider, 2008; Zigarmi et al. 2009; Shuck and Wollard, 2010). Given the focus of this study on the academic approach, the industry approach was not considered. The result from the academic literature reviewed was used to make a case for the conceptual framework and its propositional statements. The results address research question one (*How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?*) and research question two: *Is there a promising way to integrate work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models?* provided direction for exploring engagement empirically to answer the third research question (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement.*)

Chapter three: Research methodology and design

The broad aim for this study is an exploration of the nature of engagement based on two conceptualizations of the concept in academic literature. The narrow aim is to explore the act of engaging at work from the individuals' perspectives; the objectives were to uncover the individuals' ways of thinking and circumstances relatable to engagement.

Carter and Little (2007) define methodology as “a theory and analysis of how research should proceed” that includes “the study – the description, the explanation, and the justification – of methods and not just the methods themselves (p.1316). Denzin and Lincoln (2011) assert that it gives a view into the set of abstract ideas and beliefs that one brings to the research project, in order to frame the inquiry. Blandford (2013), Bryman and Bell (2007), Ghauri and Gronhaug (2002) state that research methods are the tools for solving research problems, which tries to ensure that all the information or data required for a particular research problem is provided, and that it is collected using techniques with which it can most accurately be obtained. These authors emphasised the need for the research methods to fit the research objectives as an important consideration when the research is carried out.

This chapter lays out the assumptions and practicalities of the methods that were adopted in terms of their selection and execution. The chapter is presented in five parts: Part 1 is a presentation of the strategy of inquiry: setting out a case-orientated approach and its justification, definition of cases, and the sample selection. Part 2 outlines data collection procedures, which includes discussions on methods of data collection, interview preparation, critical incident techniques, pilot studies and ethical considerations. Part 3 presents the qualitative data analysis techniques using a discussion on data management, use of software, multiple layers of analyses and interpretation. Then, part 4 presents some of the procedural decision underlying the techniques used for compiling the outputs generated from the analyses conducted to suggest solutions to the research questions. Also, Part 5 outlines the evaluation plans, decisions that were taken, and some of the challenges encountered by the researcher before, during and after the fieldwork are weaved into the discussions by stating the criteria for judging adequacy of method procedures.

Part 1 Strategy of inquiry

Epistemology refers to “how we know what we know” (Crotty, 1998, p.8) and is concerned with providing philosophical grounds for deciding what kinds of knowledge are possible and how to ensure it is adequate and legitimate. This stance or epistemology will underlie the researcher’s stance towards the nature of knowledge. Crotty (1998) also suggests that the theoretical perspective that dictates the researcher’s choice of methodology will be implicit in the research questions, which in turn informs the choice of research methods such as questionnaires or interviews.

3.1a Research strategy

Robson (1993) described research strategy as the general approach taken in an inquiry. The strategy consisted of three main procedures: a literature review, review of organisational documents and semi-structured interviews. The data employed for obtaining solutions to research questions were compiled based on conceptual thinking underlying the resolutions that were provided in section 1.3 of chapter one. For this inquiry the literature review was employed as the means of addressing research question one: (*How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?*) and research question two: *Is there a promising way to integrate work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models?* The review of organisational documents, semi-structured interviews and qualitative data analysis was employed as the means of addressing research question three: *How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging as conceptualised by the adopted model of engagement?*

Robson (1993) suggested that the research questions could be used to inform the choice of research strategy. The solutions to the research question three warranted a search for people’s views towards their work, in the sense that the researcher deliberately chose research techniques that were employed to: (a) collect as much data as one can to the extent that was possible to enable the capture of all elements that might come together to make the workplace experiences as it was; and (b) that allow the words and phrases participants associated or attributed to their experiences to come through, which was inevitably an interpretative or

social constructivist approach, in which the researcher has a personal interaction with the informants - reflected in the use of the qualitative data collection and analysis methods and techniques (Sandelowski, 2000).

Definition of interpretative

Reeves and Hedberg (2003) distinguished the difference between the “interpretivist” traditions that stresses the need to put analysis in context. It is concerned with understanding the world as it is from the subjective experience of individuals. It uses meaning (versus measurement) orientated methodologies, such as interviewing and participant observation, which relies on subjective relationship between the researcher and subjects. It aims to explain the subjective reasons and meanings that lie behind social action and focuses on the full complexity of human sense making as the situation emerges (Kaplan and Maxwell, 1994).

In contrast, the positivist position assumes that the reality is objectively given and measurable using properties, which are independent of the researcher and his/her instruments; in other words knowledge is objective and quantifiable (Henning, Van Rensburg and Smit, 2004).

The relationship between the philosophical grounding and the research strategy was structured on the communication of events propelling the enactment of engagement, based on the qualification of workplace experiences by the performers themselves. This structuring draws on Goffman's (1974) use of the notion of framing as a phrase used for the integration of facts, values, theories, and interest in dynamic arrangement of experiences. So the performers' different frames for structuring important events as attachment of meaningful influences to work life, informs the assessment of different responses likened to an enactment of engagement. Framing is important here because it points to performer's different views of their experiences at work, creating multiple responses as their reasons are formulated on the bases of personal judgement, and such decisions vary between individuals. Hence the constructions of engagement from the data focused on reasons given for the particular ways that experiences were framed.

Limitations of the framing approach

The limitations of the framing approach that are particularly relevant for this study are that it leads to different views of the workplace experiences and creates multiple constructions as

individuals in different work contexts (i.e. self-employment and employment contracts) have different frames that lead them to see different things, make different interpretations of the way the work situations are. For the researcher, the problem was how to garner and combine these different frames when they are essentially dependent upon personal motivations, conscious and subconscious elements of their work context.

For the constructions of engagement analytically, this framing was combined with the use of a conceptual framework of engagement that was developed from the literature review as illustrated in Figure 3.1a below.

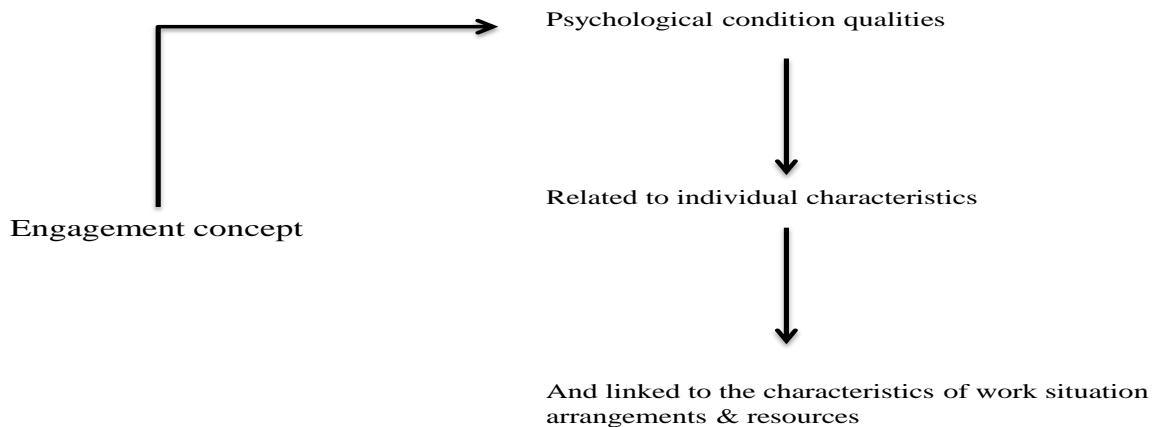


Figure 3.1a: The main characteristics of engagement for this study

Given the diversity of engagement definitions, the ambivalence in the choice of a particular definition led to the development of the conceptual framework of engagement. The definition of this engagement concept retains Kahn (1990) and Schaufeli et al.'s (2002) basic ideas, rephrased as individuals simultaneously employing and expressing physical, emotional and cognitive energies in task behaviours that promote connections to work, to a person's "preferred self", to others and to active full performances culminating in the connection being the central theme. Task behaviours are interpreted as the practical aspects of carrying out work role procedures. Schaufeli et al.'s (2002) vigour, dedication and absorption elements are assimilated into Kahn's (1990) expressions of physical, emotional and cognitive energies in task behaviours.

Based on a theoretical analysis of the data collected for research question one, on the basic characteristics of engagement from Kahn (1990) and Schaufeli et al.'s (2002) perspectives, were compiled and reproduced here as Figure 3.1b below.

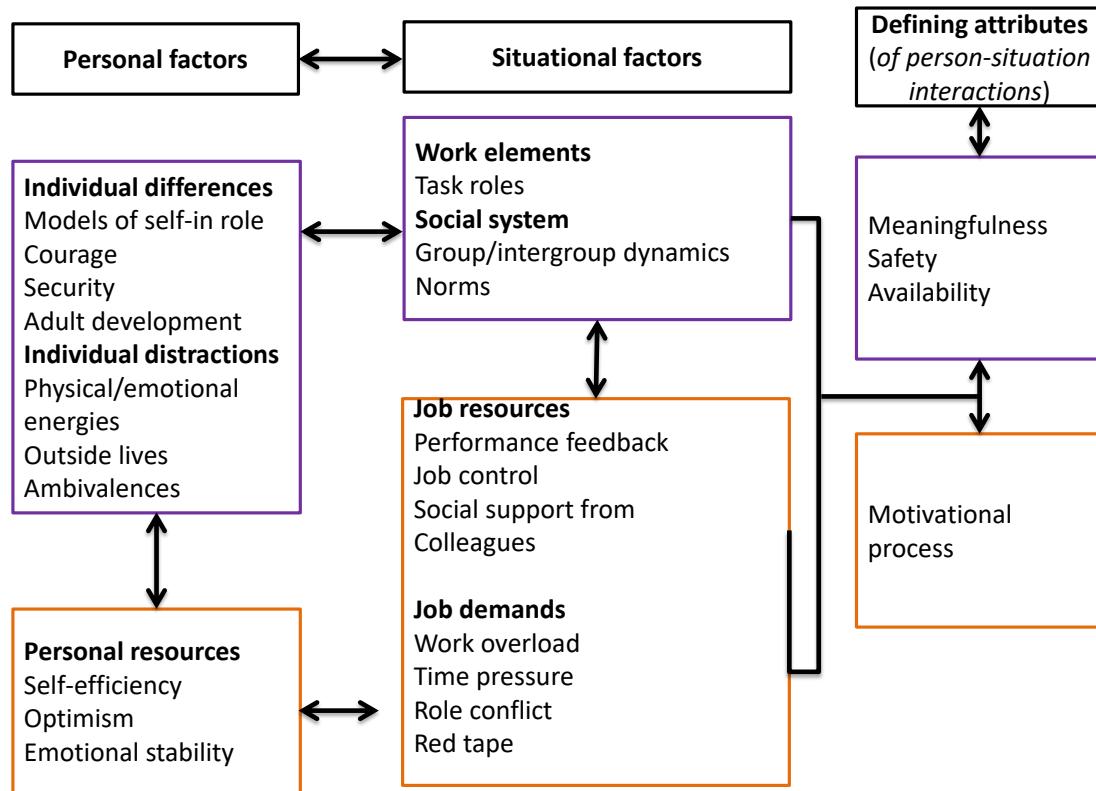


Figure 3.1b: The linkage of the personal and work engagement elements

The individual differences and personal resources, and the situational elements, and job demands and resources from both models were mapped onto the personal factors and work situation factors respectively, as contextual elements. While the motivational process of the work engagement model was mapped onto Kahn's psychological conditions as conceptual elements, based on Whetten, (2009). In this way, the constructions of engagement enactment from the data focused on psychological and contextual reasons given for the particular ways that experiences were framed. Multiple incidents of the mobilisation of such reasoning seem to indicate a sense of engagement. Completing this evaluation, the personal and work situation characteristics that were most influential became the personal and work situation factors that played an influential role in the individuals' physical, emotional and cognitive outcomes. Nevertheless, the model is not viewed as representing the complete observable manifestations of the existence of engagement but as a guide for tracking whether a theorised

condition (or mechanism) is present in experiences of participants (Beach and Pedersen, 2013).

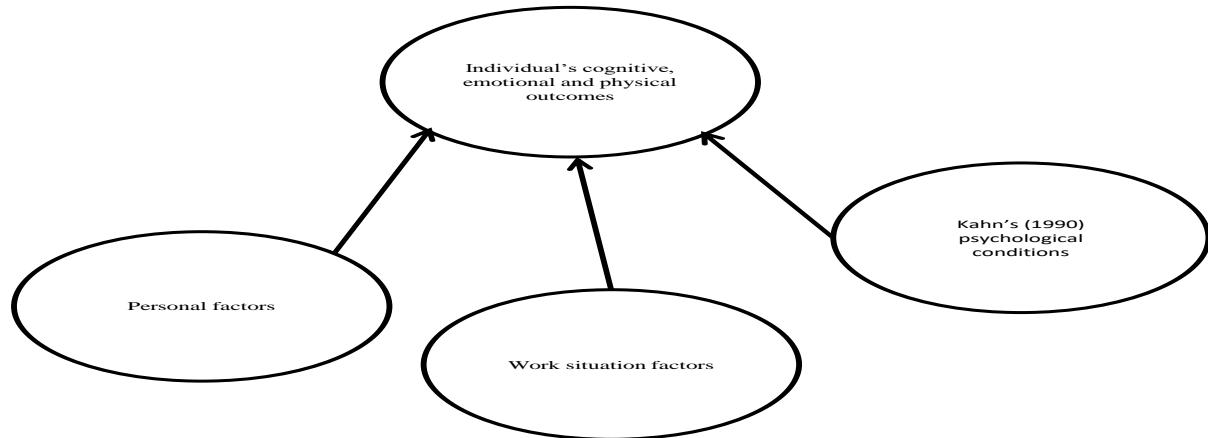


Figure 3.1c: Adopted conceptual framework

Two key assumptions underlying this framework is that (a) engagement as the outcome of interest, encompasses analytically, the individuals' physical, emotional and cognitive energies mobilised in the work processes (Kahn, 1990; Schaufeli et al. 2002); and (b) the only people that can decide what they regard or disregard in relation to their enactment of engagement are the performers (Maxwell, 2012). Thus, capturing acts of engaging is focused on factors that enrich or undermine the mobilisation process after frames have directed attention to enabled connections. Here also, Ragin's (1987), Rousseau and Fried's (2001) and Whetten's (2009) suggestions that an approach to explore and discover the studied phenomenon employs pilot studies and secondary data, which have the potential to provide useful information that can inform the construction of relevant characteristics to inform the definition of cases. The rationale being that to understand the micro context and understanding of the individual's own view without first gaining some understanding of the broader context of working, in which he or she functions in their role is likely to miss the essence of what is transpiring. The way(s) the assumptions above shaped the case study design for the qualitative study approach is outlined in the definition of the case.

3.1b Setting out a case orientated approach for the empirical investigation

The research question: *How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging, as conceptualised by the adopted model of engagement?* was interpreted as an empirical

question that addressed participants' views of workplace experiences. The assumption that only performers can decide what they regard or disregard in relation to their enactment of engagement meant that interviewing people was the most viable technique. Here, Eisenhardt's (1989) and Yin's (2014) suggestions that a qualitative data approach to explore and discover the studied phenomenon from the viewpoint of participants and for the employment of case studies to address 'how' questions were used. Since it was the individual actors' accounts of their connections to work experiences that were of interest, individuals who participated in the study were cases to be studied.

Starting from the beginning, the study aimed to demonstrate the merits of taking the individuals' perspectives in the analysis of how people influence their work situations in relation to its implications for current and future engagement practices. Consequently, its qualitative approach placed great emphasis on retaining the individual's autonomy and specifically, personal experiences in relation to multiple aspects of work life. Addressing the research question: *How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging, as conceptualised by the adopted model of engagement?* The assumption that only performers can decide what they regard or disregard in relation to their enactment of engagement meant that interviewing people was the most viable technique.

Here, Eisenhardt's (1989) and Yin's (2014) suggestions that a qualitative data approach to explore and discover the studied phenomenon from the viewpoint of participants and for the employment of case studies to address 'how' questions were used. Since it was the individual actors' accounts of their connections to work experiences that were of interest, individuals who participated in the study were cases to be studied. The assumption is that a person's own experiences are formed through their social environment, by their education, background and by their political and other affiliates. To contextualise the selection procedures, one characteristic of the sampling design was the identification of different kinds of work experiences to be analysed. As a means of exploring diversity in the engagement experiences, the sampled participants varied on the basis of their types of organisational membership. The sampled participants were selected to include two types of organisation membership: self-employment and organisational employment. The two-fold rationale being on the one hand that the most persuasive evidence about engagement as a work-specific research model is

how it is applied in the empirical examination of the connections between people and their work activities to enhance theory, and develop methods to initiate and nurture engaged behaviours, which may in turn optimize work role performances (Kahn, 1990; Britt et al., 2005; Schaufeli and Bakker, 2003; Shuck, Reio and Rocco, 2011). On the other hand, this attention to workplace experiences of engagement is of interest to all organizational members; the results may give them an angle from which to view on their work situation, given the conceptions of engagement concepts as harbingers of organizational work success (Gajdzik, 2013; Dalal, Brummel and Thomas, 2008; Bakker and Demerouti, 2007). Hence, the need for critical analysis of workplace experiences grows apace not just with the production of knowledge on organisational employment, but also with the production of knowledge on self-employment.

Taken together, the concept of autonomy defined as a distinction between self-employment and organisational employment allows the analysis to anticipate, as it were, the steps an individual has taken or will take on the work scene. For instance increasing complexity in organizational operations required from individuals a continuous update of their adaptions to various work demands. Thus, an in-depth assessment of individuals' conscious reckoning of work life practices that created value for them as well as any tensions should provide critical insight through this research. In doing so the study aimed to broaden extant understanding of the wider institutional contexts of the individuals' perspective.

The idea of autonomy is also of interest in engagement research. Engagement research employs several theories of autonomy to discuss the place of awareness and attention. One of these is Self Determination Theory SDT. This theory was ascribed to the agency and variety of individual characteristics in the maintenance and enhancement of psychological and behavioural functioning. Essentially, SDT addressed the mechanisms underlying the individuals' engagement in their work activities. According to SDT, the key to autonomous regulation is the satisfaction of basic psychological needs for competence, autonomy and relatedness. The need for autonomy is satisfied when, at the deepest levels of reflection, individuals believe what they are doing is freely chosen and consistent with their core values hence, the agency of individuals in relation to engagement at work rests solidly on the levels of autonomy associated with its use. The concept of autonomous regulation is also consistent with Kahn's (1990) notion that engagement entails self-involvement in the work role. SDT

uses the concept of “internalization” (Ryan, 1985) to explain how the regulation of an activity by external forces (for example, rewards) can become internally internally regulated when a person comes to value the activity for reaching personally meaningful goals. Autonomous regulation (for example, persistence and creativity) correspond with what Schaufeli et al. (2002) described as “personal resources”. Based on their work situations particular attention is given here to the differential effects of the patterns of personal aspects associated with a self-employed as contrasted to an employed situation. Essentially, in relation to engagement at work, autonomy is applied to the connections between people and their work activities to examine what the individuals and organizations can do to optimize them (Kahn, 1990; Schaufeli et al. 2002). The simple rationale is based on the practical reason that employers and employees presumably have differentiable ability to change workplace causes of engagement associated with autonomy.

Differences in the work-based agency

The differences in agentic self- executive function, decision-making, self-control, taking charge of situations, responsibility, active responding operates at the intersection of Autonomy and Engagement. We cannot talk about the agency of the individual without looking at the operational limitations that might prevail on this agency. A sample of self-employed people was included since it seemed reasonable to suppose they might be fully engaged in their work, not being managed by anyone. As managerial work (e.g. of self-employed individuals) typically contain a higher decision latitude than non-managerial work (Rydstedt, Devereux and Sverke, 2007). Selectivity in relation to autonomy for employed individuals is important because it reveals how the same organisational conditions are viewed by among workers subject to the same conditions. Across the workers, it reveals the similarities and differences in views and its connections with different organisational environments.

Thus the meaning attributed to a task and the liking of specific tasks if the worker was in the position to make their preferences prevails. As such, individuals may not react to the features of specific work tasks by acting mechanically, robotically acting merely as a conduit for carrying out the precise features/ requirements of the tasks (Kahn, 1990), but may also try to influence them by job-crafting efforts (Wrzesniewski and Dutton, 2001). Not surprisingly,

self-in-role preferences are not without controversy/ complexity. The next sections outline the sample selection design for the empirical investigation.

3.2 Sample selection design

Yin (2014), Ragin (2008), and Ritchie and Lewis (2003) assert that purposeful selection is commonly used to describe the type of qualitative research samples, where sampled cases are selected to serve an investigative purpose rather than to be statistically representative of the population. At this level, the particular focus of this study was to sample a group of individuals between which we expect on theoretical grounds to have clear differences. By introducing a frame of reference, it used autonomy to guide purposeful selection; these individuals were purposefully selected because routes to self-employment and employment can vary greatly. Essentially, multiple types of self-employment structures are operational across the Nigerian population, Using Ragin's (1987) tool for the work situation part of the selection process, for instance, personal preference for a type of self-employment such as farming including animal husbandry, keeping poultry, trading in goods or a salient/non-active partner in a business would result in that person being classified as non-conforming case for this investigation.

Thus, a logical approach would be to collect information on the contextual components of their work place as a first step at arriving at associated work experiences. The rationale is divided into three strands. The first associated with Ragin's (1987) recommendation for the analysis of the combination of factors that impact the outcome to overcome an oversight regarding whether the work tasks and approach has implication for mitigating individuals' considerations that would otherwise go unnoticed by both the researcher and the individuals if the selection design did not flag up the possibility of the proportion of the consideration that is influences by the three contexts; personal, occupational and organisational. The second is to ensure the anticipation and attention to important nested impacts of the context effects (Rousseau and Fried, 2001), which include configurations of situational (difference between professions – for instance, managers, self-employed/entrepreneurs, and white and blue collar jobs). The third is laying the groundwork for the compared analytical points, which help to clarify the contents of each person's own experience of engaging at work.

The method of understanding the individuals' perspectives adopts a comparative technique with emphasis on the attributes that make the difference the difference between the visions of self-employment and employment within the work place experiences as the unit of analysis. As indicated in section 3.2d, the evaluation addressed the characteristics of the distinguishing characteristics of four occupational groups of Nigerian self-employed individuals, clergies, teachers and waiters. From this evaluation, in the work task domain, and in this particular aspect of organizational membership they differ on key characteristics such as differences in current and future control, coordination and ownership levels, which may influence their engagement patterns by virtue of their position in the organisational hierarchy. Given the importance of autonomy as a factor in engagement at work, different patterns may hold for the self-employed and employed individuals with regards to the relationship between work role perception and engagement levels.

In sum, the concept of autonomy relates to people's capacities to work/operate within their organisation because of different innate work capacities, which is seen as differentially distributed in human populations including the workplace. The concept of autonomy was used as the basis for the selection of interviewees because it incorporates an application to particular personal and work situation issues; all of which help to determine the work environment and the network of formal and informal relationships that are important features of the latter. It is about the two connected issues of suitable choices and plans that people make on their own and the conventional choices provided by workplaces that make up the picture of working.

As a means of exploring diversity in the engagement experiences, the sampled participants varied on the basis of autonomy at work. The concept of autonomy was used as the basis for the selection of interviewees because it incorporates an application to particular personal and work situation issues; all of which help to determine the work environment and the network of formal and informal relationships that are important features of the latter. It is about the two connected issues of suitable choices and plans that people make on their own and the conventional choices provided by workplaces that make up the picture of working. The concept of autonomy relates to people's capacities to work/operate within their organisation because of different innate work capacities, which is seen as differentially distributed in human populations. We expect the search for a higher fit to be the course that people take in a

given situation, which is foregrounded in the Ryan et al.'s self-determination theory (SDT) the judgement people are making about their work roles.

For the work situation part, the relationship between the concepts of autonomy and engagement was added to the SDT position. This highlights that particular levels of autonomy interactions are relevant to the assessment of self-employed and employed individuals. The case was defined as any person who holds a manager/owner position, or specific job, which can be linked to an occupational field, performs his/her own work role tasks directly, and interacts with other colleagues/workers and clients in a position that is spatially and temporally organized inside an organisation.

Regarding the theoretical grounds for this selection, Ragin (1987) suggest the use of constructed 'cases' to illuminate the concept of interest by describing a concept's presence in the selected 'cases'. The case selection began by focusing on five tasks suggested by Ragin (1987) presented in Figure 3.2a.

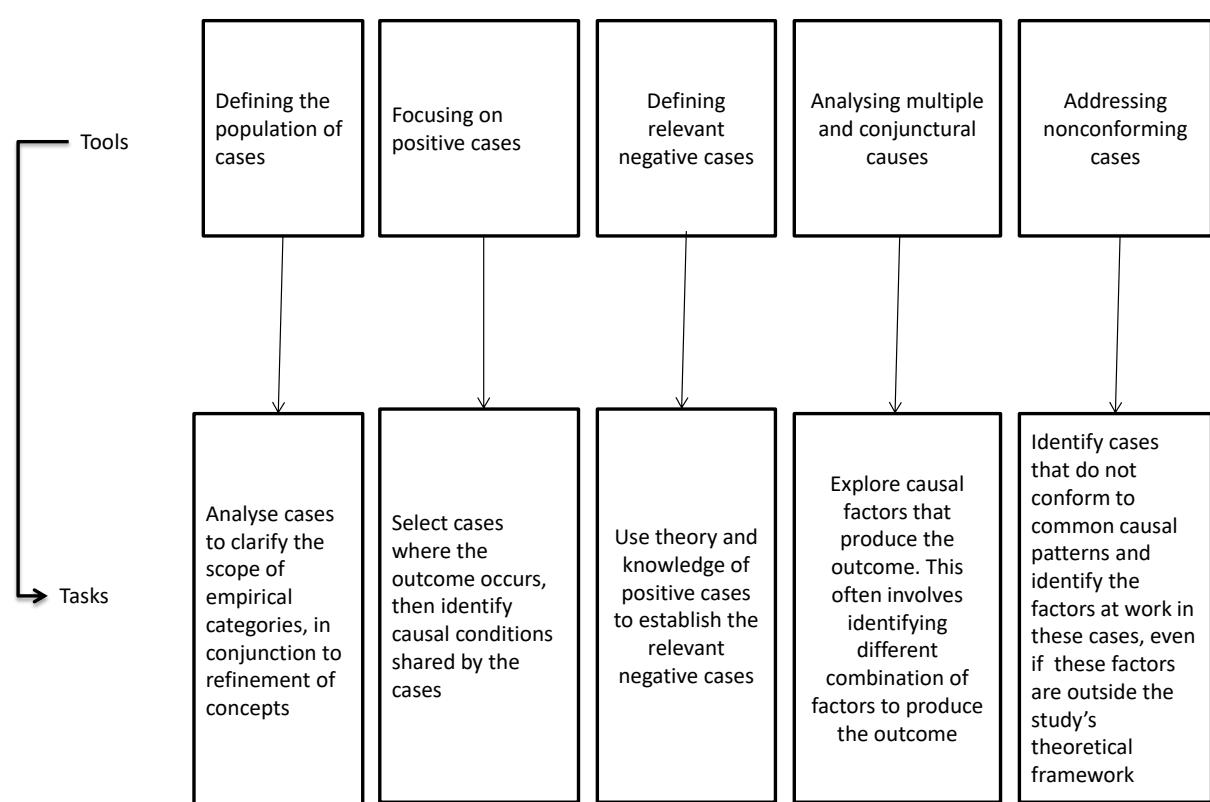


Figure 3.2a: Ragin's (1987) Tools and tasks implemented for case selection design

As the case selection procedure that informed the development of the design, Ragin's (1987) framework helped to structure the explicit definition of the population, inclusion and exclusion of cases, evaluation of positive and negative cases, the features employed for the categorising levels of autonomy associated with different cases and definition of non-conforming cases.

3.2a Defining the population of cases

Based on links between the concept of engagement and workplace experiences, the selection of the individuals was based on the concept of autonomy at work. Autonomy at work refers to the degree to which the job/work provides substantial freedom, independence and discretion to the individual in scheduling work and in determining the procedure to be used in carrying it out (Hackman and Oldham, 1975; 1976). As a core job characteristic, autonomy causes individuals to feel responsible for achievements and failures. If individuals have a high level of autonomy, they tend to believe that job/work outcomes are a result of their personal efforts, and not by adherence to standardised rules. Its use in this study is based on the evidence, which emphasised the motivational potential of autonomy to influence the opportunities for engagement.

On the relationship between autonomy and engagement, Kahn (1992) found that jobs, which are high on this core job characteristic, provide individuals with the space and impetus to bring more of themselves into their work. The conservation of resource theory (Hobfoll, 2001), which underpins the job demands-resources model states that the pure human motivation is directed towards the preservation and accumulation of resources. Using the job demand-resources model, Bakker, Demerouti and Euwema (2005), Muano, Kinnunen and Ruokolainen (2007) and Nahrgang, Morgeson and Hofmann (2011) demonstrated that job autonomy predicted subsequent engagement. These authors above suggested that high levels of autonomy have an integral positive relationship with engagement at work.

A review of antecedents to work engagement that have been empirically examined reported that organisational resources, as manifested in training, autonomy, and technology, were significantly and positively related to work engagement among frontline hotel and restaurant employees. The findings of Llorens et al.'s (2006) study illustrated that the availability of job resources (job control, social support, and performance feedback) was significantly and

positively associated with work engagement. In addition, it was shown that job characteristics and perceived organisational support increased employees' job engagement (Saks, 2006). Van den Broeck et al. (2008) demonstrated that job resources (task autonomy, skill utilization, and positive feedback) elevated vigour for a sample of self-employed and organisationally employed individuals in a broad range of jobs in the Dutch-speaking part of Belgium.

Drawing on this evidence, population definition is based on a pre-existing differentiation of levels of autonomy tool; the National Educational Longitudinal Study's (1988/2000; NES) guide, which was developed from a large-scale study of the effects of different levels of autonomy on young adults in the United States. Data were collected on their labour market activities, eight years after the end of compulsory education. Autonomy was the variable of interest measured as the degree of perceived autonomy enjoyed in the way that work is done. Four levels of autonomy; zero autonomy (included as the base category from which to graduate the variation), limited autonomy where a person is told what to do but has some control over how to do it, some freedom in deciding what to do, and virtually complete autonomy (being one's own boss) were differentiated in the NES data. The concept of autonomy was used as a tool with the autonomy typology developed in the National Educational Longitudinal Study's (1988/2000) guide, it was used to assert that employment contract and self-employment features of the occupational groups implied that each individual will experience a level of autonomy at work as shown in Figure 3.2b.

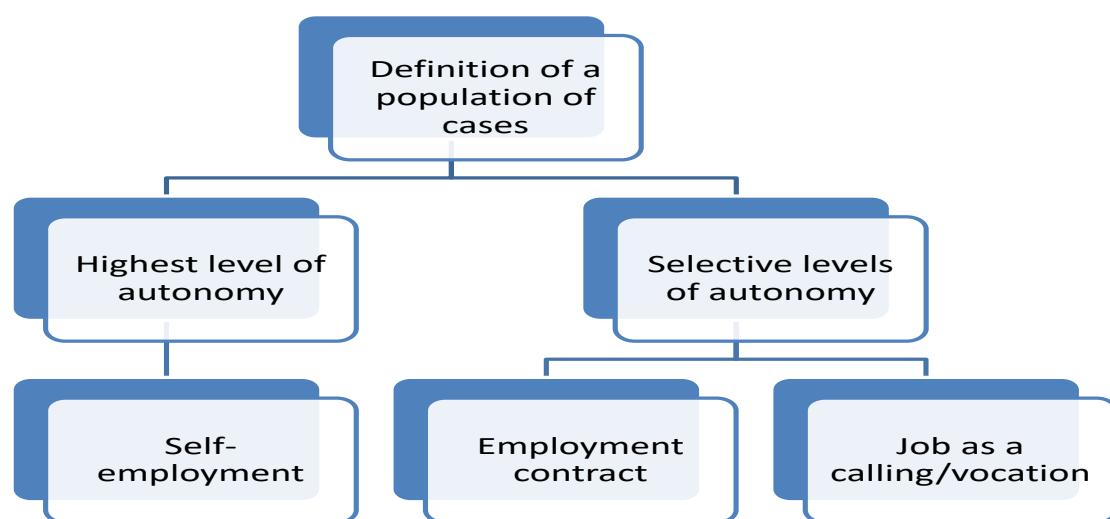


Figure 3.2b: Degrees of autonomy based on type of entry into organisational membership

Figure 3.2b illustrates the understanding of anticipated degrees of autonomy expected in the workplace experiences based of type of entry into organisational membership. The potential for four levels of autonomy: complete; some; limited and zero was adopted from the National Educational Longitudinal Study's (1988/2000) definition of the differences between levels of autonomy. However, only two anchor points were utilised; (a) complete autonomy was associated with self-employment, and (b) selective autonomy was associated with a type of employment contract. The study sampled participants in the context of being either employed or a self-employed manager/owner; the setting for the study was exclusively the organisational workplace.

3.2b Focusing on positive cases

Ragin's (1987) task of selecting positive cases was carried out by reviewing literature on typical operational situations for self-employed and employed individuals. The adoption of autonomy as a selection tool frames autonomy as comprising the extent to which the individual has freedom in scheduling work contents and operations, as well as Humpheys, Nahrgang and Morgeson's (2007) expanded model of autonomy using work scheduling autonomy, work methods autonomy and decision-making autonomy. For categorisation, complete and selective (i.e. some; limited and zero) autonomy refers to virtually complete and selective freedom in the way work operations is decided, respectively. This necessitated examining some information about the occupations prior to the purposeful selection of subsequent occupations. For the employed individuals, to identify relevant elements of their job descriptions, copies of job descriptions of pastors, teacher and waiters were downloaded as secondary data from the Internet. Thus, a substantial portion of the qualities of their job tasks was objectively ascertained (Examples of job descriptions for these three occupational groups are provided in Appendix B1). Self-employed having complete autonomy, there were no job descriptions so such work role tasks and its descriptions are likely to be self-directed. The review resulted in the selection of the case of self-employment, clergies, teachers, and waiters as individuals in occupations satisfying the basic features of the suggested autonomy levels.

Self-employed

In relation to the application of interesting linkages between autonomy and self-employment in the psychology literature, Benz and Frey (2008) use self-employment as an important form

of independence and show that self-employed individuals derive higher satisfaction from work than people employed in organisations, irrespective of income gained or hours worked. The argument is made that the self-employed systematically differ from the organizationally-employed with respect to career anchors and that the self-employed are more likely to view autonomy, independence and decisional freedom as important economic and psychological motivation when considering the pursuit of a self-employment opportunity. Hence, self-employment as a preferred occupation is typically characterised by autonomy. This scenario for self-employment offers the possibility for complete autonomy.

Parish priests and Catholic sisters

In a questionnaire survey study, Hirschi (2012) demonstrated that callings lead to positive personal and organisational outcomes such as work engagement, because they enhance the individual's sense of work meaningfulness, occupational identity and occupational self-efficacy. Wrzesniewski (2003) and Bunderson and Thompson (2009) works, found positive significant relationship between calling and engagement. Specifically, Dobrow and Tost-Kharas (2011) defined a 'calling' as a consuming, meaningful passion for a particular career domain. Hall and Chandler (2005) added calling reflects the notion of work that a person perceives as her or his purpose in life. Conceptually, it addresses the question of what makes work and life meaningful (Rosso, Dekas and Wrzesniewski, 2010). It is also employed to understand the nature and characteristics of work that is done for both personal and social significances as opposed to work that is done solely for economic or career advancement.

Using the work as a calling approach for understanding work practices of individuals, emphasises the performance of work for its own sake (Wrzesniewski, McCauley, Rozin and Schwartz, 1997), the inclusion of a societal significance of the type of work performed (Wrzesniewski, 2003), personal choice predicated on a passion towards the type of work (Dobrow, 2006) or passion towards a cause or ideology (Bunderson and Thompson 2009), and an awareness of the transcendental perception of work (Duffy and Sedlacek, 2007). Here, the work as a calling role is expected to be a kind of entry into contracted organisational membership. Furthermore, both concepts of engagement and callings are an individualised type of concept that focus on the particular pattern or idea underlying different individual actions, attitudes and processes that form part of the daily lives on the job (Shaw, 2005). Rothmann and Hamukang'andu, (2013) make the link between callings and work

engagement using the notion of influencing factors. The concept of psychological meaningfulness is seen as a major influence factor in the relationship between callings and work engagement.

In relation to vocational occupations definition and relationship to autonomy in this study the researcher chose to study Protestant parish priests and Catholic sisters. This population has unique characteristics of having both job and vocation: the Protestant pastors, like the Catholic sisters, go through a rigorous socialization process, both in the seminary and through ordination: the priests typically wear priestly attire (“clericals” or “a collar”) and the sisters wear a nun’s habit with a veil so as to be seen by the general public and parishioners as having a unique position in society and perhaps more importantly, they see themselves as called by God to perform divine work. Parish priests also have fairly typical managerial roles, making many of the processes through which they operate more generalisable. For example, their task to create and balance budgets, work with internal and external stakeholders (e.g. vestries, community leaders, Church leadership), manage political tensions, and hire/train/fire/supervise paid and/or volunteer staff members (e.g. administrative assistants, educational leaders, assistant priests, teachers, and specialists such as writers or musicians) that matter, must be made partly by the individual priests, and partly from the church authority with a higher level of control. Some ministerial and managerial schedules have to be made exclusively by a central authority in order to achieve work effectiveness. This scenario for the case of the clergy does not refer to the defined situation of complete autonomy, it is categorised as selective autonomy.

Teachers

Kahn’s (1990) work employing camp counsellors who were teachers of athletic skills such as tennis, scuba diving, and water-skiing informed this selection. Kahn (1990) described how a scuba diver instructor shared dimensions of himself in terms of his personal philosophy about the ocean, the wonders of the sea and the need to take care of its resources. In doing so, experienced moments of engagement by psychologically connecting with his campers, and to a task that deeply tapped what he defined as important. In this way, he expressed his “preferred self” in addition to discharging his role.

In relation to the work operations, Richardson and Watt (2005) asserted that teaching could be psychologically and socially demanding. Teachers work to provide a warm and caring classroom environment, and are required to be attuned and responsive to the individual cues and needs of children in their classroom through their consistent, timely, and responsive interactions. Teaching requires teachers to attend to, process and respond to a lot of information simultaneously within quick succession. The teacher not only notices subtle cues from children, but also knows his/her children to respond in ways that help alleviate their problems.

Crow et al. (1990) observed that despite the abundance of available teaching positions, low earning power and status of teachers still deter many who might otherwise be attracted to the profession. As Serow, Eaker and Ciechalski (1992) comment, a strong sense of calling or service must be balanced with a willingness to confront the realities with which schoolteachers work, including the effects of organisational structures, inconsistent support from parents, and frequent indifference from their students. This scenario is categorised as selective autonomy because like the priests, some decisions that matter related to day-to day interactions within classrooms must be taken partly by the individual teacher and partly from the school authority with a high level of control.

Waiters

An examination of hospitality managers and frontline hotel employees suggest that they experience burnout because they are faced with various job demands, which lead to burnout (using the work engagement/job demands-resources perspective in which although being moderately to strongly negatively related, engagement and burnout are assessed as distinct concepts). In a study of frontline hotel employees in New Zealand, it was reported that emotional exhaustion, depersonalisation, and diminished personal accomplishments increase as a result of relative frequency of serving demanding guests (Ledgerwood et al., 1998). With this recognition, these employees are likely to experience low engagement.

However, from the findings of another study of frontline hotel employees, Kim (2008) found that frontline hotel employees faking emotions (surface acting) are confronted with heightened exhaustion and cynicism and the ones trying to invoke the proper feelings (deep acting), are faced with less cynicism and have high levels of professional efficacy. The same

study also demonstrated that the display rules to show positive emotions are significantly and positively related to higher professional efficacy. Pienaar and Willemse (2008) found that the feelings of personal accomplishment and dedication, the availability of avoidance coping strategies, and favouring the addressing of symptoms in coping could predict general health, for a sample of frontline food and beverage employees in South Africa. They also found that symptom reduction as a coping strategy moderated the impact of emotional exhaustion on general health, while accommodation as a coping strategy moderated the effect of personal accomplishment on general health. In this vein also, depending on the arising situation, these employees are likely to experience selective levels of engagement. This scenario for the case of the waiters is categorised as selective autonomy based on the primary activities at play.

As a summary, the aim of gaining some understanding of the different aspects of broader context of working in which sampled individuals function in their roles as self-employed or employed supported the structured approach to sample selection. However, as will be illustrated later, autonomy at task scheduling and method level was not sufficient to differentiate between the workplace experiences and acts of engaging of the self-employed and employed individuals sampled.

3.2c Defining relevant negative cases

From the definition given in the National Educational Longitudinal Study (1988/2000) guide above, negative cases refer to zero autonomy and hence (expected) zero engagement. Perceived zero autonomy at the individual level refers to the degree of dependence, which an individual has in performing his or her work. Since the definition of engagement does not develop in solo contexts, zero autonomy refers to complete dependence on work structures/mechanisms, technology, and/or others in organisational system to fulfil work demands.

3.2d Analysing multiple and conjectural causes

Causality here refers to the relationship between autonomy and engagement. Here, the analysis of multiple and conjectural causes relate to the different combinations of factors that produce the act of engaging. For the purpose of clarity in sample selection, and based on the relationship between autonomy and engagement in the literature, it was important to compare the ways that combinations of factors were used to better understand the sample in this study.

Five dimensions of: employment contracts and job descriptions, working under overall management, scope for complete decisions making on daily operational tasks, ownership of the organisation, levels of autonomy, were identified as key features that can impact the individuals' (expected) levels of engagement shown in Table 3.1.

	Group 1	Group 2	Group 3	Group 4
Attributes	Self-employed	Clergy	Teachers	Waiters
Employment contract	No	Yes	Yes	Yes
Job descriptions	No	Yes	Yes	Yes
Work under overall management	No	Yes	Yes	Yes
Complete decisions on daily operational tasks	Yes	No	No	No
Ownership of the organisation	Yes	No	No	No
Levels of autonomy	High	Selective	Selective	Selective

Table 3.2a: Work features expected to impact engagement enactment

Table 3.2a shows that the four occupational groups for the individuals interviewed as case studies were compiled based on a set of six attributes. In terms of the specification of factors to produce the preliminary outcome of work autonomy, the reading of 'yes or no' refers to the expected impact on engagement experiences. For example, on the top row in Table 3.2a, individuals in group 1 choose to be self-employed, have the highest level of autonomy and (expected) high levels of engagement. In comparison, individuals in groups 2, 3 & 4 who are employed or have a vocational job have selective levels of autonomy.

In sum, those who are self-employed can be objectively classified as fully autonomous and those who are the employed individuals can be objectively classified as selectively autonomous based on the NES criteria. As an externally based social attribute, autonomy at work deserves attention in the selection design because it concerns using the same yardstick that is used for self-employed responding to the work situation for the employed individuals.

The main difference is what the full autonomy and selective autonomy provide more fertile ground for self-employed and the employed individuals, which largely came from an assessment of whether the individuals had employment contracts, job descriptions, work under overall management, complete decisions on daily operational tasks and ownership of the organisation. Definition of causality possibly evidenced by more than 50% of cases (Ragin, 1987).

An important part of the study design was to compare the experiences of engagement across a small group of a diverse range of people. Cross-case analysis deepens our understanding of how cases (workers) are similar or different (Yin, 2012; Patton, 2002; Eisenhardt, 1989). In terms of the personal, job and organisational characteristics foster meaning, safety and availability to embed beneficial effects leading to engagement, particular attention is given here to the differential effects of the patterns of work situation aspects such as work content and autonomy associated with a self-employed as contrasted to an employed situation. Organisational membership type, for example, owner/manager and employee, occupation and autonomy at work were included in the indicators of the comparable differences amongst the individuals. The information collected that shows the extent to which the individuals selected are comparable is used to structure this of the experience of engagement. This means that the study had the option to study differences within and across occupational groups. Hence, this sampling design allows the researcher to present the people in terms of how they are i.e. as Bobo, or Kaka and not just an owner/manager.

Following this, the selection of the cases focused on individuals who have the opportunity and occasions for autonomy drawing on the combination of factors that impact engagement for the self-employed and employed individuals according to Table 3.2a. It is specifying the role these opportunities and occasions played in engendering engagement that is the subject of the case studies. As depicted Figure 3.2c, it also involves the adoption of a nested case, in which the focus of the study must iteratively swing between the characteristics of selected cases - the individual; denoted as rectangle 1, the workplace – based points of view, facts, or events; denoted as rectangle 2, and the individuals' point of views of themselves and their work; denoted as rectangle 3. This multilevel approach recognises that the focal relationships do not exist in isolation but are influenced by the contexts within which they are situated.



Figure 3.2c: The nested cases

Drawing on Rousseau and Fried (2001), Figure 3.2c illustrates that the individuals provided the channel (i.e. context) for studying the workplace experiences, and these two in turn provide the contexts for identifying the phenomenon of interest, which is the acts of engaging.

3.2e Addressing non-conforming cases

Ragin (1987) suggested elucidating the conditions for non-conforming cases even if they lay outside of the study's theoretical framework. Non-confirming cases were described here as cases that are inconsistent with the theoretical expectations of the proposed relationship between autonomy and engagement. In this vein, non-confirming cases would refer to (a) the individual cases of clergies and teachers who own their own religious organisation or school (in terms of occupation only), as the manager/owner position held here would give them opportunities for complete autonomy; (b) individual cases of people not motivated by the need for autonomy and (c) individual cases of people seeking to work mainly in keeping with specified task procedures.

3.3 Sample size

Integrating the tasks mentioned above, and taking Yin's (2014) recommendation that increasing the number and diversity of cases gave more confidence that the findings arose from a wide range of cases; the sample size of waiters, teachers, the clergies and the self-

employed was twenty-four men and women ($n = 24$) in a variety of industry sectors in Nigeria. The age of participants ranged from twenty five to sixty five years, and tenure in their organisations of at least one year.

Groups	Employment status	Work classification	Number of individuals interviewed
I	Self-employed	(a) Product design engineering (b) Health service capacity building consultancy (c) Property development contractor (d) Sound engineering (e) Hospitality business service management (f) Fashion design	6
II	Employed clergymen and women	(a) Teaching (b) Christian religious leadership	5
III	Teachers	(a) Teaching	6
VI	Waiters	(a) Food and beverage service provision	7
Total sample size			24

Table 3.2b: Occupation and numbers of sampled individuals

The list in Table 3.2b gives information on; employment status, work classification and number of individuals interviewed for each group. In Table 3.2b, the far left column highlights the number of individuals interviewed in each group.

Selection strategy is both predefined in structure and developmental in practice. The self-employed individuals were educated to degree levels. Employed clergymen and women, teachers and hospitality service assistants had well-defined and obtainable work task descriptions or job descriptions. Their role positions adhered to a hierarchy of job title constituting seniority, division of labour, and their performances are monitored with the use of written records, rules and communications. Their jobs also required effective communication skills that are executed in English with clients/customers, co-workers, and management staff, and for filling out required reports. Using Ragin's (1987) principle of purposeful sample selection, other considerations were made in terms of the inclusion and exclusion considerations for the study including the selection of only full time employed workers and self-employed individuals. Students, part time employed workers, retired workers and unemployed but able to work individuals were not considered. Also, volunteers performing unpaid work were not considered. In addition, no workers living with physical disability or learning disability were encountered in any of the organisations visited.

All people, irrespective of race have beliefs and practices that they use to structure their lives and create social and personal meaning. These practices and beliefs in turn influence people's perceptions, attitudes and the management of their lives. Culture in other words is the foundation of individual and collective experience (Holland and Quinn 1987). Ethnicity is the term employed to relate culture to the individual. The inclusion criterion was that of a Nigerian background and thus individuals of non-Nigerian backgrounds working in the organisations visited were not considered. However, workers of mixed Nigerian and other ethnic backgrounds and workers of multiple ethnic backgrounds including Nigerian were included. Workers of other African and Caribbean background working in Nigeria were not considered. This implied emerged context-shaped reconsiderations of the selection of cases. The main reason for stopping at twenty-four participants was degree to which the initial interpretation of underlying meaning in data during this period yielded different possible combinations of factors indicating the capturing of acts of personal connections to work

activities. With this, the possibility of examining similarities and differences in the factors combinations for engagement could be produced.

The method of understanding the individual perspectives adopts a critical incident technique with emphasis on the events that make the difference between successes and failures - the “critical incidents” within the workplace experiences as the unit of analysis provided an objective for the sampling exercise the target of over 100 incidents. Hence, the sample size is not defined in advance. However, in terms of scope and collection of evidence in a manner capable of turning anecdotal evidence, which relies on the ability to recall events from memory to data, this particular aspect of sampling includes heterogeneity and homogeneity objectives.

To facilitate the appropriate heterogeneity and homogeneity objectives, the systematic establishment of the sample size was also guided by the two mixed requirement for managing the sampling procedures for comparative qualitative analysis (QCA). The analytical objectives of the sampling activities vary according to these different requirements. The sampling rationale used the heterogeneity strategy because the broad scope of the study to incorporate four occupational groups required a greater number of participants than one that is narrower in focus (Yin, 2014). QCA cross-examination of case respects the diversity of cases and their heterogeneity with respect to causally determined conditions and contexts by considering cases as configurations (Ragin, 1987; 2008). And yet the sampling rationale used homogeneity strategy to improve the confidence in the results.

Most aspects of QCA require familiarisation with cases, which demands in-depth knowledge, which in turn demands iterative examination. This re-iteration operates to serve the interest of - capturing emerging patterns from the point of view of the actors. The principle is that it is sometimes essential to collect data in more than one context, in this case, personal, occupational organizational contexts in order to disentangle certain facts that are confounded or intertwined in a single organization. Nevertheless, this in-depth examination of cases and immersive element would require less number of participants.

Leveraging on the sample sizes associated with comparative qualitative analysis (QCA) using small samples, Guest, Bunce and Johnson (2006) provided the following guidelines regarding sample sizes. Their study concluded that ‘the experience of most qualitative researchers using

interviews is that little that is “new” comes out of transcripts after you have interviewed 20 or so people’ (p.120). Using this as the overall group size, this study of 24 cases actually included additional group size dimensions of 5 to 7 cases per group for a multiple samples as groups of specific interest that required intensive study within one study. The guidelines by Creswell (2008) and Morse (2000) suggested sample sizes of 5 to 25 and at least 6 respectively for a phenomenological focus. The adopted sub-group sizes adhered to these guidelines. To some extent, this choice of 5 to 7 individuals per occupational group was also imposed by the sizes of the organisations. For instance, the primary school had one early years class, three lower classes; years 1, 2 and 3 and three upper primary classes; years 4 to 6. This suggested the restriction of the sub-group sample size to the possibility of only 7 teachers.

As Ragin (1987; 2008) pointed out, such evaluation provided a greater understanding of what the investigation discovered in the process. Within this process, this recognition of managing the sample selection was carried out using a sample selection table (see section in Appendix D1) in order to adequately prioritise who to interview. To do this, the researcher selected one or more case according to their characteristics and the practical or theoretical relevance of the inclusion principle. The inclusion principle triggered by the target of breath and depth involved the evaluation of how and whether an individual becomes eligible for selection through the range of occupational characteristics, human population characteristics, and sampling priority requirements.

Then, she entered information in the table. After that, she selected more cases sequentially and selectively. Selectively, participants were eligible based the social characteristics dimensions of age, gender and marital status. Use of the aforementioned sets of social characteristics dimensions meant that within the gender and marital status, participants were selected on the basis of 5 sub-dimensions: male and female for gender and married, unmarried and married with children. The use of these 5 dimensions was conventional and inevitable. Comparatively, for the age dimension, the researcher created a wide age range of 25 and over, to over 65 years, to cover a wide age range comprising the years of adult working life. The age groups were chosen based on commonalities in adult development. In qualitative research, it is accepted and permissible that the researcher is an integral part of the process and who may reflect on his/her own influence and experience in the research process.

Studying the personal aspects of engagement interrogates the practicalities of transforming work requirement into engagement forms that are meant to acknowledge and accommodate the worker's preferences and expectations by offering both a sense of the worker knowledge and the underlying theory in order to strengthen engagement knowledge. Thus, when analyzing empirical data to identify the presence of engagement, the working style is used as a proxy for the engagement qualities, the impact of the style of working may be used to make a positive case for the presence of engagement on the grounds that it is 'productive' for the individual and/or the organization/work activities - represent the grounds/mechanism for 'productive' working – it is not an end in itself.

In order to avoid losing some of the potential value of multiple informants, as a result of a series of different comparative exercises performed, this design was helpful to enable conclusions drawn on separable cross-level events and processes at sub-group and overall group levels. For example, as indicated when certain sets of relation existed, occupational-orientated results were reported differently using an emerged set of relations. Conclusions were also drawn on the self-employed and employed individuals in the attempt to bridge the two worlds underpinned by different causally relevant conditions and contexts. Thus, it was useful in pin pointing decisive cross-case patterns that are usually the domain of quantitative analysis (Ragin, 1879; 2008; King, Keohene and Verba, 2009).

Actually, it was more necessary than was realised. Going beyond the person-centred case descriptions as the initially, further similarities between self-employed and employed individuals discovered the overlaps such as, alignment of personal and organisational objectives, sharing and cooperative practices, offering and sharing knowledge between the different types of self-employed and employed individuals became more visible. Essentially, the multiple samples within a larger sample design used also presented an opportunity for alternative course of action based on an aspect of the data characteristics, which seemed to merit further comparative analyses. The benefits of eventually integrating all of the various ways of presenting results prepared the way and helped to deliver on the need for good theory to explain the relationships between the similarities and differences in engagement of self-employed and employed individuals. On reflection, it helped to get the researcher immersed in the situated experience of interviewees in order to analyse complex work situations thoroughly. The analysis revealed whether the results from the examination of same events in

two or more cases are all the same. In other words, how the events and processes examined generated the same outcomes across these different contexts.

Part 2 Data collection

Drawing on Ragin (1987), particular attention was given to analysing the scope for autonomy within the work situation of four occupational groups as a key feature of how individuals are likely to act within the organisational work system, leading to the selection of the waiters, teachers, pastors and self-employed as cases to be studied for this project. In order to properly explore their past workplace experiences, the data that one collects to learn about each case could take various forms including observations, interviews, documents, and so forth (Eisenhardt, 1989; Patton, 1990; Richie and Lewis, 2003).

3.4 Data collection method

In terms of theory on choosing a data collection method, Richie and Lewis (2003) mentioned few principles for consideration that are shaped by the research questions, but they may also be influenced by the context, structure and timing of research. The first principle is a choice between naturally occurring and generated data. The main methods involved in working with naturally occurring data are observation, document analysis, conversation analysis and discourse analysis, while the main types of generated data in qualitative research are in-depth interviews and group discussion. The choice between them depends primarily on which type of data will best achieve the research objectives and on practical considerations.

Richie and Lewis (2003) argue that the context is likely to be an important aspect of any qualitative research regardless of the methods used. They go on to suggest that if context is a fundamental aspect of the studied phenomenon, then naturally occurring data gathered by observing or experiencing the studied phenomenon in its natural context is critical to understanding. On the other hand, generated data allow participants to describe their personal or organisational contexts in which the research issue is located and how they relate to it. As the empirical research questions sought information from the actors' perspectives, data collection methods were tailored towards data collected from participants themselves with the help of in-depth interviews. This report of the empirical data collection techniques is preceded by the report on the ethical considerations and literature review techniques.

3.4a Ethical considerations

‘Research ethics refers to the moral principles guiding research from its inception through to the completion’ (www.bps.org.uk, p.5 assessed on 3/3/2013). Ethical considerations often shape how the data is collected and results reported (Rodger et al. 2011). This study was guided by the ethical principles on research with human participants set out by Kingston University (Kingston Business School, 2006), and subsequently the updated version, Ethics Guidance and Procedures, November 2014 assessed on 5/5/2015. The ethical consideration for this study were the principles on research with human participants on respect for the autonomy and respect for participants, such as the need to establish informed consent, respect for confidentiality and the need to minimise harm or risk. A consideration of Hyett, Kenny and Dickson-Swift’s (2014) checklist of twenty-four actions for assessing the quality of a case study report was also used.

The circumstances in which the interviews were arranged for and carried out have already been described above. As a social encounter between the researcher and participants, the interview process is not viewed as a neutral data-gathering tool, no matter how rigorously it is constructed. Instead, issues of accounting, self-representation and identity management by participants are viewed as a joint or co-construction process with the researcher in a socially situated context (Goffman, 1969 referenced in Lee and Roth, 2004). In other words, the interview process may influence how people present themselves in the process of talking, making sense of each other, and the rhetorical devices that they used to accomplish these tasks. Therefore, interviews are active interactions between two individuals acting in particular social contexts rather than merely an exchange of information (Lee and Roth, 2004). Thus the potential for power imbalances was considered by the researcher, which she managed by clarifying her position as the student in terms of the way she participates in the interview as a social process.

Moreover, whatever is said cannot be traced back to the participants and in the interview process for this study; care was taken to explain this fact to the participant. It was also explained that although interviews were conducted at individual levels, the reporting of the results would occur at a large group level. This explanation was provided alongside the assurances that the researcher was a totally independent individual not affiliated to the organisations in which participants worked or its management and as such had no vested

interest in the relationships between the individual and their organisation other than an academic one.

These kinds of guarantees also included the information that participation in the study was entirely voluntary from the beginning to the end. As such the participants was free to change their mind at any time and was not obligated to answer any questions that they felt uncomfortable with or that could incriminate or cause any problems for them in the future. However, all participants were willing to talk about themselves and their work and thus could relate their personal interests in their work very comfortably. To enhance the honesty from informants, participation was made voluntary. In particular, each person that was approached was given the option to refuse to participate so as to ensure that the data collection interviews included only genuinely willing participants. These participants were encouraged to be frank from the onset of each interview session. It was also reiterated that participants were free to refuse to answer any question(s) that they felt uncomfortable answering, they were free to withdraw from participation in the study at will and that there were no correct or right answers to the questions that were asked. The independent status of the researcher was emphasized and thus information provided would be treated with the strictest confidence and not shared with the management of the organisation and was solely for academic research.

3.4b Data collection techniques for the literature review

The data collection techniques are an important means through which practical issues such as; adequate data collection are directed (Robson, 1993). Based on the underlying conceptual thinking, research question one (*How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?*) and research question two: *Is there a promising way to integrate work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models?* were interpreted as theoretical questions; it required currently available secondary data in the bid to take an in-depth look at similarities and differences between the two main engagement perspectives. The purpose of this review was to analyse Kahn (1990) and Schaufeli et al. (2002) frameworks of personal and work engagement as well as advancements contributed by other scholars. To do this, an existing technique with established criteria for a literature review was adopted. The criteria

proposed by Rodgers (2000) provided direction on using a literature review to clarify the basic characteristics of a concept.

A concept analysis technique described by Rodgers (2000) was used, in which the concept's core characteristics constitute the output. Rodgers (2000) considered concepts to be cognitive constructions that change over time due to the influences from the contexts in which they are used. These influences redefine how the analysis of a concept's contexts, related terms and attributes occur.

As an inductive method of analysis it merely indicates a direction for further research and does not provide a definitive conclusion. A database search supplemented with a manual search within the academic literature was carried out to obtain literature material pertaining to the descriptions of the concepts of personal engagement and work engagement and on their related concepts such as flow, involvement, satisfaction, and commitment as the relevant information. Data required were compiled through an initial and gradually expanded literature search from mainly academic articles. The selection period for the text was from the period from 1980 to 2017 (See Appendix A1).

Drawing on Liehr and Smith's (1999) connection between theory and practice, the engagement theorists were seen to have conceptualised their theory as "a set of interrelated concepts, which structure a systematic view of phenomena for the purpose of explaining or predicting" (p.8) approaches to engagement associated with organisation theory that emanated from empirical and/or theoretical research (Koort, 2002). The aim was to show that these theories serve as the explanation, accepted and widely shared with and often defining the scientific conversation or community (Whetten, 2009), since this categorises the concept's basic characteristics.

The output compiled to answer question one, '*How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach?*' was informed by theoretical insights from three associated attributes of engagement literature namely; the central arguments that are made for its introduction into organisation theory aside from engagement as a term used in everyday contexts outside of academic literature, the gaps in current knowledge supporting the research questions for the inquiry and the arguments as evidence

that supported the possibility of assessing engagement with the combined engagement perspectives conception. The researcher focused on combining the basic characteristics into the development of a new tentative framework. Exploring the practical implications of this combination was undertaken in the empirical investigation. Rodger's (2000) concept analysis was employed to synthesise the main characteristics of the two conceptions of engagement in relation to research question one. The limitations of Rodger's (2000) approach and analytical output are presented in the literature review chapter.

3.4c Data collection using in-depth interviews

Interviews can only give insights into interviewee's views and understanding (Bryman and Bell, 2007); making it the best technique for this study, thus relying on recall with all its attendant problems. Kvale (1996, referenced in Richie and Lewis, 2003) highlighted the difference between an interview and a conversation as their objectives, and the role of researcher and participant. Similar to the views of Carter and Little (2007), key features of in-depth interviewing is the construction of knowledge, considering how active or passive the role of the researcher should be; and how far the content is set by the researcher or participant.

From a review of methods there is a range of interview options. In most studies, interviews are unstructured, semi-structured or structured. Each option covers a certain type of information but they are all concerned with the combination of structure and flexibility (Ritchie and Lewis, 2003). Richie and Lewis (2003) note that even in the least structured option - unstructured interviews, the researcher must have some sense of themes they wish to explore. In this way, interviews are generally based on some form of topic guide, or interview schedule – related to the objectives of the study. This means decisions have to be made on questions to be asked, how they are to be phrased, how to respond if the interviewee moves on to unanticipated topics and how to follow up until a satisfactory answer has been obtained. Quite the opposite, they suggest that the structured format is reliant on the meaning the researched issue holds for the researcher. By identifying the structure, the researcher is concerned only with information on issues set by the researcher. The semi-structured interview method was chosen because this method incorporates both structure and flexibility, which allows the researcher to elicit information on topics not included in a more rigidly structured format and concentrate on them without influencing the actual views articulated.

The challenge that is faced by the use of semi-structured interviews is that of the dependence on individuals' perceptions, memories and representation. This problem was tackled using Kahneman et al.'s (2004) method designed to reduce recall biases, with Betsch, Plessner, Schwieren and Gutig's (2001) Value Account Theory.

3.4d Semi-structured interview questions

Kvale (1996) and Spradley (1979) referenced in Richie and Lewis (2003) asserted that the main aim of asking questions using in-depth interviews such as the semi-structured interview design employed here is to achieve both breadth of coverage across key issues and depth of coverage within each. Richie and Lewis (2003) distinguished two types of questions - content mapping questions and content mining questions. In the former, questions are intended to open up the research territory and to identify dimensions and issues that are relevant to the participants. In the latter, questions are intended to explore the detail which lies within each dimension, to access the meaning it holds for the participant and to generate an in-depth understanding from the interviewee's point of view. However, they pointed out that most interviews contain a combination of both meshed together iteratively; content mapping questions to raise issues, followed by content mining questions to explore them in detail and then content mapping questions to raise further issues and so forth.

In relation to the collection of sufficient data, which contain relevant information of the actors' workplace experiences, interviewees' responses were accessed using Rousseau and Fried's (2001) context analysis and Flanagan's (1954) Critical Incident Techniques approach. The problem of employing open-ended questions to seek information is there are no correct answers. But it was possible to focus on the reasons used for framing answers in a particular way. (See Appendix C3 for illustrations of interview data)

3.4e Rousseau and Fried's (2001) Context Analysis

According to Whetten (2009) a three-layered approach for systematically examining contextual effects was provided by Rousseau and Fried (2001), consisting of: (a) a tier one approach that provides a rich description of research settings; (b) a tier two approach that provides an incorporation of context effects on the studied phenomena into data collection and analysis; and (c) a tier three approach that provides comparative studies of the phenomena in different settings.

Contextualisation for this study consisted of the tier three approach that involves explicit recognition and integration of contextual factors in the theory development, research design and methodology, and reporting and interpreting findings, (in addition to tier one and tier two analyses) (Rousseau and Fried, 2001). In the collection of data on context effects, the research focused on the details of the individual and workplace characteristics such as individuals' past experiences, choices and actions.

The stages of this process involved a separation of background information that the researcher picked up using desk research and in direct observations, informal discussions and documents in the settings during the fieldwork. For the self-employed, it included observable characteristics such as physical artefacts, organisational documents and information from staff on the premises that conveyed background characteristics concerning the experiences that individuals may not necessarily express in their views. For the employed, in addition to the information listed above, it included organisational recruitment, and design policies features reflecting specific aspects of their work situation as a preliminary first step before conducting the interviews.

3.4f Critical incident technique

The interview method also employed the critical incident technique to frame the collection of anecdotal/idiographic data. Critical incidents are defined as a significant event in one's life, such as life-changing events that influence a person's life for a long period of time. Critical incidents are captured through reflection on the impact of the event, situated within the performer's personal experience or interpretation. By incident is meant any specifiable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act (Flanagan, 1954 referenced in FitzGerald, Seale, Kerins and McElvaney, 2008).

In terms of general experiences at work, a self-employed or employed individual becomes an organisation member by virtue of the tasks that they assign to themselves or that are assigned to them for the benefit of their organisations. This task is associated with delivering products and/or services to the clients of the organisation. Thus, the notion of working has a function in its own right. Since, the study utilised semi-structured interviews, through several questions encouraging the interviewees to think of how they would describe themselves and

their work situations, individuals verbalise what had previously been implicitly guiding their work practices of which they may or may not have been consciously aware. For example, “what their personal approaches to work activities/tasks are like?” “What their relationships with colleagues are like?” and “what their relationships with clients/customers that they serve are like?”

However, critical incident technique was adopted as a technique for narrowing the scrutiny of general experiences at work from which instances that can be termed as significant may be drawn upon. A benefit of this technique is the inclusion of a sequential questioning structure, such as questions asking where the individual was before the present organisation, what they did then, how they came to choose their present occupation and what they intend to do in the future. Another benefit was building some time limits to the range of events sourced, using time limits of one day, six months, one year and three years, in this case limiting the time period for the events or situations to help jog informants’ memories on the changing dynamics of experiences at work.

Simultaneously using the notion of critical incidents, the relevant data that we are looking for becomes clear, as a set of discontinuous incidents, separate pieces of information understood and modulated by this selective use of past experiences that enable the interviewees to visualise how they interact with their work activities, and organisational interactions and what kinds of values and forms of descriptions and evaluations they could use to articulate their appraisals of the workplace experiences. A particular purpose of the use of the Critical Incidents Technique (CIT; Flanagan, 1954) is that it is employed to focus on effective and ineffective practices within the experiences being analysed. Finally, the interviewees were asked to assess their feelings or thoughts on whether their experiences were improving, deteriorating or stable/unchanged and to elaborate on the reasons that induced the perceived or unperceived changes in form of a short narrative. Thus, the scanning for critical activities using this guide charted experiences that occurred in four main forms; interviewees highlighting the mental activities that they kept in mind when doing their work activities, the manner of an immediate response evoked by work events, the individuals recounted examples of his or her experience as a testimony of its occurrence and reflection or appraisal of the work events for some goodness or other qualities.

The achievement of both breadth and depth of coverage of key issues was obtained using theory and knowledge from Rousseau and Fried (2001) and Flanagan (1954), for identifying the themes to support the important content mapping and content mining information on actors' workplace experience. The relevant data collection themes were; personal characteristics, job characteristics, organisational characteristics and non-work sphere, and six interactions composed around these four distinct but intertwined components for the expression of work life within the work context: the self-concept, role and tasks, tools for achieving work outcomes, job and organisational roles embedded in the company's management system, employee and line manager relation, and employee, co-worker and client relations. First, what the individual does; how they feel about it and how they give meaning to it. Second, people have a past, a present and a future. Their history is what defines them as a person embedded in complex and changing social networks.

A particular benefit of the use of the Critical Incidents Technique (CIT; Flanagan, 1954) approach is that it is employed to focus on effectiveness and ineffectiveness within the experiences being analysed. In other words, the interviewees' judgements of effectiveness and ineffectiveness are focused upon. As a result, descriptions of and reflections on critical incidents on workplaces/situation were the relevant experiences of interests that were accessed, rather than accessing the whole of the possible workplace experiences. The aim of critical incident technique is to capture a variety of critical incidents (a minimum of 100 across all cases) based on the contributions of a range of people, one cannot see the wider picture of the individual's work roles from his or her perspective only. In this way, at the data analysis stages the researcher is able to move beyond the idiosyncrasies of the particular individuals (Stake, 1995). As a result of this the multiple case studies position taken is of necessity in terms of empirical investigation. This includes involving a wide variety of informants or groups, rather than individuals to minimise the problem of idiosyncratic results.

Critical incident technique approach also suggests the use of individual viewpoints of some participants to verify information that has been said by others on the same issue. The utilisation of documented evidence or other information sources to increase the quality of data obtained is also invaluable for this approach. The use of these "critical incidents" typically results into anecdotal data, so the method provided the means of including objectivity for the subjective nature of anecdotal data: to systematically make them 'more

defined in terms of scope and collected in such a manner as to allow for analysis' (FitzGerald, et al. 2008. p.300).

The researcher provided some of the critical events to be described by interviewees as the interview protocol were semi-structured, but the interviewees indicated the salience and qualities of the selected critical events. Also, the individual's ability to describe their experiences was shored up with the use of iterative questioning, in which the researcher returns to matters previously raised by informants, as a means of reinforcing interviewees communication of detailed explanations or expanding some explanations (Adams, Khan, Raeside and White, 2007). Where possible, data was obtained from documents to provide a background to help explain the work activities of the sampled individuals and groups. Written documents were also collected to verify particular details that participants supplied and some were looked at during the process of the actual interviews. A disadvantage of interview method of data collection is that it is unavoidably filtered through the individual's selectiveness in that they choose how to communicate their information; as humans, they can never and would likely not want to describe everything of the nature and shape of experiences.

The judgement-orientated aspect of the critical incident technique was employed to elicit overall assessments of certain experiences like choice of occupation. FitzGerald et al. (2008) did not include an assessment procedure in their guideline on using critical incident technique. A key procedure of using the critical incident technique is that interviewees were asked to characterise the temporal development of their experience, after which a change-oriented analysis may be employed in eliciting an estimated assessment of different aspects of these experiences. A technique for assessing the temporal development of judgement analytically in response to a particular experience that was adopted was Value Account Theory (Betsch, Plessner, Schwieren and Gutig, 2001). The benefit of overall evaluations or quality judgement for example, perceived attractiveness of the work role is that it was used to define the formation of the response of interest towards work in a short narrative. This procedure was chosen because Karapanos, Martens and Hassenzahl (2010) criticised the practical usefulness of evaluations, in which participants are asked to summarise their experiences on a job using a single judgement statement. Karapanos, Martens and Hassenzahl (2010), were reacting to Kahneman, Friedrickson, Screiber and Redelmeier's (1993) who

earlier on, demonstrated that such evaluations are highly subject to peak-and-end event representation biases.

3.4.2c Question design

Open questions allowed participants to formulate their own statements themselves. Asking questions in an open way was expected to ensure that the participants drew on their own personal experiences and used their own judgement and knowledge. The sequencing of questions was designed to appeal to the participant as well as gradually gain their trust to enter into a dialogue in a sensitive way. As the study aims to represent the work environment from the individuals' perspectives, it focused more on participant's description of the development of their interaction style based on their occupations, personal histories and lifestyles and more, as shown in Table 3.2.

Section 1 of the semi-structured interview questions

Background questions

Questions about the self and the job

So tell me about yourself. (Probe here to find out the social situation – sense of self, traits, life, love, hardship, prides, need for an occupation, family)

What did you do before you came to work here? Can you tell me what made you leave your previous job? Can you describe what you do as your profession at the moment?

What made you choose this job? If I asked you to describe you key reason why you were interested in this job what are they?

Tell me about your job. Probe for crucial points such as How is it fulfilling your needs; How is it fulfilling those of your employers; How is it fulfilling those of your clients/customers? Are there any other things that it does for you? (give a few examples - esteem or happiness, respect, admiration, power, fellowship, social life)

How long have you been in this role? (Probe for respondent's actual knowledge of what made him or her stay on or keep or sustain it?)

Do you have an immediate line manager? What is working with him/her like?

How about your colleagues, the people you work with? How many regular colleagues do you work with? What is working with your colleagues like? Do you have any subordinates? What is working with them like?

What did you do at work yesterday? Do you do this on a daily/weekly or monthly basis? Looking back what made your day? What did achieving that require from you? Who was involved? What resources were employed?

What did you use for these activities in terms of qualifications or training?

How did you acquire the skills? Is this related to your reasons for choosing this job?

Table 3.2: Interview questions about the individual and his/her work

The interview guide employed contained a set of 38 questions with additional questions such as follow-up, probing, specifying and interpreting questions (Bryman and Bell, 2007; Trochim, 2002; Kvale, 1996), as prompts that were used flexibly, depending on what the interviewees said. (See Appendix B2) Interview questions gave as little guidance as possible to allow interviewees to tell their own story and talk about what was of importance to them regarding some event in their own terms (Kvale, 1996).

Ideas for developing the interview method also drew on guidelines from several authors. It used Kahneman Kruger, Schkade, Norber and Stone's (2004) Day Reconstruction Method (DRM) as a survey method for including a set of specifying questions on characteristics of daily work life experiences, shown in Figure 3.4.

Kahneman et al.'s (2004) day reconstruction method
Questions
What did you do at work yesterday?
Do you do this on a daily/weekly or monthly basis?
Looking back what made your day?
What did achieving that require from you?
Who was involved?
What resources were employed?

Figure 3.4 Sample of questions employed for experience sampling using Kahneman et al.'s (2004) day reconstruction technique

The day reconstruction method was used to capture how people experienced various activities and events in their organizational settings. Participants were asked to reconstruct their activities and experiences of the preceding day with procedures; such as prompts and timeline sequence designed to reduce recall biases (Kahneman et al. 2004).

3.5 The interview process

Yin (2014) recommends using pilot studies to support the careful consideration of all elements of the case(s) that should be assessed and described. Following the pilot studies conducted to practice the procedures, the main study was conducted. The interview was carried out on the organisation premises; the interview guide was used to focus the discussion on the individual and his or her experiences at work.

In this study, the line of questioning used by Kahn (1990) proved very useful. Drawing on Kahn's suggestion, after warm up questions about an individual's job and work history and the firm, the participants were asked to describe in detail, their experiences and to reflect on each of the communicated situations. They were also asked how they understood or explained those experiences as best they could. According to Kahn (1990), the tactic of asking participants to in some sense relive particular situations, reflected the phenomenological assumption that understanding psychological and emotional experience requires working from experienced realities to abstracted ideas (p.698).

Questions were asked in as non-directive manner as possible to meet the study's aim of learning about interviewee's own views. The intimacy of face-to-face interactions during interviews was managed with the use of back-channellers and other responses like 'umhms' and 'right' which are interpreted as I'm listening or attentiveness, removal of personal opinions and judgmental responses. During the interviews, free recall, overall evaluations or quality judgments, peak and end events representations, short time period recollections and repetitions were all manipulations employed to encourage participants to move beyond mere descriptions to evaluations requiring varying degrees of judgment. The critical incident technique was beneficial in sensitising the researcher to the importance of both sequencing and significance of events. (See Appendix B3) The circumstance in which the interviews were arranged for and carried out is described in the next section.

3.5.1 Onsite selection of informants

The present study was carried out among a sample of organisational members in two cities in Nigeria: Abuja and Lagos. All interviewees were Nigerian, drawn from a variety of ethnic groups, or from mixed ethnic background. Introductory letters for self-employed and employed individuals were prepared (See Appendix B4).

The conduct of the interviews was spread over a three-week period in June of 2014. Participants were encouraged to share their experiences with others through the medium of this academic study. Each participant was requested to give at least an hour commitment. On the average interviews lasted between forty-five to ninety minutes. The location of the interview required a place with some privacy in case the interviewee wanted to share personal details that they did not want anyone else overhearing. Within the owner manager organisations, the interviewees directed locations used for interviews. Interviews were conducted in the pastor's and reverend sister's offices on appointed days in their church offices.

To systematically direct the selection of individuals to be interviewed, a case selection design was created to include considerations of important qualifying criteria such as, gender, age range, English language skills and tenure. In order to select appropriate participants, individuals were approached directly and through a contact person, taking into consideration the required occupational prerequisites. Within the owner manager organisations, the study looked at the experience accounts of the owner manager. Contact was made through telephone calls to solicit permission to visit the organisational premises and to extend an invitation for participation in the interview. Subsequent self-employed individuals were selected on the recommendation of previously interviewed participants based on the size of the organisation that they run and requirement that they are personally involved in the operations of the organisation.

By virtue of the time spent in a particular organisation, individuals must have had these subjective experiences of their work and have developed a viewpoint that they believe is consistent with such experiences, these are partly stored in participants' minds in the form of cause maps (Eden and Ackermann, 1998) such that participants frame the episodes from their own interpretation. Third, stories are contextually embedded, and as the semi-structured interviews are structured to serve a purpose (this was based on the critical incident technique developed by Flanagan, 1954), it asks participants to tell what the causes of their actions are and people framed their experience accounts in stories. According to Adams, Khan, Raeside and White (2007), the quality of informant statements can also be managed by emphasising the importance of the individual's own perspective to the study, based on the assumption that

these individuals are able to bring to light the background information underlying their work experiences.

Access to the three star hotel and catholic school was gained through personal contact with the marketing officer and class teacher respectively. Within these employment organisations, the study looked at the experience accounts of individual workers. Information about staffing at the hotel was gotten from a chat with the Human Resources manager and the food and beverage manager. The food and beverage manager is the head of the department in which the waiters work. Information about pastoral clergymen and women for this study was gotten from a chat with church members, church officials and official pamphlets. The individual pastors and reverend sisters were approached directly, through parish members and other individuals that they work with, with an invitation to a study of themselves and their jobs. Following the acceptance, the researcher attended to participate and observe the conduct of a church activity.

3.4.1c Other data collected during field work

Aside from the semi-structured interviews, other data collection techniques employed was document collection. The procedures included gathering relevant documents such as mission statements and other accessible important information about the proposed study organisations, were organisational documents, websites and work products as well as field notes on site visits and informal interviews and discussions. A referential information file was employed to draw together data from several sources; field notes from on-site visits, informal interviews, organisational documents and work products provided by individuals to illustrate the kinds of documentation, record keeping, monitoring and evaluation techniques they used for the record management purposes. The main aim here was to obtain data from independent sources that provided information on various characteristics of the organisational setting that could be used to support or validate the interviewees' accounts, while working within the resources of the field work (Blandford, 2013). This technique also enabled the triangulation of data sources described in section 3.10b.

Part 3 Data analysis

From the method literature, Rousseau and Fried's (2001) tier three approach, Flanagan's (1954) critical incidents analysis and Kahneman et al.'s (2004) Day construction method

were used as tools for exploring and capturing interviewees' workplace experiences in general. By asking them to describe themselves and what they do as work, the interviewing of selected individuals was in effect asking them to share their thoughts, feelings and actions on their connections to work events as activities from which to obtain an understanding of their engagement with work roles.

Practically, these descriptions were seen as ways of bringing up experiences that may be engagement related. Essentially, interview transcripts consisted of talks about work tasks and products, the weekly/monthly monitoring reports taken or submitted, performance appraisals, work group interactions aspects, overall feelings and concerns. To convey views on effective and ineffective factors that were produced through their work-related experiences, individuals needed to explicate and evaluate their characterisation, choices and personal judgments. Thus, the interview approach allowed the interviewees to explore and recite a list of events and ideas, but then asked them to narrow it down to the most influential ones. In comparison to the descriptive meanings, valuation typically results in greater personalisation, which served to integrate the individual's values, beliefs and self-perceptions, and provided the foundation for examining how individuals responded to work situations. Where there were documents and artefacts that served to support the descriptions and valuations, these objects were looked at and discussed.

Interviews were transcribed verbatim. Examples of interview transcripts are provided in Appendix C3. The transcribed interviews were uploaded into the N vivo qualitative analysis software as a platform for conducting the analysis. N vivo software and Microsoft excel were employed to perform basic data management, coding, cutting and sorting, generation of word lists and key-words-in-context, and comparison manipulations.

3.6 Analysis

Analysis is the breaking down of the myriad terms, views and approaches contained in the data as a necessary condition for beginning to construct knowledge and meaning, in an attempt to gain additional knowledge and understanding. However, after deconstruction of the data, interpretation, which is a way of re-constructing a rendition of the phenomenon that fits into the conceptual framework for the study is required (Bernauer, Lichtman and Robertson, 2013).

Analysis is typically performed to break down the data into component pieces so that they can be examined individually bypassing the image conveyed by the whole. ‘Qualitative analysis usually involves a process of labelling, organising and interpreting data with reference to a set of ‘codes’, ‘concepts’, ‘categories’ or ‘themes’ (Ritchie, Lewis, Nichols and Ormston, 2014, p.272). Expanding on section 3.1a, this study used qualitative analysis approach to investigate the frames of reference individuals formed in their considerations and judgements for their response to their workplace experiences. In qualitative data analysis, one can employ a number of separate but necessary techniques, such as data transformation (Ragin, 2008). However, Bernauer, Lichtman and Robertson, (2013) and Thomas (2006) assert that general inductive approach to analysis and interpretation use some form of “coding” that begins the process of reducing the data into segments that will typically lead to an understanding of the phenomenon by the researcher and readers. An advantage of qualitative approaches is that once initial goals have been set, they can always be shifted at any stage to some extent, in response to the contents of the data (Ritchie, Lewis, Nichols and Ormston, 2014; Blanchard, 2013). The primary problem for the researcher is how to record and evaluate all the steps and decisions associated with each restructure, and amendment consideration. This inevitably involved questioning the rationale attached to each consideration by the researcher. The guideline employed here was that the material decisions that were taken are recorded, with the intention of making replication and consistency easier to achieve.

Familiarisation with the data

With a focus on level of evidence gathering, the analysis of data began immediately after collection with the ‘sort, categorize, and label’ procedures employed for familiarity with all data contents in the fieldwork phases. At this stage, ‘relevant’ material referred to workplace experiences. In terms of the information that will be analysed, from the data required analysis for research question two (in Appendix A1), this included the individuals’ perspectives on their unique circumstances, based on their occupations, personal histories, lifestyles, and value judgements of what is good, bad, correct, incorrect, effective, ineffective or desirable or undesirable. The aim was that this could lead to an emergence of a whole new area of information that could be exploited; it was also aimed at ensuring that empirical data relevant to the topic (i.e. workplace experiences) was obtained, in order to wring meaning from these

data that answers research questions later on, and ultimately, to bring the data collection to a fruitful conclusion. After this termination, the intensive analyses for familiarity with all of the whole data contents were conducted. The report of the various analytical steps taken begins with an iteration of the definition of the case, which is drawn upon to organise the data analysis procedures adopted for this purpose.

First of all, three related elements guided the general direction by which analyses of individual's workplace experiences resulted in the identification of the potential acts of engaging. Figure 3.6a depicts this.



Figure 3.6a: Three features of the case used in the analysis

In line with Figure 3.6a, the analytical approach took the form of in-depth analysis at individual, workplace experiences and reconstituted data as evidence of potential engagement. Rectangle 1 represents data for the individuals selected as case studies, followed by the workplace experience of the individuals represented by rectangle 2, which contain meanings purposefully pulled together as potential engagement enactments represented by rectangle 3. However, the basic unit of analysis was the workplace experiences, which was generated by aspects of the person, aspects of the work situation and aspects of the interaction between them that are compiled to answer research question three (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement*). Essentially, the final engagement incidents that were initiated arose from the selected individual cases, their workplace experience data and their conception of significant influence

factors. Secondly, the current use of the critical incident analysis, the cognitive mapping and context effects analysis as the methods for this investigation is described. The first step of the analysis process was the critical incident analysis.

3.6b The Critical incident analysis

In order to capture the main contents of tightly held frames about themselves and the nature of their work, critical incident analysis informed the initial stages of this process. As the interview questions that generated this data required open-ended responses, participants' ideas about themselves and their work contexts were probed line-by-line to take note of the series of ideas being expressed by the individuals and reducing data into segments. Analyses in N Vivo were used to organise the procedure.

The probing and coding were used to encapsulate personal incidents and to interpret and develop the 'critical' meanings, in terms of what individuals saw as important for them. Flanagan (1954) provided guidelines that were used to inform the procedures, which is the utilisation of inductive qualitative analysis in particular, so that a predetermined (a priori) category system is not imposed. FitzGerald et al. 2008 asserted that the critical incident technique approach was compatible with most qualitative analysis approach. Santha, Saxena, Jain, Tiwari, Singh and Tawari (2016), who reviewed the applications of the method in dental research in terms of the origin of the procedure, its present form and its uses, suggested the use of the Grounded Theory approach (Glaser and Strauss, 1967; Strauss and Corbin, 1990) for the data analysis. Grounded theory uses selective coding for salience and centrality; salience is about how often a concept appears in the data and used to determine its importance especially across individuals and/or situations (Bernard and Ryan, 2010). However, in the bid to gain a better understanding of how the individuals constructed their own experiences, the cognitive mapping technique was used. Therefore, the data analysis adopted an integrated approach: employing cognitive mapping as the main approach supplemented by the critical incident analysis and context effect analysis, in combination with the application of the N vivo software for handling of the coding of the qualitative data. The inductive analysis for the critical incident technique was dominated by iterative movement between content analysis and thematic analysis, and fed into the analysis for the cognitive mapping.

The main difference was the kinds of outputs generated; hence for the critical incident technique, the outputs were a list of critical factors, and explanations used to provide evidential support for results obtained, while, case descriptions and graphical illustrations of cognitive maps were produced from the mapping analysis.

3.6c Cognitive map analysis

The approach to the analysis of individuals' frames of reference in their interview material was an interpretation of Eden's (2004) cognitive mapping technique. Cognitive map techniques are employed to highlight what people believe are important, valuable and beneficial (Eden, 2004). Hence, cognitive mapping was taken as the main method of the study. Clarke, Horita and Mackaness (2000) used a cognitive mapping approach in an empirical study to elicit retail decision makers' insights about the locational influences affecting store performances. Their study employed interviews with executives of a major multiple superstore retailer in the UK. The authors argued that the composite mapping method provided a means to reduce the ideas of a group without any loss of detail using key cognitive constructs to provide a template against, which individual cognitive maps may be compared and better understood.

Based on steps for building the cognitive maps that were followed, the procedure was applied in six steps (See Appendix C3, C4, C5 and C6). First (1) account of experiences from the interview transcripts were broken down into phases containing four to twelve words on a single or related topic in the language of the interviewees. The other steps included techniques involving (2) the generation of key-words-in-context, (3) phrases (concepts), and (4) links (structure) and (5) priority; each experience data segment that reflected a meaningful code in terms of their effects was compared and contrasted with previous ones to help (6) build a visual representation of the sampled participant's own views in relation to particular issues (Eden 2004). The outputs from this individuals' frames of reference analysis were compiled as individual cognitive maps.

The cognitive mapping offered a tool to clarify, display and make explicit the relationship between individuals' ideas to give new insights, but the view of causality such as precedence in time or necessity events without which the phenomena would not occur and sufficiency is not rigorously applied. Instead, causality in cognitive mapping is defined as 'may lead to',

which is used for arguing that recorded incidents have a particular outcome. Thus the strength of the procedure was based on mapping and accepting the interviewees' perception of causality, based on specification into a web of linked data segments (Eden, 2004). The linked data segments conveyed the notion that each individual map consisted of a combination of conditions, where several causes can be simultaneously present in a given causal combination. But, a given causal combination may not be the only route to a given result; other combinations may be able to produce it. With cognitive mapping, depth of understanding came from cross-linking and making new links between the branches of data (Eden, 2004). Consistent, with the grounded theory (Glaser and Strauss, 1967), selecting a central concept for the cognitive map is about the degree to which a concept is linked to other concepts; concepts that are linked to many others are likely to be the core ones. This implies that some concepts had to be excluded or deferred until the next study, as choices are made about what could be covered in current analysis (Eden, and Ackermann, 1998).

The critical incident technique raised information about critical meanings and themes in the data then; the cognitive mapping raised information about alternative views on the same idea and was used for bridging the transition between ideas and creation of case descriptions. The strength of the cognitive map was that it enabled the researcher to focus on a specific aspect of the outcomes and explore it in detail. Accompanying the report in this chapter, illustrations of the development of the cognitive maps are provided in Appendix C6 and Appendix E. The inductive analysis for the critical incident technique overlapped with the analysis for the cognitive mapping; hence to avoid repetition, descriptions of the procedures taken are elaborated under the content analysis and thematic analysis details.

3.6d Context effect factors

Picking up on other sources of influence to inform the analysis, context effects analysis was conducted. Based on Rousseau and Fried's (2001) tier-three approach, an incorporation of context effects on the studied phenomena into data analysis involved inserting the theoretical insights already known. These theoretical insights were then employed to assemble the set of relevant engagement-relatable data that were needed to continue the analysis. The context here refers to the physical situation, the individuals involved, historical circumstances leading up to the individuals and situational events involved.

As highlighted by Rousseau and Fried (2001), interviews can only give insights into participants' recollections and perceptions of the workplace; contextualisation is employed to give important sources of the events/flow of events by which people arrive at that understanding. Context analysis portrays the surrounding, which helps to illuminate factors accompanying the events that are above those expressly under investigation. As such, context describes organisational characteristics that provide context for the individuals and the external environment that provide context for the organisations.

In terms of the categories for describing personal events and work environment, the technical procedure for the analysis of overall work environment factors was guided initially by Rousseau and Fried's (2001) table of twenty six elements, and Kahn's three psychological condition elements, however several context effects code descriptions were generated inductively from work settings specific instances (Appendix D). In this combination of a priori codes and data-driven inductive approach, the goal was to make sure that important data segments containing details used as means to understand the experience of interviewees were mopped up and accorded to an appropriate code. With context effects, the focus of analysis included not only constraints and opportunities for behaviour, proximal and distal factors, which was interpreted as main effects and side effects for this study, and similarities/dissimilarities among the individuals, but also focused on individuals' evaluation of past and present events, as well as projections into the future. The strength of the context effect analysis was it mitigated the limitations of the cognitive mapping approach regarding a lack of focus on the temporal unfolding of significant personal events and situations. However, cognitive mapping offered a tool to clarify, display and make explicit the relationships between individuals' ideas. Third, regarding the step-by-step application of these procedures, the analytical stages necessitated the researcher moving iteratively between contents analysis and thematic analysis stages during the research process. This implies that some emergent themes shaped some of the reconsiderations made during subsequent analytical decisions.

3.7a Content analysis

Mainly the content analysis, by building on suggestions by Ryan and Bernard (2003) began by making an analysis of one case in order to latch on to specific contents and formulate summary statements on a specific aspect. In particular, the empirical data were analysed

through careful reading of the descriptions, terms, phrases, and key words. Then, these data segments were highlighted as important indications of an individual's experience in a blind way (Bazeley and Jackson, 2013; Taylor and Bogdan, 1984), without the projection of engagement theory in the former stages. For example, self-orientation of the individuals concerning his/her own standpoint within the organisational process as a whole, coding for repetitions that was used to understand what created them, coding for local terms as in vivo codes, metaphors and analogies, distinguishing linguistic connectors (i.e. because, since, if, then and so on). (See Appendix C1)

To incorporate some consistency in matching the empirical data to specific codes, Flanagan (1954) offered a list of considerations used for informing the establishing and naming of coding options. This technical procedure of redefining (i.e. combining smaller coding options or dividing up larger coding options) resulted in developing a set of initial coding options. The associated descriptions for the coding options were used in subsequent iterative coding, re-coding and reviews of coded data. Next, the progression to inductive and theoretical themes generative of engagement with work roles was added on gradually, in the subsequent analysis phase, as the workplace experience data proceeded under analyses. At this latter stages content analysis was progressed to coding for theory-related material (sensitivity to conditions, actions/interactions and consequences to order these conditions and consequences into theories); for instance acquiring descriptively ascertainable incidents on cognitive aspects in terms of how the work experiences impacts on the individuals' beliefs about themselves and their work situation – the knowledge of what it means to be a member of the organisation or work role holder; the emotional aspects – the degree of affective commitment to the role set and task; physical aspects – actions associated with task performance and evaluative aspects – the positive or negative associations related to group membership; as well as implied intentions. The last stage of the procedures for conducting the cognitive mapping analysis in Appendix C6, illustrates summaries containing examples of critical incidents gathered and labels provided for them. Since there were similarities or commonalities, decisions were made as to the most useful information, in order to formulate the general overview of contents within the individual cases, which were labelled as broad level themes.

3.7b Thematic analysis

To build on prior content analysis, themes were generated based on what individuals' representations and interpretations had in common (i.e. making it easier to compare each case with others. A theme was defined as 'a limited number of dynamic affirmations...which control behaviour or stimulate activity. The activities, prohibitions of activities, or references which result from the acceptance of a theme are its expressions...the expressions of a theme, of course aids us in discovering it' (Ryan and Bernard, 2003, pp. 188-99). Then, the problem was that of what should be included in a theme. The advantage of the qualitative approach is the capturing of multiple incidents related to the cases and so it had to be accompanied by an evaluation of the most significant meanings. However, the assertion is that in order to answer the question of which incidents have the most influence on individuals' perspectives; it was necessary to understand various connotations of the meanings in the responses.

Bazeley and Jackson (2013) offered suggestions for establishing and naming broader themes, such as, the broad theme of events was used to combine things that happened at a point in time and actions that were done at a point in time. Here, a theme was what frame of reference came closest to capturing the particular contents and summaries statements facilitated by the content analysis as a more general overview of specific content – what the individual's experiences had in common that seemed to affect most of experiences represented. Content analysis followed by thematic analysis was beneficial not only to explore specific critical factors in detail, but also puts the contents of one case in the context of the others, which was used to reduce individual case idiosyncratic responses to a common set of meanings. Examples of relevant 'event' themes employed were: "work contents", for example, administration of a school, having a vocation, teaching a class, caring for customers and structure related to such activities (i.e. the ways that these things are done at a point in time); "nature of the work", for example, its setting and make-up represented the most common property of the experiences of working; organisational norms and policies - for example, planning meetings, including a range of relationship platforms or formats that were established, resources used to improve personal contribution and outlook relating past, to current and future views - how these views feed forward to their future plans.

With qualitative analysis, the transformation of relevant information may be narrowed down or expanded upon flexibly (Bryman and Bell, 2011; Taylor and Gibbs, 2010). Examining the conception of significant influence factors from these themes moved the analysis into an exploration for contextual themes from the cases using the third technique (context analysis); by broadening the lens used to look for influence themes, interdependently. By analysing the contents, themes and context factors, the intention to capture a fairly significant proportion of the entire meaning of the contextual conception of the workplace experiences in line with objective three ((To uncover the individuals' ways of thinking about their modes of working), and objective four (To illuminate workplace experiences relatable to acts of engaging that sampled individuals cultivated) was obtained. To elaborate, the context effect analysis incorporated the combination of a priori codes (and theory-driven codes related to the engagement phenomenon) and data-driven inductive approach. Again the main difference was the kinds of outputs generated; for the critical incident technique, the outputs were a list of critical factors and explanations, while, graphical illustrations of cognitive maps were produced from the mapping analysis. Then, several tables, exhibits and explanations were used to provide evidential support for results obtained from the context analysis.

3.7c Critical incident themes

For the development of the frame of reference-themes, sets of critical factors from the content analysis were hierarchically coded and then drawn together, to form themed segments. The thematic analysis also involved the process of conducting searches for both themes present in the data and for descriptive phases and/or statements to describe the emerged themes and associated relationships. It entailed three aspects of description, analysis and interpretations. These three aspects were neither exclusive nor visibly separated by a line (Holloway and Todres, 2006). In this way, through careful reading and reviewing of the transcripts, cross comparisons of data related to each themed factor were conducted and an evaluation of focus on effective and ineffective practices were labelled later on as 'helpful factors and hindering factors' in line with the critical incident approach. The outputs from this individuals' critical incident analysis were compiled as an elaboration of critical factors assembling the group views of the experiences in Appendix C5, developed as a synthesis for the descriptive meanings that revealed how interviewees commented about their work lives, how they see themselves and their work and the reasoning behind it. Three hundred and forty two instances of where individuals categorised themselves and their work connections were tabulated. This

information provided the referential information for subsequent analyses. The recommendation from the critical incident analysis guideline was that at least one hundred instances were required (FitzGerald et al. 2008).

3.7d Cognitive map themes

As previously stated, with cognitive mapping, depth of understanding came from cross-linking and making new links between the branches of data. For this study the cross-linking of data represented connotative links. These illustrations serve to justify how and why the label of a ‘passion versus interest’ reference was applied to the individuals’ experiences. In terms of the ways that individuals were similar and different, the individual cognitive maps suggests that these individuals envisage and manifest passionate interest in, and seek to influence their work situation; nine out of the twenty four interviewees particularly demonstrated the utility of a passionate interest in their work and fifteen indicated a developed interest for an aspect of the work. Regarding similarities, the nine individuals conveying a passionate interest for their work seemed to believe that success in their work lives is built on preparedness for patience to grow in their current occupation and organisation as a quality, which was not visibly expressed by the interest group.

Hence, two anchors were identified from the cognitive maps. The idea of a passion for work basically involving two things; the individual’s impetus to find a way to bring differing visions and the ambitions for it out into the open was observed. Each individual that fell into this category described their utilisation of passion-based views to fulfil their occupational and/or organisational demands. A comparison made between the events and situations of the passion-based individuals with the others revealed the passion versus interest split. The interest-based view was interpreted as individuals’ gauges of their sense of personal guidance that was attached to a primary purpose of working. The idea of interest in the work also involved two things; encountering an opportunity to settle on one or another occupational type and the possibility to get something personally valuable back, which was regarded as additional to their work income. Then reviewing passion versus interest views together revealed what had been evaluated to get the settled representation and the apparent significance attached to it.

Then, the sets of experiences that were common to all twenty-four cases were grouped together into a third mode of viewing experiences labelled ‘seeing work as learning’ and finally, sets of experiences that contained distinction from these two patterns in that they revealed a gradual ground for changes in orientation characterised by emerging or underlying strains were grouped into a fourth mode of viewing experiences labelled the discord or strain-orientation. Although the sets of experiences belonging to this category had passion or interest undertones, the pattern of this connected set of ‘strain’ experiences changed the tone somewhat. The reasons on which these changes were founded are elaborated in Appendix C8.

Seven overall theme were generated to encapsulate these common properties as; work as learning, then three themes of encouragement and support for cooperation with co-workers, prepared to have patience to grow and willing to take the risks related to passion-based views, while three themes of influence of concerns, being result-orientated, and focused on a more lucrative career related to interest-based views. The outputs from the thematic analysis were individual case descriptions containing examples of related incidents and significance of the incidents for the individuals; placing the critical factors in the context of each individual’s views of workplace. Then, narratives for the six themes were complied as cross-sectional themes. Details regarding these six themes are incorporated in the case descriptions provided. The main advantage of this approach was that it provided an in-depth understanding of the interview material. Because the study takes the perspectives of individual actors themselves, the labelling of the critical incidents was gleaned from the nature and forms in which these incidents are pictured by participants, however, the labelled relationships were prioritized (for presentation) based on the researcher’s judgment.

3.7e Context effect themes

Context effect themes as the third approach was used as the way of describing which organisational settings were similar or dissimilar. The context effect analysis used here to supplement the analysis for main effects and side effects also involved this iterative movement between content analysis and thematic analysis. Hence, with iterative content and thematic analyses, the coding began with the selecting, marking and tagging of sections of a transcript with the name of a code in a bid to look for illustrative data segments for both individuals and settings, first of all, for one case and for each code. This process was repeated for each code and each case, at this point no restrictions were placed on the number of codes.

This intensive coding process was used for extensive exploration and immersion in the data (Bazeley and Jackson, 2013). But an interim part of the process yielded a finite number of codes, with which a set of features that the personal, occupational and organisational characteristics, and meaningfulness, safety and availability elements across all cases seemed to share were picked out. In the concluded analysis, important features of the work environment were aggregated under thirteen codes with sixty-nine sub-codes. After these analyses (deconstruction of the data), the interpretation of these workplace characteristics needed to be put together (Bernauer, Lichtman and Robertson, 2013), indicating the need to look for an interpretation technique for reporting the coded material as compiled findings. To do this, the matrixes containing the thirteen codes and sixty-nine sub-codes in Appendix D3 were then used as themes and sub-themes headings and matched with brief narrative descriptions, clarifying key features of the supporting evidence for the coding done. The evidence so far showed that interviewees had a range of views of these contextual characteristics; the next step was to show what distinguished the patterns of occupational contexts in these work environment factors. Thus, the context effect analysis incorporated analysis of data collected from other sources during the fieldwork. Desk based searches were conducted to get information on the employment statistics of Nigeria, its political and industrial structure using secondary data sources as a means of providing significant associated events. (See Appendix D2)

It is important to point out that for the critical incident technique and cognitive mapping analyses an inductive approach was utilized in which one works upwards from the data within a broadly inductive approach; using some of the generic conventions of the inductive approach to look for themes, which mark out the reference frames used to describe specific experience. In contrast, in the analysis for the context effects, inductive and deductive approaches were employed. However, this analysis was also concerned primarily with describing meaning and effects (Bryman and Bell, 2007). Fourth, some of the features of the study design that directly influenced the procedures included the use of individuals as case studies inserted the flexibility for both individual and group level analyses.

3.8 Multiple levels of analysis

The generic conventions of the inductive approach lent itself to a level of analysis approach. The complex combination of incidents for each case was considered and this knowledge was

calibrated as what individuals believe (within-individual calibrations) and what beliefs were shared at group level (cross-individuals calibrations), which is illustrated in Figure 3.8a.

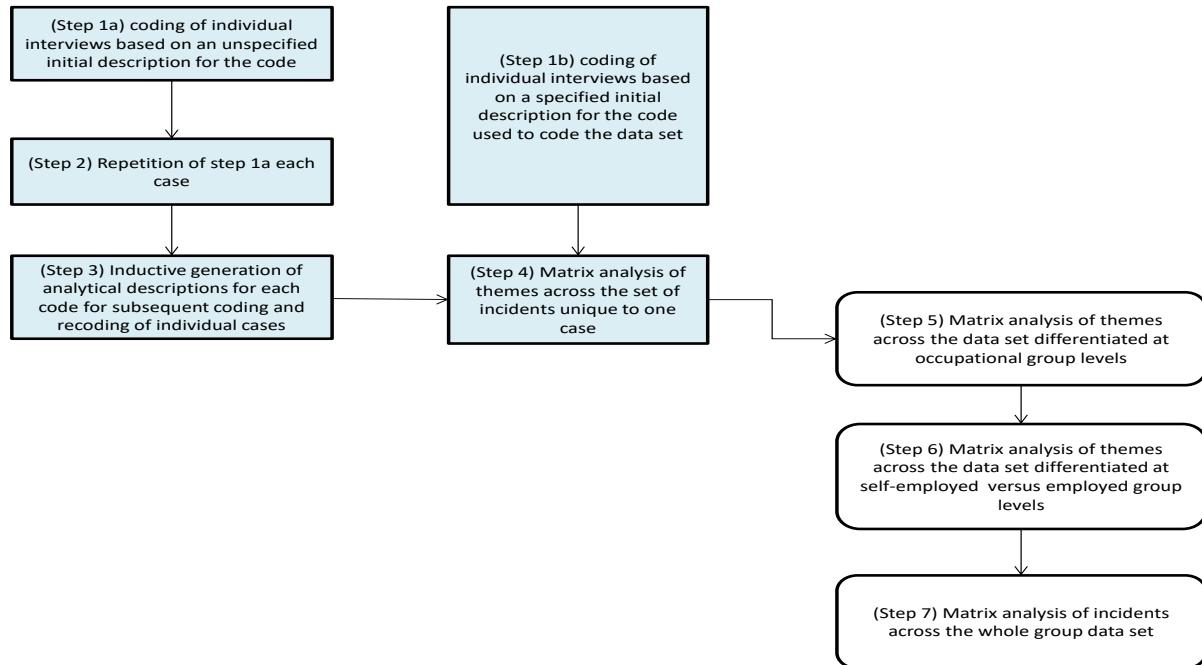


Figure 3.8a: Flow chart of the analysis process

The multiple analyses and interpretation procedures were performed as a series of phases and steps, in order to uncover the individuals' ways of thinking about their modes of working as illustrated in Figure 3.8a. The analytical results from steps one to four described in the coloured boxes in Figure 3.8a are associated with individual level analysis, while those in the white boxes are associated with group level analysis.

As shown in Figure 3.8a, the analysis of individual perspective based on an unspecified initial description of the codes (steps 1a, 2 and 3), was also followed by the specification of a label for emerged codes (steps 1b, 2, 3 and 4). At the blind phase (steps 1a, 2 and 3), using the critical incident technique and cognitive maps, a range of variety of approaches that interviewees took that were relevant to him or her was found within the data. Then, the analysis sought the main experiences that sampled individuals might have expressed leading to the specification of descriptive labels and summaries for emerged codes. Based on this, the data set was recoded adding new layers of analysis and leveraging on descriptive labels to calibrate the similarities and differences in individual's experience across incidents.

3.8a Calibrations of the individual's experiences across incidents

The critical incident technique procedures formed the first part of the analysis for the individual's experiences across incidents. The intermediate outputs were labelled as 'critical factors' (See Appendix E1and E2). The calibrations led to the generation of a list of critical factors for each individual. Within the critical incident technique and the cognitive mapping procedures, the focus was on teasing out why individuals developed particular ways or frames for viewing their experiences. For each individual it was possible to garner the critical points of references upon which his/her frames were developed. The basis for within-individual calibrations was to uncover themes or meaning underlying the broken down segments of workplace experiences that fulfilled an important need for interviewees, while trying to retain the individuals' own meaning in original transcripts as much as possible. However, as multiple cases were employed, a comparing process was adopted.

3.8b Comparison of the workplace experiences on a case-to-case basis

As multiple cases were employed, the reasoning and ideas that was developed in one case was contrasted with those of subsequent cases revealing similarities and differences across cases (Eisenhardt, 1989; Lee 1989; Miles and Huberman, 1994; Yin 2014), in order to uncover what the different experiences have in common, as well as which experiences are most important. Eisenhardt's (1989), Patton (2002) and Miles and Huberman (1994) suggested the use of cross-case analysis to understand how each case is similar or different. Following this suggestion, a grouping of within case expressions for comparison and contrasting across cases were performed. The analyses performed in previous steps 1 to 4 provided the data employed. Having coded most of the data in preceding analyses, steps 5 to 7 gathered together all the critical factors from each individual into matrixes grouped as within occupational group analysis (See Appendixes C7, C8 and C9).

Eden (2004) suggested two ways of implementing the conversion; the aggregation of individual answers and using a single answer obtained through group discussions. As the personal and work engagement concepts have largely been assessed and measured at the individual level because of the significant role of individual actors in the engagement knowledge formation, the former was adopted for transposing the search for important influence factors from a single individual's perspective of engagement to the perspectives of the group(s).

Since there were similarities or commonalities, the comparisons were achieved by using the list of critical factors for each individual for comparison with the individual list of critical factors of the other individuals in their occupational group, followed by the generation of the themes at the overall group level. Judgments were made as to the most useful information. Then after several reviews and considerations of what made the expressions or statements the ones that groups of interviewees reported, qualifying procedures were developed, drawing on Eden's group mapping techniques and Rousseau and Fried (2001) multi-level analysis techniques as the guide for exploring ways of integrating communicated facts, values, theories, and interest indicating helpful factors (in relation to connections to work) at group levels. The same process was repeated for hindering factors.

In this way, interrogating the underlying qualities of underlying reasoning and asked if particular factors were absent, would the experienced incident in focus be viewed or conducted differently and what did the communicated 'reasons-to-outcome' explicitly require? (See Figure 3.8b)

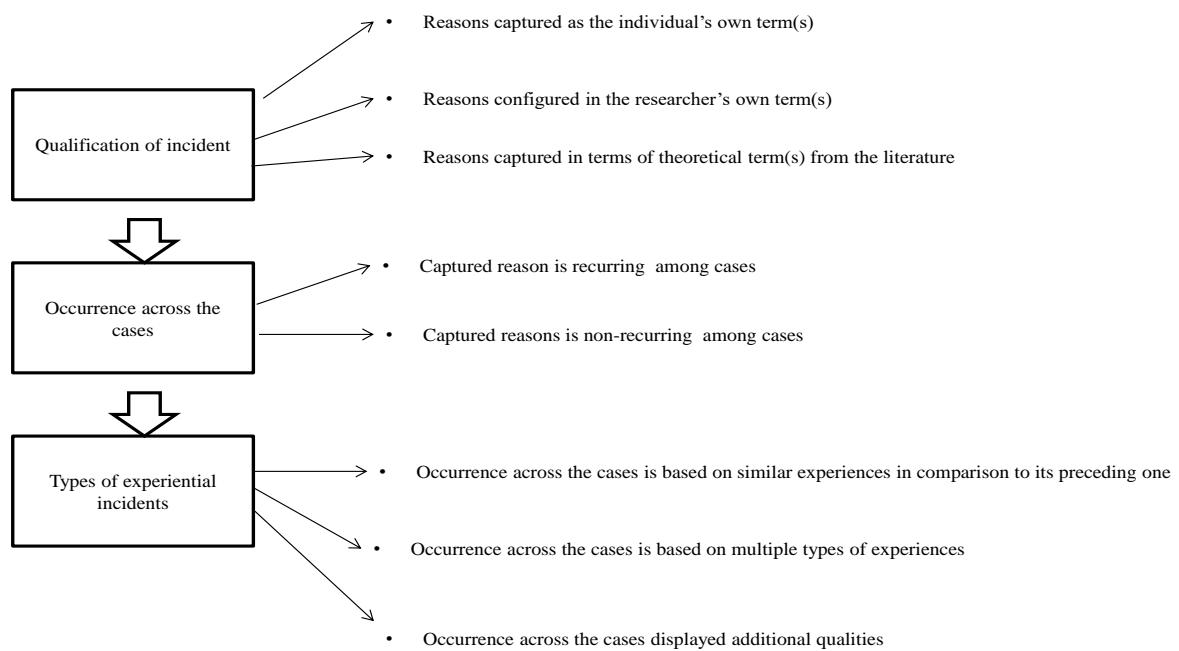


Figure 3.8b: Qualifying procedure for group level analysis

Following the qualifying procedure, further analysis to combine the individual incidents into larger groupings as a participant's terminology, the researcher's and theoretically based terms were performed according to the evaluation plan. Then by making connections between

realized expressions, thereby productively bringing together incidents and checking their distribution across the case, the assessment yielded 62 helpful and hindering factors. Interpretation at the group level was used to gain an understanding of intergroup and intragroup similarities and differences. For this interpretation, the individual-based expressions were then edited by the researcher into general summary phrases/labels that could be used over and over again for similar ideas expressed by and alluded to by any interviewee. The conclusion of the analysis was established by a move to conduct the selection of factors in regard of their importance for the overall group by the degree of variability and consensus around these alternative labels.

This switch to group level interpretation not only helped to organise both material and meaning, the extension is also useful because individual level communications are viewed as idiosyncratic (FitzGerald et al. 2008); bridging the links between individual and group levels changes the conditions under which the meanings are communicated, as the comprehension coming out of the investigation are normally associated with qualitative analysis strategies (Yin, 2012; Patton 1990; Eisenhardt's (1989). Here again, the success of the labelling device was to try to retain the individuals' own meaning in original transcripts which had supplied the meaning in the previous structure of the reported experience as much as possible. In line with the purpose of this study to evaluate individuals' connections to work, in this vein, comparing overall individual experience and that of the groups on the same dimension of self-descriptions, helpful and hindering factors, revealed associated within-group similarities and differences occurring in the lines of reasoning, which were compiled in the analysis and findings summary in chapter seven. The final data analysis process for this study ended with the management of analysed data and its interpretation in relation to the last two research questions. Presentation of analysed data and its interpretation with these helpful and hindering factors as preliminary findings in chapter 7 and overall findings in chapter 8 used thematic descriptions to provide evidential support for findings arrived at. Fifth, after arriving at some analytical outputs, the analysis and interpretation processes used for compiling the outputs generated from the data analyses, and the progress made on the analysis itself reached a fruitful milestone by which, the final stages involved arranging the evidence to answer the research questions.

3.9 The compilation of evidence to answer research questions

Combined together, the conceptual framework and empirical research questions employed for this study envisaged capturing the nature of individuals' workplace experience perspectives, through critical incidents that take place for the individuals as they interact in groups or in events in the workplace. The position assumed was that in the context of organisational work, the person's interactions in his/her workplace create 'critical incidents', which then raised the question of whether there exist some background reason or underlying logic that seems to orient the person's whole perspective in an engagement-related way; related to research question three: *How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement.* From this position, the responses to these questions were compiled by reflecting on the most important evidence acquired through the data analysis methods, to arrive at answers.

3.9a Evidence compiled to answer research question 3

Research question three (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging as conceptualised by the adopted model of engagement?*) was interpreted as an empirical question that addresses individuals' views of work role experiences. The critical incident analysis for a resolution was based on the multi-method cognitive mapping for the ensuing evidence for research question three. By highlighting the characteristics of the workplace experiences prior to the projection of an engagement experience interpretation on them, a solution to research question three (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging as conceptualised by the adopted model of engagement?*) was achieved. The data analysis for research question three was concluded with the generation of the individual's main perspective (Eden, 2004) of their work place experience. The preliminary findings using cognitive maps relating to research question two illustrated that self-employed and employed individuals have founded their frames from different passions and interests as a temporal unfolding process. It was found that several studies tie engagement to passion for work, notably, passionate employees - Astakhova and Porter (2015); work passion - Forest et al. (2011), job passion – Ho, Wong and Lee (2011); entrepreneurial passion - Shane, Locke and

Collin (2003) and passion for work - Zigarmi et al. (2009). Others have also used the phrases self-interest, personal interests and interesting work (Kahn, 1992; 2010) and passionate interest (Rothbard, 2001).

Hence, in comparison with the literature, these evidence on the nature of approaches to work roles associated with sampled individuals from the cognitive mapping, which were compiled to answer research question three, were interpreted as consistent with insights provided in the engagement literature regarding acts of engaging. Hence at a later stage, these results were subsumed in evidence compiled to answer question three.

3.9b Features of the evidence compiled to answer research question 3

The analyses for research question three: *How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement.* was produced through the interpretation of underlying meaning in the data (Eisenhardt, 1989; Patton, 1990; Sandelowski, 2000; Denzin and Lincoln, 2011; Yin, 2014). The analysis for research question three (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement.*) changed the focus of the analysis and resulted in the evaluation of the potential acts of engaging. In response to this questions as the progressive assessment of potential engagement enactment, it was necessary to examine the roles that, individuals' evaluations of personal factors, work situation factors and individuals' mental evaluations associated with Kahn's (1990) psychological conditions played, as the influences of outcomes such as the emotional, physical and cognitive energies that accompany or result from these evaluations.

The possible engagement nature of the interviewees' work roles are presented through a narrative that summed up the reasons found in individuals' view of their work situation. Both narrative descriptions and their interpretations, uncovered potential engagement angles connoted by the empirical data; based on certain articulations of the individuals, and by pressing on with further interpretation, the individual connections to the work factors that influenced an engagement process could then be revealed.

The approach to the analysis of individuals' frames of reference for their acts of engaging was compiled using outputs already garnered from the cognitive mapping technique, and supplemented by Rousseau and Fried's (2001) context effects to present a fuller picture. As the results, an initial stage produced the rich description of research settings (Rousseau and Fried, 2001) provided in Appendix D1. Then, the other outputs from this three-tier analysis were compiled as individual case descriptions by converting the narrative description matching the codes into separate individual case descriptions: Thereby, weaving in the highlighted contextual and conceptual elements of personal engagement and work engagement captured. In addition, the interviewees' views pointed to a variety of consequences of implementing work activities or participating in their work organisations that were both positive and negative. These empirical findings provide an insight into the salient aspects of their experiences. These findings are provided in Appendix D3. After the data was analysed from an engagement angle, and hence been labelled as 'acts of engaging', the attention switched to the features of the factors underlying the most important views that individuals adopted.

3.9c Interpretation of the frames of reference for potential acts of engaging

The advantage of the qualitative approach is the capturing of multiple incidents related to engagement and so it had to be accompanied by an interpretation of the most significant evidence. It also entailed three aspects of description, analysis and interpretations. Having uncovered most of the incidents related to each individual's potential acts of engaging in preceding analyses; the original objective of the study to identify the qualities of engagement was focused upon. This interpretation drew on the conceptual position to assume that although the established critical factors are not causal mechanisms, they are deemed to be explanatory conditions central to the individuals' reasoning. They are seen as referring to an account of the makeup behaviour, and interrelationships of particular events and situations, which are responsible for some of the regularities within the outflowing behaviour (Maxwell and Mittapalli, 2007). Therefore, to tease out further, the most significant evidence accompanying the enactment of engagement, the conceptual framework employed assumptions in the proposition that: Certain personal factors may influence a person's decision to engage or disengage in the presence of psychological conditions and even in spite of the absence of meaningfulness and safety (as stated in part 2.5h of chapter two). Also based on the propositional statements, certain work situation factors engender engagement,

psychological conditions engender engagement and engagement is represented by individuals' physical, emotional and cognitive outcomes or how individual differ on these three outcomes.

(a) Interpretation of data for potential engagement in work roles

This study attempted to explore engagement with work roles for four different occupational groups. Here it is important to distinguish between two levels; once the analysis captured the individuals methods of engagement, the multiple case study design allowed the pursuit of patterns that are shared at group levels. As such the analytical approach takes the form of in-depth analysis at individual levels as well as a comparative analysis at group levels. Since the participants framed the experiences from their own angles and in particular ways, there was a great deal of variety in the accounts, there was also a great deal that was shared; these similarities and differences in the reasons formed appeared within occupational groups and across the occupational groups. This introduced the focus of elevating the level of analysis of engagement, from individual level to group level. Eden (2004) and Rousseau and Fried (2001) suggested researchers consider reconceptualising the individual level analysis when assessing and compiling evidence at group level. Their recommendations were applied to the interpretation and drawing of conclusions on findings using multiple cases in terms of rules for making the leap from the individual's key influencing factors to those of the overall group, when one is attempting to capture and organise these interpretations in a rigorous way.

The cognitive maps suggested a focus on the passion versus interest-based views provided useful concepts for circumscribing the input/output logic of the potential engagement at both individual and group levels. Working from the passion and interest-based views back to the original data for further analysis revealed the notion of weak and strong identification with work as a distinctive feature of how individuals framed the unfolding of their connections to their work experiences over time. Drawing on Sonnentag's (2010) assertion, this was deemed to have important implications for the assessment of engagement because it opened up a space for the assumption that identification provides a useful theory for circumscribing the input/output logic of the potential engagement at both individual and group levels as part of the emerged findings from this study. The identification with work was found to vary according to individuals' opinions and feeling about work object and activities, and people,

such as the occupation and the organisation, i.e. colleagues and organisational clients respectively.

In terms of interpretation, however, it was not just establishing the presence of engagement that was important, equally important; it appeared that the individuals' reception of work events impacted the interpretation procedure by providing some insights into some of their finer details of engagement enactments. In the interpretation of experiential claims, concerns and understanding of interviewees, when constructing their viewpoints towards work and working, any creation of self-expressions with respect to the work was directly influenced by their enlargement of connections to work, which could be narrowed down to six influence factors including, self-descriptions, passion, versus interest, and identification used to connect to work, seemed to influence the individuals' whole outlook, while still extending an influence on the individuals' physical, emotional and cognitive outcomes or how individual differ on these three outcomes to a greater or lesser degree. The results showed that a recognisable similarity was inherent in the interviewees' work identification patterns. However, within this comparative frame of reference, important patterns of dissimilarities also were revealed. Hence, the summary of findings was used to pull together a synthesis of the factors supportive of accumulation of specific identifications or accumulation and demarcation of specific identifications.

The use of the term accumulation is similar to the way it is used in the job demand-resources model and the use of the term demarcation receives support from the Kahn's (1990) suggestion of directions for further research that individuals may, express and defend or employ and withdraw simultaneously as more complex mixtures of engagement and disengagement. For this reason, to investigate those factors that influenced individual and group level dynamics in relation to engagement, how the engagement enactments differed by occupational groups were focused upon.

(b) Comparison of the workplace experiences at group levels

Two comparison pathways used were a comparison of individual cases within an occupational group and comparisons of individual cases across occupational groups. The basis for the comparative analysis across occupations was the consideration of the differences between the experiences of the self-employed and employed individuals. Based on this, a

further layer of interpretation was set up to capture the underlying conceptual reasoning related to these results and used to register the details on the variations in individuals' revealed engagement mode. In turn, the resulting interpretation that the cases seemed to be manifesting the 'act of engaging' through very different viewpoints. Turning next to the critical factors uncovered, a reasoned split among individuals within the same occupation on helping and hindering factors was discovered. Since the participants framed the experiences from their own angles, there was a great deal of variety in the accounts; these differences are illustrated with twenty-four case descriptions. The results are presented as the rich description of cases in the four analysis and finding chapters; chapters four, five, six and seven. Finally, to sum up an evaluation of the possible insertions of researcher bias, judgement bias and methodological errors and limitations as well as the evaluations of the findings were performed.

Part 5 Evaluation of the methodological approach

This study of engagement was anchored on the analysis and interpretation of workplace experiences. The evaluations regarding data collection, data analysis, reporting, voice and representation laid out in this section concern value judgments on the research methods (Miles and Little, 2007). The evaluation of methods uses three main contents; a consideration of the merits of the case study as a basis for an engagement at work study; review of the ways in which analyses and interpretation outputs were presented within this report as a way of making the best use of the research methods to source findings; it discusses the use of the conceptual framework, and framing of experience (See section 3.1a).

3.10a Evaluation of the data collection methods

Yin (2014) and others, Hall (2006), Ragin (2008) and Blatter and Haveland (2012) have made case studies a popular choice for answering exploratory 'how' questions. Ethnography would not have been appropriate to capture and describe the engagement occurrence, because the study aimed to describe the engagement based on workplace experiences of individuals as organisational members only (Yin, 2014) and not as a cultural or ethnic group (Sandelowski, 2000). In contrast to ethnography, the fieldwork and case study was bounded in time and place (Yin, 2014) rather than an extended involvement in the lives of participants (Bryman and Bell, 2007).

The case selection design provided a means of studying individuals in different occupations and roles in a self-employment versus employed status. To ensure diversity in the sample selection, the notion of autonomy was employed for the selection technique, because it is seen to have particular relevance for engagement, based on the leverage individual performers have to choose and organise their work activity in the organisation.

It is important to clarify how it was understood for the selection process; autonomy is the freedom to choose and organise one's own work activities (Hackman and Oldham, 1975). For example, self-employed individuals have large scope in their freedom to design the operation of their own business organisations. Employed individuals, on the other hand have a choice to manifest autonomy within an employment relation. This had the benefit of not only placing the sample selection in an engagement context, but, this autonomy capability is gradable and because it accords people a more visible persuasion for role control activity, it was incorporated into the selection process. However, an aspect that might be improved upon when conducting this study again is to include a larger number of self-employed individuals. This is because the six self-employed individuals in this study fell equally into two groups at the preliminary findings level as individuals with passion-based and interest-based views. In comparison with the whole group at the overall level the six self-employed individuals fell into three groups, as extremely engaged, considerably engaged and marginally engaged individuals. So as a theoretical justification that guided the comparison between self-employed and employed individuals, the presumption in favour of the self-employed that high engagement and self-employment are related in the way that self-employed individuals act was partially illustrated. A wide variation manifested in the expressions of these six individuals. An increase in the number of self-employed might tip the picture to produce stronger/prominent differences in terms of what the high engagement and self-employment relationship tells us to form an overall preference.

3.10b Triangulation of data collection sources

Triangulation refers to the process by which an area under investigation is looked at from different (two or more) perspectives. These can include the use of two or more methods, sample groups or investigators. The benefits of triangulation include ensuring the understanding of an area obtained is as complete as possible and to confirm interpretation through the comparison of different data sources (Patton, 2002).

(a) Obtaining data from individuals using semi-structured interviews

Following the case study design and selection of interviewees, for obtaining data through the individuals, Yin's (2014) suggestion of data collection using interviews was employed. The involvement of the actors in articulating their workplace experiences provided a rationale for using face-to-face interviews. The design aimed to solicit individuals' own views on, among other things, the characteristics of the organisation, and its policies. This incorporated the responsiveness of individuals to their organisation, their regularity of attendance, and opportunities for personal and organisational advancement. This included the perceptions of the responsibilities of the organisation to the employed individuals, and co-members to the self-employed individuals.

For this reason open-ended interview questions were used. The semi-structured format of the interview was used to help the interviewee's communication to flow. As the data required are articulations that are more revealing reflections of the interviewees' work lives and their understanding of their experiences (Sandelowski, 2000; Patton, 2015). The goal was to qualitatively and dialogically delve deeper into the (pre-chosen) topics (Kordes, 2012). But the mind-set of the researcher was that individuals would have their own ways of describing their experiences or work-related conduct, and the main aim here was to learn about the individuals' own responses. Another practical device used to search for data of interest, was a Day Reconstruction Method (DRM, Kahneman et al. 2004), included to focus attention on activities required to complete a workday. The goal was to reduce the time passing between an experience and its report and thus increase the reliability of the memory.

After the initial visits, the process of interviewing started with the invitations of individuals targeted as potential participants. Reviewing the guidelines generated for good interviewing regularly as an active part of the preparation process, before going into the organisations each day was also beneficial to maintain professional conduct and immersion, importantly, to also maintain some distance so that the researcher's professional judgments were not influenced. However, a main requirement was the researcher's capabilities to devise ways of encouraging interviewees to verbalise their thoughts and feelings. This was achieved with the informal approach, and created opportunities for the individuals to give their own expressions to their thoughts in the interview. The implication is that the researcher was instrumental to the data collection process (Denzin and Lincoln, 2011).

As recommended by Ford and Wood (1992), it was important to conduct interviews in the participants' organisations as familiar surroundings can serve as cues. The ways of managing the disruptions to work processes was managed through the preliminary preparations and discussions held before the start of the interviewing process. Other disruptions that occurred during the interview period were handled by the interviewees themselves vaguely indicating that they felt somewhat in charge since it was their workplace.

(b) Data from organisational documents, websites and work products, and structured questionnaires

For this investigation that intended to find out information on the context, supplementary sources for obtaining data on these persons, tasks, work and organisational procedures, were identified, gathered using other data collection techniques, and interpreted as relevant information. In practice, this data gathering is most effective when the researcher has a list or some other structure as a guide; Rousseau and Fried's (2001) list of criteria for the evaluation of context effects was employed to guide the data collection and analysis in order to ensure deeper and wider examination of the contexts.

As part of the preparation for the data collection, the researcher conducted a review of the generic job description of pastors, teachers and waiters to get a sense of what their job entailed. The incorporation of early familiarisation with organisational operations of settings before the process of data collection was undertaken, was crucial for understanding the types of activities individuals carried out, which also enabled the researcher to make some informed adjustments.

Before getting into the interviews, a pre-interview phase was employed to gather relevant documents such as mission statements and other accessible important information about the proposed study organisations and individuals. Since the aim was to gather details, the field notes written on site were merged with discussions on different work activities, which permitted systematic comparisons, and evaluations to highlight indications and implications of observed actions and their variations. As a result it offered the opportunity of triangulation using different sources of data collection (Denzin, 1978; Patton, 2002; Bryman and Bell 2007).

There were two ways of conducting an assessment of workplace experiences adopted: the first was asking the person to do the evaluation on the contents of daily work life in addition to evaluations of overall work contents by him or herself. The assumption is that the acts of evaluating workplace experiences activate the pieces of the highly localized conceptual stances that the individuals favoured for explaining the occurrences associated with work life (Whetten, 2009). The second one was by asking interviewees to answer a set of structured questions from job/work-based questionnaires such as engagement questionnaires. Exploring alternative ways of recognizing engagement at work plays enables a more expansive interpretation of the concept itself (Whetten, 2009; Rousseau and Fried, 2001).

Seeking at least three difference sources to collect data from the individual offered the space to incorporate two structured questionnaires into data collection method using interviews. Before embarking on the fieldwork, pilot studies were conducted over a four-week period and as part of the preparation for data collection stage. The first feature tested was the importance of comprehension of instructions for completing the questionnaire and the second important feature tested was the connection between the framing of the questionnaire statements and personal experiences at work. The application of the pilot study was on a small group of colleagues, they were asked to make comments. It was subsequently tested on seven Nigerian students studying at a university and a college in Greater London to explore how they viewed the questions. From the exercises and discussions, it was established that the students understood the questions in relation to their work experiences.

Essentially, as part of the interview process, two engagement questionnaires: the Job Engagement Survey (JES, Rich, LePine and Crawford, 2010) and Ultrecht Work Engagement Scale (UWES, Schaufeli, Salanova, Gonzalez-Roma and Bakker, 2002) were employed as ways of triangulation using different sources of data. The UWES was an accompanying measure for work engagement. The JES was seen as an accompanying measure for personal engagement that focuses on the thoughts, acts and feelings about one's job/work role in addition to the three psychological conditions of meaningfulness, safety and availability. Both measures were seen to seek to answer the question of what conditions supported engagement. (See Appendix C9) The structured interview data collection (using the two questionnaires) was achieved by means of close-end structured questions administered face-

to-face, at the end of the semi-structured interview; interviewees were free to ask for clarifications and explanations.

3.10c Evaluation of the Data analysis

Although in qualitative data analysis the data collection and gathering is simultaneously receiving some kind of interpretation, identifying and distinguishing each one from the other was useful for organising and presenting the data (Torres and Halloway, 2006). A summary of ways in which the analytical steps, interpretation, evaluation, and presentation of the data were separate and different is as follows:

With the analytical steps, Eisenhardt's (1989) and Patton's (1990) rich description techniques, guided the case study analyses. Both techniques encouraged retaining much of the participants' own descriptions, which were presented to promote visibility of claims, premise and conclusions. Essentially, detailed descriptions also help to overcome some shortcomings of the approach. The issue of whether the interviewees' memories of their experiences vary substantially from the actual experiences encountered was considered next. Reliability here is related to the consistency between the memory and the actual experience. The suggested solution proposed by advocates of the retrospective assessment methods like Karapanos et al. (2010) lies in establishing first, whether both criteria are important to the meaning of the information sought in the research context. The second solution is whether reliability is more important than validity or vice versa. Reformulated for interpretative research, using reliability and validity are referred to as credibility (Lincoln and Guba, 1985) and confidence (Hammersely, 1995).

The main consideration Karapanos et al. (2010) recommend is to determine what the credibility (reliability) of the participant's account process represents. In other words, supporting researcher's use of information based on peoples' memories to capture individuals' perspectives, Kordes (2012) proposed a benefit of anecdotal data. Setting aside the possibility of direct observation of engagement experiences, regarding individuals' experiential reports, Kordes (2012) stated that, "one must recognize that any perception of one's own experience is in essence the perception of a memory of one's experience. The memory itself is a new kind of experience, but the crucial difference here is that memory is

but a part of the entire domain of consciousness, thus allowing the observer to occupy a position outside of the area in question.

Maintaining this position means that one is able to observe the experience from a distance and can describe it. It is only at this point that scientific research becomes possible: descriptions of memories of experience are the closest we can come to capturing emerging patterns from the point of view of the actors. He also argues that there is key benefit for the interviewee, because the iteration of this process several times over is used to generate viable working hypotheses that are ‘tested’ against information on further experiences. For assisting the reporting, voice and representation, the activities for monitoring whether the analysis and interpretation method reflected what been expressed by the interviewees included the use of participants’ checks (Yin, 2014). Participants were requested to read the discussion on the cognitive map findings and respond to the question of the extent to which they agree with the interpretation that the researcher is making or has made about the aspects of their workplace experiences. Involved interviewees provided comments and further clarifications that fed into the learning from the analysis.

Regarding interpretation, evaluation and presentation of data, anecdotal forms of information like personal experiences do not have the level of scientific standards necessary for academic research ‘rigour’ and validity (Bloor, 1997; Henwood, 2004, p.181). As a result, the researcher acts as a custodian of the participants’ voice and assumes the responsibility of ensuring that the design and execution of the project - translation of the information into scientific results meet an acceptable standard. In qualitative research, it is accepted that the researcher is an integral part of the process and who may reflect on his/her own influence and experience in the research process (Denzin and Lincoln, 2011). In this respect, the qualitative researcher acknowledges that she is not neutral. However, as a result, she tried to put herself in the position of participants and attempted to understand how the world is from that person’s perspective.

The analysis of these individuals’ perspectives uses three main methods; it discusses potential engagement incidents with the use of the conceptual framework, and framing of experience as the kind of outcome the analysis sought through trying to combine the cognitive mapping and context effects analysis.

Regarding transferability; Rand (1990) referenced in Latham and Locke (2008), highlighted that there is a specific pathway through which this gradual solidification of the evidence happens. The assumption is that once findings from one's research have been generated inductively, one is in a position to make deductions from them that can be applied to new situations. The procedures solidify the findings if such deductions prove correct while further revisions conducted if the deductions prove incorrect in an aim for contextual certainty.

According to Peikoff (1991) in Latham and Locke (2008), one can only claim to draw one's conclusions based on the available evidence and must identify the context within which one makes claims of knowledge. This multiple sites case study was conducted with 24 Nigerians from 9 organisations. However, ensuing findings are tentative. Therefore further research is required. Latham and Locke (2008) asserted that the knowledge must be discovered gradually and more significantly, these discoveries should be demonstrably beneficial to human life. Essentially, by taking an in-depth look at the perspectives of fundamentally different groups of individuals, one can take this as an opportunity to tap insightful ideas and exposition of where the incentive for engagement and problems of disengagement at work may lie that can be useful for scholars, for the self-employed and for the benefit of the organizations.

3.11 Summary

Based on the purpose of the study, potential engagement incidents are shaped by workplace experiences, which are shaped by the sampled organisational members, and based on the definitions of engagement for the conceptual framework based on Kahn, (1990) and Schaufeli et al. (2002). The role of the researcher was limited to the provision of a specified style of analysis but leaves room for the reader to create other interpretations from the accounts provided. The presentation of findings in the form of a narrative was used to provide the reader with the basis to form their own judgements about the accounts and its implications. The presentation of these findings uses three main themes; self-descriptions, helpful and hindering factors as making the best use of the conceptual framework and sources of findings. The conceptual framework pitched personalised connections to work as the process that addresses personal interaction with work processes ensuring the internalisation of certain aspects of his/her experiences, then identification and acting on it is tied to the individual's own self-identities and particular reasoning.

The analyses were used to organise the experiences and to discover factors that enabled or hindered the formation of these connections within them. In sum the analyses/ interpretation sought actors' self-descriptions, categorisations of other people, situation and objects and underneath this: the ways they are affected by these experiences, which is interpreted as an approach to the notion of engaging with work (from the individuals' perspective, particularly). Then, if the researcher has arrived at the findings using the application of this analysis and interpretation correctly, by focusing on the meaning and importance of a compilation of workplace practices operated as part of the daily work lives, some of which are hindering factors and others which are more helpful, there were some level of assurances that new insights into the process through which the connections and identification with work are constructed were gained.

Chapter Four: Connections to work associated with acts of engaging

Introduction

Restating the purpose of this study, a specific rationale was that engagement theory provides a promising theoretical lens from which to take up the pursuit of further information on the personal impressions formed from day-to-day work practices and events, and their influences on organizational members' work life experiences.

Based on gaps in the literature regarding knowledge from research using social construction by the actors themselves, the empirical study was undertaken with the objective of illuminating workplace experiences relatable to acts of engaging that sampled individuals cultivated. By uncovering the individuals' ways of thinking about their modes of working, the findings in response to research question three (*How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging? as conceptualised by the adopted model of engagement*), emanated from what the different personal experiences had in common, as well as what factors were most important for the engagement enactments. To give an idea of the assumptions that helped to decide which experiences to pick, the starting point for the kinds of experiences that were considered for this analysis is that Kahn (1990) considers the personal aspects of engagement through the notion of the need for self-expression and self-employment as self-in-role, which would permit both individuals and groups of individuals to gain mutually fruitful enlargement of performance effort to a greater or lesser extent. Meanwhile, Bakker and Demerouti (2007) advocate personal resources as aspects of the individual that are generally linked to characteristics such as resilience, optimism, and self-efficacy and refer to an individual's sense of their ability to control and impact upon their environment successfully. The concept of 'personal factors' was proposed as the combination of the concepts relating to personal aspects of engaging. This conception suggests a more contextually positioned theoretical perspective (Whetten, 2009), of various roles that the personal factors play in mitigating the effects of the work pressures or stress, that act as personal resources independently or in combination with other self-expressions to increase/decrease the individuals' physical, emotional and cognitive outcomes.

The finding compiled from this conceptual angle of engagement as connections to work builds on evidence rounded up from multiple layers of analyses: cognitive maps of interviewees' own view of their work and context analysis of the work situation. The ultimate aim was an attempt to report details on key influences discovered within the interview material. Hence, the information was narrowed to overall helpful and hindering factors and the analysis and preliminary findings chapters were compiled to provide its elaboration. However, it was not just establishing the presence of engagement that was important, the captured ideas were used as an anchor for understanding what the experience means for the actor thereby, providing important clues on factors that imbues a certain quality (in this case the label of 'engagement') into their work practices and to project how the individuals tread the road towards sustaining it. Equally important, it would appear that the individuals' reception of work events could provide insights into some of the finer details of engagement enactments. A bird's eye view into the way these analysis and preliminary findings were compiled is presented in Figure 4.1.

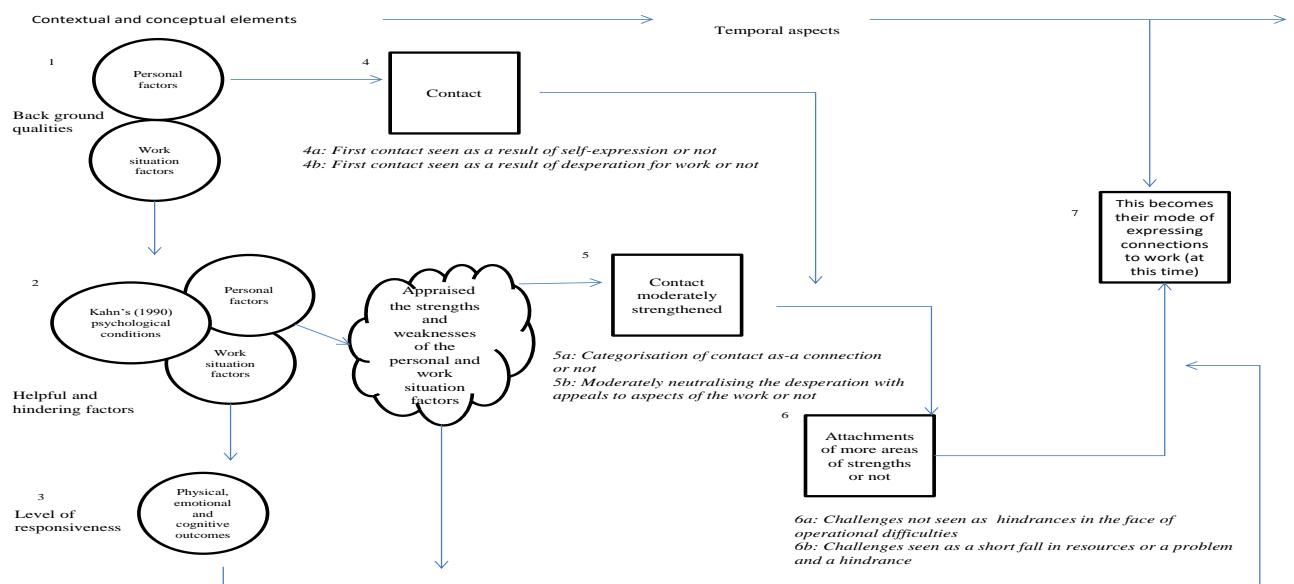


Figure 4.1: Conceptual processes underlying the presentation of analysis and findings

The presentation of this analysis and preliminary findings uses seven main structures: As background qualities, to derive the benefits of organisational life, individuals must hold an implicit view of their personal and work situation factors, denoted as Structure (1). They can reap the social, economic and other rewards of work by take in and weighing up the personally relevant material consideration of their preparing, implementing and also

reflecting on their opinions of working, denoted as Structure (2). However, much of the detail and uniqueness of the nature of these personal perspectives is due to the methodologies utilised by the individuals themselves but for the purpose of this study, individuals were asked to appraise the strengths and weaknesses of their personal and work situation factors as a means of obtaining good coverage for the description of individualised views.

Analytical attention was paid to the extent to which the theoretical notion of Kahn's (1990) psychological conditions of meaningfulness, safety and availability were entrenched within the discussion of the personal and work situation contexts. Since, the personal and work situation factors in combination with the psychological conditions had a prominent role in preparing individuals for stronger or weaker views of connections to work objects, environment, and people, denoted as Structure (3), and associated with physical, emotional and cognitive outcomes. The analysis considered the manner of the first contact with the work and to the individuals' judgements regarding this event. The individuals used recognisable effect of organisational membership tenure to make judgements on how their own understanding of projected workplace experience views flowed from this event, denoted as Structure (4). The findings included among other things: some individuals seeing their introduction to the work, or occupation as a result of self-expressions or not, shown as (4a); and some individuals seeing their introduction to the work, or occupation as a result of desperation for work or not, shown as (4b). This structure directed attention to assess whether the psychological conditions had moderately strengthened individuals connections to work objects, environment, and people, denoted as Structure (5). The conceptual framework encouraged mainstreaming the connections individuals targeted at, in their descriptions of 'themselves' (i.e. specific focus of critical self-defining processes and outcomes for each individual), of others (i.e. key persons and group (s) of people that are central to the manner, in which a day at work is carried out), and of work tasks (i.e. key activities that are geared towards their completion). The findings included among other things: some individuals seeing their introduction to the work, or occupation as a result of self-expressions and as a connection, shown as (5a); and some individuals seeing their introduction to the work, or occupation as a result of desperation for work being moderately neutralised, shown as (5b).

The overarching dimensions of these collection of connection to work experiences are roles that individuals take on when/once the definition of work requirements has been established,

where it has graduated to personalised expected role performance specification (style), particularly in terms of acquiring knowledge and skills to increase their stock of connections, denoted as Structure (6); the attachments of more personal areas of strengths or not.

The findings included among other things: some individuals not seeing their challenges as a result of operational difficulties as hindrances to their connections to work, shown as (6a); and some individuals seeing their challenges as a result of operational difficulties as hindrances to their connections to work, shown as (6b). This last dimension revealed the more obvious signs of identification, which individuals embraced as part of their overall connections to work. Some related findings in the ways that their interaction history involving retrospective thinking about the past, and prospective thinking about the future, were progressed by or carry the internalisation of the relational qualities of these connections by the individuals, lead to the conclusion that the views described the outlook on challenges to this identification stimulating acts of engaging. This becomes their way of expressing connections to work at the particular time, denoted as Structure (7). As it was important not to lose the individuals' views in the course of the analysis, to understand the nature of these primary aspects, the evaluation of influence starts with the dimension of self-descriptions, and then incorporated two dimensions of 'helpful and hindering' reasons individuals gave for their involvement in arising critical work life events. To capture an appropriate form of influential factors, a calibration employing helpful and hindering factors, which substantially alter the experiences were employed.

Self-descriptions and Helpful and hindering factors

The self-description process projected an understanding of engagement in form of tactics used by the individual as the primary force that governed the identification with the occupation. This was described as imbibed self-conceptions and were labelled as self-descriptions; interpreted as the way of ascribing if some kind of personal image guides the individual's response to a connection to work success. A helpful factor is described as recognised and intentional actions, which accentuates personal qualities, goals and ideologies in the representation of experiences that directs the individual in some ways more than others. This was used to project an engagement path in which the obvious categories of transformative action concepts were the helpful factors (hindering factors were less obvious), as such helpful and hindering factors still co-existed together. In contrast, a hindering factor

is described as recognised concerns, disadvantage and events, which plays down personal qualities, transforms memories and modify how the individual get directed in some way to confront the circumstances such as generated concerns and/or resentment borne in mind, which filtered into the representation of experiences. This was used to project an engagement path in which the obvious categories of transformative action concepts were both the helpful factors and hindering factors.

The findings, which are presented as in-depth case descriptions is reported in four chapters: this chapter and the next chapter presents the connections to work for the self-employed individuals and clergies, the last two findings chapters present that of the teachers and waiters. Due to the use of this structure, the introduction reported here serves as an overarching introduction for the whole four chapters (i.e. 4, 5, 6 and 7). Furthermore, an additional section is attached to chapter seven- the last of the analysis and findings chapters. This last section in 7.9 presents an overall summary of preliminary findings.

The particular views voiced by the interviewees certainly emphasised similar views but also emphasised different views that has implications for individuals. The interpretation of the salient influence factors was performed using individual cases. To attend to the comparative interpretations, later reviews, reduction and shortening performed as part of the interpretation in progress used within-group comparisons, and cross-group comparisons. Within-group comparisons utilised a one-line description to inscribe the different effects of the helpful and hindering influences, which are presented in matrixes in the summary of chapter sections (4.7, 5.6, 6.7 and 7.8), as the interpretation in progress leading to the summary of findings to be presented in section 8.1.

In this chapter the self-employed individuals' connections to work, identification and potential acts of engaging is provided.

Section Two

4.0 Connections to work associated with the self-employed

The self-employed group included four men and two women, married (except one), and aged between 30 and 65 years, who were owner/managers of small businesses in engineering, hospitality, entertainment, construction and fashion industries and a consultancy business in healthcare. The tenure in the respective organisations ranged from one year to fifteen years. Educational qualifications were attained mostly at bachelor's degree levels.

As the data analysis takes the path of theorizing from multiple case data, this information is presented in seven parts: parts one to six gives the description on each of the self-employed individuals and part seven uses a comparative analysis to summarise the evidence in this chapter. The six individuals in this presentation are Bobo, Chris, Kaka, Pete, Wiwa and Zisu.

4.1: Bobo

As part of his self-descriptions in relation to work, Bobo stated that, ““*My name is Bobo and I'm 54 years old. I had my er my early school at er Inkioara State. I attended the school of basic study Ilorin and I attended AU Tharia between 197X and 198X. I did my NYSC in Whano precisely with Padley Industry. I got my first employment with Veugees Nigerian company as a programmer and er .. I became the computer manager and AGM projects in the managing directors office and I was deployed to the training centre of Veugees to set up the training arm for ... To set up a unit to teach people on computer literacy and awareness.*””

Bobo did not feel he could tolerate the organisation structure and job demand changes in his previous employment as the general manager in Veugees. Rather than addressing the issues in-house Bobo resorted to setting up his own private business. He narrated that, “*2 months to my being acting GM, I was made a substantive GM that was the position I occupied until 2007 Nov 19, when I voluntarily resigned my appointment er... “*

“*One, I resigned because the place was privatized, so because the place was privatized and secondly because the place was er.. I could not cope with the new buyer of the place*”. Following this resignation, Bobo got a new identity as a self-employed entrepreneur; he made the initial link to his present identity in the following ways: “*Today I am er... I am self-*

employed and er... I am into property business, I am also into importation of building materials, mainly from China and er.. Of course I'm into the hospitality business... ”.

The helpful factors related to his experience of the transition from a corporate manager to a self-employed manager were Bobo's perceptions of relevant resource needs as possible commercial opportunities, formal training (and skill development) and intelligent-gathering effort (required for success). First, Bobo's interest in the multiple businesses that he focused upon emerged from his personal experiences of importing goods from China for his own private projects. He elaborated why he picked particular businesses: “*why did I find myself importing building materials: I find out that in all my developments there are some of these things that I arranged to bring them in myself and because of that I tried to bring in more than I would require so I see if I can have the opportunity to sell it to customers. So that is essentially that one and that is what we're doing. So one of our products is this place...*” These experiences were interpreted as a part of his attempt at building the personal connection to this new role through his intelligence because to get from business idea to business creation he examined his own set of needs and practices; he used his own needs of certain goods in the past. Hence the business projects were warranted by his assumptions about addressing human needs and the business ventures derivable from them, which is a valued entrepreneurial capacity that he drew upon.

Second, at the onset, he took decisive actions to get trained for his enterprise role and to acquire new skills that enabled him set his vision and objectives. He said, “*What I did was to head up to Harvard-- So what I did was ... Was to.. Was for me to go for a training because... prior to that I have been doing business, but again _____ I was too much of a corporate man.*” However here, Bobo included his personal characteristic of being too much of a corporate man indicating that the strength of this previous identity affected his transition to his new entrepreneurial identity.

A third factor was Bobo's adoption of a more market-driven approach to find an appropriate hub of clientele for his business. For instance, the premises on which the current hospitality business is located was originally built as a set of rental properties, but this was changed after Bobo conducted a detailed market research on the numbers of people coming into Abuja during the day, the duration of their visits, and the reasons for their visits. Bobo described this search for information about potential types, and number of clients and what their needs

were: “*We focus on people... because our study revealed that Abuja population today is maybe about three million. .. but in the day time, the population of Abuja is almost five million so it means that on a daily basis, ... the population of people that troop into Abuja in a day is about two million...and these people definitely need where to put their head...and then, what class of people are we looking at? We are looking at organisations like United Nations that have their staff staying for maybe one month posting...maybe stay for three months posting..*” This was Bobo’s means of gathering comprehensive market information including the identification of target population. The results of this market research resulted in a requirement to alter the business plan as the market research revealed that, a hospitality business would be better to cater to the needs of these visitors.

These set of experiences pathways revealed the connections to work process, which Bobo mobilised through actively seeking to maintain this intellectual basis of giving his self-expressive meanings to the business enterprise. He related that: “*Originally it was built with the focus of renting it out and er, you see.. I found out that it is better to use it for what we are using it for now. I am able to engage people, I am able to get myself busy, I am able to also make my own contribution to the nation building. I must tell you, if I had known, because this place is just three years old, if I had known probably I would have started earlier. I mean that demonstrates that it fulfils my needs.*” This suggests a level of confidence in the potency of his intellectual approach to contribute to the personal and organizational performance. The business successes were benefits. As will be seen later on, he reacted with contentment and tethered it to his notion of filling his day with activity, and his identification with wanting to contribute to societal development, by supporting others through employment.

On the other hand, he experienced some difficulties with his transition from corporate man to enterprise man and to an employer. The hindering factors related to his experience of the transition from a corporate manager to a self-employed manager were Bobo’s preference for a structured work environment, formal interactions with employees and unfavourable image of the one-man business organisation.

The first reason given for this difficult transition was because Bobo observed that he was too attached to being a corporate man and to the particular ways of viewing and doing things that it entails already mentioned above. It meant that he preferred the structured organisational system/environment with official rules, operational templates and fixed price policies. Each

of these attachments seemed to have implication for his connection and to his development of these new identities. Going back to his earlier statement to get the full picture, he elaborated that, “*What I did was to head up to Harvard-- So what I did was ... Was for me to go for a training because... prior to that I have been doing business, but again _____ I was too much of a corporate man. Now moving from a structured system to an unstructured system which is moving from corporate to what I'm doing now ____ consider them, it is a big ... erm its new to me ____ in culture and in anything. Since then I focused more on borehole drilling and I must tell you; I failed, the business collapsed. That was part of it and I also tried my hand at other businesses and they collapsed.*” This suggests that matching his capabilities to this new role itself was problematic, spurring several early failures, as his connections to the technical abilities for the work had not taken root here. This discrepancy in his effort and his success formed a major influence in shaping his identification with entrepreneurship.

He gave the following example to illustrate his point: “*In the banks for example, there are templates, it is a templated environment. There is a format for everything. You open an account, the account is dormant; there is a process to follow to reopen the account. You want to take out a facility, there is a process and requirements to follow... but here in an unstructured, ‘untemplated’ environment like this place, you come in as a guest, you take this three bedroom. You find out that maybe they are charging you seventy five thousand naira a night,... and you find that there is another person who will come and for the same facility, and for the same environment that he is being charged maybe fifty thousand naira or less. So you now know that these things are obtainable in the unstructured environment like our own.*” Here, because Bobo is used to working in a structured work environment, clearly he is talking about being affected by unstructured features, which is not the kind of operational structure he prefers as he indicated in the previous quotation.

As the business owner, Bobo recognised that he needed to recruit and appropriately manage suitable employees as an active part of the entrepreneurial interest pursued. In terms of connections to his employees, there were some obstacles. In his interactions with his employees Bobo’s approach to communicating his vision for the work was hindered due to differences in backgrounds, orientations, training, culture, and level of commitment. He elaborated that “*you know, first they (the employees) are of different backgrounds, different orientation, different training and different culture. So off course marrying all these things*

could be very challenging. But you as the promoter, let me call it that way, as the promoter you must always see them as people with their own limitations. You must always see them as ... they are just channels to help you accomplish what you want and you must also have it in your mind that they could walk away at any time; because most of the people that come to work here are here either because they have an experience that is not exactly in consonance with the vision of the promoter of the thing (organisational work structures), or maybe they don't have experience at all." Following his preference for fixed organisational structures, Bobo's statements show he infused his experience of his work system with his own meaning namely: he initiates the ideas (as the promoter) and the employee serve as the symbolic channels to transform his commercial ideas into products and services that the organisation can sell. Evidently, this generated rocky employer-employee interaction dynamics.

Bobo gave the following reasons for the personal and organisational vulnerabilities regarding the recruitment aspect of his work role, as his challenges. In Bobo's statement about his chances of competing for potential employees, that is the kind of employees he would prefer, he complains that, "*Even when you are prepared to pay more... I have seen a lot of my bank account officers, I have seen them suffering. When I say that I have seen them suffering because how much do they earn? You earn.... But they are more interested in that suit than to say that they are working for you.*" is a description of his acknowledgement of his organisation's vulnerability in terms of the recruitment opportunities. These claims were interpreted as indicating that at the organisational level, he has doubts about his abilities to compete with other organisations such as those in the financial sector to attract suitable employees even with the intention to pay higher salaries.

His membership of a sole trader organisational type also affected his identification in substantive ways. The evidence for this come from the statements that "*because as a one man business as people put it. You see there are so many things that you suffer from...I'm more of...I see myself more or wanting to be an entrepreneur, I'm not saying I'm a master of managing a process but the ability to have a vision to create a process. To manage those processes I actually need ... er, people... off course,.. many times, I find myself trying to find myself ... where er,... Probably, just as I said it is not in consonance with my this thing..*" These statements show that he also has self-doubts about his capabilities and adaptation to the situation. As such here, he seems to focus more on the negativity (i.e. feeling lost) rather than

the positivity of the experience. Here he is leaning towards a concern with dissonance at the preferred self-level and poor fit. A look at Bobo's statements show the tensions in terms of the in-group and the out-group identity, the description conveys a lack of shared in-group identity that reflects a focus on differences with co-members of his organisation at the time of these interactions rather than similarities. In the earlier quotation, he does not feel part of his work group and does not act as if he is one of them since he has doubts about the quality of their training and because of concerns about their short-term commitment to employment contracts. This has to do with the inadequacies of his available work resources; he lacks a good team of workers.

He does however express intentions to resolve these tensions in-house rather than trying new recruitment strategies; he expressed a positive view about the relationship between entrepreneurship and (leader-follower) mentoring. This means he has intentions to get more involved with his staff; he noted that "*even to be a good entrepreneur, you must try to be a good mentor, you must try to be a good mentor, you must also be able to understand that because of peoples' different background and training they probably might have not had the opportunity that I have to be trained and to develop that skill* (considerably good work skills and strong work ethic). *So it is the area I think I need to be focused on.*" Here he empathises with his employees' circumstances in relation to his. If he carries out this plan in the future, he is trying to find new connections that might move his personal experiences of employer-employee connections into aspects of self-efficacy as an intention to counter and impact upon this vulnerable side of his organisation characteristics positively. That is the utilisation of Bobo's own personal resources to address his work demands.

Although the indication of intentions that signals a more participatory management approach that could change the nature of his employer-employee connection; (this time to his appraisals of his management and entrepreneurial capabilities) tends to be more reflective than the other experiences presented above, since they move him into the future based on his previous experiences of tensions in the work. Nevertheless, it is consistent with his initial self-descriptions, which suggests that he is making it a point to make connections to his work despite the realisation that some of the work demands are a problem for him.

To summarise the in-role experience, Bobo states that practical activities included those of being cognitively connected, “ *what I did may not be physical, it might not be seen by anybody... it has to do with... its more about me sitting down and er,... trying to x-ray myself and then try to look at my finances to see some things that I did wrong... so that I can refocus and reenergise for the challenges ahead...* ”. The push is also cognitive rather than emotional and the pull is his personal characteristic of being results-orientated; *Maybe I'm in a hurry to get results, it makes me look as if I'm not patient enough with people, which I think if I have a way of addressing that I will do.*” The descriptions above show his personal and organisational identification to be wavering: sometimes strong, sometimes instrumental, and other times lukewarm. Here also he is concerned about poor fit.

Bobo gave reasons for his results-orientation through his conviction that “*you know the results may not be immediate but at least I have been able now to see where I took a wrong step so it is not likely that I will take the wrong step again. It's the results because you set a target, you understand--- it's the result that gives me feedback. I don't conduct a questionnaire you understand. About er--- as about one o'clock I was not asleep and I still called this place to find out how many guests are there and they said there are only eight and we have facility to take care of sixteen people so I know it's --fifty per cent occupancy.*”

“*But the previous day, it was eleven. So I said okay we thank God. So now we see what happens.*” Here Bobo compared his performances on a day-to-day basis, and in terms of how to reconcile the significant association between operational successes and failures, he summarised that “*what has worked for me is number one: God, number two is being truthful to myself and being hard working and perseverance.*” Bobo’s appreciation as a spiritual resolution starts from strong spiritual beliefs, and confidence in the outcome of hard work required for soaking up the challenging aspects, which he was up against.

Expressed in words and actions, aspects of Bobo’s private life and views of hospitality activities became part of the goods and products he offered as a business service to customers that gave self-expressive meanings to the business enterprise with the situational characteristics still in focus. In support of his interest in a successful business undeterred by readjustments made, he summed up that ““*I think er I am fulfilled. When I say I am fulfilled and I'm happy am on this path, looking at the trend in the economy, if I had been a contractor, you understand that would have been---- I wouldn't have been as fulfilled as this.*

Why because the income I have here is on daily basis. So the contract's own is a bullet sum. It can come now and for the next three or six months nothing comes in. it makes you look miserable. I am proud of it... and it fits into my own nature, I do not want to be unnecessarily humble. Even when I fail I challenge myself.." He sees entrepreneurship appealing to his vanity; it was a deeper connection too indicated by his use of the emotional words, "happy" and "pride" and this fulfilment was driving and strengthening his continuity. However, the use of the emotive words pride and happy is somewhat discounted her because it relates to the financial benefits of the business only.

As a summary, Bobo's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors, which are seen to have significant effects, where hindering factors are seen to have significant effects.

4.2: Chris

When asked to talk about herself, Chris stated this, "*My name is Chris and erm, I will tell you about myself with respect to what I do. I had been working in the international health development sector for about 10 years and I have recently transitioned into an independent consultant in the last 12 to 13 months. So I have basically been providing consulting services within the health sector and so this gives me an opportunity to determine what I do and when I do it. So I would describe myself as a capacity building and coordinator or knowledge management consultant and those are the areas I've been working on in the last year. Like I said earlier, I had worked in full time, I had done full time for about 10 years and the reason I choose this is because I had gotten to a point where I want to have more control of my time.*"

The helpful factors related to her experience of the transition from employment to a self-employed manager were Chris's perceptions of opportunities for combining family life and work life, formal training (and skill development) and uncertainties regarding types of work tasks requirements until requests are made by clients. First, Chris's transition experiences entailed a change of work situation to enable a preferred work identity to a less preferred one. Chris's descriptions of connections to her work suggests a way of connecting with work in which she reveals the past experiences that perpetuated her currently preferred work style.

For her these were in terms of looking at herself in relation with an opportunity to own a consultancy business outright.

To achieve this change she had to make locational adjustments to see that this determination was attained. The creative generation of this solution was interpreted as helping the ways in which she connects to her work and to her responsibility for her children rather than stemming from merely moving into self-employment. She elaborated that "*I wanted to choose what kind of work I did and I also was looking for an opportunity to spend more time with family because our two children were in high school, and we soon realised that they would graduate and leave home and so we decided to move about three and a half hours away back to our original home in order for us to spend more time with them. So I had to resign to make that move.*" She did not relate an explicit emotive connection but mostly a practical and intellectual one.

The evidence also revealed that she had clarity of purpose and creativity. In the same way, her work goals were self-concordant; it emerged from her need for autonomous work selection, specifically to assert control over her work type and time and use it to a personal advantage: spending more time with her children. Hence of all the options she could have pursued, by design she prioritised her family role over her work one. She also tethers her work to her sense of self as a mother by doing what she believed in as a mother as opposed to just being self-employed to have work control.

Second, Chris views her expertise and giving quality work to her clients as playing important parts in developing her work. Chris credits her networking as a contributing factor in developing her work skills for giving quality work to her clients and also as a way to extend her learning, which aside from being a physical input includes being available and willing to teach others voluntarily. Chris talks about "*being involved in a health development group. There is a group, which is called the health development Nigeria, which I belong to. It's not a paid job erm.. but I'm the director of training and the aim of that group is to make sure that there's indigenous expertise and professionalism in health development consultancy. So we train those who want to work in the field of health development consultancy or those who want to go and work as full time staff in international development, and health development organisations. So that has also worked because as I train I also get trained and off course, there's a convenor who has many years of experience that we are all learning from.*" She

explained that she broadened her duties to educating existing members of the health consultancy network, to harness the skills and leadership qualities of others and learn more about the industry. Chris states that the pursuit of these learning pipelines had a profound influence on the success of her consultancy business, even without generating financial rewards. These activities were interpreted as opening up opportunities to keep practising her skill and to build her learning from the work. The skill mastery was interpreted as a boost to her connection, rather than training by herself in an academic setting she takes the path of developing in-group identification with other healthcare professionals.

Third, as a follow on from the notions of autonomy and family care driving her transition into self-employment, the need to identify and agree to the work demands of accepted projects dominated Chris's work style. "*You never know what you are going to be working on until the terms of reference lands in your email and the first thing is; Are you available for this period of time? Yes you are available. Then what would you like me to do? And then the terms of reference are sent to you. You read it and you make input. If there are corrections or things you want to add or clarify before you sign a contract because once you sign a contract, whatever is in the terms of reference becomes binding*". These experiences above and the ones that follow relate to her appraisal of the characteristics of the work itself, which are also important influences on her connections to work. Chris stated this about her work tasks that: "*It involves a lot of travelling. Sometimes it involves working with people who do not know what they want, but they know the end results and they believe that you have the expertise to help them get the end results, but they don't usually articulate the whole process in their terms of reference so that's when you need to make sure that you clarify.*" Which indicates high physical involvement, her initiatives to identify and evaluate what her clients want; seen here as a personal characteristic – expertise gathered from experience. Her motivations to take on such work demands are seen as prevalent instances of vigour. The tone is one that reveals she has a positive view of her work tasks that she gets involved with. It is not a general acceptance because it incorporates her availability to work in response to specific client characteristics. This entails creating appropriate project designs in most cases because she is trying to create the track record of tasks that she wants to be good at or be seen by clients to be good at. She highlighted that; "*I also apply myself when I get jobs to do my best to ensure that I put in the best and to give a good quality work to my clients.*"

Using a mix of personal and situational characteristics, she highlighted some virtues of her work in her statements that, “*It involves travelling to places that are not safe because of the security issues. So I've travelled to several northern states and once we had to bring people out from Turu, which is one of the hottest places because of security to another location in order for us to work with them. So it's an exciting job.*” Chris’s statements show she infused her experience of her work with her own meaning: Here she is reiterating her physical inputs in dealing with the security risks prevailing in Nigeria, which was important at this time.

This amplification of positive correspondence between her views of herself and her work activities spilled over into an emotionally charged response. She affirms this in an outpouring of intellectual connections followed by emotive appreciations by saying, “*it's an exciting job, it's an opportunity to test your ability to design.. and its fulfilling intellectually, I like the exposure and opportunity to work with different people.*” This was interpreted as using the work activities to be one’s self and challenge one’s self. Hence, Chris adds her personal input and sometimes her creative contributions shape the design of the work enabled the experience of work task coupling with the cognitive and emotional qualities rather than it being merely settling the technical terms of her contract. She reiterated that, “*It's an exciting job. I like the fact that I don't know what job I'm working on next. Every job is an opportunity to show my level of expertise. It's an opportunity to test your ability to think, design something new. So I like the fact that I'm not sitting in an office doing the same thing over and over again. And then having the consultants coming into the office to do things for me. So I'm now the one who goes into the office to do this job.*” Her understanding of benefits from her work has to do with it being an adventure, work being different each time. The image seems more of a signalling of self-esteem and self-efficacy. As her intellectual connections got elevated it paired with emotional connections.

On the other hand, the hindering factors related to her experience of the transition from an employee to a self-employed manager were Chris’s realisation of unfavourable changes that come with her work, taking responsibility for pursuing the payment aspect of her role and time being against her. Also, regarding the attributes of challenges of the work itself, These next set of experiences address opposite incidents of the same work process: one affirming the connection and another negating the connection due to less preferred aspects of her work role. As she complains, “*It's fulfilling my mental, intellectual and professional needs but its*

not really fulfilling my financial needs. People think consultants earn a lot of money and erm, Yes. The challenge, the reason it's not doing that is because the payment structure within the consultancy industry or should I say with some organisations is very, very, poor. You finish a job you don't know when you're going to be paid, you have to sometimes ask for your money and err... sometimes it's like pulling out healthy teeth and err... that's the part I don't like. That's the part that's not fulfilling for me." She expects reciprocity from her clients in terms of being appropriately rewarded and finds their delays demoralising.

She also commented that; "*I've had to let go of some social life, because I'm in the field several weeks a month. I come back home, I just have like two or three days sometimes at the maximum a week. One time I had two weeks but that was because I chose not to go on another assignment by the second week. So when I come back, I really don't have time to socialise. Sometimes, I have to work on a report, so I can't socialise and then I'm not available at certain events that friends or peers would do, attend and so I've had to kind of streamline the things I do, so that I'm able to put in my best. Again, the fear of travelling by road; I've also had to deal with such things.*"

The examination of her responses to these challenges shows the manner in which certain work demands dampened the positive tone highlighted previously, which affected her identification in substantive ways. Chris considers the financial earning ability challenges and time limit on her ability to consult long-term as the most vulnerable aspects of her self-employment option. The former is an organisational vulnerability and the latter a personal vulnerability. She affirmed that, "*Sometimes the work can be stressful delays with payment with Nigerian agencies*"... "*when you work you want to get remuneration, but when it's delayed it takes the joy out of the work.*" "*I don't feel very good about my finances, I'm also thinking, what else can I do when I'm no longer able to consult. What I see now does not show me that it can. I see my future in an educational institution, if it's in a university, I see myself teaching and if it's in a school, as an administrator.*" The hindering problems increase the risk for early termination of the consultancy business. Nevertheless, she indicated an intention to negotiate these tensions successfully with alternative organisational employment plans showing her resilience in adapting to the situation and forging new work identities. Yet, it also indicated that although there was evidence that the work experiences has induced

physical and intellectual connections, perhaps there is lacking the deep emotional connection to the nature of the work as well as to the nature of the experiences.

Being predominant factors on which to base the continuity of the personal, organisational and occupational identification, it is perhaps not surprising then that the reflection on a return to organisational employment did not accentuate a continuation of working in the healthcare industry. Rather Chris preferred a movement into education and administrative management option. The interpretation was that she is making it a point to avoid a work industry with indications of concerns and insights about continued growth and improvement.

In sum, Chris' styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are also seen to have significant effects. This key connection to the consultancy business may then be reversed.

4.3: Wiwa

When asked to describe himself Wiwa identifies himself as being a self-employed engineer with a wide range of connections to his work roles being mobilised and diffused through a multiplicity of business ventures and employment contracts. Wiwa said, "*born and brought up in Nigeria, father was a doctor, mother was a teacher. Father was Nigerian, mother was half English, half Ghanaian. Went to school in Faircity, primary, secondary then I went to polytechnic. Then I left Nigeria, went to England, went to Bottons University. Lived in England for 23 years. Came back, while I was in England I had been working for myself. Sold the company came back here. Started another one, sold out. Went back to England set up another, sold out came back here. Took paid employment, left that, started another company and here I am today.*" Despite the history of continually starting over from the beginning and not sustaining a specific work style/positional identity, Wiwa sees himself to be bred as an engineer.

The helpful factors related to his experience of his work were Wiwa's formal qualifications as an engineer, his recruitment strategy and intelligent-gathering effort through collaboration with other experts.

First, with more than a decade of cycling between employment and self-employment, and having had work experiences in many organisations, he made the initial link to his present role in the following ways: “*Well as a child I was part of a team in the sense that my father saw his children especially the boys; three of us and then mom and daughter. We had talents and he wanted to enhance them so he set up wood workshop, metal workshop, electrical and electronics all at home. So we had tutors come in from industry to teach us. And this gave us you know incredible foundation. And off course we had all these facilities around us, when we got to school it was like child’s play; it was only just seeing the theory and then understanding it. My mind was pretty much made up before. I mean I was brought up when families thought of their children being either lawyers, doctors, engineers; things like that. You know I chose engineering. My first degree is in mechanical engineering, then electrical and then electronics.*”

Wiwa’s statements showed that his interest in engineering emerged as skills training during his youth, which his parents had helped him to develop, and to get better at. This then propelled his choice of engineering as a profession. It also fitted into his parents’ visions of profession careers for their sons and became a key part of his identity as he qualified as a mechatronics; “*which is mechanical, electronics and electrical engineering*” and he explained that “*So we build and design automated systems for industry, control system, we also build modular structures using SIPs, which are structure insulated panels and these come in all forms; think up any structure and we can build it. Some are fixed, some are permanent and some are moveable and they all have one characteristic; they can be dismantled and flat packed. So they provide immediate accommodation in whatever form. The electrical systems are sophisticated; they are cutting edge, using a lot of basic programmable controllers. Our electrics we go in and basically scope what the industry requires you know, commercial and industry and private. Don’t really like doing private but go in and retrofit areas which are being insulated, sort out problems and then sometimes take on new installations*”. In these instances, Wiwa’s beliefs about his training, experience and personal skills that he is very good at (and he has had years of it) became mobilised into a preferred service business, that he was willing to take a chance on in his present work landscape. He is physically and cognitively connected, but he did not relate an explicit emotive connection to his work here.

Second, Wiwa explained that in relation to staff recruitment, he employed a strategy to “*set up an incubator scheme. They usually come back and work for us. They become prodigies of us. That has left us with what do you say ‘the ties that binds’ all over the place, seen as a father figure by many.*” That is the utilisation of his own personal resources to address his staffing demands. Participation in the work becomes a cooperative initiative. He has the security of developing paternal relationships with his staff and being surrounded by young engineers that need guidance.

Third, Wiwa discovered that good-intelligence gathering as well as disseminating and sharing his own knowledge was also important for growing his business venture, so he deliberately added the use of collaboration with other experts to expand on his knowledge base. He noted that, “*we create a lot of synergies, you know, partnerships. Not being a domiciled you know, kingdom of knowledge, we found out that you get participation from key experts, we have a good grounding, but if we spread the risk knowledge wise, execution wise, it also grows the other people. ...*” He recognises the importance of using his existing attributes, but also relying on other specialists to learn new technical skills intrinsic to his day-to-day work experiences, and to capitalise on the learning extended to the other participants to achieve some business aims. His talk about the success gained with these ways of thinking of mutually achieving learning and teaching simultaneously makes the impression even clearer.

In contrast, the hindering factors related to his experience of work as a self-employed manager were Wiwa’s perceptions of stressful interactions with clients, tensions in the relationship with his business partners and the Nigerian business environment. Certain challenges of his customer relationship abilities with clients contributed unfavourably to his identification as conveyed in the following statements; “*The clients –it’s an uphill battle...bantering back and forth before you can even come up with a solution*” showing some negativity manifested in the way he related to his clients. Therefore, the notion of developing an in-group identity shared with clients or key stakeholders has some limited applicability to Wiwa’s experiences of connecting to his work. In the same way, some negativity manifested in his interactions with his business partners, Wiwa’s statements that: “*I would start the business, but not with the partnership. See me as a go-getter, solve the problem, bring in the money. They care about me in the Nigerian way, when there’s money they care, when there’s no money, they don’t.*” were interpreted as indicating that the

partnership structure turned out to be a source of hindrance; having the kind of partners that he had was destroying his organisational identification. This was indicated by his report that he was challenged by his role as both the provider of the business projects within his work group and the delivery of solutions to his clients. Here it also indicated that perhaps there is lacking the deep emotional connection to the nature of the work as well as to the nature of the more difficult organisational relationships experiences. Wiwa also expressed concerns about the features of the economic trends in the country and the many forces that sustained them that were regarded as creating a high-pressure work situation. Wiwa commented that the, “... *downturn in the economy, the lack of funds, the indecisions; nobody's taking any decisions,*” served as factors that present specific constraints and limitations to work plans. Wiwa was referring to the lack of access to sources of finance and national institutional arrangements to complement the efforts of entrepreneurs.

The central drive of Wiwa’s approach to work focused on the role of delivering satisfactory service to his customers. Wiwa said “*basically it’s a high income occupation.*” “*Most important thing is to put a smile on the customer’s face, to be able to solve his problem, to make some money from it. I’m a realist... putting that information in there and using it as a test. Could have been better but I can’t see... I’m content.*” Wiwa described his connection with his clients in a technical way: that of client problem solving. He enumerated four key qualities of this service that are predominant; right solution, making the client happy, financial income, but he acknowledges that the financial rewards could be better. In that role, due to the combination of realistic information assimilation and evaluation, his tone exhibits features of stability in his expectations that comes from accepting the manner of nurturing this particular business occupation. So, as the fourth quality, he embraced a contentment mind set. Yet, the image that it conveys of his personal enjoyment of these work structures is still blurred. However, such appraisals served a formative purpose for the way he manages to overcome these barriers in his organisational characteristics, associated with providing solutions to clients.

A summary is that Wiwa’s styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, while hindering factors are also seen to have significant effects.

4.4: Kaka

Kaka's introductory statements were; "*I'm Kaka, I'm just a young girl who loves clothes, who loves colours and decided to mix fabrics and designs together. So I started this business*" "*I've always had a passion for clothes and design since I was a child. Like my parents have put me through design courses because they knew that I always like fine art, I've always liked clothing and textiles, and home economics, dressing my dolls up in clothes, I always did that.*" These statements were interpreted as indicating that from Kaka's early childhood, she showed the early stages of a movement towards fashion.

For factors that enabled her connections, the most influential ones were; formal training, creative use of her mixed ethnicity, caring interactions with employees and her clients, personal presence (physically, cognitively and emotionally) and coherence between her work life and her social life.

First, Kaka took decisive actions to get trained for her enterprise role and to acquire the skills set, she said, "*I did a fashion course in London and I came back, I worked with a few people did interior for some houses, I started up a spa for someone and then I started my own business.*" Yet, to get from business idea to business creation she drew on her mixed ethnicity in her narration that, "*I would say--- as everyone says fashion design or fashion in Nigeria is always the same thing, I feel mine is different because I'm half English and half Nigerian so I decided to bring the best of both worlds together. So I can use the European design but use the Nigerian prints well.*" The interpretive evaluation made here was that her appreciation of fashion and colours helped her connection and identification with her work. Butterflies inspire Kaka, "*their colours, their growth, they live for only three months - beauty in imperfection*". She expressed that the ways that she learns from these insects that manage to show concurrent exceptional beauty and growth in their short lives bore some resemblance to her work strategy to show all her creative talents using a array of colourful Nigerian fabrics to produce and stimulate different interpretations of dressmaking, extended by the usage of styles borrowed from the influence of foreign cultures. This effort makes her self-expression in her work more diverse and less uniform.

Kaka identified the need to recruit and appropriately manage suitable employees and the lack of commitment as a negative part of the Nigerian employee's work ethic. Creatively, she

tackles this underlying situational characteristic issue head on. Kaka does not employ Nigerian tailors, she recruited her tailors from Ivory Coast on the assertion that: “*Nigerian tailors are impatient; they always believe that they can get something better; Staff from Ivory Coast are more loyal*”. For Kaka, employee loyalty was a valued attribute that influenced their responses to employer-employee interactions and she tended to be proactive in placing the manager-employee relationship at the centre of her operational design, Kaka said, “*They (my staff) are dedicated, ... I come to work, every day, I'm always here with them we work together, it's more of a family; we've decided to be a big family than it being a work relationship and my customers too... 'cos, I have customers that keep coming, so it's more of.. a lot of dedication, and just--- that's what sustained it* ”. Here she expressed developing family-type social relationships with both her staff and her customers. She builds on this operational style for her physical setting.

In terms of her organisational settings, she created the work place as a socially inviting environment, in which customers can be themselves and have personal conversations with her. She states, “*I needed my customers to know that it's somewhere you can feel safe with, know that its somewhere you can come to and relax and feel like you are home. I didn't just want to be a little shop somewhere in the market*”. Her involvement encompassed other values she attached to her work style, ranging from providing an aesthetically beautiful physical setting for her customers that reflected her artistic talents, and concern for customers being satisfied with the organisational setting. She also adopted the kind of operational structure she prefers, designed to appeal to her self-image.

In this pathway Kaka attempted an amalgamation of the pursuit of commerce and community. The low social distance between herself and her staff had differential effects, enhancing some relationships but not others: she acknowledged that, “*As much as you are very nice to ...you show them (employees) love, you're an open, you're a book. I say tell me as it is. No one trusts you enough to tell you the truth...and some people steal and that's the only part. Like I never expected--- I knew it would happen, but I didn't think it would happen the way it happens sometimes especially when you're good to people. And things like that so those are the little... (issues)*” She has issues with some aspects of staff behaviour but she sees them as a challenge to her management skills. However, because of her use of a positive and affirmative tone to end the comment rather than a negative and critical tone, this response

was interpreted as a promotion of an in-group identity shared with her employees as well as with clients.

Kaka disregards the negatives and drew from her personal resources to train her staff and said, “*its like I tell people, no one is like you and for you to get people to almost be like you, you have to show them the way. So it takes a lot.. it takes a lot of time, dedication, patience, patience, patience, .. No one is like you and for you to get people to almost be like you its...from experience*” This suggests a level of confidence in the potency of participatory approach to management. She iterates that, “*As a leader... we are in it together. You have to bend your back to get it right.*” Here she expresses a positive view about enhanced cooperation with her employees. So her employees are encouraged to believe in this way by Kaka. Her metaphoric statement was interpreted here as the provision of constructive change orientated communication and support. She had a lot to give to the business, but she also gained an awareness that she had to learn how to give it. Kaka’s statements that: “*I sit back and think about myself.. like what I can do better or what I can...the good thing is I like criticism so, I listen to what people always have to say.. I ..erm, so when I put up pictures or customers come and they say oh this, this, this... or you can do it like this... I believe that you only say that not to hurt me but you only try to make me better, so I'm open to...its an experience... you meet different people, Then like its amazing how...once upon a time I was a shy person but now I can talk to people and how I can like have conversations with them and tell them oh everything will be fine. Whereas long time ago if someone's having a problem I would just like walk away, like don't..*” showed she was getting better at knowing the care that people want and that she envision the challenges to her work in a positive way; she included a sense of absorption, imbibes openness to her experiences in this particular set-up, and is full of emotive celebration of the progressiveness of the situation arising from her proactive change orientated behaviour and the experiences of self-discovery.

So she works with and manages her staff directly, plans and monitors the work, organises and coordinates the daily operations of the fashion centre alongside the separation of some personal space, and keeping her social life active in exactly the same way as it was prior to the business formation. She affirmed that “*My social life is still the same because everyone who knows me knew that this is what I've always wanted so, it hasn't really changed. I'm still the same person. I'm very--- I could be----I'm in my own little bubble and all that, but I'm*

still the same." So comparatively, she described her personal world as being in her own little bubble suggesting that she is talking about some withdrawal from work into a personal space.

She also emphasised her personal presence in terms of physical, cognitive and emotional inputs in saying that, "*Even when I'm sick or I have emotional issues or whatever, I still make sure it doesn't affect this at all.., I make sure it doesn't. 'Cos I know, me being around, me thinking...how do I explain this now? Yes I have thought about it, but I just don't know how to put it right now.... I think er,.. my presence, and just looking at that last detail and saying just Oh no!, just change this and put that one, I think she (the customer) will appreciate it*" Here she describes part of her role as a fashion designer was spent thinking about how to enhance products made for her clients to earn more appreciation from them not necessarily more payment. And to reenergise she goes to have a rest in a room where she stores her fabrics to recoup some of her energy in her statements that, "*sometimes if I'm really, really tired, and I've given them (her employees) what to do .. I can be in the fabric room and I would just like, stay on the floor for a while and just relax, listen to music and then I come back..*" and refocus her energies on her work.

Kaka commented on the link between her occupational choice and her performances in the following ways: "*The good thing is I'm happy that my work speaks for me so, it brings me that joy when I see people coming back or people ordering for more stuff, then I know that okay, I'm actually doing something right. I'm still learning, I learn every day and I'm happy people know me in my home (country) and I'm comfortable in my home.*" Accompanying this enthusiasm is, according to Kaka are weak financial benefits. Kaka said that, "*like every other person, although some people would not like to admit it, when it comes to profit and maintaining everything we are still in the same place*" But the weak financial gains did not dampen Kaka's positivity. For Kaka's connections to her work, the earnings uncertainty and mixed positive and negative influence of the Nigerian economy were also overlooked. She has; "*patience to grow with the business – its something I will never give up. My life isn't mine any more it belongs to my customers... targets are some of my motivations that .. it pushes you and you get better at it.*" And as she says "*I'm different, because I'm not the regular Nigerian fashion designer, I'm ready to take risks, I'm always like two steps ahead...*" This shows her envisioned desirable future and hope within her mental picture of her business model.

Her conviction is that for the long run, “*you just need patience but if your...if it's something, if it's something you're passionate about, you'll never lose interest in it regardless of the good or bad that comes with it*--- and later she admits that, “*I pray I have no regrets and I pray the future is going to be amazing.*” And making a definite commitment to this occupation, she concludes that, “*I take every day as it comes. I just take every day as it comes. I'm not surprised; I try not to get surprised by any bad or good thing. I just still stay on the same spot so I take every day as it comes, I am thankful to God.*” As a summary, Kaka’s styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, and hindering factors are seen to have insignificant effects.

4.5: Pete

Pete’s introductory statements were, “*My name is Pete X. I come from Marigold State, De Luxe. My early school, early years of schooling was just up and down the country because my father was a civil servant, we had to move from one state to the other and as kids you know, so we moved with him. As we moved, off course the schools moved. But er, I ended up doing most of my education in the Highland part of Nigeria; Portland, Southland, and Westland and then I went on to the Papel, when my father was transferred to Moto. After my school cert., they admitted me in the University of Moto off course because it was close by. So I finished at the University of Moto. I read business management but it wasn't really what I wanted because as a young boy growing up, I was more into entertainment because back then in school I had a deejay outfit; I was the deejay on campus. So that likeness for music and sound had always been there. Right after school, I started working with my dad in his office.... After about two years I told him that that was not what I wanted to do. So I resigned and off course I started charting a course for myself in music and sound. I got this information about a sound exhibition in the US. So I travelled to the US to attend the exhibition and that is where it all started...*” were interpreted as indicating that from Pete’s youth, he also showed the early stages of a movement towards music and entertainment. Leaving office work and resetting his occupational path to creating a sound production and entertainment company means he connected to work that was based on this desire.

Factors that enabled his connections in addition to the foundations created for the business venture were formal (and informal) introduction to the industry, training and working

alongside his staff, strong personal and emotional attachments and valuing personal relationships with clients. Pete is also seen to have proposed some key aspects of the reasoning underlying a view of work as a passion that includes; self-concept, internalisation, determination, desire, spiritual belief and commitment all linked together by the accompanying emotions, with the following statements “*It’s what I love doing, it’s like a part of me, I wouldn’t trade it for anything else, ... when you are passionate about what you do there’s this faith and this desire to commit because of the love you have for it.*” That is, for Pete passion is a more emotion-focussed kind of response: passion for work is more than simply an expression of one’s preference or liking of work; rather it prompts the expression of more significant connections that perhaps amplify or reinforce the emotional response to working.

Pete sets aside hierarchical status and works alongside his workers in his statements that, “*I brought in a lot of people who did not know anything. So my focus was initially, basically on the aspect of education, get the crew properly educated and have the prerequisite knowledge for the industry. So my focus has been with training. But at the end of the day it means I get involved. I have to work with them because I have come with this knowledge and I needed to impart them so, even up till now I get involved, I mean I wear my overalls, roll up my sleeves, and I... ...I’m the only one in this industry who is a professional in terms of those who are operators; every other one has probably said let me just invest in a business. So they’re just businessmen who are not really professionals. They are just investing but that’s why they can’t get involved.*” To stress his sense of being strongly involved in his work (i.e. dedicated), he highlights significant differences between his identity as a professional in the field and other businessmen who are just making an investment. This identity is strengthening for him through closer relationship formation with his staff because he is sharing their experiences of the work, which enabled him to act more professionally.

Pete fortified these positions further saying, “*I get involved more importantly because it’s what I love doing.*” and his statements about his clients that, “*A lot of the things that I do have become personal relationships; they even treat you like celebrities, they want to meet you and one is appreciative and it has developed into personal relationships, which to me is more valuable... Personal relationship is treasure that I can’t trade for anything else*” “*I would rather seek that personal relationship rather than the business itself because when you*

meet with people, it's a kind of experience you can't buy". Here he emphasises making sure that work-related capabilities of valuing personal relationships and pursuit of community comes into developing the commercial status. Therefore, this is interpreted as enjoying being part of a group or merging one's identity with that of the group.

Pete commented on the link between his occupational choices and his performances in the following ways: "*Ironically, I see myself as an introvert. What I do? It is a bit conflicting because I have to deal with the entertainment aspect and off course the other aspect of religion; as a Christian, I have come in contact with a lot of ministers of the gospel, who through what we do have become very close friends and we have developed relationships from there. We have also reached out to the entertainment industry; the biggest events that happen in this country come to us because one, our reputation and because of what we do and they have found us very, very resourceful. So its... thats what life is all about; in life you try to find a balance, and manage it as much as possible...*". Pete acknowledged that not all required work connections tie in with his self-concept. As some non-preferred activities are valuable – serving a range of customers from religious ministers to musicians, but this customer mix needed to be integrated with other activities developed in conjunction with work objectives. That was exactly what he did and this approach indicated that he held a positive view of the need to be prepared to manage (i.e. build, strengthen or improve) this capability.

In the following quotation, Pete identified the ways that his self-definition addressed the positive and negative aspects of his work, which allows for the passion to be maintained and strengthened: he noted that, "*for my family, it's not been pleasing. You have to contend with a lot of opposition. It's (that) I actually have a right sense of being. I thrive in working under pressure; it's my element, it's just a part of me.*" "*Emmm—I'm someone who would go on vacation to Las Vegas and I won't--- I even touch a single ---slot machine. I like—if you tell me there's an easy way out. I don't take it I believe in principles. An experience is what makes you who you are. A man is an aggregation of his thoughts. That for me is key. I don't believe in short cuts. I believe in hard work and everything that comes easy and free to me I don't take it. I just believe that it is a bit--- you know--, "I am a nationalist. I was once in the office and it happened so many times. I have had to walk out on a lot of projects like that. Anything that seem to compromise my integrity."*" He observed that his work experiences

included some features that he knew to be work pressures, which he internalised within his self-definition, his ideas of working and of work life.

He frequently had to also reject those opportunities for unethical sources of income. So he had a strong personal will power that supported the ways of being able to do what he loves doing, and manage the tensions that were locked into the work demands. Negotiating these tensions successfully served a self-reinforcing purpose for him, and his responses to the experiences viewed either as threats or opportunities were also influential to the way he gave content to his passion for his work. Pete evaluated his willingness to take little rewards, continuing pressures and loss of family time in this way, “*It’s not fulfilling my (financial) need, (the economic rewards are) not much. If I don’t love this job I would have left it. I can’t be someone else. “The interest that I have, the love I have for the industry. I’m very passionate about it.*” Pete’s passion and love for his work translated into a decisive long-term commitment to working in the industry. He concludes that, “*like I said, we try to find a balance in between. I think, I won’t say I have any regret, that won’t be fair, difficulties is a part of life. Let’s build the business; the business will build other things. That has always been my belief. We have grown to be the largest sound production company in West Africa. We must be doing something right in spite of the difficulties I had when I started out...*” As a summary, Pete’s styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where, hindering factors are seen to have insignificant effects.

4.6: Zisu

When asked to describe himself in relation to the work he does, Zisu said, “*My name is Zisu, born in Cinnamon, had my OND and HND, in 199X finished uni. First worked with my late dad as marketing officer, promoted to deputy director in the company, later it was an industry... My dad was an industrialist, he trained me, I learnt a lot from him.*” Zisu’s descriptions of connections to his work suggested that an important part of his interest in entrepreneurship was his heritage from his father. He used the experience of working with his father as the stepping-stone, that lead up to the acquisition of his preferred occupational choice. “*I left my dad and I came to Abuja to start my own business, the---, which I was doing, that was err, ten years ago when the environment was very conducive for business; businesses were booming, things were sincere and very straight forward.*”

Factors that enabled his connections were, gradual awareness of shifts and changes in the business environment, flexibility and freedom in his work schedule, long standing arrangements with employees and development of new skills in response to work demands. First Zisu elaborated that, “*I was into contracts I was building for the government that's what I was doing, and later when the government contracts were not forthcoming. Government were not fulfilling their promises; I had several incidents, I got loans from banks, (to finance contracts) before I was paid was three to four years. I got into debt, got the banks to write off the debts; I have to beg the banks to write off all the debts, got into property. Run a consultancy, not directly involved. Run a few companies: a farm with a small industry and an insurance company. Went to London UK and got some business partners.... It's easier, and I just wanted to do something that won't involve government. I'm still in property; one thing is that I build and sell... ”* These set of response pathways revealed he had two types of connection to the work: a positive one by embracing becoming self-employed and the way of viewing and seeing things that it entails; incidents of the failures and successes, as well as a negative one rejecting a certain type of client. Using his ability to recognise the difference between easy clients and risky clients in the marketplace, he kept his resilience alive and refined his approach to blunt the negativity of threats to organisational survival, as the self-vision that drives his work.

Zisu described his work experiences with a wide range of connections to his work roles mobilised and diffused through a multiplicity of business ventures and projects. Hence, the ways that such virtues worked for him, and served a purpose for him within the way he manages all the business setups were examined as helpful factors. He noted that “*it's very interesting, if I don't have a meeting I can sleep all day. I stay at home and at times I come in after lunch. So nothing like, Ah! My boss is waiting for me. Ah I have to beat the time to go into the office. Anytime I feel like I can come in but if I have a meeting I can come in by six o'clock in the morning. But if I don't have a meeting, I always, ..., every morning I always make calls to schedule my meetings. But at times it works at times it doesn't work. I don't have a set schedule; the problem is that you may have like four or five meetings in a day and you end up having one because you can go and stay in somebody's office for six/seven hours and he doesn't care. And err, .. so if you need that job, definitely, you have to wait.”* Showing that he is patient with his clients and does not give up easily, this was interpreted here as the virtues of enterprise, openness to trying new things, and resilience. He also

mentions intuitive and pragmatic self-scheduling, recognising that the flexibility had to work both ways and it was not always easy to accomplish – it was chaotic at times.

Regarding Zisu's formation of relationship with employees he asserted that, “*I have a few staff; I have been with them for a long time, we work together as a team. I just go and..., what makes it easier is that I source for the business and they go and complete it. So it makes it easier and more straight forward for me*”. Zisu gives the foundation for his management activities as the individual who provides the projects. He is flexible in his perspective; sees himself as employer, owner-manager and team player. Though there is lacking the emotional connection that expresses whether the work is one that he loves performing, his tone exhibits features of stability in his management approach. This stability comes from understanding the manner of this particular manager-employee relationship in terms of the division of responsibility that is characteristic of the experiences. In the next section his responses to the challenges to the stability of the work environment are focussed upon.

When Zisu's responses to work challenges were examined, the challenges that Zisu acknowledged ranged from accounting to staffing needs and the overall business environment. He says that, “*I have few challenges; because in all my businesses I used to have a very brilliant accountant and he left me. As soon as he left, things are not easy for me to .. I find it difficult to balance my accounts and you know you have to trust somebody these days, (to entrust them) to do that. So the challenges are.., I'm facing it but its not easy because I have to go to the bank myself. I have to do reconciliation. I have to call the auditors; I have to engage a private auditor. Today it costs me a lot of money and so these are the challenges but I'm getting ... adjusting small, small, and err, I'm looking for an accountant if possible.*” As he operates with employees sourced from the Nigerian labour market, he realised that he faced some issues as an employer; he noted the challenge of retaining individuals with professional capabilities, who are also trustworthy.

He made adverse remarks about the work ethic of Nigerian workers in general saying, “*You see the problem with Nigerian workers is number one; it's only few of them that really want to work. Some, they really want to work. Some of them are very, very lazy; they are just seeking after the money.*” For him, it is about continuity – finding other ways to keep the staff employment relationship. So in trying to prolong the relationship, he developed time-based productive management practices, which were used to maintain his relationship with

current and former staff members, and gives this combination of staff effort the recognition it deserves. His promotion of teamwork gains further significance for him – awareness that he needs their help. He says, “*But I have a few staff. Actually, with this economic crisis and what is going on, I have laid off some. I used to have about twelve to fifteen workers here, now I have only five workers now. I have laid off ten. So some of them I invite them on contract and then I always get the best out of them when I bring them back. I give them work on contract, when they finish they just go*”. According to Zisu, the economic situation provoked a creative response from him; he severed relationships with some staff and imposed some staff planning changes. This lessened the financial ties but still provided the space to support former employees on a contract-to-contract basis to ease their own burden of unemployment. According to him, because of their appreciation of this opportunity for work, he is guaranteed their best performances. Yet even with these challenges he still made it seem that it was all worth it; the personal, organisational and occupational identification weathered the self-description, work structures and challenge balance.

Regarding the business environment, he commented that: “*I have to go with the environment because honestly, you can't change the environment; because you can see now its like anything you are doing on the Internet you have to be very, very, careful because of scammers, anything you are doing in the office, you have to do it very quietly because of fraudsters; you may have some body coming in getting hold of all your documents and clients you're working with*”. However, he still did not indicate that he was enjoying his work due to a lack of emotional intense statements. It was really a kind of tolerance or accommodation of the challenges to the stability of work life, which according to him; he would accommodate the challenges for a self-imposed time limit after which he would consider other work options and forging new work identities.

He noted that, “*People, they will tell you to come by nine o'clock but they will see you at twelve o'clock. So that's another thing. Then we have the issue of light. Like now we want to type something, we have to on the generator, the expenses incurred is very, very high. So these are the challenges I'm having right now. But these challenges don't bring discouragement, I'm used to it. I will continue doing it. The only thing is that there's a time limit, when I'm seventy or sixty something I need to start thinking of retiring and just concentrate on my properties.*” The use of considerable patience to wait for clients’ attention,

to deliberations on situational challenges and the future reflect his search for current and new actions to maintain his stance, his occupational position and identification. He demonstrates having a consistent view of his connections disregarding the risks.

In sum, Zisu's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

4.7 Summary

Considering that workplace experiences of the individuals were different, each individual was represented separately in case studies. The attempt at unifying the key factors for engaging is reported in Table 4.1 below.

Self-employed individual	Helpful factors	Hindering factors	Summation of the effects of helpful factors and hindering factors
Bobo	Perceptions of relevant resource needs as possible commercial opportunities, formal training (and skill development) and intelligent-gathering effort (required for success).	Preference for a structured work environment, formal interactions with employees and unfavourable image of the one-man business organisation.	Bobo's styling of his role performances can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are also seen to have significant effects.
Chris	Perceptions of opportunities for combining family life and work life, formal training (and skill development) and uncertainty regarding types of work tasks.	Realisation of unfavourable changes that come with her work, taking responsibility for the payment aspect of her role and time being against her.	Same
Wiwa	Formal qualifications as an engineer, his recruitment strategy and intelligent-gathering effort through collaboration with other experts.	Perceptions of stressful interactions with clients, tensions in the relationship with his business partners and the Nigerian business environment	Same
Kaka	Formal training (and skill development), creative use of her mixed ethnicity, caring interactions with employees and her clients, personal presence (physically, cognitively and emotionally) and coherence between her work life and her social life.	Disregarded hindering factors	Kaka's styling of her role performances can be interpreted as being driven by helpful factors that are seen to have significant effects, and hindering factors are seen to have insignificant effects.
Pete	Formal (and informal) introduction to the industry, training and working alongside his staff, strong personal and emotional attachments and valuing personal relationships	Disregarded hindering factors	Same

	with clients.		
Zisu	Gradual awareness of shifts and changes in the business environment, flexibility and freedom in his work schedule, long standing arrangements with employees and development of new skills in response to work demands.	Disregarded hindering factors	Same

Table 4.1: Similarities and differences among the self-employed

In terms of similarities, Bobo, Chris and Wiwa's descriptions of connections to work suggests a way of connecting with work in which he/she revealed the important barriers directly related to their preferred work style.

Each of these effects is shared by this half of the group. For these individuals, it was not all positive - helpful factors. It was observed that they were attached to a sense of self, and to the particular way of viewing expectations and doing work-related tasks that it (this sense of self) entailed; it can mean that they question their definitive relationship to the particular challenging need of the work. Bobo, Chris and Wiwa had similar interaction profiles of the ways they took a basic entrepreneurial idea and developed it by putting something of their selves in it. But as some of these judgments and feelings go forward some are perceived as contributory factors to overall negative feelings and thoughts that foreshadow some aspects of disconnection.

On the other hand, Kaka, Pete and Zisu had similar interaction profiles. Contrary to the first three cases, their meaningful use of their identification did not stop at the way for shaping the possibility for influencing work processes. As these judgment and feelings go forward they are perceived as contributory factors to an overall pathway of drawing on a personal capacity to overcome the setbacks or an approach of a preparedness to maintain a positive stance in the face of all challenges.

Chapter Five: Personal and situational experiences associated with the clergies

This chapter presents the descriptions of clergies' constructions of personal connections to work experiences, as identification and potential acts of engaging. The clergy group included three protestant pastors and two Catholic reverend sisters. The pastors were married, mostly qualified at degree level and a masters level, aged between 36 and 55 years and had six to eight years tenure in their respective organisation. The sisters were unmarried; their age range was over 65 and 25-35 years, qualified at degree and masters level with four years tenure each. This presentation for the clergies involved five individuals, Abu, Baba, Leah, Levi and Sisi.

5.1: Abu

When asked to describe himself in relation to the work he does, Abu said, "*My name is Abu, I'm a pastor, I'm married with two kids and I'm happy.*" The helpful factors related to his experience of the role were Abu's belief that he yielded to a call from God, perceptions of the relationship as an emotional pleasure, risk-taking opportunities (risk-taking for this description as the degree of investment is related to personal beliefs, knowledge and positive feelings towards their work and their role within it), formal training (and skill development) and performance style targets.

Abu highlighted the importance of the calling not being a choice that one makes with the statements that, "*for me, pastoring is a call rather than just something you choose to. You know, I like how one of my mentors great Kenneth Higgins used to say that a need cannot give birth to a call. So that you see a need does not mean u just .. okay that need is there, these people do not have a pastor as it were or you want to help then you step in and say okay I assign to it myself. Its not something assigned to you. It's a call, it's a personal conviction; something you are convinced in your heart God wants you to do. And if you look through scripture that's how its been. God calls people to do what He wants them to do. So basically that's how it is for me. I got saved and while just minding my own business, you know, following what God will have me do you know, just being there in church and all of that came the call and what I simply did was accept the call, yield to it and its been almost 20 years now, past 20 years now.*" These statements were interpreted as his understanding that God had specifically called him to the work, providing Abu with a self-concept from which

he can carry out this work; especially, God's ability to invoke a relationship and strong emotions for work, which is enjoyed and honoured simply because it is the work that the individual loves. Abu affirmed his perception of his role as an emotional pleasure saying, "*Whatever you enjoy doing, you hold onto it. A pleasure, an honour doing what God called me to do.*"

Regarding his parishioners, He "*talks to them about believing in God's ability to work through you, to pass healing to other people, and the other part that works alongside is you being able to listen to your heart and know what God would have you do to every particular case*". He risks trying to be the channel to get God's message across to his parishioner and says that this risk taking is rewarded by "*response after the meeting, when people come up to me and said – thank you so much I learnt so much today. I never saw it from that perspective and its made me a better person. Its such a new thing in your talking with us today and that for me is fulfilment. Its something in my heart and its for me to communicate it to people to understand it and see where its coming from. Its just like school and you have your learning objectives and that's what you've set out for that day and if you don't meet that objective then, its not a well deserved lesson or whatever. So for me it's the feedback from the people that matters.*" This is why other benefits that come along began to gain more significance for him.

For Abu the benefits of this risk taking were revealed as the opportunity of "*transforming people; what's their response? I'm training as an instructor in the bible school achieving the benchmark to qualify as an instructor, actually learning more to reach out to people, being a blessing to people in a church community.*" Hence this is where he finds the will to continue to take the risks. But he believe that opportunities "*to influence, people project to you, people look up to you*" do not come much greater than this because according to Abu, "*if you can't influence people, you can't change people*". But it is not about targets in numbers for him. He highlights that "*everyone loves growth, everybody should be interested in growth, but then there's that thin line under. You put yourself under so much pressure when all you are all thinking about is numbers, numbers, numbers! Its not about how many people you know, its about how much those ones available to you are actually able to take away from God's word and apply it to their everyday life. So the crowd is good, everybody loves to sit down there and then see a fantastic large crowd. But then you see as Pastor Weller would*

always say, you should be ready to preach your heart out to two people as well as a thousand people." Among the different criteria for successful performances: competence, average number of the crowd pulled, growth of this record and so on, Abu identified that performance has quantification but also need supporting qualification as the deeper feature that he focused more attention on.

Abu also outlined practical ways by which he prepared for his workdays and specifically commented on the building upon successes that occurred. He reflects by asking himself the following questions regarding his successful performances in his primary pastoral as well as his secondary teaching job: "*If I didn't know the things I know on the God perspective on things how would I have been able to do this better? I also say to myself if I didn't know what I know as a teacher, perhaps it might affect my ability to deliver what's boiling in my heart. As a teacher you need to look at planning, content delivery.*" Therefore, he integrated preparation into implementation in tandem with knowledge transfer and discovery of the learning accompanying them to gain success. Abu was able to actively draw on his store of background knowledge, affirmed in this reflection on his alternating use of knowledge transfer from his pastoral activities to his teaching activities and vice versa.

Abu prioritised the specific influence of maintaining the frequency or intensity of concentrating on work tasks, which was relevant to how he experiences the work. He stresses, "*Learning to listen to your heart, impression in your heart to pray and you really want to watch football, sometimes some pleasures have had to give way.*" Regarding this approach to his work performance, he figured out that, "*I have a master to please. I have a God that I'm looking at to say to me well done. So every sacrifice we make He rewards that... I have had tempting situations and time pressures, sometimes you give away or give up certain things, people are in need... several things that are not the usual. It just comes up and here you are. What do you do? Give yourself up to prayer and learning; you've got to that part where you've got to realign things.*" Through managing and coordinating a fusion of suitable and multiple demands that he placed high premiums on Abu secured increased self-expressions and greater security for bringing forth more productive performances through a problem-solving or action-orientated response, as required by the nature of the job and due to his own understanding of it.

Abu said that “*the ultimate factor is what’s in your heart, it’s not about the opportunities... lots of times I look forward to it. The bulk of the time but sometimes your body just don’t want to go where makes sense.* Abu confirmed that he does not mind these pressures; in fact he likes it because “*The vision of the church fits the vision in my heart. I have a vision and I find a church that subscribes to it...*” He has had a realisation and is confident in his judgement that this is; “*what you are cut out for, other plans could evolve down the road. For me right now, I’m working at expected standard. I’m happy where I am, being able to figure out between me and God what he wants me to do and be able to do it as he wants you to do it*”. Here, he broadened his understanding of the helpful factors by indicating the he is developing an in-group identity with the church.

Abu’s statement that, “*Doing the work of a pastor is a life that has to do with you and people. I keep saying ministry is all about people. You can be a pastor without sheep. It is a shepherd with sheep. So it is working with people. With my general overseer, it has been fun. Of course you will always have your challenges dealing with people. I think the greatest thing is to be able to look at... you need to look inward and find wisdom in dealing with people. Every individual that you work with, that you speak with. So for me sometimes you have challenges where they want things done in a certain way. It is not exactly how you want it done but that’s where submission comes in.*” Uses this in-group identification. Alongside finding the intellectual angle from which to understand the people around him, Abu highlighted first, practical ways that enhanced his ability to recognise the communications and behaviour that build interpersonal relationships. His view of submission can be understood as trying to gain a greater understand of the other person’s insights or concerns, which is necessary to develop and maintain cooperation, instead of allowing difference of opinions to introduce conflict.

He also demonstrated awareness that the potential of this method included strengthening the relations over time, but also brings the resolutions to difficulties in human relationships and argued that the idea of trust as a personal quality was involved. As Abu elaborated, “*people have different ideas about trust. People say, be careful who you trust. I don’t really subscribe to that. I trust people. If I meet you for the first time I take you for who you are. People say no that’s with a pinch of salt. That’s people’s personal opinion. I trust people because I know that when you trust people you can get the best out of them. On the other hand, you should also know that trusting people can hurt you. But I always say, see only God can mend the*

hurts in a man's heart. If I step out with trusting you and you hurt me, I go back to factory and God will mend my heart. God always trusts us so why can't we trust... ” As such Abu draws inspiration from God for the tendency to trust his colleagues and other people that he came in contact with in the course of his work. It reflected his appetite for building interpersonal relationships and trust.

As a summary, Abu's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, and hindering factors are seen to have insignificant effects.

5.2: Baba

When asked to describe himself in relation to the work he does, Baba said, “*I was ordained a pastor two and a half years ago. Prior to that, I was a deacon. I co-started the parish. Our custom is to keep multiplying ourselves. The vision is to start up parishes five minutes from each other* ”. Setting the course for Baba was the meeting of a bishop when he was young; wanting to be like the bishop was the feature that had meaning for him in that incident. Therefore, the experience captivated him and aroused the attention that he subsequently paid to pastoral work.

He said: “*It dated back to when I was young, probably seven years old; something happened, my grandfather had something to do in the church. And I saw the bishop of our local Anglican church with the regalia. And at age seven I thought I would like to be like this man. So when we got back home I started singing and telling everybody that I was going to be like the old bishop. So and when I went back to school you know, they taught us a song about being a reverend or about being a servant of God. So I started looking at it that way. And then that's how the whole thing started.* ” For Baba, the combined effects of desire invoked by the bishop and by learning from the teachings of his schoolteachers came together to arouse a passion for the things of God within him, the spiritual energy to work for God originated and continued to develop.

The helpful factors related to his experience of the role were Baba's belief that he yielded to a call from God, passion, interest in human beings, family relationship with his parishioners,

risk-taking opportunities, formal training (and skill development) and performance style targets.

He elaborated that: “*It’s not at all about the money for me. It’s about the passion. It’s a passion for me, you can’t buy passion with money*”. He indicated that he is not worried about money; he just wants to work, by saying “*that’s what I always wanted to do. So when we were in England we had an enabling environment in ‘Messiah house’, which gave me the opportunity to exercise God’s given gifts and abilities. So I joined the work force in 199X, so I was actively involved with the church and then I found out that I kept having passion and passion for the things of God and the pastor felt that it would be a very good step to ordain you as a deacon in 200X. So with seven others from our local parish we were ordained as deacons and ten years later ordained as assistant pastor. I was ordained as a pastor two and a half years ago*”. Hence, he did not just learn about God he connected strongly to the work; passion was interpreted here as his strong liking of it – advocating an identification, encouraging him to go in deeper to become a pastor constituting a definition of himself.

While Baba’s connection with his pastoral work was a desire developed in childhood and throughout his youth, Baba drew his approach to work directly from the Bible; Baba noted that the idea of praying for people is a risk that is naturally a further test of skill and stamina.

He says, “*people are looking for results. You can see people watching you. Human beings are interesting when you work with them. If you are not careful,....*” Baba highlighted the importance of being in control here, because of the ways in which his activities might be shaped by fitting into the mould of other people’s expectations. “*I’m excited and fulfilled coming here. I’m here for the people and I’m here for the passion. There’s an unusual speed in this place, we’re barely two and a half years old*”. Baba outlines practical ways that enhanced his ability to recognise the communications and behaviour that build interpersonal relationships with people, and with a growing population of parishioners, these results, which he described as progress at “an unusual speed,” contribute to growth but it also means that his job gets hectic and he finds himself needing to go back to the “*instructive will of God that the holy spirit translates to you*” again and again to ensure the speed of growth that may of his parishioners believed in as the wave for the future was safe. In his own words, “*carry them along, they must know that you are not using them; we are all called.*” Baba generalised his understanding of the notion of being called to serve God to include his parishioners. This

reflected his appetite for developing an in-group identity with the congregation as a whole and emphasised his focus on building a more family-like relationship between himself and people in the work environment.

He laid out the aspects of himself that he draws upon saying; “*things of God are not gauged by time or weighted by age. I can see that a better plan or a better place that God was leading me through. I have my circular business that I run, someone is there watching over it. I have passion for the business and passion for this*”. Regarding colleagues, “*you must understand the people you work with*” he believed in establishing a way of maintaining localised meanings of relationships developed and maintained as important. Regarding his parishioners he stated that he would accept another job in the organisation if it involves working with people and goes further to say that, “*If I wasn’t a pastor I would probably be a politician because it revolves around people*”. He says this about his parish of about two hundred people “*We are a family, that’s what church is all about. I know each personally.*” His other self-appraisal was that “*I’m approachable and I have feelings for people, I feel what they feel.*” On the other hand, Baba acknowledged being informed by his parishioners that he needed to subdue some of his instantaneous response of wanting to help and listen more. He says, “*people say that I’m not a good listener..*”. This indicated to him that his parishioners wished him to sometimes take a less active role. So his strong urge for self-expression in his role can be gleaned from these experiences that Baba had to deal with but he acknowledged that he was more efficient when he listens to his parishioners and allowed them to dictate what they needed from him as needs vary from individual to individual. In contrast to the previous situation, in his interactions here he recognised that he needs to be comfortable with not being in control.

Baba was able to actively draw on his store of background knowledge, affirmed in this reflection on his alternating use of knowledge transfer from his pastoral activities to mitigate his challenges. He concluded saying, “*I’m fulfilled. I don’t plan to leave. I can say that sincerely.*” Hence the net effect was the strong commitment of his future to the church organisation. It signified that he also made a discovery that his reflections should not merely rest on his results or successes. It must also be an occasion for renewal of ideas and for the reinforcement of the learning gained from work experiences.

A summary is that Baba's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

5.3: Leah

When asked to describe herself in relation to the work she does, Leah said, "*I'm Leah, I hail from Marigold State; I'm Tulip by tribe. I'm a sister of Our Lady of Eve, Jos, Nigeria. I went through my studies up to degree level. It was after degree level I started aspiring here*". Leah's stated that, "*It was not something I desired from the very beginning and that's why we religious always have a story to tell. Any religious always has a story to tell. Some, their story began from when they were little kids, some along the line. Mine I would say came as a late vocation; that's how we put it because it came while I was in university.*"

"And it happened like this: I don't know if I can narrate the story? After my diploma, during my diploma I was developing this problem with my heart sort of and I didn't know where it was leading me to. When I went to hospital I was told it was not a hospital case. So I went to Star that's where I stay, my parents, my brothers, my siblings introduced me to this ministry, it's a catholic ministry in Star, but its not separate from the church. On Sunday they go to church." As the starting point for her decision to become a reverend sister, Leah talked about the way this desire was pursued that led to her passion for working for God becoming a part of her life system.

The helpful factors related to her experience of the role were; Leah's aspirations to join the ministry, belief that she yielded to a call from God, passion, community relationship with her colleagues, risk-taking opportunities, formal training (and skill development) and performance style targets.

Particularly, statements such as "*So through this man God used the man in the ministry, he's a married man and with children. He used the man in the ministry to help me in my healing. While the healing was going on I discovered I wanted something better than that healing, closer to God, desire for God, desire to work for God started coming in and I loved the lifestyle that they were living in that ministry; they were living a family, there was a close kind of life, everybody loved everybody. Everything was for everybody...*" showed that her

initial connection was a valued reaction to life circumstances. Then the activities that followed reveal the parts that each of the assembled helpful factors played and the definitive outcomes (passion, formal training and performance targets).

Leah goes on to narrate how she trusted her judgement even when her family were not supportive, in the following statements: “*I desired that kind of life but it was not possible for me to remain in the ministry like that. Since it was not something that was internationally recognised or even nationally recognised, it was objected that I should even continue working there because I was there from the year 2000 up to 2005, 2006.*” Leah’s family had been okay with her living within this environment until she finished her degree. After which, it was necessary for her to select a course of action. She described that she was driven to select remaining in ministry in the following way: “*I finished my schooling in 2006 so it became like a problem for some members of my family that even I shouldn’t continue working there. But me I knew what God was doing for me in my own life and I couldn’t just... I didn’t even imagine myself just cutting off like that*”. For this reason, to get a better understanding of the decision to be made, she took decisive steps to seek advice from the spiritual director.

Leah wanted to reach for something higher, she obtained new information to reshape the outcomes as she narrated that, “*So when I discussed it with the spiritual director.... He advised me to make my search... he advised me that there are different kinds of vocation; some are called to the married life, some are called to the single life and some are called to the religious life...the single life I have never thought of that. The married life; I didn’t want somebody to restrict me in spiritual matters and that’s why I was always... and that’s why it pained me when my parents and some of my brothers and sisters were telling me they didn’t want me, they didn’t like me... it was a situation of I didn’t want, I didn’t want somebody interfering with my relationship with God and that’s why I didn’t opt for married life.*” This reasoning was made in response to the interference of her family at the start of her decision-making as evidenced in the details above. In the context of family relations, it appeared familial support held much meaning for Leah and needing freedom to grow, she wanted to avoid future conflicts. However, it supports acting consistently in one’s self-expressions, which unleashed a mental representation in Leah’s mind that controlled her decisions – a “preferred self” based on identification with the spiritual aspect of reciprocal giving.

While the decision was firmly grounded in her understanding that God had acted in her life, Leah's contact with the catholic sisters and the spiritual director initiated her relationship to missionary work. This was stated in her reaction that; *Then I said okay let me go and search. Because religious life you have to search which congregation because... so you don't end up being in a congregation in which you are not happy. And that's how I find myself in with the Sisters of Moon and Stars. I started aspiring with the sisters in 2007, professed as a sister in 2012 after four to fives years of formation.*" But even here, this should not be understood that the workplaces are perfect or that she could successfully carry out every possible type of vocation.

Missionary vocations still exhibited features of distinction; Leah looked at her options and found that being in the spiritual life would mean more to her; she explained this about being a religious; it means that '*you are married to Christ; Christ becomes our spouse and that is why we take our vows, we vow to live for Jesus.*' She added that the core value of her mission is "*generous and spontaneous service; that is wherever, there is a need I'm to come up and put in my contribution.*" She elaborated that: "*we are of the active order, there are those who are contemplative they just stay in the monastery, they don't interact with people. They just pray, we interact with people and go back to the convent*". Leah distinguishes between her fit into the religious community and those of an alternative group as an example of in-group and out-group identification.

Leah using the phrase that it is "*not without persecution*" elaborated the nature of risk-taking in traditional missionary work and maintaining positive relationships (or closeness) with people. As a way of working, the coming together of the physical and spiritual aspects of the missionary work is not easily integrated; growth opportunities create the most demanding work tasks. Beneficial relationships between colleagues as well as "*a life of prayer, sacrifice, and good communion with God*" were inferred to explain her missionary work styles. Leah confirmed that "*I've had to let go of my will, my own plans because I had plans; there were things I want to do but because Jesus has called me and it is he who rewards us, I 've had to let go all the plans I had before now, so all my plans*". This indicates she also had to say it that the decision made was hard for her; but she needed to identify with it as a calling from God and in later details that follow, find out her strengths and weaknesses, and find the discipline to continue to act on this identification.

Leah drew upon the vision locked into the kind of work life concept formation that she was experiencing; she pinpointed this about the support of the missionary community “*because we go through four years of training, there’s nothing that is hidden from you. Even before training you visit the sisters and when you are training, you are now living with them to study the life so nothing is hidden from you and then we have courses that we do in the course of our term, training; courses on prayer, course on human development, on psychology, on the church, the history of the church. So we do a lot of course, an all-round course so that it won’t be that Oh I didn’t know this! And then you are taken aback. All the things I’m experiencing now are things that were taught to us so it’s just... okay this is what was taught; how do I handle myself? How do I cope? But there’s nothing that’s taken me aback. The ministry gave me a lot of training that I’m holding on to because I’m not cut off from them by coming here*

 (her work as a religious studies teacher); *it does not cut me off from the ministry.*” Her self-expressions can be gleaned from these convictions that Leah has communicated. As a strong feature of developing into the missionary profession the benefit of this according to Leah is that you get to mature in the work because “*you can’t give what you don’t have*” and this also presupposes that through this path you learn about your reaction to any less visible aspects incrementally through your experiences. This indicates that she developed an in-group identity with the sisters in her ministry.

However, Leah drew upon the importance attached to making sacrifices to positively evaluate the created challenges. As succinctly put by Leah: “*It’s a sacrifice. Anything that you do that doesn’t involve sacrifice... anything you are doing, anything you do for God you need to feel the pinch of it; that’s where your reward is and that’s what makes it a sacrifice because if you are giving up something and you don’t feel anything about it, its not a sacrifice. So if I’m giving up something and I feel the pinch of it and I say Lord, I’m feeling the pinch of this but I’m still giving it up to you because I love you. Then its acceptable to God... I’m a human being trying to live a life of God itself is very challenging, being a religious does not mean that I become an angel. I’m still a human person.*” It appeared to signify a way in which she reconciles the tensions of the work and her aspirations to be a nun. Having this understanding gives deeper meanings to her decision to remain in this occupation based on her experiences of some of the challenges.

She also elaborated that, “*it’s that human being that was picked from amongst other human beings that was brought to the convent. I’m a human person; that’s a challenge on its own. I’m living in community that’s another challenge because here I am, here you are living with people from other states, other tribes with their own cultures and backgrounds, it’s a challenge on its own because you get to understand that person and then live with that person maybe one year, two years, five years, you’re taken to another community to study those persons all together again and you have to live (in) else it would be as if you’re not a community person and when you discover that you’re not a community person, you’ll be asked to change direction, go somewhere else perhaps the religious life is not for you because in addition to our vows, you must be able to live in community with other sisters. So that’s part of the challenge.*” In sum, Leah’s styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, and hindering factors are seen to have insignificant effects.

5.4: Levi

On his part, Levi asked God to choose for him. Levi described himself as follows: “*... I’m from XY state I went to school like any normal person, primary school, secondary school, on to university and by the grace of God I before I was even 21 I was a graduate and I worked. I taught in a school a secondary school for about 2 years, 3 years and I was doing a master program I finished and I said I don’t want to teach again I want to do something good for myself I came to Lagos I graduated in 1986 and I came to Lagos in 1991 I came in 1990 first, then in 91 I came to stay to start work. I started doing business on my own and each time I wanted to go and do work something ah would tell me why are you going to (look for) work when you are working for yourself it’s better you work for yourself that was how the spiritual part came in because I decided to ask God what do you want me to do?*” Levi later affirmed that what the pastoral work had to offer fitted what he needed. The description of the experiences of the work structures by Levi showed the different ways that he understood what he clings onto to achieve unfolding personal capabilities in this sphere of work, which were held together by different aspects of his past work experiences.

The helpful factors related to his experience of the role were Levi’s belief that he received a call from God, the church organisation’s structure, and his relationship with God, risk-taking

opportunities, formal training (and skill development) and a conviction that he will develop his own ministry in future.

For instance, the following quotations illustrates Levi accepting giving up his personal desires for his calling, “*I was told that I would work for God but I didn't quite like the idea because I felt men of god suffer a lot and that they were not rich that is the truth I wanted to be rich I said I want to make money, maybe because of my background or maybe because of where I went to school I went I graduated from the university of Nigeria and the average Igbo man likes money and wants to be comfortable and very comfortable as much as possible so I wanted to be comfortable as well and when they said you will work for God I would hiss any time I hear you will work for God in fact I sometimes I feel I shouldn't even go to church but because I was brought up in the Christian way in a Christian home I had to be going to church.*” None of this was entirely negative for Levi because by way of putting in the time and effort into the practices accompanying the work that he held onto, he still manifested the other core attributes of strong identification through the push and pull of incentives.

For Levi, it was not his personal preference but a life history influenced one. A major reason, which was partly personal, was that in order to shake off his inability to succeed in the other goals that he tried to pursue, and partly spiritual; he asked God to select a particular occupation for him. Another potential important source of influence Levi revealed was his questioning of his life history: “*Why is my own different? I left school I wanted to be like every other young man I wanted to make money, I wanted to live well, that was when God started talking to me that look I have called you to work for me you cannot work for any other person. You will work for me first if at all you will work for somebody you will work for me first so that is how it has been and I decided to start working for God*”. So after completing a lamenting of his previous experiences, he had a resignation to take on the will of God for him. These experiences showed that his initial connection to a missionary orientation was a valued reaction to life circumstances. Yet it was also accompanied by his achievement of a high sense of self-resolution that provided Levi with self-concept clarity from which he can carry out this work; in his thinking, he had figured out that God called him to do his work.

On his part, to evaluate his workplace experiences Levi drew upon the orderly activity programmes locked into the kind of work life concept formation that he was experiencing.

Levi linked his thinking on the church structure and his understanding of it, to his interest in this role and noted that: “*The Sedeerod church of God has you know they have a good, a very good structure, administrative structure that caters for from the parish level. You have after the parish level, you have the area level, you go to the provincial level, you go to the regional and you go to the top. The area too has a programme from here they will draw up their own programmes how they will do their vigils how they will talk to their pastors or pastors' vigil, ministers' vigil how they will train them and all those things. The bible colleges they have their own programme so the pastor has in Sedeerod they have a programme you don't do things anyhow.*” Regarding the scheduled programmes Levi revealed that, “*At the beginning of the year we have a work plan, on monthly basis we have a roster all the church activities for instance I can just show you one, think I have one here this is 2014 you can see, this is national timetable. They have everything you can see the dates they don't change dates much. They sit down and plan, and pray, and plan these things, so they like the Holy Ghost service is fixed; first-first Friday of every month is Holy Ghost service is fixed the - communion service Thursday of every- first Thursday of every month at the camp then the local parishes they do first Sunday all those things they're fixed then this is national. The parish priests also have a specific and well-organised role that they have to play outside the normal things that a pastor does – shepherding the sheep*”. Here, Levi outlined how Sedeerod church employed their structured approach to represent the order for conducting parish activities and Levi used words like ‘monthly basis’, fixed dates and contents and ‘well-organised’ to convey the seriousness with which the structure is adhered to and on the importance of the mental processes expected of the pastors. His admiration of this approach from the beginning can also be gleaned from his use of the qualification ‘a very good’ structure.

For Levi, the church also provided role clarification and rules to be obeyed which he expressed as “*they tell you this is what you should do, this is n-not what you should do. For instance you are t-to go there organize the people make sure the service is full when they are supposed to go c-connect with the headquarters your immediate er- head that is the area pastor and find out what you should do. Those ones will connect with the province er like that they will- the information will come down at any point in time, you should be connected to know what is - you should be in touch. Then taking care of the- the people as much as possible meeting their needs that's what you should do, what you shouldn't do don't go near money*” So pastors also have set limits in their allocated roles related to the practical

treatment of monetary returns. Consequently through the experiences of structured support and training activities contained in the set of beliefs and ideas from the church organisation, the work concept advocated by the church become internalised in Levi's work identity.

Also, Levi outlined the reasons to let go of some pleasures. He noted that by being a pastor he had, "*No social life, there are certain places we can't go by the nature of the work we do and by discipline if you need to follow. For instance we are not supposed to attend parties. There are loud parties you are not supposed to go, there are some parties or gatherings - let me not say parties, parties you should not go; gatherings you can go there and minister, you can go there and bless the people, but when you stay awake in the night partying, drinking beer enjoying doing we call it enjoyment, mmmmmm (no, no, no)---, the pastor is not supposed to go there*". In stressing the difference between acceptable and unacceptable behaviour and the places that he is allowed to go by highlighting a distinction between parties where ones socialises and gatherings where one goes to bless and preach to people. He highlights such clear-cut distinctions that are held together by reasoning in practical ways that enhance his capabilities to be a minister. He was trained to accept and internalise not caring for a social life through ways in which he talked about the drinking problems associated with night parties.

In summary, as a pastor, he says, "*the job for now I have an inner satisfaction. Let me say job satisfaction because I'm in where God wants me to be*". Strong identification with work referred to the willingness to sacrifice. Levi demarcates between his satisfaction and fulfilment by his work and those of others not in God's calling he elaborated that; "*anybody that is in God's calling or doing the will of God will always be satisfied with the job unless those that God has not called or unless those that are not yet broken and they are greedy yes. I am sorry to say that a lot of (us folk) could be greedy, they still want to get out then there are some people that are not called but for one reason or the other they found themselves in the ministry so such people you see in the bible Christ said they are like the Pharisees and Sadducees they are the those are people if you some of them are there for the money some are there for one reason or the other they are just there they may not say it is fulfilling but for me God speaks to me, by special grace once in a while, so I am not yet out of his I am still in line*"

However he is going through this in the full knowledge that he is expecting to move on to a different role, which is also what drives him; he states “*I want to tell you that in Sedeemed I say their structure is just fine, God instructed me to come to Sedeemed actually, you know, when he was speaking to me, said you will go I will tell you where you should go. He told me to come to Sedeemed and I asked Him why? He said He wants me to understudy what is going on in Sedeemed; that when the time comes, He will take me away and I will go and start a ministry*”. From these statements, one factor is vital; he sees the organisational role as fulfilling a part of his overall work plan needs, Levi has clear goals seriously threatening his continuation in his current role, but he will also be carrying out a purpose of the calling from God in his future role.

As a summary, Levi’s styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, but hindering factors are seen to have insignificant effects.

5.5: Sisi

Sisi’s introductory statements were; “*I am sister Sisi. I’m a.. erm.. I’m a.. born of the family of Mr A. Adam and Eva Adam.*” Sisi became her spiritual belief-practitioner by acting in consonance with the mentoring of her primary and secondary school teachers. Her statements that: “*I’m an only child of my parents and I grew up as a protestant, in a protestant family, but I went to a catholic school and I became a catholic and it was after that that I became a religious. I mean I had a religious vocation, a call to be a nun from the exemplary lives of the sisters who taught me from primary to secondary school.*” were interpreted as indicating missionary work is a central part of her self-concept.

The helpful factors related to her experience of the role were Sisi’s belief that she received a call from God, desire to be in ministry and in teaching, the church organisation’s structure, familial relationship with her colleagues, risk-taking opportunities, formal training (and skill development) and a desire to give to others.

Sisi conveyed the image of her ability to distinguish something that she was passionate about initially, and this feeling was honed over the years making her ready to embrace every opportunity offered by the church. Sisi noted that, “*all the people who have impressed me*

have been teachers and reverends. I feel that I'm being driven by a passion, a passion that has been with me for many years. It's not desperation for work at all, I come with a lot of spiritual energy; inner energy that spurs me on." Both sources of inspiration increased her desire for self-expressions and greater security for the way that Sisi gauges her involvement, effort, and mindfulness, and how these personal viewpoints evolve by connecting to her work as her passion.

Sisi's attendance of catholic primary and secondary schools presented a window of opportunity to experience the life of catholic nuns that inspired her openness to a call to becoming a nun. In a similar way, Sisi constructed her work identity in this way; "*I see myself as somebody who answered a call many, many, years ago, more or less moving into the unknown. Someone who has a desire and a passion to share what I have in terms of education and training and I took that as my profession...*" Here, she acknowledges that she ventured into an environment, in which she was prepared to face worthy and noble but no less complicated work contents. Sisi acknowledged not knowing what was going to come out of her decision in the end. Hence, going forward she drew on the professional support available from the catholic mission throughout her work life. She noted that she gets her work roles from her superiors. "*My superiors will come and say; we need you elsewhere and we bring another sister here.*" The manner, in which she speaks about the implications of her outlook on the physical and psychological outcomes, be it on progress for herself personally or professionally, Sisi shows some visioning of her mental picture of a supportive organisation.

Sisi reflects that she gets involved with all related activities of her work tasks. Work for her is more like any opportunity to give back to others that calls for a visible show of involvement and strength: "*Now I see myself as also giving, and that's where I get my fulfilment as a religious, that I'm giving what also I have received. And erm..., I think that's what gives me meaning doing what I'm doing now as a religious*". Drawing on the notion of reciprocal giving, she confirms that doing what she is doing now is particularly fulfilling for her. For Sisi, an occupation involving interacting with others seemed to be a natural thing for her since it explained her recurring theme of sharing knowledge and the importance of doing what one enjoyed. She clarified that, "*Then as a teacher, I see that my giving is transforming the lives of children, lives of people, people I come in contact with. I always tell some of the*

young teachers I work with I said if, by the time you leave here after working with me and er... there's no difference to your life, in terms of commitment, in terms of erm..inter...I mean interaction with people, the right interaction with people and all that, so what I mean is.. then, you haven't gained anything. So I always say that to the young ones," She also has to expend initial effort to convince people about the value of some of her ideas outside of her missionary communities. Sisi evaluated the quality of her discoveries from these past experiences and confirmed that with her professional style, using learning from experience, she makes various claims about her contribution to the lives of others.

On a daily basis she has a strict routine that she starts to perform starting at 4am in the morning. She also runs her school and pays regular visits to classrooms based on a teaching plan for the teachers and the timetable for the school. She proclaimed that, "*I have my day...normal day begins with my being a religious so it starts with my prayer life, I wake up every morning by 4 am say my prayers and take my bath, and by quarter to....by quarter to...5 I'm in the chapel for prayers and later for mass that morning so my morning goes on from like let's say quarter to 5 till let's say 7 with prayer. After prayer then you have the mass and then, that's that. Now for me that puts me into the day ... puts me into the day and it helps me. When I say quarter to 5, I come into what is called meditation so I have an hour, a full hour of what is known as meditation. My meditation should be something that should have a kind of practical affecting my life and how my life should be. And every day I'm in touch with God to lead me ... into the day.. and I ..I.. so he affects what I do during the day...*" Sisi describes the practical steps she takes to make a daily commitment to her work, practised as routine preparation, and a motivational source, which then assists to uncover the act of making a deliberate decision to take certain routes consciously or unconsciously within the vision of what she wants to be doing as part of her professional activities.

In her administrator related catholic school leadership, Sisi reflected on the specific administrative challenges she faced: "*Especially at a situation where I have to make sure you know, that we are working according to... our.. you know, our vision and that...when I see a counter vision process, like.. you know I see that quite often in one way or the other.* In a problem-solving oriented action, Sisi tests for compliance with her missionary vision for the school activity system through supervision, dialogue and discussion with the others.

By imbibing a learning approach, she adds another layer of meaning to her personalised style of working, using flexibility in her views of the exceptional nature of her ways of being able to bring together her grounding in her work role knowledge and then using that position to concede to learning from her co-workers. She does so for a number of reasons and states that, “*I also see it that even though I work as er....administrator or as a principal, I need to work with people, and when I work with people, the people I work with should learn from me and I should learn from them. And that all of us, we need each other and as a team, we work as a team, and as a team each person has something to contribute that I don't have.*” Sisi’s description suggests that sometimes her administrative work and relationship with colleagues threatens the missionary vision, as such she must be able to reconcile the different reactions of all relevant stakeholders. Sisi demarcates between her work orientation from the religious point of view and those of others as moving from a position of knowing, to a position of understanding and onto the position of getting precious knowledge from learning from others. It can be said that a particular in-group identity emerges from her interaction with her co-workers. Meanwhile, it enabled her to remain connected to her co-workers as co-learners as well. However, discounting the manager-subordinate divide, she focussed on reinforcing principles that serve the core value of her mission, which is “*faith and simplicity*”. In her management practices, Sisi’s has high regard for work methods that depend on the drawing in every one’s strengths and using them enabled her connections to the work and to others through better relationship formation and maintenance. As a summary, Sisi’s styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors that were seen to have significant effects, where hindering factors were seen to have insignificant effects.

5.6 Summary

A common characteristic accompanying the connections made was that the clergies viewed their connections to work as stemming from the influence of God. As such the character of God and the individual’s acceptance of the personal aspects of the way that God got their attention were important sources of information from which they internalised the requirements of the work or key parts of it that they cling on to.

The perspectives provided by the clergies came from five individuals from two kinds of religious organisations yet, they revealed similar views of their experiences. The attempt at unifying the key factors for engaging is reported in Table 5.1 below.

Clergies	Helpful factors	Hindering factors	Summation of the effects of helpful factors and hindering factors
Abu	Yielded to a call from God, perceptions of the relationship as an emotional pleasure, risk-taking opportunities, formal training (and skill development) and performance style targets.	Disregarded hindering factors	Abu's styling of his role performances can be interpreted as being driven by helpful factors that are seen to have significant effects, and hindering factors are seen to have insignificant effects.
Baba	Yielded to a call from God, passion, interest in human beings, family relationship with his parishioners, risk-taking opportunities, formal training (and skill development) and performance style targets.	Disregarded hindering factors	Same
Leah	Aspirations to join the ministry, believe that she yielded to a call from God, passion, community relationship with her colleagues, risk-taking opportunities, formal training (and skill development) and performance style targets.	Disregarded hindering factors	Same
Levi	Received a call from God, the church organisation's structure, his relationship with God, risk-taking opportunities, formal training (and skill development) and a conviction that he will develop his own ministry in future.	Disregarded hindering factors	Same
Sisi	Received a call from God, desire to be in ministry and in teaching, the church organisation's structure, familial relationship with her colleagues, risk-taking opportunities, formal training (and skill development) and a desire to give to others.	Disregarded hindering factors	Same

Table 5.1: Experience helping or hindering the identification with work of the clergies

These insights are presented as informational effects underlying the experiences in column three of Table 5.1, as: Meaningful use of aspects of one's self to advance benefits and risks that is shared by the whole group and influences the identification practices by motivating them.

Comparisons between self-employed individuals and clergies

When the identification paths of the clergies are compared with the self-employed: the aspect of 'being in God's calling' that coloured the whole identification path.

Chapter Six: Personal and situational experiences associated with the teachers

This chapter presents the description of teachers' construction of personal connections to work, identification with work, and potential acts of engaging. The teachers were two men and four women qualified mostly at bachelor's degree level, four were married, and two were unmarried, aged between 25 and 45 years, and had tenures of two to four years in the school. This presentation for the teachers involved six individuals, Choco, Ola, Hali, Miki, Nana and Robo.

6.1 Choco

When asked to talk about herself, Choco stated this, "*I'm a young woman that's almost forty, married, two children; one in high school, one in primary school. I live in Campton, I work, I'm a teacher. I teach children, I prepare lesson plans, I'm the head of primary so I supervise as well, I train, I recruit.. er, I do the resourcing for the school, generally do a bit of school management and administration as well.*" Considering her entry into the job Choco reflected that, "*Its fulfilling the need to be doing something, to be getting up and going off to work everyday. I feel I could have gotten a better job at the beginning when I started it. I just needed the job*". Hence, the need for something to do stimulated her involvement with the profession.

The helpful factors related to her experience of the role were, respected status of teachers, opportunities to make a difference, familial relationship with her colleagues, emotional attachment to pupil, and self-training (and skill development).

Choco elaborated several qualities of her teaching experience that she valued in her statements that, "*I do a very good job of it. I do a bit more than I'm supposed to. I like the admiration, respect; people respect teachers a lot. Working with the children is very fulfilling..*" She sees herself as valued and is emotionally attached to aspects of her work doing something worthwhile for pupils, "*To be able to make the difference in their lives; bring them up in the right way because you're like their second parent. The children love me. I do a lot more. I like the fact that I'm able to make a difference to the children. I like the fact that they don't just get an education from me. They get a friend. They get life's lessons.*" An advanced awareness of these characteristics of the teaching profession strengthened Choco's choice of a teaching position. Attaching a kind of parental and friendly philosophy to her

relationship with her pupils seemed to encourage them to reciprocate the emotion. In this way, she is able to contribute even more to something that she already perceives as an esteemed profession.

Hence, her connection to this job was a personal capability in addition to several elements she is appreciative of. In her mind she is bringing up the children in the right way. In her contribution she extended her role to include being a parent, friend and life coach. As she affirms that she has to, “*make special allowance for different categories of children; the range of abilities is very wide*” and so she finds ways to take advantage of the growing momentum; to get prepared she started “*waking up 15 minutes earlier, being patient, a lot more accommodating and listening more.*” She made it clear that some of the benefits are, she has “*pride, sense of achievement, no complaints from parents*”, “*14 children and we all enjoy working together*”. These practices of knowing ways of working together with her class indicated the unfolding strength of personal capabilities and advancing sense of belonging. Hence, she is not doing it because she has to. The categories of pupils abilities that are recognised were; support, mainstream and extension.

Simultaneously, Choco had an idea of the standards towards which she has to work to, as Choco explained “*to perform this job with excellence means that all your kids pass but from experience this is not usually the case. I want all my kids to pass, ...At some point I've had to keep children back and work a bit more with them.*” She admits that sometimes the effort is not enough; she still takes responsibility and carries on with the same spirit.

In the same way as head of upper primary, Choco commented that she tried to carry everyone along and was proud of the cohesion she was able to create regardless on her stated observation that “*even though we have people who don't actually fit in. I try to make it seem like you're contributing. I listen to you. I may not really take your advice*”. Through her training and experience sh"e tries not to offend any contributor by practicing listening as a two way process. Thereby illustrating a tactical way of avoiding conflict, as such participation becomes a cooperative activity and thus revealing her approach to a knowledge sharing identity.

The hindering factors related to her experience of work as a teacher were Choco's perceptions of organisation management not planning well for their appreciation of teachers'

extra efforts for the smooth operation of the administration, lack of corresponding reciprocity from organisation management, the resulting consequence of not motivated to give her best and feeling unsettled.

While Choco said she was fulfilled with the societal respect for teachers, relationship with her pupils and working together with colleagues, Choco was clearly very ambivalent about the support from the organisation regarding the extra effort that she puts into her administrative responsibilities, because she is not sensing an input of shared effort based on reciprocity. Her statements that, “*You can put in your effort and they don't put in their effort so it doesn't work for both of you. They say that I'm hardworking, but they think I'm hardworking, but I know I could do a lot more with a little more support, and appreciation...*” suggest that she knew that she was holding back a bit on her personal involvement. She is also expressing that she needs a lot more support than she is getting.

One of her complaints was that the operational mode was “*unexpectedly not structured. There is a sort of hierarchy but it's not really recognised and there is not much discipline among the workers especially for a Catholic school. I have tried to introduce some structures but it has not worked*”. Choco suggests the workings of the organisational structure are inadequate, for example, “*staff who come late, you can only talk to them, no other disciplinary measures.*” She would prefer more management structures were put in place; Choco has her own ideas of what structures are needed for efficient administration. Choco makes clear the link between the experience and her response to it as part of a change in her practice. She decided that she would, “*not complain or feel bad*”, about her perceptions about; “*not being able to do something about what needs to be done, not getting the support. As the leader, not having the support you need*”. Following this experience of a lack of adequate support she has made changes to her involvement but she did not want to cut down the standard of her work, so she put her guard up and protected herself. She asserted that she resolved to “*stop complaining so much about it. Just take it as it is and do my own bit, so you cannot fault my own bit. Be a good example, I don't mind being challenged once in a while, I like being challenged; I want all my kids to pass*”. This made possible a fair amount of drive for continuing with her every day activities. However, additional information on the links between her perception of her experiences that contributed to her behaviour came her suppositions that, “*Ideally, I shouldn't have a full class. I should teach one subject. I'm a*

little more tired but looking forward to the end of the term" illustrating the gap or connection weakening nature of her response, which may be interpreted as a form of resistance or defensive reaction localised to the experience of slack in the work system.

This is because Choco acknowledged that even with the shortcomings, "*The organisation is badly run but still quite successful. I think it's okay, depends on what you are looking for. Like I said I think I would work better in admin, than teaching*" This indicates that due to the negative impact of these challenges on her established personal fulfilment and identification, Choco feels somewhat unsettled and is concerning herself with altering the organisational aspects of her career progression to the way she thinks she would benefit more. Here she is leaning towards identification with the administrative area of expertise instead of teaching at the occupational level. So, she draws connection to some of the things she is involved in or supports and not all of them. In a similar way she was also building up personal aspects for her own progression as she noted that for her, "*Monetary success definitely not increasing, learning is static, personally I'm trying to do things for myself and feelings are decreasing. Get a better degree so I can get a better job.*" Thus, the hindering factors served to weaken her connection to the organisation, she does not feel connected like she used to and is unsettled about her future in teaching. She aims to resolve her need for a more supportive work environment through a range of preparation, upgrading of qualifications and career routes.

As a summary, Choco's styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors and hindering factors that are seen to have significant effects.

6.2 Ola

When asked to describe herself in relation to the work she does, Ola said, "*I'm a graduate of BSc. Chemistry from KO State University, and a Post Graduate Diploma in Education. I presently work with Lavender school in Gardens Campton, I'm a teacher and I take, I teach 6 to 7 years old, that's primary two.*" Ola realised that teaching was what she wanted to do, "*I used to work in a financial institute. I was a marketer there but I realised No! No! that wasn't for me, so I had to leave.*

The helpful factors related to her experience of the role were, discovery of the virtues of teaching, passion, friendly relationship with pupils, familial relationship with colleagues, flexible organisational practices, and learning from pupils and skill development.

Statements such as “*After working for my mom for a while I realised Okay, there's a certain joy that comes with watching a child understand something that has been taught and after working in that (financial) organisation and I realised that was not my calling I said okay let me try teaching, you know, let me go into the wider field, let me see how it looks like you know and I realised yes there's a great joy I get when after teaching a child and the child is able to give me back what I have taught them, it's good, I love it! I love the feeling. I have a passion, I love taking care of people so in a way teaching these children I'm also responsible for them, I'm actually taking care of them. Yes quite alright looking at the financial side of it, it's not much but there are just some things that you have to overlook for your passion*

” were interpreted as indicating her work goals are self-concordant and her behaviour in achieving these goals is self-expressive.

Ola realised that she was not cut out for a marketing job; she used the notion of “*not my calling*” to indicate a lack of personal capability towards performing that type of work. By accepting that teaching was a low paying job, Ola subordinated financial needs to a sense of belonging and strong emotion as the connotation of ‘passion’ here. Ola’s description of the dynamics of her teaching experiences that are the events and activities, which lead up to the formation of her passion for teaching is another example.

Ola drew upon and reinforced the practices of catering to the development of the teacher and of the pupils in the following quote: “*I used to think teachers don't do anything. Teachers need to be respected because teachers do a lot. The children are a reflection of the teacher. Have to be flexible, not just teach and go. The plans are your guide. It takes a lot. You have to be patient dealing with different children from different backgrounds. Be willing to learn from the children. I see that they also come with their own experiences. I make them understand that I'm not only their teacher, but I'm also their friend*” Here Ola paid particular attention to a dual roles associated with teaching responsibility and exercise of teaching skills that was encountered in her practice. She also highlighted that, “*I have some kids that I really don't like the way they have been raised. They have a very nonchalant attitude, not really bothered at classwork.. I have to let go of my anger because I'm quick tempered...*” This

reinforces her ideas about the nature, purpose and practice of embracing some of the difficult work tasks process with an inclination towards self-regulation that an engrossed teacher puts in themselves for the good of the children. Ola asserted that; "*I am working at a higher standard. Well basically, for the class I teach you're mainly supposed to teach them just the British curriculum. But knowing we're not in Britain, I try to include the Nigerian culture.*" This was interpreted as Ola's gauge of her sense of personal guidance that was attached to a primary purpose of elevating her role performances.

Regarding organisational policy factors that strengthen her positive view of her job, as succinctly put by Ola, "*it's a very cooperative organisation. You're freer, your going in and coming out is not monitored as such. As long as you do your work, you won't have issues with the organisation.*" Ola's viewpoints include understanding; adjusting or overhaul of what comprises the range of benefits and response to them regarded as the strengthening of this identification here. She also has a good line manager as she critically evaluate, "*Really tough working with my line manager, she has good concepts – every week she comes up with good idea... she cares about me. Do you need my help? Everybody looks after the other person*".

The hindering factors related to her experience of work as a teacher were conditions of service, incivility from parents, fatigue and feeling unsettled.

As highlighted by Ola, the work tasks and the organisation of it considered as a whole have the power to have either positive or negative influences on one's self or others. She had some important concerns on the managerial practices; Ola said "*the conditions of service, the way teachers are being treated. They don't put much value to the teacher. They don't feel the teachers are doing much. They expect every child to be able to achieve. As class teacher, you should have more than eighty per cent hitting targets. They don't know what we go through. Targets are on a weekly basis. At the end of the term I shouldn't have any child having leftover work.. I set out time to.. Even the parents, they feel the teachers should do everything. They don't contribute. Some of them feel you can be dispensed with. They can just go and talk to the administration.*" Ola makes direct reference to reactions of parents towards the teachers and school rules as specific problems in the light of teaching methods, which places particular emphasis on their strong orientation towards the special role of parent-teacher

relationships and reliance on cooperative parents to play their part in the education of their children.

Ola also pointed out that certain negative influences accumulate over time when she noted that, “*The work environment. .. It used to be so lively. It used to be fun. Lots of teachers are dissatisfied, a lot are grumbling. That feeling u get Oh! I'm going to work is gradually leaving .. right now I need a break. We are running a marathon race. If I continue at this rate I might break down..*” Here she shared her co-workers concerns about some of the ways the planning and pace of work in the organisation shifted towards inhibiting a positive working environment. She expresses that she is not feeling the way she is supposed to feel; it is like the approach of a breaking point - the mass of workload is expanding more than what she feels capable of handling. Here she is leaning towards concerns about being overworked.

There are also demoralising aspects of the work role progression itself. She highlighted that; “*in the three years that I've been in this organisation I haven't really moved. I don't see myself moving so far. I want an organisation in which I can grow.*” As such though Ola is intending to develop her occupational/professional identity as a teacher by virtue of her connections to this occupation, she may likely seek to do so in another organisation, based on concerns about career progression duration at the organisational level.

As a summary, Ola’s styling of her role performances to maintain work progress is can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have significant effects also.

6.3 Hali

When asked to talk about herself, Hali said, “*My name is Hali. I work here in Lavender School, year 6 teacher. I'm married and ermm,--- that's just it. I'm just a simple regular person. Yeah. --- well, I'm a bit of a boring person because its just --- From my house to work, church back home just the circle, the same circle except maybe there's a wedding somewhere--- . But I'm just --- I would describe myself as a boring person.*”

The helpful factors related to her experience of the role were, emotional attachment to teaching, opportunities to make a difference, familial relationship with and recognition from

her colleagues, support from line manager, appreciation and recognition from parents, and self-training (and skill development).

Hali did not know that teaching was what she wanted to do from the beginning but importantly, based on her work experiences, she found out that she developed love for the job in her statements that, “*I love teaching. I do it with ease. So that's why I'm here. -I wasn't always like this; I started teaching when I was 19, now I'm 28. I just erm,--- really wanted to do something. So when I left, when I finished secondary school, I started with the SAT and TOEFL and all of that, all the lectures---- At first I was scared; but after the first time I was like OH I can do this and then interest and then you see people you have taught moving higher and then bigger and all of that. So I got so much of interest in it and then I continued.*” Hali narrated a chain of developmental milestones attained on her personal path into the teaching as her occupation.

However, her entry into teaching was based on her physical needs and mental well-being needs as a part of her personal characteristics, she knew she had to get herself work because of her restless nature. Then her experiences at work strengthened her favourable views of teaching that occurred incidentally. She said: “*I can describe myself as a restless person. Any job at all would fulfil that part of my life. So waking up in the morning and leaving the house first, ----- and erm,--- now being able to --- give out knowledge, and all of that. To be able to impact knowledge to children rather, I think I'm able to do that for now.*” Hali claims significant potential gains in her professional learning, she highlighted that specifically ‘teaching children’ is defined as a method of providing holistic knowledge to the pupils, not just academic knowledge. The differentiation between giving knowledge and imparting knowledge arising from “*the whole holistic thing about service* (the kind of service that you give to your work)” incorporated into the design of the work system referring to forming a partnership with the children, working with the children and joining forces. This encouraged her to venture out more into this occupation and take on an evolving responsibility of discovering new ways of imparting this service to her pupils.

Successful job performance with respect to her pupils was one factor that was vital to Hali, but that was not the only reason; she also got the recognition and admiration from the parents as valued compensation. She noted that; “*Many times you meet parents that sometimes you feel these parents are not watching or maybe they are just not interested but, a parent maybe*

after a year or two would be like OOH I remember you and all of that --- my child wasn't doing well in this and now—you know--. Such acknowledgements and all that will really make me feel happy..., sometimes I get love notes to say --- from the children and I keep that and cherish them and I really appreciate --- “ Most of her personal connection were just the discoveries, revelations and realised outcomes evident in her past experiences in the teaching jobs, which were the major factors inspiring her goals in terms of the kind of teachers she wanted to be and her behaviour in sustaining these interest was expressive of her self-concept.

As her management of effort for the work tasks themselves and present performance; she single-handedly developed her own reference guide and it is shown by the use of her own teaching notes. She described it as “*Well for me prior planning because I don't work so well under pressure—I know a lot of people will say erm,— in their CVs I work very well under pressure that doesn't apply to me. So I plan, I plan ahead of time so when I get to the class I know exactly what I want to do and then I have add ons that you know, to just add on to --- my lessons and all these things making up my own ----er, let's say making up my own notes, my own sort of erm—unofficial curriculum by the side that would just guide me you know, and that's it. It has really worked for me. I just have a little book. It's not what I would submit to my head, head of department or anything but it helps me a lot and then I have content from there to deliver to the children because sometimes you may forget. Maybe, I would want to do this just in addition to what you're supposed to do but you forget because of you know, daily chores and all of that. So that notebook helps*”. So Hali reveals the level of personal discretion that is involved in her lesson preparation, even where there is an apparently stipulated lesson guide used as part of the school curriculum, developed in advance. She makes her own input using the scope that exists for variation in implementation.

Hali reasoned that she is more liable to work at moderate levels in her performances and to make comparison with others rather than necessarily producing her optimum performances. So although her progression is on a rapid and upward learning curve, she is aware that her productive abilities are under strength; she also had the impression that her ideal self was not a factor; because she states: “*I think I'm a work-in-progress. I don't even think I'm using my ideal self in this job. I know I can do better. I know I can have a better working relationship with people.*” In recognising the difference between doing better and putting in her best, there

are signals that she could refine her work practice. However, she sustains her interest, and regarding experienced challenges, she expressed that, “*sometimes not enough resources. Erm, some other time when the person you’re working with is not erm,--- not working like you expect, even though I’m not supposed to see other people like the way I’m seeing myself, but sometimes it’s challenging when someone is not being pushed to work or motivated to work the way you expect them to. Sometimes I get discouraged but I get over it the next day*”. Here, Hali describes facing a different challenge; her success will depend on total partnership with colleagues and management: contribution of others, which she describes as their motivational process and making require resources available respectively.

She describes her feeling falling on a continuum with things like a lack of resources, and demonstrable reciprocal motivation in the interaction with others being challenging, at the low end to a full-blown sense of renewal the very next day, at the high end. Coming in the next day regenerated serves to convey ways in which she blocks out or overrides the negative aspects of her work experiences to keep her resilience alive. Hence, she is willing to stick to the job and developed a form or method of accepting the pressures, such discouragement is not a particular outcome that she focuses on.

Hali has an awareness that there still exist some limitations in the scope of her work practices, induced by organisational regulations that permit certain actions and tend to inhibit others, when she noted that, “*the organisation has strict rules – the rules will be laid down for you and you just have to do it... just obey...* Hence there are a few things that the management is less tolerant of. However, she also noted that her head of year provided adequate support in her comments that, “*Well it’s I think she has made it easy for us to erm,--- she would emmm,-- really outline what she wants and then its just based on the teacher to just --- you just obey and then you do exactly what you are asked to do. But she brings out outlines, resources and all of that. She helps as much as possible. Even to the extent of emmm--- helping with the situation in the class, if you have been trying to handle. Yes she would leave whatever she is doing and respond.*” Hence, she emphasises being able to rely on her line manager for all kinds of support, which are induced by the problematic situation and conveys an impression that her line manager would go the extra-mile to ensure that she provides it. Thus, having mastered her environment, her work life in tuned with the environment, and she used its resources to her advantage, seeking refuge from conflicting

situations and exploiting resources gotten from supervisory support, as well as resources found elsewhere, such as co-worker support, brains and teamwork revealed later on.

Providing information on the basic attributes of her work style, Hali described herself as results-oriented, saying, “*my source of inspiration is results..er, I'm result oriented and then I just want.. I just want people to ..just see something different you know, I taught a child and the child turned out to be a better person, so results is what I'm really, really after.*” Her self-evaluation of her work is specifically focused on the manner of highly predictive outcomes that she is able evidence with her past and current pupils. As she stated, “*I would say I've come a long way in teaching. At first I used to work very well with the extension child, and mainstream, now I can work with support children.*” The meaning and use of the ‘extension, mainstream and support’ reflect the separation of children into different learning abilities tracking, and Hali also uses this acquisition of greater prospects for understanding the learning requirements of pupils with a range of abilities as a yardstick for measuring her considerable development in the profession.

Hali talks about support from co-workers as a major activity in her work life; Hali said, “*Lavender school is like a family. Everybody is everybody's friend you know we are just moving along and then the working environment is really easy for us to just relate with each other and then if you have a problem with something there's always somebody you can talk to – either its personal, or it's on the job problem, or something there's always someone you can talk to.*” This suggests that she gets support from work for the other aspects of her life. Hence her work is not in conflict with other parts of her life, she relies so much on her work environment has formed a bond with her colleagues, nurturing a wide range of creative relationships, that provide far more than professional learning. The friendship that is deeply intertwined in working quickly became a source of inspiration to consider enlisting help into their work or personal problem-solving. But Hali highlights other needs.

She goes on to relate her concerns about her progress in comparison with other if others are running ahead and she is in the same place. She said: *I've done it (teaching) for quite a while now I think I learned on the job and many times I check, I just try to check if I'm being a stereotype, or people are moving higher and I'm still in the same place. So I always try to check it. I'm... I just try my best.”.. “my target is to do better, some people would not admit it but I want to be known and admired by other people and my peers.*” Here again Hali affirms

that she is driven by recognition in order to enhance the appeal of giving her best; Hali considered the impact of the behaviour of others on the way she does her job. She emphasises relying on her development of the job associated different aspects of verbalised feedback, and endorsements that tends to suggest a certain kind of public or professional image.

Based on her rooted interests in this approach to teaching, which became the kind of skills and abilities she wants to nurture, she acknowledged this by adding the following information, “*actually, I’m still studying, doing ACCA accounting, but I think I’m going to remain a teacher. Its paper qualification, in our environment we work with paper qualification.*” With this decision, Hali has clearly indicated her intention to continue on this pathway that she has invested much time and effort into.

As a summary, Hali’s styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors and hindering factors that are seen to have insignificant effects.

6.4 Miki

Miki’s statements that “*My name is Mr. Miki,.. I’m a Nigerian from X State. I studied B. Sc. Mathematics and mathematical engineering, I’m a teacher of year five, Lavender school, as of now I’ve been here for the past three to four years, teaching...*

The helpful factors related to his experience of the role were, passion, emotional attachment to teaching, performance style and targets, emotional attachment to pupils, support from line manager and from colleagues, opportunities for active social life, and self-training (and skill development).

I’ve been teaching going on six to seven years now, the passion that I have for teaching, I love my pupils, I love being their teacher, all the years I’ve been teaching different children, helping them to learn.” were his initial connections to teaching. For Miki continuity in experiencing being a teacher is a basis for his success; in becoming a teacher he feels he has set himself up for professional progress; focused on his passion and emotions and reasoned out that it has put him in a position to help his pupils, and for Miki it can be claimed that the influences of these highlighted features of his experiences in teaching may be termed as

expressed valuable experiences, and the feedback from these experiences are the reinforcements or driving force sustaining his continuity.

Miki conveyed that he had a very good relationship with his pupils, and with his colleagues, he is also convinced they care about him just as he cares about them. Miki elaborates the extent to which he feels free to reveal his strengths and weaknesses in the workplace, “*I think they do (care).. Because sometimes I go to meet them for a problem,... they are open to suggestions. I work with the head of Primary, the school head, and erm...other teachers. She (the head of primary) is good. She really does the work and the behaviour on the work is good too. It move the work... working with them in this particular environment is accommodating, we're free..., if you can do anything for another, you do...so you see the environment is one that the people you work with are helpful.*” It shows that he is appreciative of help from his colleagues. In Miki’s view he and his colleagues bolster each other up. Importantly, he valued personal relationships with his pupils and colleagues.

A similar emphasis on the emotional connection that came first for him was given by Miki, who asserted that teaching is the perfect job for him in the following statements; “*That I can at least find something that gives me self-satisfaction, I enjoy it more than if I'm in any other job rather than being a teacher.*” A healthy mental well-being aspect was illustrated in his comments about the behaviour of others. A distinguishing feature of this way of rationalising is supported by his positive image of the work environment despite his experience of some negative behaviour from some of his colleagues, “*I think it's just ridiculous,...ridicules, whatever other people are saying about you, just let it go, just let it go, usually it's er...I just let things go...*”. He dismisses uncivil behaviour from others rather than letting himself be vulnerable to them, which strengthened his freedom to bring his strengths and weaknesses to the workplace and assert his own strong opinions such as, “*I respect them...., I like them...., but trust? I have told you I don't trust anybody and that is that.*”

To highlight his understanding of his motivational forces, he firmly believes in his efforts, “*What has worked for me personally is...I manage to do my best, at least I put in my effort to get it done...take my time to do it no matter what it takes...I feel happy if I'm satisfying the needs of the job, if the children are happy with me and I'm happy with them, I'm fulfilled*”.

However, a further set of beliefs regarding his colleagues in his own words are, “*Really I don’t trust anybody! That’s how I am. That’s one aspect of my own character, but I believe in them and I like them*”

He simplified what was required for him to get the job done as “*the job is interesting, the need is just to fulfil the mission ... My set target is to....make sure the vision, the mission and vision and the educational goals of my pupils are ... based on the vision. I’m working towards the vision and mission that we have in the school curriculum; we have both vision and mission. Even though you are teaching the kids and the kids are making you angry but you learn how to accommodate them. Let them go along with you*”.

Other expressions cement the use of these characteristics in his day-to-day enactments of task activities. In a pursuit to make the job and organisational setting work for him, Miki has described a willingness to voluntarily put in his personal time to master new tasks, going further he also underplays the influence of ridicule from colleagues, which could be labelled as a form of incivility in the workplace by focusing on the pleasantness of the school community. While it is important that others are able to recognise his strengths and weakness, in his judgment as long as he can say that he has done what he is able to do he is happy.

Miki sees his job providing him the opportunities of exploring what he is capable of, To indicate his optimism, he says, “*I discovered that my decision to take this job is.. has let me expose some of the ways that I can take for improving myself and for learning things that I’m supposed to know in order to do my job well, things that I’m supposed to know!. I find out that that’s the best decision, because there are more..., a lot of things hidden things about myself that I wouldn’t have known. That I have... this job has been able to expose it to me and I’m now aware of it. At least I’m better .., exposed now!. .experienced,...mmmm.*” Here Miki emphasised that his experiences at work had opened his eyes to a realisation of different ways of unleashing his unfolding personal capability. As such he is not only cut out for this job, from practice he is also advancing the capabilities for it. He was also enthusiastic about noted similarities between his personal characteristics and those of the organisation, Miki highlighted that, *Because of the environment, it has been educative, with my background, I’ve been able to fit in..*”. including religious fit, which was a binding quality encouraging Miki’s long-term intentions towards remaining with Lavender school.

In summary, in Miki's own words, "*for my social life I belong to a lot of associations, even social gatherings outside, because my Friday, Saturday, Sunday is free so I have time. I always.. on Sunday I start getting prepared for my work so on Monday morning, I'm full of energy because then at least I've relaxed at home, getting okay for the week to go. I see my future in this organisation. I don't have other plans so far.*" Hence, Miki revealed how he successfully uses his non-work activities to re-energise and expressed his intentions to commit to his organisation for as long as possible. When Miki considered the difficult work tasks; He commented that, "*Sometimes you will be given lesson plans, I mean topics to teach that you have not ... you are not that familiar with as yet.. there's nothing you can do ..you just have to brace up yourself and find how to do it and get success.*" This reinforces his ways of embracing the whole requirement of work tasks process with an inclination towards self-regulation. In sum, Miki's styling of his role performances to maintain work progress is can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

6.5 Nana

The initial connection with work that flowed into the workplace experiences, from Nana's statements that, "*My name is Nana, I'm married. I have six kids; 4 boys and 2 girls.. I stayed with my kids. I stayed with my kids for 14 years and my marriage is going to be 19 years this year. I really you know, the agreement was between me and my husband; we wanted to make sure we bring up the kids before I start working and when I started working it was advised and I saw reason that I should go into teaching so that I could also help my kids, like my kids are here as well...*" were interpreted as the initial view that if she was going out to work, she might as well be in a profession where she could help her own children, so this job had a special purpose for her.

The helpful factors related to her experience of the role were, her perception of teaching as fun, discovery of the virtues of teaching, passion, friendly relationship with pupils, flexible organisational practices, learning from pupils, formal training and skill development.

However, she evaluated the quality of her discoveries from these experiences and confirmed that; "*Its fun. To tell you the truth I've never you know, wanted to teach. I never thought I was going to be a teacher. Erm, it all started when you apply for jobs and then you don't get*

them. Usually, in Nigeria most teachers end up teaching because they didn't get what they really wanted to get, you know." Nana highlights that most occupational pursuits are associated with a self-vision that drives the endeavours, but not without individuals encountering active self-conversions. But she also expresses enjoyment of her work tasks.

She got into teaching accidentally, her clarification that; "*Let me just add that I read maths and statistics in school so I didn't do education. It's just now that I'm doing education.*" were interpreted as indicating that her subsequent behaviour in acquiring teaching qualifications is both expressive and dependent on favourable views of teaching that occurred as a result of her work experiences, as well as stimulating actions to formulate an in-group identity with other teachers in the profession by acquiring formal teaching qualifications. Still highlighting the benefits of a supportive organisation and the ways that she is enjoying her new capabilities, For Nana, freedom to express one's self and respect were the appealing and engaging qualities of the work environment. She said, "*I always wanted a place like this, where there's freedom. Where you can express yourself and then freedom for the children themselves*". Here again Nana affirms that the job is meeting her needs in a certain manner. She clarified that, "*When we went to school we didn't have this freedom; er..mm... you get scared of your teacher, at the end it affects your subjects and other things and stuff. But when I came in here, I do see that freedom. Maybe cos we're borrowing the British curriculum in school where you give the children opportunity to talk and then there's confidence also.*" She always wanted to work in a place of this kind and being here for four years now, she sees the place being somewhat similar to the way she had pictured it; provision of education as confidence-building. Nana highlights the difference between the design of the Nigerian (that she was used to) and British curriculum (that is new to her) to argue for a link between the strict instructional approach and the pupils feeling intimidated by the teachers that affecting their performance. However, with her discovery of this new professional style, using learning from experience, she claims significant potential gains in the opportunity to incorporate adults respecting the children, rather than being dependent solely on the children respecting the adults. The change she has noticed in the children is that they build up from the freedom they are given into the development of confidence (which supports the pupils' efforts towards being proactive in their interaction with the teachers and their learning).

Nana's source of inspiration is "*when I see my children (her pupils) progressing*". In line with the acquisition of a new outlook on teaching, she is encouraged to "*continually have faith in the children*" as a personal aspiration. Regarding the adequacy of organisational support experienced, in stimulating her positive appraisals, she confirmed that the administrator treats every one as a free and equal person and does not use physical intimidation or threats. She says. "*Also, with the teachers as well because, as in the administrator, she gives everybody freedom to talk; nobody is er, being threatened. Maybe if you express yourself you might be threatened to leave the job or something. So it's not like that. She keeps asking er, mm, what do you think we should do? You know, so it's really fun, I really like it.*" So she feels very respected just being here, her administrators asks questions that encourage herself and other teachers to be creative and use their initiative. These statements indicated the sense of belonging and opportunity to say what she thinks and feels about the work experiences, also interpreted as a connotation of security stimulating an emotional connection to the job. She iterates that, "*I stayed because there's respect for everybody here and also for my kids. To tell you the truth, it's the training, we keep having training before we resume after each holiday. We must have a training (session) before we resume and we keep giving ourselves training as well. Like if the school can't take all the teachers for a particular training, one or two would go and then come back and give it to the other teachers so we all have .. (the training). We are always being trained.*" Thus, illustrating that she perceived being able to rely on her organisational to provide sufficient training support as one of the most relevant benefits that she has received, which gets her further along the road towards her professional learning as a teacher.

As Nana considered her benefits and her concerns, she narrated that, "*It's really fulfilling my needs but not all you know? Erm, its fulfilling my needs because my kids are here and because they are here with me as a teacher, I get to pay fifty per cent of the fees and nobody tells you you've not paid your fees so the children don't need to come to school. That is out you understand, and then erm, I think if then you have other needs we always approach the admin and they help as much as they can but you know our wants are way out of our.... We still need more!*" to highlight her perspective of the background against which she interpreted the sufficiency of the resources provided by the organisation. She finds that how pupils' learning is organised, school leadership style, curriculum design and teachers' action such as giving respect to pupils and activating their learning captivate her, but suggest that

there are other lines of support that are still needed. However, she is positive about the future in the job, full of optimism and expectation. She is expressing a want of more support from the organisation and aims to resolve her need for more organisational support through asking and being hopeful.

As a summary, Nana's styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

6.6 Robo

When asked to describe himself in relation to the work he does, Robo said, "*I'm married and I have two children; a boy and a girl.*"

The helpful factors related to his experience of the role were, his formal qualifications, teaching as a channel for personal development, combination of learning and teaching, and flexible organisational practices.

Robo described his initial connections to teaching in a much more pragmatic way, Robo's statements that "*Really it's part of my discipline that I end up being in the education sector, I have a combined qualification; BSc. Economics and Education and, presently running a masters programme. Basically, it has helped me as a person. One thing about the teaching, it will help you to learn more, and you're going to learn not only the academic, you going to learn the moral aspect of life because you get to interact with different people on a different bases and er.. we have people with different characters, and relating with them er...you have to imbibe .. or discipline yourself or think of a way of getting along with people. Basically, the teaching has helped me to learn more.*" provided evidence that teaching as an occupation was personally chosen, and he credits the experience of teaching as providing him with ways to acquire other valuable personal, and interpersonal resources to achieve unfolding personal capabilities in the sphere of work. With the recognition that academic knowledge alone is insufficient, which is generated by the distinction he has drawn between academic and moral or ethical knowledge.

Robo illuminated other aspects of being willing to expend time and effort as a teacher that were acquired through experience and practice that reveal his style of personal involvement

in the next quote: “*it takes a lot of sacrifice (of time and effort), it’s not quite easy because as a teacher, you don’t have all the time to yourself. Sometimes you have to stay up all through the night if need be. When you plan, you need to read through, at least you’re getting ready for another day, you look at your plan, what you’re going to teach the children, the resources you’re going to improvise on, if you don’t have them. The ones you’re going to provide, and if really you don’t go through that, there’s no way you can have a perfect lesson. So at least you see it’s a continuous exercise, you keep on reading and reading, make sure that at least you look through your plan for the week that would endeavour you to work perfectly well on the next day. So you don’t just skip your work.*” Being determined and persistent when it came to the extent of preparation, attention directed at his lesson plan and learning goals in this way reveal additional avenues for higher levels of identification with work.

According to Robo, the strengthening of performance targets pursued led to him taking some discomfort in order to continue to grow. He added that it became a pursuit for perfection: “*Personally as a person, I feel creating time to read has actually helped me as a person; it has helped me to work on myself and to do better. Even though I’m working towards perfection, which is not something that can be achieved in a day, but I think creating more time to do research, to read on my own is actually helping me to develop better on my profession than I’m presently doing.*” These practices were interpreted as innovative behaviour and the adoption of extra-role behaviour to reinforce his effectiveness; Robo targets being able to improve and to do better.

Hence, in spite of level of personal effort required, Robo realised how it helped him to move into a different level of working than that previously identified and the dynamics of the experiences enhanced his connections to work. Robo said, “*you see, for a man definitely you will say it’s not (fulfilling my needs) to a certain extent, and another aspect you can say okay because, if you are out of your home and somehow at the end you can put food on your table not just for yourself and your children, it might not necessarily mean that it’s going to take care of all your basic needs, but at least, you can at the end you are getting something that you can actually say that you are taking care of your little needs.*” However, he continues to perform his work activities, and to get rid of the negative feelings in so many ways or manage them rather than giving in to feelings of insecurity by reflecting on the favourable parts when he says, “*I must confess that what actually motivates people to stay in*

a place is er.. one, the er.. the working condition that's one thing. Basically, if it is not favourable, I won't stay long here. But the working condition and the working environment somehow is favourable to me and I think I can accommodate it to some certain extent and because of the nature of the course I studied, I'm versatile, I can end up being in any sector."

Hence, Robo's line of thinking made it practically possible to sustain work efforts and work activities to tackle the most of his concerns. Embracing this opportunity to settle on this particular occupational type and the possibility to get something personally valuable back, despite his versatility, his understanding of benefits from his work has to do with him being a man.

As a summary, Robo's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

6.7 Summary

The teachers communicated the manner in which they had developed so much respect for the teaching job and special respect for their pupils regardless of their age. Table 6.1 illustrates the experiences that help or hinder the identification with work process by motivating or impeding them.

Teachers	Helpful factors	Hindering factors	Concepts derived from the effects
Choco	Respected status of teachers, opportunities to make a difference, familial relationship with her colleagues, emotional attachment to pupil, and self-training (and skill development).	Perceptions of organisation management not planning well for their appreciation of teachers' extra-effort, lack of corresponding reciprocity from organisation management, the resulting consequence of not motivated to give her best and feeling unsettled.	Choco's styling of her role performances can be interpreted as being driven by helpful factors and hindering factors that are seen to have significant effects.
Ola	Discovery of the virtues of teaching, passion, friendly relationship with pupils, familial relationship with colleagues, flexible organisational practices, and learning from pupils and skill development.	Conditions of service, incivility from parents, fatigue and feeling unsettled.	Same
Hali	Emotional attachment to teaching, opportunities to make a difference, familial relationship with and recognition from her colleagues, support from line manager, appreciation and recognition from parents,	Disregarded hindering factors	Hali's styling of her role performances can be interpreted as being driven by helpful factors and hindering factors that are seen to have

	and self-training (and skill development).		insignificant effects.
Miki	Passion, emotional attachment to teaching, performance style and targets, emotional attachment to pupils, support from line manager and from colleagues, opportunities for active social life, and self- training (and skill development).	Disregarded hindering factors	Same
Nana	Perception of teaching as fun, discovery of the virtues of teaching, passion, friendly relationship with pupils, flexible organisational practices, learning from pupils, formal training and skill development.	Disregarded hindering factors	Same
Robo	Formal qualifications, teaching as a channel for personal development, combination of learning and teaching, and flexible organisational practices.	Disregarded hindering factors	Same

Table 6.1: Experience helping or hindering the identification with work of the teachers

In the description of the experiences of the work structures by the sampled teachers showed in Table 6.1, the emphasis lay upon building up relevant personal resources that is supported with complementary organisational resources in so far as these resources were likely to attenuate their relationship with their work further. The teachers related ways in which they connected to their work that were similar to those of the self-employed individuals and the clergies.

In terms of the challenges that impair the teachers' personally established different interpretative pathways; the presence of the varying interpretations of expected levels of organisational support became the breeding point of various points of some disconnections from work for Choco and Ola. As a result of which their experiences emphasised that helpful and hindering factors are seen to have impacted significant effects. In terms of similarities, Choco and Ola's descriptions of connections to work suggests a way of connecting with work in which they revealed the important barriers directly related to their preferred work style.

For these individuals, it was not all positive - helpful factors. It was observed that they were attached to a sense of self, and to the particular way of viewing expectations and doing work-related tasks that it (this sense of self) entailed; it can mean that they question their definitive relationship to the particular challenging need of the work. Some of these judgments and feelings go forward in ways that are perceived as contributory factors to some negative feelings and thoughts that foreshadow some aspects of disconnection.

On the other hand, Hali, Miki, Nana, and Robo had similar experience profiles. Contrary to the first two cases, their meaningful use of their identification did not stop at the way for shaping the possibility for influencing work processes. As these judgment and feelings go forward they are perceived as contributory factors to an overall pathway of drawing on a personal capacity to overcome the setbacks or an approach of a preparedness to maintain a positive stance in the face of all challenges.

Comparisons between self-employed individuals and teachers

As previously stated, the analysis and findings reported here is concerned as much with surfacing any important underlying difference in conceptions of role and context that help shape how self-employed and employed groups of individuals viewed their work roles as it is with pursuing a line of analysis that surfaces any consistency and similarity in the ways in which self-employed and employed individuals understood and enacted their engagement experiences. When the two identification paths of the teachers are considered in a comparison with the self-employed, there are main effects of the aspect of a ‘salient contextual factors’ that coloured the identification paths, while retaining a similarity with the two self-employed group where helpful factors are seen to have significant effects and hindering factors are seen to have significant or insignificant effects. The contextual factors such as, the work styles, which was encouraging the teachers to loosen their attachment to being a ‘teacher’ and to a particular sense of identity, are described in some detail in Chapter 8, in the summary of overall findings.

Chapter Seven: Personal and situational experiences associated with the waiters

This chapter presents the descriptions of the waiters' constructions of personal connections to work experiences as identification and potential acts of engaging. It concludes with an overall summary of preliminary findings presented as part 7.9.

Section One

The waiters were six men and one women qualified mostly at Secondary School certificate of education (SSCE) level, and Higher National diploma level, five were married, aged between 36 and 45 years, two were unmarried, aged between 25 and 35. Their tenure varied from one year to seven years. This presentation for the waiters involved seven individuals, Dom, Mono, Abebe, Basil, Dan, Ese and Yeni.

7.1 Dom

When asked to describe himself Dom said, "*My name is Dom, origin of Flower State Nigeria. I was born 197X, April 1Y, an NCE graduate.*" Dom found himself in the hospitality industry accidentally but he has discovered that it fulfils some of his needs.

The helpful factors related to his experience of the role were, discovered benefits of the job, enjoyment of the fun parts, combination of mind-set and a made up mind, performance style, and awareness of customer service peculiarities.

Regarding the helpful factors, he narrated that, "*I was in the teaching industry, before I left and came to work in the hospitality industry. I get into the industry accidentally. I realise that the hospitality industry pays more than teaching with NCE (National Certificate of Education). In that aspect it's really, really, fulfilling my needs. You know in this industry there are categories of hotels and I'm privileged to work in the one that belongs to the three star; it fulfils my needs*". After Dom had spent 13 years in the occupation and spent 7 of those years in his current organisation. He found out that the "*the pay, the fun in it, the activities that goes with it*" resonated with his needs in relation to work. The assumption here is that he connected with the work because in some way the events and activities or work situation reflected something of his work preference because what makes him say this is not

just the pay, but the fun also. This implies the work involves activities that he enjoys doing, helping him to find more about his work to believe in.

Taking it all in, weighing up all material considerations and reflecting on his choice to stay on this route, Dom acknowledged that, “*Actually, to be very honest with you, in the past ten years if somebody told me I was going to be in the hospitality business I would say No! I get into this industry accidentally. I graduated in 197X from the college of education. So I taught for a couple of years then I had to come to Lagos. And then coming to Lagos with the NCE, the pay they were paying was not much, so a friend introduced me into the industry. As I get into the industry I now realised that the industry even pay more than the teaching! and the industry is very interesting; you meet all kinds of people (Laughter)*”. This realisation (or internalisation of his understanding of his experiences on the job) was probably unexpected and contributed substantively to maintaining momentum in his occupation of the role (i.e. keeping personal and professional involvement in balance), and to the discovery of other characteristics of the job that began to gain more significance, which are held together by specific beneficial and risky aspects of his past experiences. It gave him a base of reference.

Building on this personal relevancy, Dom’s ensuing approach to work was based on an underlying understanding of the various ways he could take in order to fulfil his work role requirements and he chose to be deliberately open minded, he admitted that, “*you must in this industry, it’s a mind set kind of work because its not like a the factory work because all you have to do, you have to talk to the machine, the machine has been programmed; the way that you want your machine to work that’s the way the machine will work. But you are dealing with human beings that in the level they feel more superior than you. You can’t control them they will control you. So it’s a mind set thing that ah I you want to go meet this guest, I will try and anticipate the guest’s needs, maybe meet his needs and then exceed them*”. By being tuned into key attributes of the hotel guests regarding the responses that he may get out of the effort he put into the work activities, he knows that it is not always possible to get it right, so sometimes, the guest may not feel that their needs have been met. But arguably, it makes the difference between being compelled to act or knowing what he thinks moves him as providing the point of reference.

However he is able to regulate his reactions to deal with these work events in the following ways, “*Such situation, it’s a psychological thing. You have to study the guest and see this*

guest will be like this and these ones will be like this. Most times you go wrong but the thing is that you have to be open-minded, and ready to take whatever comes. Don't show your anger quick," Dom acknowledges the positive and negative sides of taking a grounded approach and trying to anticipate the psyche of his guests, comparing people to selected others, because he had come to the realisation that, "*what has worked for me personally is just like I said be open-minded and then sincerity and make the guest feel at home. And how do you make the guests feel at home? When you smile; sometimes when you smile, you smile fakely and they know but try as much as possible to make it real. When you smile, you call them by their names; you meet their needs on time. You even go a little bit extra mile to make sure, you meet their needs and at most times be very honest with them.*" Here he went further to explain the kind of personal skills he employed – guided by the needs of his guests and protecting their interests. He responds to his guest with all relevant truth (as opposed to a focus on making sales); he puts himself in a position of actively seeking their approval and trust – and gauges their sensitivity to being kept waiting, by trying not to withhold pertinent information in anticipation of their being unpalatable to the guests. This is because he is also aware of the targets that he wishes to attain, which he stated clearly as, the "*happiness of the guests.*" Such prioritising affects the results he obtained. These descriptions indicated that Dom responded to the work situation in an ongoing positive way. Moreover, understanding some of the less visible dynamics of his interactions with his guests filtered into even more positive resolve towards giving high quality service.

As well as acknowledging that this positivity was predominantly due to the mind-set that he takes as he explained; "*my source of inspiration is when I attend to a guest and I genuinely see that oh they liked my service. Not necessarily give me tips but they laugh and from their reaction and you know on this job we meet different kinds of people and when you serve people genuinely and they are happy, you will know and that makes you happy*".

Dom iterated his approach to customer service, which is to take the happiness and appreciation of his guests seriously, and to bring out his 'personal' best service, which may not be based on any specified duties; since he concentrated on the interpersonal relationships, which affect his thinking and feelings (i.e. cognitive and emotional outcomes) in such situations. This additional information was gathered using the significant associations he made between successful interactions, the happiness of his guests and his happiness.

Regarding the sufficiency of organisational support experienced as stimulus for his role behaviour he elected to take a balanced view saying that, “*I’m a human being, if I really want to defend myself I will say the employers have not tried, but they try. To be candid, you are dealing with human beings. I intend going further for my degree and go back into the labour market on another level*” Yet he does not just walk away, rather he intends to get a better degree so that he can progress to working at a higher level. The decision, therefore, is very much related to protecting the strength of his accommodation of his work situation for now. It symbolised the extent to which he chose to prioritise taking a positive outlook of his organisational experiences, which enabled him confront unsettling risks. In stating a defence for his employers’ conduct, he is able to take the perspectives of his organisation into account, giving more weight to the nature of the hospitality job.

On the other hand, the hindering factors related to his experience were boredom, difficult interactions with customers and unfavourable image of individuals in the hospitality organisation. Dom made clear distinction between the underlying negative and positive qualities of his workplace experiences he reflected on the alternative characteristics in this way, “*To be very honest the job is sometimes very stressful, sometimes its tedious, it’s boring, its humiliating and some other times you enjoy it because you meet all kinds of people: the good, the bad, the ugly, and you train yourself to cope. Just in that aspect it is fulfilling my needs.*” He has recognised some aspects of the work that he thinks is good for him and others that are not. As he elaborates, “*The challenge is that some kinds of people will look down on you.... Oh ... who is this man? I have billions of Naira in my account.. Who is this cheap rat to want to talk to me in this way to sit here ..*” Dom talks about being publically humiliated by customers as part of his experiences; some guests will want to express their opinions more uncharitably than others and attempt to use their guest status to get what they want without compunction, for which he required distance and identifying the personal characteristics hotel guests utilise in interacting with waiters provided that distance. From Dom’s perspective, these characteristics relate to financial wealth or success and socio-economic status factors that guest utilised.

As a summary, Dom’s styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors, which are seen to have significant effects, and hindering factors are seen to have significant effects.

7.2 Mono

Trying to find the balance between conserving her self-constructed personality trait of being quiet with the liveliness demanded of her role, Mono said, “*I'm Mono... – I work with food and beverage department Rosemary hotel ... as a cashier. Come from Sandy State Nigeria. Emm—what else? I think I'm a quiet person...*

The helpful factors related to her experience of the role were, past experience in the industry, emotional attachment, humility, interest in meeting people and customer service, and flexible organisational practices.

Mono narrated that, “*My first working experience was with a --- has been in the hospitality industry. First I work with —Flanet... as a waitress*” “*I love customer service; You get to meet people and based on the fact that it's a high profile hospitality business that I work in you get to meet top business people and emmm-- top politicians. We get to interact with them. At least it helps to boost your confidence*”. “*I am a quiet person. I am a very quiet person. But this job makes me to talk. Now I'm a talkative.. I talk a lot now. The waiters, in short, the waiters offend me I need to speak out my mind because they would take advantage of you if you don't talk to ----so I had to.*” For Mono, sometimes the relationship with colleagues threatened to engulf rather than support. But working with the waiters as the only female in the group has been good; “*sometimes you offend them and they just weave it. Not like we females, we have a control sheet where we enter everything*”. So as a helpful factor, it enhanced her views of every day freedom to be herself at work with her male co-workers.

She has gained some insights into the important ways she thinks she was cut out for this job revealed in the following statements: “*--if you are this kind of person that loves interacting, meeting with people, you, you find out that you are fulfilled doing this kind of job and again you really, really need to be humble to work in the hospitality industry because if you are not humble there's no way you can be friendly with a guest.*” These descriptions indicate her awareness of intellectual, emotional and creative connections.

Externally imposed changes to her personal practices are one thing, but being tuned in to the behaviour of her guest is her other practice intended to resolve difficult work situations, Mono highlighted that the job brings out her capability for nurturing friendly relationships

with hotel guests that enable them to feel at home and enables the business to retain most of its customers; “*Sometimes you meet a guest that can be very difficult you have to be very, very humble person to calm the guest down and make the guest feel at home.*” But, Mono also tends to draw on her intuitions and experience to be alert to what is going on in moments of interactions with her guests. She also revealed the way she pays full attention to the task in hand, “*..Be very friendly with the guest so that the guest can come back tomorrow. So you have to be very, very comfortable talking with your guests. You have to be free with your guests to emmm—make them feel at home. So, so if you can do that and the guest comes back tomorrow, it means that the company’s need being the hospitality business has been met because they want our guests to always come back.*” Moni’s strengths also included thinking and rationalising her organisation’s function, and objectives enabling her to make connections to her role in achieving these goals and to go on and identify ways through which she is able to fulfil them. Moni described how a consideration of the happiness of guests is central to all work interactions; she already mentioned her inherent desire to be accommodating and supportive of the needs (and mission) of her organisation.

She also highlighted her ability to look out for opportunities to assess the needs of customers and to take responsibility for fulfilling them in the following ways, “*..We make them feel happy, feel at home, once they finish their meal you make sure they’re okay with the food. Especially when the guest cannot finish the meal, you find out why? Some guests don’t eat much food, so they just take little and they are okay. So just try and find out if probably there’s a problem, a complaint about the meal, probably the meal is not okay, but all things being equal if the guest is okay with the meal... I believe the guest’s needs have been fulfilled.*” As the description indicates, the underlying thrust of her action is that she makes herself available to take care of any complaints and make sure it is resolved. She explained how she uses her imagination to picture what her customers want in the following quote, “*You just use your common sense, the guests don’t have to talk...*”, indicating that she has learned to anticipate the needs of her guest before they have verbalised it. Inevitably, it also reflects strong tendency towards supporting the interest of and connection to the organisation. Then, she commends some of the ways and means by which the organisation enabled a positive working environment. She said, “*They (the management of the organisation) have respect for human dignity, we work three shifts so that it really gives you time to go out there and socialise with other people, and do other,---- engage in other social activities compared*

with other hospitality company that work--- twelve shift (-twelve hour shifts) you find out that you're virtually living your life for the company." She also provided the background against which she distinguished an in-group and out-group identity for hospitality workers. As a result she appreciates the worktime schedules for this job especially in Rosemary hotel, as it gives her ample time for socialising.

Mono provided information on the way she managed to take control over her work challenges in a way that pleased her supervisors, "*we have three supervisors, they all have their different personalities at least working with them for five years, at least to some extent I know their different personalities. I know how to hold myself so I don't get into trouble*". This was a way of maintaining her work style. Clearly Mono used her humility for a creative purpose to handle herself in relation to the task. Indeed, Mono's definition of humility is the ability to tolerate the relational experience she was encountering in order to achieve a positive result as a decisive action with respect to the symbolic significance of the customer.

The hindering factors related to her experience were, boredom, incivility from customers, unfavourable image of individuals in the hospitality organisation and lack of opportunities for career growth.

To do her job she stands all the time "*except when you are on break*", her whole job is, "*when there is a bill you are just punching ... I have worked as a waitress before, sometimes I come out to assist the waiters ...*" Because she works as a cashier she finds boredom, standing and incivility from customers an issue in her own job, as she iterated, "*you really, really need to be humble to work in the hospitality business, if you are not humble, there's no way you can be friendly with a guest.*" "*Humility. If not I would have walked away*" "*when you meet a guest that is so friendly, you feel happy attending to them but if you meet a guest that is very difficult you find out that the way they talk to you it's so dehumanising, you just feel embarrassed working in the hospitality industry, and sorry to say it is common with blacks. They feel that those working in the hospitality industry, they see them as a second class citizen probably because it is not a profession that, if one has a choice you are not supposed to take up as a profession. But most whites ----feels that there is dignity in labour, whatever you do.. you do it well and once you are happy and comfortable about doing it, it's okay*". Moni values relationships of mutual respect and where this was lacking, it hampered

her positive views of the job. In the following sentences she contrasts a mutual respect from a guest with humiliation from another.

And finally the lack of opportunities for career progressions, “*with the Froteam Group, you can't really build a career. So you find out that nothing motivates you*” as the identified hindering factors. The organisation lacked provision for career development. Figuring out how to deal with the lack of career growth within the organisational structure; after a long pause and laughter Mono said, “*To be frank with you, aside from meeting people, nothing inspires me about this job. I will be open to you. If I have my choice, I wont... I wont... I would want to seriously leave the hospitality industry, the whole industry completely. The two places I have worked now, no career... you can't build up a career.*” her indication was that these features weighed down her optimism and she attached strong expression regretting the lack of this expectation or benefit. She has to admit that she feels like she is not getting anywhere career-wise. A summary is that Mono’s styling of her role performances to maintain work progress can be interpreted as being driven by helpful factors, which were seen to have significant effects, where hindering factors are seen to have significant effects.

7.3 Abebe

When asked to talk about himself Abebe stated this, “*My name is Abebe, Pink, Blue. I'm 3X years old from Wiro State. I have two kids.*”

The helpful factors related to his experience of the role were, his perception of work as a channel to other benefits, performance style, interest in human beings, and formal training (and skill development).

Abebe did not want to be defined by his job as a waiter in the organisation; he preferred to keep his identity as a musician. But at the same time, he drew attention to the way in which he felt connected and disconnected with aspects of this work role. He noted that: “*I believe in life there's a passage way. This is not my dream job. I thought I could raise some money and move up. Before I came here I was a music producer, I have my own studio where I produce music. What I intend doing is to further my education because I love doing art..*” Abebe revealed from the onset that his professional dreams lies in the music industry - being a musician, writing and producing songs, not the hospitality industry, which he sees as a lower

calibre job. However, he prioritised his resolve to make progress in the different activities that he has an interest in and linked these to aspects of his work. The use of the word ‘love’ instead of ‘like’ in the next quotation is considered enlightening of the strong emotional connection. His strongest connection to his job lies in being able to understand the characteristics of people of different origin. The capability to meet people associated with his particular work setting was his personal connection to the work and the ways that he viewed his connections to it.

Abebe commented that; “*I love being in this company because you get to meet people from different places, countries, I find it interesting just to get to know more about people from other religion and other ethnicity and stuff. It makes you think more... I believe you just need to start up somewhere and keep going.*” The first part of these descriptions indicate intellectual and emotional connections, but in order to understand the second part of the quotation, one may assume that his entry into the hospitality industry was intended to provide financial funding for his other goals. But a few benefits came with stepping into the occupation. Particularly, Abebe realised that many of the work processes demanded and developed some of his personal skills. The work role required being attentive, ability for solving problems, calmness, and pride as a range of accumulated capabilities. He commented that, “*..The job is simple, you need to be concentrated mentally and think very fast, make sure every situation around you is solved. You have to be calm, even when you are afraid because when you are afraid then you make mistakes. What has worked for me personally is endurance, honesty and hard work.*” These personal practices made it easier for him to move on in the job. Moreover, Abebe is very people-centred.

Here he goes on to explain further that, “*Everybody I meet I always find them exciting so I'm happy.*” He cannot resist being amazed by the people he comes in contact with on a day-to-day basis and he celebrates this by stating, “*I'm inspired by, ... seeing people who are my age group or older ahead of me.*” He looks forward to learning about other people’s accomplishments, and their educational standing as heights they have attained that he wishes he could get the chance to achieve intellectually someday. He says, “*I feel like one day I want to be like them, makes you think and try to see how you can emulate their activity and pride. Let me put it that way. So it drives you*” making this a motivational factor for him. But it also

encouraged him to dig deeper into separate intellectual relationships that make up his connections to his work role.

In response to what would appear to be an exploration of this specific world or work, Abebe also influences his work style by bringing knowledge that he gained through training and experience. Seeking out different sources of knowledge and investigating them further,

Abebe is also willing to conduct research on the Internet for resources not available within the organisational training (personal pursuit of work-related knowledge, not just relying on the organisation). His statements that; “*we go for trainings, and we have our departmental trainings too and then sometimes we go on the Net to learn more about the industry and how I can move ahead. So the resources are all around.*” was interpreted as suggesting that he was willing to expend a level of personal time and effort in addition to the training provided by the organisation. It also suggests a yearning for a deeper understanding of the industry rather than just the basic understanding. Abebe responded to the work challenges by looking at his overarching beliefs and finds strengths in his beliefs in his comments that “*take charge of the work, that's the starting point. Therefore, be yourself, have expert knowledge, bring out the best in you. I don't allow my personal problems to come in when I'm at work. So when I go home, I can pick up whatever I left behind. But once I'm here I stick to the job. The challenges involved right now I would say financially*”. So Abebe did not find his work tasks too challenging as he affirms, “*I don't shy away from work, if you ask me to clean this; I will do so.*” Abebe signified that he has the right approach to get any of the required work tasks done; he does not find any work demand problematic.

He also iterates his interpersonal skills and his immersion in positive beliefs about interactions with different kinds of people in his remark that, “*I try to get along with everybody that's why the industry is very interesting because when you get to know people you let go of differences and try to fit into the job*”. It seems to indicate his relational identification makes it possible for him to form an overall preference for the human-interaction aspect of his work. As an integral part of the people he interacts with he provided a little advice in the second part of this next quotation stating, “*For my colleagues, we have different people. We work as a team. Everybody work as a team just to drive the work forward.*” In this first part, Abebe’s use of the word ‘different’ here is interpreted as revealing that his assessment or perception of teamwork may be somewhat different from

those held by some of his co-workers. He asserted that, “*The key to teamwork is just for you to leave pride alone, and try to make sure you stick to the need of the job and work out the success of being here.*” Interpreting the last sentence, Abebe elected to highlight that his colleagues do from time to time feel the need to prove, to themselves, or to their teammates that they are the masters or higher-ranking waiters. The role of pride in Abebe’s interview is a confrontation of two opposing philosophies – there is pride of achievement, which is positive, but there is also vainly pride that underestimates the importance of duty in teamwork, which is negative. Abebe pointed out that his teammates need to recognise how not to employ the latter on the job.

The way that Abebe is inclined to respond to his work overall is summarised in his statement that, “*Serving people, making people happy is the key work to the job,*” which were interpreted as his display of reacting honestly to what he experienced. Especially, when he summed up his experiences in the following way; “*The decision I had to take this job as I said was just to raise money but on getting into the job, I find it pleasurable, it's a good job because as I said you get to meet different people so you learn more about humans; it's great.*” Attaching that last note of approval, again in doing so, Abebe gives clear reasons for his decisions. With this discovery he came to believe in the benefits of this occupation. This change was perceived to strengthen his connections to his work and this apparent strengthening has been accompanied by an element of decision security.

Regarding the adequacy of organisational support experienced, in stimulating his positive appraisals Abebe used an analogy comparing his three star hotel with the Sheraton hotel, a five star hotel to take a balanced view and not just see things from his own perspective, but also offered some constructive advice. Drawing a comparison between the two organisations in terms of their relative sizes, and their financial capability to taken additional staff, he acknowledged that, “*Sheraton and here is not the same thing. But I feel they should do more; look at what is coming in, look at the people that are working here, then balance the equation. Maybe they can have more staff even casual staff.*” Here Abebe says what he thinks about the organisation’s conduct and offered his own personal opinion, by identifying how the management could weigh up different considerations in forming judgments on the staffing situation.

In sum, Abebe's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

7.4 Basil

Basil's introductory statements were that "*Being a chef, I'm always proud of it. Make me look good, I'm proud of it. I always think that this organisation will help me to grow – it is in God's hands.*" He is a new comer in this present organisation and with this optimism; his vision is to making good progress here.

The helpful factors related to his experience of the role were, his formal qualification, emotional commitment, combination of learning and teaching, performance style, and ambition.

Accompanying Basil's pride in being a chef, he iterated his emotional investment in the main work tasks, and is willing to put in the effort to make it self-expressive and self-affirming. He said, "*Yes I love cooking, cooking is a real love. I like taking care of people. Hospitality industry I so much love it because ... I ... I love the job generally so I'm happy about the job because the little that I'm collecting now, I'm happy. You know I'm content for what I have for now. But I'm still looking forward to get to the highest level, higher level, like now planning of getting my own catering company, that is, outdoor catering for people because being a chef, I know what I can give people...*" It has got him thinking about ways make an impact in this service industry. These descriptions indicate intellectual – he sees his activities as much more than preparing food, he anticipates what his customers will like, and emotional connections as the capability to project a consistent commitment to this occupation for a long time into the future.

Basil clarified the difference between a cook and a chef in the following way, "*You know most catering companies they just cook, but we chefs we are not just cooks you know, if, when you see people, many people coming in putting on white (the white overcoat and hat that chefs wear), they're not all chefs, but people that are real chefs they specialise on..It's not all about cooking cos anybody can cook this food, but it goes along way you know; what and how you cook this food...chef specialist that know what to do, they don't just carry food and*

start cooking, you have procedure... Basil showed his cultivated aptitude for the technical knowledge underpinning his operational activities. And he had the following insight on his technical knowledge that involved being aware of health related cautions, he said, “*In fact people over cook food they say they are chef, No! Food should not be overcooked or raw, it should be in between overcooked and raw. There’re so many things involving in it, the hazard rule; hazardous analysis is critical control point, it’s all about the hygiene part of it, that’s number one, you have to know the kinds of things to use in the right ways - organising and controlling cooking procedure - that’s what I mean,*” The knowledge that he has acquired makes him want to see people eating food cooked hygienically and to the proper temperature. So the cooks’ appropriate use of technique and procedure is reflected. Hence he provided his perspective of the background against which he craved out an in-group and out-group identity for himself.

The result of this effort as he believed was that this in-group/out-group identification is continued as exhibits of orientation and involvement. Basil says this about his states of mind on external assignments: “*Whenever I go for outdoor cooking, they are satisfied with our food, even in the restaurant whenever, you know chef don’t go out like that – you hear: OH chef you do well! Thank you, the food is good, this and that. So that alone make me always being happy, whenever some one eat my food and enjoy it, I’m be happy.*” In these descriptions Basil confirms his appreciation of customer’s feedback, leading to emotional connections; he is prepared to follow this course wherever it may lead to hold on to the vision and the chance it gives him to do something good.

As other external signs, he also provided the following advice; “*a good chef needs to whenever you go out and meet other chefs, you need to listen to the chef and see what they do, like now as I’m talking to you now I don’t feel as if I know too much but the little I know is okay for me. Same, same (all the same), when I see people doing things I will tell them, OH can we put it this way.*” He also shows that he is open to other people’s opinions and ideas, since there are several ways to achieve work tasks and if others want to show off their own style, he is always ready to be shown fresh ideas, which he could use to improve on his own knowledge. He internalise the fact that in the end, he will be the beneficiary of this new technique and there are always advantages in sharing insights in sayings that, “*Same, same it will be okay because there’re so many recipes in doing things to come out (well). There’re*

some people that when you tell them.. OH this is... can we make it like this, they will say No, no, no! Sometimes I look at them and I say they are not ready to learn." The advantages Basil emphasised were not only educating one's self or increasing one's skills but also to change one's mind-set. He continued in this way, "*Look at what the other person is doing. You take that and add to your own, maybe you go another place that they have another system and you say Oh this one is better. You know we have good, better, best. You look at it you will know the three.*" Here Basil emphasises the high level attention he pays to the performance of his work tasks (i.e. self-assigned task defined in terms of making one's mind up and one's own decisions in regard to what is to be done as one's work/performance), this also suggests Basil's yearning for a deeper understanding of the industry rather than just the basic understanding, and to make contributions to the learning of others.

Basil commented that, "*I like the job; the job is okay for me. From what I have I use it for family; taking care of myself so the job is okay for me.*" This shows his contentment. But he is also open to the heavy workloads that arise occasionally in his statements that: "*We face challenges sometimes so much we have to do. The job is bigger than all of us in the kitchen, but the job has to be done so we must do the work. We have hospital we can go hospital check up every week. We do check-up, very important, safety first.*" He admits that this work is hard for him sometimes, however, the negative valuations of difficulties that he had to work with were diminished by internally available resources for him to take advantage of was viewed as sufficient support from the organisational resources to make sure he takes care of his health.

"Like now we have full house we have more people coming in for breakfast. We have to make sure that they are happy. So we must do something, work extra, we stretch our self to work to make sure everything goes well. I don't feel anything about being stretched; it's my job so I have to do it." Expressing that he made himself available when his organisation needed him, he is hardworking and reliable, which enables him to align his contribution as needed. However, he acknowledged that: "*That's why I say the work is bigger than me and others but the job has to be done. I want to become a very good chef and work in a very good five star hotel as a chef, as a leader so that's what I'm looking at. I have to work hard to be number one, to get more training, be nice to people and that is it. That's my view. That's my dream. As I'm here now is better than the past so I believe tomorrow will be better than today.*"

Hence he takes a balanced view of the benefits, challenges and guarantees. Basil is ambitious and looking forward to the adventure ahead. He is also optimistic that the present good work situation will inevitably lead to a better future.

Within this vein, his views of the following two thresholds underlying one's idea of connections to work is important one; where an economic view of work has a direct link to kinds of fatigue experienced consciously or unconsciously or an ability to give heartfelt commitment, which leads to an experience that one is tired, but, happy (i.e. feelings of emotional elation instead of just physical exhaustion). Basil comments that, "*If somebody just come into this job for money, the person's mind is not for the job, the mind set is like I'm doing this thing because of the money you get tired very easily. You do it because you love it with that you will be free – you free your mind to do the job with happiness not because of money. You do the work because you are proud of your work, you can go anywhere because of your job. You can explain any food to anybody. It makes you happy; you will not be tired.*" The interpretation is that putting a monetary measure on the workload (requirements and pressures) impacts the individuals' ability to give his effort freely to his performance. Basil also highlights that if one is an experienced chef, then one would have no fear talking about the qualities of food and how it is prepared. These descriptions were interpreted to indicate the direct influence of connections to the more intellectual aspects of his work identification that drives Basil activities.

Then he mentions other challenges that influences the self-image obtained in the job by acknowledging that, "*some people think this job is not a good job, man leave house to come and cook? That's what some people think, you know.*" Basil comments that some people cannot understand why a man would want to spend his work life in the kitchen. Basil is concerned about the disadvantages of working in the kitchen held by some sections of society and suggests that it is linked to notions of male/female identity; seeing stewardship in the kitchen as different from stewardship in a banking hall or a church hall. Nevertheless, being in it he knows it's a job filled with very serious responsibilities, because it relates to people's health, as he elaborates, "*They don't really know that this job is a good job. People don't know. You know you cook for people you are taking care of peoples' lives. So people will just take you as housemaid doing things to you that you will not be happy.... But... you have to work under stress then you get it.*" Additionally, Basil refers to people in the public, who do

not know that individuals working in the hospitality industry are getting professional qualifications, a pension and other work-related benefits, particularly, those working in highly rated hotels. Also, he communicated a deeper meaning underlying the job activities, with these comments about introjection and his sources of intrinsic motivation. This description of the necessity of working under stress endorses it as a helpful rather than hindering factor.

Regarding working with his line manager and others in his work team: In his words, for collaboration with the Chief Chef he says, “*We are one*” and with other colleagues he says; “*we have a cooperative here at work*”. Indicating that they have caring and positive relationships, he is surrounded with hard working colleagues, they have very high respect for each other’s contribution. As a chef, his work automatically involves collaboration; he works with the Chief Chef as well as, in a work group with the other Food and Beverage department staff. As a summary, Basil’s styling of his role performances to maintain work progress is can be interpreted as being driven by helpful factors, which are seen to have significant effects, and hindering factors are seen to have insignificant effects.

7.5 Dan

Reviewing his connection to his job Dan narrated that, “*initially, before I got into the hospitality industry I had been into little business, trading, buying and selling of fabrics. Somehow, somewhere along the line I had some setbacks financially so I thought I should get something else to start all over again.*

The helpful factors related to his experience of the role were, extroversion, emotional reactions, combination of good relationship with clients and line manager, performance style, and gradual awareness of changes in thinking pattern.

As a starting point, Dan states “*So I got a job as a waiter with a restaurant somewhere in Satin Island some seven years ago and ever since then I made up my mind to learn new things.*” Elaborating on this intellectual connection he described how the prevailing global market system is linked to the service industry saying, “*I enjoy serving people because the whole world economy is about sales. My profession right now is all about service sales... new career, it brought my inner self out, because as a person, I’m not an introvert, I’m an*

extravert, I like meeting people, I like talking to people, I like relating with people. So it makes me to be able to relate with people and makes me to do what I know how to do best, and I'm enjoying what I'm doing. Dan highlighted that the job brings out his preference for nurturing friendly relationships with people that enabled him to feel at home in a new career.

Dan depicted how he presents himself in his role in his statements that: “*If I’m happy doing what I’m doing then I should be able to show my best output. If I’m not happy doing what I’m doing of course it’s going to show in my output, reactions, it’s going to tell on guests, people that I attend to. So my output has been my happiness in my inner self. How best to expose whom I am, the way I relate with my clients. For example my Emirates guests, I make them feel what you get outside Nigeria, you can also get the same service in Nigeria.*” Dan was totally focused on how his customers appreciated the quality of services rendered and elaborated that, “*sometimes, for instance, my day off is tomorrow and my line manager calls me and says Dan you can’t go off tomorrow. Whatever plans you have for tomorrow please can you cancel it and we give you another day for it... and I will say okay sir lets go. To whom much is given, much is expected*” Expressing that he made himself available when his organisation needed him; he is reliable, which enables him to scale up his contribution because inevitably, it also reflects strong commitment to supporting the interest of and connection to the organisation, because of – “*the enabling environment and xyz benefits from the organisation at a particular time*”.

Dan acknowledged ways in which the job was helpful to him, he said; “*It (the job) has also changed my thinking, because it’s a service industry, there are so many things we need to learn about, it’s been quite challenging, but on the whole I’ve learnt some many new things, it’s been a new career altogether.*” So he gets intellectual direction, he is learning customer service skills with a potential career ahead, if he can meet the challenges.

Working as part of a team, he had the following insights regarding interactions between people, he said “*we are social animals, naturally you’ll expect sometimes we are nice, sometimes we are not very nice;* but he is hesitant to comment further, “*there are things that you think to yourself. You might not be able to tell it to another person because they may not feel the same way*”, he was explicitly aware of working around this interactional challenge and his conclusion is to let it go. He refrains from stating specifically his feelings about interacting with colleagues by being suggesting that its just the way relationships are, when

different people are brought together; “*it’s been challenging, some people you work with easily and you just go on just like that*”, which suggests ambivalence. For him, negative behaviour or feelings are either ignored or kept to one’s self. But he is able to project into the future that he intends go on working on this.

By highlighting that: “*The job is very technical, technical in the sense that before now, a lot of people who had been into this industry most of them had not had the opportunity to go to school and of course you and I know that the most difficult people to deal with are people who are not learned. Thank God now people in hotel industry have a chance to be educated so it has helped me to learn things from people who are in the know. It has also changed my thinking, the way I talk to, relate to people. It has also remodelled my human person.*” Dan is also getting intellectual resources that he has internalised why and let their inherent instructions guide his personal vision; revealing the important connections to the occupation. He acknowledged that professions in the hospital industry are viewed as inferior but being in the hospitality business, he knows that they are intelligent and are not stupid at all. However, he points out that more weight is being given to the professional status of hospitality.

As a summary, Dan’s styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

7.6 Ese

Ese described his thinking and acting pertaining his work in this way: “*I’m a young man from Rosey State. Immediately, I dropped out from school (after SSCE), I say to myself; how can I do in life, since the government is not helping? So I decided to go into the hospitality industry.*

The helpful factors related to his experience of the role were, past history in the industry, emotional attachment, evaluation of other career pathways and feeling settled, performance style, and interest in the job.

He commented that: “*Ever since the 1990s, that’s when I joined this hospitality business. I started with outdoor catering, quite comfortable; I like what I’m doing, 14 years in hospitality business, 6 to 7 in Rosemary (hotel). I’m proud of it and well in the main future I*

look forward to have my own kind of restaurant. You never can tell.” Ese’s projection of a few in this industry is seen as, signalling the expansion of his passion and interest in this occupation for a long time into the future – having a consistent view of his connections. “*I have the job interest in my mind, moreover the training helps, there’s the juice course we normally do once a year, we have fire service training and we have this Johnnie Walker Master bartender, it helps along the line. It really, really helps.*” These descriptions indicate he has come to the conclusion that intellectual – training support on the job is getting better, and emotional connections - it feels like a more secure occupation that he can hold on to.

Ese breaks down his performance style and targets in statements that: “*It doesn’t cost much (to perform this job successfully) all you have to do, you have to be patient. You have to be focused. That’s all it takes. On my own aspect (i.e. bar tending), it’s all about customer service, just be yourself. Learning is good but make a lot of practice. At home, I make a lot of practice. What inspires me is my customer. When my customers say they are satisfied and not disappointed..,*” indicates that he cares to understand customers’ needs. He feels he has what it takes to perform his work tasks by just being himself, he does not need to think so much about tasks, its more about practical skills – the more you try new techniques, the more you able improve at the tasks. For him, the time and effort that he puts in to hone his bartender skills is rewarded when he receives such positive effort. This appreciation from his customer for him is a key reinforcement.

However, he acknowledged that: “*Some guests are very arrogant but in the hospitality industry, you have to take all that.*” These were interpreted as a demeanour that, haughtiness of customers is something he can ignore, and not one that is about to change. So he will do whatever needs to be done; Ese was willing to put in the attention, personal time and effort to make his work self-expressive and self-affirming that suggest the advancing of an intellectual and creativity connection. Ese also looked at his role and those of others with regards to different industries and decided that being a bartender was his perfect occupation; he is passionate about the occupation in general. He clarified that, “*Because, erm I have searched out different erm kinds of jobs and I look at the hospitality industry, this is what I wanted. This is what makes me happy. You know in life whatever will make you happy, whatever you like doing, enjoy doing, do it with passion! That’s why I decided to go into the hospitality*

industry." This is interpreted as having a consistent view of his occupational decision. Ese was certain that this was the only type of work he was will to undertake.

He saw the opportunity of being able to enact what he saw as a passion for work - through for example, thinking innovatively about what inspires him, the practical skills associated with it and what he could achieve with those activities. The following quote from Ese's interview is consistent with a critical view of the workplace experiences: "*Feelings about the organisation in the middle (not increasing nor decreasing). What I intend to do is that by December I will be on leave. When I come back in January I will look how the job is going*". Indicating that the cycle of reflection and evaluation of the job as part of the plans for his development process is important. This will give him the information he needs to find out what he wants from the job going forward. It evokes his comments that "*I am a master bartender; I'm the man I wanted to be. I'm the husband I wanted to be.*" These affirmations are seen as indicating a sense and conviction that the expertise that he has acquired in his work place fits his professional and personal aspirations. As a summary, Ese's styling of his role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.

7.7 Yeni

Yeni also described his thinking and acting pertaining to the way in which he came to work in hospitality by stating, "*I'm Yeni ... So I was born June 1Yth 19X7. So I had my primary school education in Highland, Nigeria as well as the secondary. So I proceeded to higher learning at Highland State Polytechnic for my OND.*"

The helpful factors related to his experience of the role were, his formal qualifications, customer service as a channel for meeting people, awareness of the industry future potentials, combination of performance style and interest.

I have my HND in Hotel and Catering." There is a visible connection between his formal qualifications and his choice to be a waiter. But Yeni selected this job because of another key personal factor, which is that he loves meeting people, he says, "*So I love meeting people so I now sat down I now look at myself where will I fit in? as in what occupation will I like that I*

will be able to meet people. So I concluded it should be catering and hotel ‘cos you meet people when you are in this organisation.’ These descriptions indicated that his work goals were self-concordant and his actions in achieving these goals are self-expressive. So his vision extends into years ahead, as such these can be considered positive reasons for strong identification.

Yeni highlighted that the job brings out his preference for nurturing quality assurance standards because the results is a strong task focus is what the customers see as the organisational work style. He comments that, “*Anything you do, you must do it well. I believe that’s what I do. I live to maintain standard. If you come to this establishment and you’re asking for Mr Standard; they will tell you its Yeni. I don’t take anything below standard. If this is the way this thing is to be done, I love it to be done that way. I don’t compromise standard, I love standard always. So if this is how this thing should be done and it should be done that way, I love that.*” This is interpreted to mean Yeni is referring to high standards here. (i.e. helps him to serve customers at an acceptable standard) It also suggests an emotional commitment to consistent high standard performance as his types of self-expression. Which he believes should involve the attainment of formal qualifications in this way, “*You have to get formal education, it’s very important. Although, we have...err, there’re people, they tell you, you don’t have to... you don’t need formal education, but I’m against it. You have to get formal education; you have to go to school. Then after that, experience is very important; you have to acquire the experience before you can come out and tell people you are into this. You should learn it, as in you go somewhere and learn it. So that’s what I’m saying. The formal education really helped me, the experience, the training on the job. We do a lot of training on the job cos you don’t need to stay at a point. You need to keep moving, keep moving with the trend. So that’s really all we are doing.*” So Yeni emphasised the importance of attaining formal qualifications to support the emerging profession status of the hospitality occupations generally.

Next he noted that, “*we have what we call repeat business. So they (the customers) love what we’re doing, they keep coming. You can see for yourself everywhere is full --- full. In fact we have to refer some of our guests to our nearest hotel ‘cos everybody wants to stay here.*” Yeni further clarified these connections to his work using his observation that, “*There is advancement in almost everything now... the profession now is getting more advanced. The*

job has to do with catering for people you know, almost everybody don't have the time now to eat in their house. As in, you wake up in the morning, cooking. You don't have the time for that. You like to dress up and off you go. So on your way you probably want to branch into a fast food or hotel. In fact if you look almost everywhere we have hotels, we have catering outfits, so it's getting more interesting for big players like us". Just like Dan, Yeni made a positive assessment of the viability of the industry to support his desire for a hospitality occupation. These descriptions also indicated that Yeni not only responded to the work situation in a positive way he formulated an in-group identity for himself as an evolving professional identity for highly qualified hospitality workers.

Paying full attention to the task in hand according to Yeni brings with it strong mastery of tasks, the ability to perform them routinely and to get the job done in an efficient manner. He explained that, As he states that the, "*job has to do with catering for people you know. So what my work entails is we cater for people we provide food and beverage. As you know it's like a daily routine. What you're doing, it's what you do almost every day. So you don't even need a dictionary or any job description (laughter). So its just like what's in you. ---- So it's more or less like natural thing to me now. So I don't need anybody to tell me to do this, do this. There's an ethic of our job that the customer is king!*" Yeni highlighted that sometimes, "*the job is just a role that you have to play,.anything you are doing you have to do it well.*" This was his motto; a natural connection to the work tasks.

Relating with his line manager, he says "*I love working with him and he loves working with me*". With other colleagues he says, "*To be fair, some good staff and some problematic staff, probably because of my size I don't like people to chance me*". One critical factor regarding his view of collegial relationships was that Yeni was sensitive about his physical stature and he worries that others may use it to take advantage of him in varying degrees, as an interpretation of his statement that "*I don't like people to chance me*". So he has to maintain control of his independence and integrity. But he acknowledges that challenges of working with co-workers were intermittent.

Commercially inspired and slightly political, Yeni also affirmed that what the hospitality industry had to offer fitted what he needed; he confirmed that in this way: "*Happy doing what I'm doing although the road may be ---- the direction might be dark, but we still keep on going. One or two times you meet what we call difficult guests some even try to be funny but*

we can still play along with them. What we're after is to get their money (Laughter). Sometimes a guest will abuse you, you are doing the right thing but they try and they try to --- probably they believe they are paying a huge amount of money but we still try and pacify them we still try to go along with them at the end of the day they, they still pay for our service. And that's good for us." Two things here: one Yeni sees the work as an adventure in terms of having the courage to step into the unknown, i.e. the dark road – you cannot see what is ahead. The second one is the road, sometime it is looking at a straight road (i.e. "*Happy doing what I'm doing*") and at other times it is looking round a bend in the road – you focus on where it is leading you to rather than the difficulties on the way (i.e. "*Sometimes a guest will abuse you*"). He thinks that solving problems of having the odd experiences with challenging guests makes him more efficient and definitely are more subtle reminders of the importance of self-regulation. In sum, Yeni's styling of his role performances to maintain work progress is can be interpreted as being driven by helpful factors are seen to have significant effects, where hindering factors are seen to have insignificant effects.

7.8 Summary

The personal aspects of the way that the hospitality industry got their attention that they cling on to were mostly expressed as an interest in meeting and for relating with people. All sampled waiters communicated natural inclination towards an interest in meeting people or taking care of people and an explicit emotional connection to the interactional aspects of the job as a whole or aspects of it. However, the level of payback that each individual accepts and expects is different from the other. Table 7.1 illustrates the practices and experiences that help or hinder the identification with work process by motivating or impeding them.

Waiters	Helpful factors	Hindering factors	Concepts derived from the effects
Dom	Discovered benefits of the job, enjoyment of the fun parts, combination of mind -set and a made up mind, performance style, and awareness of customer service peculiarities.	Boredom, difficult interactions with customers and unfavourable image of individuals in the hospitality organisation.	Dom's styling of his role performances can be interpreted as being driven by helpful factors, which are seen to have significant effects, and hindering factors are seen to have significant effects.
Mono	Past experience in the industry, emotional attachment, humility, interest in meeting people and customer service, and flexible organisational practices.	Boredom, incivility from customers, unfavourable image of individuals in the hospitality organisation and lack of opportunities for career growth.	Same
Abebe	Perception of work as a channel to other	Disregarded hindering factors	Abebe's styling of his role performances can

	benefits, performance style, interest in human beings, and formal training (and skill development).		be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have insignificant effects.
Basil	Formal qualifications, emotional commitment, combination of learning and teaching, performance style, and ambition.	Disregarded hindering factors	Same
Dan	Emotional reactions, combination of good relationship with clients and line manager, performance style, and gradual awareness of changes in thinking pattern.	Disregarded hindering factors	Same
Ese	Past history in the industry, emotional attachment, evaluation of other career pathways and feeling settled, performance style, and interest in the job.	Disregarded hindering factors	Same
Yeni	Formal qualifications, customer service as a channel for meeting people, awareness of the industry future potentials, combination of performance style and interest.	Disregarded hindering factors	Same

Table 7.1: Experience helping or hindering the identification with work of the waiters

In the description of the experiences of the work structures by the sampled teachers showed in Table 7.1, the waiters showed clarity of intention, creativity and dedication leading to a more energised style of engaging with work, see themselves as aspiring professionals, responding, creative generators of solutions or a promising their guest happiness and care in return for patronage in addition to their formal stewardship of customer service.

In terms of similarities, Dom and Mono's descriptions of connections to work suggests a way of connecting with work in which they revealed the important barriers directly related to their preferred work style. For these individuals, it was not all positive - helpful factors. It was observed that they were attached to a sense of self, and to the particular way of viewing expectations and doing work-related tasks that it (this sense of self) entailed; it can mean that they question their definitive relationship to the particular challenging need of the work. As, some of these judgments and feelings go forward they are perceived as contributory factors to some negative feelings and thoughts that foreshadow some aspects of disconnection. On the other hand, Abebe, Basil, Dan, Ese, and Yeni had similar experience profiles. Contrary to the first two cases, their meaningful use of their identification did not stop at the way for shaping the possibility for influencing work processes. As these judgment and feelings go forward

they are perceived as contributory factors to an overall pathway of drawing on a personal capacity to overcome the setbacks or an approach of a preparedness to maintain a positive stance in the face of all challenges.

Comparisons between self-employed individuals and waiters

When the two identification paths of the waiters are considered in a comparison with the self-employed, there are main effects of the aspect of a ‘salient contextual factors’ that coloured the identification paths, while retaining a similarity with the two self-employed group where helpful factors are seen to have significant effects and hindering factors are seen to have significant or insignificant effects.

Just like Miki (from the teachers’ group), Dom has recognised some of the personal and professional life management aspects of the work that he needs. Like Ola (from the teachers’ group), Ese saw the opportunity of being able to enact what he saw as a passion for work. However, also, the presence of the varying interpretations of expected interaction modes among the waiters became the breeding point of various points of disconnections from work for Dom and Mono despite the very successful organisation in which they worked. Abebe, Basil, Dan, Dom, and Ese were all willing to put in the attention, personal time and effort to make his work self-expressive and self-affirming. The contextual factors such as, the waiters loosening of their view of a particular sense of low qualification status in their sense of identification and being more flexible in their perspectives the work styles, are described in some detail in Chapter 8, in the summary of overall findings.

These summary tables (4.1; 5.1; 6.1 and 7.1) enabled the achievement of comparisons between self-employed and employed individuals, which is summarised as ‘new groups’ in a matrix Table 11 in Appendix E3. After these comparisons were made, the case study interpretation approach was replaced with a matrix of labelling concepts and accompanying elaboration of contents of findings/concepts and patterns at arrived “new groups” level approach. This new group category signifies the similarities and differences between the self-employed and employed individuals’ connections to work.

Section Two

Due to the structure used for this presentation of analysis and findings, like the introduction to the chapters on analysis and findings placed in chapter four, the summary reported here serves as a summary of preliminary findings from the four chapters (i.e. 4, 5, 6 and 7).

7.9a Self-descriptions and Helpful and hindering factors

For the findings, the assertion that individuals saw a clear path of progressive identification with specific work aspects, was interpreted as providing a sufficient support for notion of engaging. This assumption was due to a preferred self (Kahn, 1990) and self-related knowledge-based and resource-based attributes (Kahn, 1990; Schaufeli et al. 2002); for instance, confidence, humility, patience, optimism, some aspect of perseverance, pride and so on, as particularly treasured connections individuals used to compose themselves.

There were some calibrations undertaken as this assertion was used to transform a set of cultivations of the self in relation to work, and the underlying dynamics being the individuals' ease of expressing this and not an alternative. In self-employment it is a matter of self-expressions inserted in the enterprise cultivation as opposed to just making a business investment. For the employed, it is a matter of the particular variant of individual choice based on pre-defined or deliberated decisions in choosing own occupation. These reasons were assessed using those events that allowed the individual to arrive at a self-understanding attributable to work and employed in carrying out their work roles. This summary of findings reviews how the findings may be read as the presence of engagement in the preliminary findings.

7.9b Preliminary findings

This presentation of preliminary findings uses three main themes; self-descriptions, helpful and hindering factors as making the best use of the conceptual framework and sources of findings. The conceptual framework pitched personalised connections to work as the process that addresses personal interaction with work processes ensuring the internalisation of certain aspects of his/her experiences, then, identification and acting on it is tied to the individual's own self-identities and particular reasoning.

The analyses were used to organise the experiences and to discover factors that enabled or hindered the formation of these connections within them. In sum the analyses and interpretation sought actors' self-descriptions, categorisations of other people, situation and objects and underneath this: the ways they are affected by these experiences, which is interpreted as an approach to the notion of engaging with work (from the individuals' perspective, particularly).

In tackling within group comparison, individuals' response to the hindering factors clearly delineates the differences between the qualities of the two kinds of connection with work occurring within each occupational group. Bundling these experiences together provides an overview of the similarities and differences in modes of connection with work conveyed by the cases. It also reflected the different orientations and logic of action that suggest within group differences for both the self-employed and employed individuals.

Indications of higher or lower levels of engagement

Some related findings showed that among other things: the core information is that identification with work, generated benefits for individuals (and for their organisations) but certain events have put them at risk too. Benefits are related to individuals knowing or recognising what it means to privilege or access certain gains that meet he/her needs and gives additional comfort in the work situation. Risks are related to individuals knowing or recognising what it means to be willing to take on issues or deliberately make sacrifices that make additional demands in the work situation. The data-driven findings suggest that a two-sided risk and benefit arrangement is of prime importance to the identification. The use of the words benefit and risk here mean that individuals accept the different types of benefits and risks of strong or weak identification with work. Therefore, those who articulated that the positive physical, emotional and intellectual benefits they are reaping is increasing rather than decreasing are termed as having engagement levels that surpasses those of other participants that communicated a clear sense that their appreciable positivity had altered, or was slowing down.

Also, sufficient compensation for the challenges was considered safe and not disturbing, in which case, an increased sense of identification in all connections gains currency in this trend, interpreted here as higher levels of engagement. Some connections on shared task-

oriented events for the self-employed that were frustrated by the inclusion of personal vulnerability on the part of the individual were; attachment to a sense of self, way of viewing expectations and doing work-related tasks. The immediate direction of reaction is often to respond negatively, which reveals a sensing that the individual was inserting some demarcations in the composition of such connections, gains currency in this trend, interpreted here as lower levels of engagement.

In sum, changes in mind-set and thinking processes on the constraints that occurred, which often focused on different degrees of negativity towards the effort and time required to accommodate these challenges also changed the composition of the engagement enough for it to make a difference between those individuals who did, and those who did not. The elaborated analysis and findings suggests that there three main outcomes; Table 7.2 summarises these outcomes.

Preliminary findings	Chapter four	Chapter five	Chapter six	Chapter seven
1.	Self-employed individuals' descriptions of self, and helpful factors activated or uncovered an image of mind-set and thinking processes that enabled a disregard or regard for hindering factors.	Clergies' descriptions of self, and helpful factors activated or uncovered an image of mind-set and thinking processes that enabled a disregard for hindering factors.	Similar to the self-employed individuals, the teachers' descriptions of self, and helpful factors activated or uncovered an image of mind-set and thinking processes that enabled a disregard or regard for hindering factors.	Similar to the self-employed individuals, the waiters' descriptions of self, and helpful factors activated or uncovered an image of mind-set and thinking processes that enabled a disregard or regard for hindering factors.
2.	A reasoned split was found among the views the individuals conveyed: Kaka, Pete and Zisu disregarded the hindering factors, thereby, increasing their connections to work. Bobo, Chris and Wiwa regarded the hindering factors, thereby, decreasing their connections to work	No split was found among the views the individuals conveyed: all clerics disregarded the hindering factors, thereby, increasing their connections to work.	A reasoned split was found among the views the individuals conveyed: Hali, Nana, Miki, and Robo disregarded the hindering factors, thereby, increasing their connections to work. Ola and Choco regarded the hindering factors, thereby, decreasing their connections to work	A reasoned split was found among the views the individuals conveyed: Abebe, Basil, Dan, Ese, and Yeni disregarded the hindering factors, thereby, increasing their connections to work. Dom and Mono regarded the hindering factors, thereby, decreasing their connections to work

3.	<p>Based on the accumulation of connections, Kaka, Pete and Zisu have higher levels of individual characteristics and preferences connected to their work, as well as, maintaining support for their accumulating connections, and identification; indicating higher levels of engagement.</p> <p>Based on the accumulation of connections, Bobo, Chris and Wiwa have Lower levels of individual characteristics and preferences connected to their work, indicating lower levels of engagement comparatively.</p>	<p>Based on the accumulation of connections, all clergies have higher levels of individual characteristics and preferences connected to their work, as well as, maintaining support for their accumulating connections, and identification; indicating high levels of engagement.</p>	<p>Based on the accumulation of connections, Hali, Nana, Miki, and Robo have higher levels of individual characteristics and preferences connected to their work, as well as, maintaining support for their accumulating connections, and identification; indicating higher levels of engagement.</p> <p>Ola and Choco have Lower levels of individual characteristics and preferences connected to their work, indicating lower levels of engagement comparatively.</p>	<p>Based on the accumulation of connections, Abebe, Basil, Dan, Ese, and Yeni have higher levels of individual characteristics and preferences connected to their work, as well as, maintaining support for their accumulating connections, and identification; indicating higher levels of engagement.</p> <p>Dom and Mono have Lower levels of individual characteristics and preferences connected to their work, indicating lower levels of engagement comparatively.</p>

Table 7.2: Summary of analysis and preliminary findings

The attempt at unifying the key factors for engaging in order to examine the engagement paths pushed the analysis further to propose assigning individuals into five levels of engagement. Table 11 in Appendix C10 illustrates the core partitions used for distinctions between the levels of engagement. This is reported in the summary in chapter eight.

The role played by identification with work

The inference from these preliminary findings is that the individuals' styling of their role performances to maintain work progress can be interpreted as being driven by helpful factors that are seen to have significant effects, where hindering factors are seen to have significant/insignificant effects.

This filters into the recognition and cultivation of the most important factors that drive them (helpful and hindering factors) onwards, as such engaging were by-products of this enactment; a style of engaging whether individuals realised this or not.

Identification with work played an intermediate role by intensifying the connections, as individuals employed claimed identifications to enhance their self-image and accordingly, it directly affects the effort one puts in to maintain the positive esteem of people or object identified with. For example, Ese (a waiter), identified with providing his international customers, specifically, with the same standard of customer service offered in the Western parts of the world that had an important influence in realising his self-image as a waiter, which would in turn permit fruitful enlargement of his efforts at connecting increased self-expressions to the occupation to a greater degree.

The reasoning accompanying any factor that derides this progression is that it erodes some aspects of this identification generating constraints to sustaining if not expanding its progression, such as perceived; boredom (waiters; Dom and Mono), lack of organisational support (Choco; teacher and head of primary), and lack of career growth opportunities (Ola and Mono; teacher and waiter). But it does not end here as individuals endeavour to retain some of the identifications. In other words, a higher or lower level of engagement is occurring in these connections to work from the information conveyed. This formulation of individual case studies enabled details of individual's facts, values, theories, calibration and validation used to communicate it before further summarisation of qualifying elements that had particular relevance at group levels were revisited and captured. It was necessary to analyse and interpret them further, to reduce them to just key findings and conclusions, in order to give a concise but reasonably complete overview of evidence gathered. A rationale being that the reports were copious in their own right and were not therefore used as the presenting of overall findings.

Chapter Eight: Summary and conclusions

Introduction

As noted in the background and rationale for the study outlined in chapter one, the concept of engagement being used here develops most directly from the personal engagement and work engagement perspectives. It was outlined that the notion of engagement is of concern in workplaces because people usually have considerable latitude to determine the extent and nature of their effort in relation to work activities; as such individuals may or may not voluntarily seek engagement at work. They may also choose to expend a great deal of effort or they may take a less active role and do just what they view is required to get by (Kahn, 1990) and that the positive emotions that individuals have regarding their work have important implications for the way work activities are performed (Schaufeli et al. 2002).

Based on identified gaps in the literature, the goal of this study was to examine the main characteristics of personal engagement and work engagement in the academic literature, and to explore and capture insights about individuals' perspectives on their engagement enactment. The aims were to examine the basic characteristics of engagement in the academic literature and develop a framework for improving the conceptual basis of the study. This framework guided the attempt to uncover the factors that are most important for the engagement enactment that individuals have in common.

The research questions that guided the study were: *How are the characteristics of personal engagement and work engagement in the literature more or less amenable to integration as a more fruitful approach than the unitary model approach? Is there a promising way to integrate work engagement and personal engagement into a comprehensive framework and increase the reach of the engagement models? And How are the individuals better or less able to make the connections to work that allow them to secure the outcomes that are successful for engaging as conceptualised by the adopted model of engagement?* The study was designed to fill this gap by the development of the personal-work engagement framework on the one hand, with the elaboration and evaluation of the individuals' perspectives of the engagement effect of their workplace experiences on the other hand.

As noted in the methods chapter, research has identified that the work experiences of self-employed, clergies, teachers, and waiters, presents a context for studying the act of engaging. Thus, this study compares the similarities and differences between self-employed and employed individuals. The rationale was that as the cases of interest, the self-employed are in the best position for enacting engagement in this sample.

Based on the aims, prioritised objectives and the research questions, this final chapter provides the conclusions of this study using a summary of research findings and discussions, on the theoretical relevance of the modes of engaging empirically manifested, which led to the main contributions of the study. Finally, the limitations and recommendations for further study are presented.

8.1 Summary of findings on individuals' key modes of engaging

Bogdan and Biklen (2003) assert that the aim of qualitative data analysis is to discover patterns, concepts, theories and meaning. They discuss the need to synthesise evidence and search for patterns. Following the graduated approach taken for the data analysis, tentative findings were generated. These findings produced the information that enabled the interpretation of the overall findings at individual and occupational group levels. The findings at individual levels includes: the expressed connections to work of individual participants, relatable to engagement, presented as narrated case descriptions in chapters four, five, six and seven. This was partly due to wanting to ensure each of the twenty-four individuals' views (and understanding) was represented in the findings.

Individuals' deployed reasons for engaging

The person-centred case descriptions present people in terms of who they are and the effects of helpful and hindering factors. In contrast, the group level descriptions coordinate and interpret themes related to contents or process from the case descriptions. The allocated thematic labels were chosen to make sense of the similarities and difference between the 24 individuals and to give further interpretation to their engagement expressions.

The case descriptions put the individuals' engagement expressions in the context of their history and previous experience and the impact of the helpful and hindering factors. Whereas, the emerged themes focus on the contents and processes involved in the expressions of

engagement, the elaboration tries to retain the contributions of sampled individuals as well. This information is used to make an evaluation of where individual levels of engagement are in relation to the whole group, shown in Figure 8.2a.

‘Self-description’ as the first theme is deemed a ‘cross-over’ theme because it is the only theme that applies to both the individual and group levels. This is because the data was collected at the individual level as such individuals made sense of who they are and their connections to work through their self-descriptions to give meaning to their work experiences (interpreted here from the angle of the presence of engagement in these work experiences). It also suggests that this process of giving meaning to work experiences involved the development of the styles of working and engaging. Sometimes these styles are referred to as modes of working and engaging.

The regarded helpful factors revealed the strength of past connections in the individuals’ work histories and previous experiences surmised here as the theme of ‘initial connections to work’. In order to strengthen this understanding of the factors that contributed to the acts of engaging, the researcher also considered another occupational choice taken surmised as the theme of ‘purposes the connections served’ as illuminating the attachments to initial connections. Work style triggers associated with the kinds of purposes the initial connections served were labelled as ‘triggered practices’. The outcomes of these revealed patterns of working were labelled as ‘the strong bonds reinforcing these connections’. In effect, the workplace experiences elevated the personal qualities that individuals already possessed, which had the effect of reinforcing individuals’ desired work aspirations. Engagement patterns were based on the interaction between the individual and their work role so that his or her belief in qualities of the occupation, and the organisation, the knowledge to make decisions and innovations, and skills to take initiatives to provide rewards for his or her self, the organisation and the organisation’s customers.

To facilitate this summation, the information contained in Appendix C9 was converted into transformative action concepts using Eden’s (2003) cognitive mapping techniques. The outcome of this summation showed subtle distinctions; 17 individuals displayed an engagement path in which the obvious categories of transformative action concepts were the helpful factors (hindering factors were less obvious), and 7 individuals displayed an engagement path in which the obvious categories of transformative action concepts were both

the helpful factors and hindering factors. To aid the elaboration of these two paths, Table 8.1 displays a compilation of all the influential helpful factors, categorised under a broad concept as similar experiences for the former and Table 8.2 displays a compilation of all hindering factors for the latter.

8.1 Experiences accumulated that helped the formation of the connections to work

As self-description is the individual's primary way for making sense of their work identification, this description was categorised as a common aspect for all individuals. As the initial identification concept, imbibed self-conceptions were labelled as self-descriptions; interpreted as the way of ascribing if some kind of personal image guides the individual's response to a connection to work success. The groupings of the other helpful factors into reflected modes of connection and identification are shown in Table 8.1a. The idea behind the label is that the concept should result in a practical effect/action in their work.

Individuals	Helpful factors			
	Group 1: Self-employed			
	Concepts derived from further summation of the effects of helpful factors			
	(1) The starting connections to the work	(2) The purposes that these connections served	(3) Triggered practices	(4) The strong bonds reinforcing the connections
Bobo	Perceptions of relevant resource needs as possible commercial opportunities/ Changes in work life developed as a result of personal circumstances	Incidental involvement/interest	Formal training	Intelligent-gathering effort (required for success).
Chris	Perceptions of opportunities for combining family life and work life/Changes in work life developed as a result of personal circumstances	Incidental involvement/interest	Training and skill development	Novelty and adventure regarding types of work tasks
Wiwa	Formal qualifications as an engineer	Selection of specific occupation	Intelligent-gathering effort through collaboration with other experts - Training and skill development	His recruitment strategy - Caring interactions with employees as prodigies
Kaka	Creative use of her mixed ethnicity/Desire developed at childhood	Selection of specific occupation	Training and skill development	Caring interactions with employees and her clients, personal presence (physically, cognitively)

				and emotionally) and coherence between her work life and her social life, strong personal and emotional attachments and valuing personal relationships with clients
Pete	Informal introduction to the industry/Desire developed at youth	Selection of an occupation	Training and working alongside his staff - Training and skill development	Strong personal and emotional attachments and valuing personal relationships with clients
Zisu	Informal introduction to business management by his father (seen as perhaps hereditary even)	Selection of an occupation	Gradual awareness of shifts and changes in the business environment, and development of new skills in response to work demands.	Strong personal attachments and valuing relationships with staff, Long standing arrangements with employees, flexibility and freedom in his work schedule
Individuals	Helpful factors			
	Group 2: Clergies			
	Concepts derived from further summation of the effects of helpful factors			
	(1) The starting connections to the work	(2) The purposes that these connections served	(3) Triggered practices	(4) The strong bonds reinforcing the connections
Abu	Aspirations to join the ministry	Yielded to a call from God	Formal training (and skill development) and performance style targets	Passion, risk-taking opportunities, perceptions of the work relationship as an emotional pleasure
Baba	Aspirations to join the ministry	Yielded to a call from God	Formal training (and skill development) and performance style targets	Passion, risk-taking opportunities, interest in human beings, family relationship with his parishioners
Leah	Passion	Yielded to a call from God	Formal training (and skill development) and performance style targets	Passion, risk-taking opportunities, community relationship with her colleagues,
Levi	The church organisation's structure,	Yielded to a call from God	Formal training (and skill development) and performance style targets	Risk-taking opportunities and his relationship with God, and a conviction that he will develop his own ministry in future
Sisi	Desire to be in ministry and in teaching, the church organisation's structure	Yielded to a call from God	Formal training (and skill development) and performance style targets	Passion, risk-taking opportunities and familial relationship with her colleagues and a desire to give to others

Individuals	Helpful factors			
	Group 3: Teachers			
	Concepts derived from further summation of the effects of helpful factors			
(1) The starting connections to the work	(2) The purposes that these connections served	(3) Triggered practices	(4) The strong bonds reinforcing the connections	
Choco	Respected status of teachers	Selection of specific occupation	Formal training	Perception of teaching as fun, discovery of the virtues of teaching, opportunities to make a difference, performance style and targets, familial relationship with her colleagues, and emotional attachment to pupils
Ola	Inspired by a passion for caring	Selection of specific occupation	Self-training (and skill development).	Discovery of the virtues of teaching, performance style and targets, learning from pupils and skill development, familial relationship with her colleagues, passion, friendly relationship with pupils, supportive and flexible organisational practices,
Nana	Gradual interest in teaching developed after entry	Selection of specific occupation	Interest in formal training for skill development and self-training	Discovery of the virtues of teaching and perception of teaching as fun, learning from pupils and skill development, familial relationship with her colleagues, friendly relationship with pupils, supportive and flexible organisational practices,
Hali	Interest in teaching developed gradually over time	Selection of specific occupation	Self-training (and skill development).	Emotional attachment to teaching and discovery of the virtues of teaching, opportunities to make a difference, performance style and targets, familial relationship with her colleagues, strict organisational rules to obey, recognition from her colleagues, support from line manager and

				appreciation and recognition from parents
Miki	Inspired by a passion for teaching	Selection of an occupation	Self-training (and skill development)	Emotional attachment to teaching and discovery of the virtues of teaching, Performance style and targets, and emotional attachment to pupils and the organisation, passion, support from colleagues, opportunities for active social life.
Robo	Formal qualifications	Selection of specific occupation	Self-training (and skill development).	Performance style and targets. Teaching as a channel for personal development, combination of learning and teaching, supportive and flexible organisational practices.
Individuals	Helpful factors			
	Group 4: Waiters			
	Concepts derived from further summation of the effects of helpful factors			
	(1) The starting connections to the work	(2) The purposes that these connections served	(3) Triggered practices	(4) The strong bonds reinforcing the connections
Abebe	Perception of work as a channel to other benefits	Incidental involvement/interest	Training and skill development,	Performance style, interest in human beings, and formal training (and skill development).
Basil	Formal qualifications	Selection of specific occupation	Training and skill development	Emotional commitment, combination of learning and teaching, performance style, and ambition.
Dan	Gradual awareness of changes in thinking pattern	Incidental involvement/interest	Training and skill development	Emotional reactions, combination of good relationship with clients and line-manager, performance style.
Dom	Discovered benefits of the job	Incidental involvement/interest	Skill development	Enjoyment of the fun parts, combination of mind-set and a made up mind, performance style, and awareness of

				customer service peculiarities.
Ese	Past history in the industry	Selection of an occupation	Training and skill development	Emotional attachment, evaluation of other career pathways and feeling settled, performance style, and interest in the job.
Mono	Past experience in the industry	Selection of an occupation	Skill maintenance	Emotional attachment, humility, interest in meeting people and customer service, and flexible organisational practices.
Yeni	Formal qualifications	Selection of an occupation	Training and skill development	Customer service as a channel for meeting people, awareness of the industry future potentials, combination of performance style and interest.

Table 8.1a: Summary of the helpful factors at overall group levels

The reported helpful factors in Table 8.1a were collapsed under four concepts: (1) The starting connections to the work, (2) The purposes that these connections served, (3) Triggered practices and (4) The strong bonds reinforcing the connections.

Following the development of these broad concepts as markers of connection and identification, the examination performed worked backwards to the data in order to provide cross-level descriptions and critical evaluation of their influences on individual and work group activities within this engagement path.

(1) The starting connections to the work

The starting connections to the work seemed to create unique opportunities for individuals' reasons for identification. As a result of varied viewpoints, these were typically initiated through a desire developed at childhood or youth, induced inspiration, formal qualifications and changes or ideas developed as a result of personal or work circumstances.

(a) Desires developed at childhood or youth

Six of the twenty four individuals in group 1(self-employed), group 2 (clergies) and one each from group 3 (teachers) and group 4 (waiters) communicated their initial identification with work using multiple types of desires developed at childhood or youth, that have had a significant impact on their self-solidifying and in-group identification with other individuals included in their work life descriptions. The significance of this was that from the ways that sampled individuals viewed the desires as relevant to their work; one can associate and understand the individual's related thought, emotions, actions and activities.

(b) Changes in work life developed as a result of personal circumstances

Five individuals; two from group 1(self-employed) and one each from the other three groups communicated their initial identification with work using multiple types of transitions created as a result of personal circumstances at certain points in their life. These individuals had a need to make some occupational changes. The individuals viewed this form of change seeking behaviour as the primary consideration that governed the initial connection to work, as a result of which an identification process was initiated. The significance of this was it revealed dimensions of changing identities in connections to work that have had a significant impact on their self-solidifying work preferences and goals.

(c) Induced inspiration

Similarly, five individuals; one self-employed, one each from groups 2 (clergies) and 4 (waiters), and from group 3 (teachers) communicated their initial identification with work using an inspired willingness to give the occupation a chance and see what develops. Individuals got involved based on qualities or virtues that represent the fundamental aspects of work tasks. The capability to be able to impart knowledge to children and to help them to learn was the driving force for the teachers (group 3), while the enjoyment of being able to meet and to be able to interact with high profile clients was a driving force for the waiters (group 4). The significance of this was that these individuals connected to something more than the routine or procedural tasks; some form of personal valuation of the discovered work orientation that the work tasks engendered, instead, moved them. As a result, the deeper meaning used to describe its operating foundations were given more weight as initial

connections. Hence, unlike the change-initiated connections described above, this was not so much an intention-based means but more of an invoked response.

(d) Acquisition of formal occupational qualifications

Four individuals: one self-employed, one teacher and two waiters depended on their formal qualifications - the skills they have acquired shaped their occupational choices. Following the decisive action in the pursuit of future outcomes and goals, the underlying thrust for these individuals' own ideas of working whether as a teacher, waiter, or chef was that they had a qualification that can be used to teach or to work in the education and hospitality industry. From this starting point, their ability to transform the benefits of acquiring formal qualifications progressively into a career, becomes the root of connections to the occupation that each of the individuals preferred. The significance of this was that these individuals held some foresight on an occupational identity; confirmations of expectations accompanying work identification were gained through the deeper comprehension of the initial visions of their connections to their work.

(e) Ideas developed as a result of gradual understanding

For two teachers Hali and Nana, and two of the waiters, Abebe and Dom, entry into teaching and the hospitality job was accidental rather than intentional. However, experiences on the job proved to be a very good way of changing their ideas of work, particularly with reference to clarifying thinking on key characteristics of their connection to the work, and so were as crucial as being inspired by a desire or the benefits of qualification (i.e. acquisition of technical knowhow). The significance of this was it revealed the influence of task-oriented experience or procedural tasks and organisational leadership policies as distinct from the inspirational effect.

The next category of significant influences was 'the useful purposes that these initial connections served'. When multiple purposes were considered together in this category, individuals who shared the desires developed at childhood or youth and acquisition of formal qualification views seemed to be early adopters of a strong occupational identification, whereas, the others seemed to have invented their own relational identification.

Whereas, the self-employed talked about their personal life choices and the set of activities that gave self-expressive meanings to the business enterprise within the situational characteristics, and the clergies provided a calling-centred view of the entry connections to work within the situational characteristics, the teachers and waiters provided deliberately selected and incidentally selected views of the entry connections, a common characteristic accompanying the connections made was the admission that the work was not fulfilling financial needs. Hence, there is a blurred distinction between self-employment and employment or ordination with reference to financial challenges. The details accompanying these articulated connections illustrate the level of effect of the self-expression and personal resources in advancing or undoing the strength or breadth of the self-in role and resource expressions. Given the importance of the personal creation or relation process to most connections to work image, the case descriptions presented in chapters four, five, six and seven attempts to draw in the kinds of connections that worked for sampled individuals and the primary purposes that they served.

(2) The purposes that these connections served

The initial connections were used for many purposes in the work practices of interviewees. Moving forward from what people said about their connections to work to the purposes associated with these connections. The influence inserted by the differences in first point of entry into the workplace showed that it was possible to recognise individuals' unique posturing, and this was helping the individual understand why they were in the organisation, and their subjective responses to the activities. Three case illustrations of this are found in statements such as "*the reason I choose this is because I had gotten to a point where I want to have more control of my time.*" (Chris, self-employed), "*I love teaching. I do it with ease. So that's why I'm here*" (Hali, teacher), and "*You know in this industry there are categories of hotels and I'm privileged to work in the one that belongs to the three star it fulfils my needs*" (Dom, waiter). The identification purposes of above connections were exerted through three key channels: the selection of a specific occupation, yielding to a calling, and discovered incidental interests. Thereby, relating to a personal or occupational effect.

(f) Selecting a specific occupation

Sampled individuals shed light on the multiple facets of the organisational life within these occupations that affected the success of the connection. For group 1 being a fashion designer,

a sound and entertainment producer, a business manager and an engineer had both personal importance and positive impact on self-image; work preferences and goals based reasoning and stimulation of personal meanings. The significance of the experience was that of not being in an occupation just because they have to, but being able to reach judgments that they are where they want or where they are is a part of where they want to be, was crucial to each of the paths retained. Some of the teachers and waiters deliberately selected their occupations. There were two main kinds of connections that they made; one from a passion or dream job view or one that was fuelled by the realisation of changes to one's personal life circumstances translating into the selection of the specific area of work. Here, even with the absence of alternative choices surrounding the initial circumstances, due to the nature of further knowledge about this choice, they know now that they are in the right occupation, which they intend to keep. This signals that figuring this out with some level of certainty, and embracing the selection of an occupation has engagement significance that it induced later on.

(g) Yielding to a calling

From a personal experience and to ground her understanding of her lack of some capabilities or aptitude Ola (a teacher), used the notion of a calling in relation to the notion that one needs to take on certain characteristics or have skills for a successful career in marketing as a specific kind of occupation. So for Ola, the notion of calling led her to think instead of the stock of skills that appealed to her and to figuring out that she could not make a commitment to the marketing job. She used this realisation to paint a clear picture of why she loved her current teaching occupation and particularly, areas that she feels very good about. However, for group 2 individuals, working as a pastor and a reverend sister was not regarded as a choice. The desire to work for God signals the realisation of a personal conviction of a call to work for God, resulting in the identification with a missionary occupation as the work preferences driving a stimulation of personal meanings. Indeed, the whole basis of the call in the clergies' experiences was to experience the transformative power of the Godly spirit or spiritual sources.

The significance of the experience was that unlike the personal life choices and the set of activities that gave self-expressive meanings to occupation selection for self-employed and employed individuals, the clergies provided a calling-centred connection, because as worthy

as being a clergy is, the concept of yielding as the need to expend effort to commit to years of formation as a clergy, illustrated the significance of knowing that they have what it takes to unleash dedication as a prerequisite, needed to make it (in this occupation). Hence, after the information on initial connections, the yielding (i.e. long-term commitment) becomes the most informative action.

(h) Discovered incidental interest

Chris and Bobo discovered different uses of target markets in which they could attempt to assert a measure of personal importance and controls over their connections to work by being self-employed. Chris used her self-employment as a consultant to resolve a parent responsibility as a main issue, and to have a personal impact in the national development of a work area that she was concerned about simultaneously. Bobo used his self-employment as a way to achieve his needs for an office accommodation (away from home), and building materials (for his private projects). Chris and Bobo have disclosed incidental connections that linked the search for different solutions to their own personal needs to the commercial needs of a range of users across society, which allowed them to move between their personal and professional worlds. Here, the initial need graduated to the personalised choice of business and provided a clear vision of its expected fulfilment specifications. Some of the teachers and waiters provided indications that they incidentally discovered rather than selected their occupations. After which, these individuals recognised the unique paths to fulfil personal interest notions facilitated by the work setting, which adds to them appreciating the nature of the supporting environment that then inserts an identification bias towards the organisation that has lasted. Thereby, shaping the possibility of engaging. Hence, the significance of this is that it highlights dimensions of dependency on the individual's ability to find aspects of the work that resonate with their interests, in order to reconcile their ability to be steadfast with the non-self-selection of their particular occupational role. Here, individuals realise unexpected advantages of and attraction to the occupational role, which suggests that contextual features may supersede individual preferences by the selective internalisation of certain aspects of the work situation positively. Three case illustrations of this are found in statements such as: "*The decision I had to take this job as I said was just to raise money but on getting into the job, I find it pleasurable, it's a good job because as I said you get to meet different people so you learn more about humans; it's great.*" (Abebe, waiter); "*Actually, to be very honest with you, in the past ten years if somebody told me I was going to be in the*

hospitality business I would say No! I get into this industry accidentally. As I get into the industry I now realised that the industry even pay more than the teaching! and the industry is very interesting you meet all kinds of people (Laughter)”. (Dom, waiter) “It’s fun. To tell you the truth I’ve never you know, wanted to teach. I never thought I was going to be a teacher. Erm, it all started when you apply for jobs and then you don’t get them.” (Nana, teacher)

As illustrated by what individuals said, this shows that the individual may well be the only person to recognise their unique pride in their work, as this move lets some elements that delight them to show. Then, they see exactly what they want and need, in order to capitalise on these choices, as well as the ways, in which they could tap into this captivating strength of the situation. For example, as a teacher, Choco treats her pupils like her children and they love her for it. Her enthusiasm is elevated by this fact and she celebrates it.

If individuals have indicated a preferred line of work, they are seen to be using or reflecting their preferred selves. In all these cases, individuals have indicated that they followed these choices this by expanding or limiting themselves. That said the actions summarised next, provided further information on the ways that sampled individuals sustained the connections they made, in ways that signified they worked hard to raise the bar in their task performances, but they clarified that it would serve some potential for the work effort to get better. The purposes connections served above were transformed or progressed by rooting them into investments in two key activities: time spent developing one’s work skills and deference to building from experiences on the work tasks.

(3) Triggered practices

The results showed that there was a consensus on the place of ‘time spent developing one’s work skills’ and ‘deference to building from experience’ as a basic pathway of sustained involvement in their work between the self-employed and employed individuals. Interviewees reported incentives for self-initiated preparation and mastery time duration as incisive impetus for strong engagement with work.

Work training and gaining practical experience served the declared purposes of interviewees; on-the-job learning opportunities that were self-directed or initiated through direct work participation were a means to start somewhere for some and to keep on going for training and to discover new things on offer. Judged by the remarks on time and effort interviewees were

prepared to put in, this was a kind of hunting for learning experiences sources to live and work better, which could be verified by reference to present conditions or to past experiences in relation to the higher value given to technical competence by all interviewees.

(i) Time spent developing one's work skills

Interviewees revealed the understanding that desires, aspirations, learning being imparted or and acquired are advanced upon quantitatively and qualitatively through appropriate allocation of time and effort to build up one's work skills. Being able to create the time to develop one's work skill was useful for the revelation of the manner in which work skills that can be learned on the job were gained. This created the space for the individuals to develop their ideas about the ways i.e. the nature, purpose and practice of connecting to (or not connecting to) the wide and diverse range of work tasks processes and relationships.

In terms of illustrative cases: essentially, each individual made the same remark that their connection was facilitated by the experience of still learning, adding only an explanation of the qualitative aspects of the learning situation such as, facilitating changing one's thinking (Dan, Robo) and revising one's approach (Ola, Nana). In this case, learning was also paired with developing one's aptitude by offering some forms of knowledge sharing – teaching (Chris, Leah), mentoring (Wiwa), coaching (Pete, Kaka) or advising (Sisi, Miki), not hiding one's views (Mono, Abebe) and sticking by each other – work-based friendships (Hali, Choco), making it possible and desirable to identify with one's work style and/or work group. The more of these opportunities that are exploited, the more purposes these connections serve. The broadening of these connections among the work group was more likely to bode well for an upward progression of engagement, as more operational relationships and activities were activated.

Three case illustrations of this are found in statements such as: *Not being a domiciled you know, kingdom of knowledge, we found out that you get participation from key experts, we have a good grounding, but if we spread the risk knowledge wise, execution wise, it also grows the other people.* (Wiwa, self-employed); “*So I got a job as a waiter with a restaurant somewhere in Satin Island some seven years ago and ever since then I made up my mind to learn new things. “It (the job) has also changed my thinking, because it’s a service industry, there are so many things we need to learn about, it’s been quite challenging, but on the whole*

I've learnt so many new things, it's been a new career altogether." (Dan, waiter) As illustrated by these quotations, time and effort spent presented the image of a work future supportive of their efforts in acquiring these skills, building on past connections made.

(j) Deference to building from day-to-day experience of the work

The complementary part of the channelling of time put into acquiring work knowledge to strengthen one's skills, which is building from the experience to make the judgement of whether this is the occupation where one belongs. Investment/expenditure of effort is a key element of this.

Due to a style of identifications with work, individuals described their entry into the business or the job in ways that indicated they looked to the work as a channel to accomplish a passion or to bring out and sustain a strong interest about what working might be used to accomplish. Understanding hidden dynamics lying within each of these different representations of the work events were clues because the structure of the descriptions revealed their impact on how the individual viewed their work situation and its many influences. With continuity, realisation and awareness, the processes of self-discovery, knowing staff and customers better and understanding distinctive aspects of work tasks, unique positioning of high performance, which proceed from the day-to-day achievements takes over or kicked in. Illustrations involve all the cases, as their experience of work every day makes the connections becomes so much a part of their lives.

Keeping that continuity includes aspects of the experience that shaped the individuals' thinking and then through cycles of this thinking the qualities of the experience become internalised. Inevitably, the individual is able to distinctively register the direction of what they are feeling about the experiences of the work, i.e. its practical day-to-day experience. The outcomes contribute an impact according to the attribution of importance.

As these practices were central to the individuals' engagement with work, different aspects of it are spread out throughout the next set of practices that generated reinforcements. From the critical factors that were descriptive of how interviewees commented about their lives, on how they see themselves and their work and the reasoning behind it basically involved two things; the individual's impetus to find a way to bring differing visions and the ambitions for it (their reasons) out into the open. Over the months and years, this connection is reinforced,

now they seem bold in a way that protects the formation of self-categorisations in combination with in-group and out-group categorisations.

(4) The strong bonds reinforcing the connections

Reinforcements are those events that occur after one has made a response and that either strengthen or weaken it. There were various range and degrees of individuals' considerations of their actions, ways of seeing, understanding, reflecting and representation of the events that substantiated, complemented the overall indication that they were likely to maintain high connection levels or become even more identified with their work. Since these purposes suggest a complicated network of explanation pathways, summing up labels were used to qualitatively summarise the five pathways as: (a) The attachment of an emotional response, (b) Emphasis on intellectual inputs, (c) Cohesion invoked by work relationships, (d) Practice of sharing knowledge invoked by self-initiated learning and (e) Fitting into a mould as exhibits of the full impact of these connections.

(k) The utilisation of an emotional response

Actions that belonged to the emotional response showed different individuals as stakeholders, and material aspects of occupational tasks were equally subject to these emotional connections. Reasons given for emotions ranged from attenuating one's ability at the personal level to shared mutual feelings at the interpersonal level that also acted as the springboard for shared feeling at the group levels. The utilisation of emotions was also helpful in indicating the intensity. Reasons given for the individuals' attachment of an emotive connection affected the reinforcement of the influence of these links, but for group 1 individuals; Bobo, Wiwa and Zisu communicated experiences were lacking the significant use of strong emotions, while Levi had a lower usage than the other clergies in group 2.

Comparing the reasons reported in Table 8.1a above, there is a sense that individuals' use of emotional reasons as part of their engagement elements expressed how strongly they feel about engagement with their work, compared to individuals who did not. However, such difference is also suggests the question of whether the latter individuals choose not to associate strong emotional attributes with work, as representation of their particular mode of engagement. In which case in addition to revealing some of the emotional aspects that these cases were lacking, this evaluation may highlight that the individual is painting their own

image of favourable work experiences, and do not attempt to replace this quality, even when the experiences they are thinking (or talking) about are pleasing.

For the significance of these evaluations, individuals reported the ways that facets of their experiences were seen to bring the emotional elements up, or release it. Included among these expressions was a spread in the effect of positive emotions, expressed ambivalences and negative emotions that left more or less chances of amplification. For example, Chris liked some aspects of her consultancy experiences and disliked others. Yet, her overall outlook about sticking with this occupation for the long term (prospective thinking about the future) was impaired by the negative cognitions (retrospective thinking about the past). In this case, when the chain of experiences is seen in this way, feedback transmitted by the negative cognitions reversed the share of positive emotional ones. Then, the strong hold of reinforcing connections is weakened, resulting in the emotional appeal of specific connections being confronted with decisive cognitions. Importantly, for Chris, this was her choice of occupation, which makes this feature outstanding. This led to the need, to supplement the account of factors shaping some individuals' overall emotional view with the set of hindering factors that are provided in section 8.2.

Group 3 (waiters) and group 4 (teachers) seemed to approach the emotional attachments utilising a lot of positive experiences that they secured on the job. For example, the teachers did not only want recognition from pupils, their parents and people in society, they also wanted recognition from their peers and the management of their organisations, which strongly suggest that emotional boost from different stakeholders from inside the organisation and outside it, carried equal opportunities for enabling the conversion of the positive feedback obtained into stronger connections to the job. Even in the absence of shared strength of emotions, for all individuals, the attachment of emotional responses included incorporating spiritual beliefs and passion. Spiritual beliefs affected the positivity and security of the accessible meaning preferred for framing the success of work requirements. Individuals used these beliefs on their own, to support their acceptances of work demand challenges, as a result, they provided a basis to confirm expressions of even more optimism in advancing and protecting this positive connection. The route was to take on immediate work to be done, absorb the frustrations/challenges of facing the work demands and pressures; this allowed the

individuals to continue their work free of negative emotions, which detracts from their performances.

Comparing the use of emotions had much to reveal about the influence of greater confidence in one's own judgement, opinions, and religious convictions that were the harbingers of emotion-based connections, which remained the centre of their work lives even when work demands were unusually heavy such as the way they did when clients are being difficult and when events created some additional personal sacrifice.

(I) Emphasis on intellectual inputs

Individuals drew attention to the ways they could use their intelligence in their work, which included the usefulness of the work being intellectually challenging.

The attainment of an intellectual connection was used as a reason to explain experiences of interest in the work or finding work interesting. A central feature of the intellectual inputs was the particular interests celebrated. Kaka stated that she had an interest in colours and is inspired by butterflies; fashion design and taking each day as it comes is where those two characteristics come together for her. Maintaining the connection is equated to progress or reinforcement. For example, Zisu left his father's employ to start his own business, His line of view for future progression in the workplace was expanding his business holdings i.e. expanding in size or establishing new businesses (showcasing internalisation of his father's instructions). Wiwa had an aptitude for engineering that he developed as an unfolding personal capability and effective use of specialist talent. The connections to the work were therefore the conduit to intellectual life.

Group 3 (waiters) and group 4 (teachers) go even further in suggesting the values this intellectual input made; the raising intellectual prowess of teachers and waiters provided the basis for the improving statuses of the professions and a developing societal views of their professional status was leading to corresponding increases of interests in the occupations. The individuals pointed out the added advantage of this heighten level of intelligence as discoveries of new capabilities, and personal aspirations to take on certain orientations for addressing adaptation made (in line with the new professional status) as important aspects of the work. In particular, the attention paid not only to learning operational requirements but also to development of interpersonal skills, teamwork and extra-role behaviour was

strengthening their personal and work group connections. For instance, Hali suggested that because she had been teaching for a long time she knew from her experience what her capabilities were and now she can be defined by her job, which she stated was to impact knowledge to children, not just through accomplishments with children with mainstream abilities but those with special education needs.

Illustrations using Abebe illuminate the development of interests for waiters. Abebe sees himself as a musician because he has the talent and passion for it: this is his ambition. But he discovered that his intellect directs his interests in other directions towards a desire to learn more about people – the authentic flavour of the people evidenced in his statements that “*I love being in this company because you get to meet people from different places, countries, I find it interesting just to get to know more about people from other religion and other ethnicity and stuff. It makes you think more...*” As such this work was not seen as an ambition; it had more personalised outlet for intellectual stimulations.

By the same token, teachers were seen to be embracing their interests and then sensing its development. The ways that their development and their interests are connected were through learning from both colleagues and the children; which were bridging the way teaching as direct supervision and as mutual learning were occurring concurrently. Teachers and waiters also employed some kind of performance theory that informs their practice and drives their performance, rather than the pressure it puts on them as employed organisational members. Their descriptions indicated the value and outcomes of exercising this theory or working in this way. The significance of this was that individuals were not just absorbed in the daily routines of their work tasks; they also had high levels of clarity on other sources of intellectual stimulation.

(m) Cohesion invoked by co-worker relationships

The impression of building a kind of work family formed the background collegial relationships, and identification with staff and customers for some individuals particularly in respect of the extent to, which individuals enjoyed being at work or were comfortable with defining themselves with the organisational values of the work environment. The teacher group focussed on being a family by trying to express assent in their interactional efforts through friendship and mutual support. The reoccurrence of this theme in all their interviews

explained that they are not looking elsewhere for relational strategies, while the waiters focussed on keeping their interdependence, team spirit and collaboration in control. For example, Mono recounted how the fact that she is the only female on the work team during the task performance on any of her shift held an appeal for her; she prefers having male colleagues and depends on them for empathetic support after negative experiences, yet at the same time, she also has to defend her independence from exploitation by her male colleagues. It provides an account of the norms of secure relationships, and how that experience would become important to oblige people to participate in informal relationships themselves aside from their formal organisational work relationships. A good working relationship with colleagues and clients was employed in resolving performance or operational problems.

Hence, the propensity to use interpersonally mediated reinforcements renders the needs for cooperation with staff, seeing work as something they did together and downplaying the old hierarchical or seniority approaches as necessary or meaningful to them. The significance of this was that of the provision some territorial protections that were cared about. Then, the passage of time serve the unfolding of more opportunity to share their experiences, and intentions with others as nourishing opportunities that go together with collaboration.

(n) Practice of sharing knowledge invoked by self-initiated learning

The experiences communicated show similar progression along the mentoring path for Baba and Sisi. Baba and Sisi were impressed by the connotations of missionary work provided by teachers and reverends. His schoolteachers taught Baba about being a servant of God. Sisi noted that she became a sister because of the learning received from the Irish sisters who provided her a unique opportunity that she would not have gotten from any other source. She goes further to add that as a teacher, she sees that her reciprocal giving is transforming the lives of other people in terms of commitment and taking on the right interaction with people. This shows her navigating the organisational and other structural factors that influence this act of positive identification. Like Pete said, it also indicated that the ease of cultivating the willingness to teach others (informally), which is strongly associated with feeling secure and free to present one's thoughts/ideas to others as vital for enabling one's way of engaging in the work. So that one's abilities are available for co-workers. Resembling the teachers and clergies, if seeing themselves as being able to teach others is successful; it seems to implant

the experience more firmly in one's mind. But it is not the need for interpersonal relationships or belonging but the manner of working driving the need to teach.

The significance of this was the sentiment of pursuing teaching others as different from learning from others resulting in a concept of work identity combining learning and knowledge sharing; to bring the different aspects of role occupancy and identity [at individual, group, organisational, and outside-the-organisation aspects of adult development] together. Through this notion they have cemented the advantage of such an approach; it means there is room for advancing past and current connections, using the enormous power of teaching and learning to help one another to do well or to do better.

(o) Fitting into a mould

The individuals' thought and behaviour towards these activities was important for the way they saw themselves to have a strong fit with the requirements of their work and the ways they see themselves to be. At one end Miki says the moulding qualities of the work environment are visible, welding steady and direct influences on his work activities offering challenges and serving as a basis for personal organisation of everyday work life. Miki envisioned a never-ending relationship with his organisation. Like Kaka he described organising his personal world as being in his own little bubble suggesting that he is talking about some withdrawal from work into a personal space. He paints a nice picture fitting into a mould that energises a balance between his professional and personal life.

At another end Yeni highlights that it is like you have to work so hard because it seems the guests want to get back everything they paid. However, even though he may not enjoy this aspect of work, he is getting good at handling it. On a positive note he believes in not giving up because it matters to him that he reaches his work goals. He works hard to fit into this mould, because he wants to stay in the job and he also wants to grow with it. Yeni paints a nice picture fitting into a mould that energises his ambition to rise to be a pioneer professional in the hospitality industry. The evidence suggests that fitting into the different work systems is significant in explaining the permeability of the individuals' characteristics with respect to the organisational work characteristics. It highlights beginnings of new possibilities for the types of constraints in their practice (settings or other forces) that they were willing to accept rather than allowing it to diminish the meanings that they attached to

their work and finally, how they described their view of success in relation to fulfilling the mission of the organisation. Consistency in accepting risks, challenges and changes that is needed to ensure compatibility, without which individuals are more likely to experience poor fit to the mould. The significance of this experience was that shaping the outcomes for the individual is as much to do with capabilities, as it has to do with stirred up situational sensitivities.

Experiences that demarcated the formation of these connections

As stated at the beginning of this summary, 7 individuals displayed an engagement path in which the obvious categories of transformative action concepts were both the helpful factors and hindering factors. Table 8.2a displays a compilation of all the influential hindering factors that shaped the individuals' reasons for engagement, categorised under a broad concept as similar experiences

Individuals	Hindering factors
	Group 1: Self-employed
	Concepts derived from further summation of the effects of hindering factors
	(1) Regard to constraints
Bobo	Preference for a structured work environment, formal interactions with employees and unfavourable image of the one-man business organisation.
Chris	Realisation of unfavourable changes that come with her work, taking responsibility for the payment aspect of her role and time being against her.
Wiwa	Perceptions of stressful interactions with clients, tensions in the relationship with his business partners and the Nigerian business environment
	Group 3: Teachers
Choco	Perceptions of organisation management not planning well for their appreciation of teachers' extra-effort, lack of corresponding reciprocity from organisation management, the resulting consequence of not motivated to give her best and feeling unsettled.
Ola	Conditions of service, incivility from parents, nonchalant response of pupils, fatigue and feeling unsettled.
	Group 4: Waiters
Dom	Boredom, difficult interactions with customers and unfavourable image of individuals in the hospitality organisation.
Mono	Boredom, incivility from customers, unfavourable image of individuals in the hospitality organisation and lack of opportunities for career growth.

Table 8.2a: Summary of the hindering factors at group levels

Judging by the descriptions and evaluations leading to these summary concepts in the rows of Table 8.2a, the interpretation is that the concepts illustrate maintaining of less preferable aspects of workplace experiences, modified only by individuals changing their response style.

The reported hindering factors in Table 8.2a were collapsed under one concept namely: Giving regard to constraints.

(1) Giving regard to constraints

Changes were sought for constraints arising in personal relationship with clients, interpersonal interactions and organisational support. In highlighting strains in their engagement processes, Bobo, Wiwa, and Chris (self-employed) and Dom (waiter) related that their more constraining activities involved working out ways of managing unreasonable behaviour by customers, which graduated into an interaction history that stimulated a negative outlook on challenges faced in the task completion.

Bobo recounted constraints in interpersonal interactions with his employees that required changes in order to enable him cope with the demands of staff management as an entrepreneur. Following this realisation Bobo is planning to effect some changes to his staff management style. For an elaboration, Bobo employed an expression of the effect of constraints leading to an innovative choice, in terms of a change from the instructional management approach to the consideration of developing a mentoring program for his staff, particularly in terms of increasing their stock of skills. Regarding constraints arising in personal relationship with clients, and interpersonal interactions with his partners, Wiwa reported that to keep the path from his preferred self (i.e. what he has learned of himself) to two other roles open, i.e., his more task-related role and the obligated/expected relational roles, he tries to modify his self into different people, by creating a clone in himself, which he claimed is difficult to do but not impossible. Wiwa provides a visual image that the type of espoused individual specifications (i.e. self) needed to perform the three roles sometimes required the need to switch from being one kind of person into a different kind of person.

In dealing with challenges that leave her with organisational support for leverage, Choco reported that she had taken to employing more or less obvious options of withdrawing or withholding effort after various unsuccessful experimentations, involving her personal efforts made towards dealing with those negative challenges had been considered. The significance of these experiences was the effect it had on their personal evaluations of their work experiences and ability to shape or change these events, which for the individual was critical for the management of the connections to work previously created. That recognition

sometimes opened up a new creative angle for reacting and may also entail active use of emotions and behaviour in addition to cognitions. However, similar views regarding the connection and identification with work did not translate into similar framing of the engagement nor the relationships with other people and with the environment formed within it. Judging by the descriptions and evaluations leading to these summary concepts in the second columns, reported helpful factors relate to the ways individuals strengthen connections and engagement with work. Though not an exhaustive list, the set of sixteen factors compiled together collapsed into six summary concepts: self-descriptions, initial connections, purposes served, triggered practices, reinforcements and constraints as having the most influences on the levels of engagement that would be enacted.

Accumulation/demarcation in relation to connections to work

Research findings are presented in a conceptual and quantitative form. The contributions from each individual showed that that these five or six dimensions of the engagement process are needed to build, maintain and manage their acts of engaging. The modes of engaging empirically manifested and conveyed by the six concepts: (1) the self-descriptions, (2) The starting connections to the work, (3) The purposes that these connections served/are serving/ will serve and (4) Triggered practices, (5) The strong bonds reinforcing the connections, and (6) Giving regard to constraints, elaborates a chain of influence for individuals' possible acts of engaging. Leading to a focus on some explicit and implicit insights contained within each solution.

The permissible sequence of activities used to describe the most influential processes that are important for engagement enactment. These are: (1) The attributes of connections consists of a set of relationships among self-descriptions, initial connections, purposes they served, are serving (and will serve) and this acts as long-term and short-term triggers for individuals' (cognitive, physical and emotional) reinforcements. (2) The investment/expenditure of effort and time that shaped work practices are central to this vision and (3) Linkage between these considerations can explain the progress in favour of engagement at work, including the presence of challenges that bring about fluctuations.

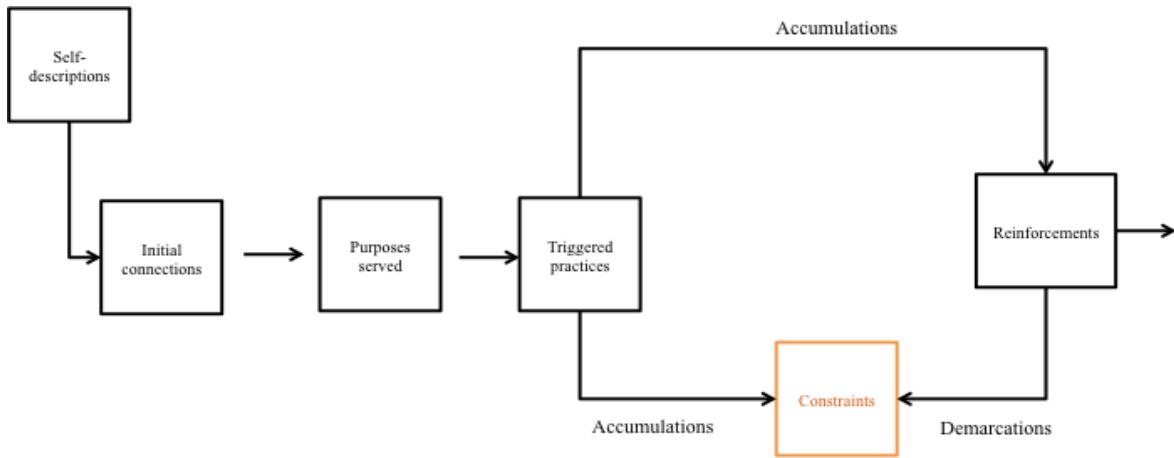


Figure 8.3a: Six influences on engagement proposed by findings

In Figure 8.3a, the roles that the set of six factors play presents the one-directional accumulation pathway, and two-sided accumulation and demarcation pathway that ultimately lead to the optional choice, of emboldening or adjusting engagement. The six factors are still linked to behaviour, thinking, feeling, the physical and social environment for the understanding of the psychological and behavioural expressions of acts of engaging.

It was also noted that one factor, which shaped interviewees' connections to work is not just the past or current experiences but the interplay between where one is and where one is headed. Looking back individuals understood the active parts of the past or current experiences that they hold onto or ones that they accumulate. They know the ones that they demarcate as hindrances or constraints and their performance within it, as they reflect on their experiences of their work tasks. This understanding was used to categorise the posturing into two categories: either accumulation, where individuals frame their connections to past, present and future personal, organisational and environmental characteristics in a positive way, or demarcation, where individuals frame any connections to past, present, or future personal, organisational and environmental characteristics as a constraint. The former individuals realise the best chance for connecting to and identifying with all aspects of their work, and associating a lasting passion, or increasing positive physical, emotional and cognitive outcomes with these connections, for this reasons these individuals are judged to be extremely engaged. There are other individuals in this group that associated an interest in aspects of their work rather than a passion, for this reason these individuals are judged to be considerably engaged. The latter individuals acknowledged hindrances or constraints to their

physical, emotional and cognitive outcomes, as they reflect on their experiences of their past, present, or future work tasks. Here, individuals starting on a lower level of connection to and identification with aspects of their work and moving up to a higher level are judged to be significantly engaged. In contrast, individuals starting on a higher level of connection to and identification with aspects of their work and moving down to a lower level are judged to be marginally engaged.

Five pathways illustrating these judgements are shown in Figure 8.3b below. Lines one and two represent accumulating connections to work. Lines three, four and five represent accumulating connections to work with demarcations.

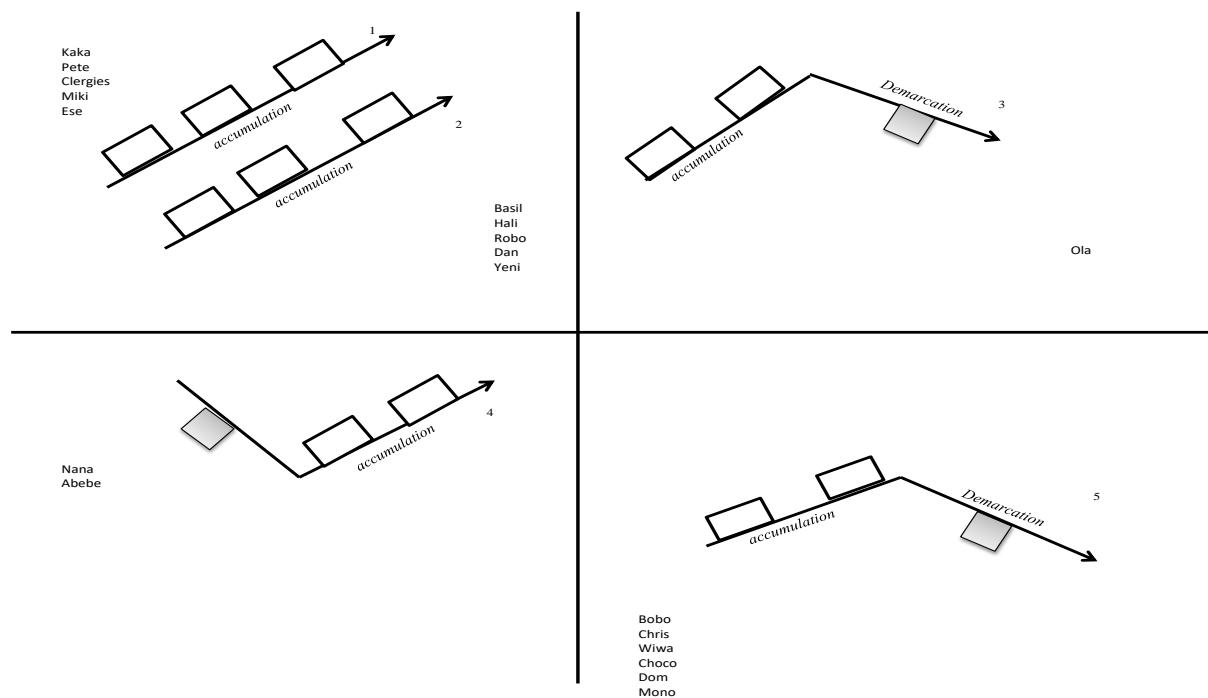


Figure: 8.3b: Levels of engaging based on accumulation and demarcation of connections to work

As illustrated in Figure 8.3b, some individuals have developed their acts of engaging through accumulations of connections to work (Lines 1 and 2), while some individuals have developed their acts of engaging through accumulations and demarcations of connections to work (Line 3, 4 and 5). Interpreting these pathways: Line 1: represents the extremely engaged individuals, who have conveyed the notion of a passion for work - Kaka, Pete, the clerics, Miki and Ese. Line 2: represents considerably engaged individuals, who have conveyed an interest in aspects of their work – Basil, Hali, Robo, Dan and Yeni. Line 3: represents a significantly

engaged individual - Ola, who conveyed the notion of a passion for work that stimulated accumulation, but some challenges caused her to break with the positive evaluations, to include negative evaluations among her influential factors. Hence, Ola moved from a higher level of engagement into a lower level. Line 4: also represents two significantly engaged individuals— Nana and Abebe, who conveyed an interest in aspects of their work. Nana and Abebe's initial negative evaluations were changed to positives, as stimulated accumulation were aroused that caused them to break with the past negative evaluations, to include positive evaluations among their influential factors. In this alternative arrangement, Nana and Abebe moved from a lower level of engagement into a higher level. In contrast, Line 5: represents the individuals who have conveyed an interest in aspects of their work, starting with higher levels of engagement and moving into lower levels as marginally engaged – Bobo, Chris, Wiwa, Choco, Dom and Mono. On one hand, these individuals celebrated the desirable properties of existing work situation; on the other hand, they also reported hindering factors that penetrated their connections and identification with work.

It follows then that the assigned levels of engagement have suggested that acts of engaging were experienced by both the self-employed and employed, which runs the range from extremely engaged to marginally engaged. An interpretation of these findings was that as individuals piled up these multiple connections to work, these connections were strengthened as aspects of their personal initiatives were visible in the activities, events, co-workers and organisational arrangements they identified with (identifications to specific aspects of work), and in this way facilitates explanations as to why individuals developed different levels of engagement within their work organisation. The significance of these findings is that they show the movement of the individuals' sense of engagement, based on the different sources of influences; empirical manifestations reveal five kinds of engagement pathways: three in which individuals were seen as marginally, considerably and extremely engaged, respectively and two in which individuals were seen as significantly engaged.

8.2 Discussion

The interpretation of links between connections to work and identification showed that some events are used to secure or pin point the relationships in terms of the ways that the interviewees used them to build, maintain and manage their acts of engaging. Leading to a focus on some explicit and implicit insights contained within each solution. Individuals

connected to their work through their self-descriptions and the helpful and hindering factors. The findings of this study identified a self-description quality that incorporates several possible factors relating to the individual's work, experience and imbibed personal image, which could influence their acts of engaging. The insights generated from these findings go some way in answering the need for casting a wider net for personal parameters that operate at the behavioural practical level, which goes beyond the coverage of the affective-cognitive level that are characteristic of the personal resources conception.

However, by carefully examining where the problems of with connections to work might be and checking the manner in which interviewees successfully built their acts of engaging to get all the advantages of their work revealed that the number of connections an individual enters into shape but do not determine their acts of engaging. Choosing high or low identification provided enrichment to the connections – enriching one with the other. The results honed in on the links between connections to work and identification because it has not featured strongly in the engagement literature so far. Expansions of the individuals' experiences are but a few of the advantage.

The individuals made strong contributions to insights obtained on the links between connections to work and identification separately, contributing to consolidation of diverse viewpoints at the overall group level. The synthesis of views that the interrelated self-descriptions and the helpful and hindering factors showed there was coherence in two ways: the regard and disregard for specific helpful and hindering factors and that a distinction is made between the views of hindering factors and the responses linked to views reflected that some people connected to work despite certain hindering factors, while other ceased being connected. Thus, a regard for hindering factors separated the individuals at the lowest level of engagement from all the rest. The contributions from each individual showed that that these five or six dimensions of the engagement process are needed to build, maintain and manage their acts of engaging. The acts of engaging empirically manifested and conveyed by the six concepts: (1) the self-descriptions, (2) The starting connections to the work, (3) The purposes that these connections served/are serving/ will serve and (4) Triggered practices, (5) The strong bonds reinforcing the connections, and (6) Giving regard to constraints, elaborates a chain of influence for individuals' possible acts of engaging shown in Figure 8.2a.

Following the pattern of reasoning emerged, it may be explicitly stated that whether individuals regarded or disregarding some hindering factors, all individuals maintained a strong regard for ‘time spent developing one’s work skills’ and ‘deference to learning from experiences of working’, associated with the fourth concept of ‘triggered practices’. The maintenance of investment/expenditure of effort and time that shaped engagement as triggered practices, are based on the evidence showing that the connections working for individuals varied by the characteristic investment of qualities already attractive to individuals into their work role processes. For example, the substance of reason or underlying logic that seems to orient a significant number of individuals’ perspectives in an engagement-related way seemed to come from the possibilities it opens for individuals to form the expressed positive vision of work tasks, which is the image personalised over the explicit prescription or recognised performance of appropriate work tasks.

Accordingly, Schaufeli et al. (2002) distinguishes between the high and low identification (involvement) directed towards what individuals need to do their work (work situation (job)/personal resources) and know what is expected of them to do their work (task (job) demands) and individuals have the opportunities to feel an impact and fulfilment in their work (fulfilling mind set). From this alternative position, the focus on the person is reversed but not weakened; Schaufeli et al. (2002) argue that the process through which identification works is by generating high or low identification. According to Schaufeli et al.’s (2002) perspective, acts of engaging draw on personal resources such as self-efficacy or the occupational resources to execute the actions required to achieve work demands, which may lead to positive outcomes (vigour, dedication, absorption). The presence of personal/ work situation resources should at least filter behaviour, which also suggests that engaging individuals have a kind of focus on identification processes.

In contrast, individuals built their acts of engaging using a set of relationships among self-descriptions, initial connections, purposes they served, are serving (and will serve) and this acts as long-term and short-term triggers for individuals’ (cognitive, physical and emotional) reinforcements).

Figure 8.2a depicts that individuals tend to take on a response based on their view of the workplace experiences that begin with their self-descriptions, and involve initial connections. For some individuals selecting a specific occupation rooted the initial connections, and for others, specifying marked work interests crystallised their initial connections. Displaying skill in and at work is an important part of what it means to settle on an occupational pathway. When these three things happen together, they create and extend the internalisation formed by adding a skill and stamina element, making it logical that individuals cannot avoid the power of the benefits and risks that are embedded. How positively or negatively they respond after learning about intricate aspects of their work is labelled here as reinforcements. As Kahn (1990) holds, some kind of investment of identity and behaviour in different roles (effort) is an important ingredient for effective role performances (physical/behavioural outcomes). Otherwise, one would not manifest the identity one wants to convey. This identity should at least filter behaviour, which suggests that engaging individuals have a kind of focus on identification (the process). Thus, connections and identification relating to occupational tasks, however little or large they may feature in engagement discussions are nevertheless inescapable and ever present in practice. It is appropriate to theorise a potential for engagement whenever these helpful factors can be identified.

Likewise, individuals managed or supported the previous four dimensions of the engagement process are needed to build, and maintain these acts because linkage between these considerations can explain the progress in favour of engagement at work. Also, the influences of the dimension of ‘giving regard to constraints,’ associated with the presence of challenges that bring about fluctuations, is based on the evidence showing that a web of these considerations last longer through the deepening, and broadening of both its scope and appeal in successively produced views. This evidence further suggests that the force of such progress led to the deliberated or extended engagement advantage, which counteracts the force of the challenges, however, the strength or fragility of this engagement is based on the unleashing of a longer lasting vision: whether at inception or at a later point. Then, it is possible that a mind set or thinking process is sheltered from the undermining effect of work pressures and constraining challenges.

There appears to be consistent evidence of engagement behaviour as a relationship between the ‘self – also qualified by connections to things such as, role, organisation, successes and

failures' and the 'other - also qualified by connections to people such as colleagues, clients and friends' that also might promote greater social stability for actors and thus, a measure of protection from work anxiety and stress as initially suggested by Kahn (1990), Christian, Garza and Slaughter (2011), Shuck et al. (2012) and Newman et al. (2012).

The influences of the initial connection to work are supported in earlier work: Shantz, Scheonburg and Chan (2014), Wildermuth (2010) and Mosert and Rothmann (2006). Indeed much of the scholarly work on personal characteristics with respect to engagement is informed by characteristics of the individual such as gender, age, educational level and job level individual differences. Results generally supported non-significant relationships for gender differences, subtle levels of significance for age difference (based on generational gaps), and variable significant relationships for educational levels. Job level differences have revealed the most significant relationships for individual differences in relation to engagement (Fletcher and Robinson, 2013; Muano et al. 2010; Castelano, 2007).

Additionally, evidence from the influences of 'the purposes that these connections served/are serving/ will serve' introduce the significant features of the social context (time, place, agency, and process) of these initial connection to work experiences are considered. The two concepts suggest the relationship will take the form of a sequence specific connection. This also captures the changes in connection as fixed or flunctuations in the individual's thinking benefits the sense of cohesion from moving from one connection to the other within the parameters of engagement.

'Triggered practices', one of the strongest situational influences on engagement receives support from conservation of resource theory (COR, Hobfoll, 2002), which supports the proposition that this influences is expected to grow due to the participants' striving and concerns to equip themselves with new theoretical ideas about work requirement solutions (Bakker and Demerouti, 2007). The relationship from the triggered practices to 'the strong bonds reinforcing the connections' is also in reflected in May et al., 2004 and Rich et al. (2010) elaboration on the extended the pattern of the agency with which individuals invest more of themselves into their work tasks and role domain using the concepts of job/work enrichment and work role fit. This suggests that, better evaluation of the sequence in individuals' ways of reasoning is likely to lead better evaluation of suitable personal and environmental resources alignment. More favourable evaluations of linked sequence of

connections (planned and unplanned) typically indicated the possibility of actors making more engagement choices.

Building prior work on the identifying knowledge, skills, and abilities needed to perform tasks successfully, both now and in the future in relation to engagement (Shuck et al., 2012; Rich et al., 2010; Macey and Schneider, 2008; Kahn, 1990), the other two strong influences: ‘the strong bonds reinforcing the connections, and giving regard to constraints’, are consistent with Individuals adjusting their ideas, thoughts and feelings to achieve better connection also counted as engagement/engaging dynamics. Changing circumstances and obstacles to such adaptations make up the acts of engaging dynamics. Several authors (Fletcher and Robinson, 2013, Soane et al. 2012 and Saks, 2008) embrace an understanding that the breadth and depth of engagement is more holistically expanded when actors execute intellectual, cognitive, physical, interpersonal or social, spiritual as well as emotional connections.

From the discussions presented in this section, the suggestion is that the awareness of the variations that connection to work practices should cover. Individuals as agents of themselves support their productivity in the organisation in ways that was interpreted to be the process of building on the quality and magnitude of a variety of personal and environmental resources engendering engagement.

In contrast to prior literature that mainly investigates the impact of one type of connection aspect this study additionally explores/investigates the influence of different connection choices on the likelihood of engagement. Composition of the integration perspective includes Kahn’s (1990) calibration of emotional, cognitive and physical energies and activities positive and Schaufeli et al.’s (2002) purposeful and fulfilling mindsets, but goes beyond this to include spiritual and historical dimensions as a set of multiple relationship dimensions.

Sonnentag’s (2003) study on engagement and recovery revealed that engagement levels increased when individuals had the opportunity to recuperate from workplace stressors. Another study by Hallberg et al. (2007) reached two apparently disparate results: first, identified a connection between excessive workload and emotional exhaustion. They also found however, that increased workload was related to higher levels of engagement.

The researchers suggested that the very enthusiasm leading employees towards engagement could also, paradoxically be hindering to successive levels of engagement. Here the study appropriated these insights to promote a multiple relationships through which the engagement

concept can be empirically evidenced because it combines the central components (content) and relationships (process) for understanding the expression of engagement. For these reasons the exposition of the experiences data using the integrated framework was supported by several other studies as it provided an alert that the nature of relationships may be assessed in different ways.

The findings on the four levels of engagement illustrated by diagram 8.3a further support the interpretation that these levels of engagement can be built up as accumulating connections to work slowly or rapidly. At the same time some connections may not develop further or may cease to develop due to constraints. This suggests that it is possible to develop engagement where it existed at a lower level before to a higher level or to bring about a reduction of the level of engagement where it existed at a higher level.

In order to maximise the clarity of this interpretation, as acknowledge in chapter three, the clausal claim is problematic and cannot be assumed. However, these connections and identification may not cause engagement but prepared the way for physical, emotional and cognitive energy channels. This was because it permitted internalised views to find expressions in behaviour, such as making the decision to keep the occupation for a long time, levels of effort, passion and intellectual interests for the work tasks. In particular, the information used relates to overall thoughts and feelings about the outcomes of day-to-day work events. Based on the expected relationship between Kahn (1990) and Schaufeli et al. (2002) perspectives, advocating the identification process as the implicit response, individuals used for the structural opportunities and constraints in organisational work, the study argues that whether individuals choose their occupation (i.e. to be self-employed or organisation (i.e. to be employed), a web of (often conflicting) experiences forces them to make a choice to engage well or poorly.

The description method used in this study for data collection is circumscribed by the individuals' selection, emphasis, exclusion and elaboration on work experiences (Weaver, 2007; Goffman, 1974). As individual actors themselves may have considerable distortionary effects on the results generated, the analysis first looked their impact on the work practices in an open way (without the projection of engagement theory). So that it includes an increasing effort to understand the factors, which results in patterns consistent with maximum mobilization of the individual's resources as well as, the factors that inhibit it. It also gives

the starting point for incorporating the created tentative framework into the evaluation of wide variations on connections to work indications of that the organisational members have with their work environments, which are relevant to their psychological and behavioural outcomes. For this study that description of making one's way in the work environment with its complex, nested and sometimes conflicting pressures and opportunities is in effect the groundwork for the individuals' engagement responses (in practice). This conception of engagement may be extracted from a description of an individual's work experiences by classifying and prioritising different aspects of their historical experiences, the individual, task and organisational features that shapes how work gets done as the mobilisation of the individual's resources as well as organisational resources. So that the ensuing theory that is generated is grounded in the context of work roles, work tasks and working.

In this way it is a form of work style and however effective it is, the individual convey their need to maintain it and therefore, the more rooted aspects of this behaviour are found in their experiences of work or experiences in the context of work.

A real risk that undermines the use of generated theory is this: if the theory is grounded in a difference context, for example, Goffman's (1967) concept of engagement in face-to-face interactions and Nakamura's (2001) concept of vital engagement in any activity, it then has to be adapted for use in a work context. For the model of vital engagement, Nakamura (2001) draws in part from the concept of flow, which refers to the experience of being absorbed by an activity to the point where time passes quickly and the person feels "caught up" in what he or she is doing (Csikszentmihalyi, 1991). However, as originally conceived, the concept of flow refers to a concrete state that lasts for the duration of the activity, rather than an ongoing relationship between an employee and his or her job. Nakamura (2001) takes this concept and embeds it into a larger relationship between the person and the external world. This author defines "vital engagement" as an absorbing and meaningful relationship to the world (Nakamura, 2001). While flow experiences are a component of this relationship, a second important aspect is "felt meaning," which results at least partly "because it involves aspects of the self that the individual values: the person's cherished goals in life; their guiding beliefs and commitments; impulses, gifts, and strengths that they embrace" (Nakamura, 2001, p. 8). Thus, to employ Nakamura's concept of vital engagement, it has to be refined in order to be applied specifically to a workplace setting.

Hence, it is considerably more useful that for elaborating a generated picture, the adopted concept of engagement must be conveyed with a broadened quality of work life mix of activities, but without insisting on the pre-specifications for particular types of vigour, dedication and absorption responses specifically associated with the work engagement model. Rather, as the actors' own terms are sought, individuals indicated types of vigour, dedication and absorption responses with the ideas and concepts that are relevant to them. It makes the individualised bundling of activities for sampled individuals the major thrusts for their expressions of engagement. The emphasis given to work experiences arise from three main attributes that can be listed as its importance to individuals, peoples' use of a personal perspective to respond to work experiences, linkage of this variation in peoples' responses to engagement theory and its fit with the objectives of engagement research and the knowledge generation goals of engagement researchers as well as scope (who, where, when).

Importance to individuals

Work experiences relate to a habitual life-space with relatively enduring affordances, characterized by individuals, groups, jobs, vocations and organisations (Kristof-Brown and Guay, 2011). At the core, the study of work experiences has been of great importance because work is seen as a beneficial human activity that exerts a great influence upon people's lives. From a social psychology point of view, work was defined by Brown (1954) as a social activity with the two main functions of producing goods required by society and binding the individual into the pattern of relationship from which society is built up. He further asserted that the most compelling evidence of the importance of work to individuals comes from the study of unemployment. From this domain of research it was shown that though not all jobs are very interesting or socially satisfying, very few workers would regard their jobs as completely futile; individuals work both in order to live and to feel useful, wanted and to attain a social status all of which are in a real sense part of the job. The intrinsic love of a particular job in a large number of cases stems from motives directly associated with its successful execution.

Peoples' use of a personal perspective to respond to work experiences

Brown (1954) goes on to highlight that the most serious draw back for the researcher attempting to study the experiences of the worker on his or her job from the point of view of

the scientist is that the individual as a worker tends to respond to his work environment not as it is, but rather as he sees it. It implies that he or she is constantly interpreting the events and looking for the significance, which he or she assumes to lie behind them. The result of this response is that what appears to be a reaction to the environment may actually be a reaction to the psychological atmosphere. Experiencing these events lunches a number of psychological processes and underscores the importance of scientifically researching the psychological experiences of work and working – ‘how individuals think about, respond emotionally to and behave within their working environment’ (Rupp 2011, p.75).

Consistent linkage of this variation in peoples’ responses to engagement theory

From the definitions of engagement given in this introduction, consistent with Rupp (2011), Kahn (1990, 1992, 2010) described personal engagement as the meaningful interpretation of how daily experiences in an organization provides the underlying premise for individual’s addition and deletion of different senses of themselves (cognitively, emotionally and physically) in their day-to-day interactions at work. In Schaufeli et al.’s (2002) work engagement was employed to qualify vigour, absorption and dedication that people apply in work activities. Practitioners and researchers view engagement are seen in other conceptualizations such as Harter et al. (2002) to stem from important antecedents of work behaviour, as well as organisational outcomes linked to customer satisfaction, business profitability and productivity and employee turnover and safety outcomes (Bothma and Roddt, 2013). From the details provided later on, research interest in the topic regarded as engagement practices as being related to individual outcomes such as performance (Kahn, 1990); positive work experience (Schaufeli et al., 2002); good health and positive work affect (Demerouti, Bakker, de Jonge, Janassen, & Schaufeli, 2001; Rothbard, 2001). Suggesting that engagement actions are grounded in some dynamic theory of workplace experiences (Shuck, 2011; Wollard and Shuck, 2011; Reio Jr. and Saunders Reio, 2011). Engagement in work activities requires that people are sensitive to their activities and applications of resources in a particular context within the constraints of job resources (Schaufeli and Bakker, 2004).

Fit between work experience analysis with the objectives of engagement research

Generally, a main aim of studying workplace experiences is to use the experiences of people as actors to try to device more ways of improving our organizational settings, hopefully

leading to workplaces becoming settings that are more characterized as protective and stimulating (Fairlie, 2011; Chughtai and Buckley, 2011; Reio Jr. and Saunders Reio, 2011). Essentially, the location of this study in engagement research was to capture insights that could be used to enhance the experiences of the workplace in one way or another (Wollard, 2011; Wollard and Shuck, 2011; Rivera and Flinck, 2011; Van Wijne, Peeters and Schaufeli, 2011). It is consistent with assertions that; the characteristic of the work setting can be measured subjectively and objectively, Janssen et al.'s (1999) referenced previous work of Fried and Ferris (1987), Boumans and Landeweered (1992) and Spector (1992) to suggest that subjective measures are meaningful indicators of the characteristics of a work setting.

Additionally, a significant feature of this fit is that like theories of engagement, most theories of the meaning of work are individually based (Brief and Nord, 1990 in Wrzesniewski and Dutton, 2001). Evaluation of success and failure associated with work and engagements are explained based on individual-level data within an organisational system. Individual-level thoughts, beliefs, values, feelings, relationships and inclinations are used to interpret the constituents of meaning of both engagement and work experiences.

Given the fit between conceptions of engagement and meaningful work concepts as harbingers of organizational work success this attention to workplace experiences of engagement is of interest to researchers and actors; the results may give them an angle from which to view their capability to find and invent individual and organizational work solutions (Gajdzik, 2013; Dalal, Brummel and Thomas, 2008; Bakker and Demerouti, 2007). This indicates the significant of binding work experiences associated with self –employment, and employment contract including having a calling. Thus, the importance of linking theoretical research to practice and the context of practice is a primary thrust for objectives, interpretation of supporting evidence and conclusions drawn using the emphasis on work experiences.

8.3 Conclusions

This study used the recognition of a dearth of research on the individual perspective in the literature to justify a movement of analysis away from the organization at large, to the individual at work, and to work groups as the path through which we explore what it means to be engaged at work. Since there is no common agreement on the definition of the concept,

one of the first objectives was to review the various definitions in academic literature with a view to identifying a working definition. The outcome of the literature review exercise was the identification that two options of a single framework or a comprehensive framework are available. As noted in the background and rationale for the study outlined in chapter one, the broad aim for this study was to explore the nature of engagement based on two conceptualizations of the concept in academic literature. The narrow aim was to explore the act of engaging at work from the individuals' perspectives; the objectives were to uncover the individuals' ways of thinking and circumstances relatable to engagement. Against these aims, some conclusions are compiled.

Guided by the theoretical analysis which presents engagement as interconnect set of contextual and conceptual propositions that the study employed to study engagement as connections to work and the empirical analysis to examine the significance of this conceptual angle, the study presents a conceptual framework combining personal and work engagement. The literature reviewed had showed ways that could be taken to describe relevant contextual and conceptual elements, which contributes to the acts of engaging. Subsequently, after the linking of information on various engagement factors into an indicative framework, the study then proceeded to chart a course of action calculated to conduct a qualitative assessment of individuals' views of their workplace experiences on this route, using the insights gathered from the research method and engagement literatures to guide the procedures at different phases. From another vein, new insights from the empirical study are also incorporated into this discussion and are highlighted as part of the theoretical contributions in this section.

Regarding the issue of whether it was fruitful to combine Kahn (1990) and Schaufeli et al.'s (2002) perspectives into one multiple perspectives orientation, the literature pertaining to some agreements on the inclusion of the diverse behavioural expressions that generates a wider conceptual framework of engagement was presented in chapter two. However, the elements and methods of integration advocated by Schaufeli (2014) and Saks and Gruman (2014), do vary and none of their proposed frameworks had been used in an empirical investigation to advance on the knowledge, and understanding of the integrated engagement frameworks, in order to move up the learning curve. In contrast, the findings from this empirical investigation revealed some learning that could be employed to build on the literature reviewed, which allowed a set of insights linked to the assimilation of contextual

and conceptual assumptions of work engagement into the personal engagement perspectives to be elaborated. By proposing this framework (reproduced as Figure 8.5a), objectives one and two and solutions to research questions one and two were achieved. The empirical investigation demonstrated the possibility to attend to engagement assessment using an elaboration and evaluation of the role that personal factors, work situation factors and perceptions of Kahn's (1990) psychological factors play as influences on individual's physical, emotional and cognitive outcomes.

Evaluations of the information put into the cognitive maps

Using the strengths of the cognitive mapping technique to get all the advantages of detailed data/the data analyses, two important characteristics of cognitive mapping are cross-links (internal probing) and evaluations for in-depth understanding, which comes from cross-links between individuals' reasons, so each boosts the previous reasons a little further. The different parts of empirical evidence fitted into the tentative framework provided clues on the acts of engaging and the information on the interviewees' cognitive structures provided insights on the big picture and overriding patterns, in line with Eden's (2004) cognitive mapping technique employed. The data collection for the empirical investigation guided by the third research question took the form of interviewing twenty-four people to ask 'who people say they are, what they do at work, how they perform their work and their reasoning behind this'. From this information, the data analysis evaluated the manner, in which these people created different connections to their work. At the individual level, the empirical analysis demonstrated that the acts of engaging captured seem to be driven by helpful factors, which are seen to have significant effects, where hindering factors are seen to have insignificant or significant effects based on similarities and differences in the selective framing of the work experience by individuals. The findings showed that all the individuals had some connection paths that were acts of engaging. The summation of findings was used to compile the set of helpful and hindering factors associated with the connections to specific aspects of work reasons into transformative action concepts at the group level. At the group level, the set of helpful and hindering factors were empirically manifested and conveyed by the six concepts: (1) the self-descriptions, (2) The starting connections to the work, (3) The purposes that these connections served/are serving/ will serve and (4) Triggered practices, (5) The strong bonds reinforcing the connections, and (6) Giving regard to constraints. The pattern of reasoning emerged showed that whether individuals regarded or disregarding some

hindering factors, or their varying levels of engagement, all individuals' engagement perspective triggered practices of a strong regard for 'time spent developing one's work skills' and 'deference to learning from experiences of working'.

Consistent with the goal of the study, the findings revealed the reasoning behind the sampled individuals' connections to work. The proposed concepts should prove relevant to the individual's and the groups' engagement paths. By this, research objective three was achieved, and research question three was resolved. As a result, influences of the contributory factors are elaborated tentatively as processes that heavily optimised the opportunities for strong connections to work. The act of engaging at work was seen to be forged from a combination of mostly work performance-promoting activities, which increase the benefits of fulfilling work for individuals, unlocking access to energy that fuels the cognitive, physical and emotional resources these individuals have. Solutions resulting from the three research questions suggested engagement is typically an iterative and recursive process of connections to work, in which each of these connections may interact with each other to feedback into the system to engender continuing or increasing/decreasing engagement as future outcomes. The suggestion is consistent with Kahn (1990) and Schaufeli et al. (2002) conceptual frameworks; Kahn (1992) talks about recursive engagement in which present behaviours shape future experiences and behaviour, and Schaufeli and colleagues talk about a loss and gain spiral of self-efficacy and also drawing on conservation of resources theory (Hobfoll, 1989).

Working at the intersection of actual and perceived work experiences, the difference between work experiences as it actually is and a perception of it or a reasoning derived from it (i.e. thinking) is that the information on actual experiences conveys everything that can be experienced at work; the perception does not cover everything that can be experienced at work, but it covers, or at best seeks to cover one thing that the information on actual experiences does not convey: the distinctive features of the individual actor or the human essence of the person being portrayed. Externally and internally based attribute of the autonomy concept alerts the analysis to autonomously controlled activities captured in the information on work experiences that information on just actual experiences can never completely achieve. Working at the intersection of actual and perceived work experiences ensures that the data that is analysed and the conclusion that the analysis produced to be as close to the experience of the individual as possible. This is the framing guiding this study,

which largely occurs in the form of individuals selecting, emphasising, excluding and elaborating. (See p. also Section 3.1a). For example, As an internally based psychological attribute, autonomy at work also deserves attention in the selection design because it concerns the individual's intellectual ability to comprehend the essentials of his/her work task and work role, as well as his/her political and inherent ability to translate what he/she has comprehended into successful physical action. This is also an important part of the psychological experience of engagement.

8.4 Contributions of the study

The main contributions of the study fall into two categories: a tentative framework of 'engagement' and the reasoning behind the sampled individuals' connections to work. The literature reviewed supplied the background information that was employed for arguing in line with Kahn's (1990) conception, and Schaufeli' et al.'s (2002) suggestion, for a conception and definition of engagement, which takes on a psychological and behavioural expression of engagement approach, as a broad guide. In other words, personal engagement-specific characteristics are combined with work engagement-specific characteristics, where the former provided psychological and behavioural expressions for the assumptions of work engagement. All of which are compiled under the grand title of 'engagement'.

8.4a Contribution to theory

This study provided evidence on the suitability of a tentative framework of 'engagement'. Second, it provided much needed theoretical underpinnings to the integration method used for the development of a multiple perspectives framework. Third, it enumerates the relationship between the effects of three 'critical' factors namely "self-descriptions, helpful and hindering factors" and acts of engaging; and Fourth, it elaborates a set of insights linked to the assimilation of contextual and conceptual assumptions of work engagement into the personal engagement perspectives.

(1) Proposed tentative framework of personal-work engagement

The first contribution of this study; a tentative framework of the basic characteristics of engagement for advancing our understanding of individual's perspectives, using the literature on personal and work engagement perspectives is a response to two issues raised in chapter

two as whether it is fruitful to combine Kahn (1990) and Schaufeli et al.'s (2002) perspectives into a multiple perspectives orientation and how to do this. Notwithstanding the existence of some emphasis on the separation of engagement perspectives that goes back almost to the beginnings of its conception, the previous discussions in part 8.4a, outlined some of the theoretical relevance of this option, and considered the usefulness and challenges of this combination, which were set in the context of the personal engagement and work engagement contextual and conceptual assumptions.

A concept analysis approach (Rodgers, 2000) enabled the elaboration of the basic characteristics for personal engagement and work engagement, and a conceptual framework that links personal and work situation factors, and psychological meaningfulness, availability and safety and the individuals' physical, emotional and cognitive outcomes as a tentative multi-perspective model of engagement is put forward. The definition of this engagement concept retains Kahn (1990) and Schaufeli et al.'s (2002) basic ideas, rephrased as individuals simultaneously employing and expressing physical, emotional and cognitive energies in task behaviours that promote connections to work, to a person's "preferred self", to others and to active full performances culminating in the connection being the central theme that both perspectives agree on. This definition attends to its psychological and behavioural expressions.

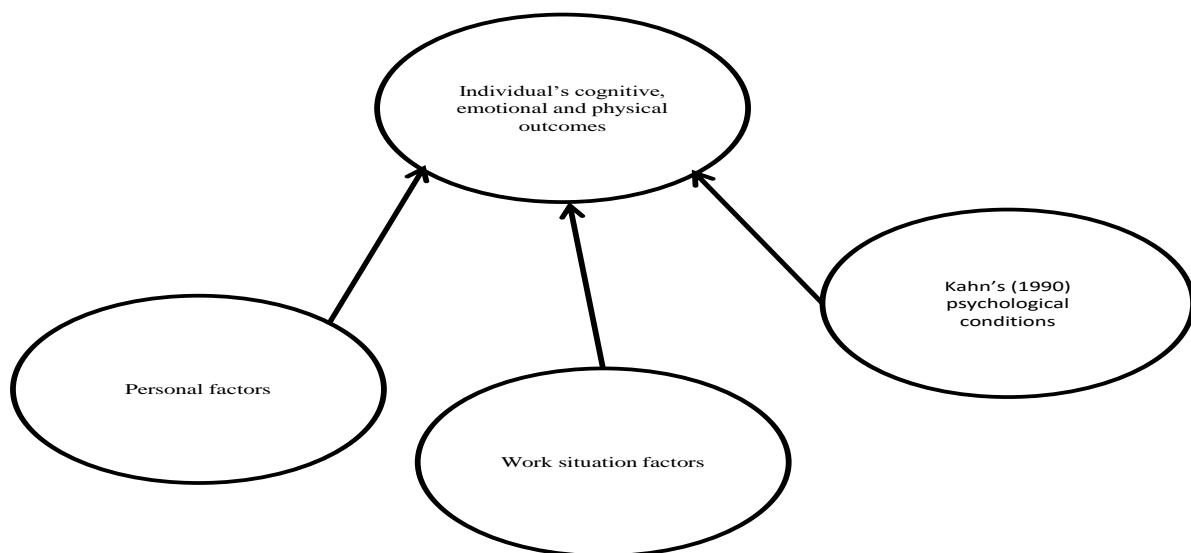


Figure 8.5a: A framework of the basic characteristics of engagement

By interposing the contextual and conceptual elements of personal engagement and work engagement, a modest attempt to bring together key personal engagement parameters and work engagement parameters into a basic framework of engagement is provided as a conceptual starting point. To differentiate this personal-work engagement framework from other previous approaches, Whetten's (2009) set of criteria of inclusion of all contextual and conceptual elements specifically aligned Kahn's (1990) promotion of connections to work, to a person's "preferred self", to others and to active full performances parameters to Schaufeli et al.'s (2002) making positive connections to work from its positive psychology characteristic. Essentially, promoting or making connections to work play a powerful role in creating personal-work engagement -supportive parameters. The contribution of this tentative personal-work engagement framework to theoretical developments on the basic characteristics of engagement in the literature is timely, given the recognised constraints of the practical usefulness of conceptualising engagement as a purely psychological state in the literature. In order to reconcile this, Schaufeli (2014) recommended that a reconceptualisation of engagement concepts to a psychological state, in conjunction with its behavioural expression is needed to ensure a deeper explanation of engagement phenomenon.

(2) Additional insights from the integration method

Previous qualitative researches have looked at engagement using one concept or another that helped to generate new recommendations for research and practice. In a push to change conceptual direction, the study contributed to an understanding of the complexities of the engagement phenomenon by proposing an emerging vision for a multiple perspectives framework. The second contribution of this study provided much needed theoretical underpinnings to the integration method used for the development of a multiple perspectives framework. As shown in Part four of the literature review in chapter two, one way to do this integration is by comparing and combining the different theoretical approaches, in terms of the ways in which they construe core contextual and conceptual assumptions, in line with Whetten (2009).

At the centre of the integration process is the emic assumption proposed by Whetten (2009), (see section 1.4b). Whetten's (2009) criteria are demanding and require that the contextual assumptions adopted should be representative of the entire meaning needed to understand the

nature of the contextual conception. Hence, to achieve these criteria, the findings of this study including insights on the role of personal factors from the empirical study, suggest the assimilation of personal resources and self-in-role needs into a broad notion of personal factors. To elaborate, even though certain persistent features of personal resources involving learning, and accommodation, are suitable for self-in-role adjustments. The argument is that there are self-in-role requirements or identity images for work roles leading to variations in engagement that individuals may employ that are very specific in nature, but the nature of which are of necessity only found in practice.

Moreover, the integrated framework contributes to the argument that this multiple perspective of engagement uses the connections to work logic as a starting point.

However, it goes further to propose that the variation in engagement is more aptly explained when the links taking place in the individuals' connections to work are considered as well. When looked at from the individuals' perspectives, these connections varied in the ways some kind of identification was ascribed. Their identification worked by investing the characteristics of their work role processes with qualities already attractive to individuals – deepening and broadening both its scope and appeal in successively produced views.

So the pursuit of this inclusion suggests a bottoms-up search for variations in how individuals could create their own personal and work situation factors to fulfil work role needs that are empirically evident in the environment in which the individuals operate. And this research is used to reveal individuals using obstacles in the work environment to gain (or lose) momentum as the case may be. The significance of including the search of accompanying links between connections to work is that it permits different connection relationships between self-descriptions and work situation factors to be seen clearly apart from each other. This new empirical approach is in line with the differences on the valuable influence of autonomy on variations in engagement levels of Kahn's (1990) and Schaufeli et al.'s (2002) perspectives, which proposes that the relationship between engagement and autonomy will vary according to the scope for autonomy at work. It might be reasonably claimed that the results obtained from the empirical analysis using the approach of connections to work to understand the parameters of engagement boosts Schaufeli et al.'s (2002) notion of connections to work further along with Kahn's (1990), notion of connections to work by bringing together both content and process.

The evaluation of both content and process offers some suggestions of dependent and interdependent features that may be most fruitful for the empirical assessments. The strength of this evaluation of such critical features is built up by the five types of relationships: direct effects, indirect effects, feedback links, reinforcements and the development of successive expression of the individual's engagement that are further illuminations. In this way, further illuminations provides most of the groundwork necessary in order to capture many of the elements of person and work situation relationship options, which may be used to identify how practicing engagement is complicated by the increasingly sophisticated ways by which individuals interact with their work situations. So like Kahn's (1990) and Schaufeli et al.'s (2002) perspectives, the study demonstrated that the quality of connections to work that the individuals enter into shape but do not determine their engagement levels. Rather, the selective relationship of the individual to the wider domain of work tasks and role influences the starting point of this influence. Thus, the wide ranging relationships uncovered avoid the criticism of not explaining the occurrence of wide diversity of supporting connections to work that are at the heart of engaging.

(3) Insights gleaned from the self-descriptions, helpful and hindering factors

The third contribution to theory of this study enumerates the relationship between the effects of three 'critical' factors namely "self-descriptions, helpful and hindering factors" and acts of engaging. Which provided insight on the contradictions in some of the claims used in the past to understand the parameters of engagement. As noted by Schaufeli (2014), a job can be resourceful but an individual may not feel engaged because of family problems, or an individual may feel engaged but not show initiative (i.e. extra-role behaviour) because of constraints at work. As such, the experience of work engagement is neither inherently linked to challenging work nor to performance. In other words, the expected relationship of job resources creating personal resources does not automatically come into action. The finding on these critical factors in relation to engagement as contributions to theory highlights the occurrence of these contradictions in line with Schaufeli (2014) that the presence of optimism, self-efficacy, self-esteem and resilience for the individual does not mean that they are employed in fulfilling work roles, i.e. they have to be employed to be in operation. To address these contradictions, the task would seem to be to identify the proper contextual manifestation and configuration of influential personal factors while avoiding the pitfalls of incomplete specification of this logic of adjustments, which is the case in situations where

some external forces in the environment that enabled the individual's response, restrict or shape the adoption of high levels of optimism, self-efficacy, self-esteem or resilience for the individual. As a result of this disruption, individuals had more or less to say empirically of the physical, emotional and cognitive effects of such responses precisely at the point in time of the interview. Hence, the empirical findings revealed instances where there are for example, high levels of intentional and purposeful optimism, self-efficacy, self-esteem and resilience, which are not accompanied with the similar exceptional or considerably high levels of engagement, which leaves rooms for the recognition of divergences in responses to identical influences of helpful and hindering factors.

In this same vein, the most fruitful arguments used for the relationship between engagement and optimism, self-efficacy, self-esteem and resilience is that these responses have certain features and these features are good for engagement. However, these good features may not also enable the individual to meet the requirements for fulfilling the work. So these personal resources may be required as positive mind-sets, but the physical manifestations of personal resources as a fit in fulfilling the self-in-role requirements is also equally relevant. In other words, an individual relying more on the notion of active development of successive self-expression, aspirations and an expansion of individual experience rather than holding on to certain aspects of one's known personal qualities, which may inhibit taking on roles that generate new possibilities for self-discovery. The paradox is that the use of individuals' framing of influential personal factors revolves around the issue of reciprocal effects of the individual on the work situation factors and the feedback from the work situation factors to the individual. So that individuals can also either, change themselves according to work situation requirements or change the work situation according to their personal factors. As such the explication of the theoretical definitions of personal factors may not prevail in the frames of references from the empirical analysis. However, it is also good to know this because this inconsistency offers room for engagement assessments to take up the authentic responses that the sampled individuals cultivated.

(4) Insights linked to the assimilation of work engagement into personal engagement

The fourth contribution to theory of this study elaborates a set of insights linked to the assimilation of contextual and conceptual assumptions of work engagement into the personal

engagement perspective. Rather than the three-fold engagement antecedents, engagement states and consequences of engagement approach proposed by Schaufeli (2014) and Saks and Gruman (2014).

Inclusion of Kahn's psychological conditions as a core element in the configuration of this tentative framework is that the perception of workplace interactions and behavioural outcomes are conceptualised as two different aspects of engagement that apply simultaneously and are interdependent. This implies that actors simply interpret their dealing with the two aspects as part of their day-to-day experiences and inculcate what they have found out at the face level of engagement. Previously, Saks and Gruman (2014), and Rich, LePine and Crawford (2010) advocate the integration of Kahn's (1990) three psychological conditions of meaningfulness, safety and availability as consistent with the aims of engagement explicitly or implicitly stated in most models. However, an angle that warranted the assimilation of the motivational and stress processes into Kahn's (1990) psychological conditions that arose in this study is that in theory, the motivational and stress processes each focus on a one-directional positive or negative motivation, as opposing intentions. These opposing intentions are not unproblematic and straightforward in practice. There are important theoretical implications for at least two reasons.

Insights from the empirical study revealed that individual's understanding of motivational and stress processes, however, are that they are both enabling and impeding, as opposed to a simple differentiation as enabling or impeding. Individuals employed both processes to favour certain responses and disfavour others; they found a range of options to respond to positively or negatively viewed work challenges. This forced the researcher to rely more on Kahn's (1990) theory that the movement towards these responses are more enmeshed in a complex web of meaningfulness, safety and availability questioning to uncover the frames of reference that individuals employ. A similar point was made for the role that job demands plays in influencing engagement, by Crawford, LePine and Rich (2010), who found null relationships as well as positive and negative relationships between job demands and engagement. Demands that were appraised as challenges such as job responsibility and workload were positively related to engagement, while demands appraised as hindrances such as administrative hassles and emotional conflict were negatively related to engagement. That is, individuals are likely to follow distinct motivational and stress process according to personal motivation. A major reason has to do with the subconscious views they cultivate.

To elaborate on the second reason, work engagement assumes that the pervasiveness of engagement is driven and propagated by a motivational process, when work demands are high, but individuals feel that they have the work resources and personal resources to combat or fulfil the demands and it becomes a gains spiral of resources (from then onwards). The gain spiral is termed as accumulation of resources. On the other hand, when demands are psychologically overwhelming and the stress process comes into action, a loss spiral is experienced as individuals loose resources. The loss spiral is termed as health impairment. These two processes give a clear picture of two different processes that are posited as opposing experiences, but does not consider the situation where both motivational and stress processes play significant roles in tandem; in other words other possible relationships that might occur in practice. To explain the individuals' reasoning that paints a more complex picture, Kahn's (1990) psychological conditions are needed. Kahn (1990) proposed the psychological meaningfulness, safety and availability evaluation of relationships employed as the link between personal engagement and the workplace experiences.

Arguably, individuals may seldom have to ask themselves constantly what the reason is for what they are doing, but as Kahn (1990) asserted, the responses to the psychological conditions considerations are manifested in practice or in physical form. They are apparent in the way tasks are carried out, conserved in aspects of the work individuals cherished, designated in guiding beliefs, recognised in commitment and strengths, even to the extent of individuals seeing the work as a role they play. For instance, one of the teachers Ola asserted that; "*I am working at a higher standard. Well basically, for the class I teach you're mainly supposed to teach them just the British curriculum. But knowing we're not in Britain, I try to include the Nigerian culture.*" Also, Yeni one of the waiters remarked; "*you don't even need a dictionary or any job description (laughter). So it's just like what's in you. ---- So it's more or less like natural thing to me now. So I don't need anybody to tell me to do this, do this. There's an ethic of our job that the customer is king!*" "*the job is just a role that you have to play,anything you are doing you have to do it well.*" Ola and Yeni are concerned about the learning and service they offer to their pupils and customers respectively, which highlighted their sense of work meaningfulness. Inevitably, making connection to the work tasks often appears to be achieved together with the psychological conditions theory held by the actors. In which engaging is the logic of the connection (without having to infer the fulfilment of an obligated requirement, i.e. the demand that a specific level of work

performance will be maintained). According to Kahn (2010), people engage by balancing the dividing line between their self-interest and the work dividends. In other words, from engagement theory, there must be strong instigators for this behaviour.

Highlighting identification as an important point of reference for engagement

Furthermore, the findings also go on to shed some light on the importance of identification as an underpinning logic that was common to both perspectives. One thing, shared within Kahn (1990) and Schaufeli et al.'s (2002) perspectives, are two underlying processes of identification: The accumulation of specific identifications generated in this study is consistent with Kahn (1990) and Schaufeli et al.'s (2002) two underlying processes of identification. To go beyond Kahn's (1990) and Schaufeli et al.'s (2002) perspectives on acts of identification, the study reified the selection of identification interactions by defining them by their practical behavioural and affective-cognitive features as well as temporal succession and expansion of individual experience; on the grounds that it touches on the far-reaching dimensions in the foreground and/or background that are to a large extent underlying the relationship between the individual and his or her work in practice. The implications of this framework for research into engagement was that both connections and identification are analytically needed to adequately describe and explain the internalisation facet or rather the framing of the individuals' connections to work from their perspective. Connections become interpreted as identification only when the connection is needed to attain a relevant valued personal goal (identification).

This identification was the driving force that initiated the expansion of the personalised nature of the connection points (e.g. work friendship, trust, love, care) alongside a collection of other activated points (e.g. respect, acknowledgement, acceptance, accommodation). For example, some individuals did not feel certain identification mattered to them by virtue of not associating a personal aspect with the object (relationship) or person (clients). But some individuals expanded these connections with a sort of temporal stance: purposes that are served/being served/will be served (i.e. entrepreneurial drive, career drives, pursuit of personal development), permanence (dream job, having no other plans), or temporary (having other plans). As such, opportunity-driven connections and connections based on individuals bid to select an occupation for the rest of their foreseeable future, instead of thinking the occupation is for a while are likely to be a sense of strong identification.

As discovered later on in this study, the identification with work angle is an inherent driving force underlying engagement in both perspectives that is less emphasised in the literature, other than acknowledging its relevance (Kocjan, 2015). This is because although, identification with work as an important path for engagement has already been discovered, it's explaining potential for acts of engaging remained very much unexplored (Kocjan, 2015; Ozhoc, 2016).

By highlighting and categorising styles of the sampled individuals' acts of engaging and the repetition of these acts, this study sought to also provide strong arguments for identification with work as an explanatory logic for capturing and assessing events at the intersection of personal engagement and work engagement. However, although developed initially as a general engagement framework of connections to work, the analysis proposes using identification to work as an increasing or decreasing expansion on connections to work as both are governed by similar regulating activities such as passion and interest. These contributions are also useful because as stressed by Welbourne (2014), the concept of engagement provides unique insights into the behaviour of people at work, but it is also an emerging concept.

8.4b Contribution to mainstream literature

Several theories of self-regulation discuss the place of positive work identities and good interactions with co-workers, and even with clients in the maintenance and enhancement of psychological and behavioural functioning. One of these is meaningful work. Dutton et al (2010) use positive work identities to argue for the role that meaningful work, which plays up personal qualities or abilities with social or collective qualities (e.g. role, cultural background, task performance expectations, resources available, control devices) might be used to assess how positively or negatively individuals viewed their work situation. The compiled evidence on individuals' reasoning on the building of rewarding work relationships that supports engagement makes a contribution to Dutton et al.'s (2010) work on the ways that individuals use positive work identities.

Dutton et al.'s (2010) work presented the relationship between engagement and positive work identities as complementary. This study build on this foundation to add that the comparisons and evaluations across these 24 individuals illuminated beliefs about the positive work

identities and engagement, which were used as self-defining or were inserted in self-formulated self-descriptions. Furthermore, it also makes a contribution to the theoretical groundwork for sorting out the potential agency opportunities concerning today's work places; autonomy at work influence is based on the assumption that the work place experiences of self-employed individuals is relatively autonomous by design. What this means in the context of engagement is that self-employed individuals are more likely to be in control of their engagement practices in comparison with employed individuals or employees. For the purposes of the identification with psychological meaningfulness, safety and availability aspects of work domains, it refers to self-employed and employed individuals as having different work roles and we expect involvement of some form of externally or internally-based autonomy to dominate both self-employed and employed workers engagement. In other words, the practical application of the question of whether or not it is meaningful, safe and the individual has the necessary resources to engage as the psychological questions that must be answered. Then, it is expected that their levels of autonomy or control with respect to their work situation contribute something to the outcome that the organisation does not. Hence, the autonomy at work insights shed more light on this involvement by giving weight to the proximity of the work tasks that the individual is required to undertake.

8.4c Contribution to practice

This study's logic of engagement as connections to work, when applied specifically to self-employed and employed individuals, provides an additional lens through which to consider issues of engagement and autonomy at work. The study provides a road map for improving the broad area of work practices that falls under the engagement at work label. From the interpretation, equivalence between the assigned levels of engagement of the self-employed and employed individuals, has also suggested that the self-employed and employed could not be differentiated qualitatively in terms of their connections to work. This was because interpretations using the set of sixteen factors compiled together showed that the frames of reference that self-employed and employed have founded their acts of engaging on, converged onto six contexts: self-descriptions, initial connections, purposes served, triggered practices, reinforcements and constraints that they found relevant to what aspects of their work they think about, and what aspects they want to improve upon.

This convergence seem to reveal that both self-employed and employed individuals thought their connections with their work warranted esteeming the virtues of raising the bar on their performance, based on their own discretion, even though employed individuals had less autonomy. What both the self-employed and employed individuals prized just as highly was ‘time spent developing one’s work skills’ and ‘deference to learning from experiences of working.’ Working like this required strength and skill.

The modest claim being made here is that the utility of complete and incomplete levels of autonomy by the individuals was therefore compounded, due to the clash between resources mobilisation (autonomy) and self-mobilisation (partly in terms of the considerations of personal factors and psychological availability, meaningfulness and safety) associated with the contents/components of the work system. The fulfilment of work tasks requires the individual to exhibit a level of confidence in terms of abilities and readiness. The autonomy of the self-employed undergoes distortions caused by two main problems that also facilitate explanations as to why self-employed individuals developed different levels of engagement within their own work organisation.

First, with respect to complete autonomy on methods of fulfilling particular required work tasks, such as individual-to-individual interactions (e.g. customer service), individual to work group interaction (e.g. employer-employee relationships or leader-member exchange-relationships) and organisational interactions (e.g. division of labour among partners, requesting payment from clients or customers) that individuals viewed as having less shared contents with their desired activities, resulting in the experience of interaction pressures (i.e. individuals feel more or less safe to take the risk of self-expression). The self-mobilisation becomes the channel between the technical ability and the readiness to fulfil these tasks. This fulfilment requires the role of autonomy to effectively be usurped by psychological meaningfulness considerations, such as ability to give to the work itself in their roles. But this choice also includes insights from studies based in other fields of study such as ‘meaningful connections at work’ (Dutton, Roberts and Bednar, 2010; Kahn, 2007 in Dutton and Ragins, 2007) that the presences and absences of these material rewards were important, however, where there were mentioned, there were usually followed by an immediate, emphasis of work meaningfulness as more of the possibility of displaying many of the individual’s (perceived) best-self attributes that are a match to their work.

Thus, self-regulation or sacrificing becomes the primary means of confident self-mobilisation (i.e. psychological availability), whilst exceeding the desired self-concept (i.e. psychological safety considerations of drawing the self in or closing the self off from being affected by the activity or making one's self vulnerable to the effects of the activity). For example, two self-employed individuals Kaka and Bobo, demonstrated the adoptions of different psychological safety considerations. Kaka considered the distrust and dishonesty issues experienced with her staff as "small issues" and did not let it affect her emotional expressions towards her staff and fade away her care giving, and her passion, which was at the centre of her connection to her work. Whereas, Bobo found his dealings with his staff required him to evaluate his impulse or inclination for impatience, result-orientation, which is a main part of his self-identity. In which case the benefit of complete autonomy held by the self-employed individuals was therefore negligible in such situations.

For employed waiters, Mono (a waiter) asserted that in the moments of interaction with difficult clients, her humility comes into action and she is able to diffuse any situation. But, she does not keep these intense experiences to herself; she needs to tell someone about it, so she is able to vent her resentments to her colleagues, rather than let it affect her excessively, which allows her to draw on the separate relationships (e.g. social support from co-workers), that make up the work system. Second, flexibility also occurred with respect to complete autonomy on scheduling work tasks. Self-employed individuals found that their task scheduling had to be flexible in both ways: being able to meet very demanding timelines and exploiting the opportunities for free times. This modified the role of freedom for scheduling work tasks because there was a requirement of achieved scheduling decisions to depend partly on current priorities, needs and wishes of clients, in order to achieve other perceived benefits. Here, the gap between autonomy and engagement enactment is forced open by psychological meaningfulness (i.e. ability to give to the work and to also receive benefits), which also shapes its reconciliation. From the arguments made earlier in section 3.1b as an internally based social attribute, autonomy concerns the tendency for self-mobilisation. As an externally based social attribute, autonomy concerns the individual's selective handling of the properties of the work environment, which explains the ways in which the individual embedded himself or herself in the work environment. Thus, in line with enriching the work engagement perspective with the personal engagement one, the latter adds that in terms of what binds the individual to engagement at work is the selective relation of the individual to

the wider contexts of individuals, occupations (or jobs), work and organisations. By extension, the personal engagement perspective argues that a concerted promotion of engagement cannot be launched or mounted within a purely psychological framework without the historical and evolutionary factors, which separate one individual from another. Finally, to conclude this report, an evaluation of its limitations and recommendations for further study is provided.

8.6 Limitations and recommendations for further study

The two concepts of personal and work engagement (Kahn, 1990; Schaufeli et al. 2002) were combined, as the point of conceptual orientation, which does not aim to resolve this issue, given the richness of these models and complexity of the engagement phenomenon. The study also demonstrated how the shared theoretical underpinnings of personal engagement and work engagement applied empirically to a selected sample of individuals. However, to resolve this issue, the recommendation is that the real worth of a model is its testing, i.e. whether it stands up against a new set of cases that were not used in building the model in the first place (King, Koehane and Verba, 1994). Hence the general application of the tentative model of engagement can only be addressed using repeat investigations on other individuals, which suggests more work to be done to follow-on from this study.

As a person-centred approach, the empirical investigation was explicitly designed to include detailed information about each person and the formulation of conclusions. The engagement assessment criteria included the use of four grading levels represented as: extremely, considerably, significantly and marginally engaged, which can be regarded as providing an exploratory review of the quality of engagement. As has been argued, the individuals' passion-based views, interest-based views and identification with others and certain activities at work can lead to engagement associated with those same experiences. Hence, the conclusion was that the prevalence of passion and high identification was found to offer the most fertile ground for extremely engaged individuals, leading to a suggestion that comparatively, the combination of identification and interest-based views were represented as considerably engaged individuals, where the backbone of the views were the strongly developed work-based self-interests. An arising limitation is that the engagement experiences presented here highlighted tangible passion, interests and identification practices but may not be engagement enactments. However, several engagement scholars have contributed separate

insights on a range of relationships between engagement, identification, passion and interest. As such a comprehensive qualitative review as a parallel undertaking could be used to ascertain various perspectives existing in the literature on both the qualitative arguments and the main categories of quantitative grading associated with the aforementioned relationships.

Computerised text analysis tools could also provide a vehicle to undertake more investigation using data collected, which could provide a further methodological comparison of the representativeness of present analysis. The analytical path taken to obtain findings taps into what the individualised assessments have to offer and draws on the strength of the qualitative analysis approach for the multi-layered analyses conducted. For these analyses the researcher is an active participant who guides the analysis with the potential to introduce researcher bias through this participation. A further limitation of this analysis is that it leads to the inclusion of a large amount of detailed information, but a lack of space forces the delineation of the boundaries of major events in the use of quotations of individuals' own statements and the extent of researcher's interpretations. However, it is important to note that the analysis techniques employed involved the development of a system to understand, and summarise the presentation structure on the basis of the recognition of the major influences, and the pruning of some of the supporting evidence.

In this situation, the researcher relies on logic to understand and circumscribe the meaning of statements to reason and infer new information as well as, the influences contributed by the person, and those contributed by the work system using the individuals' answers to questions about specific work experiences. Temporal expression such as 'then', 'there', 'after' and 'later' assisted the understanding of the structure of the descriptions. The judgement as to whether a phrase was taken was based on words or statements individuals used in ordinary descriptions and how it connects the individual to their work, presented as an conceptual interpretation, which means interpreting each individual's description on the basis of information about the individual, work events and their mental projections on the work situation. Hence, with the advanced awareness of the critical and useful outputs each of these multi-layered analyses generated, the computer based content analysis could be used for uncovering relevant concepts, and categories, categorising the concepts, rating category importance in terms of centrality and salience and defining the relationships between categories.

An alternative approach to reduce the effect of researcher bias in the analysis could involve a semi-quantitative approach to the cognitive mapping technique also. The primary aim of the empirical study was to gain insights into the factors influencing the workplace experiences of self-employed individuals, clergy, teachers and waiters in the context of engagement at work. Findings advanced a tentative suggestion of a recurring cycle of self-descriptions, initial connection cues, purposes served, triggered practices, reinforcements and constraints (where appropriate). Further attempts to re-evaluate the influence chain as characteristic of the desirable connections (to a greater or lesser extent) with work dynamics are recommended, perhaps using a semi-quantitative technique of fuzzy cognitive mapping. For example, using case study data, Gray, Gray, De Kok, Hefgott, O'Dwyer, Jordan and Nyaki (2014) demonstrated the use of fuzzy cognitive mapping as an aid to generating transparent graphical models of complex socio-ecological processes in an accessible and standardised format. In terms of insights gained (with this method), the assessment of particular desirable and undesirable states was defined using scenario analysis.

As a design for an interpretive research method, case studies have potential limitations in the analysis of evidence and lack of generalisability despite its widespread acceptance (Eisenhardt, 1989; Yin, 2014). Researcher bias can lead to a lack of precision with the investigation either dismissing certain patterns or identifying non-existent ones (Yin, 2014). However, there are techniques to reduce researcher bias and thematic coding or content analysis (Denzin and Lincoln, 2005; Onwuegbuzie and Leech, 2005); developing matrixes of different categories and display charts (Miles and Huberman, 1994) and cognitive map techniques (Eden, 2004) among others were employed to reduce bias through systematic layering of the interpretation procedures. Nonetheless, techniques that are more precise are still needed for analysing qualitative data (Yin, 2014), and this limitation still has implications for further research. As an alternative to the approach taken for this study, which was to combine a mix of methods in the pursuit of a more extensive understanding of the engagement enactments present in the data collected, in addition to the use of computerised text analysis tools (Pennebaker, Francis and Booth, 2001; Scot, 1999; Hovy and Chin-Tew, 1999 in Mani and Maybury, 1999; Frost, Nolas, Brooks-Gordon, Esin, Holt, Mehdizaleh and Shinebourne 2010) suggested the use of a mix of qualitative approaches by employing for example, two qualitative approaches for the purpose of exploring whether meaning in data accessed with one method matched that accessed by the second method.

The implementation of the semi-structured interviews used to capture the individuals' perceptions and understanding, are accompanied by potential weaknesses of uncertainty about the extent to which interviewees recall their work-experiences. An approach to reducing recall bias based on Ringberg, Odekerken-Schroder and Christensen (2007) is to extend on the current research method, with the use of photography including the semi-structured interview protocol and detailed instructions. Informants are asked to prepare for the interview by first thinking about the research questions. Taking for example, research questions two and three rephrased as: How do you view your workplace experiences? And How do your different work experiences convey the acts of engaging taking place?

Then as part of the data collection process, interviewees are asked to collect between 8 and 10 pictures that represent their work place experiences. Interviewers begin by asking the interviewees to choose their first picture and explain how the image represents their thoughts, feelings or beliefs about work experiences, which could include interview scripts and detailed instructions to ensure that the participation of the researcher has a minimal impact on the perceptions of the interviewees. As interviewees provide their explanations, the researcher attempts to extract the aspects of engagement enactments, which are represented in those explanations and probes for further elaboration on these conveyed engagement acts. As an important consideration for the challenge of improving the assessment of enacted engagement of interviewees, the difference is the development of this engagement information directly with the interviewees and the role of pictures in triggering memories. This allows the researcher to check later on in the analysis phase, what factors influenced the engagement enactments and how. It also enables the researcher to uncover the similarities and differences in the framing of thoughts, feelings and beliefs by individual interviewees.

In order to address the value of these results, at the start of the analysis, there was no a priori decision regarding what framework to use to classify the data. Options of several frameworks were considered in the scope of the study but the way individuals themselves revealed their experience characteristics in their interviews showed that the dominant logic of the engagement perspectives meant something for the sampled individuals, from answers to questions of 'who they think they are, where they work, how they came to be there, what was relevant, surprising and guaranteed about the occupations/organisations they picked, the types of work they do, the expectations and performance achieved?'. Hence, this analysis was

nevertheless subject to the constraints of incomplete coverage in the use of all contents. This limitation goes away to some extent, if the report is able to provide details of procedures taken for the investigation. This is also useful for scrutiny of the appropriateness of the procedures.

However, if the researcher has arrived at the findings using the application of this analysis and interpretation correctly, it is understood that the findings only offers guarantees that more often than not, a factor X (e.g. the appeal), will cause Y outcomes (e.g. individual's attentiveness and effort), as the unfolding of an act of engaging. Nevertheless, there could be other subsidiary factors and effects. Hence, a second study on different set of cases is recommended to discover corrections or confirmations of whether most of the patterns occurred only in this sample, and perhaps provide further comparison of wider relevance of the findings. Regarding what was missing from this study, in the research method literature, commentators such as Miles and Huberman (1994); Ragin (1987) and Yin (2014) recommend the inclusion of negative case analysis. In this vein, as all individuals were assessed to be engaged, so the notion of negative case analysis was not captured in the interview material directly from the framing of experiences by the interviewees.

Finally, while it was not addressed directly in this study it had to be considered because the commentators listed above suggest that a fair representation of engagement enactments from empirical data consider, the question of whether the aim of empirically identifying engagement enactments must include a way that one can distinguish among the engagement and non-engagement enacted or engaged and not engaged persons. As literature on engagement case studies is still emerging, deeper insights can be obtained using research on individuals assessed to be non-engaged and engaged as independent arenas of investigation. A comparison of results on engaged individuals with results on non-engaged individuals may offer avenues for further research.

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A1: 'Data required' analysis matrix

As the problem statement centres on understanding diverse concepts of engagement, the information requirement will include the main definitions of the engagement at work concept, the theories and measures for its management in organisations, as well as the main debates that arise in the literature. For this dissertation the scope of the search was limited to the academic literature.

Research questions	The data needed to answer research questions
What are the basic characteristics of engagement experiences in current conceptualisations of engagement within the academic literature?	<p>Existing data on the different constructs that depict the large range of characteristics that can be utilised in discussions of a style of engagement of any population of workers.</p> <p>A selection of articles that describe forms and structures of engagement behaviour that provides underlying premises upon which the construct is built as the set of initial data supplemented by the integration other relevant sources as the research evaluation themes are developed.</p> <p>The views of different authors that acknowledge the notion of engagement, the starting assumptions and arguments of prominent engagement models. As well as associative theories presented for the logic and viability of engagement experiences.</p> <p>Rationale: The objective was that a much more comprehensive analysis on what the effects and processes of work engagement in an organisation are may be obtained when one is equipped with more of the evidence used for these claims.</p>
How do the sampled individuals view their workplace experiences?	<p>New data collected from selected interviewees on the individual's cognition was the prime mode of getting at valuable data as responses, which are descriptions and evaluations of past and current daily work place experiences, its effect on daily life, current and future organisational work consequences. (See the design of the semi-structured interview protocol in Appendix B2).</p> <p>Rationale: A linkage between the individuals' view of the work situation and material relationship with work at the operational level of day-to-day and long term basis was used to focus the investigation on the mode of this linkage with respect to engagement theory. Figure 1.3 (chapter 1) illustrates this conceptualisation.</p>

How do the sampled individuals' different representations of their work experiences reveal the engagement practices taking place?	<p>The analysis of these data collected for research question two provides the affirmation of equivalence between organisational members' experiences at work and the concept of engagement.</p> <p>Rationale: Since the study is about individual's views or beliefs about their work conditions as a means of capturing their engagement practices, the qualitative interview produced an extensive amount of data making it fruitful for evaluating the individual perspective of their work situation.</p>
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Table 1: Data required table

The objective of the data required analysis table in Table 1 was to make an accurate assessment of the information requirements for studying the characteristics of engagement at work in the academic context that adequately summarise the field.

As the research problem centres on understanding engagement at work, the information requirement will include the main definitions of the work engagement concept, the theories and assessment techniques for its research process in organisational contexts, as well as the main debates that arise in the literature. For the proposed dissertation the scope of the study is a literature review and empirical investigation. Part of this literature review was used to compile a literature review chapter and part of it was used to provide theoretical support for study findings. With respect to the multiple facets of the literature reviews, analyses of existing engagement literature review was conducted to guide the development of a foundational conceptual framework and brainstorming for practical implications as well as recommendations of areas for further study. This literature review was subsequently used as part of a more intensive study of individuals' experiences of engagement from the perspectives of the individuals themselves. Drawing conclusions on the data required analysis exercise, a main concern was the evaluation of accurate data needs assessment and making judgements to assist and inform article selection criteria and information analysis according to the requirements of the research question. This concern was addressed with assumptions underlying the operational activities elaborated and the justification of choices made. The key requirement was information management and analysis - in which the data set was reviewed, classified and synthesized and descriptive and explanatory accounts of key dimensions of the process and contents are provided (Ritchie and Lewis, 2003) The approach taken was to focus the literature search or empirical data by collecting a set of initial data based on the particular research question and activities that one wished to accomplish.

Limitations

The main limitation of the review was that it was very much goal and activity orientated. Clarifying the potential advantage that each decision incurs is subjective. It allows the researcher to apply her own values or preferences. Although the goals of the review were both internally and externally driven, the focus was more on moving the report on to the evaluative phrase in which both summative and formative aspects are incorporated into a framework for judgements on past insights and for creating one's own argument(s). The multiple qualitative analysis added breadth to the research finding on different ways of classifying and categorising the articles, authors' subject interests, perspectives and groupings and a similar approach was applied to the data collected from field work. Thus examining the context of the aspect of engagement at work the authors sought to address and how those problems arose is thought to lead to a greater understanding of each author's analytical development. It was also necessary to highlight any conflicts between different approaches encountered (Barriento, 1998, in Thomas, Chataway and Wuyts, 1998).

In terms of the extent to which the search plan, search profile and sources were adequate is assessed in compliance with the statement of aim and objectives; an analysis of frequently cited authors and journals was performed using the Google Scholar software. An assessment of topic interest, region/country, study year and sample, study outcomes and conclusions was done to get an overview of worldwide trends. Regarding the decision-making process applied; the search profile for the review considered research reports from only English language sources, the date range of the publications are from the year 1980 to 2017, a multi-discipline subject based work and, global regional and national based authors. The sampling employed naturally occurring research articles on the Web of Knowledge search engine based on expert recommendation which was supplemented with searches from other specialised search engines in analysing the question of selecting an appropriate search source. Articles that contained literature overviews, surveys and summaries already carried out by other authors provided ready-made partial literature searches that provided a lot of contextual background knowledge. The reviews revealed that the study of engagement was predominantly blinkered towards the organisational or employer perspective, focusing on the relationships between engagement and organisational level outcomes such as competitiveness

and employee performance; meaning that the individual or employee perspective received very little attention. Consequently, the chose was made to address this neglected aspect.

A2: Related work Linking Kahn's and Schaufeli et al.'s theories of engagement

The importance of this consistency between the two perspectives, especially as the central dimensions of engagement has found much support from other researchers. Many researchers from across the disciplines of Management (Saks and Gruman, 2014), Human resources management (Shuck and Wppard, 2010; Zigarmi et al., 2009), communications (Welch, 2011), have provided further information to support the equivalence between the physical-energetic (vigour), emotional (dedication), and cognitive (absorption) components of the personal engagement and work engagement models. Essentially, equivalence between these core elements represents a central consensus in the literature.

A conceptual study by Welch (2011) presented an employee engagement and internal corporate communication model integrating emotional, cognitive and physical dimensions (Kahn, 1990) with dedication, absorption and vigour (Schaufeli et al., 2002; Schaufeli and Bakker, 2004) and Kahn's (1990) three psychological conditions for engagement (meaningfulness, safety and availability). (See Figure 2a)

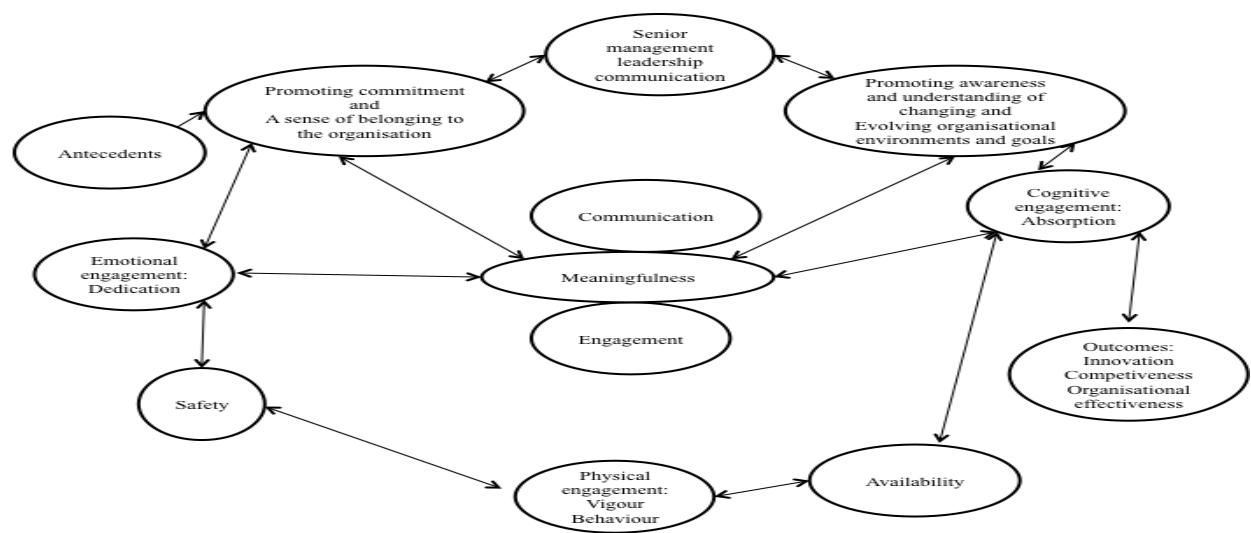


Figure 2a: The employee engagement concept and internal corporate communications: a conceptual model (Welch, 2011, p.340)

She proposed four statements regarding the role of senior leadership communications in supporting individuals' enactment of engagement as communications promoting: (a) Commitment to the organisation; (b) A sense of belonging to the organisation; (c) Awareness of changing organisation environments and (d) Understanding of evolving organisation goals. These propositions indicate that the communication style of some leaders may lead to the promotion of opinions, and beliefs of followers that may result also in higher levels of followers' engagement. That in turn results in greater leader and follower contribution to outcomes such as innovation, competitiveness and organisational effectiveness. Welch (2011) relies on the engagement effect of internal communications to ascribe the importance of this framework.

A conceptual study by Wildermult (2010) had developed a model linking aspects of personality traits from the five factor model of personality (FFM; McCrae and Costa, 1990) to Kahn's (1990) personal engagement and Schaufeli and Bakker (2003) job demand-resources work related to work engagement using Macey and Schneider's (2008) work. (See Figure 2b) Wildermult's (2010) reviewed other works such as Langelaan et al. (2004) and Rich et al. (2006) that studied personality aspects of engagement.

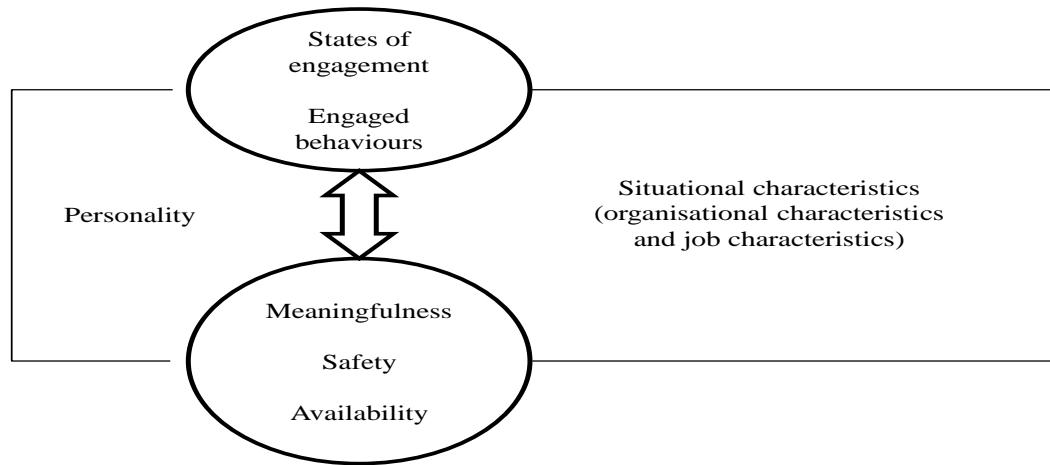


Figure 2b: The relationship between the engagement concept and personality: a conceptual model (Wildermult, 2010, p.340)

Based on her review, the findings suggested four propositions: (a) Various situational antecedents consisting of organisational and job-related characteristics could support or hinder engagement; (b) Personality could impact on individual perceptions of meaningfulness, safety and availability within a given situation; (c) Personality may influence

a person's decision to engage or disengage and (d) Personality traits could help individuals change a situation. Indicating that individual differences such as personality types could have a direct bearing on the positive and negative nature of psychological and situational impacts associated with the individuals' acts of engaging.

B1: Secondary data on job descriptions

Job Description: Clergy

1. To preside and preach at regular 10.30 Sunday morning services and special services within the liturgical year, overseeing and supporting the participation of lay members.
2. To attend to the pastoral needs of the whole congregation, especially those who are old or ill and unable to attend services.
3. To support and encourage the children in the church, holding family services and advising the Sunday school, and also to maintain working relationships with the four local primary schools.
4. To promote in the local area the opportunity for Anglican worship at All Saint's Church

Leadership

To have overall responsibility for enthusiastic leadership within All Saints', working with the vestry and congregation to agree strategies and priorities for the future with emphasis on a caring, inclusive, non-judgmental ministry reaching out to new families in the area. The lay ministry and the Sunday school also require support and guidance.

Management/Administration

1. To chair the meetings of the All Saints' Vestry, and the Annual General Meeting of the congregation.
2. To be responsible for the day to day operations of the church. This includes responsibility and awareness of relevant legislation relating to for example, the Protection of Children and Vulnerable Adults and Health and Safety.
3. With the help of the Vestry, to ensure that budgets are set and managed properly.
4. To oversee and support fund raising organised by the Vestry.
5. To ensure that All Saints' Church operates within the Canon Law of the Scottish Episcopal Church.

Diocesan and Wider

1. To work in cooperation with fellow diocesan clergy and the bishop to enhance the unity of the diocese.
2. To build on good ecumenical relations with other churches in the area.

Job Description: Teachers

To be a successful primary school teacher you need a passion to inspire young minds and a commitment to ensuring that every child achieves their potential. As a primary school teacher, you'll develop schemes of work and lesson plans in line with curriculum objectives. You'll facilitate learning by establishing a relationship with pupils and by your organisation of learning resources and the classroom learning environment. Your role is to develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. You will assess and record progress and prepare pupils for national tests. You'll link pupils' knowledge to earlier learning and develop ways to encourage it further, challenging and inspiring pupils to help them deepen their knowledge and understanding. Tasks are broadly the same for all primary school teachers and include:

- teaching all areas of the primary curriculum;
- taking responsibility for the progress of a class of primary-age pupils;
- organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- planning, preparing and presenting lessons that cater for the needs of the whole ability range within the class;
- motivating pupils with enthusiastic, imaginative presentation;
- maintaining discipline;
- preparing and marking work to facilitate positive pupil development;
- meeting requirements for the assessment and recording of pupils' development;
- providing feedback to parents and carers on a pupil's progress at parents' evenings and other meetings;
- coordinating activities and resources within a specific area of the curriculum, and supporting colleagues in the delivery of this specialist area;
- working with others to plan and coordinate work;
- keeping up to date with changes and developments in the structure of the curriculum;
- organising and taking part in school events, outings and activities which may take place at weekends or in the evening;
- liaising with colleagues and working flexibly, particularly in smaller schools;
- working with parents and school governors (in England, Northern Ireland and Wales) or School Boards (in Scotland) to maximise their involvement in the school and the development of resources for the school;
- meeting with other professionals such as education welfare officers and educational psychologists, if required.

Job Description: Waiters

A Food and Beverage Assistant is responsible for working in all areas of Food and Beverage as needed to deliver an excellent Guest and Member experience while working to achieve departmental targets.

What will I be doing?

As a Food and Beverage Assistant, you are responsible for working in all areas of Food and Beverage as needed to deliver an excellent Guest and Member experience. A Food and Beverage Assistant will also be required to take and deliver customer orders and work to achieve departmental targets. Specifically, you will be responsible for performing the following tasks to the highest standards:

- Able to work in all areas of Food and Beverage including Bar, Restaurant, Room Service and Conference and Events
- Welcome guests in a polite and friendly manner

- Take and deliver customer orders, consistently demonstrating high levels of customer service
- Prepare set ups for tables and/or rooms
- Follow cash handling procedures
- Manage guest queries in a timely and efficient manner
- Up-sell with latest departmental incentives
- Ensure compliance of brand standards
- Strive to achieve departmental targets
- Ensure cleanliness of work areas
- Comply with hotel security, fire regulations and all health and safety legislation
- Comply with local licensing laws
- Be environmentally aware
- Assist other departments wherever necessary and maintain good working relationships

Job Requirements

What are we looking for?

A Food and Beverage Assistant serving Hilton brands is always working on behalf of our Guests and working with other Team Members. To successfully fill this role, you should maintain the attitude, behaviours, skills, and values that follow:

- Positive attitude
- Good communication skills
- Commitment to delivering high levels of customer service
- Excellent grooming standards
- Flexibility to respond to a range of different work situations
- Ability to work on your own or in teams

It would be advantageous in this position for you to demonstrate the following capabilities and distinctions:

- Previous Food and Beverage and/or industry experience
- Experience with cash handling
- Knowledge of Food Hygiene Regulations

What will it be like to work for Hilton?

Hilton is the leading global hospitality company, spanning the lodging sector from luxurious full-service hotels and resorts to extended-stay suites and mid-priced hotels. For nearly a century, Hilton has offered business and leisure travellers the finest in accommodations, service, amenities and value. Hilton is dedicated to continuing its tradition of providing exceptional guest experiences across its **global brands**. Our vision to fill the earth with the light and warmth of hospitality unites us as a team to create remarkable hospitality experiences around the world every day. And, our amazing Team Members are at the heart of it all!

B2: The semi-structured interview protocol

This study conducted an intensive examination of individuals' workplace experiences based on theory and knowledge from Rousseau and Fried (2001), Flanagan (1954) and Kahneman (2004) adopted. It attempted an evaluation of the contextual, conceptual, daily work life and critical factors that contribute to engagement experiences of a sample of individuals.

1) Rousseau and Fried's (2001) list of criteria for the evaluation of context effects

Following Whetten (2009) and Rousseau and Fried, (2001), exploring alternative ways of recognizing engagement at work plays enables a more expansive interpretation of the concept itself. Whetten (2009) defined context effects as the set of factors surrounding a phenomenon that exert some direct or indirect-influence on it. This broad focus is used for a more detailed account used to tap into how sampled individuals really feel about their connection to the organizational work as the basis for examination of the connections in more depth. Indeed, to quote Whetten (2009), some authors House, Rousseau and Thomas-Hunt (1995); Johns (2006); Kozlowski and Klein (2000) and Rousseau (1995), "have argued that context effects are so central to an understanding of organizational phenomenon that contextual analysis should become a distinctive feature of organizational scholarship" (p.30).

There are two ways of conducting an assessment of workplace experiences – first, asking the person to do the evaluation on the contents of daily work life by him or herself. The assumption is that the acts of evaluating workplace experiences activate the pieces of the highly localized conceptual stances that individuals favour for explaining the occurrences associated with this structure (Whetten, 2009). Second, asking the person to do the evaluation by way of structured job/work-based questionnaires such as engagement questionnaires.

2) Flanagan (1954)

Flanagan (1954) described critical incidents as significant events in one's life, such as life-changing events that influence a person's life for a long period of time and critical incidence technique as a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems. It subscribes to the employment of individual or group interviews, questionnaires or record forms for collecting full and precise details of incidents for subsequent analysis. Critical incidents are

captured through reflection on the impact of the event, situated within the performer's personal experience or interpretation. The size of the sample is difficult to advance. Use of theoretical sampling until a saturation point is reached was a viable option but, here the aim was to generate at least over a hundred incidents from the data collected.

The data collection was based on an assertion that one thing all sampled individuals still had in common was some connection to their workplaces based on regular contact. Their organizational membership obliged them to already be aware of their involvement in the company in some way. For the self-employed individuals the opportunity to own one's business has been taken and they have become owners of a work organization. For employed individuals, the organizational work represented a contract between actors and their employing organization. Thus, as insiders rather than outsiders, they can certainly comment on aspects of this connection, for instance whether there were any special catalyst that worked for them and the personal ways that have been adopted to deal with a range of present situations. Use of individuals' own evaluation to monitor the significance of the information collected on topics from the interview protocol was enabled using Flanagan's (1954) and Kahneman, Kruger, Schkade, Norber and Stone (2004).

3. Kahneman, Kruger, Schkade, Norber and Stone's (2004) Day Reconstruction Method

Since they have been in the work environment for at least a year to acquire the experience of what they know, they now possess the capability to communicate this special knowledge. Individuals were asked to share as much as they were willing to on what they face every day at work using 'a day reconstruction' format. The day reconstruction data collection format is part of the experience sampling method developed by Kahneman et al. (2004). They also talked about work tasks and products, the weekly/monthly monitoring reports taken or submitted, performance appraisals, work group interactions and overall feelings and concerns. Thus, the interview approach allowed the interviewees to explore and recite a whole list, but then asked them to narrow it down to the most influential ones.

The sentence topic/themes of the interview questions

Applying adopted frameworks listed above, a set of interacting factors and sub systems that the workplace experience composition has at its basis perpetuate its occurrence can be listed as:

- Personal factors
- Work situation factors – positional characteristics, task characteristics, organisational characteristics and non-work sphere characteristics
- Psychological conditions – meaningfulness, security, availability, motivation and health
- Quality of human beings and things
- Past experiences, present experiences and future intentions
- Connections and overlaps between experience components

The relationship between the components of workplace experiences and interview questions is presented in Table 1 below.

Parameters	Ways to capture them through a semi structured interviews and other forms of data collection	
The person	Interview questions about the person, self-in-role, self-awareness, social status, responsibility taking, likes and dislikes for dream life and aspirations	<ul style="list-style-type: none"> • Q1 • Q11 • Q9 • Q10
The role	Interview questions on position, organisation membership journey, interest/attraction usefulness/purpose, management/leadership, collegial and client interactions associated with the role Document analysis of person specification	<ul style="list-style-type: none"> • Q3 • Q4 • Q5 • Q6 • Q7 • Q9 • Q10
The role set – manager and subordinates (if applicable), co-workers, clients/customers	Interview questions on lived experiences of the environment, relationships and behaviour strategies with each of these groups of people Onsite observations of interactions with people in their role set	<ul style="list-style-type: none"> • Q12 • Q13 • Q20
Role tasks: duties, policies, procedures and guidelines <ul style="list-style-type: none"> • Targets and schedules • Organisational space/arrangement 	Interview questions on job tasks responsibilities, daily/critical activities, events, performance routines and targets, time and effort requirements, Onsite observations of the layout of the work environment, work methods, products, services	<ul style="list-style-type: none"> • Q6 • Q7 • Q8 • Q9 • Q10 • Q18 • Q25 • Q33

	and customer care Document analysis of job specifications, human resource policies (if possible)	• Q34
Outside work factors – family, leisure, other private events	Interview questions on participation in outside work activities that the work situation enables/hinders, levels and forms of demanding work conditions	• Q29 • Q32
Past experiences Future intentions	Interview questions on likes and dislikes, competition, sources of inspiration, survival forms, enjoyment, urges, environmental stimuli/obstacles, perceived problems and changes, current and future goals/intentions. Onsite observations of displays of involvement, enthusiasm, and co-worker relations Work products	• Q14 • Q15 • Q16 • Q17 • Q19 • Q20 • Q27 • Q37
Current experience evaluation	Probing interview questions on value clarity, acceptances/strivings, fulfilments, attitudes or efficacy beliefs, feelings, emotions, struggles/defences attachments/detachments	• Q22 • Q23 • Q24 • Q26 • Q28 • Q30 • Q31 • Q33 • Q38

Table 2: The relationship between the components of workplace experiences and interview questions

The contents of Table 2 set the guidelines for what kinds of data and information that was pursued and not pursued. The sources of information concern two components: the sources of information consulted and the type of data compiled.

B3: Running order of the interview

The interview questions are used to capture first a glimpse of individuals' self-portrayal, it moves on to what they do as in what occupation they belong to, why they chose it and how long they have been at it (i.e. tenure). This covers the self and the work system. Within the self and work system focus, questions are created to tap into the actor's historical and current experiences and evaluations somewhat akin to within person design of the individual level of analysis. The desired information includes personal dispositional characteristics experienced in daily life, work life as the same ones that inform one's response. So data on the actor's communication about themselves and their work

system background is collected as the lens through which performing the work as the primary object of engaging is then seen. This transition moves the interviewee from a focus on themselves just as an individual to a focus on his/her self as a member in the organisation.

The interview question then focuses on the small details of the work system characteristics; the nature of tasks, who they work with, where and how tasks are performed and clarification of options for preferred and better workplace well-being performances. This covers the role (position and tasks) and role set system; the task and interactions with clients/colleagues links the tasks to the experience of the work.

The desired information is the work factors/resources/features that influence the individuals. A greater understanding of what evaluated qualities lying behind the workplace experiences can be obtained by capturing and analysing the interactions of the individual with the various, activities, events and people with which they operate. It allows us to obtain a picture of how they occupy themselves at work. We can then try to trace how the progress of the interactions are evaluated overall by the individual or how it looks like for them and what drives its size or directional course. How they think about the role and role set system is garnered by evaluative questions.

Drawing on Calloni (2001), quality here refers to one of the key categories of semantic logic. It refers to specific properties of things (both material and human). It can be ‘primary’ in the sense that they belong to the object independently of the observer (like frequency) and ‘secondary’ if they refer to the view of the spectator (like friendly). Namely, quality comes from the Latin word *qualitas*, which comes from *qualis* meaning ‘of what kind’ (ontology). As qualities relate to representations of objects and subjects in the manifestations of their ‘good properties’, it implies the reference to a degree of excellence. This means that human beings and things should have the necessary conditions for expressing their potentials and capabilities, i.e. qualities. In this sense, the use of a semi-structured interview protocol has also incorporated evaluation of quality of working life from the individuals’ own perspective in terms of helping and hindering aspects as a part of general qualities of engagement. It also includes the quality of interactions amongst individuals in the work setting, the health of the individuals and their daily lives outside of work. Combining the assumptions on the qualities of the general indicators of engagement from theory and those of Calloni (2001), the overarching aim of the semi-structured questions on the qualities of individuals’ work life is to address how engagement is incorporated into the work lives of sampled individuals.

The organisation is where engagement is practiced. So finally the questions capture what they think about their organisations, their future work plans and their opportunities for non-work activities. This covers the linkages between the job, the organisation and the primary forces outside the organisational context that may affect their work dynamics. Since in the world of work in an organisation, there will be constraints and options such as material factors and social environment factors.

In between, the questions ask the participants to think beyond their experiences in terms of retrospective evaluations of events and activities, mental/physical behaviour modifications, key qualities/components of their practices, their interpretations of their dreams, goals, values and highest aspirations are applicable, present and endorsed into their work lives. The prompted evaluations are associated with what is happening currently, the past and the future.

Evaluative questions are used as the prime means of getting primary/valuable data to assess the qualities of the experiences such as alternate or dual occurrence – this is when a behaviour follows from the occurrence of an event, others include cyclical occurrence in which there is a chain of stimuli and responses that maybe self-perpetuating, double sided revelations in which there is changing agency either due to pluralities and collectively accepted meanings or expanded learning.

The running order serves as a template or guide, but the content and structure of the interview will be largely dictated by the interviewee’s own personal interpretation of what the requirements of the questions are. So the course of the interview will to a lesser extent be mediated by the researcher to encourage the participants to keep going or to expand on their answers to questions.

B4: Introductory letter for self-employed and employed individuals

Many students/professionals pay substantial fees to attend courses on discovering the full scope of their potential and how to awaken it, in the pursuit of personal and professional development, this project brings this opportunity to you. The fundamentals of studying workplace experience and its ensuing benefits have been abstracted and applied into a research design geared towards the inspiration towards the realization our full work potential; guiding us to be more of who we truly are. The principle of fulfilling work posits that people behave ‘in character’ in its expression. You can also find additional information from scientific research, management text, fellow organisational leaders, certain publications from government and other institutions. This study combines all these sources for you in one project.

The method of this study involves the integration of employee’s personal historical experience, current experience, preferred actions, and expectations into a rigorous investigation procedure. The findings are expected to assist individuals to bridge the gap between deficient performance and continuous improvement.

Analysis of data

C1: Some themes from content analysis

A blind coding process at the early stage involves thinking about the concepts coded independent of the sources (Bazeley and Jackson, 2013). Taking suggestions made by Bazeley and Jackson, a huge amount of time was spent to rummage through the data, taking time to explore specific terms from participants’ reported views. Essentially, the first analytical route taken were familiarization analyses, performed without considerations of the research main themes of interest. It involved trying to get a sense of the whole data (Bazeley and Jackson, 2013). Then, several initial codes termed as ‘free nodes’ were developed using both manual and computer coding of the interview transcripts. A node is a term used in N vivo to represent a code, theme or idea about the data that is included in a project. Nodes can be used as storage for actual material collected and also for thoughts around this material. This type of node is as yet general themes, unorganized and reflects unconnected ideas about the text.

A folder for storing these free nodes was created; the data were analysed through careful reading of the descriptions, terms, phases, and key words were highlighted as important indications of an individual’s experience in an evaluative way. Then the researcher had to make appropriate judgments on the types of topics and/or key words to isolate and grouped as unrelated words or free nodes. Each free node is given a heading attached with a reason why before moving on to the next, and all text relevant to that category was stored under that heading. This initial content analysis was used to acquire familiarity with the background qualities of captured experience data (Taylor and Bogdan, 1984). Here, content analysis

merely refers to the act of searching the transcripts to see what phases or concepts predominate (Patton, 1990). This content analysis revealed the shape of the data. Through these initial exercises the researcher acquired a fair idea of the contents of the data and the stage of blind coding was concluded. Table 3a and Table 3b present exhibits of the in vivo coding of metaphors.

Metaphors as in vivo codes

The following examples of Metaphors were coded as in vivo codes:

In vivo codes and Metaphors
Case H- "You can't eat an omelette without breaking an egg"
Case I - "good performance brings me joy"; "my life isn't mine anymore it belongs to my customers"; "its like I tell people, no one is like you and for you to get people to almost be like you, you have to show them the way. So it takes a lot of patience, patience, patience";
Case S - "The end justifies the means"; Though the path may be dark but we
Case V – "The job is bigger than all of us in the kitchen, but we have to do it"; "Where I am now is better than the past so tomorrow will be better than today" "proud of your job – free your mind, you have to work under stress then you get it"; "I always think that this organisation will help me to grow – it is in God's hands "
Case J - "Strong man does not mean foolish man"
Case D – "A need cannot generate a calling"
Case T – in life there is a passage
Case R - Its not what the organisation can do for you, its what you can do for the organisation
Case M - I think I'm a work-in-progress; School is like a family – either personal, or problem on the job, there's always someone you can talk to.
Case U - "They feel that those working in the hospitality industry, they see you as a second class citizen probably because it is not a profession that if one has a choice you are not supposed to take up as a profession"; "Most whites feels that there is dignity in labour, what ever.. once you are happy and comfortable about doing it"
Case P- "It's like a family. A very small family and everybody looks after the other person.."

Table 3a: Overall group examples of metaphors

These are valuable and practical appraisals, but also symbolic ones because of the underlying reasoning of uncovered for them. For instance, following his emphasis on being ‘professional image focused’ in previous analysis for his cognitive map, Case S (Yeni; waiter) use of the saying “the end justifies the means” was interpreted to demonstrate his belief that the way in which in performed your job will determine the benefits or returns that you reap in the end or at a later point in time.

Analogy as dissimilar categories

Three views of extra-role experiences reported in Table 3b encountered by participants illustrated the varying views of the benefits of extra-role behaviour.

Analogy of extra-role behaviour
A) Individuals reported performing extra-work all the time, directly and indirectly. To them it was not an extra, it is how the task should be performed effectively.
A) Individuals reported performing extra-role behavior because they are more capable of it or they liked it and it fed into their feelings of self-confidence.
A) Individuals reported performing the extra-work because it had emerged as an unanticipated offshoot of the progressing procedures for the operating system and therefore is becoming established as a regular requirement.

Table 3a: Overall group examples of compared analogies

Macey and Schneider (2008) viewed behavioural engagement as involving extra-role behaviour, which translates into organizational citizenship behaviours, proactive and personal initiatives, role expansion, and adaptive behaviours. Experiences in A and C are partially consistent with the normative meaning of extra-role behaviour in the literature and as Burke (2008) pointed out, Macey and Schneider (2008) failed to consider this aspect of extra-role behaviour that is viewed as ordinary role based behaviour. B is the most equivalent example of voluntary extra-role behaviour that can be regarded as ‘an inclination or orientation to experience the world from a particular vantage point...’(p.5) that gets reflected ‘psychological state engagement’ that is where people feel ‘some form of absorption, attachments and/or enthusiasm’ (p.6). Psychological state engagement is seen as an antecedent of behaviour engagement. In A and B the effort expects no reward in return, the intrinsic rewards were the benefits. In C, the voluntary or adaptable flexibility was voided by the compulsory nature of the extra-work. The extra-role behaviour was neither an active nor passive experience, it was mostly situational. Therefore, some individuals expected some rewards to be proposed by the organization. The analogical themes captured experiences that related to extra-role behaviour and highlights the different views that individuals held on its use.

C2: Main procedures for the cognitive mapping analysis

An elaboration of the links between the interview data, the cognitive maps and themes emerged from the analysis is given here and the illustrated steps are provided. Four levels of analysis of six steps, goals and procedural activities were employed. Details on the four levels of analysis are elaborated next.

Level one – blind exploration

Level two – theory-orientated exploration

Level three – Claims of the presence of engagement established

Level four – thematic-orientated exploration

Level one – blind exploration

In the data analysis and findings presented, the links between the interview data, the cognitive maps and emerged themes started with the ‘deconstruction of data’ step, for building the map and ended with the reconstruction of the interpreted data as the individuals’ frames of reference analysis, compiled at the individual level. The aim of the cognitive mapping here was to provide through a collection of incidents, the very best guide to the reasoning of each of the individual. In an exploratory qualitative study using inductive qualitative analysis, as Lincoln and Cuba (1985) suggest, the phenomena is investigated with minimal a priori expectations in order to develop explanations of the experience of it. Lincoln and Guba (1985) recommend interrogating the data for analysis blind and categorising it as it was presented.

For the inductive exploration, first, the interview was searched for clusters of statements that represent a set of experiences communicated by the individual accounts of experiences from the interview transcripts were broken down into phases containing four to twelve words on a single or related topic in the language of the interviewees and these are categorised accordingly by the researcher. In which case the researcher must use some form of rationalization device/method/generic code to decide how these individual responses in practice are categorised. The other steps included techniques involving the generation of key-words-in-context and phrases. In line with Silverman (2006) the analysis was constructed based on formal procedures and some personal intuitive interpretation was employed.

The analysis is used to indicate the presence of some clusters of frames (Eden, 2004), consisting of acts that have a level of concreteness, in the initial pursuit of actual experiences in line with the cognitive mapping procedures. This was followed by the description and evaluation of some clusters of frame consisting of more abstract feelings, thoughts and beliefs in line Lincoln and Guba's (1985) suggestion of the categorisation of the experiences as they appeared in the transcripts. It means that the process built from the raw data upwards to higher levels of abstractions. For instance, it employed tables, to illustrate the classifications of workplace experiences with respect to participants' views of their unique individual dimensions, general and specific work tasks dimensions. This formed the contextual basis of all subsequent results. See Tables 4a, 4b, 4c, 4d, 4e, 4f, 4g and 4h in Appendix C3 showing the categorisation of descriptive/evaluative factors, to interview transcripts and Figure 3.8a from the main text reproduced here.

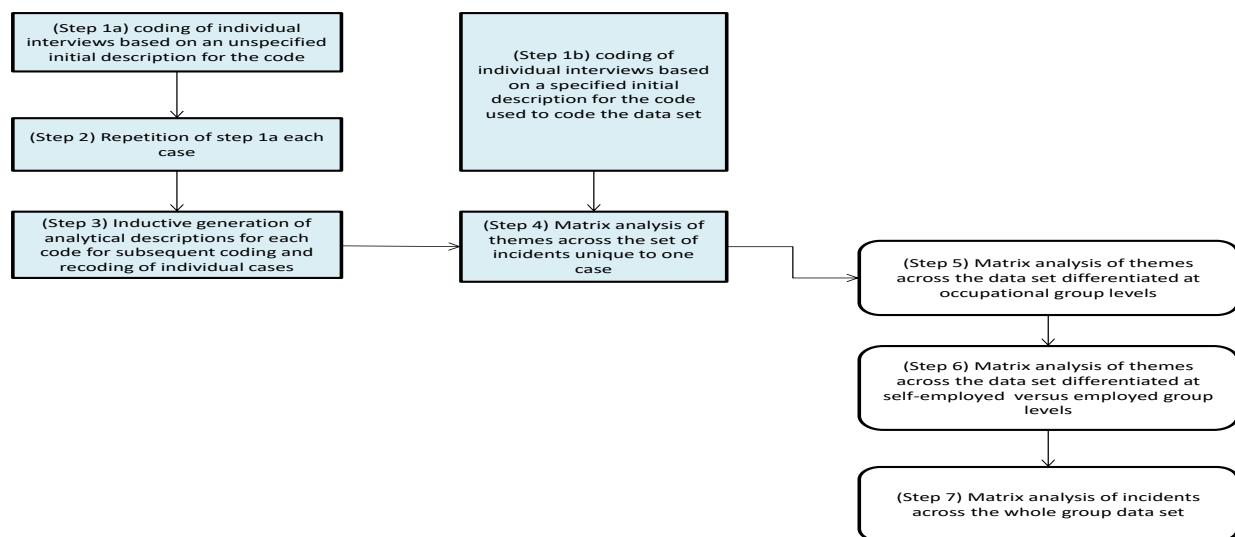


Figure 3.8a: Flow chart of the analysis process

Through the cognitive mapping analysis, a multi-method approach is brought into critical incident analysis, which does not incorporate the use of conventional grounded theory method. The six steps of the cognitive mapping analysis consisted of description, the comparative analysis of the contents of the transcript for each case and two types of mapping procedures. After the reorganisation of the data into incidents to see what experiences are present in it: The first theme to arise from the data analysis conducted at the initial stage, before the projection of engagement theory at the intermediary stage was the 'identification with work' experiences underlying the reasoning of each individual. This was the

researcher's own label. This means that it was developed from the analysis in an inductive form as the researcher's own term that was based on the noted influence found in individuals' reasoning concerning their individual and work identities, the effective and/or ineffective experiences of the relationships with and within their organisation.

These relationships consist of a combination of personal, interpersonal, professional responsibilities and analytical anchors that shape the engagement experiences:

1. The individual's descriptions and evaluations of himself or herself as an organisational member/owner - Use of the individual's own influences to shape personal relationships or interactions as an organisational member
2. Descriptions and evaluations of the individual as an organisational work role taker - Use of the individual's own influences to shape role taking relationships or interactions.
3. Descriptions and evaluations of relationship with overall organisation management/partners (where applicable),
4. Descriptions and evaluations of relationship with colleagues
5. Descriptions and evaluations of relationship with clients
6. Descriptions and evaluations of relationship with task requirements
7. Descriptions and evaluations of relationship with organisational type and its policies
8. Descriptions and evaluations of the impact of spatial and temporal factors on the above experiences.

These were termed as necessary indications for its assessment (i.e. identification with work). The emphasis on description of work experiences further highlighted that there are many potential work theories found within each case, but the particular types of descriptive features calls into operation the judgement on successful ones (i.e. areas of influence according to actors). The investigation used identification with work to propose an optimum solution that individuals use not because they have to, but because they choose to.

The focused question-based mapping of identification with work

The researcher then continued the analysis based on a formal procedure guided approach, which then supplied various objective-guided assumptions to build up a picture of the process to assessing the cognitive structures and answering the questions of the critical phrases/factors in the process. As a specific path of the analysis, identification with work as a specific critical factor requiring attention was explored further using the focused questions procedure. The analysis focused on the following eight questions:

1. Selection of the starting phrase(s)

2. Discovering reasons for reasons underlying the expressions
3. Illustrating how the selected ideas continued
4. Digging for more reasons
5. Peeling off layers after layers of reasons
6. Searching for the detail that would not have surfaced without close scrutiny
7. Distinguishing the critical factors

These questioning involves the researcher first describing the core experiences itself (i.e. the starting phrase as identification with work), and then those factors leading to, associated with, situated around or otherwise explain the coherence of their operations laying the groundwork for the link between actual and perceived experiences, which help to clarify the contents of each person's own experience of engaging at work. It meant that the researcher could clarify which aspects are most important to the sampled individuals and in what way. The descriptive analysis takes the form a creating continuity between these discrete sets of description/evaluation clusters; See an exemplar of the exploration of the identification with work experience of Levi using the set of eight focused questions in Appendix C4.

The description procedure used for this study allows the researcher the opportunity to identify where individuals had supplementary priorities. Laying the groundwork for a second set of specific critical factors requiring attention to arise from the data analysis conducted at the initial stage, before the projection of engagement theory at the intermediary stage, which was the 'passion versus interest' experiences. In contrast to the identification with work factors, which was the researcher's own label, the work related passion and interest were *in vivo* codes. This means that they were developed from the analysis in an inductive form as the sampled individuals' own terms, reinforcing the inclusion of individuals' voices and agency, which included sets of personal description and evaluation statements, which is why the passion and interests terms were the central themes of the visualisation using the cognitive maps. On the other hand, as illustrated in Table 3a in Appendix C1, there were very few *in vivo* codes that were as explicitly 'differentiable'. The views of extra-role experiences was another one that was experimented with but later dropped on the basis that the views of extra-role behaviour differentiated between the types extra-role behaviours occurring but was not applicable as a means of differentiation between individuals. The analysis then continued based on a formal procedure guided approach; a visualisation method (i.e. cognitive maps), which also supplied various objective-guided assumptions to build up a picture of the process

to assessing the cognitive structures and answering the questions of the critical phrases/factors in the process.

The visualisation mapping-based exploration of work related passion and interest

The cognitive mapping visualisation process promotes synthesis through enabling linkages between and with-in the clusters made. In contrast, the descriptive analysis takes the form a creating continuity between these discrete sets of clusters; computer-based data analysis management was used to make this process simple. Different types of clusters such as inter cluster linkages, between cluster and with cluster linkages are explored by the researcher. Although these clusters might be scattered about the cognitive map, rather than directly related, the detailed argumentation already provided by the visualisation exercise is used to link the contents of the clusters together. In this way, the analysis gives a summary of direct linkages. As patterns are discovered, made explicit and displayed, the patterns that are most powerful as a potential factor are isolated from the others. Iteratively, further analysis is used to glean basic attributes that are capable of being evaluated by the researcher. The focus of the evaluation was to examine how together these attributes describe potential impact that the factor offers to the overall act of engaging by identifying how individuals could weigh up different considerations in forming judgments in the work situation.

In terms of how it was done, the selection of incidents logically paints an image of the individual's perceptions on each individual experience but the central experience in this case of passion and interest, was gainfully employed in order to better understand read the individual's mind set with regard to their experiences as shown by the visualised cognitive map. This passion and interest was interpreted as a lock-in that individuals seemed to make. Incidents were tested as passion and interest influences. The most influential ones were then used as the constituents of the maps to account for a core influence in the individuals' thinking structures. In this way, from further abstraction of the cognitive map themes at individual levels the 24 individuals split themselves into two groups. The clear split in reasoning found between the individuals falling into the passion and interest group was beneficial because it made it really easy to see the way work experiences were talked about and/or viewed. It also made it easier to move from the effective or ineffective experiences arising within the passion or interest individuals to the themes arising across the passion or interest group. That is what each individual and what each group prized just as highly.

Level two – theory-orientated exploration

A review of the preliminary results at this stage in line with the goals of the analysis was performed by the projection of engagement theory as an intermediary stage. The goal at this juncture was to find effective and ineffective connections to work. The use of the tentative framework introduced using a frame of reference to examine what has been analysed: What personal, occupational, organisational, and psychological meaningfulness, safety and availability characteristics, are seen to foster emotional, cognitive and physical or behavioural outcomes. Any psychological meaningfulness, safety and availability and emotional, cognitive and physical or behavioural outcomes of engagement activity will have specific features according to the framework. The tentative framework provides the analysis with the processes propositions and logic of connections to work on which data may be analysed and interpreted in order to assess the processes through which engagement is manifested and presents it in a form that takes into account the individual's point of view.

The focused question-based mapping of connections to work

The researcher then continued the analysis based on a formal procedure guided approach, which then supplied various objective-guided assumptions to build up a picture of the processInductively, the factors that were used to continue the analysis were based on the following:

1. The thoughts and behaviours of people that were embedded in the descriptions,
2. The participants' own personal and social interactions
3. The collective interactions among their work groups as a team or occupational group and
4. The nature of the environment within which these interactions operated.

Further analysis is used glean basic attributes of these frames that are capable of being evaluated by the researcher. The outputs here were obtained by identifying how individuals could weigh up different considerations in forming judgments in the work situation. An emphasis here was on how features of individuals' behaviours, ideas, self-images and beliefs remained stable, versus changed over time to reveal some guiding underlying favourable or unfavourable personal theory or logic. Individuals revealed five additional attributes to the unique personal dimensions, which were initial goals/visions, experienced changes, significant positive or negative outcomes and the individuals' proposed future directions as communicated reasons and the interactions involved as their connections to work and

definition of engagement at work situation. See an exemplar of the exploration of and progression of the connection to work analyses for Miki using the set of eight focused questions in Appendix C5, which is followed by exemplars of the analysis for each occupational group in Appendix C6.

Level three – Claims of the presence of engagement established

After the overlay of engagement theory according to the tentative framework, the analysis noted support for identification, passion and interest as known antecedents of engagement from other scholars that built from Kahn's (1990) personal engagement or Schaufeli et al.'s (2002) work engagement. In other words, the identification with work, passion and interest dynamics that shaped the views on the five aspects of the tentative framework used for the study: personal, occupational, organisational, and psychological meaningfulness, safety and availability characteristics, and were seen to foster different aspects of the individuals' emotional, cognitive and physical or behavioural outcomes. In one path of the analysis, the critical factors in relation to successes positioned identification as a valid option that should be explored further using the focused question. There were four particular kinds of identification as sub-factors/sub-themes; in-group and out-group identification, occupational identification, organisational identification and work task identification.

The researcher also honed in on one of the critical factors - individuals' passion for work held by 9 individuals that had a strong meaning for them in relation to their response to work experiences. This particular insight helped the researcher to carefully examine the interest the other 15 individuals had in their work at a deeper level. This intensive examination was crucial because it highlighted the passion and interest split between the 24 individuals. Seven overall sub-themes were generated to encapsulate these common properties as; work as learning, then three themes of encouragement and support for cooperation with co-workers, prepared to have patience to grow and willing to take the risks related to passion-based views, while three themes of influence of concerns, being result-orientated, and focused on a more lucrative career related to interest-based views. With this discovery the researcher employed passion and interest as a central influencing the individuals' perceptions of their work experiences. Then pulled together a set of incidents related to these three core identification, passion and interest experiences. See Appendixes C7, C8, C9 and C10.

Hereafter, the captured identification, passion and interest experiences became legitimate experiences of engaging of sampled individuals.

Findings from the quantitative assessments as a means of triangulation of the preliminary results (using the UWES and JES) indicated that all participants were engaged to some extent. Thus, the direction of the emotional, cognitive and physical or behavioural outcomes obtained using the qualitative data was a match to the emotional, cognitive and physical or behavioural outcomes obtained using the quantitative data. In terms of engagement, the scores on the statements contained in the structured survey of the UWES and JES were aimed at scoring the specific cognitive, emotional and physical practices that are seen to reflect the frequency and presence work engagement and personal engagement for sampled individuals.

The findings in response to the overlay of the tentative framework showed that both qualitative and quantitative analysis provided information on how individuals responded to experiences in their work situations. However, the former emphasised the forms of engaging, its contents and its circumstances, and fit of each individual within the occupational and broader over group whereas, the latter emphasised the thinking of the individuals on the UWES and JES structured survey contents. The findings from qualitative data

- Concentrated more on how flexibly engagement was enacted, how constraints to readiness to engagement were changed or ignored and with what expectations and guarantees it was enacted.
- Arose from multi-level sources of themes for each component of the model at each relevant level of analysis.
- Intensity was gained at two levels unique contribution and interactional contribution

The findings from quantitative data

- Concentrated more the different aspects of the three key dimensions of engagement as entities.
- Arose from one level of analysis for the work components in the JES and the job and work components for the UWES.
- Intensity was gained at one level – overall scores on the 18 work components in the JES and 17 work components for the UWES.

Given that the goal of assessing engagement is to identify factors that positively or negatively contributed its experience quality. However, only the attributes of engagement generated from the qualitative analytical approaches indicated factors that become relevant for discussion for their indications of engagement from the empirical analysis. In particular, qualitative data on the processes could be used to argue for the presence, absence, increases and decreases of engagement. Therefore, the discussion in the next section focused on an

elaboration of communicated practices that consisted of helpful and hindering attributes as mutually constitutive relationships that influenced the temporal picture of the dynamics of the connections to work, identification, passion and interest processes central for creating a positive surplus in favour of engagement in the aftermath.

Similarities between thinking of engagement and engaging

Views and behaviour are two different dimensions that apply simultaneously, but independently to work experiences. In a 2010 and 2011 review of engagement literature, Shuck and Wollard (2010) and Shuck (2011) concluded that individuals' cognitive, emotional and behavioural states directed towards organisational outcomes are indispensable as a means to understand or manage the engagement process.

Level four – thematic-orientated exploration

Looking for the strongest of the core influences, combine them and categorising their trigger as themes. These selected themes then become the new frames of reference from which to deepen and broaden the insights i.e. a directional focus and then the researcher made shifts the focus looking for other options for added distinction and to find new dynamics in relation to the emerged themes. For example, pairwise comparisons of individuals were used for uncovering differences in terms of individuals responding to the same situation in different ways. Descriptions of work experiences were not always positive. In the experience contents of different incidents the individuals' views of the experience have to align with its various features, which were communicated within the contents of the same incident or across incidents. Comparisons of the features of different types of work related personal dimensions are shown in Appendix C6. The combination of these preliminary results was the researchers' interpretations of positive engagement processes. From the analysis conducted so far, the researcher iteratively tested the proposed definition of the engagement at work situation using interrogation of transcript contents, focus questions and visualisations. Then, an evaluation plan was used to put together a qualifying procedure to secure the set of themes and sub-theme network that were used to present the final results. This evaluation plan is illustrated as Figure 8.3b and reproduced here.

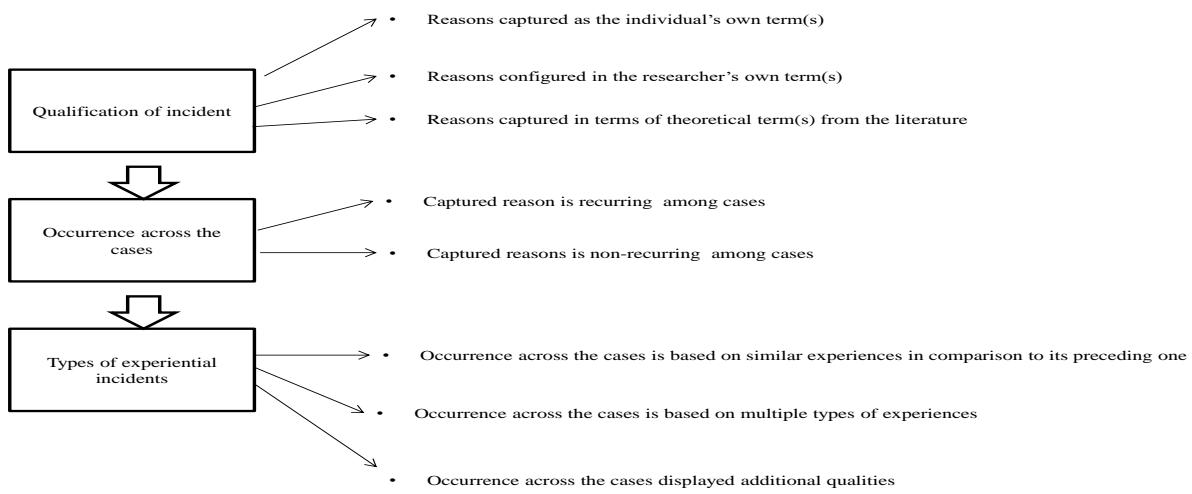


Figure 3.8b: Qualifying procedure for group level analysis

The researcher then had to make the appropriate judgements as to whether and how the information provided by participants (or articulations) on these relationships adds up to potential engagement experiences. A way that can be adopted is to define some weights to be employed as a gauge of the relationship in terms of engagement. For example, the extent to which the aforementioned qualities are mentioned in articulated experiences; this has been called ‘coverage’ by Ragin (2008, pp. 54-68). The researcher’s own judgement is then subjected to validation by repeating the whole analysis as a check. After the evaluation plans illustrated in the Figure above, the results that were a set of themes and sub-themes network.

Relationship between identification, passion and levels of engagement

This overlap between passion, interests and identification in some of the details of activities people provided was used to explain how high identification explains passion and a mix of high identification explains interest but not current levels of engagement. For individuals sampled this pattern arose in part because of engagement levels changes over time and in part because of employed individuals’ selective levels of connections and identifications.

The occurrence of anticipated and unanticipated incidents provided added information on the circumstances of the connection to work experiences because they served to generate some of the bi-directional triggers for these calibrations. At the first phase, the themes became the selective levels of connections and identifications themes indicated by the sub-themes of the unique personal and work situation dimensions, which were initial goals/visions, experienced

changes, significant positive or negative outcomes and the individuals' proposed future directions as communicated reasons and the interactions involved as their connections to work and definition of engagement at work situation for the former. Four kinds of identification, which were in-group and out-group identification, occupational identification, organisational identification and work task identification as the sub-themes for the latter.

At the second phase, the aforementioned themes became the selected passion and interests themes indicated by seven overall sub-themes; work as learning, then three themes of encouragement and support for cooperation with co-workers, prepared to have patience to grow and willing to take the risks related to the former, while three themes of influence of concerns, being result-orientated, and focused on a more lucrative career related to latter. And at the third phase, the emphasis was on the selectivity of the influence the themes became the selective levels of connections, identifications, passion and interest themes indicated by the mega-themes of helpful and hindering self-descriptions, and other helpful and hindering factors.

Descriptions and interpretations of the themes and mega-themes

Helpful and hindering self-description themes

As descriptions and interpretations evidencing the individual's way of thinking, helpful and hindering self-descriptions for Bobo, for instance showed that none of his self-descriptions were very helpful for his hospitality business. As an example, his training as a computer programmer was not taken to be an integral part of his business venture as it was for his previous position as managing director in Veugees Nigerian Company. In contrast, for Kaka her ethnicity and childhood play activities were very helpful for her fashion business.

Other helpful and hindering self-description themes

From the evaluation of the way individuals selectively framed their judgements, it was noticed that individuals were describing low and high identification to work. After which the analysis revealed how different levels of identification in the relationships that individuals had with aspects of their work: a level of higher identification and another identification level that consisted of high and low levels. For the latter, high levels of identification existed as long as there were no impediments to its successful execution. Closer examination of this

latter identification level that consisted of high and low levels, some attempts at behaviour modifications by 5 individuals converted this level into another level of identification by introducing a strain element that contributed to the impediments to the successful execution of high levels of identification. Viewed in this way, three levels of identification were realised: High levels of identification, an identification level that consisted of mixed high and low levels and another identification level that consisted of a tripartite mix of high levels, low levels and a prevalent strain within the impediments to successful execution of high levels of identification. These are interrogated independently leading to the comparison of incidents to examine their effect in relation to the passion and interest cognitive maps and each of the identification type. Inevitably, there is some overlap between passion, interests and identification in some of the details of activities people provided to defend their responses or in substantiating its goodness. High identification also related to a passion for work and the ways that aspects of the individuals and some helpful and hindering factors shape the way that the high and low identification came into force were attributed. In contrast, a mix of high and low identification was also related to the interest in the work because some of the factors such as identification with the organisation, occupation, in-group moved into the background as other factors came to the forefront. Hence, the interaction of these helpful and hindering factors and the ways that these interacted with the distinctive aspects of individuals communicated individuals' definition of their engagement situation.

Accordingly, the influences of self-descriptions, helpful factors and hindering factors became the 'refined themes' given to individuals' reasoning concerning their individual and work identities and the effective or ineffective experiences associated with their engagement experiences. Consequently, the structure of the overall themes (self-descriptions, helpful factors and hindering factors) came from the most prominent and influential reasoning concerning individual identities, work identities and the effective or ineffective experiences, which were associated with the sets of connections, passion, interest and identification preferences that were in effect the engagement experiences. Finally, these 'self-descriptions, helpful factors and hindering factors' as the emerged themes were elaborated first for each of the 24 individuals, and then contents were compared across the 24 individuals. The comparative analysis generated the six overall themes of and 16 sub-themes.

Following the data analysis procedure in a certain order, an overlay of engagement theory associated with the tentative framework revealed that these incidents could be claimed as acts of engaging. The literature categories the passion and interest ideas of how engagement is achieved as a theme that applies to all people. As such there is already attention being paid to the passion and interest themes in the engagement literature however, individual also provided definitions of what this passion or interest as a personal connection to work means for him or her. Drawing on this angle, this study revealed how the passion orientated individuals formed selves into a group of extremely engaged individuals allowing for little or no regard for hindering factors of the organisational environments in which they operated. Which was the highest level of engagement through which the subjective experiences of the 24 individuals could be differentiated into four levels of engagement from their passion and interest activities. The analysis showed how people stick to a kind of connection, which was labelled a work style initially (i.e. without the projection of engagement theory) Differences in the types of connections lead to a consideration of intensity. Thereafter, the themes arising from this particular stage of the analysis were used to reveal comparative differences between the passion and interest groups as the analysis progressed. Especially, where the individuals' perspectives is needed for the connection to work to operate successfully. This question has not been properly addressed by the literature.

Evaluation of the presence of engagement

Using the result from this evaluative comparison arising from at least three different analytical paths of what was more important that showed that whether individuals used a passion or interest base, high or mixed high and low identification, they all used their self-descriptions, helpful and hindering factors to connect to work that was in effect their acts of engaging. Self-descriptions, helpful factors and hindering factors as overarching connection to work themes invoked from the combined analyses rooted the building of individual to group levels findings and emerged themes. Before collapsing the previous themes, the study had sets of themes in relation to passions, interests, identifications that refined and enriched the individuals' connections to work, which included ideas on patience, and humility. After the combination of insights that the multiple analyses uncovered, the sets of themes were collapsed into three most influential ones. For instance, the decision of the individual to invest personal resources towards work is interpreted by comparatively and contextual

considering their articulations of meaningfulness and safety physically, emotionally and cognitively as well as their articulations of the adequacy and availability of resources towards a given task (Shuck et al., 2012; Rich et al., 2010; Kahn, 1990).

The use of at least three types of analysis provided the assurance that when other researchers use these themes, they are going to get a real sense of the individuals' acts of engaging. Hence, an elaboration of the experiences in relation to each of these self-descriptions, helpful and hindering factors as connections to work produced a rich description of the engagement experiences in action, rather than its theoretical or formal structure (or cognitive, physical or behavioural and emotional outcomes) presented in the four analysis and findings chapters. Based on the assumption in qualitative research of the importance of understanding people and the phenomenon in context, using detailed descriptive data and quotations to illuminate the individuals' own perspectives. One of the most interesting findings to come from the analysis is that connections to work and identifications to work were governed by similar self-regulating activities such as passion and interest for work.

C3: Illustrations showing the categorisation of descriptive/evaluative factors, to interview transcripts analysis for level one

Here illustrations of deconstructed data with the use of Eden's (2003) framework for cognitive mapping of the coding of data are presented. The analysis of the experience data is approached by (a) generating words or phrases samples of individuals' views of day-to-day experiences. To provide the examples, tables containing the concrete experience samples for cases that provided the useful contrasts in the views of individuals within the same occupation were selected. The tables showcase the outcomes from the analysis procedures of steps 1. The following illustrations of eight cases in Table 4a and Table 4b present the coded data from two self-employed cases; Kaka and Bobo, Table 4c and Table 4d for the clergies; Sisi and Levi, Table 4e and Table 4f for the two teachers; Miki and Hali and Table 4g and 4h for the waiters; Yeni and Moni.

Group one

The analysis table that follows shows the procedure for summarising the information collected from Kaka.

Interviewer questions and interviewees' answers	Descriptive/evaluative phrases
Q: So my first question is could you tell me about yourself?	
<p>1. <i>I'm Kaka, I'm just a young girl who loves clothes, who loves colours and decided to mix fabrics and designs together. So I started this business. That's it (OK)</i></p>	Exercising choice over one's own financial resources
Q: What did you do before you came to start this business?	
<p>2. <i>I did a fashion course in London and I came back, I worked with a few people did interior for some houses, I started up a spa for someone and then I started my own business.</i></p>	Obtaining work knowledge and experience
Q: How would you describe your profession at the moment?	
<p>3. <i>Emmm I would say--- as everyone says fashion design or fashion in Nigeria is always the same thing, I feel mine is different because I'm half English and half Nigerian so I decided to bring the best of both worlds together, So I can use the European design but use the Nigerian prints well.</i></p>	Designing one's own work contents (activity, material resources, meaning)
Q: What made you choose this line of business?	
<p>4. <i>Er--mmm I've always had a passion for clothes and design since I was a child. Like my parents have put me through design courses because they knew that I always like fine art, I've always liked clothing and textiles, and home economics, dressing my dolls up in clothes, I always did that --</i></p>	Identifying with one's occupational choice as a kind of passion
Q: How is it fulfilling your needs?	
<p>5. <i>Everyday,... its..er, when you love or have a passion for something, you get that daily dose of happiness regardless of if you made any money or if...but you've done your bit.</i></p> <p>6. <i>The good thing is I'm happy that my work speaks for me so, it brings me that joy</i></p> <p>7. <i>when I see people coming back or people ordering for more stuff, then I know that okay,</i></p> <p>8. <i>I'm actually doing something right.</i></p>	
Q: How about those of your customers?	
<p>9. <i>My customers? (Yes your customer's needs) Well so far so good. I've been able to be consistent and I have been able to satisfy them constantly. (Yes I can attest to that, How about ---are there any other things that it does for you ?) What else does it do for me. (for example, esteem, happiness) Yes, it brings me happiness, its my--- normally I'm somebody that already has so much confidence, and its doubled it up. (OK, admiration, power,) My social life is still the same because everyone who knows me knew that this is what I've always wanted so its hasn't really changed. I'm still the same person. I'm very--- I could be---I'm in my own little bubble and all that but I'm still the same.</i></p>	
Q: How long have you been doing this business?	
<p>10. <i>We will be a year in July. I started July 27th, 2013. (What has made you sustain it?)</i></p>	Serving the needs of customers; cognitive processes

<p>erm...</p> <p>11. ...my staff, 'cos there are dedicated, 'cos, I come to work, every day,</p> <p>12. I'm always here with them we work together, it's more of a family,</p> <p>13. we've decided to be a family than it being a work relationship and my customers too... 'cos I have customers that keep coming,</p> <p>14. so it's more of.. a lot of dedication, and just--- that's what sustained it</p>	
<p>Q: What does it talk to run this business successfully with excellence?</p> <p>15. A lot of patience, a lot of patience, because you for instance especially in Nigeria, you have a business, its meant to be going for you, you're meant to make a certain amount of profit, you end up spending most of that on diesel, so there's never light so you spend on diesel then you have to think of the little accidents and things that come like the machine stops working, the iron burns this.., this is that, so all these little things .. but you just need patience but if your...if it's something,</p> <p>16. if it's something you're passionate about,</p> <p>17. you'll never lose interest in it regardless of the good or bad that comes with it--</p>	<p>Tenure</p> <p>Dedicated staff; own presence providing morale support; family relationship strategy</p>
<p>Q: So for you personally what has worked for that you've been able to maintain?</p> <p>18. What has worked for me? Erm--- I take every day as it comes. I just take every day as it comes. I'm not surprised;</p> <p>19. I try not to get surprised by any bad or good thing. I just still stay on the same spot so I take every day as it comes,</p> <p>20. I am thankful to God. Erm.. I'm been good (laughter).</p>	<p>Providing information about the business performance appraisal and enduring interest in the work</p>
<p>Q: What would you do differently if it were not a work-related situation?</p> <p>21. What would I do differently if it wasn't work-related WoW! Erm--- I (big pause) would,---or I would have ---I would have started really small; rather than starting not big, but the way that I did started.</p> <p>22. But I started this on this scale because I needed my customers to know that it's somewhere you can feel safe with, know that its somewhere you can come to and relax and feel like you are home. I didn't just want to be a little shop somewhere in the market and then, I wanted you to come to place that you come and you know that your clothes are being made in a very good environment and yeah. I think I would have started small moneywise.</p> <p>23. You start small and you grow. But that's the only thing, but then still I don't think I have regrets that much</p>	<p>Providing information about own discipline, resilience, rewards and gratitude</p>
<p>Q: What have you had to personally let go of?</p> <p>24. My life; I spend more time here than I do anywhere else.</p> <p>25. But it will be worth it at the end. I'm working hard---</p> <p>Q: Have you discovered any unexpected aspect of the business?</p> <p>26. Oh yes I have , it's ---- especially with the staff. As much as you are very nice to ...you</p>	<p>Arranging and planning the fashion center's profile, which customers it would serve and its activities</p> <p>Assuming responsibility, accepting work demands backed</p>

<p><i>show them love, you're an open, you're a book. I say tell me as it is.</i></p> <p>27. <i>No one trusts you enough to tell you the truth...and some people steal and that's the only part. Like I never expected---</i></p> <p>28. <i>I knew it would happen, but I didn't think it would happen the way it happens sometimes especially when you're good to people. And things like that so those are the little----- and then</i></p> <p>29. <i>Breaking even.. because a lot of people say that for the first two years and then you break even after the first year and then you now start making profit. No—No—</i></p> <p>30. <i>it's not true. well not here in Nigeria, not in Nigeria because as I said earlier on most of the profit you're making you spend it on diesel, you have to maintain the generator, you have to make sure this is fine, you have to make sure that the light is stable because most times it blows up all the electric---yeah those are some of the things</i></p>	<p>up with reasons</p> <p>Concerns with lack of trust, workplace theft and reciprocity</p> <p>Accounting for the fashion center's income from its services</p>
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Table 4a: Kaka's coded experience data samples

As shown in Table 4a, the first column consists of the interviewer questions and Kaka's answers. The second column relates to descriptions and evaluations as an analysis of the information that was being conveyed regarding the experience. The analysis table that follows shows the procedure for summarising the information collected from Bobo (self-employed, Group One).

Interviewer questions and interviewees' answers	Descriptive/evaluative phrases
<p>Q: My first question is could you tell me about yourself please?</p> <p>B: OK. Yes my name is Bobo Kite and I'm 54 years old.</p> <p>1. <i>I had my er my early school at er inkioara state</i></p> <p>2. <i>I attended the school of basic study Ilorin and I attended ABU Zaria between 197X and 198X</i></p> <p>3. <i>I did my NYSC in Whano precisely with Padley Industry and I got my first employment with Veugees Nigerian Company as a programmer and er .. I became the computer manager and AGM projects in the managing directors office and I was deployed to the training centre of Peugeot automobile to set up the training arm for To set up a unit to teach people on computer literacy and awareness and er...</i></p> <p>4. <i>From there I was taken back to computer department and er... I was taken back to computer dept and sometime in 2003 April precisely I was appointed an acting GM for commercial division and we were able to start some... I was able to initiate the sale of peugeot cars to the Nigerian police force, in fact the first contract was 2.8 million Naira totaling about 1550 cars of different makes essentially 306.</i></p> <p>5. <i>And er... 2 months to my being acting GM, I was made a substantive GM that was the position I occupied until 2007 Nov 19, when I voluntarily resigned my appointment er...</i></p> <p>6. <i>One I resigned because the place was privatized, so because the place was privatized and secondly because the place was er..</i></p>	<p>Primary, secondary and tertiary schooling</p> <p>Accounts of previous occupation</p> <p>Resignation with reasons</p> <p>Exercising autonomy over one's own employment choice</p> <p>Obtaining work knowledge</p> <p>Providing opinions about differences in occupational profiles</p> <p>Identifying with one's occupational choice as a kind of trial and error judgement</p>

<p>7. I could not cope with the new buyer of the place.</p> <p>8. What I did was to head up to Harvard ... So what I did was ... -</p> <p>9. So what we did was too.. Was to.. Was for me to go for a training because...</p> <p>10. Prior to that I have been doing business. but again _____</p> <p>11. I was too much of a corporate man. Now moving from a structured system to an unstructured system which is moving from corporate to what I'm doing now ____ consider them it is a big ... erm its new to me ____ in culture and in anything. Since then I focused more on borehole drilling and I must tell you I failed the business collapsed.</p>	<p>self-rated performance appraisal</p> <p>Designing one's own work contents</p> <p>Exercising autonomy over one's own money resources</p>
<p>Q: ok</p> <p>12. B: that was part of it and I also tried my hand at erm other businesses and they collapsed__ when I say they collapsed it is not that er ____ maybe the moment they give birth to a new something, I find myself focusing on that thing and not able to hold back the previous one so definitely they would suffer you see..</p>	<p>Providing cognitive processes as sources of needs fulfilment</p>
<p>Q: yes.</p> <p>13. B: so that is it and today I am er... I am self-employed and er... I am into property business, I am also into importation of building materials, mainly from china and er.. Of course I'm into the hospitality business and so er...</p>	<p>Use of basic feelings that naturally everyone has or should have</p>
<p>14. The hospitality business er.. is why did I find myself importing building materials:</p> <p>15. I find out that in all my developments there are some of these things that I arranged to bring them in myself and because of that I tried to bring in more than I would require so I see if I can have the opportunity to sell it to customers.</p> <p>So that is essentially that one and that is what we're doing.</p> <p>16. SO one of our product is this place. Originally it was built with the focus of renting it out and er you see..</p> <p>17. I found out that it is better to use it for what we are using it for now.</p> <p>18. I am able to engage people, I am able to get myself busy, I am able to also make my own contribution to the nation building</p>	<p>Tenure</p> <p>An enduring interest in the work</p> <p>Serving the needs of customers; cognitive processes</p>
<p>Q: Ok you've answered several of my questions erm, I was going to ask you, how is this place fulfilling your needs right now?</p> <p>(How is your business fulfilling your needs?)</p> <p>19. B: yes just like any other business</p>	
<p>Q: mmhhmmmm</p> <p>20. B: er.. I must tell you that er.. you see., that if I had known because this place is just 3 years old.</p> <p>21. B: if I had known probably I would have started earlier</p> <p>Q: Earlier?</p> <p>22. B: I mean that demonstrates that it fulfills my needs</p> <p>Q: Ok how about those of your customers</p> <p>23. B: yes you know it tends to be.. for a business like this it is not too popular in nigeria.</p> <p>24. Why I have to arrange it in this way, it is a reflection of my training in Harvard that first whatever you set up to do must be able to solve a need and secondly you have to do it in a way different from the way others are doing. What I am trying to say is that there is no way this place can compete with hilton, theres no way this place can compete with even a 3 star hotel _____</p> <p>25. B: why ? Because we are limited and constrained by space: at least a 3 star hotel will provide you with a lawn tennis court all those things, but even with the little we have we feel that we could also earn an income from that and earn a decent income from that.</p> <p>26. And I must say I thank God that it is going well</p>	<p>Providing information about the business performance appraisal and rewards and gratitude</p> <p>Accounting for the hospitality center's income from its services</p>

Q: What have you had to personally let go of?	
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Table 4b: Bobo's coded experience data samples

Similarly, in Table 4b the first column consists of the interviewer questions and Bobo's answers. The second column relates to descriptions and evaluations as an analysis of the information that was being conveyed regarding the experience.

Group two

Interview questions and interviewees' answers	Descriptive/evaluative phrases
<p>Q: It's up to you ((laughter))</p> <p>1. Well it's all about myself. I grew I'm from XY State</p> <p>2. I went to school like any normal person, primary school secondary school on to university and</p> <p>3. by the grace of God I before I was even 21 I was a graduate and</p> <p>4. I worked I taught in a school a secondary school for about 2 years, 3 years and</p> <p>5. I was doing a master program I finished and</p> <p>6. I said I don't want to teach again I Want to do something good for myself</p> <p>7. I came to Lagos I graduated in 1986 and I came to Lagos in 1991 I came in 1990 first then in 91 I came to stay to start work and the work I wanted to do I was not satisfied with it what really pushed me to come to Lagos</p> <p>8. I had an interview to attend with a computer firm because I had a prog- I did a program in computer and when I came for that thing they said I have missed the date that the interview had already been conducted and since then hiss</p> <p>9. I wasn't happy ((hiss) started looking for other jobs one small job here one small job there it wasn't really paying me and</p> <p>10. I said ok let me start doing business and I started doing business on my own and</p> <p>11. each time I wanted to go and do work something ah would tell me why are you going to work when you are working for yourself it's better you work for yourself</p> <p>12. that was how the spiritual part came in because I decided to ask god what do you want me to do why is my own different I left school I wanted to be like every other young man I wanted to make money I wanted to make money I wanted to live well</p> <p>13. that was when God started talking to me that look I have called you to work for me you cannot work for any other person you will work for me first if you at all you will work for somebody you will work for me first so that is how it has been and I decided to start working for God</p> <p>Q: so um well you've gone through many of my other questions because I was going to ask you what</p>	<p>Ethnicity</p> <p>Primary, secondary and tertiary schooling</p> <p>Accounts of previous occupation</p> <p>Identifying with one's occupational as doing something for others</p> <p>Past experiences in the job market</p> <p>Exercising some autonomy over one's own employment choice</p> <p>Not satisfied</p> <p>Giving God autonomy over one's occupational choice Spiritual part</p>

<p>did you do before you came to work here?</p> <p><i>H: what did I do before I came to work in Lagos or came to work in</i></p>	<p>– Asking God</p>
<p>Q: as pastor</p>	
<p>14. <i>H: as a pastor</i></p> <p>15. <i>H: well I started pastor work far back as soon as I left university I was told that I would work for god but I didn't quite like the idea because I felt men of god suffer a lot and that they were not rich that is the truth</i></p> <p>16. <i>I wanted to be rich I said I want to make money, maybe because of my background or maybe because of where I went to school I went I graduated from the university of Nigeria and the average Igbo man likes money and wants to be comfortable and very comfortable as much as possible so I wanted to be comfortable As well and</i></p> <p>17. <i>when they said you will work for God I said hiss any time I hear you will work for god in fact</i></p> <p>18. <i>I sometimes I feel I shouldn't even go to church but because I was brought up in the christian way in a christian home I had to be going to church so I had been doing pastor work (audible) ministration I have been doing it far back even when I was about 23-24</i></p> <p>19. <i>I was ministering steady you know until I came to lagos after going here going here everywhere they said you will work for God you better go and work for God stop wasting your time we don't do any business ah then I went to a church I went to a church in (Sestac) I was living in (Sestac) I attended one church there and I told the man I want to work for God and the man said ok no problem you are working you will just stay you know why I told him I thought he would give me some money or he will be giving me some stipends to take care of myself hmm</i></p> <p>20. <i>just work for God God will pay you and so I kept going eventually some things happened and I left the place and so I went to another church somewhere in Pjuelego I was attending that church as crisis came again and I left by this time I was living around amu odofiri area, mile 2 side I don't know if you are familiar with lagos</i></p>	<p>Providing information about the spiritual versus physical aspects of jobs; reflected as God started talking to him and not as making money (his initially stated practical goal for working)</p>
<p>Q: no not at all (laughter)) don't know lagos</p>	
<p>21. <i>H: ok (laughter) ok so I was living around there from oshudi we go to mile 2 that's around that place and</i></p> <p>22. <i>that was when I got involved with somebody who introduced who said well I told him I wanted to go to a bible college (sniff) around 1998 - 99</i></p> <p>23. <i>he said eh you want to go to a bible college? Eh You can go to redeem I said redeem has a bible college? He said yes I said ok he said why do you want to go to a bible college I said eh God said I should work for him so I don't want to be wasting my time let me start the process, equip myself so that was</i></p> <p>24. <i>when I started attending the redeem christian church of god eventually I went to a bible college, they sent me and I stayed</i></p>	<p>Differentiating between informal job as a pastor and a formal one</p>
<p>Q: so tell me about your job how is it fulfilling your needs?</p>	
<p>25. <i>H: the job for now I have an inner satisfaction let me say job satisfaction because I'm in where god wants me to be financially the money I am getting is not enough to meet up the things I supposed to do</i></p> <p>26. <i>that is why once in a while by Gods grace I do printing and publishing I do contracts As well so if I get any especially building contracts I do and I do printing jobs to meet up</i></p>	<p>Describing working for God in a transactional way</p> <p>Complying with the will of God and starting the process for Obtaining work knowledge</p>
<p>Q: erm how about those of your employers how does this job fulfill their needs?</p>	
<p>27. <i>H: well anybody that is in the well anybody that is in the in God's calling or doing the will of god will always be satisfied with the job unless those that God has not called or</i></p>	<p>Achievement of the knowledge</p> <p>Satisfaction based on the will of God</p>

<p><i>unless those that are not yet broken and they are greedy yes I am am sorry to say that</i></p> <p>28. <i>a lot of (us folk) could be greedy they still want to get out then there are some people that are not called but for one reason or the other they found themselves in the ministry so such people you see in the bible Christ said they are like the Pharisees and Sadducees they are the those are people if you some of them are there for the money some are there for one reason or the other they are just there they may not say it is fulfilling</i></p> <p>29. <i>but for me God speaks to me by special grace once in a while so I am not yet out of his I am still in line so no problem I think I'm alright with the employers</i></p> <p>Q: ok laughs how about the needs of your do you call your congregation parishioners or?</p> <p>30. <i>H: the parishioners mmm the their needs</i></p> <p>31. <i>Q: yes</i></p>	<p>Low financial rewards not enough to maintain lifestyle and additional income is obtained</p> <p>Estimating needs fulfilment in a general or culturally reflected way and providing reasons and alternative positions</p>
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Table 4c: Levi's coded experience data samples

<p>Q: good morning sister</p> <p><i>Sis: good morning, how are you?</i></p> <p>Q: fine thank you. My name is Qay. Thank you so much for agreeing to do this interview. My first question is “can you tell me about yourself?”</p> <p><i>Sis: Erm..... I am sister Sisi, Erm... I'm a.. erm.. I'm a.. born of the family of Mr A Adam and Eva Adam. I'm an only child of my parents and I grew up as...grew up as er.. as a protestant, er.. in a protestant family, but I went to a catholic school and I became a catholic and it was after that that I became a religious. I mean I had a religious vocation, a call to be a nun from the exemplary lives of the sisters who taught me from primary to secondary school. (Qay: okay), I don't know what more you want to know about me. Maybe it is my education? (Qay: It's up to you). I went to a primary boarding school run by sisters, and then to a secondary school that was run by sisters. Erm and it was when I was in the secondary school that I got my ...I felt I got a call.. . I felt like these people were everything to us, as boarding children, very caring and so on. So after my secondary school, I mean I went in for the training to be a reverend sister, and that was in 1965, and erm...1968 I was er...I did what we call temporary commitment. I was on temporary commitment which was renewed every year, for six years, (Qay: Okay). Before I made my final commitment as a reverend sister. (Qay: Okay). Then after that, I now pursued...I mean within that period, apart from the temporary commitment I was also doing my professional training to be a teacher. I went to the college of education, in Taria and on to do my.... I later on went on to do my....degree in Wales. And I did my first degree and my second degree in Wales and erm..., after that I came back and I was lecturing at er... college of education in Akwanga, while I was there the dioceses requested that I come to run one of the secondary...catholic secondary schools where I have been a student myself, so I was made the....we were interviewed the three of us, and I was given the position of the principal of St Lovely where I worked for as principal for 25 years before I retired from teaching. I worked in direct administration of a secondary school education.</i></p>	<p>Spiritual background; I am sister...,Grew up as a protestant, protestant family. Went to catholic school and Became a religious</p> <p>Had a religious vocation</p> <p>Call to be a nun</p> <p>Based on the influence of Sisters who taught me in primary and secondary school</p> <p>In secondary school</p> <p>I felt I got a call</p> <p>Obtaining work knowledge</p> <p>Starting the process of training to be a nun, did temporary commitment, renewed every year, for six years and final commitment</p> <p>Additional professional training to be a teacher</p>
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Q: okay	College of education
<p>Sis: so its from there that...er.. when I left that, I was made the education secretary of my ... of The diocese of Happy, so I was looking over 29 schools as er....as the director of education of the diocese. I did that for 5 years, and after thater.,,while I was at that my superiors felt that it was too much for me. Maybe I should do something milder, so there was lots of challenges, so then...er.. there was this school that was being....being.er.. was being you know thought of by one of our friends. A friend of the order, who was an Italian and a good friend of ours, he wanted to start a school and er...to leave a legacy behind in Nigeria after ..er..being in nigeria for thirty five years and getting all his er...no. making all his money here he wanted to leave something behind. So he built, he was going to build a school, and he wanted us ..the sisters to build a school and run the school with him and er,,so that we will give it the kind of standard of education or school a standard of school that we already have in other places which he himself admired, so he said he wanted us to run the school as any of our schools are run, a catholic school, with all the catholic discipline and all that. So our sisters felt that since it was going to be a nursery and primary school, that it may be a milder one for me. And from my own experience that I would be able to start it well. So that is how I ended up here to start this school. We start it four years ago and its coming on alright. I must say. And er,,It was er... I mean I benefited from my past experience as well as ..er..my past associations like ..I mean, I have a lot of the children here who are children of my old girls (Qay: yes), I have a lot of them here who are children of my colleagues like Charming, who are children of my colleagues when I was teaching in Roses for example, and I have some of my old girls working here with me so that gives me the experience of before coming to help me here</p>	First degree and my second degree in Wales
	Previous jobs; Lecturing, Ran one of the catholic secondary schools for 25 years
	Retired from teaching
	Direct administration of secondary school education
	Director of education for the diocese
	Career decisions made by superiors, reasons and decisions were given
	Start of current job reasons given
Qay: yes	Providing emotional and cognitive processes of superiors; recognition, self-rated performance appraisal
Sis: that's about how I have come to be here	
Qay: I just want to check that it has been recording...	Identifying with one's occupational choice as 'Doing what I love doing'
Qay: thank you sister. So how do you describe what you do now as a profession? How would you describe it?	Reciprocity - See myself as also giving,
Sis: Er....as a profession, well... first I would say as a religious, as a religious....I find myself er...actually doing what I loved doing, erm...I came to or I became a sister, I got my vocation from learning or rather getting it from the exemplary lives of the Irish missionaries who came here earlier and were you know teaching us, and I believe they gave life to us. They gave us life, both aca...I mean both psychological, emotionally, as well as giving us the academics that er...we would not have had if we hadn't had the opportunity of having them, so, now I see myself as also giving, and that's where I get my fulfillment as a religious, that I'm giving what also I have received. And erm..., I think that's what gives me meaning doing what I'm doing now as a religious. (Qay: Yes) Then as a teacher, I see that my giving is transforming the lives of children, lives of people, people I come in contact with. I.,, I	Where I get my fulfilment ,Giving what also I have received, What gives me meaning
I always tell some of the young teachers I work with I said if, by the time you leave here after working with me and er.,. there's no difference to your life, in terms of commitment, in terms of erm..inter...I mean interaction with people, the right interaction with people and all that, so what I mean is.. then, you haven't gained anything. So I always say that to the young ones,	As a teacher; Transforming lives of children, of people;
I say that to the young ones who work with me. Especially at a situation where I have to make sure	Difference to their lives, In terms of commitment, right interactions with people
	Work style: working according to a vision, need to work with people, being a learning example, learning

<p><i>you know, that we are working according to... our.. you know, our vision and that...when I see a counter vision process, like.. you know I see that quite often in one way or the other.</i></p> <p><i>Also, I see it, I also see it that even though I work as er....administrator or as a principal, I need to work with people, and when I work with people, the people I work with should learn from me and I should learn from them. And that all of us, we need each other and as a team, we work as a team, and as a team each person has something to contribute that I don't have. You know that's the way I look at my work, sort of a like this.</i></p>	<p>from others, mutual need, team work, individual contributions that I don't have</p>
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Table 4d: Sisi's coded experience data samples

Group three

Interviewer questions and interviewees' answers	Descriptive/evaluative phrases
<p>Hali</p> <p>1. <i>My name is Hali. I work here in Lavender School, year 6 teacher. I'm married and erm,--- that's just it. I'm just a simple regular person. Yeah.</i></p> <p>Q: What did you do before you came to work here?</p> <p>2. <i>I was working at a school called 'All about Kids' (mm). I was a nursery supervisor there. Yes before I got to come here (OK).</i></p> <p>Q: Could you describe what you do as your profession at the moment?</p> <p>3. <i>OK. I'm a teacher to year 6. In my class in year 6, I prepare children for secondary school. They have gone through school for 5 years; this is year 6 so going onto secondary school. There are lots of challenges with the common entrance now. Every secondary school is er--- let's say beefing up their entrance mode and so on. So we are preparing them so hard. Sometimes we have to let go of some subjects to you know,----to bring in some of the common entrance thing and then prepare them for secondary school. So that's basically what we are doing in year 6. (OK) yes ma.</i></p> <p>Q: What made you choose this job? If I asked you to say maybe three reasons; could you say--</p> <p>4. <i>First--- I love teaching. I do it with ease. So that's why I'm here. -I wasn't always like this; I started teaching when I was 19, now I'm 28. I just erm,--- really wanted to do something. So when I left, when I finished secondary school, I started with the SAT and TOEFL and all of that, all the lectures---- At first I was scared; but after the first time I was like OH I can do this and then interest and then you see people you have taught moving higher and then bigger</i></p>	<p>Identifying with one's workplace, marital status and regular people</p> <p>Previous experience in teaching</p> <p>Providing information on the basic features of her job, pointing out challenges and modifications made to counter them</p> <p>Expression of love for teaching, connection with her age and her experience development processes; provided links to the achievement of her former pupils, recognising her emotional</p>

<p><i>and all of that. So I got so much of interest in it and then I continued. (OK)</i></p>	<p>development on the job</p>
<p>Q: How is this job fulfilling your needs?</p>	<p>Linking her need to work with her personal characteristics and resulting personal development & skill enhancement</p>
<p><i>My needs as in?---I don't understand?---</i></p>	
<p>Q: Its up to you. Do you have any needs that it fulfils?</p>	
<p>4. <i>Erm,--- Yeah. I can describe myself as a restless person. So any job at all would fulfil a part of my life of me waking up in the morning and leaving the house first, ----- and erm,--- now being able to --- give out knowledge all of that (OK). To be able to impact knowledge to children rather, I think I'm able to do that for now.</i></p>	<p>Attaching importance to appreciation from her pupils' parents and her emotional response</p>
<p>Q: OK, are there any other things it does for you like esteem, happiness, respect --?</p>	
<p>5. <i>Yes it does. Many times you meet parents that sometimes you feel these parents are not watching or maybe they are just not interested but, a parent maybe after a year or two would be like OOH I remember you and all of that --- my child wasn't doing well in this and now—you know--. Such acknowledgements and all that will really make me feel happy.</i></p>	<p>Reflecting on the response of her pupils to her interaction with them and her physical and emotional response</p>
<p>Q: How about admiration, power?</p>	
<p>7. <i>Well for admiration, sometimes I get love notes to say --- from the children and I keep that and cherish them and I really appreciate (OK, fellowship? Social life ?) social life --- well, I'm a bit of a boring person because its just ---</i></p>	<p>Maintaining the work life as a circle of three main activities; work, church & home linked to her characterization of herself as a boring person</p>
<p>8. <i>From my house to work, church back home just the circle, the same circle except maybe there's a wedding somewhere--- . but I'm just --- I would describe myself as a boring person. (OK, how long have you been in this work?)</i></p> <p>9. <i>Erm, September or lets say next month july will make it erm, two calendar years. That's in this school. (OK, what made you stay on?) Well Fatima school is like a family. Everybody is everybody's friend you know we are just moving along and then the working environment is really easy for us to just relate with each other and then if you have a problem with something there's always somebody you can talk to – either its personal, or its on the job problem, or something there's always someone you can talk to. Yes.</i></p>	<p>Tenure and also maintaining work life through participation and positive relationships with colleagues</p> <p>Reflecting on the acquisition of experience over time, evaluating her effort and personal progress.</p>
<p>Q: How do you know what you should be doing in your role?</p>	
<p>10. <i>Well maybe because I've done it for quite a while I think I learned on the job and many times I research....I check. I just try to check and see if I'm being stereotyped, or people are moving higher and I'm still in the same place. so I always try and check if I'm just here, for example, assistant teacher doing the job of teacher. I just try my best. (OK. Do you have a job description?)</i></p>	<p>Providing information on how her skill enhancement allowed her to perform a more senior role</p> <p>Structured aspects of the work content</p>
<p>11. <i>Did you say a job description? Well – I'm supposed to have a job description because right now in the class I'm an assistant teacher and but erm,-- I do the work of a teacher, I plan and I do everything. (Do you follow a schedule or work plan?)</i></p>	<p>Capturing her use of preparedness, comparison with other people to highlight her strengths and weaknesses</p>

<p>12. Yes, I do follow a timetable and then the timetable I still follow a plan following that timetable (OK).</p>	
<p>Q: What does it take to perform your job successfully with excellence?</p> <p>13. Well for me prior planning because I don't work so well under pressure—I know a lot of people will say erm,— in their CVs I work very well under pressure that doesn't apply to me. So I plan, I plan ahead of time so when I get to the class I know exactly what I want to do and then I have add ons that you know, to just add on to --- my lessons and all these things.</p>	<p>Linking the positive effect of her preparation to required activities of her role; her addition of own material and personal resources and elaboration of the positive and significant aspects of prior planning</p>
<p>Q: What has worked for you personally from your own experience?</p> <p>14. Like on the job? Mmmmm--- making up my own ----er, lets say making up my own notes my own sort of erm—unofficial curriculum by the side that would just guide me you know, and that's it. It has really worked for me. I just have have a little book. Its not what I would submit to my head, head of department or anything but it helps me a lot and then I have content from there to deliver to the children because sometimes you may forget. Maybe, I would want to do this just in addition to what you're supposed to do but you forget because of you know, daily chores and all of that. So that notebook helps.</p>	<p>Unable to see anything difference the work environment entails; she maintains the same course outside work</p>
<p>Q: OK, what would you do differently if this were not a work-related situation?</p> <p>15. OK, mmmm—I don't think there's anything I would do differently yeah because I tried it out recently, erm,— teaching children in my estate and I noticed that I was doing exactly the same thing I do in school yes.</p>	<p>Maintaining her work activities requires more of her time</p>
<p>Q: What have you had to personally let go of?</p> <p>Well my time (laughter). Yeah my time because where I was working before we close at 2 and all of that and here I close at 3.30, sometimes 4, traffic going home. So its just my time. (OK, have you discovered any unexpected aspects of your job?) No not yet.</p>	

Table 4e: Hali's coded experience data samples

Interviewer questions and interviewees' answers	Descriptive/evaluative phrases
<p>Q: Hello, Good afternoon, (M; Good afternoon, you're welcomed!) thank you so much for agreeing to take part in this interview. My first question is could you tell about yourself please</p> <p><i>M: My name is Mr. Miki, Generally. I'm a Nigerian from X State. I studied B. Sc. Mathematics and mathematical engineering. I'm a teacher of year five, Fatima school, as of now I've been here for the past three to four years, teaching...I've been teaching going on six to seven years now.</i></p>	<p>Identifying with one's self with nationality and ethnicity, formal qualifications workplace, and tenure</p> <p>Previous experience in teaching</p>

<p>Q: Okay. What did you do before you came to work here?</p> <p><i>M: As in the morning.. or what?</i></p> <p>Q: Yes. You said you've been here for four years, what did you do before you came to work here?</p> <p><i>M: Before coming here, I've been a teacher, been teaching</i></p> <p><i>Q: What made you choose this job?</i></p> <p><i>M: Three things, the passion that I have for teaching, I love my pupils, I love being their teacher, all the years I've been teaching different children, helping them to learn</i></p> <p>Q: Erm... how is it fulfilling your needs?</p> <p><i>M: It fulfill my need, the job is interesting, the need is just to fulfill the mission</i></p> <p><i>That as a teacher I'm satisfied with my job if I'm doing it to the best of my knowledge, I'm satisfied with the results which is my effort,</i></p> <p>Q: Is there anything else that it does for you?</p> <p><i>M: Yes. That I can at least find something that gives me self-satisfaction, I enjoy it more than if I'm in any other job rather than being a teacher</i></p> <p>Q: How about things like happiness,</p> <p><i>M: Yes. I feel happy if I'm satisfying the needs of the job, if the children are happy with me and I'm happy with them not I'm fulfilled</i></p> <p>Q: Okay. How long have you been in this role?</p> <p><i>M: this role (Yes.) I said I'm been in it for the past six to seven years. (In this school) In this school, I've been in this role for the past three years</i></p> <p>Q: Okay. What made you stay on?</p> <p><i>M: Because of the environment, it has been educative, with my background, I've been able to fit in..</i></p> <p>Q: How do you know what you should be doing in your role?</p> <p><i>M: I don't understand you...pardon?</i></p> <p>Q: How do you know what you should be doing in your role? Do you have any kind of job description?</p> <p><i>M: I do. As it is now, you have a job description that tells you all you need to do about teaching, then</i></p>	<p>Identifying with one's occupational choice as a kind of passion</p> <p>Providing emotional and cognitive processes as sources of needs fulfilment; only job of interest and self-rated performance appraisal</p> <p>Equating his emotional response to those of others</p> <p>Seeing himself as fitting into the work environment</p> <p>Providing information on the basic features of her job, pointing out the distinction between regular activities and extra-curricular activities</p>
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<p><i>there is the extra-curricular activities</i></p> <p>Q: Do you follow any kind of schedule?</p> <p><i>M: yes I do. Fatima school has a schedule that all the teachers for teaching. I follow..kind.. I think it's the nature of the job</i></p> <p>Q: What does it take to perform this job successfully with excellence?</p> <p><i>M: What it takes to perform this job successfully, is just the ...</i></p> <p>Q: From your own experience, what has worked for you personally?</p> <p><i>M: What has worked for me personally is...I manage to do my best, at least I put in my effort to get it done...take my time to do it no matter what it takes...</i></p> <p>Q: What have you had to personally let go off?</p> <p><i>M: I think it just ridicules,...ridicules, whatever other people are saying about you, just let it go, just let it go, usually it's er...I just let things go...</i></p> <p>Q: Have you discovered any unexpected aspects of your job?</p> <p><i>M: Er... yes. Unexpected part of my job is.. sometime you will be given lesson plans, I mean topics to teach that you have not ... you are not that familiar with as yet..there's nothing you can do ..you just have to brace up yourself and find how to do it and get success</i></p> <p><i>Qay: Okay. If it wasn't a work-related situation, what would you have done differently otherwise?</i></p> <p><i>M: Er... not really.</i></p> <p>Colleagues</p> <p>Q: Okay! Do you have an immediate line manager?</p> <p><i>M: Actually, you know I work with the head of Primary, the school head, and erm...other teachers</i></p> <p>Q: Okay! What is working with him/her like?</p> <p><i>M: She is good. She really does the work and the behaviour on the work is good too. It move the work</i></p> <p>Q: those people, Do you feel that they care about you?</p> <p><i>M: I think they do.. because sometimes I go to meet them for a problem,... they are open to suggestions... Yes.</i></p> <p>Q: Do you trust them?</p>	<p>Appraisal of performance in terms of putting in effort and time</p> <p>Concerns about ridicule from other people</p> <p>Other concerns about having enough time to master topics expected to be taught</p> <p>Working well with his line manager</p> <p>Providing reasons underlying his evaluation of good working relationships</p> <p>Information about his character of not trusting anybody</p> <p>Differentiated like and respect from trust</p>
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<p><i>M: Really I don't trust anybody! That's how I am. That's one aspect of my own character, but I believe in them and I like them</i></p>	<p>Providing information that the work environment is favourable and why</p>
<p>Q: How about your colleagues, the people you work with?</p>	<p>Reflecting on what he does on a daily basis</p>
<p><i>M: I respect them...., I like them...., but trust? I have told you I don't trust anybody and that is that.</i></p>	<p>Appraising his pupils performances</p>
<p>Q: What is working with them like?</p>	
<p><i>M: working with them in this particular environment is accommodating, we're free..., if you can do anything for another, you do...so you see the environment is one that the people you work with are helpful.</i></p>	<p>Appraising his pupils performances</p>
<p>Q: what did you do at work yesterday?</p>	<p>Appraising his pupils performances</p>
<p><i>M: Yesterday on my work or,...? (Yes) I did my teaching, all the subjects that I'm supposed to teach on my time table, I did marking, got the homework marked, and prepared some homework for today. Then I started preparing the work that they did today</i></p>	<p>Appraising his pupils performances</p>
<p>Q: Okay. Do you do any reporting? Do you write any reports?</p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p><i>M: Yes we do many kinds of report.., on our subject matter.., on the children and other general reports</i></p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p>Q: Okay. So do you do this on a daily or weekly basis?</p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p><i>M: Yes we do weekly reports because we do continuous assessments. Continuous assessments take the form of a weekly... we give them assessments every week</i></p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p>Q: Okay. Looking back on yesterday, what made your day?</p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p><i>M: What made my day yesterday was my pupils performance in the classroom. At least what I was teaching..., they were able to follow.., I think I can say yesterday 100% of the children got the lesson and we cover everything on the curriculum</i></p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p>Q: Okay. Did you have... I think we have answered that... Among the activities that you performed yesterday, were there any ones that you would choose not to do if you had the choice.</p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p><i>M: No.., No.. there's none!</i></p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p>Q: Do you have any kind of set targets?</p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p><i>M: Yes. Targets, I have two targets. My set target is to....make sure the vision, the mission and vision and the educational goals of my pupils are ... based on the vision. I'm working towards the vision and mission that we have in the school curriculum, we have both vision and mission</i></p>	<p>Identifying his two main targets as achieving the mission and vision of the school</p>
<p>Q: Are you achieving those targets?</p>	<p>Identifying with his workplace achievements, and qualifications of his levels of attainment of Set targets</p>

<p><i>M: Yes....Yes, yes we are.. at least 90% of it yes.</i></p> <p>Qay: How do you feel about having targets?</p> <p><i>M: Er... I think that having targets will give you more.... It will push you more..</i></p> <p>Q: Okay. What activities did you spend most of your time on yesterday?</p> <p><i>M: Yesterday is to...I spend most of my time on marking.. yesterday I marked all the work</i></p> <p>Q: Did you have all the resources that you need to get it done?</p> <p><i>M: Yes. I have resources.</i></p> <p>Q: Yes. Were you happy with the results?</p> <p><i>M: That's what I was just telling you that I'm so happy with the results, the children did very well</i></p> <p>Q: Is there any way you could have been happier?</p> <p><i>M: No! I was happy... I was extremely happy yesterday! (laughter)</i></p> <p>Q: How do you get reliable feedback on your performance on these activities?</p> <p><i>M: Feedback...., how I get feedback from the activities of the children right? How I get feedback from them is basically the work.., the children do the work that I've given them, that's basically how I know</i></p>	<p>Affirmation of the level of resource available as sufficient</p> <p>Affirmation of the levels of happiness obtained from work products</p> <p>Personal approach to the use of feedback from previous work performances</p>
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Table 4f: Miki's coded experience data samples

Group four

Interviewer questions and interviewees' answers	Descriptive/evaluative phrases
<p>Q: My first question is can you tell me about yourself?</p> <p>1. <i>It's a pleasure .. ok I'm Yeni is my name. So I was born June 15th 197X. So I had my primary school education in Highland, Nigeria as well as the secondary. So I proceeded to higher learning at Lagos State Polytechnic for my OND. So I have strong upper credit. Then I start to work to get more money to push my education; so I work while I school so I have my HND in Hotel and Catering so I came out with strong upper credit. So where I had my industrial attachment at the Rockwater Hotel in Thyme Lagos. So at end of the year they now decided to give me ---- offer me an employment. So I work with them for like 5 years before I now get employment here where I am now that is Protea Leadway Maryland and I have been here close to 7 years now.</i></p>	<p>Identifying with his workplace, formal qualification and levels of achievement</p> <p>Previous experience in hotel and catering and tenure</p> <p>Initial reasons/grounds for choice of occupation with respect to themselves/ the stand they take against/for circumstances</p> <p>Providing information about the</p>

<p>Q: OK. Well done you've actually answered most of my questions. My second question was going to be what did you do before you came here like you said you were doing your industrial attachment in another organisation (Yes) and it was also in the Food and Hotel business (Yes). How would you describe your profession now?</p>	<p>general personal development and business performance appraisal and enduring interest in the work</p>
<p>2. <i>mmmmm, generally, you know, there is advancement in almost everything now. People like to advance themselves early. You don't need to stay in one particular place so like the profession now is getting more advanced. In fact if you go almost everywhere we have hotels we have catering outfits so its getting more interesting for big players like us (laughter). [stance taken for the occupation-the progression of the profession matters to him]</i></p>	<p>Identifying with his occupational choice in terms of personal characteristics, as a kind of person-job fit and providing the reasoning underlying the conclusions</p>
<p>Q: Ok what made you choose this job?</p>	
<p>3. <i>I love meeting people, you cant, you can't cage me somewhere where I wont have ---- or meet people. So I love meeting people so I now sat down I now look at myself where will I fit in? as in what occupation will I like that I will be able to meet people. So I concluded it should be catering and hotel 'cos you meet people when you are in this organisation. Take for instance, like 2 days ago we're in Central Bank of Nigeria, their head office in Lagos. We're there to cater for them. (OK) When I say Central Bank of Nigeria you know it's a big ---- organization those are the big guys. So we were there. I have met a lot of people so I believe I'm fulfilling my aim. As in, I love to meet people so I derive pleasure in this industry. (OK any other reason?). No other reason. (so tell me about your job, the that you do here)</i></p>	<p>Providing information on the basic features of his job, pointing out the needs of clients that they serve and providing clarifications on terminology specific to the occupation</p>
<p>4. <i>The job has to do with catering for people you know, almost everybody don't have the time now to eat in their house. As in you wake up in the morning, cooking. You don't have the time for that. You like to dress up and off you go. So on your way you probably want to branch into a fast food or hotel. So what my work entails is we cater for people we provide food and beverage. We call it beverage not drink, beverage (OK). So beverage might be food in liquid form. So that's what we does, that's food and beverage (OK). (Emm, how is this, how is doing this fulfilling your need?)</i></p>	<p>Use of the job as a definite path for incremental achievement of professional goals. Evaluation of the hotel's high performance level with client</p>
<p>5. <i>Aaaa---- you know when you work at the end of the day you get paid. So the end justifies the means. I get paid at the end of the month. So with that I can take care of my needs. (what of those of your customers?) They are doing well, they are fine, they love what we are doing. That's why we have what we call repeat business. So they love what we're doing they keep coming. You can see for yourself everywhere is full --- full. In fact we have to refer some of our guests to our nearest hotel cos everybody wants to stay here. (Yeah, so any other thing like happiness, respect, any of these things?)</i></p>	<p>Expression of positive emotional responses and firm resolve to continue despite strong challenges</p>
<p>6. <i>Mmmmm --- Yes, yes, happy doing what I'm doing. Happy doing what I'm doing although the road may be ---- the direction might be dark, but we still keep on going. One or two times you meet what we call difficult guests some even try to be funny but we can still play along with them. What we're after is to get their money (Laughter). Sometimes a guest will abuse you, you are doing the right thing but they try and they try to ---- probably they believe they are paying a huge amount of money but we still try and pacify them we still try to go along with them at the end of the day they, they still pay for our service. And that's good for us.</i></p>	<p>Appraising the behavior of customers and providing examples</p>
<p>Q: So am I to understand that you have been in this role for almost 7 years? (Almost) what made you</p>	<p>Favourable evaluation of the terms and conditions of his employment contract</p> <p>Expression of ability to perform his role with ease and without instructions</p> <p>More information about the work schedule and design</p>

<p>stay on?</p>	
<p>7. <i>Emmm, I think the package is OK. Its okay. (are we talking about the salary?, the work benefits or the support that you get?) All. (All Okay, so how do you know what you should be doing in this role?) Aaaa as you know its like a daily routine. What you're doing, its what you do almost everyday. So you don't even need a dictionary or any job description (laughter). So its just like what's in you. ---- so it's more or less like natural thing to me now. So I don't need anybody to tell me to do this, do this. I tel people under me to do this, do this.</i></p>	
<p>Q: do you have any schedule that you use?</p>	
<p>8. <i>We do, we do. Like our work here we have three schedules, ther's what we call morning duty, that's between 7 and three pm. That's eight hours then then, between three and to eleven pm that's what we call afternoon shift. Then the night shift that's between eleven o'clock and seven am the following day because someone must be on ground to take care of our guests at ant time of the day because our business is twenty four hours.</i></p>	<p>Explanation of work content, terminology and reasoning behind the implementation procedures</p>
<p>Q: So do you have like when you come in, you might do some preparation then before you get to serving people and then the people come and you might have to clear away? Do you have that kind of --</p> <p>-</p>	
<p>9. <i>Exactly, e---- e - in our field there's what we call 'mis -en- place'. it's a French word that is preparation. Preparation before service. So you must get everything that needed to be get in place, probably, your tea cup, your plates, your glasses, your cutlery, everything must be set. The food on the buffet must be neatly arranged, there should be back up somewhere. So that you won't keep running helter skitter. So there's a lot of preparation before service. (so you don't follow any sort of work plan?) We do. (You do?) we do ---- like breakfast, there's a work plan for breakfast you go about this , this is where you keep this, you have to go about this, there's always a work plan so that there wont be deviation of standard. Of standard so that the new staff or something they too need to follow that plan. There's a work plan (there's consistency) Exactly.</i></p>	<p>Elaborating his own theory for the acquisition of work knowledge</p>
<p>Q: OK so what does it take to perform this job successfully with excellence?</p>	
<p>10. <i>Err---- you have to get formal education, its very important. Although we have --- there are some people they tell you you don't have to --- you don't need formal education but I'm against it. You have to get formal education. You have to go school. Then after that experience is very important. You have to acquire the experience before you can come out and tell people you're into this. You should learn it as in you go somewhere and learn it. So that's what I'm saying. (OK)</i></p>	
<p>Q: So if we are saying performance can be exceptional, it can be well-balanced, it can be fairly ineffective and it can be unacceptable, if you were to grade the needs for these performance levels, is exceptional performance for you that you must have formal qualification and experience? (Yes) so if we say emememem—well-balanced that is experience no formal qualification, how would you see it?</p>	<p>Further elaboration of a theory for excellent personal performance</p>
<p>11. <i>Well when we say well-balanced you want it to be balanced it should be experience and</i></p>	

<p><i>there should be formal education with the experience too I think its balanced. (Yes, if we want to go higher and we say exceptional?) When you say exceptional, --probably at the ---- we will now be talking about maybe advanced course (OK). You might be in the field there should be like courses that you take (on-the-job) Yes thank you on the job. (Yes so if we are talking about fairly ineffective what do you think that would be?) Erm,m --- probably, the skill is not there but that's not acceptable. (so its always well-balnaced or exceptional?) Exactly.</i></p> <p>Q: So you've also answered the next question, we were going to talk about what does it take to sustain practice at this level? you have just mentioned on the job training (<i>Exactly</i>). But for you what has worked for you personally?</p> <p>12. <i>Emmm--- I think my background, the formal education really helped me, the experience and the training on the job. We do a lot of training on the job 'cos you don't need to stay at one point. You need to keep moving. Keep moving with the trend. So that's really all that we are doing (OK could you give an example, whether it's the training or the formal education that you find yourself having to draw on then?) we just had em,-- we just concluded a training online like three weeks ago. We call it the JUICE course. (OK It was being organised by Rosemary, Rroteam International so there's questions that keep coming so it keeps coming and if you supply the wrong answer, the system will tell you you're wrong. So at the end of the day, they still put your mark together. They said we would get the certificate from Harvest Africa. So with my formal education, I was very good on the test, almost all the questions they are asking me I have already gotten the knowledge. So I was so happy. The course need to take me like 45 minutes to finish but it was at like 10 or 15 minutes, I'm out of the room. So my formal education helped me.</i></p> <p>13. <i>the job. Just try to be yourself, anything you are doing, you have to do it well'</i></p>	<p>Evaluating his own performance methods and providing reasons for his conclusions</p> <p>Providing information on the types of organisational training taken</p> <p>Emphasizing the need to be one's self in a job and to do a job well</p>
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Table 4g: Yeni's coded experience data samples

Interviewer questions and interviewees' answers	Descriptive/evaluative phrases
<p>1. <i>I'm Mono. Emmm – I work with food and beverage department Protea hotel Leadway as a cashier. Come from Sandy Rivers State Nigeria. Emm—what else? I think I'm a quiet person and I'm (If you can just speak up just a little bit cos I'm recording it) OK, Alright, alright</i></p> <p>Q: What did you do before you came to work here?</p>	<p>Identifying with her occupational choice as a cashier, her ethnicity and personal characteristics</p> <p>Previous work experience in the hospitality business</p>
<p>2. <i>Mmmmn--- my first working experience was with a --- has been in the hospitality industry. First I work with emm—Flanet One. Flanet One is just along the road here along Robolagi Mank way as a waitress. There they have a coffee shop I worked there too. Coffee shop and baker's shop, I worked there. They have emm—ice cream shop I worked there too. I worked in the bar though for few weeks. Then before I moved to Rosemary hotel Lagos.</i></p>	<p>Providing emotional and cognitive processes as sources of benefits from the job</p>

<p>Q: If I asked you to describe three key reasons why you are interested in this job what they be?</p>	
<p>3. <i>Customer service. You get to meet people and based on the fact that it's a high profile hospitality business that I work in you get to meet top business people and emmm-- top politicians. We get to interact with them. At least it helps to boost your confidence</i></p>	<p>Providing information on the basic features of her job, pointing out how the system works; making the connections between her job, those of the waiters and cooks</p>
<p>Q: Thank you. So tell me about your job, what do you do?</p>	<p>Providing emotional and cognitive processes as sources of needs fulfilment; the types of person who is suited for the job, emphasizing the importance of humility</p>
<p>4. <i>Basically, currently I'm working as a cashier. I told you earlier on. Basically what we do is to print bill, once the waiter brings the docket we enter it into the system, then send it to the kitchen before the waiter gets to the kitchen with his own copy of the docket our printer had already, our system has already sent copy to the kitchen. So what the kitchen does is to attach the copy of the food that our printer has sent, -- the system has sent to their own system, then they attach and prepare the food. When the food is ready, if it is room service, we print immediately but if its restaurant we get to wait when the guest is through with their food we get to print the bill. Then we also take room service calls. We take orders from room service. We give it to the waiter that is on room service call, for preparation</i></p>	<p>Providing information about the work contents necessary for business services and positive performance</p>
<p>Q: OK. How does it fulfil your need?</p>	<p>Serving the needs of customers; cognitive processes elaborating the needs of customers</p>
<p>5. <i>I think its somehow related to the first question you get to meet with people and emmm-- if you are this kind of person that loves interacting, meeting with people, you you find out that you are fulfilled doing this kind of job and again you really, really need to be humble to work in the hospitality industry because if you are not humble there's no way you can be friendly with a guest.</i></p>	<p>Differentiating between emotional responses towards different types of customers' behaviours</p>
<p>6. <i>Sometimes you meet a guest that can be very difficult you have to be very, very humble person to calm the guest down and make the guest feel at home (OK how does it fulfil the needs of your employer?). It's related too</i></p>	<p>Providing opinions about differences in customers' behaviours based on cultural backgrounds</p>
<p>7. <i>Because the employer want you to be very friendly with the guest so that the guest can come back tomorrow. So you have to be very, very comfortable talking with your guests. You have to be free with your guests to emmm—make them feel at home. So, so if you can do that and the guest comes back tomorrow, it means that the company's need being the hospitality business has been met because they want our guests to always come back.</i></p>	<p>Highlighting other benefits of the work design and providing reasons for her conclusions</p>
<p>Q: How is it fulfilling the needs of your customers?</p> <p>8. <i>One, we make them feel happy, feel at home, once they finish their meal you make sure they're okay with the food. Especially when the guest cannot finish the meal, you find out why? Some guests don't eat much food, so they just take little and they are okay. So just try and find out if probably there's a problem, a complain about the meal, probably the meal is not okay, but all things being equal if the guest is okay with the meal I believe the guest's needs have been fulfilled. (Are there any other things it does for you for example, happiness, respect, any of those)</i></p> <p>9. <i>Yes it does, when you meet a guest that is so friendly, you feel happy attending to them but if you meet a guest that is very difficult you find out that the way they talk to you it's so dehumanising, you just feel embarrassed working in the hospitality industry, and sorry to say it is common with blacks. They feel that those working in the hospitality industry, they</i></p>	

<p><i>see them as a second class citizen probably because it is not a profession that, one has a choice you are not supposed to take up as a profession.</i></p>	
<p>10. <i>But most whites ---feels that there is dignity in labour, whatever you do.. you do it well and once you are happy and comfortable about doing it, it's okay (how about fellowship, social life,--)Mmmmm--- being in ---Many a time, Rosemary hotels, like in Rosemary hotel in Nigeria, we work three shifts so that it really gives you time to go out there and socialise with other people, and do other,---- engage in other social activities compared with other hospitality company that work--- twelve shift (-twelve hours?) you find out that you're virtually living your life for the company.</i></p>	<p>Accounts of tenure in the industry and current organisation</p>
<p>Q: How long have you been in this role?</p> <p>11. <i>For the past seven years in this industry; Flanet One two years, while Rosemary hotel leadway were five years. (What made you stay on?) The job, it's interesting, you get to meet people, you get to meet --- would I say category? (laughter), you get to meet different category--- (kinds) different kinds of people; you know, different kinds of people that those that are kind would want to make you stay in the job, but those that are difficult (laughter, lots of laughter) as I said earlier on will make you think OH my God! What am I doing here? So it's really, really interesting working in the hospitality industry.</i></p>	<p>Giving a positive evaluation of encounters with people on the job and providing underlying reasons</p>
<p>Q: How do you know what you should be doing in your role?</p> <p>12. <i>I think there's job specification, there's job specification, so coming in the human resources manager gives you your job specification, what you need to do, where you need to give helping hand, and tells you how far you can do that (Do you follow any kind of schedule?). We have work schedule. We come in swipe in your card, you have to swipe in your card to register--- it's a kind of registering your card that you have resumed duty while you--- the other cashier that you are taking over from gets to brief you; Okay this is what we have in the kitchen, you can even go further to ask the chef, the 'availables and the non-availables', the speciality for the day and all that.</i></p>	<p>Providing information about the general aspects of the work design and performance expectations; including areas for self-initiation</p>
<p>Q: What does it take to perform this job successfully with excellence?</p> <p>13. <i>Mm --- It takes integrity; you have to be yourself you have to be confident because emm, you get to meet high profile people in the society. Once you are not confident you won't be able to talk to your guests. (For you what has worked personally for you from your own experience?) Humility. (Can you give me an example?) If a guest, If a guest is angry over a meal. Let's say the meal is not cooked, too salty, for example like yesterday the guest is angry, the cashier or the waiter that took the order don't have to be angry. There are some guest that would go to the extreme one has to be really, really, humble. If it's a guest that is really reasonable and sensible, the guest will calm down and will listen to you. Probably there's a fault somewhere. And it has really worked. (If it wasn't a work-related situation what would you have done otherwise?) I would have walked away (laughter) I would just walk away (laughter and more laughter).</i></p>	<p>Providing information about the methods for excellent performance on the job; providing illustrations and examples</p>
<p>Q: What have you had to personally let go of?</p> <p>14. <i>I don't get you. Yes, I am a very quiet person. I am a very quiet person. But because of the job now, the job makes me to talk. In fact now I'm a talkative.. (laughter) I talk a lot now the</i></p>	<p>Making personal judgements about her reactions</p>

<i>waiters, the waiters offend me I need to speak out my mind because they would take advantage of you if you don't talk to ----so I had to---</i>	Expressing ways in which the job has resulted in changes to her personal characteristics and providing reasons
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Table 4h: Mono's coded experience data samples

As shown in Table 4h, the first and second columns consist of the interviewer questions and interviewees' answers and the related nature of work and/or its contexts. The nature of the work refers to aspects of the experience such as preparation, execution, kinds of responsibility and advancements in the processes that the individuals reported while the contexts referred to work such as aspects such as the organisational policies, relations with co-workers, and opportunities to earn income.

C4: An exemplar of the exploration of the identification with work experience of Levi using the set of eight focused questions

To advance the analytical procedures, identification with work as a specific critical factor requiring attention was explored further using the focused questions procedure. An example is presented using Levi from group two - clergies

Levi's focused question-based mapping of identification with work

Levi's described himself as follows: As highlighted by Levi, the description of who he is has two distinguishing aspects, a physical one and a spiritual one. For the physical part, the analysis identified four types of identification in the picture that Levi painted: identification with (a) his Nigerian state of origin, (b) educational accomplishments and (c) work experiences and (d) work effort. On the spiritual part, he conveyed the image of giving God autonomy over his occupational choice.

1. Discovering reasons for reasons underlying the identifications

In terms of Levi's cognitive considerations, it was not a personal preference but a personal history influenced one based on a sensing that he was being selected for a particular occupational that he was unable to shake it off due to his inability to succeed in the other goals that he tried to pursue. So after a string of unachieved goals, he had resigned to take on the will of God for him.

2. Illustrating how the identified connections continued

Whereas the self-employed individuals had complete freedom to choose where they attend their work training, the voluntary organisation owns the Bible College in which Levi was trained for the knowledge pertaining to his job contents. The organisation has the authority to hire, promote and fire the ministers. The organisation also sets its activities, programs and reports that ministers must adhere to. Using his copy of his work programme Levi outlined the operational structure in this way: Although operationally, task expectations are not directly monitored by the organisation, the Levi's performance is watched by his parishioners and his performance is evaluated through the reports submitted. In contrast the self-employed individuals direct the planning and design of the activities of their organisation in line with

their self-interests (in relation to those of their clients). The critical difference may be understood using Dutton, Roberts and Bednar's (2010) notion of control devices incorporated into the design of the minister's job and the accompanying organisation support provided. Levi stated that he is still in line because God speaks to him occasionally.

3. Digging for more reasons

Name and age characteristics were not used initially, but Levi mentioned the gift that he is able to offer members of his congregation who are both socially and professionally of a much higher status than his and older something valuable in exchange for their membership. However for the large range of members' personal demands that Levi is completely responsible for carrying out for his parishioners is guided and regulated with the assistance of his departmental head called the area pastor and his training. He also stated that it is very important that every pastor is faithful and disciplined to be filled with the spirit and not let any other thing control him. It is God who decides what will happen to you; once you enter the church the self is out of it. The organisation also teaches pastors to rest.

4. Peeling off layers after layers of reasons

According to Levi, the greatest satisfaction, joy and excitement that any pastor can have is when you pray for someone who is ill and he is healed and he comes to give a testimony, or someone wants to travel and the pastor can say to them to go ahead there will be no problem and the person can proceed with confidence, which is a part that money cannot buy. The challenges involved are many starting from the people you serve – sometimes when their expectations are not met, they begin to withdraw or want to change parish, his fellow pastors and the financial stress. When he prayed for God to give him a big break through, God said it was not his time yet. He does not trust his colleagues one hundred percent because they are first of all human beings. So sometimes to cope with the job is very stressful, you have to expect anything; everyday he encounters new people, and new experiences and he also gains experience.

5. The Detail that would not have surfaced without prompting

Levi also pointed out that the normal human being wants to be promoted or have continuous progression but in the ministry, one has to wait for the time of God because in the

organisation, it can take up to ten years before one becomes a parish priest. The parish priests also have a specific and well-organised role that they have to play outside the normal things that a pastor does – shepherding the sheep; by reason of who he is Levi finds himself embolden to go into places that he would not normally expect to be invited to, the affordances open to a parish priest opens up new opportunities to meet people of all social class personally – rich people, politicians and average people. On the other hand, when he started he was still bubbling with life and he had lots of friends, but gradually his started to lose many of his friends and self does not come into it. And anytime he had money favours that he did not expect, he is happier; he takes time to pray and fast for himself and his work. He does not like self-appraisal he prefers the praise of others.

Identification of key words or phrases, links and priority

To generate Levi's cognitive map, identification of key features, links and priority was interpreted as the interviewee's own facts, views and opinions of their connections to or choice of self-employment or the job as an occupation, their interactions with colleagues and clients and the organisation as the workplace. Levi's line of reasoning is applied to the evaluation of the presence of a mega critical incident in the data as the 'Interest in working for God' depicted as the central for building his cognitive map illustrated in Figure 9a.

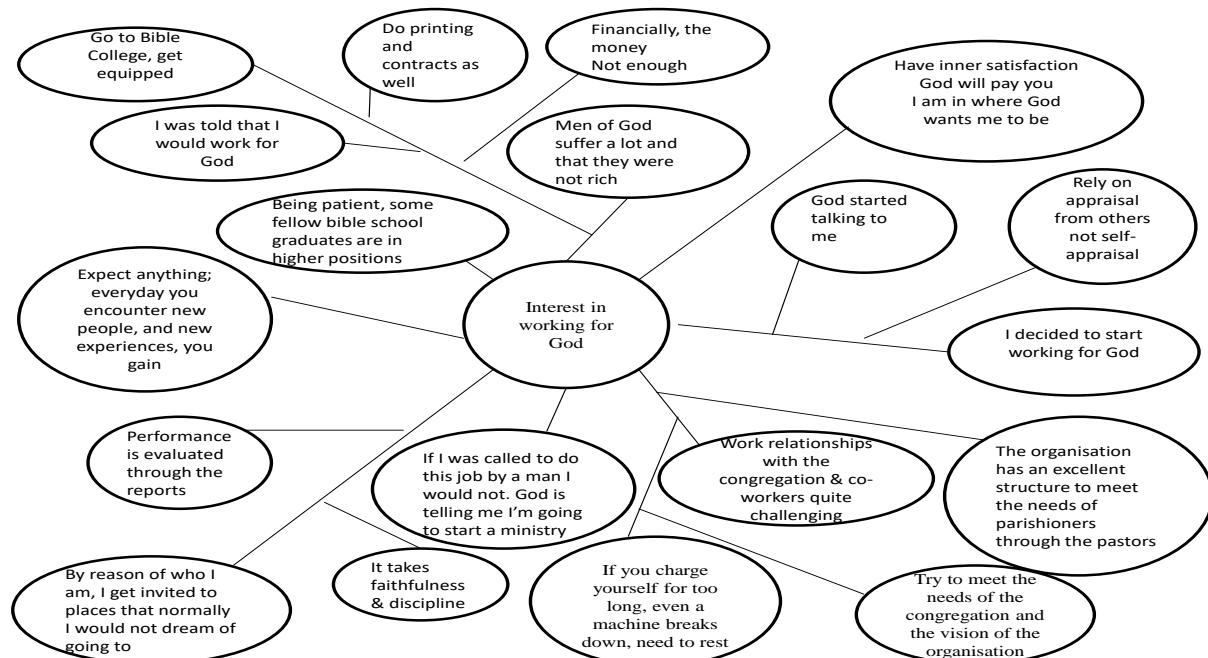


Figure 4a: Levi's cognitive map

Levi's cognitive map depicting a differing central focus stemming from his descriptions and evaluations was the notion of a decision to work for God.

C5: Illustrations of an exemplar of the exploration of and progression of the connection to work analyses for Miki using the set of eight focused questions

Focusing on underlying reasons and producing a process checklist of observable interactions is developed for repeating the process. This guided the analysis to a final stage of identifying a central critical factor; on which to build a visual representation of the sampled participant's own views in relation to particular issues. An example from group three - teachers

Miki's case description

When asked to describe who he was Miki defined himself with the characteristics of his occupational choice as a teacher, his workplace, qualifications, nationality and his ethnicity.

"My name is Mr. Miki... I'm a Nigerian from Cross Rivers State. I studied B. Sc. Mathematics and mathematical engineering, I'm a teacher of year five, Fatima school, as of now I've been here for the past three to four years, teaching...I've been teaching going on six to seven years now.. the passion that I have for teaching, I love my pupils, I love being their teacher, all the years I've been teaching different children, helping them to learn." For Miki, the description of who he is incorporated three main aspects; nationality, formal qualifications, and work. For the work part, the analysis identified four types of identification in the picture that Miki painted: identification with (a) his longevity in the industry, (b) entrance into teaching as the only job we want to do, (c) his passion for teaching and (d) his method of teaching as helping his pupils to learn as well as (e) her love for his pupils.

Discovering reasons underlying the identifications, Miki's is happy that he has found a job that he is passionate about, in his words "*That I can at least find something that gives me self-satisfaction, I enjoy it more than if I'm in any other job rather than being a teacher. Because of the environment, it has been educative, with my background, I've been able to fit in..*" and he does seem to have a clear understanding of what teaching his pupils required as well as the broader remit of incorporating some extra-curricular activities that are not specified, "*you have a job description that tells you all you need to do about teaching, then there is the extra-curricular activities. Katima school has a schedule that all the teachers follow for teaching, I*

follow..that.. I think it's the nature of the job" and the technical skills to translate the details of his organisation's mission and vision statements into his teaching plans "*My set target is to....make sure the vision, the mission and vision and the educational goals of my pupils are ... based on the vision. I'm working towards the vision and mission that we have in the school curriculum, we have both vision and mission, sometimes you will be given lesson plans, I mean topics to teach that you have not ... you are not that familiar with as yet..there's nothing you can do ..you just have to brace up yourself and find how to do it and get success.*" He reiterated his commitment to the mission of the organisation and adaptations that have to be made showing that he was not merely maintaining his employment contract.

Second, reasons found underlying the identification made here relates to a continuity link between teaching experiences, types of interpersonal behaviour, organisational support, and personal responses such as trust and care for others because these factors made up parts of the work qualities that are attributed to engagement experiences and to what engenders it at work. Miki conveyed that he had a very good relationship with his pupils, and with his colleagues, he is also convinced they care about him just as he cares about them "*I think they do.. because sometimes I go to meet them for a problem,... they are open to suggestions. I work with the head of Primary, the school head, and erm...other teachers. She (the head of primary) is good. She really does the work and the behaviour on the work is good too. It move the work... working with them in this particular environment is accommodating, we're free..., if you can do anything for another, you do...so you see the environment is one that the people you work with are helpful.*" In Miki's view him and his colleagues bolster each other up. A third aspect was illustrated in how the identified connections continued. A distinguishing feature of this way of rationalising is supporting his positive image of the work environment despite his experience of some negative behaviour from some of his colleagues, "*I think it just ridicules,...ridicules, whatever other people are saying about you, just let it go, just let it go, usually it's er...I just let things go...*" He dismisses uncivil behaviour from others rather than letting himself be vulnerable, which strengthened his freedom to bring his strengths and weaknesses to the workplace and assert his own strong opinions such as, "*I respect them...., I like them...., but trust? I have told you I don't trust anybody and that is that.*" Digging for more reasons in terms of his day-to-day enactments of task activities, to cement his understanding of this characteristic, he firmly believes in his efforts, "*What has worked for me personally is...I manage to do my best, at least I put in my effort to get it*

done...take my time to do it no matter what it takes...I feel happy if I'm satisfying the needs of the job, if the children are happy with me and I'm happy with them, I'm fulfilled". Peeling off layers after layers of reasons however, his course of actions are set by a further set of beliefs regarding his colleagues in his own words are, "Really I don't trust anybody! That's how I am. That's one aspect of my own character, but I believe in them and I like them" The Detail that would not have surfaced without prompting included similarities between his personal characteristics and those of the organisation, which was a binding quality encouraging Miki's long-term intentions with Katima school.

Identification of key words or phrases, links and priority

Identification of key features, links and priority was interpreted as the interviewee's own facts, views and opinions of their connections to or choice of self-employment or the job as an occupation, their interactions with colleagues and clients and the organisation as the workplace at the individual level. The clusters of ovals in Figure 9b indicate being passionate about teaching as the central focus and the most informative set of phrases that could be used for producing the summaries of Miki's experiences.

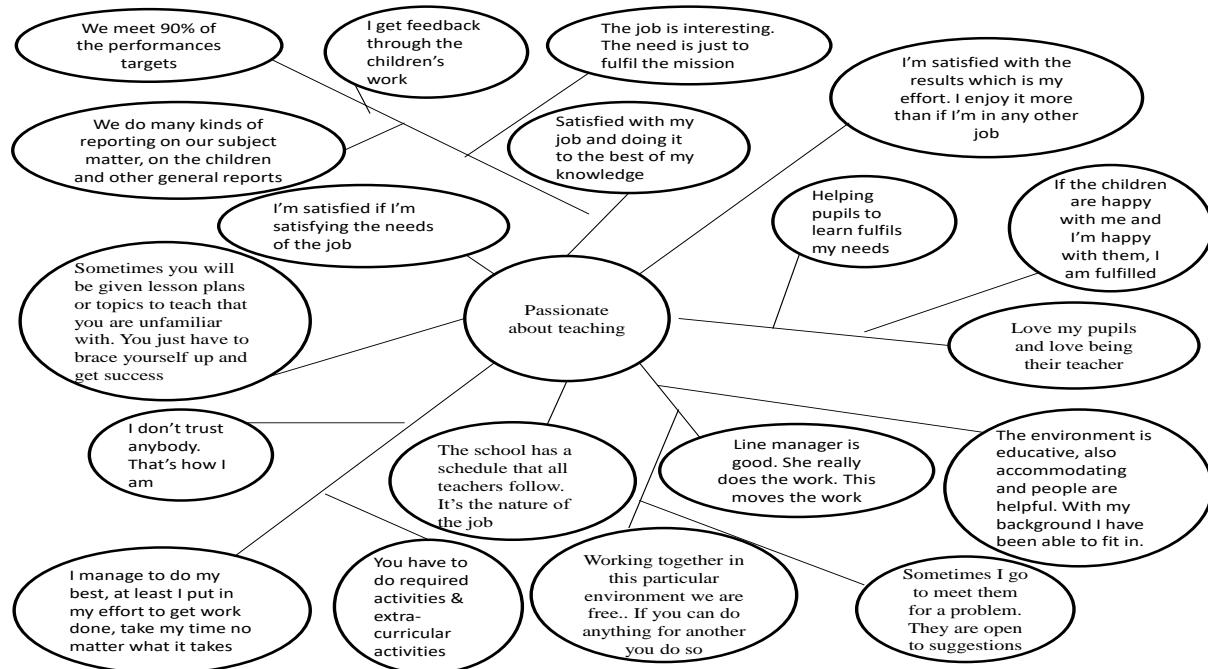


Figure 5a: Miki's cognitive map

The clusters of ovals in Figure 5a indicate being passionate about teaching as the central focus and the most informative set of phrases that could be used for producing the summaries of Miki's experiences. Underneath it all, a distinguishing feature of his intuitive judgment is the positive support he associates with negative attributes of the work environment. When Miki's rationalisation is compared with more experience segments from his interview, these initial judgements were strengthened. The progress of Miki's case description with the addition of more information is reproduced here to show the progression of the compilation of the individual case studies. More examples of the case descriptions after further advancements are presented in Appendix C6.

(a) Progressing Miki's case description

When asked to describe who he was Miki defined himself with the characteristics of his occupational choice as a teacher, his workplace, qualifications, nationality and his ethnicity.

"My name is Mr. Miki... I'm a Nigerian from Cross Rivers State. I studied B. Sc. Mathematics and mathematical engineering, I'm a teacher of year five, Fatima school, as of now I've been here for the past three to four years, teaching...I've been teaching going on six to seven years now.. the passion that I have for teaching, I love my pupils, I love being their teacher, all the years I've been teaching different children, helping them to learn."

For Miki, the description of who he is incorporated three main aspects; nationality, formal qualifications, and work. For the work part, the analysis identified four types of identification in the picture that Miki painted: identification with (a) his longevity in the industry, (b) entrance into teaching as the only job we wants to do, (c) his passion for teaching and (d) his method of teaching as helping his pupils to learn as well as (e) her love for his pupils. He simplified what was required for him to get the job done as "*the job is interesting, the need is just to fulfil the mission... as a teacher I'm satisfied with my job if I'm doing it to the best of my knowledge, I'm satisfied with the results which is my effort,*" which were his driving forces.

Discovering reasons underlying the identifications, Miki's is happy that he has found a job that he is passionate about, in his words "*That I can at least find something that gives me self-satisfaction, I enjoy it more than if I'm in any other job rather than being a teacher. Because*

of the environment, it has been educative, with my background, I've been able to fit in..” and he does seem to have a clear understanding of what teaching his pupils required as well as the broader remit of incorporating some extra-curricular activities that are not specified, “*you have a job description that tells you all you need to do about teaching, then there is the extra-curricular activities. Katimam school has a schedule that all the teachers follow for teaching, I follow..that.. I think it’s the nature of the job*” and the technical skills to translate the details of his organisation’s mission and vision statements into his teaching plans “*My set target is to....make sure the vision, the mission and vision and the educational goals of my pupils are ... based on the vision. I’m working towards the vision and mission that we have in the school curriculum, we have both vision and mission, sometimes you will be given lesson plans, I mean topics to teach that you have not ... you are not that familiar with as yet.. there’s nothing you can do ..you just have to brace up yourself and find how to do it and get success.*” He reiterated his commitment to the mission of the organisation and adaptations that have to be made showing that he was not merely maintaining his employment contract.

Second, reasons found underlying the identification made here relates to a continuity link between teaching experiences, types of interpersonal behaviour, organisational support, and personal responses such as trust and care for others because these factors made up parts of the work qualities that are attributed to engagement experiences and to what engenders it at work. Miki conveyed that he had a very good relationship with his pupils, and with his colleagues, he is also convinced they care about him just as he cares about them. To elaborate the extent to which Miki feels free to reveal his strengths and weaknesses in the workplace, he is appreciative of help from his colleagues. As he explains, “*I think they do (care).. Because sometimes I go to meet them for a problem,... they are open to suggestions. I work with the head of Primary, the school head, and erm...other teachers. She (the head of primary) is good. She really does the work and the behaviour on the work is good too. It move the work... working with them in this particular environment is accommodating, we’re free..., if you can do anything for another, you do...so you see the environment is one that the people you work with are helpful.*” In Miki’s view he and his colleagues bolster each other up. Importantly, he valued personal relationships with his pupils and colleagues, which fulfils the essential requirements of Kahn’s (1990) psychological safety.

A third aspect was illustrated in how the identified connections continued. A distinguishing feature of this way of rationalising is supported by his positive image of the work environment despite his experience of some negative behaviour from some of his colleagues, “*I think it’s just ridiculous,...ridicules, whatever other people are saying about you, just let it go, just let it go, usually it’s er...I just let things go...*”. He dismisses uncivil behaviour from others rather than letting himself be vulnerable to them, which strengthened his freedom to bring his strengths and weaknesses to the workplace and assert his own strong opinions such as, “*I respect them...., I like them...., but trust? I have told you I don’t trust anybody and that is that.*” To cement his understanding of this characteristic, he firmly believes in his efforts, “*What has worked for me personally is...I manage to do my best, at least I put in my effort to get it done...take my time to do it no matter what it takes...I feel happy if I’m satisfying the needs of the job, if the children are happy with me and I’m happy with them, I’m fulfilled*”. However, a further set of beliefs regarding his colleagues in his own words are, “*Really I don’t trust anybody! That’s how I am. That’s one aspect of my own character, but I believe in them and I like them*”

Digging for more reasons in terms of his day-to-day enactments of task activities, In a pursuit to make the job and organisational setting work for him, Miki has described a willingness to voluntarily put in his personal time to master new tasks, going further he also underplays the influence of ridicule from colleagues, which could be labelled as a form of incivility in the workplace. While it is important that others are able to recognise his strengths and weakness, in his judgment as long as he can say that he has done what he is able to do he is happy.

Peeling off layers after layers of reasons, Miki sees his job proving him the opportunities of exploring what he is capable of, “*I discovered that my decision to take this job is.. has let me expose some of the ways that I can take for improving myself and for learning things that I’m supposed to know in order to do my job well, things that I’m supposed to know. I find out that that’s the best decision, because there are more..., a lot of things hidden things about myself that I wouldn’t have known. That I have... this job has been able to expose it to me and I’m now aware of it. At least I’m better .., exposed now!. .experienced,...mm*”. Thus, Miki welcomed the stream of new ideas and as motivational forces, his course of actions are shaped by them personally and professionally.

The detail that would not have surfaced without prompting included similarities between his personal characteristics and those of the organisation, which was a binding quality encouraging Miki's long-term intentions with Katimam school.

In summary, in Miki's own words, "*for my social life I belong to a lot of associations, even social gatherings outside, because my Friday, Saturday, Sunday is free so I have time. I always.. on Sunday I start getting prepared for my work so on Monday morning, I'm full of energy because then at least I've relaxed at home, getting okay for the week to go. I see my future in this organisation. I don't have other plans so far.*" Thus, Miki revealed how he successfully uses his non-work activities to re-energise and his intentions to commit to his organisation for as long as possible.

So the clusters of ovals in Figure 9b still indicated a set of the most informative phrases that could be used for reflecting on Miki's experiences. This exercise was performed for each individual in the four occupational groups sampled. The variation in the views of the selected individual case descriptions shaped the refocusing of attention on the degree of variation and cognitive mapping was used to create visual impressions of the differences between the cases as a separate procedure and to develop some propositions regarding the causes or reasons for the differences in viewpoints.

C6: Exemplars of the connection to work analysis for each occupational group using the set of eight focused questions

Self-employed cases

(a) Kaka's case description

When asked to describe who she was Kaka defined herself with the characteristics of her occupational choice in the following ways: "*I'm Kaka, I'm just a young girl who loves clothes, who loves colours and decided to mix fabrics and designs together. So I started this business*".

According to Stryker and Burke (2000), as a concept identity is an umbrella term that encapsulates people's responses to the question "who am I?" The analysis put this knowledge to use as the information to understand the components of engagement activated, since Kaka recognised a connection between her identity features, her behaviour and the outcomes in

terms of her work. In order to present the engaged nature of her interpretation of her work experiences, the clues were taken from this identification with work; the analysis identified several types of identification in the picture that she painted. The seven factors were, identification with (a) fashion design involving clothing, textiles, home economics and fine art as her subjects of interest, (b) with an ethnic group as half British and half Nigerian, (c) an organisational type as the initiator of her own business, (d) an occupational group known as fashion designers in Nigeria and (e) formal and personal qualities of the work, (f) an age group and (g) a gender as part of the context associated with Kaka's experiences.

Kaka attached other active role that her biological characteristics played in her work identification by pinpointing connections between her ethnic group of being half English and half Nigerian and subsequent occupation as a fashion designer. As she says,

"I would say--- as everyone says fashion design or fashion in Nigeria is always the same thing, I feel mine is different because I'm half English and half Nigerian so I decided to bring the best of both worlds together. So I can use the European design but use the Nigerian prints well.".... "I've always had a passion for clothes and design since I was a child. Like my parents have put me through design courses because they knew that I always like fine art, I've always liked clothing and textiles, and home economics, dressing my dolls up in clothes, I always did that –"

First, the expressions have clear relationships where the second sentence would be a function of the first one signified by Kaka's use of words like “because, so, and like” that provide clues that certain activities are a function of or responses to another. Second, the components she infused in her work identity here relates to a flow of thoughts on the link between personal endowments, types of interests, parental support, and her current practices in the day-to-day enactment of her fashion work activities as what she does as work. The assumption was that this identification was linked to her emotional, cognitive and physical connections to her work in terms of the ways in which she reasoned and acted out work activities. In turn, this accomplished identification with work was the channel for her day-to-day engagement practices. [given this personal interest/identification, the descriptions go on to relate the relationship/association between Kaka's experiences/ and her personally selected practices as manifestations of engagement experiences or acts of engaging; as well as others that show her navigating the organisational and other structural factors that influence this act

of engaging which the case descriptions demonstrate by devoting some attention to the reasoning, which she attached to them]

In other to illustrate how these day-to-day work enactments happened and continued, it was assumed in line with the engagement model that each of these factors engendered engagement in their own right. Engagement experiences can be gleaned from her degree of agency and involvement, views of herself, her work and interaction between the two (Kahn, 1990), and degree of activation (sense of energy, able to focus easily and turn successfully from one task or activity to another) and pleasure (Schaufeli et al., 2008) as features of engagement. Hence, a third aspect was the parameters of her organisation welding steady and direct influences on her work activities. Kaka responded to her work processes in the following way, “*Everyday, its...erm, when you love or have a passion for something, you get that daily dose of happiness regardless of if you made any money or if...but you've done your bit. The good thing is I'm happy that my work speaks for me so, it brings me that joy when I see people coming back or people ordering for more stuff, then I know that okay, I'm actually doing something right.*” She was excited about the positive things about the business that worked for her and looked beyond the negative things, but on the whole, she followed a line of reasoning that sustained this interest stated as, “*you just need patience but if your...if it's something, if it's something you're passionate about, you'll never lose interest in it regardless of the good or bad that comes with it--- I take every day as it comes. I just take every day as it comes. I'm not surprised; I try not to get surprised by any bad or good thing. I just still stay on the same spot so I take every day as it comes, I am thankful to God. Erm.. Its been good (laughter) I spend more time here than I do anywhere else. But it will be worth it at the end. I'm working hard---*”

Kaka’s entrepreneurial path showed high concentration of resources and is consistent with Kahn’s (1990) and Schaufeli et al.’s (2002) notions of maximum mobilization of the individual’s resources. In terms of the psychological conditions of meaningfulness, she found a meaningful niche for herself in the fashion business. As she said, “*I sit back and think about myself.. like what I can do better or what I can...the good thing is I like criticism so I listen to what people always have to say.. I ..erm, so when I put up pictures or customers come and they say oh this, this, this... or you can do it like this... I believe that you only say that not to hurt me but you only try to make me better, so I'm open to...it's an experience... you meet*

different people, then like it's amazing how...once upon a time I was a shy person but now I can talk to people and how I can like have conversations with them and tell them oh everything will be fine. Whereas long time ago if someone's having a problem I would just like walk away, like don't.." For Kaka, the impacts of the social and contextual factors on the areas where her actions were carried out did not seem to dampen her emotional positivity, desirability of her fashion work or her feelings of happiness. The strength of her positivity seemed to be set by ways of seeing work as a 'passion'. A core feature of her process of connecting to work was her argument for the vision of work as a 'passion'.

Her reactions to the stress-related experiences she encountered were painted in a very positive light and she chose to link her physical appearance to her feelings of stress to accept it as a desirable feedback in her statements that, "*stress looks good on me... everyone says that I look good and I'm like really but I'm stressed and I look at it and I guess stress looks good on me please keep stressing me out... no but I'm never...there's a balance, sometimes if I'm really, really tired and I've given them what to do .. I can be in the fabric room and I would just like stay on the floor for a while and just relax, listen to music and then I come back..*" The statements above suggested that the style of immersion in her fashion design world seemed to be of critical importance to cognitive considerations of her workplace experiences and it made a significant impact on the way that she viewed her experiences and on how she processed them. In terms of psychological availability and psychological safety, and additional to her optimistic tendencies, she also highlighted that her strengths come from the convening of various elements, she says one is "*my staff, 'cos there are dedicated, 'cos, I come to work, every day... I'm always here with them we work together, it's more of a family, we've decided to be a family than it being a work relationship and my customers too... 'cos I have customers that keep coming, so it's more of.. a lot of dedication, and just--- that's what sustained it*" Being there every day and for long periods of time to share experiences with her staff plays a central role in her work style. She is directly involved in the daily running of the fashion centre, willing to sacrifice financial rewards, more motivated by recognition from others for her work and she sees it as a means of self-discovery, that increases or adds something to her learning and development. She is constantly assessing the business environment, asking for advice and, recognising and learning about the Nigerian and other African cultural context of working. For example, she found out that "*Nigeria tailors are*

impatient they always believe that they can get something better. Staff from Ivory Coast are more loyal”.

By digging for more reasons, the ramifications or dynamics of the experiences may also be linked to the factors proposed by Kahn's (1990) and Schaufeli et al.'s (2002) models that have the potentials to enhance or diminish this positive identification. In terms of her motivational push that makes her work role special, she emphasised that, “*Even when I'm sick or I have emotional issues or what I still make sure it doesn't affect this at all.. I make sure it doesn't. 'Cos I know being around, me thinking...how do I explain this now yes I have thought about it but I just don't know how to put it right now... I think er,...my presence, and just looking at that last detail and saying just oh no, just change this and put that one, I think she will appreciate it*”. So she works directly with her clients, plans her work, manages her staff, organises and coordinates the daily operations of the fashion centre alongside the separation of a personal world which she termed as being in her own little bubble and keeping her social life active in exactly the same prior the business formation.

In terms of her organisational settings, she created the work place as a socially inviting setting, in which customers can be themselves and have personal conversations with her. She states, “*I needed my customers to know that it's somewhere you can feel safe with, know that its somewhere you can come to and relax and feel like you are home. I didn't just want to be a little shop somewhere in the market*”. Her involvement was based on the values she attached to her work style of providing an aesthetically beautiful physical setting for her customers that reflected her artistic talents and concern for customers being satisfied with the setting, developing family-type social relationships with both staff and customers. In terms of ensuing outcomes; the dynamics of her work experiences were also relevant to her achievement of effective outcomes such as recognition for her work and repeat business, and these were in line with the four outcomes that are of interest for engagement; quality of performances, personal experiences, system growth/productivity (from personal engagement model) combined with job performance (from the job demand-resources model).

To expand on her outcomes, Kaka stated that, “*what stands out for me is erm, .. I'm good at what I do and I love what I do. So even when I'm being effortless and like I'm not even putting so much work into it, it still turns out great and I'm happy with all the results I get so, ... I think that's what... it works, 'cos most of the people who know me like my mom, she's*

like, you're so playful but like when it comes to this you're so... and I say it's fun mom work is fun.." "As a leader... we are in it together. You have to bend your back to get it right." In terms of motivational and health impairment processes of the job demand-resources model, the concept of passionate identification seemed to serve as the motivational force that inspires her choices of how much of herself she gave to her work and stimulated her mental preparedness to take every day as it comes or adapting her expectations, focusing attention more on her creative excitement and being grateful to God and also provided her protection from her experience of negative effects of workplace events such as high business costs, workplace theft, lack of trust and reciprocity (e.g. loyalty or allegiance). Kaka's position towards her work practices were used to positively influence her future intentions. Because engagement experiences depends on a host of parameters, a common association advanced in the literature is a relationship between experience, outcomes and intentions to stay in work or quit desires (Zigarmi et al., 2009). The evaluations of statements made on past, current and future goals in her interview aptly reflected her desire for continued potential engagement, Kaka envisioned a never-ending relationship with her fashion work she relates that she has, "*patience to grow with the business – its something I will never give up. My life isn't mine any more it belongs to my customers... targets are some of my motivations that .. it pushes you and you get better at it.*". In response to the question of whether she would want to repeat this experience she responded, "*Definitely I can do it, I would do it, I don't even mind having it in every part of the world now. 'cos I know this is what you can do.. I have learnt from mistakes.. I'm still learning, I learn every day but I'm happy so yeah I can start it somewhere else if I had to relocate, or I would nicely do it without any stress or issues or...*" Thus, finding alternative work life participation was not an option she considered. She also expressed that whenever she had to be away, the connections that she felt turned into feelings akin to a parent and child separation, "*I feel like I'm leaving my child alone in the hands of people, I feel like the irresponsible mom if I do that....*". These entrenched strong bonds reinforced the picture of connectedness. As Kaka was overly connected to her work, the earnings uncertainty and mixed positive and negative influence of the Nigeria economy were also overlooked and as she says "*I'm different, because I'm not the regular Nigerian fashion designer, I'm ready to take risks, I'm always like two steps ahead...*". This shows her envisioned desirable future and hope within her mental picture of her business model and of her making a definite commitment to an occupation. Working in the fashion business has not affected her social life despite the time she puts in. She asserted that "*Fashion is still going to*

remain the major one and then have other brothers and sisters in ten, twenty, thirty years' time because of the way the country is". Hence, her framing of these considerations, ways of seeing and understanding that Kaka has acquired through her workplace experiences were a positive-sided representation of the events that substantiated, complemented the overall indication that she is likely to maintain high engagement levels or become more engaged in her work. Kaka communicated mainly positive impacts; although practical issues included those of being able to earn the trust and allegiance of her employees and to influence her employees to share her passion. She explained this later on in the interview when she said; "*it's like I tell people, no one is like you and for you to get people to almost be like you, you have to show them the way. So it takes a lot ---- it takes a lot of time, dedication, patience, patience, patience...*" In summary, the statements showed how she understood her role in impacting this influence. On the basis of this proposition, understanding the ways in which her employees' thoughts and actions are being made and finding ways to influence future reactions becomes critical for her as she recognised the important roles that her staff played in making the business work for her. Regarding other hindering factors that she faces on a daily basis, she stated that the electricity problem was one of her biggest frustrations aside from other technical problems experienced with her equipment as part of the business operation.

Based on steps for the mapping procedure, the descriptions used by Kaka to frame her thinking and actions or practices were complied. To visually depict the different ways that Kaka viewed her experiences, data related to these descriptions were organised into ovals of groups of words or phrases that were clustered around a centred statement and the most informative statements were built in with direct links to the centre. This is presented as a cognitive map and Kaka's cognitive map is shown in Figure 6a.

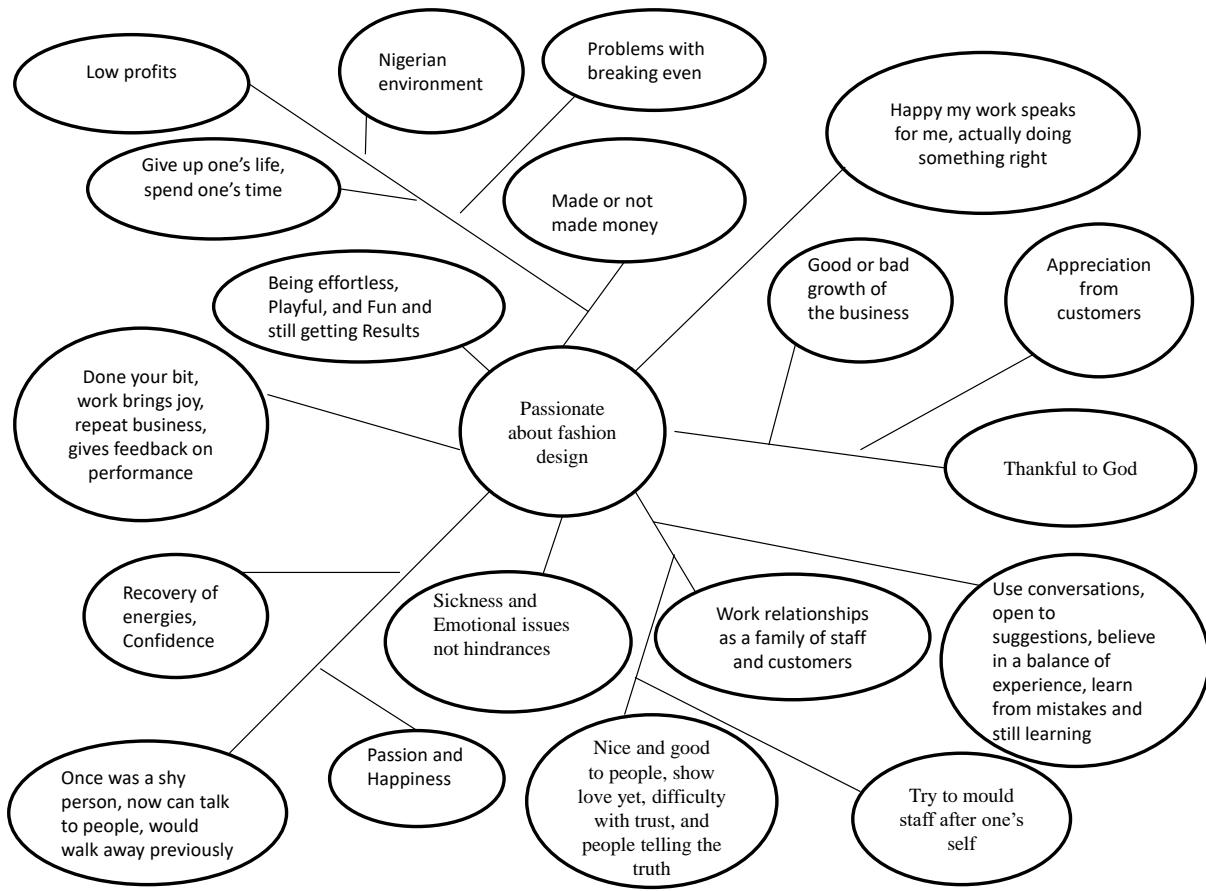


Figure 6a: Kaka's cognitive map

A work practice idea was selected as the central theme, supported by a web of other ideas and sub-categories that influenced this central idea. This layout is useful to illustrate that more than one lower-order idea relates to a particular higher-level feature. This mapping exercise served to highlight that Kaka's main focus related to the (a) thoughts and behaviour that were embedded in her descriptions, (b) her personal practices and social interactions, (c) her thoughts on collective interaction among her work groups and (d) her views on the organizational environment within which these interactions operated and/or her conclusions were drawn. It revolved around her being passionate about fashion design. The same analysis was performed for every case.

(b) Bobo's case description

When asked to describe who he was, Bobo said, "*My name is Bobo and I'm 54 years old. I had my er my early school at er Inkioara State. I attended the school of basic study Ilorin and I attended ABU Zaria between 1979 and 1982. I did my NYSC in Kano precisely with*

Padley Industry and I got my first employment with Veugeot Automobile Nigeria Ltd as a programmer and er.. I became the computer manager and AGM projects in the managing directors office and I was deployed to the training centre of Peugeot automobile to set up the training arm for To set up a unit to teach people on computer literacy and awareness ... ”

Bobo defined himself with his personal characteristics based on his job history. Then, he incorporated features of his current occupation saying, “....today I am er... I am self-employed and er... I am into property business, I am also into importation of building materials, mainly from china and er.. Of course I'm into the hospitality business... ”

In other to present the engaged nature of his experience of his work experiences, the analysis identified the types of connections in the picture that he painted. The seven factors were: (a) name, (b) age, (c) identification with educational, (d) work skill accomplishments, (e) own effort in an employment organisational and (f) a Nigerian entrepreneur occupational group as part of the context associated with Bobo's experiences.

Bobo did not feel he could tolerate the job demands in his previous employment as the general manager of a large corporation. He narrated that, “*2 months to my being acting GM, I was made a substantive GM that was the position I occupied until 2007 Nov 19, when I voluntarily resigned my appointment er... One, I resigned because the place was privatized, so because the place was privatized and secondly because the place was er.. I could not cope with the new buyer of the place*”. Rather than coping, he retired due to multiple reasons including changes in the organisational ownership from corporate to private. As such he switched from an employed general manager in privately owned firm to a self-employed managing director in his own privately owned firm. Whereas Kaka linked her workplace connections to her biological attributes and presented an image of deeply personal responses like passion, Bobo linked his workplace identification with his seniority and significant structured organisation lifestyle gained overtime in the corporate sector. He had secured his first and only employment experience in a large corporation in which he executed his primary assignment as part of the Nigerian policy of a compulsory National Youths Service for all university graduates. Hence he had previous experience of only one type of work system and thus had a deep-rooted identification with this work style.

As he stated that the dominant characteristics of this corporate work institution was that it usually provided strict operational guidelines for organisational members that structured the implementation of the work, influenced the ways in which corporate work were regarded by the general public and this in turn shaped the public image of the corporate workers as well as the ways activities and clients were attended to. He indicated a deep admiration for the structured system design and its operational ideals. On the flip side, the self-employment sector was contrasted unfavourably as an unstructured system stemming from his expressed preference for a structured system. To get himself trained for his entrepreneurial role and to acquire new skills set, he said, “*What I did was to head up to Harvard-- So what I did was ... Was to.. Was for me to go for a training because... prior to that I have been doing business, but again _____ I was too much of a corporate man. Now moving from a structured system to an unstructured system which is moving from corporate to what I'm doing now _____ consider them it is a big ... erm its new to me ____ in culture and in anything. Since then I focused more on borehole drilling and I must tell you; I failed, the business collapsed.*” Bobo had to go directly from a large organisation situation to that of a small organisation. His demarcation of the practical problems of the work experiences accompanying structured and unstructured systems provided the grounds for some of his negativity about his current experiences of self-employment work. Corporate clients know that corporate managers are not obliged to offer clients services beyond organisational assistances within the framework provided by the corporation. Whereas, a converse notion was held by private enterprise clients that the particular management style which the owner chooses is up to his or herself. According to which private managers have to decide among a variety of alternative ways in which they can satisfy their client’s demands. Bobo gave an example; “*In the banks for example, there are templates, it is a template environment. There is a format for everything. You open an account, the account is dormant, there is a process to follow to open the account. You want to take a facility, there is a process and requirements to follow... but here in an unstructured, untemplated environment like this place, you come in as a guest, you take this three bedroom. You find out that maybe they are charging you seventy five thousand naira a night... and you find that there is another person who will come and for the same facility and for the same environment that he is being charged maybe fifty thousand naira or less. So you now know that these things are obtainable in the unstructured environment like our own..*”. As Bobo elaborated, the effectiveness of this flexibility to provide personalised benefits that corresponds to his business interests is largely limited since it is to a large extent

dependent on costs conditions. However the ‘elements of this flexibility’ is no single thing; its set of characteristics is drawn and redrawn and some were traded off against some others in various ways. As such in terms of cognitive, emotional and physical connections, this recognised mismatch between his work system preference, acquired skills set and previous experience and his subsequent entrepreneurial status resulted in his non-passionate experimental approach, which produced hit or miss results. Sometimes his pattern of responses has historically changing and ambiguous reasons that drive them. The evidence for this claim comes from the statement that “*because as a one man business as people put it. You see there are so many things that you suffer from...I'm more of...I see myself more or wanting to be an entrepreneur, I'm not saying I'm a master of managing a process but ability to have a vision to create a process. To manage those processes I actually need ... er, people... off course,.. many times, I find myself trying to find myself ... where er,.. Probably, just as I said it is not in consonance with my this thing..*”

For the purpose of the presentation of findings, the analysis sought to clarify the easily identifiable main differences between Kaka’s and Bobo’s views. Bobo used the phrases ‘wanting to be an entrepreneur’ and ‘trying to find myself’ and in order to have consistency the term ‘interest in the work’ is used when individuals referring to the precise pathway very frequently attached to the work situation used the term ‘want’ instead of the terms ‘like’, ‘love’ or ‘passion for work’. A significant phrase above was his statement that he finds himself trying to find himself presumably rather than nurturing and optimising his potential capabilities. The transition into an entrepreneur seems slow as he attempts to lose some of his previous preferred styles to ensure a successful transition. He revealed that he targeted different business set ups before settling on the current one, which seems to be comparatively the most successful one. Also he tries to operate other secondary businesses alongside the hospitality business by leveraging on his importation of goods for his own business use as a means to sell to others. Hence he has no business speciality area and is open to further business developments in order to be fruitful. In terms of meaningfulness, what makes the profession worthwhile for him is the core business consideration that he always factors into his responses. For instance, the premises on which the current hospitality business is located was originally built as a set of rental properties but due to a detailed market research on the numbers of people coming into Abuja during the day, the duration of their visits and the reasons for their visits the market research revealed that a hospitality business would be better

to cater to the needs of these visitors. In terms of psychological availability and psychological safety, in one sense, even as an owner manager of a successful business, Bobo had to create his own image. This image was routinely accomplished in practical, every day activities by have a much firmer grip on the outcomes of his actions, so the self-employment work came with a need for explicit knowledge on Bobo's path of how his actions and organisational setting were received by his staff, greater awareness of the demands and needs of adopting policy standards to ensure proper staffing, and the limits of employment contract negotiations and specification of staff's work content and purposes. In terms of staffing he complained that, "*Even when you are prepared to pay more... I have seen a lot of my bank account officers, I have seen them suffering. When I say that I have seen them suffering because how much do they earn? You earn.... But they are more interested in that suit than to say that they are working for you.*" He also complained about his former acquaintances in this way; "*its people, when I was in Veugeot as commercial director, you understand, even people I thought are my friends but I didn't know they are friends of the office...Yes and that has taught me to hide myself now from when I was in office*". The unstructured form of sole proprietorship came with his sensitivity to the views, respect, recognition and expectations of others as a set of desirable characteristics that were somewhat automatically acquired with positional leadership in large corporation.

Bobo shaped some of his experiences and the work situation shaped some others. As Bobo explained, he succeeded by using his talents, extended use of his intelligence to pursue his vision, develop new ideas and solutions to his constraints, in addition to developing insights and reactions to problems. He succeeded in generating a solution to solve the electricity problem was also one of his biggest frustrations and business costs. The impact of this was that he stated the business was very successful although it was only in the third year. At the time of the interview he was undertaking building expansion work on the premises. In terms of forces driving a motivational and health impairment processes of the job demand-resources model, the drive to get it right seemed to serve as the motivational force that inspires his choices of how much of himself he gave to his work. It stimulated his development of a routine to do an appraisal at end of each day as he put it "*to see some things that I did wrong... so that I can refocus and reenergise for the challenges ahead...*" Essential to take stock every day what he called performing "*financial engineering*". In a similar way to Kaka he focuses on what he does on a day-to-day basis. Bobo's past experiences were important

ground triggering his future intentions for a number of reasons. Although, he found a meaningful business path that can support his ambitions to succeed, he revealed that he had to try out different business set ups before settling on the current one, which seems to be comparatively the most successful one. Yet the expected levels of success leads to a greater awareness of shortcomings as he neutralises this current level of success by saying “*... that is our vision for this place. I'm not saying that we are meeting that but that is our vision, what we strive to achieve*”. Bobo's convictions are that “*confronting the brutal truth*”, “*being hard working and persevering*”, “*taking responsibility for everything that happens around you*” and that “*even the so-called misfortune or spiritual attacks or something. It must be I didn't do it right at all*” are the critical factors driving his continuity. However, he sees that “*there are instances, where you cannot really say this is what you have achieved...in this environment its less of exceeding targets*” In terms of ensuing outcomes the dynamics of his work experiences were also relevant to his achievement of effective outcomes such as the success and expansion of the business, and these were in line with the four outcomes that are of interest for engagement; quality of performances, personal experiences, system growth/productivity (from personal engagement model) combined with job performance (from the job demand-resources model).

To summarise the outcomes, Bobo states that practical issues included those of being disciplined, “*what I did may not be physical, it might not be seen by anybody... it has to do with... its more about me sitting down and er,... trying to x-ray myself and then try to look at my finances ..you know the results may not be immediate but at least I have been able now to see where I took a wrong step so it is not likely that I will take the wrong step again*”. In terms of interactions with staff - his approach to relationships and interactions with his employees was based on a consideration of the differences in their backgrounds, orientations, training, culture, and short-term commitment to employment contracts. Hence he states that one “*must always see them as ... they are just channels to help youand ...they could walk away at any time*”; He also considered his impatience, “*I have always been stressing myself all the time, not sometimes*” he admits, “*At this time this is where I earn my salary and sometimes even when I say its rosy, I find myself, first the staff has to be paid first, that's the culture here.. I'm usually paid last and most times er,.. I'm not paid as at when I'm supposed to*”

The clusters of ovals in the cognitive maps shown in Figure 6b indicate a set of the most informative phrases that could be used for producing the summaries of Bobo's experiences.

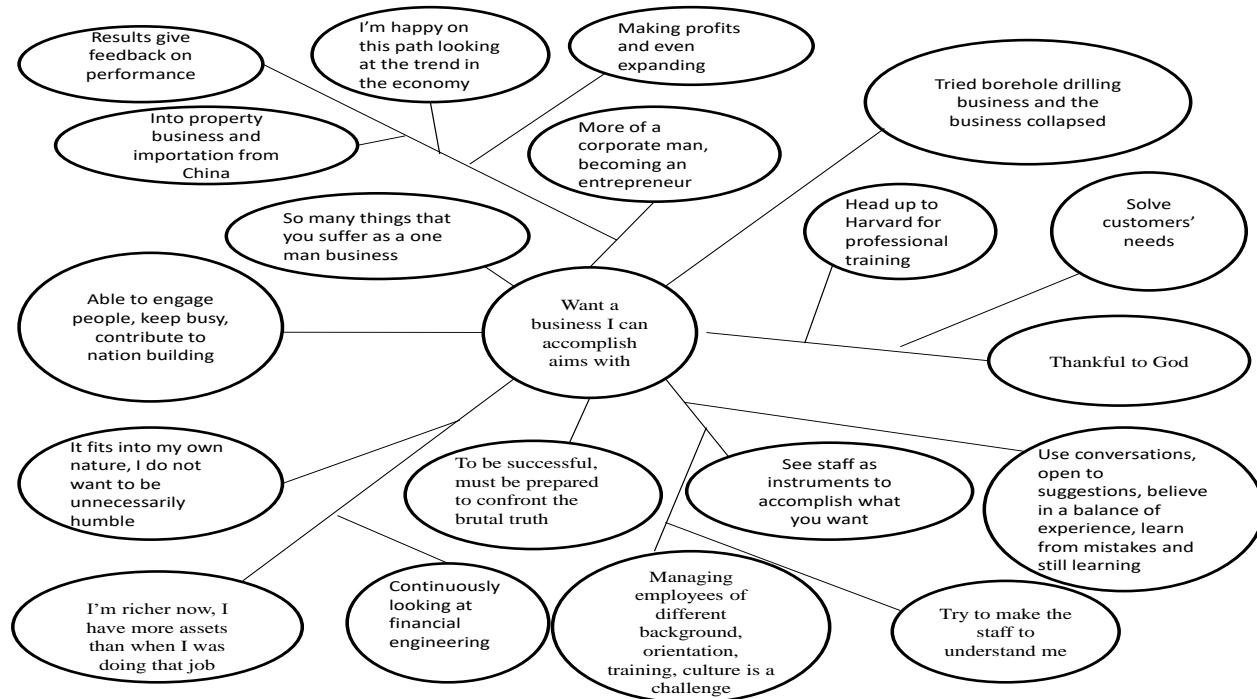


Figure 6b: Bobo's cognitive map

In Figure 6b the salient experiences can be categorised into a few critical factors; his identification with his occupational choice was personal but it seemed not to involve passion like Kaka's. This triggered positive emotions such as happiness and interest; however there was no expression of a passion for the work. Taking engagement to be a relationship with work, while both Kaka and Bobo communicated their work as a vital interest, indicative of a level of engagement, by prioritising making her work a passion, Kaka's level of engagement was judged to have additional boost in relation to Bobo. The next section presents the contrast features underlying the differentiation factor as interpreted from the interviewee's own facts, views and development of their connections to self-employment occupational choice or the job as an occupation, their interactions with colleagues and clients and with the organisation as the workplace at the individual level.

(a) Comparison of the workplace experiences on a case-to-case basis

The contrasting connection to work positions

In Kaka's view the attachment of passion to work was something that she regarded as an additional element, closer connection between her mind-set and the work based on her understanding of the world of work, which served to buttress her interest in fashion design regardless of whether she is guaranteed profit or not. For this reason, the array of reasons that Kaka and Bobo used to interpret their experience at work was employed as evidence to suggest that different levels of engagement experiences were in action. This judgments made regarding the proportional impression of engagement were guided by the conceptual model that each experience elements may interact with each other to feedback into the system to engender continuing or increasing/decreasing engagement as future outcomes sequentially. Kahn (1992) talks about recursive engagement, by which behaviours at some present time shape future experiences and behaviour and also drawing on conservation of resources theory Schaufeli et al. (2002) talk about a loss and gain spiral of work resources over time. In Figure 6c, based on the evidence employed, the insertion of a passion for the specific area of work seemed to set off the appeal of an intensification of the connections defended, practices developed or resource accumulated.

The reinforcements for Bobo's continuation seemed to be tied up with the right business for the Nigerian business environment and protection of its success. It further highlights how Bobo was not nearly so ready as Kaka to attach a love for the business as one that would deliver its operational continuation from internal and external environmental concerns such as staff loyalty and trust issues that abound in work setting.

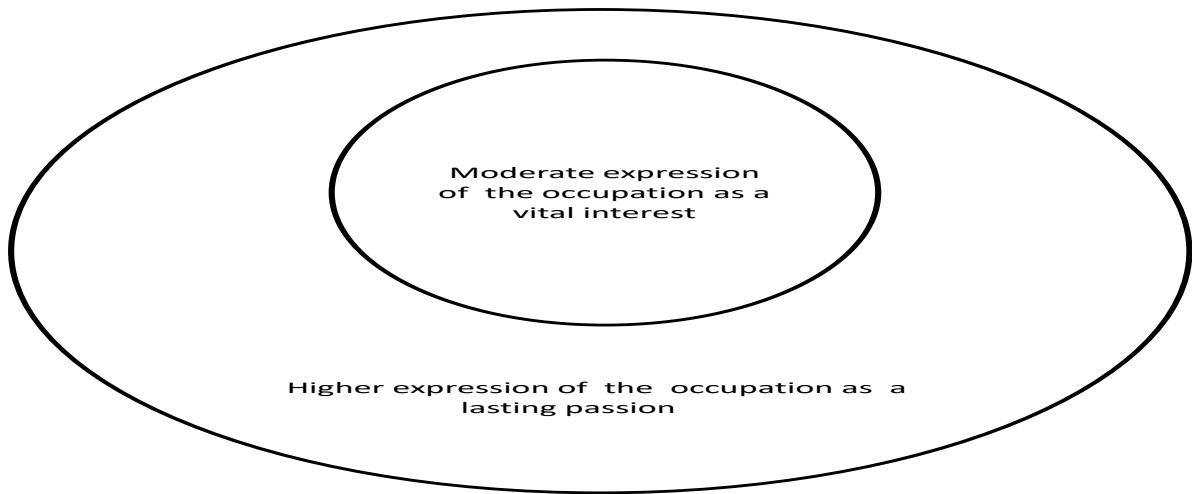


Figure 6c: The different engagement experience levels associated with the differences in expressed responses

In Figure 6c, the outer circle represents the boost that frames the higher level of expressed connections to work or engagement. The inner circle represents the moderate expressions of connection to work that also contribute to the generation of this higher level. Figure 6c is used to illustrate that while the business may be at the centre of the individuals' interest, he or she may not see himself or herself doing the business as a passion. The salience of passion adds to business interest premise, in Kaka's case by emphasising the importance of passion itself as a strong motivational force.

On Bobo's part, the evidence for this moderated response included (a) the strains of making compromises and concessions unwillingly. (b) His feelings for the unstructured nature of private business did not seem to be growing. (c) His stance was consistent and was reflected in his orientations to employer-employee relationships, which he also provided some experiential examples to support his contentions that reflected a general view of Nigerian workers that was also highlighted by Kaka, although in a different way, (d) There was also evidence of lack of confidence in the entrepreneurial work model because according to Bobo, there are various demands of work from an unstructured business model perspective, employees find it hard to understand your vision, even your family misunderstood you, you may have to change your social relationships and lifestyle because people are friends of the office, other people also differentiate their friendship with people working at a corporate desk, and assess the image of different types of organisations favourably or unfavourably relating to what the organisation would be good at, regardless of the human effort. (e)

However, for his outcomes, he conveyed concurrent areas of success and failure of the businesses but with a bias towards optimism that overall, the business will succeed.

After analysing the interview data and developing Kaka's and Bobo's cognitive maps it was discovered that the descriptions of Bobo's workplace experiences did not express Kike's stance of viewing the work as a passion. Therefore a different central focus of 'wanting a business that I can accomplish aims with' was associated with Bobo. This showed that based on the use of cognitive maps there are different ways to categorise or conceive the main focus of connections to work for Kaka and Bobo.

(b) Comparison of the workplace experiences on a case-to-case basis

Distinctions between the two views held by self-employed individuals

The comparative analysis also enabled a distinction between the levels of engagement. The importance given to the one-directional effect of seeing work as a passion rather than the bidirectional interest given to interest in the business and interest in the material measure of one's achievements from it. The latter style was seen to reflect a setting of possible limits to the interest in the business resulting in the loss of some engagement parameters seen to characterise the former style. The two individuals applied the former style, were interested in a single area of business only and willing to do anything to protect its continuity and had a comparatively stronger engagement case. The analysis revealed the following distinguishing features:

- (1) Kika and Pete extolled passion rather than success, the particular area of business and not business itself. They closed their minds to the possibility of any other work; rather, laying emphasis on the goals they have for the business such as, the location or size of the business and expressed being motivated by their desire to please their clients.
- (2) In contrast, Bobo, Wiki, Zusu and Chris blamed weaknesses in the partial dependence on operational efficiency; by laying emphasis on the difficulties in getting employees who understood their vision and towards the unappreciative behaviour of clients.
- (3) Essentially, social inequalities between the employer and employees was considered as barriers in Bobo, Wiki and Zusu's views of the nature of working with their employees and of how much their employees were willing to give of themselves to their organisational work no matter how well they were treated. For Chris, it was the power inequality between the corporate organisation and herself as an independent consultant.
- (4) Bobo, Wiki, and Zusu did not take the response option to be friendly with their staff, but have preferred to take the instrumental approach.

As illustrated above, the beliefs that their own circumstances in their establishment must show some improvement over their past experiences in organisational employment was also fairly ambivalent; it tended to descend to those associated with views of reliance on formal power instead of reflecting shared interest in the progression of the business by reliance on voluntary obedience or appreciation from the other person in the focal relationship, in so far as it was linked to a focus more on results, staff, client and competitor concerns.

For the evaluation, using the salience of passionate feelings as a weighting for the strength of individuals' identification with work and by extension the level of engagement, Kike and Pete were categorised as having higher levels of engagement than Bobo, Wiki, Zusu and Chris. Going forward, the creation of subsequent case summaries included an examination of the similarities and differences between individuals within the same occupation grouping. An illustration of this isolation of within group differences follows. This meant that the cases presented as examples were chosen because they revealed some noticeable aspect of this difference in viewpoints

The rich description of a selection of two clergies

(c) Sisi's case description

In the description of who she is Sisi outlined the two distinguishing aspects, a physical one and a spiritual one. For the physical part, the analysis identified five types of identification in the picture that Sisi painted: connection with (a) her parents (b) being an only child, (c) educational accomplishments, (d) her work experiences and (e) work effort. On the spiritual part, she described herself as initially protestant with a conversion to Catholicism later. She also conveyed the image of willingness to give to others that the Sisters who taught her in primary and secondary school imbibed in her, which influenced the selection of her occupational route. She states that, "*I'm an only child of my parents and I grew up as...grew up as er.. as a protestant, er.. in a protestant family, but I went to a catholic school and I became a catholic and it was after that that I became a religious. I mean I had a religious vocation, a call to be a nun from the exemplary lives of the sisters who taught me from primary to school.*"

Sisi combined religious affiliation with her primary and secondary school characteristics in her work connections. For Sisi, first the attendance of catholic primary and secondary schools presented a window of opportunity to experience the life of catholic nuns that inspired her openness to a call to be a nun.

In terms of psychological meaningfulness, there was an extra connection between her observation of the lives of the catholic nuns, who according to her gave their boarding pupils everything (a view of life psychologically, emotionally and academically) and the virtue of being very caring. This was reflected in the areas of professional qualifications and development in the teaching of young people that she pursued and contributions to administrative direction for education as her area of expertise. Second, reasons found underlying the connection made here relates to a continuity link between ideologies as the initial starting points, personal convictions and the mission of her the dioceses to support education through establishing catholic schools. She elaborated that, “*we're doing it because we have a passion for it. We were doing it because it falls in line with the kind of thing that we do as religious. And as a religious we are there to build people, for me here I see it as building people*”. These factors made up parts of the work identity she attributed to herself and to what she does as work. Her reason for viewing work as a passion may be different from that of Kaka but they seem to trigger the same results – a buttressing of Sisi’s interest to continue on this course.

Illustrating how the identified connections continued, she drew on the philosophy from her past experiences as an educator of women to provide employment to a small group of her previous students, and the children of past colleagues who she brought in to help out and to support her in the current school. She also draws on the reputation of the mission and its association with Catholicism and as such like Kaka, she feels that she is building a family unit that will multiply the contribution to society as her method of managing people. These experiences showcased her degree of agency and involvement. Digging for more reasons, Sisi became a sister because of the learning received from the Irish sisters who provided her a unique opportunity that she would not have had from any other sources. As a teacher, she sees that her reciprocal giving is transforming the lives of other people in terms of commitment and taking on the right interaction with people. From the start her focus is to benefit future generations of Nigerian children. She cements her understanding of this caring

relationship as a reciprocal one through her emphasis that “*now I see myself as also giving, and that's where I get my fulfilment as a religious, that I'm giving what also I have received. And erm..., I think that's what gives me meaning doing what I'm doing now as a religious*”. To elaborate the extent to which Sisi feels that her choice of teaching within this mission is of incremental benefit to the workplace, she stated that, “*Then as a teacher, I see that my giving is transforming the lives of children, lives of people, people I come in contact with. I always tell some of the young teachers I work with I said if, by the time you leave here after working with me and er,... there's no difference to your life, in terms of commitment, in terms of erm..inter...I mean interaction with people, the right interaction with people and all that, so what I mean is.. then, you haven't gained anything. So I always say that to the young ones,*” It is also experience of psychological safety reflective of the extent to which she freely folds in different aspects of her personal code of conduct into the workplace codes of behaviour.

Peeling off layers after layers of reasons, a distinguishing feature of this guiding aim is the positive support it associates with a negative attribute of the work environment. Sisi believes that it is important that people are working towards the vision; she is vigilant to identify the presence of counter-visionary processes, to work through the issues and to address them. She feels that she has made a lot of contribution to the education of women in Nigeria by making a combination of religion and academics work for them, making them become real women who can be comparable with women growing up anywhere in the world. She states, “*So for me, I .. I .. feel I should go on. And as long as my age allows me, I feel that one should go on when you have... when you feel you are still able to make a contribution you know, to the society and er.. so that is it. It's fulfilling my needs in the sense that I mean ..I feel fulfilled. You know for me teaching as a religious for me I feel fulfilled. I used to say you know my greatest desire from the beginning was to be a teacher.*” This latter statement closely resembles Kaka’s actions in being physically involved in an occupation that was her original desire from the beginning and now envisioned as a never-ending work relationship.

For Sisi, the other experiences then afforded her a welcomed broadening of this teaching path to achieve recognisable and visible productivity. She comments that, “*... Now I can see and I feel good when I see the old girls achieving so much, some have so much confidence, achieving and now know what they want as women. And that .. in Nigeria.. I feel that ... I mean, I feel that I have made a lot of contribution to making women be really real women*

that compete with anybody anywhere and that for me, is a great fulfilment. I'm a religious and I feel that that is my....my... driving force." This also reflected her activation of a sense of energy and strong motivational forces.

In terms of psychological availability, on a daily basis she has a strict routine that she starts to perform starting at 4am in the morning. She also runs her school and pays regular visits to classrooms based on a teaching plan for the teachers and the timetable for the school. She states, "*I have my day...normal day begins with my being a religious so it starts with my prayer life, I wake up every morning by 4 am say my prayers and take my bath, and by quarter to....by quarter to...5 I'm in the chapel for prayers and later for mass that morning so my morning goes on from like let's say quarter to 5 till let's say 7 with prayer. After prayer then you have the mass and then, that's that. Now for me that puts me into the day ... puts me into the day and it helps me. When I say quarter to 5, I come into what is called meditation so I have an hour, a full hour of what is known as meditation. My meditation should be something that should have a kind of practical affecting my life and how my life should be. And every day I'm in touch with God to lead me ... into the day.. and I ..I.. so he affects what I do during the day...*"

For the detail that would not have surfaced without prompting, for now, impacting the vision is a kind of a struggle for Sisi because she is trying to do this with others who were not part of the initial vision on which the school was founded upon, four years ago. In her own words "*it takes a lot of erm.. I can say passion for the job itself and..erm..erm.. Commitment and erm.. good human relations between you and your team or staff and then erm.. also good also good human relations between you and the parents.*"

In summary, as a teacher and as a reverend, she knows that she is doing what she likes and loves doing. The clusters of ovals in Figure 6d indicate a set of the most informative phrases that could be used for reflecting on Sisi's experiences.

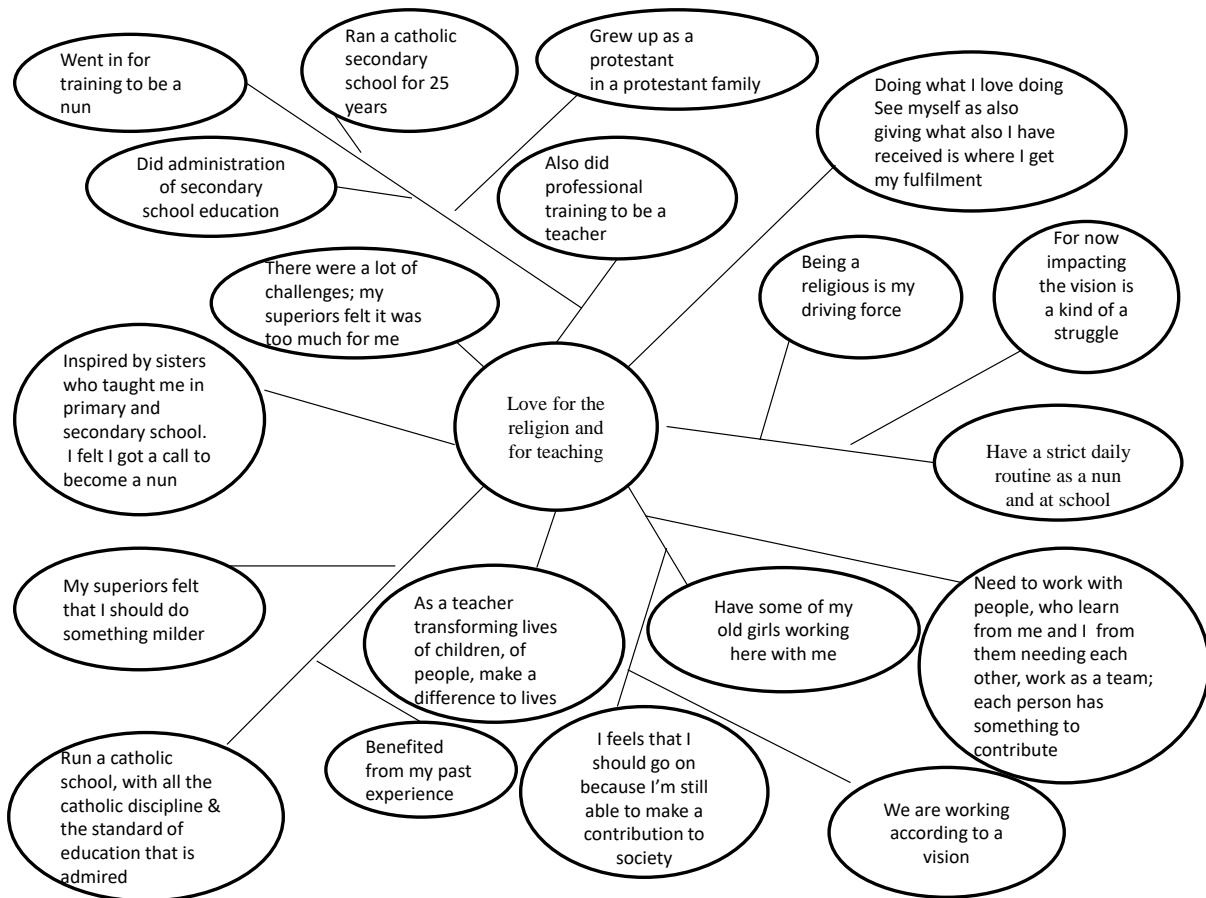


Figure 6d: Sisi's cognitive map

Sisi's cognitive map illustrates that a central focus of a love for the Catholic religion and a love for teaching. The myriad of reasons linking the qualities of the salient experiences can be categorised into a few critical factors: (a) unshaken beliefs, (b) passion and feelings about her work that remained strong throughout the experiences despite the long years of service, (c) positive reaction to the kinds of activities required for work, (e) appreciation of others, (f) concern for work environment quality factors involving cultural, social and health activities and (g) willingness to continue as long as her age allows her to. For these reasons Sisi's experiences are associated with the outer circle; the higher level of expressed connections to work or engagement.

(d) Levi's case description (See section C4)

Rich description of a selection of teachers and waiter cases

Teacher cases

(e) Miki's case description (See Section C4)

Underneath it all, a distinguishing feature of his intuitive judgment is the positive support he associates with negative attributes of the work environment. When Miki's rationalisation is compared with those of other cases, it indicated a corroboration of the views of Kaka and Sisi, who also tended to cast negative challenges in a positive light and to suggest alternative courses of action in response. For these reasons Miki's experiences are associated with the outer circle; the higher level of expressed connections to work or engagement.

(f) Hali's case description

When asked to describe who she was Hali defined herself with the characteristics of her occupational choice as a teacher, her workplace, marital status and as a regular person. She said, "*My name is Hali. I work here in Katimam School, year 6 teacher. I'm married and erm,--- that's just it. I'm just a simple regular person. Yeah. --- well, I'm a bit of a boring person because its just --- From my house to work, church back home just the circle, the same circle except maybe there's a wedding somewhere--- . But I'm just --- I would describe myself as a boring person..... I love teaching. I do it with ease. So that's why I'm here. -I wasn't always like this; I started teaching when I was 19, now I'm 28. I just erm,--- really wanted to do something..... So I got so much of interest in it and then I continued.*"

As highlighted by Hali, the description of who she is incorporated three main aspects; work, church and home operating as a continuous circle. For the work part, the analysis identified four types of connections in the picture that Hali painted: connection with (a) her need for any job, (b) entrance into teaching as a teenager, (c) enhancement of her skill over time and (d) her method of learning on the job as well as (e) her love for teaching.

Discovering reasons underlying the connections, in part her love for teaching was not pre-determined; she conveyed the image of her entry and continuation in the teaching profession as being linked to the view of herself as a regular person, a restless person and a boring person. As a regular person she gets to leave her house every morning during a work week as a general choice or tendency. Unlike Kaka there was no special reason; discoveries, revelations and realised outcomes were the major factors that kept pushing her in this direction. Unlike Miki, she got into teaching by discovering 'how to teach' through actual experience of teaching rather than through the acquisition of formal qualifications or through

an interest in teaching coming first. Second, like Bobo and Levi also, reasons found underlying the connection made here relates to a continuity link between past experiences, her creativity and present performance; she single-handedly developed her own reference guide and it is shown by the use of her own teaching notes. She described it as “*making up my own ---er, let's say making up my own notes, my own sort of erm—unofficial curriculum by the side that would just guide me you know, and that's it. It has really worked for me. I just have a little book. It's not what I would submit to my head, head of department or anything but it helps me a lot and then I have content from there to deliver to the children because sometimes you may forget. Maybe, I would want to do this just in addition to what you're supposed to do but you forget because of you know, daily chores and all of that. So that notebook helps*”.

It is clear that sensing the opportunities for personal and professional growth shaped the ways in which she approached her work practices; in the course of a career transformation, formal educational were used by Hali for acquiring accounting qualifications and not her teaching skills. Defining this improvement, Hali sees herself more as “*a work-in-progress,*” liable to work at moderate levels in her performances and to make comparison with others rather than producing her optimum performances. She is aware that her productive abilities are under strength, she also had the impression that her ideal self was not a factor; because she states “*I think I'm a work-in-progress. I don't even think I'm using my ideal self in this job. I know I can do better. I know I can have a better working relationship with people. Sometimes I get discouraged but I get over it the next day*”.

Illustrating how the identified connections continued, a continuation aspect was the length of time of almost ten years that she had been teaching for. Her overall objective “*just to do better...,*” indicates that continued progression so that her teaching skills are bettered might mean a lot to Hali and spurred her on. However, there is evidence that Hali views her work life and social life alike as somewhat inadequate, routine and specifically as a continual cycle based on her view that other ‘regular’ workers behave in particular ways. These latter factors revealed some underlying divergences in her rationalisations.

For the continuation of the work part, in terms of cognitive and emotional considerations, like Levi, it was vital to Hali that the parents of past pupils and her pupils themselves recognised her contributions to the children’s education and life. She mentions the sense of worth,

encouragement to face current challenges, willingness to invest more of her resources and capabilities, especially given the feedback she gets from the appraisal of parents.

Providing information on the basic attributes of her job, she pointed out challenges and modifications made to counter them in a positive way. She also described how she came to the point of view that she can now impact knowledge to children because of her realised outcomes. Despite the diverse resources that the organisation provided to support the work design, Hali mentioned her need for more resources.

Despite the subtle divergences invoked, the picture painted was that of Hali consciously or unconsciously making a definite commitment to the teaching occupation as she stated "*I'm actually still studying, doing ACCA accounting, but I think I'm going to remain a teacher,..*".

Digging for more reasons, Hali's views of teaching were mainly accumulated from the methods she acquired over time on account of the visible results they produced. Hali was the first teacher interviewed and she highlighted the familial system in operation in the school. She said "*Katimam school is like a family. Everybody is everybody's friend you know we are just moving along and then the working environment is really easy for us to just relate with each other and then if you have a problem with something there's always somebody you can talk to – either its personal, or it's on the job problem, or something there's always someone you can talk to.*" This statement was interpreted as indicating a sort of teamwork or shared knowledge with work colleagues specific to the school's form of working interactions rather than her own individual perspective. As she stated "*when the person you're working with is not erm,--- not working like you expect, even though I'm not supposed to see other people like the way I'm seeing myself, but sometimes it's challenging when someone is not being pushed to work or motivated to work the way you expect them to.*" Unlike Miki, in the present use, personal relationships and socialising were not considered as valuable by Hali. However, she conveyed feelings of fulfilment, desires to stay with her current organisation with a made up mind to do her best.

Peeling off layers after layers of reasons, in terms of effort required, Hali does not find her job very demanding of her potential skills or capabilities in spite of the fact that she was given overall responsibility for the year six pupils from the position of a teacher's assistant rather than the position of full-fledged classroom teacher. This was portrayed in her statement

that “because I’ve done it for quite a while I think I learned on the job and many times I check. I just try to check and see if I’m being stereotyped, or people are moving higher and I’m still in the same place. So I always try and check if I’m just here, for example, assistant teacher doing the job of teacher. I just try my best.”

The Detail that would not have surfaced without prompting, socially, Hali’s outlook is that she could be friendlier in terms of her interaction with others. Her high sense of feeling comfortable in the environment in terms of its rules and policies seemed to be of critical importance for describing her workplace experiences. She mentioned great respect and admiration for the current leadership and her slight concern was a feeling of uncertainty as to whether there would be a change in the leadership of the organisation to a less favourable one. Pro-continuity intentions and commitments as long as the leadership remains favourable also appeared to be of critical importance for her cognitive mapping of her workplace experiences.

The clusters of ovals in Figure 6g indicate a set of the most informative phrases that could be used for reflecting on Hali’s experiences.

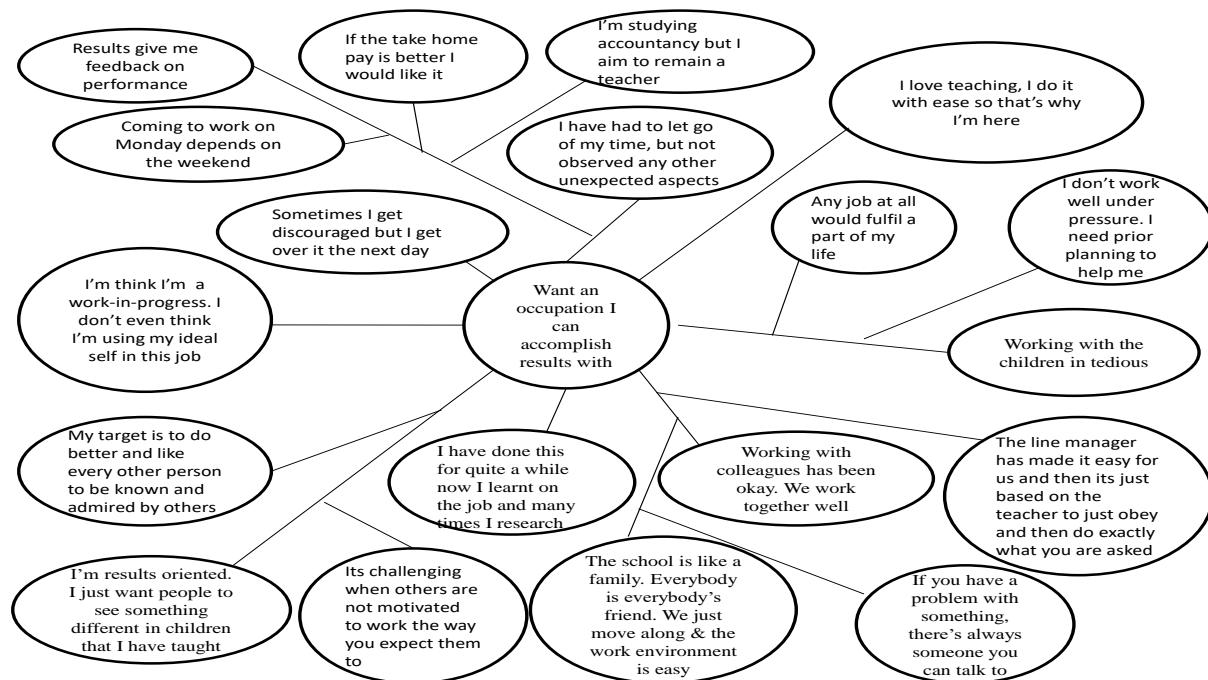


Figure 6g: Hali’s cognitive map

Hali's cognitive map highlight that her main focus related to the criteria set revolved around her wanting an occupation that she could achieve results with.

Identified critical factors included work pride as a result of successful performances with past pupils, achievement through her ability to understand the needs and guidelines of the work by drawing on the help of her immediate line manager. She highlighted that the organisation has strict rules – the rules will be laid down for you and you just have to do it. The job was seen as a solution to something that she needed. She got all she needed to know about this job from experience. The use of self-directed accomplishments seemed to provide the background for her use of emotional expression like love instead of passion as a feeling that has developed over time rather than one that was there at the beginning. Hali's described experiences are judged to be associated with the inner circle; the moderate level of expressed connections to work or engagement.

Waiters cases

(g) Yeni's case description

When asked to describe who he was Yeni defined himself with his formal training and qualification for his occupational choice in Hotel and Catering.

“I’m Yeni … So I was born June 15th 1977. So I had my primary school education in Lagos, Nigeria as well as the secondary. So I proceeded to higher learning at Lagos State Polytechnic for my OND. I have my HND in Hotel and Catering”

As highlighted by Yeni, the description of who he is has two distinguishing aspects, a personal one and a professional one. For the professional part, the analysis identified four types of connections in the picture that Yeni painted: connection with (a) his age, (b) educational accomplishments and (c) work experiences and (d) work interests.

Discovering other reasons underlying the connections, Yeni identified a network of links between his personal characteristics in terms of historical, current and future features and features of the work situation in his connection with work. For Yeni, different aspects of past experiences made up the connections between his formal qualifications in hotel and catering and subsequent occupation of his current job. It refers to connections made through the acquisition of his professional qualification in hotel and catering and the participation in the

development of the occupation as an area of professional expertise. Although formal training has not been historically associated with this job, Yeni believes formal qualifications should be made mandatory as a condition for employment, with required theoretical qualifications as opposed to just gathering experience on the job, and he is quite concerned about the quality of people that are employed in the sector with no formal training in Hotel and Catering.

Yeni has selected this job because of another key personal factor, which is that he loves meeting people, he says, “*you can't, you can't cage me somewhere where I won't have ---- or meet people. So I love meeting people so I now sat down I now look at myself where will I fit in? as in what occupation will I like that I will be able to meet people. So I concluded it should be catering and hotel 'cos you meet people when you are in this organisation. Take for instance, like 2 days ago we're in Central Bank of Nigeria, their head office in Lagos. We're there to cater for them. (OK) When I say Central Bank of Nigeria you know it's a big --- organization those are the big guys. So we were there. I have met a lot of people so I believe I'm fulfilling my aim. As in, I love to meet people so I derive pleasure in this industry.*” Hence he has come to the organisation with a sense of purpose.

According to Yeni this personal character is completely responsible for him making this choice and in response to the question of there being any other reasons he confirmed that there was “*No other reason*”. However, the image is that of him being very lively at work and nurturing a mix of interest and opportunity

Digging for more reasons, the other benefits that he pursued were fostered by his evaluation of everyday events in the environment, where he observed three advantageous trends; (a) “*there is advancement in almost everything now... the profession now is getting more advanced.*” (b) “*In fact if you go almost everywhere we have hotels we have catering outfits so it's getting more interesting for big players like us*” and (c) “*job has to do with catering for people you know, almost everybody don't have the time now to eat in their house. As in you wake up in the morning, cooking. You don't have the time for that. You like to dress up and off you go. So on your way you probably want to branch into a fast food or hotel.*” For Yeni, it is very timely to get into this job that fulfils an important service to the community when it is in its early stages. As he states that the, “*job has to do with catering for people you know. So what my work entails is we cater for people we provide food and beverage.*”

To a significant degree Yeni rationalises that these trends provided job security and growth for him; and for the hospitality industry to develop a wide range of catering units to exploit this change in peoples' habits, enabling forward looking workers like Yeni to look outwards to the environment, to assess where his work activities are needed, the specific opportunities that exists and see the possibilities that the situation affords him. As a motivational push, these entry expectations support the job as an option that he is taking to get other things that he wants. Furthermore, it facilitated Yeni's optimism and diligence.

The job security was linked to associated work tasks, "*you know when you work at the end of the day you get paid. So the end justifies the means. I get paid at the end of the month. So with that I can take care of my needs.*" These statements supported the strong reliance on the promise of stable economic rewards and the longevity function of the employment contract; "*we have what we call repeat business. So they (the customers) love what we're doing they keep coming. You can see for yourself everywhere is full --- full. In fact we have to refer some of our guests to our nearest hotel cos everybody wants to stay here.*"

On the personal identity part, he made little connection between his excitement for meeting people and the specific characteristics of his current organisation. It can be claimed that this organisation was merely a means to an end. Illustrating how the identified connections continued, Yeni exudes confidence that enabled his reflection of cheerful feelings, thoughts, the achievement of his goals and the extent that he is forced to address the negative things. Failure was not a consideration. He was able to break through challenges and is happy to move on. He says, "*Happy doing what I'm doing although the road may be ---- the direction might be dark, but we still keep on going. One or two times you meet what we call difficult guests some even try to be funny but we can still play along with them. What we're after is to get their money (Laughter). Sometimes a guest will abuse you, you are doing the right thing but they try and they try to ---- probably they believe they are paying a huge amount of money but we still try and pacify them we still try to go along with them at the end of the day they, they still pay for our service. And that's good for us.*" This use of his technical abilities and analytical skills incites him to be fully present or alert to the experiences that he encounters day-by-day on the job.

Paying full attention to the task in hand according to Yeni brings with it strong mastery of tasks, the ability to perform them routinely and to get the job done in an efficient manner. He

explained that, “as you know it’s like a daily routine. What you’re doing, it’s what you do almost every day. So you don’t even need a dictionary or any job description (laughter). So its just like what’s in you. ---- So it’s more or less like natural thing to me now. So I don’t need anybody to tell me to do this, do this. I tell people under me to do this, do this”

However Yeni is completely open about the challenges that he faces in carrying out the activities with his work roles. In his own words “*there’s an ethic of our job that the customer is king*”. He specified that dealing with difficult customers as the most difficult task of all. But challenges of working with co-workers were intermittent; with his line manager, he says “*I love working with him and he loves working with me*”. With other colleagues he says, “*to be fair, some good staff and some problematic staff, probably because of my size I don’t like people to chance me*”. One critical factor was that Yeni is sensitive about his physical stature and worries that others may use it in varying degrees to take advantage of him.

Peeling off layers after layers of reasons, Yeni has stuck to this job in his current organisation for almost seven years. Because of this he has been able to cultivate strong interest but is more acutely aware of its potential and his goal to spot opportunities to grow and accelerate his levels of expertise to what he termed as “*advanced levels*.”

The detail that would not have surfaced without prompting, Yeni highlighted that sometimes, “*the job is just a role that you have to play,anything you are doing you have to do it well*”. However Yeni was reluctant to share his future goals. In sum, beyond the image of his reasoning concerning his occupational choice, Yeni did not give much priority to the characteristics of his organisational, or to collegial relationships except that between him and his manager nor to non-work activities. However, there was a sense of permanence in Yeni’s desired future including a long-term relationship with the job.

The clusters of ovals in Figure 6h indicate a set of the most informative phrases that could be used for reflecting on Yeni’s experiences.

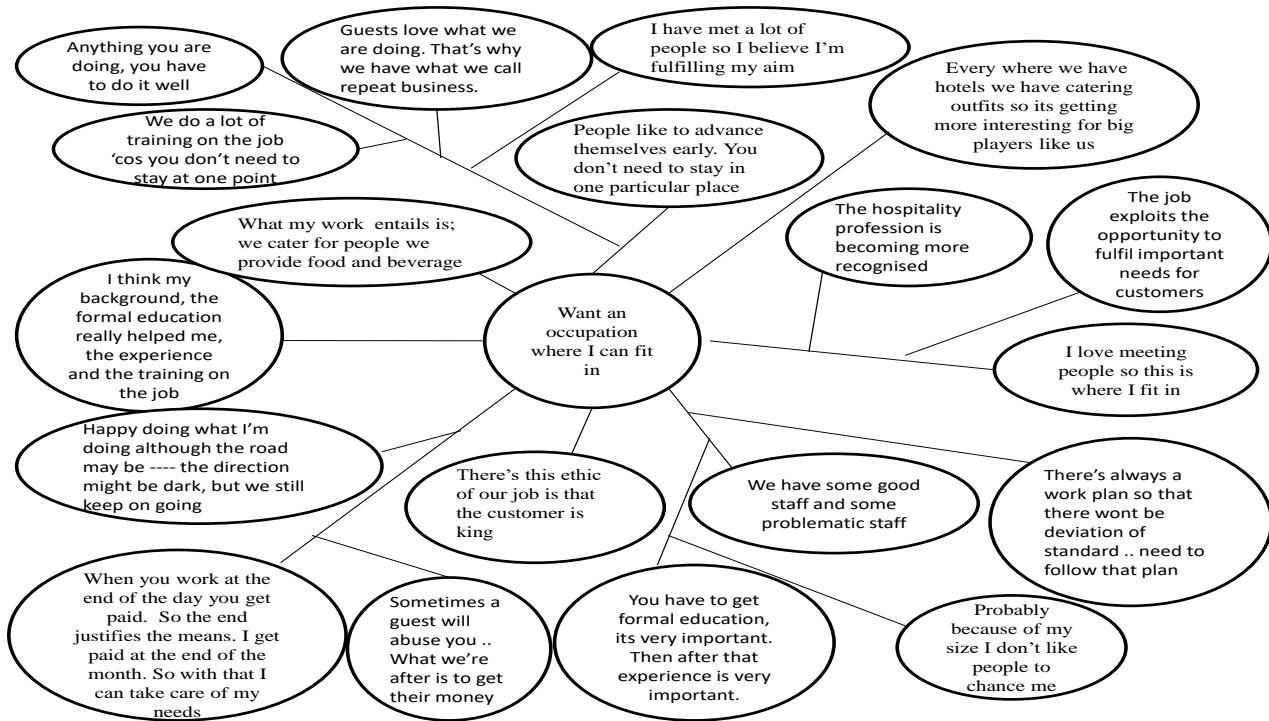


Figure 6h: Yeni's cognitive map

Yeni's cognitive map highlight that the main focus related to the criteria set revolved around him wanting an occupation where he could fit in. His conception of this fit partly reflects his framing of a sustainable interest in the job. He drew further complementary support from the situational aspects of the work.

He was not bothered a lot by the behaviour of the customers, to him the job is all about customer relationship in terms of relating in the appropriate way and everything boils down to getting the customer to pay for the service after it has been rendered. Mastery of the work built his confidence for taking charge, taking time to learn the routines till they become part of him. The limited professionalism associated with the performance of workers in the industry in his view will evolve as soon as the general direction involved a dependency on their formal qualifications in addition to specific experiences that are gotten on the job. When this happens, he will have more to bargain with than unqualified others. He expects his performance to get recognised and this should move him up to advanced professional levels as the qualified waiters may then be differentiated from the unqualified ones. Similarly, Yeni's described experiences are judged to be associated with the inner circle; the moderate level of expressed connections to work or engagement.

(h) Moni's case description

When asked to describe who she was Moni defined herself with the characteristics of her occupational choice as a food and beverage department cahier and her ethnicity. She said, “*I'm Moni... – I work with food and beverage department Froteam hotel ... as a cashier. Come from Cross Rivers State Nigeria. Emm—what else? I think I'm a quiet person... my first working experience was with a --- has been in the hospitality industry. First I work with —Flanet... as a waitress*”

As highlighted by Moni, the description of who she is has two distinguishing aspects; a personal one and a work one. For the work part, the analysis identified four types of connections in the picture that Moni painted: identification with (a) her Nigerian state of origin, (b) entrance into waitressing as a first work experience and (d) work effort. On the personal part, she conveyed the image of her ability to be very humble as an asset that enhanced her capabilities in this occupational choice.

In terms of her reasons for identifying with the occupation and the organisation, Moni revealed that it was, “*Customer service; You get to meet people and based on the fact that it's a high profile hospitality business that I work in you get to meet top business people and emmm-- top politicians. We get to interact with them. At least it helps to boost your confidence*”.

During her interview, Moni's passion for customer service and for meeting high profile people in the society came through from her facial expressions and she connected the task requirements with her own personal qualities, “*--if you are this kind of person that loves interacting, meeting with people, you you find out that you are fulfilled doing this kind of job and again you really, really need to be humble to work in the hospitality industry because if you are not humble there's no way you can be friendly with a guest.*”

These thought processes serves as part of her motivational forces. She highlighted that the job brings out her talent for nurturing friendly relationships with hotel guests that enable them to feel at home; enables the business to retain most of its customers; because a strong task focus is what the customers see as her work style. Inevitably, it also reflects psychological availability; strong reliance on thinking on the spot, enabling Moni to be rigorous in

rationalising problems, “*Sometimes you meet a guest that can be very difficult you have to be very, very humble person to calm the guest down and make the guest feel at home*”

By employing a strong task focus, Moni is ability to prioritize and to get the job done in an efficient manner. In terms of psychological meaningfulness this job allows Moni to be fully present, to draw on her intuitions and experience to be alert to what is going on in moments of interactions with her guests. She also revealed the way she pays full attention to the task in hand, “*..be very friendly with the guest so that the guest can come back tomorrow. So you have to be very, very comfortable talking with your guests. You have to be free with your guests to emmm—make them feel at home. So, so if you can do that and the guest comes back tomorrow, it means that the company’s need being the hospitality business has been met because they want our guests to always come back.*”

Moni’s strengths also included thinking and rationalising her organisation’s function, and objectives enabling her to make connections to her role in achieving these goals and to go on and identify ways through which she is able to fulfil them. She explained how she uses her imagination to picture her customers when taking room service orders over the phone.

Illustrating how the identified connections continued, Moni described how a consideration of the happiness of guests is central to all work interactions; she already mentioned her inherent desire to be accommodating and supportive of the needs of her organisation. She also highlighted her ability to look out for opportunities to assess the needs of customers and to take responsibility for fulfilling them in the following ways, “*..we make them feel happy, feel at home, once they finish their meal you make sure they’re okay with the food. Especially when the guest cannot finish the meal, you find out why? Some guests don’t eat much food, so they just take little and they are okay. So just try and find out if probably there’s a problem, a complaint about the meal, probably the meal is not okay, but all things being equal if the guest is okay with the meal... I believe the guest’s needs have been fulfilled.*”

By digging for more reasons unveiling the engaged nature of her experience of her work experiences, aside from ensuring that the consideration of organisational and customers’ needs is central to all her work interactions; Moni showed that she relies to a significant degree on the use of intuition, bringing the ability to make connections and see the possibilities that others miss; a key angle to her continuation in this job is her feelings of

psychological safety based on the ratio of males to females in the design of work teams. Working with the waiters as the only female in the group has been good; “*sometimes you offend them and they just weave it. Not like we females, we have a control sheet where we enter everything*”. So as a helpful factor, it enhanced her views of every day freedom to be herself at work with her male co-workers. On the other hand, peeling off layers after layers of reasons it was found that Moni values relationships of mutual respect and where this was lacking, it hampered her positive views of the job. In the following sentences she contrasts a mutual respect from a guest with humiliation from another.

“*when you meet a guest that is so friendly, you feel happy attending to them but if you meet a guest that is very difficult you find out that the way they talk to you it's so dehumanising, you just feel embarrassed working in the hospitality industry, and sorry to say it is common with blacks. They feel that those working in the hospitality industry, they see them as a second class citizen probably because it is not a profession that, one has a choice you are not supposed to take up as a profession. But most whites ----feels that there is dignity in labour, whatever you do.. you do it well and once you are happy and comfortable about doing it, it's okay*”

In further statements, Moni stressed how the lack of mutual respect significantly affects the ways that she sometimes thinks of her future course of action:

“*The job, it's interesting, you get to meet people, you get to meet --- would I say category? (laughter), you get to meet different category--- (kinds) different kinds of people; you know, different kinds of people that those that are kind would want to make you stay in the job, but those that are difficult (laughter, lots of laughter) as I said earlier on will make you think OH my God! What am I doing here? So it's really, really interesting working in the hospitality industry.*” The claims also revealed some details that would not have surfaced without prompting; (a) she is very happy doing this job especially in Froteam hotel, it gives her ample time for socialising, as she says, “*we work three shifts so that it really gives you time to go out there and socialise with other people, and do other,---- engage in other social activities compared with other hospitality company that work--- twelve shift (-twelve hours?) you find out that you're virtually living your life for the company.*” (b) She sees an enhancement of her skill over time and her method of learning on the job; “*I am a very quiet person. But because of the job now, the job makes me to talk. In fact now I'm a talkative.. I talk a lot now*

the waiters, the waiters offend me I need to speak out my mind because they would take advantage of you if you don't talk to ----so I had to---.” (c) As well as her love for making her guests happy “*You just use your common sense, the guests don't have to talk... ”*, indicating that she has learned to anticipate the needs of her guest before they have verbalised it.

Her challenges include (d) standing “*except when you are on break*”, (e) supervisors, “*we have three supervisors, they all have their different personalities at least working with them for five years, at least to some extent I know their different personalities. I know how to hold myself so I don't get into trouble*”, (e) boredom, “*when there is a bill you are just punching ... I have worked as a waitress before, sometimes I come out to assist the waiters ...,”* and finally (f) the lack of opportunities for career progressions, “*with the Froteam Group, you can't really build a career. So you find out that nothing motivates you*” as the identified hindering factors.

Unlike Yeni, Moni career focus was somewhat limited to what her current organisation has to offer. This aspect potentially affected her impressions of the work situation, to the extent that she evaluated this issue based on the wider organisation structure known as the Froteam Group. Moni's cognitive map represents this mixed view of a fulfilment obtained from serving customers as her area of strength while the lack of career advancement affordances of the organisation continued to be a negative feature, which marginalised the overall view of her work situation. The clusters of ovals in Figure 6i indicate a set of the most informative phrases that could be used for reflecting on Moni's experiences.

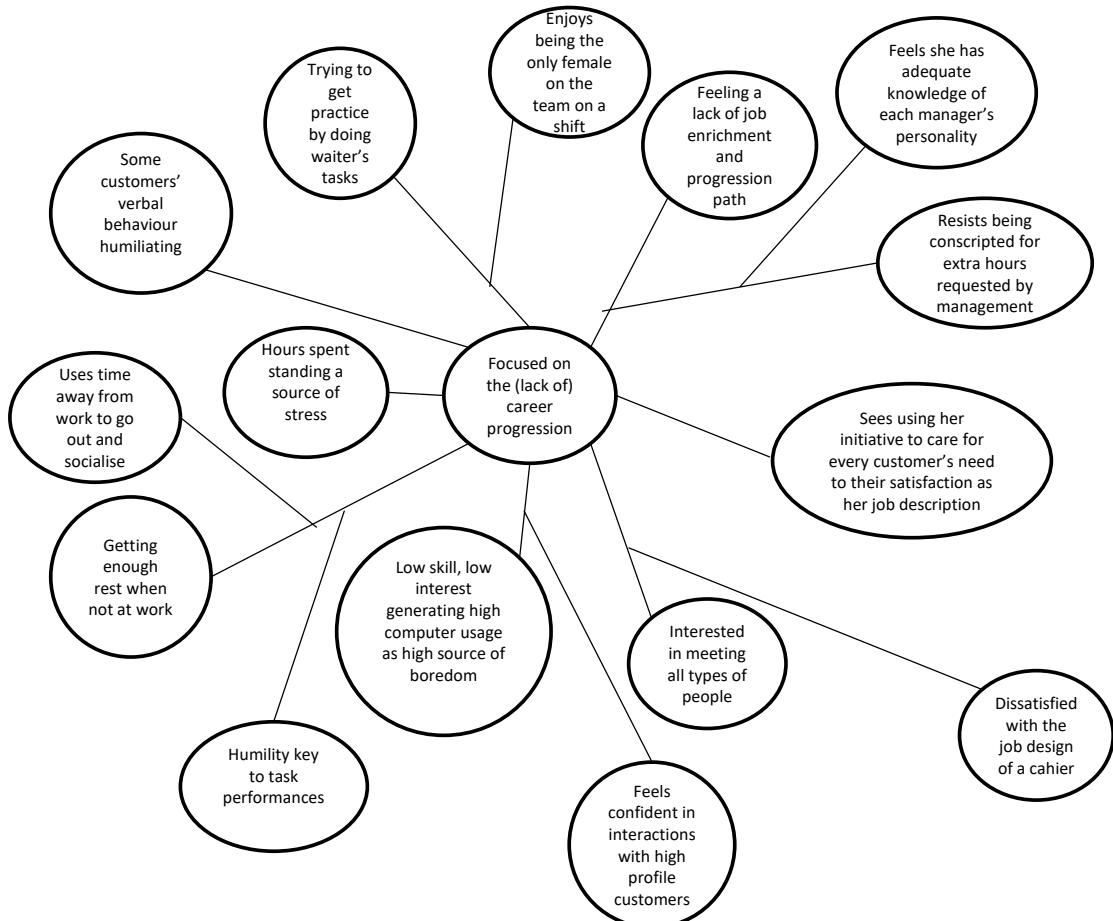


Figure 10h: Moni's cognitive map

In figure 10h, the central circle denoted the main concern of a focus on career progression and lack of career progression for Moni and the surrounding circles contains the experiences features that are linked to her mixed views of her experiences.

Unlike Yeni, who accommodated the organisational characteristics by looking beyond it to focus on the incremental opportunities to get promotion within the industry as a whole and who is able to work through the incidents of uncivil client behaviour and did not allow it to undermine his interests, Moni was pushed into discouragement due to a lack of alternative position options.

Moni's description of her experiences were initially associated with the moderate level of engagement but was relabelled to a lower level of engagement. This was due to her later change in emphasis towards the lack of career progression even when she scouted more widely for other positions in the whole of the Froteam Group. It was an indication that she is

not hoping to grow in this industry. A vital factor was also her view that each time guests responds in an uncivil way with her, she loses a little of her love for the job. Hence, coping with difficult guests is not one of her strengths; she finds accommodating this behaviour tough and would like to do something else. Putting the two together she commented that, “*If I have my choice, I wont... I wont... I would want to seriously leave the hospitality industry, the whole industry completely*”, her indication was that these features weighed down her optimism. For the assessment it throws in a whole new layer of engagement to represent this formation and resulted in an insertion of a lower level of engagement into Figure 6c.

This section presents the categories of contrast features employed to obtain the representation of possible engagement levels.

The categories of possible engagement levels

This judgement was justified by the reasoning that Moni’s desired future does not reinforce one side of the interest that was already there. The assumption was that more support or complementation between the positive and negative challenges is needed so that the Moni’s evaluations of the negative challenges that constitute the work are bettered as was the case with Bobo, Levi, Hali and Yeni. Bearing in mind that comparatively, Kaka, Sisi and Miki tended to cast the effects or demands of negative challenges in a positive light. But for Moni, some of her concluding statements were quite explicit. For example, she states “*To be frank with you, aside from meeting people, nothing inspires me concerning this job*”. This confined her reactivity to the narrow emphasis on the overreaching effects of the negative challenges she faces that seemed to be impairing her motivational processes and personal experience.

In this vein, the levels of engagement was also judged by elements serving as reactivating the interests as well as those stimulating stronger connections to work that differentiated the ways that Kaka’s sub-group responded to their experiences of work versus responses form Bobo’s sub-group.

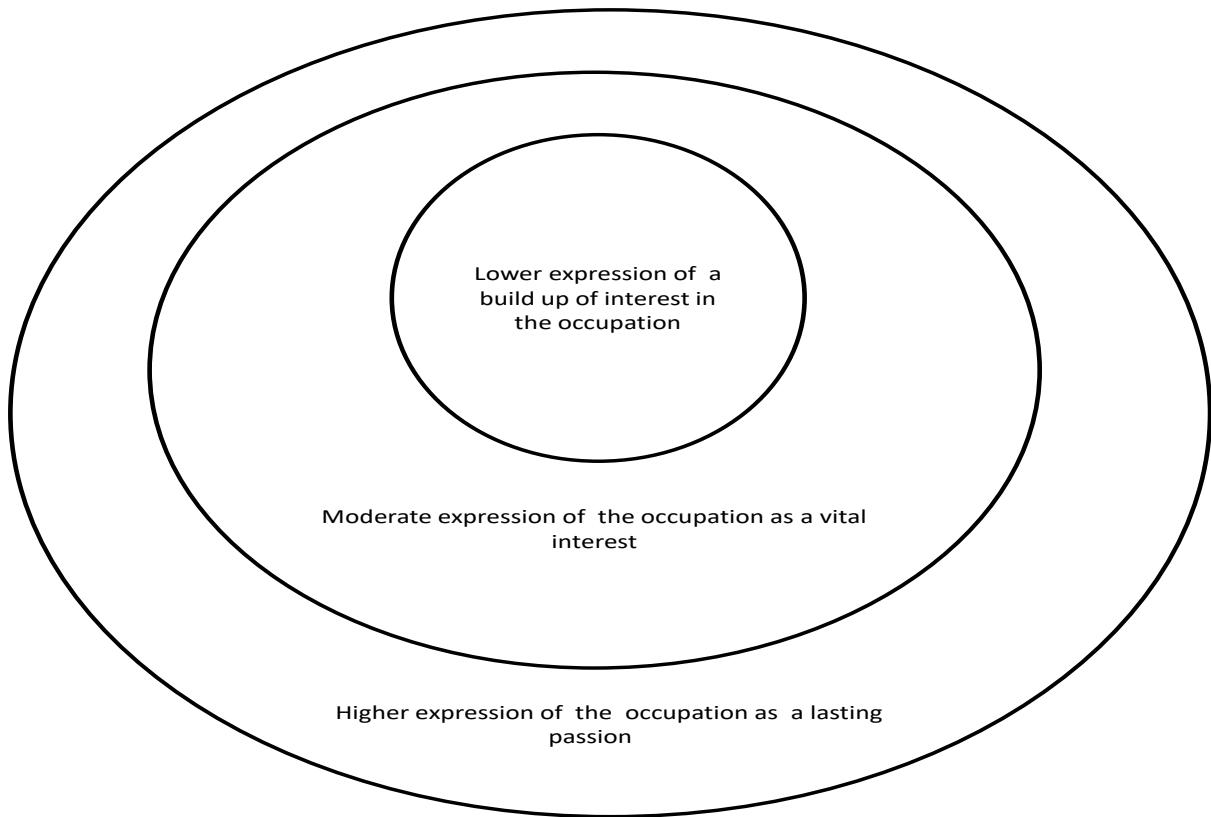


Figure 6j: The three engagement experience levels associated with the differences in expressed responses

Figure 6j presents some propositions developed regarding the levels of engagement associated with the causes or reasons for the differences in viewpoints. The propositions distinguish the responses impelling three separate levels of engagement that the individuals' experience data indicated. The variation in the views of the selected individual case descriptions prompted the refocusing of attention on the question of the role of difference in views within the occupational groups for factors occurring alongside this within occupational group variation in engagement levels. Finally, in section 4.4, the assessments performed on the remaining cases are outlined. It ascribed the twenty four cases each to the passion or interest-based views.

C7: Illustrations of comparisons of the features of different types of work related personal dimensions

Pairs of descriptive or evaluative phrases or sets of descriptive or evaluative phrases summarising the interviewees' work experiences were then united into sub-categories in order to form a single concept, where some provide a useful contrast to the others.

Similarities and differences between the self-employed individuals

Similar descriptive or evaluative phrases between Bobo and Kaka	Contrasting descriptive or evaluative phrases between Bobo and Kaka
<ol style="list-style-type: none"> 1. Exercising autonomy over one's own money resources 2. Obtaining work knowledge 3. Designing one's own work contents 4. Providing cognitive processes as sources of needs fulfilment; recognition, self-rated performance appraisal 5. Serving the needs of customers; cognitive processes 6. Tenure 7. Providing information about the business performance appraisal and enduring interest in the work 8. Providing information about own discipline, resilience, rewards and gratitude 9. Arranging and planning the organisation's profile, which customers it would serve and its activities 10. Assuming responsibility, accepting work demands backed up with reasons 11. Concerns with behaviour of staff 12. Accounting for the business venture/fashion centre's income from its services 	<ol style="list-style-type: none"> 1. Identifying with one's occupational choice as a kind of passion 2. Identifying with one's occupational choice as a kind of trial and error judgement 3. Providing emotional processes as sources of needs fulfilment 4. Dedicated staff; own presence providing morale support; family relationship strategy

Table 7a: Compilation of descriptive or evaluative phrases into sub-categories (self-employed individuals)

Tables 4a and 4b presented the samples of the two self-employed individuals' views of their work experiences and Table 7a presented the similarities and differences between the self-employed individuals. The analysis was compiled from the first set of interview questions relating to the individuals' views of themselves and the nature of their work. Information from the subsequent parts of each interview was used to support the descriptions and evaluations already performed. Then there was a search for confirming and disconfirming evidence. This exercise was performed for the four occupational groups sampled.

Some of the main topics underlying the developing sub-categories illustrated here include examples of the individuals' construction of their self-descriptions.

Unique personal dimensions	Individuals (Kaka)	Individuals (Sisi)	Individuals (Miki)	Individuals (Basil)
Construction of self-	"I'm Kaka, I'm just a young girl who loves	"I'm an only child of my parents and I grew	"My name is Mr. Miki,.. I'm a Nigerian	"Being a chef, I'm always proud of it.

in-role image	<p>clothes, who loves colours and decided to mix fabrics and designs together. So I started this business".</p>	<p>up as a protestant, in a protestant family, but I went to a catholic school and I became a catholic and it was after that that I became a religious. I mean I had a religious vocation, a call to be a nun from the exemplary lives of the sisters who taught me from primary to secondary school."</p>	<p>from Cross Rivers State. I studied B. Sc. Mathematics and mathematical engineering, I'm a teacher of year five, Fatima school, as of now I've been here for the past three to four years, teaching...I've been teaching going on six to seven years now, the passion that I have for teaching, I love my pupils, I love being their teacher, all the years I've been teaching different children, helping them to learn."</p>	<p>Make me look good, I'm proud of it. I always think that this organisation will help me to grow – it is in God's hands."</p>
	<p>"I got my first employment with Veugees Automobile Nigeria Ltd as a programmer and er.. I became the computer manager and AGM projects in the managing directors office today I am er... I am self-employed and er... I am into property business, I am also into importation of building materials, mainly from china and er.. Of course I'm into the hospitality business..."</p>	<p>"I graduated in 1986 and I came to Lagos in 1991 I came in 1990 first, then in 91 I came to stay to start work. I started doing business on my own and each time I wanted to go and do work something ah would tell me why are you going to work when you are working for yourself it's better you work for yourself that was how the spiritual part came in because I decided to ask God what do you want me to do..."</p>	<p>"..... I love teaching. I do it with ease. So that's why I'm here. -I wasn't always like this; I started teaching when I was 19, now I'm 28. I just erm,--- really wanted to do something..... So I got so much of interest in it and then I continued."</p>	<p>"So I love meeting people so I now sat down I now look at myself where will I fit in? as in what occupation will I like that I will be able to meet people. So I concluded it should be catering and hotel 'cos you meet people when you are in this organisation."</p>

Table 7b: Collection of ideas on humility from individual cases

Table 7b shows for example that individuals in the first row framed their introductory statements around six clearly identifiable concepts: use of appreciation (fashion and colours; Kaka and spiritual mentoring Sisi), use of passion and emotion (for teaching and pupils; Miki) and use of pride, organisational help and a deity (Basil)

The data segments in the data matrixes are rearranged to conduct a comparison of the personal dimensions according to occupational groups as shown in the table below.

Unique personal dimensions

Group 1 (Bobo)	<i>"I got my first employment with Veugees Automobile Nigeria Ltd as a programmer and er .. I became the computer manager and AGM projects in the managing directors office today I am er... I am self-employed and er... I am into property business, I am also into importation of building materials, mainly from china and er.. Of course I'm into the hospitality business..."</i>
Group 2 (Levi)	<i>"I graduated in 1986 and I came to Lagos in 1991 I came in 1990 first, then in 91 I came to stay to start work. I started doing business on my own and each time I wanted to go and do work something ah would tell me why are you going to work when you are working for yourself it's better you work for yourself that was how the spiritual part came in because I decided to ask God what do you want me to do..."</i>
Group 3 (Hali)	<i>"..... I love teaching. I do it with ease. So that's why I'm here. -I wasn't always like this; I started teaching when I was 19, now I'm 28. I just erm,--- really wanted to do something..... So I got so much of interest in it and then I continued."</i>
Group 4 (Yeni)	<i>"So I love meeting people so I now sat down I now look at myself where will I fit in? as in what occupation will I like that I will be able to meet people. So I concluded it should be catering and hotel 'cos you meet people when you are in this organisation."</i>

Table75c: Assigning the distribution of individuals' self-constructions to in their occupational groups

Next, working through the phrases, sentences and paragraphs, the examples of the collection of ideas on humility and patience from individual cases are highlighted. The assumption is that the positive relationship between individuals, and an experience, event, or action will be stronger when individuals consider, are aroused by, critical benefits from them or are guaranteed them, rather than just the economic ones. Another insight gathered was that these positive views may sometimes reverse the negativity of the impairments (where a seemingly negative or stressful situation is considered beneficial for the work progress). Based on these highlights, they are regarded as a backdrop or catalysts for the fruitful reasoning that might be embedded, and enabled the possibility of attempting to put into action a process for extracting such experiences.

Ideas on humility	<p><i>But at the end of the day it means I get involved. I have to work with them because I have come with this knowledge and I needed to impart them so, even up till now I get involved, I mean I wear my overalls, role up my sleeves ...</i> (Pete)</p> <p><i>"I am proud of it.. and it fits into my own nature, I do not want to be unnecessarily humble. Even when I fail I challenge myself.."</i> (Bobo)</p>	<p><i>"personally one thing that the ministry has done for me there are some places ordinary maybe I wouldn't want to enter but by reason of who I am and who and what God has made me to be I will just enter them with boldness I don't have any am I I'm not afraid of anybody and sometimes people even call me and I will be wondering ah what is this man calling me for who am I for this one to call me come and pray for me so those things are spiritual thing but the ministry has given me"</i> (Levi)</p>	<p><i>"The organization has rules. The rules will be laid out for you, you just have to obey"</i> (Hali)</p>	<p><i>"Humility. If not I would have walked away". "you really, really need to be humble to work in the hospitality business, if you are not humble, there's no way you can be friendly with a guest"</i> (Mono)</p> <p><i>"-clients feel more superior to you. They control you not you to control them.. have to be open-minded, don't show your anger quick, this is a mind set kind of job, go the extra mile"</i> (Dom)</p>
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Table 7d: Collection of ideas on humility from individual cases

The collected data segments regarding ideas on humility were then reorganised into occupational groups to show the different stances on the same experience.

Ideas on humility	
Pete	<i>But at the end of the day it means I get involved. I have to work with them because I have come with this knowledge and I needed to impart them so, even up till now I get involved, I mean I wear my overalls, role up my sleeves</i>
Bobo	<i>"I am proud of it.. and it fits into my own nature, I do not want to be unnecessarily humble. Even when I fail I challenge myself.."</i>
Levi	<i>"personally one thing that the ministry has done for me there are some places ordinary maybe I wouldn't want to enter but by reason of who I am and who and what God has made me to be I will just enter them with boldness I don't have any am I I'm not afraid of anybody and sometimes people even call me and I will be wondering ah what is this man calling me for who am I for this one to call me come and pray for me so those things are spiritual thing but the ministry has given me"</i>
Hali	<i>"The organization has rules. The rules will be laid out for you, you just have to obey"</i>
Mono	<i>"Humility. If not I would have walked away". "you really, really need to be humble to work in the hospitality business, if you are not humble, there's no way you can be friendly with a guest"</i>
Dom	<i>"-clients feel more superior to you. They control you not you to control them.. have to be open-minded, don't show your anger quick, this is a mind set kind of job, go the extra mile"</i>

Table 7e: Assigning the distribution of ideas on humility to individuals in their occupational groups

The same processes were performed for collected data segments regarding ideas on patience.

Ideas on patience	<p><i>"its like I tell people, no one is like you and for you to get people to almost be like you, you have to show them the way. So it takes a lot.. it takes a lot of time, dedication, patience, patience, .."</i> (Kaka)</p> <p><i>"Maybe I'm in a hurry to get results, it makes look as if I'm not patient enough with people, which I think if I have a way of addressing that I will do. I have always been stressing myself all the time, not sometimes"</i> (Bobo)</p>	<p><i>"I came up with the realisation that sometimes I was overly reactive to things. Sometimes I think Ah no! you shouldn't have done that. So I think perhaps you lost it here. If you had just looked at it a little bit more and you had been a little bit patient, you could have gotten more from that."</i> (Abu)</p> <p><i>"If you charge yourself for too long, even the machine breaks down. Some of my fellow graduates are area pastors.... you're not supposed to complain. ""</i> (Levi)</p>	<p><i>You have to be patient dealing with different children from different background. Be willing to learn from the children. I see that they also come with their own experiences. I make them understand that I'm not only their teacher, but I'm also their friend</i></p> <p>(Ola) (Nana)</p>	<p>(Yeni)</p> <p><i>"The job is bigger than all of us in the kitchen, but we have to do it"; "Where I am now is better than the past so tomorrow will be better than today"</i></p> <p>(Basil)</p>
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Table 7f: Collection of ideas on humility from individual cases

The collected data segments regarding ideas on patience were then reorganised into occupational groups to show the different stances on the same experience.

Ideas on patience	
Kaka	<i>"Its like I tell people, no one is like you and for you to get people to almost be like you, you have to show them the way. So it takes a lot.. it takes a lot of time, dedication, patience, patience, .."</i>
Bobo	<i>"Maybe I'm in a hurry to get results, it makes look as if I'm not patient enough with people, which I think if I have a way of addressing that I will do. I have always been stressing myself all the time, not sometimes"</i>
Abu	<i>"I came up with the realisation that sometimes I was overly reactive to things. Sometimes I think Ah no! you shouldn't have done that. So I think perhaps you lost it here. If you had just looked at it a little bit more and you had been a little bit patient, you could have gotten more from that."</i> <i>"If you charge yourself for too long, even the machine breaks down. Some of my fellow graduates are area pastors.... you're not supposed to complain.""</i>
Ola	<i>You have to be patient dealing with different children from different background. Be willing to learn from the children. I see that they also come with their own experiences. I make them understand that I'm not only their teacher, but I'm also their friend</i>
Basil	<i>"The job is bigger than all of us in the kitchen, but we have to do it"; "Where I am now is better than the past so tomorrow will be better than today"</i>

Table 7g: Assigning the distribution of ideas on humility to individuals in their occupational groups

C8: Assessed grouping for passion and interest themes for sampled individuals

From this presentation of case descriptions the cases employed as examples revealed noticeable contrasting patterns of reasoning that influenced the views on connections to work. The case descriptions for the two self-employed cases consisted of different types of connections with work; it became evident that Kaka's passion for work seemed to differ significantly from Bobo's interest in a successful business.

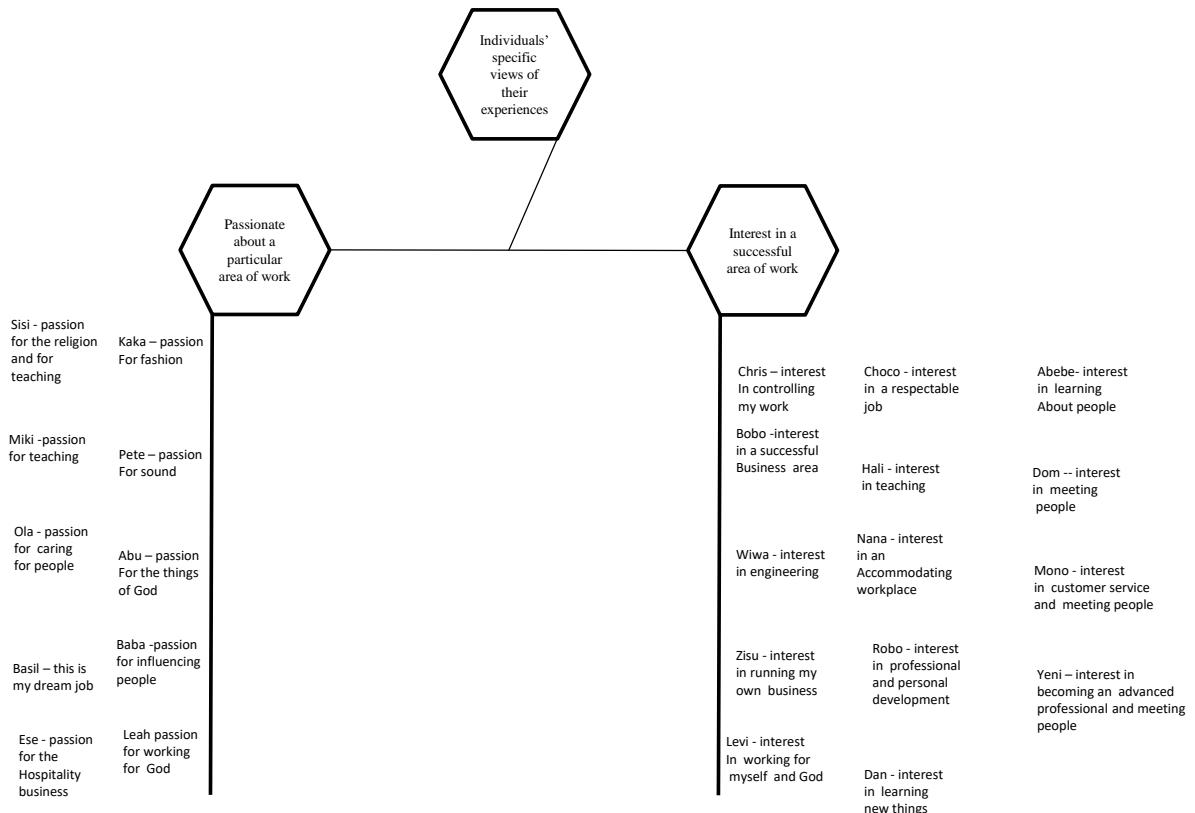


Figure 8a: Grouping of individuals into passion and interest-based views

One response was to deal with all the cases as individuals; however another way employed was to establish some way of comparing how these differences were affecting the individuals' responses - That is to use the differentiated connection types as comparison basis for the others in the same occupational group.

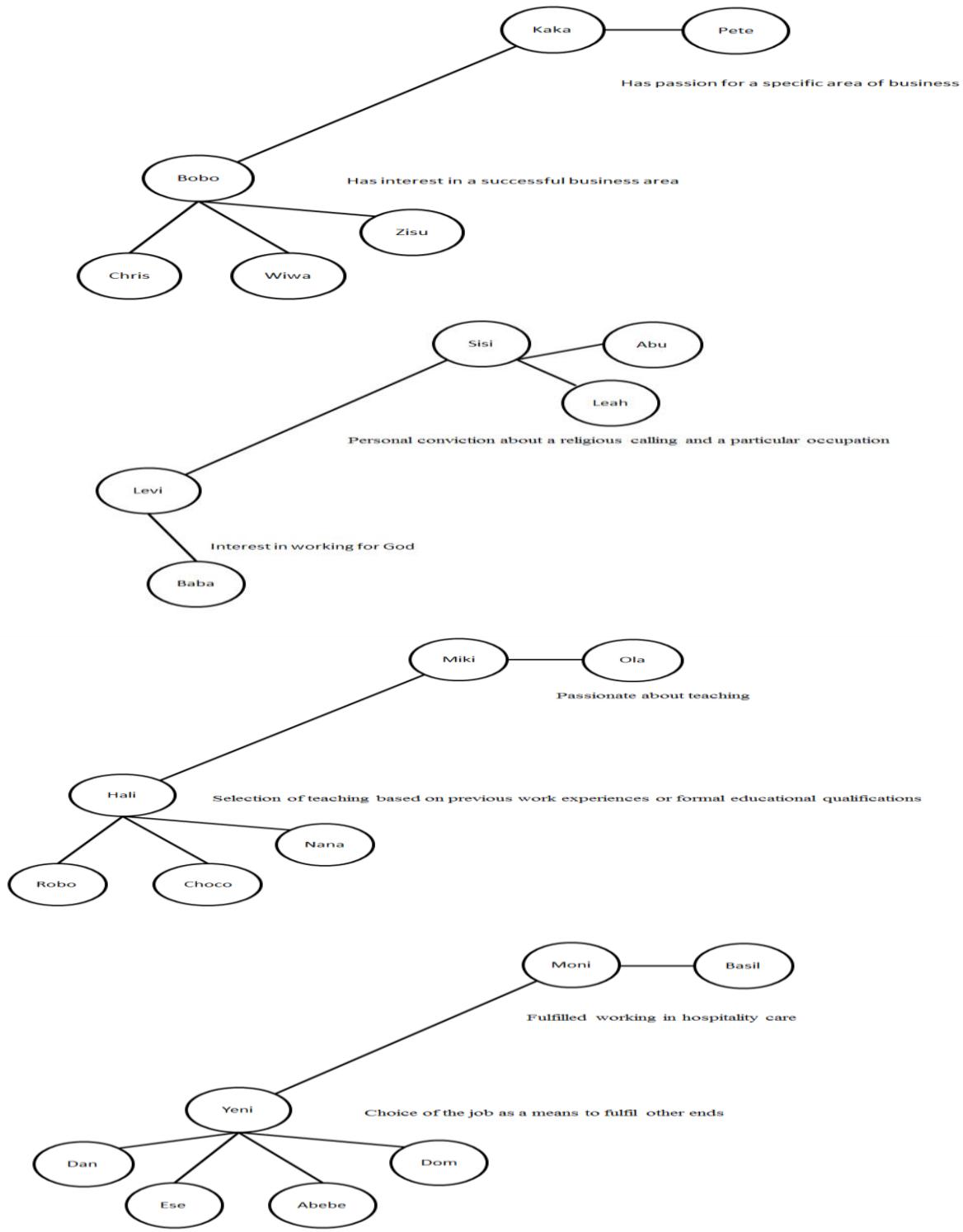


Figure 8b: The assessed engagement experience levels associated with each individual using the selected eight contrast cases

In Figure 8b for the self-employed individuals, evidence from the analysis showed that Kaka and Pete conveyed similar reasoning patterns by their experience incidents that contrasted

with those of Bobo, Zisu's, Chris's and Wiwa's reasons. Therefore, to build a profile of the group, it is asserted that the contrasting patterns of having a passion for the specific area of business associated with Kaka and having an interest in a successful business associated with Bobo applies to the self-employed individuals.

Similar to the self-employed individuals, Levi and Sisi were categorised as contrasting cases. In the same way the features of their experiences were used for the mapping of the experiences of other individuals in this group. The clergymen and women whose experiences matched with or contrasted these two cases were identified. There was also a consideration of where there were exceptions in terms of cases that have communicated or reasoned about their experiences in completely different ways to Levi and Sisi. However, from the five cases in this group Abu's experiences mapped with Levi's, while Leah and Baba's experiences mapped with Sisi's without significant exceptions.

Accordingly, Miki and Hali were categorised as contrasting cases. In the same way the features of their experiences were used for the mapping of the experiences of other individuals in this group. The teachers whose experiences matched with or contrasted these two cases were identified. There was also a consideration of where there were exceptions in terms of cases that have communicated or reasoned about their experiences in completely different ways to Miki and Hali. However, for the six cases in this group Ola's experiences mapped with Miki's, while Robo's and Choco's Nana's experiences mapped with Hali's with some exceptions. The triggers for the noted exceptions are described in section three of chapter five. Similar to the teachers, Moni and Yeni were categorised as contrasting cases. In the same way the features of their experiences were used for the mapping of the experiences of other individuals in this group. The individuals whose experiences matched with or contrasted these two cases were identified. There was also a consideration of where there were exceptions in terms of cases that have communicated or reasoned about their experiences in completely different ways to Moni and Yeni. However, from the seven cases in this group Basil's experiences mapped with Moni's, while Ese, Abebe and Baba's experiences mapped with Sisi's with Moni and Dom as the exceptions in a separate assessment.

C9: Group level analysis of the key helpful and hindering factors arising from the case descriptions

For all these cases, the power of the connections and identification with work crystallised their sense of engagement. The discovery of the passion versus interest split was noticed in the self-employed group (shown in orange) first and was subsequently tested in the identification with work relationships of the clergy (shown in white), teachers (shown in green) and waiters (shown in blue) groups.

Helpful factors	Hindering factors	Summary of the effects
Group 1 self-employed		
Perceptions of relevant resource needs as possible commercial opportunities, formal training (and skill development) and intelligent-gathering effort (required for success).	Preference for a structured work environment, formal interactions with employees and unfavourable image of the one-man business organisation.	Both helpful and hindering factors are seen to have significant effects)
Perceptions of opportunities for combining family life and work life, formal training (and skill development) and uncertainty regarding types of work tasks.	Realisation of unfavourable changes that come with her work, taking responsibility for the payment aspect of her role and time being against her.	Same
Formal qualifications as an engineer, his recruitment strategy and intelligent-gathering effort through collaboration with other experts.	Perceptions of stressful interactions with clients, tensions in the relationship with his business partners and the Nigerian business environment	Same
Formal training (and skill development), creative use of her mixed ethnicity, caring interactions with employees and her clients, personal presence (physically, cognitively and emotionally) and coherence between her work life and her social life.	Disregarded hindering factors	Helpful factors are seen to have significant effects and hindering factors are seen to have insignificant effects)
Formal introduction to the industry, training and working alongside his staff, strong personal and emotional attachments and valuing personal relationships with clients.	Disregarded hindering factors	Same
Gradual awareness of shifts and changes in the business environment, flexibility and freedom in his work schedule, long standing arrangements with employees and development of new skills in response to work demands.	Disregarded hindering factors	Same

Helpful factors	Hindering factors	Summary of the effects
Group 2 Clergies		
Yielded to a call from God, perceptions of the relationship as an emotional pleasure,	Disregarded hindering factors	Helpful factors are seen to have significant effects and hindering factors are seen to

risk-taking opportunities, formal training (and skill development) and performance style targets.		have insignificant effects)
Yielded to a call from God, passion, interest in human beings, family relationship with his parishioners, risk-taking opportunities, formal training (and skill development) and performance style targets.	Disregarded hindering factors	Same
Aspirations to join the ministry, believe that she yielded to a call from God, passion, community relationship with her colleagues, risk-taking opportunities, formal training (and skill development) and performance style targets.	Disregarded hindering factors	Same
Received a call from God, the church organisation's structure, his relationship with God, risk-taking opportunities, formal training (and skill development) and a conviction that he will develop his own ministry in future.	Disregarded hindering factors	Same
Received a call from God, desire to be in ministry and in teaching, the church organisation's structure, familial relationship with her colleagues, risk-taking opportunities, formal training (and skill development) and a desire to give to others.	Disregarded hindering factors	Same

Helpful factors	Hindering factors	Summary of the effects
Group 3 Teachers		
Respected status of teachers, opportunities to make a difference, familial relationship with her colleagues, emotional attachment to pupil, and self-training (and skill development).	Perceptions of organisation management not planning well for their appreciation of teachers' extra-effort, lack of corresponding reciprocity from organisation management, the resulting consequence of not motivated to give her best and feeling unsettled.	Both helpful and hindering factors are seen to have significant effects)
Discovery of the virtues of teaching, passion, friendly relationship with pupils, familial relationship with colleagues, flexible organisational practices, and learning from pupils and skill development.	Conditions of service, incivility from parents, fatigue and feeling unsettled.	Same
Emotional attachment to teaching, opportunities to make a difference, familial relationship with and recognition from her colleagues, support from line manager, appreciation and recognition from parents, and self-training (and skill development).	Disregarded hindering factors	Helpful factors are seen to have significant effects and hindering factors are seen to have insignificant effects)
Passion, emotional attachment to teaching, performance style and targets, emotional	Disregarded hindering factors	Same

attachment to pupils, support from line manager and from colleagues, opportunities for active social life, and self- training (and skill development).		
Perception of teaching as fun, discovery of the virtues of teaching, passion, friendly relationship with pupils, flexible organisational practices, learning from pupils, formal training and skill development.	Disregarded hindering factors	Same
Formal qualifications, teaching as a channel for personal development, combination of learning and teaching, and flexible organisational practices.	Disregarded hindering factors	Same

Helpful factors	Hindering factors	Summary of the effects
Group 4 Waiters		
Discovered benefits of the job, enjoyment of the fun parts, combination of mind -set and a made up mind, performance style, and awareness of customer service peculiarities.	Boredom, difficult interactions with customers and unfavourable image of individuals in the hospitality organisation.	Both helpful and hindering factors are seen to have significant effects)
Past experience in the industry, emotional attachment, humility, interest in meeting people and customer service, and flexible organisational practices.	Boredom, incivility from customers, unfavourable image of individuals in the hospitality organisation and lack of opportunities for career growth.	Same
Perception of work as a channel to other benefits, performance style, interest in human beings, and formal training (and skill development).	Disregarded hindering factors	Helpful factors are seen to have significant effects and hindering factors are seen to have insignificant effects)
Formal qualifications, emotional commitment, combination of learning and teaching, performance style, and ambition.	Disregarded hindering factors	Same
Emotional reactions, combination of good relationship with clients and line manager, performance style, and gradual awareness of changes in thinking pattern.	Disregarded hindering factors	Same
Past history in the industry, emotional attachment, evaluation of other career pathways and feeling settled, performance style, and interest in the job.	Disregarded hindering factors	Same
Formal qualifications, customer service as a channel for meeting people, awareness of the industry future potentials, combination of performance style and interest.	Disregarded hindering factors	Same

Table 9: Experience helping or hindering the identification with work of the group

C10: Assigned potential levels of engagement

To elaborate on these judgements, exhibits of the information compiled that was used for the evaluation accompanying assigned engagement levels. In order to examine the engagement paths further, the analysis compiled qualities of experiences used to propose assigning individuals into five levels of engagement, based on a set of seven qualities. Table 10 illustrates the core partitions used for distinctions between the levels of engagement.

Qualities that were enabling the levels of engagement				
	Extremely engaged	Considerably engaged	Significantly engaged	Marginally engaged
1	The connection of their passion to the work	The connection is justified mainly by a developed self-interest in the work	The connection is justified mainly by a developed self-interest in the work (for Ola), and connection of passion to the work	The connection is justified mainly by a developed self-interest in the work
2	Starting from a preferred position and maintaining it	Starting from a preferred position and maintaining it	Starting from a non-preferred position and changing it. And, starting from a preferred position and changing it	Starting from a non-preferred position and changing it. And, starting from a preferred position and changing it
3	Envisioning a never-ending relationship with his/her specific occupation	Explicitly stated for most and not explicitly stated for others	Future changes intended for Ola	Envisioning a temporary relationship with his/her specific occupation
4	Personal relationships established with co-workers and clients	Professional relationships established with co-workers and clients	Personal and professional relationships established with co-workers and clients	Personal and professional relationships established with co-workers and clients
5	Esteemed working hard	Esteemed working hard	Esteemed working hard	Esteemed working hard
6	Esteemed the profession	Esteemed the profession	Esteemed the profession	Esteemed the profession
7	Regard personal organisational and environmental factors as benefits	Regard personal organisational and environmental factors as benefits	Regard personal organisational and environmental factors as benefits (for Ola) and constraints	Regard personal organisational and environmental factors as benefits and constraints

Table 10: Assigned levels of engagement

Consistent with the goal of the study, the proposed factors in Table 10 could /should improve the relevance and strength of the identification and increase the individuals' engagement. However, these findings are advanced for further investigation that these linkages were substantive factors that indeed indicate strong levels of engagement.

Overall group-level analysis of quantitative assessment of engagement

In this section we present analyses of the cognitive, emotional and physical factors that are seen to be manifestations of engagement according to the Job Engagement Scale (JES) and the Utrecht Work Engagement Scale (UWES) numerical ratings.

We performed qualitative analysis of engagement statement scores to establish the presence of engagement for each case. We employed insights from Q-sort methodology (Block, 1977, 1978) work on forced normal distributions to make the following assumptions about engagement scores; a) when scores are high, individuals are highly engaged on those aspects of their work and when scores are low, individuals are lowly engaged or disengaged on those aspects of their work; b) having higher scores is better than having low scores; c) a minimum score criterion is used to differentiate engagement from disengagement and, d) a percentage score of each of the three dimensions of engagement in the JES and UWES is used to show the size of high and low scores. These are also known as ipsative measures of the salience of various dimensions of each engagement statement and criterion based measures of overall engagement levels.

Criterion based measures of overall engagement levels

The magnitude of the ranked order was used for the assessment of the presence of engagement. The criteria of acceptable range for overall scores were set separately for each scale. UWES assessments: overall scores on the 17 statements indicated a maximum magnitude of 102 (i.e. 17 statements ranked at the highest order of 6). Therefore, scores of 51 and over were indicative of engagement. JES assessments: overall scores on the 18 statements indicated a maximum magnitude of 90 (i.e. 18 statements ranked at the highest order of 5). Therefore, scores of 45 and over were indicative of engagement. For a closer scrutiny for the high and low scoring cases, the following boundaries with a difference of seventeen points between three different levels were employed:

Set boundaries	UWES scores	JES scores
High scores	85 – 102	63 – 90
Middle-range scores:	67 – 84	46 – 62
Low scores	49 – 66	29 – 45

Table 11: Boundaries set for low to high scores

The boundaries set in Table 11 with a difference of seventeen points between three different levels were employed in a forced normal distribution in which lower scores (49 – 66) and (29

- 45) represented low engagement experiences, middle-range scores (67 - 84) and (46 – 62) represented moderate engagement experiences, and higher scores (85 - 102) and (63 – 90) represented high engagement experiences.

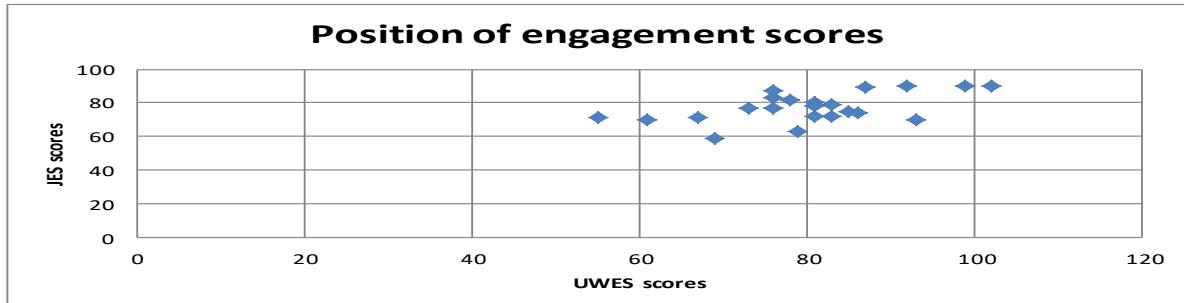


Figure 12: Clustering of scores

Figure 12 displays the positions of UWES and JES scores. It illustrates that most engagement scores clustered into the 60 to 100 and 70 to 90 magnitudes respectively. Based on the overall engagement scores, the clustering of scores to the upper right hand side of figure 13 indicates that all participants were engaged to some level.

Five cases (D: 90/99, W: 90/99, L: 90/92, Q: 89/87, M: 83/76) represent the highest scores (85 – 102 on the UWES and 63 – 90 on the JES). While two cases (P: 59/69, N: 63/79) represent the lowest scores (49 – 66 on the UWES and 29 – 45 on the JES). Therefore sixteen cases represent moderate engagement scores.

The positions of the cases on the highest and lowest UWES and JES scores are presented in Figure 13a and Figure 13b.

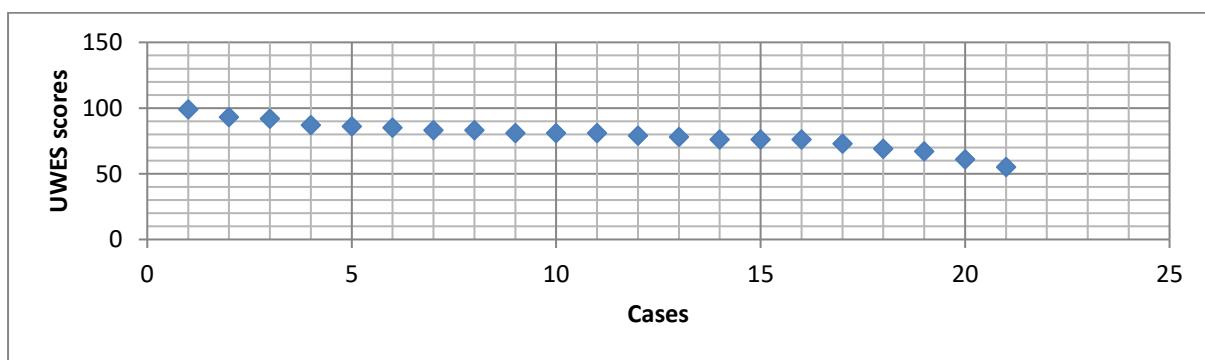


Figure 9a: Position of cases on the UWES

Six out of twenty two cases represented high engagement on the UWES rankings, thirteen cases represented moderate engagement and four represented low engagement according to the boundaries set.

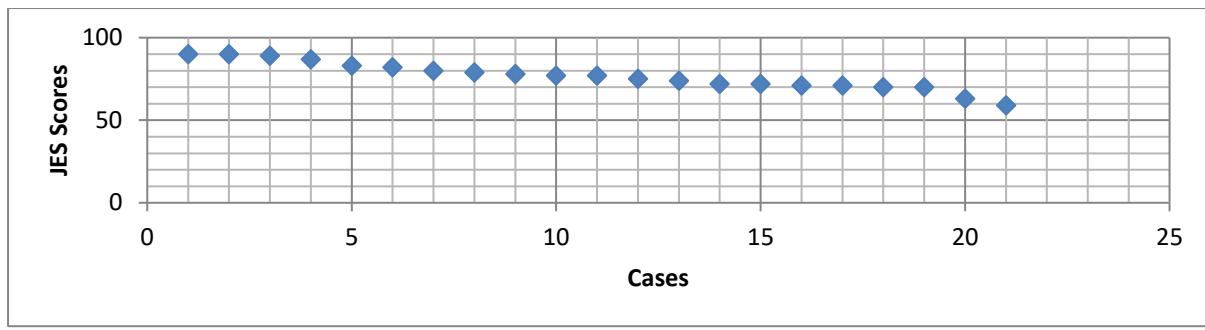


Figure 9b: Position of cases on the JES.

Twenty out of twenty two cases represented high engagement on the JES rankings and the other two represented moderate engagement according to the boundaries set.

D1: Context effects analyses

The contextual factors assembled here include naturally occurring factors of individuals' experiences that may be described without necessarily appealing to the notion of engagement such as the sample demographics, because they are generally applicable to most groups of persons. Based on this considerations was given to professional qualifications, age/age group, gender, occupation, marital status, and tenure as shown in Table 12.

Individuals	Gender	Age range	Occupation	Qualification	Marital status	Tenure
Zisu	Male	36-55	MD/CEO Property development	BA	Married	5 years
Bobo	Male	36-55	MD Hospitality and Importation	MBA	Married	3 years
Kaka	Female	25-35	Fashion Designer	BA	Single	1 Year
Wiwa	Male	56-65	Electromechanical Engineer	BSc	Married	10 years
Chris	Female	36-55	Health development consultant	BSc	Married	1 Year
Pete	Male	36-55	Producer and Production Consultant	MSc	Married	15 years
Levi	Male	36-55	Clergyman	MSc	Married	8 years
Baba	Male	36-55	Clergyman	BSc	Married	7 years

<i>Individuals</i>	<i>Gender</i>	<i>Age range</i>	<i>Occupation</i>	<i>Qualification</i>	<i>Marital status</i>	<i>Tenure</i>
Abu	Male	36-55	Clergyman	BSc	Married	6 years
Sisi	Female	25-35	Reverend Sister	MSc	Single	4 years
Leah	Female	Over 65	Reverend Sister	PGDip	Single	4 years
Hali	Female	25-35	Teacher	BSc	Married	2 years
Choco	Female	36-55	Teacher	BSc	Married	4 years
Nana	Female	36-55	Teacher	BSc	Married	4 years
Ola	Female	25-35	Teacher	SSCE	Single	3 years
Miki	Male	25-35	Teacher	BSc	Single	4 years
Robo	Male	36-55	Teacher	BSc	Married	3 years
Ese	Male	25-35	Waiter	SSCE	Married	2 years
Yeni	Male	36-55	Waiter	HND	Married	7 years
Abebe	Male	25-35	Waiter	SSCE	Married	7 years
Mono	Female	25-35	Waitress	SSCE	Single	5 years
Dan	Male	36-55	Waiter	SSCE	Married	7 years
Basil	Male	36-55	Waiter	Dip	Married	1 year
Dom	Male	36-55	Waiter	NCE	Married	5 years

Table 12: Profile of sampled individuals

The analytical technique employed was a comparison of shared and varied features. The shared features were as follows: (a) gender- each group involved men and women by which there were twelve men and eight women qualified mostly at bachelor's degree or secondary school certificate of education (SSCE), most were married and aged between 36 and 55 years. The most varied feature was tenure in their respective organisation. The tenure varied from one year to fifteen years.

(a) Synthesis

A rich description of the ten organizational settings in which the workplace experiences data were collected is presented (Rousseau and Fried, 2001).

Group one

There were six self-employed owner/managers of five small sized organisations; four operating as a sole proprietorship, one as a partnership and one, operating as a consultant. Figure 10a provides a visual representation of the occupational, location, gender of owner and number of operational years as important features of the organizational setting of group one participants.

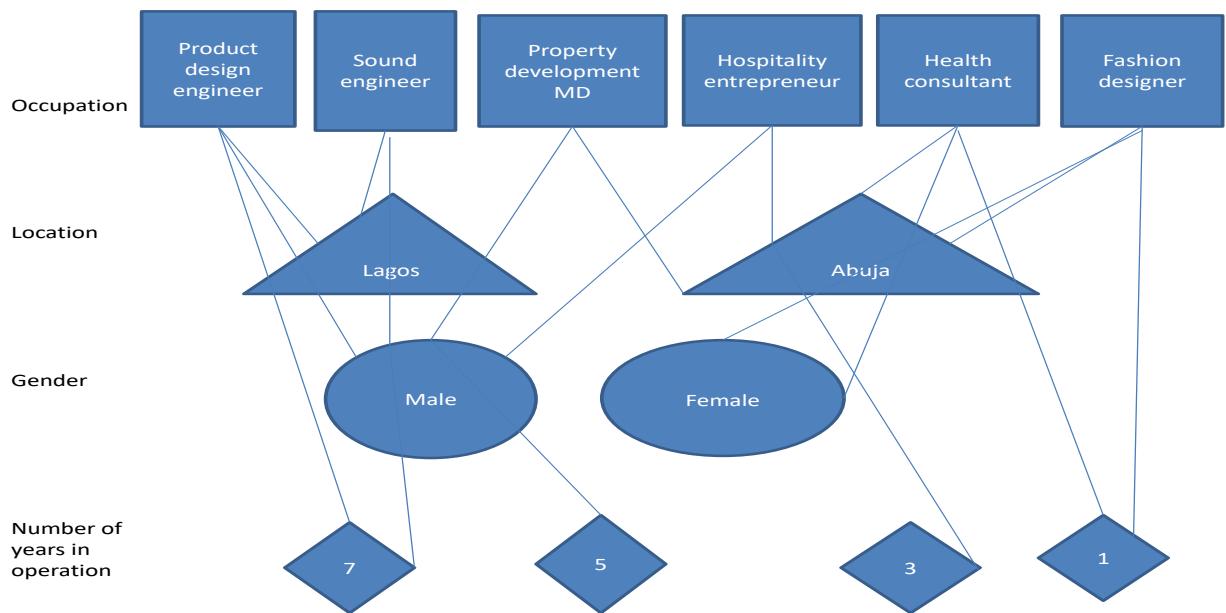


Figure 10a: The organizational factors of the self-employment contexts

From Figure 10a, shared features of the self-employed individuals' organisations were as follows: the organisation operated either as a partnership or a sole proprietorship by ownership type, geographical location was Abuja, or Lagos and the point in time under observation (history), they were operated by the owner/manager who was a key participant in this study. The next sections present a rich description of the situational contexts of employed groups.

Group two

Two types of faith organisations were visited; organisation seven, a protestant sect, and organization eight, a catholic sect. From a denominational point of view, these are the two main designations of faith organisations in Nigeria.

Ownership type	Location	Point in time (No. of years in operation)	Key feature	Work group,	Work role of key participant(s)
Not-for-profit Protestant sect	Abuja and Lagos	65	Members adopted through commission	Hierarchical administrative teams; national and regional	Parish priests
Not-for-profit Catholic sect	Jos and Abuja	55	Members adopted through commission	Hierarchical administrative teams; national and regional	Reverend Sisters

Table 10b: The organisational factors of the clergies' contexts

From Table 10b, shared features of the clergy individuals' organisations were mainly their not-for profit status, longevity of over fifty years, their hierarchical structures and membership by ordination of commission. The ordination of pastors in organization seven is coordinated and controlled through a bible college and school of disciples in Africa with campuses in several continents. This church organisation is one of the most prominent Christian denominations in Southern Nigeria and the federal capital territory Abuja. The founding Pastor who died over forty years ago, and was succeeded by the current head Pastor founded it in the nineteen fifties. An ambitious mission to have a member in every family in every nation guides the organisation. Although, the headquarter of the church is located in Nigeria, it has a global presence in over 160 countries worldwide; in other African countries, Europe and the Republic of Ireland including England, the United States of America, the Caribbean, Canada, in Asia and the Pacific, India, Pakistan and the Middle East.

On a Sunday morning, pastors conduct and oversee meetings, Sunday schools, praise and worship and sermons for services for up to five hours. In the Lagos chapel attended, the pastor's day in the chapel begins at 7.00 am and ends officially at 12.00 pm. Following this he attends to new members and other events that might occur.

The organizational chart showing the position of chapel pastors in the management hierarchy is provided in Figure 10c.

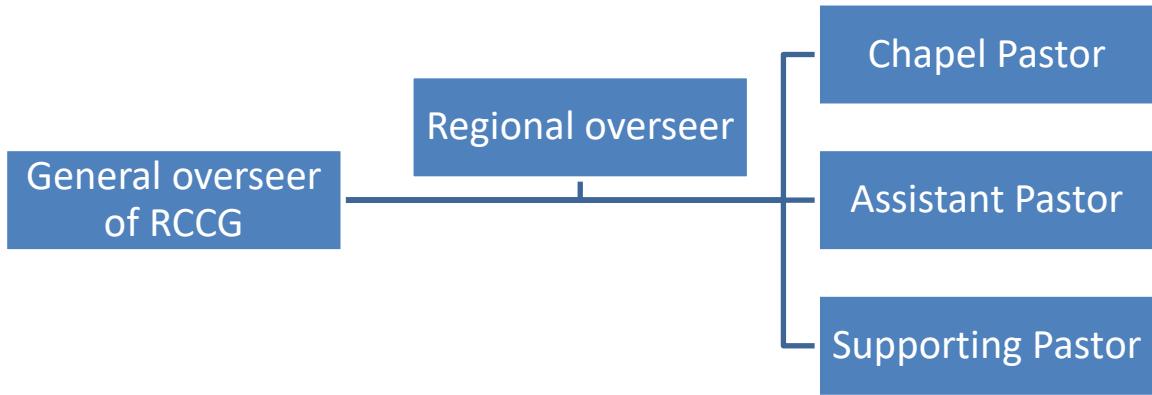


Figure 10c: Organisational chart for the protestant organisation

In the organizational chart in Figure 10c, the chapel pastors, who are also called pastors, report to a regional overseer who is connected to the general overseer and chairman of the governing council for the church groups. The region may be subject to other sub-divisions such as zones, provinces and parishes depending on their location.

Salaries

Many of the organisation's pastors work as clergy and professionals. As the head of his congregation, the pastor and his supporting officials plan programs, events and evangelism efforts to serve their members and their neighbourhood. So as clergy, stipends rather than salaries are offered. Three male chapel pastors were interviewed as 'Levi', 'Abu' and 'Baba'. Two clergies come from the congregation of a Catholic convent with its headquarters in North Central Nigeria.

The pioneering reverend sisters of organization eight were commissioned and trained in early 1960s, ten years after the setting up of subject organization seven. The mission for the sisters are as follows: to commit themselves by their religious vows to follow Christ as the apostles did, giving their lives to the service of the gospel, ready to risk all for the Lord. However, at the national level, the order originated from the first group of women Religious in Nigeria dating back to 1878. The charism of the order is mission. This means that the sisters are missionaries – they are sent to work anywhere they can offer a kind of caregiving service of which they are capable and where they are needed. So like the pastors of subject organization seven, they also work as clergy and professionals such as teachers, nurses, catechesis, youth ministers and social workers with women and children. They also play roles in the promotion,

mentoring and education of women and young girls. In comparison with organization seven, as a ministry, organization eight operates in 19 countries of the world including Nigeria but is not present in England.

Staff qualifications and skills

Young ladies are invited to join the order if they are a baptised catholic with a strong desire to serve God as a missionary. In terms of qualifications, recruitment is on the basis of a secondary school certificate of education (SSCE) with a minimum of 5 credits including English language. Also, diplomas and higher qualifications obtained in higher institutions are also welcomed. So unlike the hotel and catering commercial institutions, in this missionary group, emphasis is placed on formal qualifications. Candidates must also be matured and aged between 18 and 30. Similarly, entrance age is also of equal importance here. They must be willing to serve in the order as an aspirant for at least one year.

The process of becoming a Sister

The process of becoming a sister of the order takes over 11 years. In addition to the initial year served as an aspirant, a further two years of postulancy training, two years of novitiate training, 6 to 9 years of temporary vow are required before one makes the final commitment and becomes a reverend sister.

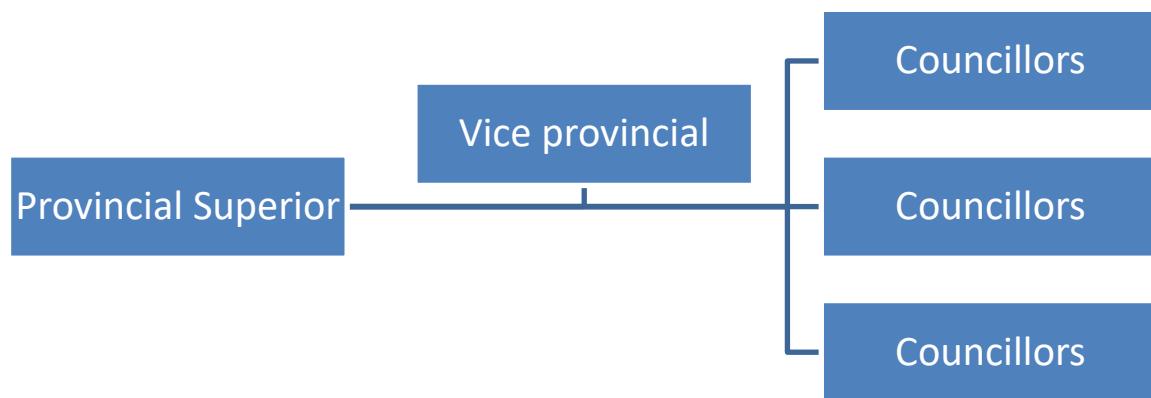


Figure 10d: Organisational chart for the catholic organization

The organizational chart showing the management hierarchy for the catholic organisation is provided in Figure 10d. Two reverend sisters were interviewed. One was a confirmed

reverend sister and the second was still undergoing this process. The first sister had the rank of a councillor. The second sister has a mentor who is a specialist advisor to coach for her particular area of mission. The two reverend sisters were interviewed as ‘Sisi’ and ‘Leah’.

Thus the combination of three male chapel pastors and two reverend sisters means that group two consisted of five participants. As professionals, two of the pastors were self-employed in business management and printing. The third was an employed teacher. The reverend sisters worked in education, one as a school administrator and the other as a religious knowledge teacher.

Group three

Ownership type	Location	Point in time (No. of years in operation)	Work group	Work role of key participant(s)
Private Catholic primary school	Abuja	4	Academic, missionaries and non-academic staff	Classroom teachers

Table 10c: The organisational factors of the teachers’ context

From Table 10c, key features of the teacher organisation were mainly its faith school status despite being a private sector and profit oriented organisation that ultimately shaped the work community.

Organization nine is a catholic Christian school in Abuja that was envisioned in June 2001 by a congregational benefactor who wanted a joint venture with Sisters of Our Lady of Fatima Sect to provide a holistic catholic education to children in Nigeria. It took nearly ten years to realize the dream by its benefactor who has been in property development and construction business in Nigeria for 35 years. He wanted to leave behind in Nigeria a legacy and felt building a school to give good Christian education will be a very positive way of making good impact on a country that as an entrepreneur, the benefactor had spent a significant part of his work life and had benefitted a lot from it. The Sisters of Our Lady of Fatima Sect, who were observed as experienced educationists, would be a great religious group to collaborate with to realize this dream. The dream was realized when the school construction was completed and actual take-off of the school and full operations in September 2010.

The school has recorded continued growth from 25 pupils at inception in September 2010 to 100 children in September 2011, 109 children in March 2012 and presently 250 pupils in

2014. The policy in catholic education makes the quality of education not just intellectual but ensures children fit into the society with the fear of God. Godliness goes with the upbringing that the school pupils get. Though run as a catholic school it admits children from every background and religion and as many as appreciate result-oriented catholic standards. The school premises houses a global structure both in facilities and curriculum with teachers that are competent, ethos-driven and enthusiastic. The Fee Category falls in the region of N15,000 - N50,000 (Nigerian Naira) per term.

An organizational chart showing the positions of interviewed teachers in the organizational hierarchy is presented in Figure 10e.

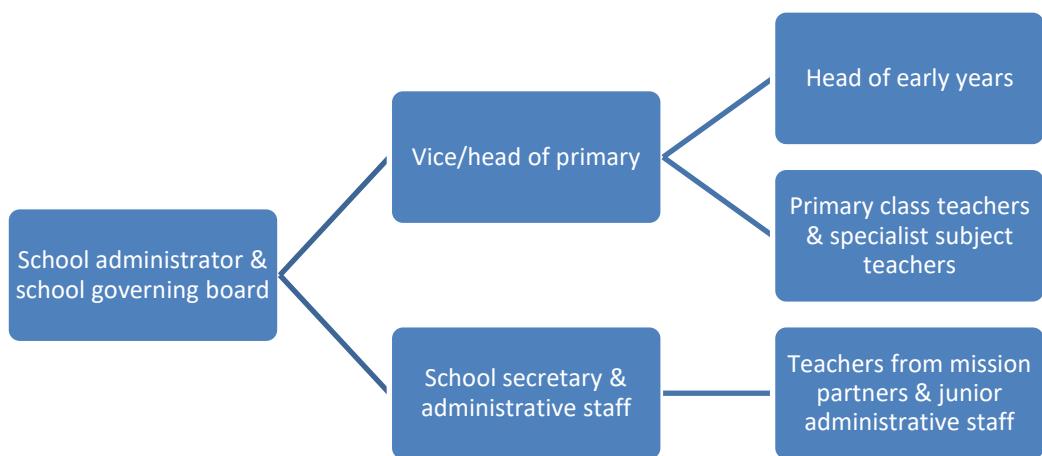


Figure 10e: Organisational chart for teachers' organization

In Figure 10e, the senior management of the school consists of a board of governors and is operationally managed by a school administrator, assisted by a vice, who is also the head of year for the primary section, a school secretary and a team of administrative staff (e.g. finance officer, nurse, care takers, security men). The researcher was introduced to the school administrator through an education consultant. The researcher went in person to introduce and explain the nature of her study. The school administrator gave the researcher permission to conduct the interviews and head of year for the primary section was asked to provide a familiarization tour and assist with the recruitment of teachers willing to be interviewed.

The head of early years is directly responsible for the planning and delivery of the early year's curriculum and plans. Early year's nursery teachers work with two assistants (a teachers' assistant and a nanny). Primary school class teachers manage the delivery of the

primary curriculum with the support of a teacher's assistant, and specialist subject teachers and are directly supervised by the head of primary years. Four class teachers (two males and two females) and a female teacher's assistant were interviewed. The school also benefits from the contribution of Nigerian and non-Nigerian missionaries who are committed to child education as their service to the community.

Salaries

Heads of year earn N2.4 million per annum, teachers earn N1.4 million per annum, teachers assistants earn N750, 000 per annum and nannies earn N360,000 per annum before tax.

Staff qualifications and skills

Teachers are employed as qualified and non-qualified staff.

The six teachers interviewed are 'Miki', 'Robo', 'Ola', 'Hali', 'Choco' and 'Nana'.

Group four

The waiters work in the food and beverage department of a three-star hotel organization.

Ownership type	Location	Point in time (No. of years in operation)	Work system	Work role of key participant(s)
Management by a consultancy group	Lagos	7 years	Groups of 12 or 13	Waiters, barmen, cashiers and cooks

Table 10e: The organisational factors of the waiters' context

From Table 10e, key features of the waiters' organisations were mainly it's international hotels management structure and the arrangement of the large group work system which each individual contributes to and connects with in order to perform their own work role tasks.

The hotel organisation

One of the chief tasks of waiters is that they are expected to see to the comfort of their guests, and take note of daily changes in the menu that the hotel has to offer as well as create a welcoming hospitable environment. Although there is division of labour within departments,

some have few avenues for professional advancement or promotion within departments or in the job.

An organisational chart for this department is as follows:

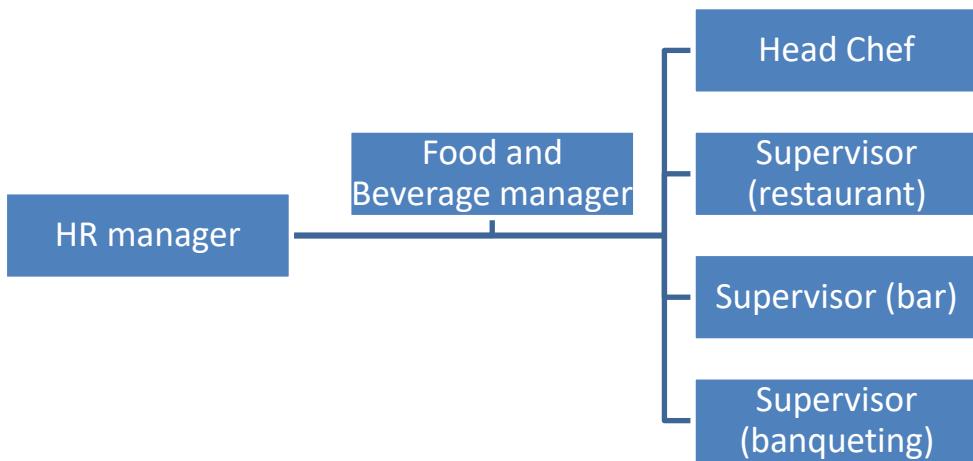


Figure 10f: Chart showing units in the waiter staff department

The chart in Figure 10f shows the four work units comprising cooks, restaurant and banquet waiters, barmen and cashiers of the food and beverage department. The cooks work under and with the head chef, waiters/banqueting waiters and barmen work under and with their respective supervisors. While the cashiers work under all four supervisors and take all the room service calls. The cashiers also double as waiters when the need arises but are not classified as skilled waiters. The supervisors are differentiable from their staff by means of the style and colour of their uniforms.

Staff qualifications and skills

About 90% of the staff is recruited on the basis of a secondary school certificate or a diploma in hotel catering which does not have to be obtained in a higher institution. According to the HR manager, this is because their emphasis is not on formal qualifications. Qualifications can be gotten on the job in any type of catering establishment. A desired skill for this occupation was how much practice an individual has had in this work domain and tends to focus more on the industry experience that individuals had gathered.

Although age is not a barrier to entry, the age range of workers in the department is from 28 to 45. Here the HR manager iterated that desired skills are ‘a can do spirit’ and aside from supervisor staff, there are no grade levels in terms of salaries paid. Whoever comes on board today gets the same salary or will be at par with those who have been around for many years. But he added that they are trying to have a structure put in place regarding this. Issues includes whether a consideration should be given to when people started working in the industry versus when they got into this particular organisation when applying the differentiation into job grading. The cooks however operate under their own separate professional hierarchy that includes a head chef, sous chef and chef de partie.

Staffing numbers and work plans

About 12 or 13 workers work in the food and beverage section on a day-to-day basis and operate three 8 hour shifts: morning shift from 7.00 am to 3.00 pm; afternoon shift from 3.00 pm to 10.00 pm and evening shift from 10.00 pm to 7.00 am. Normally there are more workers doing the morning shifts than the afternoon shift. The least number of workers are put on the evening shift. Supervisors and staff interviewed were recruited from all the four sections of this department. The workers on each shift perform the ‘mise en place’, which is a French phrase for preparation before service. It entails the staff getting all required pre-prepared food and equipment ready in anticipation of use. Work is coordinated and controlled using a logbook that is submitted at the end of the week. Professional training done once a year is called the JUICE course and knowledge acquired on the course is evaluated using an on-line assessment by the South African management board. Other training courses such as the Johnnie Walker Master Bartender course for bar staff and fire safety training are also provided. The workers themselves, their peers and their supervisors perform required work appraisals. Guests also provided important feedback on services rendered using a ‘HOT OR NOT’ rating card placed in each room. The organisation has a policy of employing only male waiters and barmen complemented with female cahiers. Asked the reason why the waiters and barmen are all male, the food and beverage manager explained that from past experiences he had had issues with female waitresses ranging from biological weaknesses, persistent requests for excuse from duty and constant use of excuses and complaints to justify poor performances.

Salaries

Workers get two types of salaries: a monthly fixed salary based on employment contract and a variable service charge supplement that is based on sales. The service charge portion of the salary is paid in the middle of the month. It is calculated based on a proportion of the staff salary figure and the volume of service charges earned. According to the HR manager the service charge supplement has been roughly a minimum of N60,000 to N70,000 currently.

The hotel grading and classification

This information was gathered from the 2014 worldwide directory for this prestige group of hotels. The particular hotel has been in operation for just seven years. A South African prestigious hotel management consultancy group manages it. It was graded as an African pride hotel in the group-grading scheme according to South African grading criteria provided by the Tourism grading council of South Africa in 2014. ‘African pride hotels’ grading is described as an exclusive collection of superior-deluxe hotels, lodges and country houses, offering the highest international standards of service, accommodation and facilities.

The seven hotel staff interviewed referred to as waiters for simplification are ‘Yeni’; ‘Dan’; ‘Moni’; ‘Dom’; ‘Ese’; ‘Abebe’ and ‘Basil’.

D2: Profile of the society in which the organisations operate

National culture factors are known to affect organizational practices; it means that it is important to look at national culture factors (Hofstede, 2001). This led the researcher to conduct further investigations into the work situation in Nigeria. Providing additional follow up data on individuals’ own mentioned factors. The next section describes the political, social and economic factors of Nigeria.

Profile of the Nigerian society, business and employment situation

If contextual characteristics are formulated on socially shared knowledge, attitudes, ideologies, norms and values that inform the worker’s mind, it becomes clear the study should include the profile of the society and with then discuss the possibilities of social implications shaping their engagement mentality. More importantly, it provides a much

needed opportunity for the consideration of localised resources, values, preferences, perceptions and socio-cultural resources implied in the engagement generations. This continues to be a key issue – actors' reflections and readings on their engagement mind sets.

Nigeria is seen as being the most populous country in the African continent and situated in sub-Saharan Africa. The country gained independence from Great Britain in 1960 and declared itself a Federal Republic in 1963. English is the official language and makes the communication easier among different ethnic and linguistic groups (Adebayo and Udegbe, 2004; Opara, 2006). Although Nigeria is an oil-rich country, political instability, corruption, and a high rate of unemployment are still among the important predicament awaiting immediate solutions (Karatepe and Magaji, 2008).

The political situation in Nigeria concerns the responsibility of nation-states in the modern world for the delivery of essential political goods to their inhabitants based on the principle that all citizens of all countries desire to be governed well in the nation-states in which they live. These essential political goods can be summarized and gathered under five categories: Safety and Security; Rule of Law, Transparency, and Corruption; Participation and Human Rights; Sustainable Economic Opportunity; and Human Development. Together, these five categories of political goods epitomize the performance of any government, at any level. No one, whether looking to her village, municipality, province, state, or nation willingly wants to be victimized by crime or to live in a society without laws, freedom, a chance to prosper, or access to decent schools, well-run hospitals, and carefully-maintained roads (RotBerg and Gisselquist, 2009).

In terms of rule of law, transparency and corruption, PotBerg and Gisselquist (2009) of the Strengthening African Governance Project of The Program on Intrastate Conflict and Conflict Resolution at The Kennedy School of Government, Harvard University & The World Peace Foundation ranked Nigeria as 39 out of 53 countries (scores were 66.4 for Safety and Security; 52.3 for Rule of Law, Transparency, and Corruption; 43.3 for Participation and Human Rights; 38.9 for Sustainable Economic Opportunity; and 50.3 for Human Development).

The Index of African Governance consists of detailed scores and rankings on all fifty-three African countries, categorised as five North African countries and forty-eight sub-Saharan African countries. The Index uses raw data collected by in-country affiliates in thirty-eight of the fifty-three countries of Africa. Where and when appropriate, the Index supplements its assessments of Africa through internationally comparable data with data collected by its own researchers in those countries. Nigeria, despite its vast oil wealth, suffers as in previous years by weak scores for safety and security, participation, rule of law, and human development, the authors have begun work on their new Index of African Governance.

Nigeria is perceived as one of the high-risk destinations for investment and as a result, the tourism and hospitality industry is still in its development stage (Karatepe and Magaji, 2008). Moreover, Nigerians are faced with problems associated with job insecurity, long work hours, low pay, gender equality regarding job opportunities for women, and stressful situations at work (Adeyemi et al., 2006; Karatepe and Magaji, 2008).

Unemployment situation in Nigeria

In his article, ‘A Global Recession and the Curious Case of Unemployment in Nigeria’ the two relevant arguments put forward by Ezeani (2009) is that there is defective perception on the actual causes of persisting high unemployment for Nigerian graduates irrespective of positive economic growth.

Secondly, that the threat of unemployment for graduates, professionals or low-skilled workers has continuously been present in the social consciousness of the people yet she ponders how is it that Nigeria produces countless amount of graduates every year with wonderful records of scholarship and still fail to apply the basic lessons of organised society, which is that it is the individual that drives all activity including employment?

United Nations figures state that that only about 5% of graduates from Nigerian universities find and keep work. Graduate output levels are at an all-time high. However, industry statistics record that the country’s highest earner the oil sector employs only about a dismal 5% of the country’s workforce, another 5% are employed in industrial activity, the highest percentage recorded is in the agricultural sector which accounts for 70%. Owing to the recent

development of telecommunications, banking and Internet technology and a small number of local professional firms the service sector employs 20%. (Ezeani, 2009) This would imply:

- some degree of employment market failure
- that agricultural skills are most utilised in terms of skills utilisation

Employment market failure in a national economy where a market system operates occurs because employing organisations recruit and select their employees based on unco-ordinated free. Given that agriculture is not in the high-income earning bracket owing to its subsistence and non-mechanised techniques, the impact on the citizens of a country with 70% of its labour force in low income or unpaid employment is significant. With a growing population that looks set to exceed one hundred and forty million citizens the relationship between the employment statistics and the graduate output leads to persisting deficiencies in the graduate absorption .Unemployment is thus of a peculiar nature in the Nigerian economy. Even before the global recession and several studies suggests that even the government is running out of ideas (Ezeani 2009).

A survey of international businesses working in sub-Saharan Africa found that Nigeria is one of the most difficult countries in the world for private business (Center for International Development). In 2009, Nigeria was ranked 117th country for ease of business out of 120 (World Bank) On balance it was suggested that the material conditions for individual and organisational transformations appear to be available, but the human and cultural conditions that enable this to occur are not yet in place (Ezeani 2009).

While there may be potent arguments for the government to get its act together across the three tiers of government to address some fundamental gaps in the economic structure that is needed to tackle unemployment, there are equally good reasons for arguing that the sources that provide individual motivation is another factor that is often underrepresented in the public debates about barriers to economic activity (Awogbenle and Iwuamadi, 2010). Other evidence used to support her conclusions is that the employment market throughout its history has been unresponsive to reform agendas and government initiatives of exceptional monetary, fiscal and public policy support. Given this, he asserts that the unemployment crisis is due to a government-centred economy, low personalised involvement on the part of graduates and a resignation to prayers for a spiritual solution with its associated pattern of

attitudes, reasoning, motivation and decision-making (Ezeani, 2009). Ezeani (2009) suggested that some of the influences of low motivation are conformity to a defective perception of the dignity of labour, an aversion to risk-taking and unwillingness to relocate to rural areas of the country despite the vast opportunities that abound there. The focal point of her suggested solution is a clear resolution of the responsibility of graduates for improved employment motivation.

Graphs of unemployment in Nigeria and culture

Impact of the Nigerian factor on findings -The impact of the Nigerian business environment comprising customers, financial institutions, social infrastructure and the quality of labour place certain benefits and limitations on the workers' relationships with their tasks and organization. A number of organizational attributes relate to the economic and political trends in the economy. This is quite significant because high or low wages arise from high and low demands for jobs. The employers will be seeking to retain workers not through high wages and benefits but through rationalized attachments and personal growth.



Figure 11a: Nigeria unemployment rate

For the purpose of the interpretation, unemployment rate is defined as the proportion of the labour force available for work but did not work in the week preceding the survey period for at least 39 hours (Nigerian version). According to the Unemployment Rate in Nigeria is reported by the National Bureau of Statistics, unemployment Rate in Nigeria increased to 23.90 percent in 2011 from 21.10 percent in 2010. Unemployment Rate in Nigeria averaged 14.60 Percent from 2006 until 2011, reaching an all-time high of 23.90 Percent in 2011 and a record low of 5.30 Percent in 2006.

In Nigeria, the unemployment rate measures the number of people actively looking for a job as a percentage of the labour force.

Nigeria Labour	Last	Previous	Highest	Lowest	Unit
<u>Unemployment Rate</u>	23.90	21.10	23.90	5.30	percent
<u>Population</u>	173.60	166.21	173.60	45.15	Million

Table 11a: Showing actual values of Nigerian unemployment rate (June, 2015)

Statistics on Nigerian Unemployment Rate using actual values and historical data as reported by the National Bureau of Statistics was collected on Monday, June 15, 2015. The figures showed the highest recorded unemployment rate of 23.90 percent in 2011 in a population of over 173 million people. What the figures seems to imply is that there might be connections between the experiences of participants and the unemployment situation.

D3: Context effects themes on Personal and work situation factors

Tier one of the context effect themes provided the rich description of research settings presented in the preceding parts. Tier two and tier three themes provided an incorporation of personal and work situation themes as well as providing comparative summaries of these themes across the different work settings.

The units of analysis were the whole of the workplace experiences as a case study of the individuals' view of their experience. In the first phase, the analysis focused on 'who' people said they were, of what they did and what about their own organisation was supportive and unsupportive in order to perform their work well with others. This report cannot give an extensive report on the personal and work situation context factors gathered. However, Figure 8c outlines a summary of twelve sub-themes capture, and then, summarised reports on the similarities and differences in individuals' views of their workplace experiences are presented.

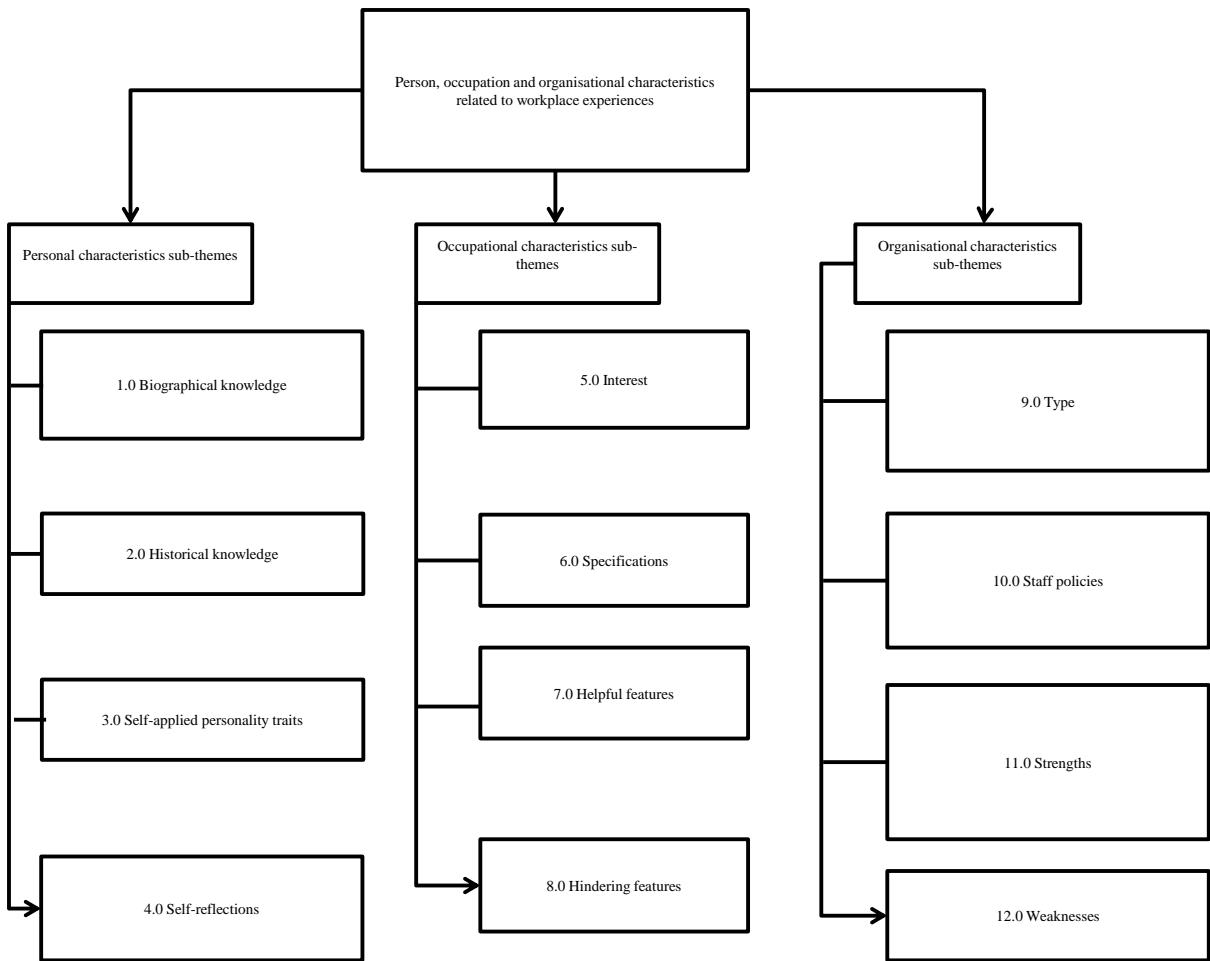


Figure 11b: Captured personal, occupational and organisational codes

The second tier and third tier of the context effect evaluation were the personal and work situation factors.

(a) Personal factors

Information on name, age, occupation and ethnicity are equivalent to biographical data so we replaced these set of elements with the sub-category biographical knowledge. The process is repeated for each category. The sub-categories for personal characteristics are analyst-constructed typologies (Patton, 2002) because they were inductively generated. Four sub-categories were linked to the personal characteristics factor shown in Figure 11c. The following narrative provide a description of the collated outcomes across the groups, identifies interesting points and why.

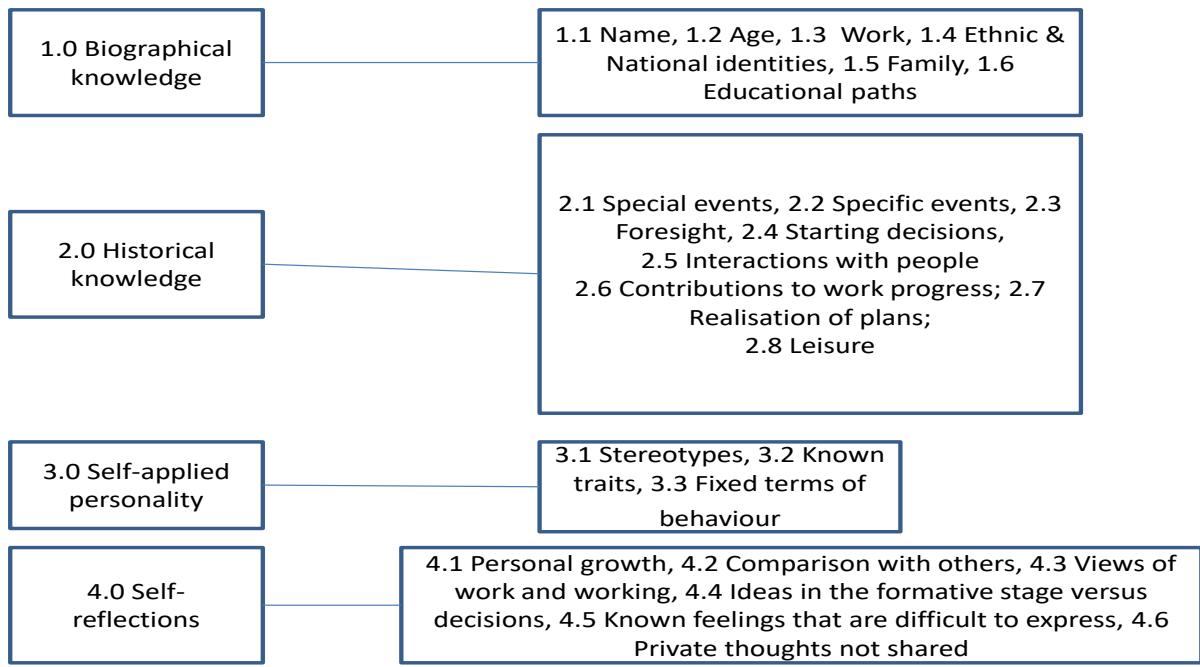


Figure 11c: Overall group analysis of personal characteristics views

The conclusions reached was that when asked to describe themselves individuals employed the four sub-categories that were linked to the personal characteristics factors described in Figure 11c.

Biographical knowledge

The biographical knowledge descriptions of the personal characteristics of both self-employed and employed individuals were based on their ethnicity, entry into a particular occupational field and organisation. They consisted of their specialist technical abilities and unique endowments with achievements, experiences and qualifications. Particularly, values apportioned to the pursuit of qualifications using supplementary activities versus the set of economic interests, which enabled individuals to get energetically involved in their work indicated responses that are noticeably different from the guidelines of the occupation/organisation, work satisfaction seen as the contentment an individual has with his or her work, or the social and symbolic commitments that they hold and even organisational citizenship behaviour encompassing an urge to contribute to the organisation. Regarding the latter, individuals expressed a more social/familial responsibility approach towards their clients and colleagues.

Historical knowledge

The historical knowledge and special events were based on their selected experiences that are now remarkable events but only as they remember or choose to remember them. Many were their long-standing memories that were in turn used to improve or inform collegial relations, introduce conventions and used to stimulate their intentions to stay in the work role or continuity with the organization. Some were construed figuratively in metaphors.

Self-applied personality

Self-applied traits and constructions were based on their self-awareness of continual use of strengths, development of own conception of the nature of important interpersonal relationships and its evolution into relationships of trust, friendship and social learning. It also included their realisation of levels of personal, professional and material development after spending a year or more in the work role. As well as their future goals and target considerations, and discovery of areas of the work role that caused some level of stress.

Self-reflections

Furthermore, a sub-theme of the self-reflection of the participants included how their personal involvement were worthwhile actions, known feelings that were unable to express in words and other feelings that they were reserved about, that were deliberately not shared with the researcher.

Theoretical guidelines for coding data for personal factors

In Figure 8b, Kahn's (1992) framework (in the purple boxes) divides personal factors referring to who the individual is as well as the systemic structures in operation in a given situation into two types; individuals factors consisting of individuals' models of self-in-role, security, courage positive and adult development and individual distractions consisting of physical and emotional energies, outside life and ambivalences. Referencing Bowlby (1980), Argyris and Schon (1982) and Smith and Berg (1987), Kahn relates the mediating roles of individuals' models of self-in-role, security, courage positive and adult development to attachments and forms of self-authorization that people enact as a matter of course in their work roles that set in motion the extent to which people are likely to present or absent as

themselves, and feel vulnerability or experience anxiety in relations with others. As individual difference factors, they (the attachments and self-authorisation) are shaped by personality, life experiences and psychological baggage. For instance the more or less security people feel about showing their real selves and feeling vulnerable to others is closely linked to the more or less trustworthy are they likely to experience relationships and social systems to be. According to Kahn (1992), the individual distractions consisting of physical and emotional energies, outside life and ambivalences shape how available people feel in work situations, are related to the three psychological conditions.

In Figure 8a, the image of personal resources in Schaufeli and Bakker's (2003) framework (in the orange boxes) is as mediators in stressful life events and personal coping. 'personal' in personal resources refers to the idea that individual characteristics can function as a means of dealing with the outside world (Hobfoll, 1989) and 'resources' refers to the role it plays as a means of supplying a need or deficiency, in which the value of the resource is closely linked to the outcomes that it contributes towards (Ashford 1986). van den Heuvel et al. (2010) referenced Pearlin and Schooler (1978), Bakker, Kakanen, Demerouti and Xanthopoulou (2007), Hakanen, Bakker and Demerouti (2005), Hobfoll (2002) and Callan, Terry and Schweitzer (1994) in their assertion that the key attributes of personal resources here is that (a) they facilitate goal attainment in the face of adversity, (b) are malleable elements of personality, that can be developed over time, influenced by significant life experiences and specific personal development interventions or coaching. Luthan, Avery, Avolio, Norman and Combs (2006) are referenced for the second set of attributes.

<i>Personal factors</i>	
Main themes on self-in-role from personal engagement approach	Kahn relates the mediating roles of individuals' models of self-in-role, security, courage, and adult development to attachments and forms of self-authorization that people enact as a matter of course in their work roles that set in motion the extent to which people are likely to present or absent as themselves, and feel vulnerability or experience anxiety in relations with others. As individual difference factors, they (the attachments and self-authorisation) are shaped by personality, life experiences and psychological baggage. For instance the more or less security people feel about showing their real selves and feeling vulnerable to others is closely linked to the more or less trustworthy are they likely to experience relationships and social systems to be. According to Kahn (1992), the individual distractions consisting of physical and emotional energies, outside life and ambivalences shape how available people feel in work situations, are related to the three psychological conditions.
Main themes on	The image of personal resources in Schaufeli and Bakker's (2003) framework (in the orange boxes) is as mediators in stressful life events and personal coping.

Personal resources from the job resources and job demands (i.e. the work engagement) approach	<p>stressful life events and personal coping. ‘personal’ in personal resources refers to the idea that individual characteristics can function as a means of dealing with the outside world (Hobfoll, 1989) and ‘resources’ refers to the role it plays as a means of supplying a need or deficiency, in which the value of the resource is closely linked to the outcomes that it contributes towards.</p> <p>van den Heuvel et al. (2010) assertion that the key attributes of personal resources here is that (a) they facilitate goal attainment in the face of adversity, (b) are malleable elements of personality, that can be developed over time, influenced by significant life experiences and specific personal development interventions or coaching.</p>
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Table 11b: Theoretical guidelines for coding data for personal factors

Next, the context effect evaluation of the situational factors is presented.

(b) Work situation factors

The relevance of situational factors is premised on depicting the focal relationships such as occupational factors (profession, qualification), organisational (history, culture, longevity, product), and sub units such as group sizes, meeting times, number of meetings, in which the participants’ perspectives, and frames of reference that can influence their work experiences are situated (Rousseau and Fried, 2001). In other words, it includes conditions and events in the organizations and workgroups that affect or are affected by individuals’ membership. This organizational context encompasses first, the ways the organizational environment influences the workplace experiences generally, and second, how individuals’ perspectives on particular aspects influence their experience of them or a particular experience of them.

Rousseau and Fried (2001) identified twenty two context effect items listed under four headings; organisational factors, work-job factors, external environment and time as topic guides for reporting situational factors using a field study. This section followed this guideline to organize the information gathered on the research settings. Hence, the use of the labels of the ownership types, location, point in time (the brief history of the organisation), work system and work role of key participants come from previous research context guideline given by Fried and Rousseau (2001). The third tier of the context effect evaluation was the synthesis of contextual background and situational factors to encapsulate an overall view of the context effects.

Occupational characteristics codes

Four sub-categories were linked to the occupational characteristics code.

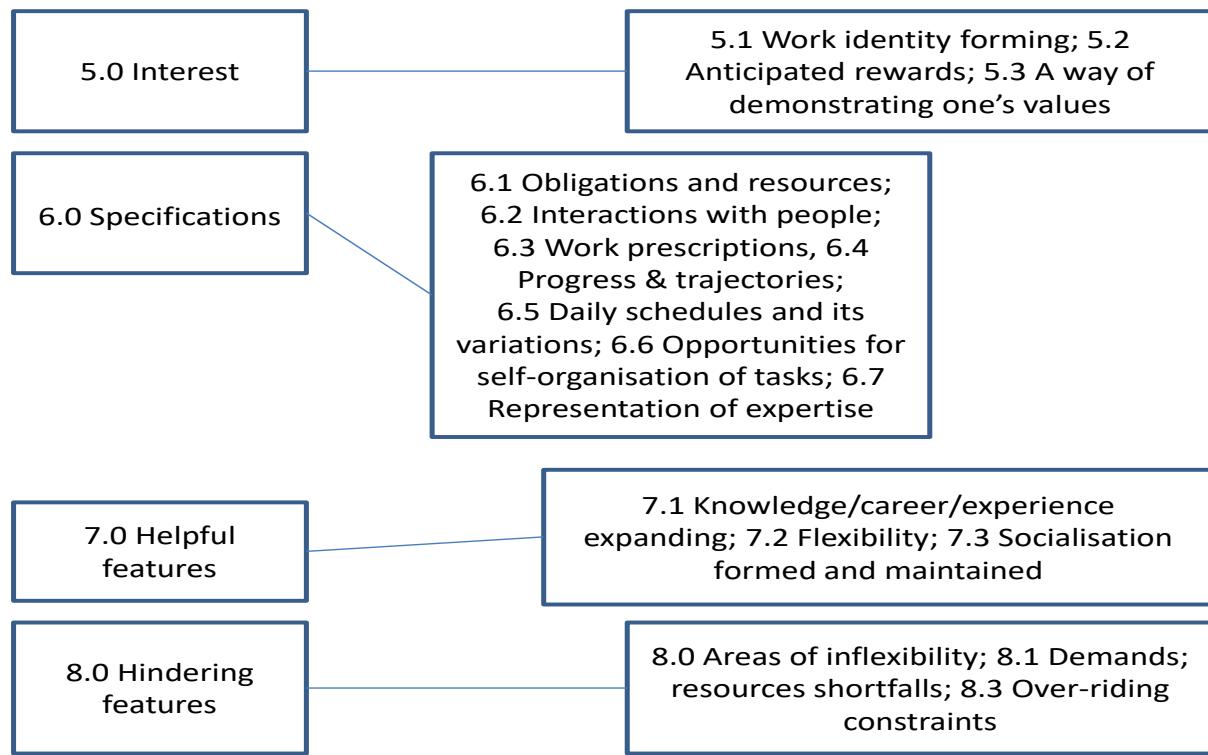


Figure 11c: Overall group analysis of occupational characteristics themes

Interests

The description of work role characteristics were based on their fulfilment of some need for the individuals, providing value for the clients that translated into a successful work role operating in the service sector. In most cases, work roles were consciously chosen on the basis the visible, successful, prestigious or influential characteristics, which were seen as triggering a highly valued operational advantage. These ideas were further expanded to reveal the discovered particular intrinsic qualities embedded in the roles, relationships and responsibilities. Participants outlined their numerous contributions to work role and organisational growth through their use of available resources. Essentially, the influential aspects of individuals' experiences of their work role and organisation were based on the processes employed, their quality improvements and other operational activities that were under examination through the interview questions. Topics focused upon in the interviews included questions soliciting practical reasons for reported actions and thoughts used by

participants to clarify the purposes of their behaviour at a specific time in their organisations. Other issues that were generated specifically by the participants outside of the researcher's initial list of dimensions are presented under the classification of 'emerged themes'. Hence, the participants retained some measure of control over the interview contents, thus contributing to the foundations of emerged themes and refinement of areas of analytic attention on this topic in the future analyses (Hyett et al., 2014).

Work role specifications

Mainly, self-employed individuals selected their jobs and work colleagues whereas, employed individuals and the organisations were mutually selected. However, they had no control over the selection of work colleagues and teams. Teachers and the clergy have some aspects of their tasks set out by their organisations. They were found to have greater reliance on set timetables or programme of activities. But for the waiters, to a large extent their tasks are what the organization set them to be. Self-employed individuals created their own spaces and decided what aspects of the work place they get involved in. In turn this ability of the owner/manager to set their own action also involved accommodation/adjustments to promote required favourable actions/behaviour from employees, use of knowledge and responsiveness the breadth of the work actions of their employees. This places a burden on the owner/manager to recruit, plan and reward task performances in a manner that ensures the continuity of the organization. As the workplace climate promoter they learned to anticipate their employee efforts and carefully reasoned predictions of appropriate rewards (salaries only or additional care). However, they operate in a superior position to employed managers as they are protected from some of the things that managers that are employed compete for such as promotion, bonus, and security from being replaced and of increased autonomy for organizational control.

Helpful features

When combined, the personal, workrole and organisational characteristics fostered the interactional initiatives, the show of personal concern for accomplished work tasks and serve to strengthen the work that has already been undertaken. Enabling aspects regenerated the processes that had already begun.

Individuals try to stick to obligations and do not hesitate to give the benefit of their own knowledge and experiences. This results in successful combination of practical experience with theoretical training. The issue is that the latter does not displace the former; one of the strongest situational influence was that formal educational qualification inserted work/job level positional differences that were not helpful for cooperation on work/job tasks across positional status and some individuals felt that they were drawing too heavily on their own resources (job demands exceeding job resources). Thus, when reliance of formal qualification interferes with cooperation to get work tasks done, it becomes unhelpful. The work engagement model stipulates that the pressure of the inverse increases in job demands and resources (in this case heavy job demands accompanied by low investments of resources, collegial cooperation or support and weak organizational control over workload) affects variations in engagement-oriented behaviour. Thus the relative perceptions of this experience to convey a lot of information on how individuals viewed their role behaviour from different educational and job level influences was highlighted. Most conceptions of additional investments of personal resources were based on the prospects of receiving respect from others and lastly, several investments represented respective personal ways of complementing one's spiritual beliefs.

Individuals professed a positive association with being self-employed

However, different frames of reference are employed to proclaim these realized benefits. Self-employed see themselves as linked to their employees or staff whereas the employed workers see themselves operating under various grouping arrangements. The self-employed have to maintain a relationship that makes their operational success possible, while the employed workers have to maintain the relationship that made their continued employment possible. These themes impacted on the roles that they assume in different situations.

Stressful features

Individuals' interpretations of their job needs as part of its characteristics showed that once the work is put in hand, it frequently makes heavier demands than can be met out of organisational policy and resource skill sets. The issue was the underlying assumptions for actions to keep the influence of different factors in check and practical counter measures to successfully mitigate the stressful features.

Organisational characteristics codes

Four sub-categories were linked to the organisational characteristics code. The sub-themes for organisational characteristics of the self-employed individuals differed slightly from those of the employed workers.

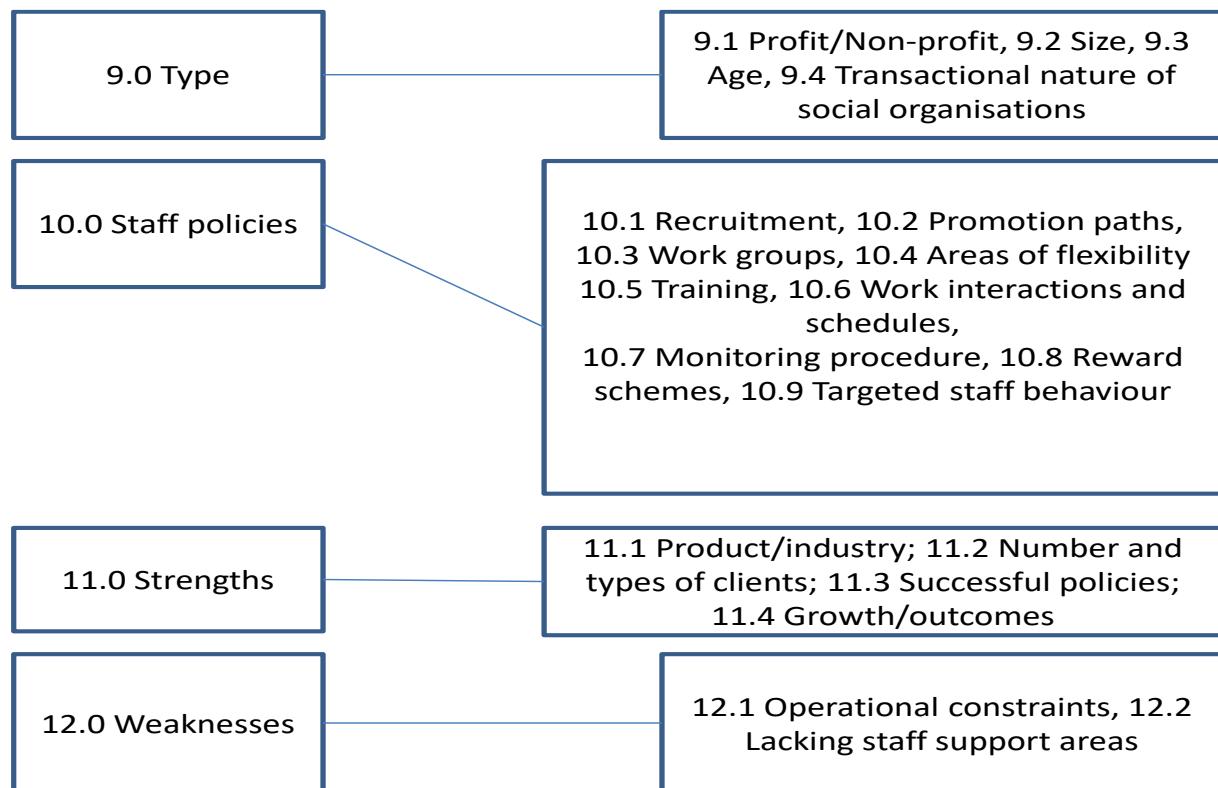


Figure 11d: Overall group analysis of organizational characteristics themes

Organization type

The description of job and organisational characteristics were based on their fulfilment of some need for the individuals, reconsideration of values derived from being in one organization in relation to prior historical experiences in another organisation operating in the service sector. Similarly, in most cases organizational memberships were consciously chosen on the basis the visible, successful recognition of both sophistication and industrial importance which were seen as highly valued reputational advantages. These ideas were further expanded to reveal the discovered particular intrinsic qualities embedded in the size, brand and growth patterns as important influence factors.

Staff policies

Participants outlined their staff policies as a second major theme based on organisational vested interests in resources available to produce multiple credited values. Essentially, the influential aspects of individuals' experiences of their organisations were concerned with the physical closeness of the owner and employee or signs of unmanaged day-to-day distance that obtains or works because it is management ordered. One, out of the many examples of strong organizational situation from the waiters showed that equivalently, the partitioning of the work units influences who interacts with whom as well as the skills of the interacting individuals. Grouping or departmentalizing is a primary frame of reference by which the waiters can describe their interaction and work demand is likely to increase or decrease with the group size and skills of individual members. The number of clients served as well as the attributes of clients also contributed to significantly impact on job demands.

Strengths

In terms of decision making choices, waiters work under a structure that allows management staff to keep maximum control. Waiters talked about their relationships with co-workers in terms of team working; their decision making choices are measured. In contrast the teachers talked about their relationship with co-workers in terms of a decision "to be a family"; to look out for each other and care for each other. Some of the self-employed also adopted the use of a familial relationship, such as mentorship, extended care and financial assistance to oil the work interactions with their employee who were not actual biological family.

Weaknesses

The fourth and last theme was that the relationship between the self-employed and their task and organizational characteristics is maintained by the increases in knowledge, arrangements and incentives that they are able to get out of the set-up over time. Despite the variations in position, in any conflict between the individual and the work situation the individual tends to rely on their own means and abilities to exert leverage to change their perception of the situation. Playing up the intrinsic worth of the individual no matter what might be happening in the organization.

Theoretical guidelines for coding data for work situation factors

Work situation factors	
Main themes from the personal engagement approach	A list of situational factors of personal engagement include, among others, task roles, group and intergroup dynamics. The person is still an actor, and engagement is posited as an individual event but in this view it is influenced by situational factors involved in the work system of an organisation and its external influences as both individual and organisations operate in a real-world context. Kahn examined both the individual and the environment for a comprehensive model. Together, the qualities of an individual or/and the task roles, group and intergroup dynamics engender the outcomes. Kahn (1992) indicated three types of outcomes; performance quality, individual experience and system growth/productivity.
Main themes from the job resources and job demands (i.e. the work engagement) approach	The situational factors of work engagement are job resources and job demands. Schaufeli, Taris, Le Blanc, Peeters Bakker and de Jong's (2001) argue that feelings of doing work are usually split into broad categories including the extremes feelings of the negative effort cost versus positive creative energy which refer to a dual nature of human feelings about work. Therefore, responses of actors at work in the same or different fields will be affected by what they have learnt, or think they have learnt from their experiences in terms of how much less the work is associated with negative feelings. Thus every workplace will have its own unique demands and resources and work engagement is to be assessed in terms of the job demands that require sustained effort and incurred costs. Drawing from Hobfoll and Freedy's (1993) conservation of resource theory Schaufeli and colleagues argue that individuals lose positive feelings about work when the valued psychological resources required to meet their performance target is lacking. In other words the job resources are: '(1) functional in achieving work-related goals, (2) reduce job demands and the associated physiological and psychological costs, and (3) stimulate personal growth and development' (van den Heuvel et al., 2010, p. 127) as the frames of references from which the individuals interpret or develop their work practices.

Table 11c: Theoretical guidelines for coding data for situational factors

The other part of the second tier and third tier of the context effect evaluation were the psychological conditions factors.

(c) Evaluating the psychological conditions

Using Kahn's (1990) and Schaufeli et al. (2002) as the theoretical basis for the interpretation of important general impressions distilled from the individuals' experiences and memories of the characteristics of their work situation (and not the individual's own preferred self or personalisation of work activities or the social interactions), the influence of the cluster of factors relate to the personal and situational sensitivities, to which the descriptions provided applies.

The intent of this analysis was to gather together the psychological conditions occurring across the whole sample. The analysis regarding Kahn's (1990) psychological conditions as a condition in this study supposes that the link leading from the personal and work situational factors themes to engagement as the desired actions relies on the three part conditions of meaningfulness, safety and availability conditions consciously and unconsciously selected by participants as influences valuable to their experiences of organisational life.

Psychological conditions of meaningfulness are defined as a sense of return on investments of self in role performances. Judgments of meaningfulness are expected to be based on task, role and work interactions. The basis for empirical identification are feelings of worth, valued, valuable, being able to give to and receive from work and others in the course of work. Initially the interviews were coded in terms of data chunks of statements or phases that related to experiential elements on which the meaningfulness mechanism is based. Psychological safety was defined as a sense of being able to show and employ self without fear of negative consequences to self-image, status, or career. Considerations of psychological safety are expected to be based on interpersonal relationships, group and intergroup dynamics, management styles and organisational norms. The basis for empirical identification includes feeling that situations are trustworthy, secure, predictable, and clear in terms of behaviour consequences. Psychological availability was defined as a sense of possessing the physical, emotional, and psychological resources necessary for investing self in role performances. Considerations of psychological availability are expected to be based on physical and emotional energies, insecurities and outside life. The basis for experiential identification includes incidences of participants feeling capable of driving physical, intellectual, and emotional energies into role performances.

Similar to the analysis of contextual factors an analysis of outcomes are summarised here. The final analysis yielded a list of statements as descriptions prevailing themes. Samples of the lists are presented in Figure 11e, Figure 11e, and Figure 11g and Figure 11h.

Personal meaningfulness, safety and availability

- 13.1 The aspects of themselves that they are trying to advance on such as confidence, expertise and reputation/recognition.
- 13.2 Practices of work/life control by self-regulation that they prioritize because of the value it gives.
- 13.3 Occasions for acting independently regardless of the conditions.
- 13.4 Evolutionary learning and focusing on the personal development content as opposed to the focus on professional progression.
- 13.5 Participants' unique characteristics of work values as strengths or weaknesses that guide their responses to work requirements.
- 13.6 Encouragement and inspiration that arose from different sources.
- 13.7 The certainties participants have and good health.
- 13.8 Seeing the resource requirement and rewards being of worth it even if progression on rewards is slow.
- 13.9 Ability to disregard recurrent disappointments and to claim successes.

Figure 11e: Collection of personal psychological meaningfulness, safety and availability descriptions

occupation –specific meaningfulness, safety and availability

- 14.1 Beliefs that the work role can offer the opportunities that participants are looking for.
- 14.2 Provided an alternative path to being unemployed.
- 14.3 The individual has a good understanding of the purpose and details of their work role whether it was self-selected or not.
- 14.4 Use of skills learnt in other experiences to maintain the work tasks.
- 14.5 Ensuring that in terms of the task requirements, the balance is always in favour of what they know how to do.
- 14.6 Awareness and mention of the sometimes steep learning curves they have to climb to acquire the patience, discipline and experience that contributes to their productivity
- 14.7 Having time off work to refresh and rejuvenate to make their mind fresh so that they can focus more.
- 14.8 Good relationships with colleagues and working in the vision of excellent performance of one's the work role.
- 14.9 Keenness to continue to develop on the work role and not go work searching elsewhere.

Figure 11f: Collection of occupation-specific psychological meaningfulness, safety and availability descriptions

Meaningfulness, safety and availability related to the organisation

- 15.1 What individuals themselves and others thought of the size, type and location of the organization (as workplaces) are found to play an important role.
- 15.2 Individuals see their organisational policies as age/gender/qualification friendly.
- 15.3 Individuals see their contributions to the growth of the organization as leading to a more successful business/secure employment.
- 15.4 Most employed individuals appreciated the mandatory job-related training.
- 15.5 Acceptance of the levels and pace of changes in the organization vis-à-vis initial advantages that attracted the individuals.
- 15.6 The social and economic contexts in terms of increasing clientele base, increasing competences and increasing profits/salaries or other organisational support or care.

Figure 11g: Collection of psychological meaningfulness, safety and availability descriptions related to the organisation

Non-work related meaningfulness, safety and availability

- 16.1 Use of tradable skills learnt in non-work experiences to maintain the work tasks or to improve upon them.
- 16.2 Having time for house work, family and friends and yet not having their work stockpiling.
- 16.3 Work seen as a service to the enhancement of their quality of life.
- 16.4 See ways forward presently for developing future plans and actions.
- 16.5 Catching up with others and the changes that are transforming life activities.

Figure 11h: Collection of non-work related psychological meaningfulness, safety and availability descriptions

Mostly meanings attached to working were linked to quests to get away from home, earn a living as well as creating value for organisations and clients, ensure the achievement of professional and personal development, thereby using work achievements for proving their personal strengths. On the other hand, there was also the witnessing of the occasional unusual or extreme work life situations. In this there was the tendency to use the purpose and orientation for appreciating value created by setting forth their assurances that gets them

further along the road of progression. Thereby, increasing the possibility getting subsequent recognition as professionals where this was previously lacking in the society for particular occupations in the hospitality industry.

A key strength of the personal meaningfulness, safety and availability themes is that it encouraged an analytical focus on whatever the participants decided to do; Their awareness of the patterns of relationships that they have with their work requirements – the spirit in which they continue to perform their work activities, how they get rid of their negative feelings in so many ways or manage them rather than giving in to feelings of insecurity. It revealed how participants put themselves in the position to construct their own engaged behaviours patterns. Mostly safety attached to working were linked to participants distinguishing themselves as individual and as work colleagues, earning respect as a way of being seen by colleagues as demonstrating one's value, as well as having feelings of respect for the purposes of the organisations and for clients, including one's spiritual beliefs to work as they saw fit so as to reflect one's own opinions and observations. It also included seeking to extend and retain one's job or business as a means of one's own survival in or with the organisation and to make sure one employs personal insights to discern appropriate responses in relationships with others. On the other hand, issues of interpersonal relationships and trust that lie at the heart of psychological safety arose as continuing difficulties and a basis of concern in these work contexts. Mostly availability was identified in incidences where participants mentioned experiences of equipping themselves to respond to work tasks. By so doing increasing self-confidences were achieved by efficient implementation of task requirements. High standards of work and working were linked to participants' consecutive efforts in resolving difficulties and problems as well as giving meaningful and significant co-operation at job and organisational levels. Being available was also seen in terms of being seen by one's self and by colleagues as demonstrating enlarged or enhanced acceptance of voluntary efforts.

The following theoretical guidelines were employed for the analysis and the aforementioned three titles as sub-headings for presenting detailed descriptions of the manifestations of held meanings, safety and availability choices were codes taken from this guideline.

Theoretical guidelines for coding data for conceptual assumptions

Elements of the analysis	Meaningfulness	Safety	Availability
Definitions	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.
Basis for empirical identification	Feelings of worth, valued, valuable, being able to give to and receive from work and others in the course of work.	Feeling that situations are trustworthy, secure, predictable, and clear in terms of behaviour consequences.	Feeling capable of driving physical, intellectual, and emotional energies into role performances.

Table 11c: Kahn' (1990) psychological conditions as theoretical guidelines for coding data for conceptual assumptions

The well-being and stress conception grounded in the work of Maslach, Schaufeli and Leiter (2001), later restyled by Schaufeli et al. (2001) and typically associated with achieving the correct balance between increasing or decreasing work demands and critical psychological resources requirement, which was assimilated into Kahn's psychological conditions. To assess engagement, it may be seen as psychological presence which involves the channelling of personal energies, effort or excitement into physical, cognitive and emotional labours, expressed in the various senses in which individuals focus their thoughts, beliefs and feelings on their work role performances, commit themselves to closer relations and intimacy with others (Kahn, 1992; Rothbard and Patil, 2013). Thus the insight that the strength and quality of psychological presence may fundamentally affect the way the individual attends to work-related activities; relate to one another and continual demands for innovative performance (Rich, LePine and Crawford 2010) forms a back drop for its assessment for this study. An evaluation plan for the effect of the conceptual assumptions is illustrated in Table 11d.

Reordering the data to be used for the Evaluation processes used to reach comparative analysis in line with principles conclusions and processes used to build a case for the use of engagement theory-in-use

<p>Evidence of engagement facilitators such as:</p> <ul style="list-style-type: none"> • Meaningfulness interpreted as viewing work as worthwhile and making a difference • Safety as being able to perform in a positive work environment • Availability as feeling secure and self-confident • Motivational processes interpreted as <p>Evidence of the experience of:</p> <ul style="list-style-type: none"> • Barriers to meaningfulness interpreted as constraints to achieving preferences and rewards • Barriers to safety interpreted as interpretation of the work environment in a negative way. • Barriers to availability interpreted as uncertainty and threats to personal care, the • Barriers to motivational processes interpreted as boredom, frustrations and changes in direction, effort, views and feelings about work <p>Evidence of barriers to engagement experiences such as:</p> <ul style="list-style-type: none"> • Health impairment interpreted as stress, self-maintenance prospects and fatigue 	<p>Evidence of convergence and divergence between data relating to:</p> <ul style="list-style-type: none"> • Initial experiences such as choice of occupation, • The continuity prerogative as links between day-to-day experiences and • Future intentions as closure aspects of the whole interview material
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Table 11d: Kahn's (1990) psychological conditions embedding Schaufeli et al.'s (2002) motivational and health impairment processes

In the light of theoretical explanations of the processes involved in engagement experiences from the empirical literature guidelines were created for the analysis. This was achieved after several experimental analysis aimed at deeply understanding the experiential manifestations of related factors. The approach used in the guide integrates several dimensions. The rows in Table 11d contain a display of those aspects of the experience data that were focused upon. The assumption is that the experience data contain clues for factors that engender or constrain engagement in their own right. The connection between the columns was that the analyses successively uncovered these factors and the relationships between them; Column one shows

the aspects compared as the initial step. It used the actions of the individual to produce a first version of a list of starting points. Column two indicates reordering the actions of the individuals to produce engagement theory related summaries, which shows their use of some aspects of engagement theories as their theory-in-use. This analysis in the middle portion formed the evidence for engagement- related facilitators and barriers. As a conclusion to the analysis, column three guided the narrowing down of the number of expressions to be considered as equivalent and non- equivalent actions across the interview material. The identification of critical factors and claims for the different qualities of the engagement experiences was performed by the evaluation of convergences and divergences within the interview material.

