



**The Impacts of Career-Related
HRM Practices on Project Worker
Positive Attitude Toward Organizational Change**

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Abstract

This study investigates the relationship between a project worker's attitude toward organizational change and the organization's career-related human resources management (HRM) practices. A quantitative research study utilizing survey data collected in China was conducted with project workers in the oil and gas industry. A hierarchical regression model was used to identify how HRM practices impact employee positive attitudes toward organizational change (PATOC). Study results indicate that professional development programs are not statistically significant predictors of project worker PATOC. The results also show that internal promotion opportunities can significantly predict a project professional's PATOC. Findings suggest that project management contextual influences may limit the efficacy of some HRM practices.

Keywords: project management context, project worker, career-related HRM practices, reciprocity norm, positive attitude towards organizational change (PATOC)

The Impacts of Career-related HRM Practices on Project Worker Attitude Toward Organizational Change

Organizational change is a constant as organizations adapt to dynamic business environments (Argyris & Schön, 1996; Caldwell, 2011; Clary et al., 2000; Donnellon & Heckscher, 1994). Increasingly, organizations use projects as a platform to manage dynamic business opportunities, with project managers leading temporary teams to accomplish defined tasks (Hodgson & Cicmil, 2007). Therefore, the performance and mindset of project workers become an integral part of successful organizational change (Powell & Posner, 1978). This study defines project workers as those assigned by the performing organization to perform duties directly related to a defined or combination of defined projects for a specified duration (Project Management Institute, 2017). Past literature argues that supportive human resources management (HRM) practices, particularly career-related HRM practices, can inspire a positive attitude toward organizational change (PATOC) in employees (Ekrot et al., 2018; Khilji & Wang, 2007; Triandis, 1967). Career-related HRM practices demonstrate an organization's investment in its employees beyond administrative requirements (Ekrot et al., 2018; Gavino et al., 2012; Luu, 2020). Organizations may, for example, invest in their employees by boosting training quality or providing professional developmental and promotional opportunities. However, given the ever-changing nature of a project setting, it is unclear how project workers respond to career-related HRM tactics.

Often in traditional line management organizations, employees see their position as a steppingstone to a higher-ranking position (Parker & Skitmore, 2005; Pinto & Kharbanda, 1997). Employers may provide a linear career path and formal training programs to boost employees' job satisfaction in exchange for their exceptional performance and organizational dedication. However, in a project setting where there is an organizational need for agility and adaptability, the career of project workers is characterized by accumulative temporary tasks (Huemann et al., 2007) without a well-defined career path (Fallon & Rice, 2015; Hölzle, 2010;

lles et al., 1996). Consequently, Crawford (2002) noted that those on transitory career paths might experience a sense of insecurity and job dissatisfaction that ultimately leads to negative attitudes toward their organizations. This underlying conflict between an organization's need for dynamism and the individual project employees' need for a fulfilling and stable career requires employers to use novel career development programs that address both the needs of project workers and organizations (Bredin, 2008).

While research has been devoted to analyzing various career paths for project workers (Akkermans et al., 2020), less is known regarding the relationship between career-related HRM practices for project professionals and their attitude toward organizations. This study contributes to a better understanding of the efficacy of career-related HRM programs in terms of inspiring PATOC among project management professionals.

In the following pages, a literature review on career development and project management studies highlights the career path of project professionals and their attitude toward employers. Next, the research methodology is stated, hypotheses are given, tested, and findings discussed. The manuscript concludes with implications for the project management profession and guidance for employers adapting HRM practices in dynamic project environments.

Literature review

This section examines the literature regarding career paths to illustrate how the dynamic environment of the project management career field affects the career mobility of project workers. Drawing on two theoretical approaches to organizational investment in employees, namely human capital development and the reciprocity norm (Blau, 1964; Fallon et al., 2015; Flynn, 2003; Saks, 2006), this study explores the literature involving career development and career advancement and how they influence project worker attitude toward organizations from a reciprocity perspective.

Organizational Career Path

A career is “an evolving sequence of work activities and positions that individuals experience over time and the associated attitudes, knowledge, and skills” (El-Sabaa, 2001, p.2). Baruch (2004) emphasized the employer’s role in career development for employees by describing the organizational career path, distinguished from the individual career itself, as the organizational framework for creating career opportunities.

The organizational career path is critical to employees’ job satisfaction and positive attitude (Goulet & Singh, 2002; Parker & Skitmore, 2005). As individuals perceive a career path clearly defined by the employer, they will focus on doing well (Demers, 2001) and pursue long-term employment with the current organization (Cappelli, 2001, 2008; Power, 2010). Otherwise, as Crawford (2002) argued, the lack of a well-defined career path will lead to job dissatisfaction and turnover. This argument is applicable in traditional work settings where the notion of organizational careers is based on a hierarchical organizational structure. The organizational career path presents a clear, stable, and unidimensional direction of prescribed “promotion” (Rosenbaum, 1979; Wilensky, 1964). Additionally, career success can be evaluated via the rate of upward mobility within the organization (Baruch, 2003).

Project Workers’ Career Path

As projects are used to deliver new products, services, and innovative solutions in ever-changing business environments (Whitley, 2006), the dynamic boundaries and characteristic discontinuity of tasks (Soderlund & Bredin, 2006) have impacted the project professionals’ careers. Although increasingly becoming a de facto career path for those in engineering or other technical professions (Hodgson et al., 2011), the project management profession is still a moderately-defined career field with its internal promotion opportunities being considered non-salient (Carden et al., 2008; Ganesan & Weitz, 1996). Consequently, the potentials of a project career are far less satisfying in practice (Asquin et al., 2010; Cicmil et al., 2016). Unlike traditional functional managers who may stick with a specific functional area for the long term,

most project workers move from one project to another with no clearly defined career path to follow (Momeni & Martinsuo, 2018). Such an undefined career path may result in the sense of uncertainty and job dissatisfaction (Crawford, 2002). Therefore, the dynamics and complexity of the project profession create a challenge to HRM practices in modern enterprises organizations and warrant further research, which is worth “more careful investigation and reflection” (Hodgson et al., 2011, p. 375).

Table 1 presents four paths of the project workers’ possible career mobility, which are classified into two major categories in terms of career horizon mobility type of workplace: *intrafirm mobility* and *interfirm mobility*. The Category 1 career paths include the *traditional* path, the *dual* path, and the *spiral* paths. These paths see the project worker remaining with their current employer over the long term. Even though the project worker’s career path is not as clear or linear as in a traditional organization, workers enjoy some degree of job security ensured by the current employer. In contrast, project workers in Category 2, the nomadic path, are transient by nature and move between multiple projectized organizations along a mobile, cross-organizational career path.

Many companies’ flat corporate structure and regular re-assignment of project workers have blurred sequential career direction for employees (Dainty et al., 2004). As a result, simply following the linear career ladder of the traditional path has become more difficult for project workers (Sveiby, 1997). Instead, their career path may follow other routes upward within an organization (Baruch, 2003), as depicted in Table 1.

Since many organizations only provide temporary positions for project professionals as a part of their business strategy (Burgess & Connell, 2006), a long-term employment shift toward transient project workers, where project workers transfer to a different organization upon project completion, is now normal (Adamson et al., 1998; Baruch, 2003; Ekstedt, 2002). As a result, organizational career paths for project professionals are scarce (Cappelli, 2001; Hall, 1996), and the loyalty of project workers is often directed toward their occupational identity

Table 1*Project Professional Career Paths*

Mobility type	Category I			Category II
	Intrafirm mobility			Interfirm mobility
Career path	Traditional Path	Dual Path	Spiral Path	Nomadic Path
	Temporary project assignments with advancement along traditional hierarchical ladder (Holze, 2010; Parker & Skitmore, 2005; Pinto & Kharbanda, 1997)	Hybrid positions combine elements of managerial and "expert" project techniques forming dual career ladders (Allen & Katz, 1995; Causer & Jones, 1996)	Non-linear career path involves cross-sectional movement and spiral advancement (Baruch, 2003; Wickramasinghe & Jayaweera, 2010)	Career path is characterized by transitions between projectized organizations (Arthur & Rousseau, 1996; DeFillippi & Arthur, 1998; Forrier & Sels, 2003; Hall, 2002)
Career direction	Upward and traditional leadership oriented	Linear, but not directly to general management (Hodgson et al., 2011)	Multidirectional	Transient and multidirectional
Time Horizon	Long	Long	Long	Short
Career development responsibility	Organization	Organization	Organization + individual (Koch, 2011)	Individual (Koch, 2011)

instead of their employers (Whitley, 2006). Such a transient career orientation is captured in the nomadic path of Table 1.

Because of the dynamic project-based career horizon timeline, the notion of a traditional organizational career ladder has been redefined by the concept of employability: the competence to acquire employment (Fallon & Rice, 2015). Employability has been considered by Baruch (2003, p. 62) as “an essential survival tool in the struggle to endure change.” It is particularly important to note that project workers need to gain employability to compensate for the lack of job security (De Cuyper et al., 2009; Forrier & Sels, 2003; Ghoshal et al., 1999) and to ensure that they remain competitively employable inside and outside the organization (Fallon & Rice, 2015).

To enhance their workers' employability and promote their career satisfaction, employers emphasize and provide career-related HRM practices such as employee development and promotion opportunities (Gavino et al., 2012; Greenhaus et al., 1990; Judge et al., 1995; Luu, 2020; Noe, 1996; Rahim & Siti-Rohaida, 2015; Zikic & Klehe, 2006). Unlike a traditional organizational career path mainly designed by employers, the efforts of employee career development are jointly undertaken by employees and employers to improve their job prospects within or outside of the company (Fallon & Rice, 2015; Kossek et al., 1998; Rahim & Siti-Rohaida, 2015).

Career-related HRM Practices: Professional Development and Internal Promotion

Two theoretical approaches have been applied to organizational investment in employee development: human capital development and reciprocity norm (Fallon & Rice, 2015). The human capital theory focuses on the education, skill level, and problem-solving abilities that enable individuals to be productive project workers (Fallon & Rice, 2015). Organizational investment in human capital can take various forms, such as education and professional development. In addition to formal professional education (Grawitch et al., 2006; Tansky & Cohen, 2001), employers can assign project workers to various projects (Sveiby,

1997) or provide them with on-the-job training programs (Chambel & Sobral, 2011) to enhance their skills and capabilities. Such professional development programs enhance employee skills and marketability (Fallon & Rice 2015). Indeed, the project profession was developed in part from gaining work-related skills and experiences from various projects assigned to project professionals (Huemann et al., 2007). The knowledge and skills acquired in these assignments prepare project workers to fit in dynamic contexts as agile, broad generalists that can easily transition to other career prospects (Duarte et al., 1995). Further, continual employee development increases importance and self-worth, thus increasing employability and the chance of career growth (Grawitch et al., 2006).

Career-related HRM practices also include the provision of internal promotion opportunities. Previous research finds a positive relationship between promotional opportunities and employee outcomes and argues that promotion and formal career pathways give employees intrinsic incentives and a sense of autonomy; this in turn influences their commitment to providing high-quality performance and proactive work behavior (Ekrot et al., 2018; Gavino et al., 2012; Luu, 2020). Supporting that, Cappelli (2001, 2008) offers that many employees are more interested in long-term employment and focus on intrafirm career progression.

According to Martin et al. (1998), not only can employers use career-related HRM practices to enhance employability for project workers pursuing interfirm career mobility, but also to reduce staff turnover through a reciprocal process of employee investment that simultaneously gains employee organizational commitment, positive attitude, and good behavior (Kuvaas & Dysvik, 2009; Settoon et al., 1996).

Reciprocity Norm and Positive Attitude

Based on the above human capital theory and the reciprocity norm, employers use career-related HRM practices not only to enhance project workers' employability and job satisfaction but ultimately to develop a reciprocal relationship between employees and

organizations in exchange for employees' positive attitude and their high performance (Flynn, 2003).

Reciprocity is a mutual social reinforcement by the parties involving the trading of kindness (Ekeh, 1974). The reciprocal process is usually initiated by one party's friendly "action" toward the other party, who will then reward the giver with a friendly "action" in return, thus developing a cooperative relationship between them. Flynn (2003) argues that organizations can start the reciprocal exchange by providing employees with various resources and opportunities to increase job satisfaction.

By applying the law of reciprocity to career development and advancement, organizations can create organizational career paths that elicit positive attitudes from employees (Allen et al., 2003; Giaque, 2015). This occurs because employees perceive an open career path within the organization, along with promotion and training opportunities, as a positive appraisal of their contributions and a sign of support from the organization (Rhoades & Eisenberger, 2002).

Research has stressed the benefits of training and promotion opportunities for employers and employees with moderately defined careers, such as in the project management profession (Begum & Sarker, 2014; Turner & Lingrad, 2016; Yoon & Sengupta, 2019). Several researchers have argued that training and promotion opportunities play a critical role in creating a solid psychological and social bond between individuals and their organizations (Carden et al., 2008; Demers, 2001; Newman et al., 2011). As project practitioners consider such opportunities as a reflection of the organization's appreciation and recognition, they tend to perceive themselves as being part of an ongoing reciprocal exchange (Chambel & Sobral, 2011; De Cuyper et al., 2009; Shore & Shore, 1995), which according to Fallon & Rice (2015), can predict motivation, attitudes, and behavior in the workplace.

The above literature review discusses how employers use two career-related HRM tactics, namely, internal promotion opportunities and training and professional development, to

deal with project workers' concerns regarding *intra* and *inter-firm* career mobility. The present study examines the relationship between career development practices and project worker PATOC through the lens of the reciprocity norm. Based on the above literature, the following two hypotheses are proposed:

H1: Satisfaction regarding internal promotional opportunities is related to an employee's PATOC.

H2: Satisfaction with an employer's training and professional development program is related to an employee's PATOC.

The following sections seek to better understand how career-related HRM practices function by investigating the relationship between the hypothesized predictor variables and project workers' PATOC.

Research Methodology

Participant and Procedures

The study sample was obtained in China using an online survey questionnaire based on Giauque (2015). All subjects were project workers in the oil and petrochemical industries. 206 participants responded to the survey, of which 143 were complete and usable.

The research consent question was asked first in the online survey. If the answer to that question was affirmative, the participant could continue participating in the survey. Participant responses were saved on a password-protected university portal and were accessible only to the study's research team.

Measures

This study includes one dependent variable, two predictor variables, and three control variables with a total of 15 items. The dependent variable is *PATOC*; the two predictor variables are *PM training & professional development* and *internal promotion opportunities*; the control variables are employee's gender, age, and tenure status.

Project worker positive attitudes toward organizational changes (PATOC)

Based on the concept of positive attitude toward change (Giauque, 2015), six items from that study were refined to extend and develop the construct of PATOC in this study. This study measures project workers' PATOC by their assessments of the impacts of recent organizational changes on the following six working conditions: 1) cohesion among coworkers, 2) cooperation and teamwork, 3) uncertainty management, 4) rigor in objectives, 5) adaptability, and 6) decision-making power. All six items were measured using five-point Likert-type scales with the endpoints strongly unfavorable (1) and strongly favorable (5).

Career-related HRM practices

The authors compiled two variables from the previous empirical research literature (Daley & Vasu, 2005; Giauque, 2015; Gould-Williams, 2003) to measure project workers' perceptions with respect to organizations' HRM practices. The two variables are 1) PM training & professional development (measured by three items) and 2) internal promotion opportunities (measured by three items). All the items on employers' career development practices were measured using 5-point Likert-type scales with the endpoints strongly unfavorable (1) and strongly favorable (5).

Control variables

Previous studies suggested that an employee's gender, age, and tenure status were linked to job results (Giauque, 2015; Meyer & Allen, 1997). As a result, this study includes age, gender, and tenure status as control variables.

Results***Demographic Description***

In total, 206 employees responded to the survey; 143 participants completed the survey, and the data were collected to conduct the analysis in this study. Among the 143 respondents who completed the survey, 82 (57%) were male, and 61 (43%) were female. Other key characteristics of the valid responses are displayed in Table 2.

Table 2*Sample Characteristics*

Demographic Variables	Characteristics	N	Percentage
Gender	Male	82	57.3%
	Female	61	42.7%
Tenure in Project Profession	3 years or less	34	23.8%
	4-10 years	48	33.6%
	11 - 20 years	27	18.9%
	21 - 30 years	28	19.6%
Demographic Variables	Characteristics	N	Percentage
Age Categories	31 years or above	6	4.2%
	Under 25	17	11.9%
	26 - 30	42	29.4%
	31 - 40	42	29.4%
	41 - 50	35	24.5%
	Over 50	7	4.9%

Reliability Analysis

A hierarchical regression model was established to explore our research hypotheses. The dependent variable is PATOC. The predictors include 1) internal promotion opportunities and 2) PM training & professional development.

The reliability, which is indexed by Cronbach's α , was examined to measure the internal consistency of the survey items. Excluding the demographic questions, this survey has 12 items, and the overall reliability is strong (Cronbach's $\alpha = .90$). The variables PATOC (6 items), Internal promotion opportunities (3 items), and PM training & professional development (3

items) have reliability coefficients at .82, .86, and .82, respectively, which indicate relatively high reliability. The number of items and the reliability coefficients is displayed in Table 3.

Table 3

Number of Measured Items and Reliability

Variables	Number of Items	Reliability
PATOC	6	.82
Internal promotion opportunities	3	.86
PM trainings & professional development	3	.82
Overall	12	.90

Multiple Linear Regression Analysis

Table 4 presents the Pearson correlation coefficients between each pair of variables.

Table 4

Pearson Correlations of Paired Variables

Variables	PATOC	Gender	Age	Internal promotion opportunities	PM training & professional development
PATOC	1				
Gender	.025	1			
Age	-.198*	.072	1		
Internal promotion opportunities	.616**	-.021	-.104	1	
PM training & professional development	.492**	-.009	-.034	.659**	1

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

The correlations between the predictor: Internal promotion opportunities and the predictor: PM training & professional development are less than .80 ($\rho = .66$). Also, the variance inflation factor (VIF) scores for these two predictors are less than 10. Therefore, the

evidence shows no multicollinearity between these two predictors (Neter et al., 1985). However, Age is highly associated with Tenure status ($\rho = .89$), indicating multicollinearity occurs. The variable Age was chosen to be a control variable in this research. The hierarchical regression model was conducted using SPSS version 28. The results of the regression analyses are demonstrated in Table 5.

Table 5*Hierarchical Regression Model Analysis*

	Model 1	Model 2
	B (SE)	B (SE)
Step 1: Control Variables		
Gender	.045 (.097)	.055 (.076)
Age	-.11 (.044) *	-.076 (.035)*
Step 2: predictor Variables		
Internal promotion opportunities		.317 (.056)***
PM trainings and professional development		.107 (.058)
R ²	.041	.41
Adjust R ²	.027	.40
R ² change	.041	.37
F Change	2.96	44.01***
F Statistic	2.96	24.39***

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

For Model 1, the overall model fit is $R^2=.041$ (Adjusted $R^2=.027$), indicating that approximately 4.1% of the variation in PATOC is explained by the control variables Age and Gender. PATOC is predicted by Age when controlling for Gender ($p=.017$) in a statistically

significant manner. However, Gender is not a statistically significant predictor of PATOC when controlling for Age ($p=.64$).

When controlling for Gender and Age, the overall regression Model 2 in Table 5 is statistically significant, $F(4, 138) = 24.39$, $p < .001$ and $R^2 = .41$ (Adjusted $R^2 = .40$). It indicates that 41% of the total variance in PATOC can be explained by all the predictors (See Model 2). The results show that the predictor: internal promotion opportunities, is a statistically significant predictor of PATOC when controlling all other variables ($p < .001$). The standardized coefficient is $\beta = .50$ and is positive. The positive value of the Beta denotes that those employees with greater internal promotion opportunities will presumably exhibit stronger PATOC. The predictor PM training & professional development is not able to significantly predict the PATOC when controlling for the other variables ($p = .066$). The control variable Gender is not a significant predictor of PATOC ($p = .47$), while Age can significantly predict PATOC ($p = .030$). See Appendix for Table 5.

Discussion

This study examines the linkage between organizations' HRM practices and project workers' attitudes through the lens of the reciprocity norm as specified in Hypotheses 1 and 2. Testing results support Hypothesis 2, showing significant relationships between internal promotion opportunities and project workers' positive attitudes. This result is in line with the law of reciprocity (Flynn, 2003; Rhoades & Eisenberger, 2002) and conforms to prior research on career-related HRM practices (Allen et al., 2003; Blau, 1964; Fallon & Rice, 2015; Flynn, 2003; Giauque, 2015; Luu, 2020). There are at least two possible explanations for this finding.

The first explanation is that, just like permanent employees in traditional organizational settings and professions, project workers prefer long-term employment and job security, as reflected in the first three career paths in Table 1. In addition, they likely consider promotion opportunities as an essential acknowledgment of support from their employers. This

acknowledgment reinforces their organizational commitment through responses of supportive and cooperative attitudes toward their organizations.

The second possible reason that Hypothesis 2 is supported may be that project workers in the study tend to believe organizational changes would provide them with more internal promotion opportunities. As the organizations continue to grow and improve themselves, the project workers see increased potential for further advancement on their career paths. Contrary to previous conclusions in the literature (Ekrot et al., 2018; Fallon & Rice, 2015), our study did not find a statistically significant relationship between PM training opportunities and project workers' PATOC, as proposed in Hypothesis 1. The possible explanation for this divergence is that the project workers in this study, who prefer long-term employment with current employers over pursuing interfirm career mobility, may see organizational change as a threat to their job security (even though interfirm movement may provide career potential for some project professionals as presented in the nomadic career path in Table 1). This finding aligns with Dupuy's (2011) argument that employees resist organizational changes because they feel PM training/professional development programs cannot offset the concerns of job security brought about by those organizational changes.

Another explanation may be that in the project management profession, the object of a project worker's commitment has drifted from the organization to the profession in an ever-changing organizational context. This move may have occurred because of a project worker's "faith in and acceptance of goals and values of the profession, and their willingness to incur the effort in the implementation of the profession" (Bieńkowska, 2012, p. 23). Unlike organizational commitment, which can lead to employee engagement and positive attitudes toward their organizations (Giauque, 2015), professional commitment cannot necessarily ensure that employees cultivate bonds with their employers (Bieńkowska, 2012).

Conclusion, Limitations, and Future Research

The performance and mindset of project workers are ongoing considerations for individual and employer success. This study aims to contribute to a better understanding of the impacts of the dynamic project environment on project workers' careers. This was accomplished through a survey exploring the relationship between project workers' PATOC and their perceptions of employers' career-related HRM practices. This study offers implications for the efficacy of various career-related HRM practices in shaping positive attitudes toward organizations.

This study utilized four career paths to demonstrate different forms of project worker career mobility. Those career paths vary from a well-defined unidirectional career ladder to complex, interfirm moves. The multidirectional and transitory nature of project work suggests the need for organizations to employ appropriate career development programs to boost project workers' job satisfaction and enhance their commitment to organizations. Per the findings of this study, two HRM practices, PM training/professional development and internal promotion opportunities, work differently in terms of predicting PATOC.

The present research reveals the role of internal promotion opportunities in promoting project workers' organizational commitment based on the finding that promotion opportunities significantly predict project workers' positive attitudes. It seems that project workers likely consider internal promotional opportunities not only as long-term employment and career trajectory affirmation but also as an essential acknowledgment of support from their employers. In return, reciprocation towards employers occurs with project workers' organizational commitment and supportive attitudes. This finding may support the conclusion made by Cappelli (2001, 2008) that many employees are most interested in internal advancement for long-term employment.

Contrary to previous literature (Ekrot et al., 2018; Fallon & Rice, 2015; Giaque, 2015; Newman et al., 2011), this study finds that PM training/professional development does not

significantly predict project workers' positive attitudes. Project workers' concerns about job security may explain their indifferent attitudes toward organizational change, as they may see that change as more of a threat than an opportunity to advance their careers. The project workers in this study may also feel that their employers' friendly "move" of offering a training program is insufficient for them to reciprocate with a positive attitude toward organizational initiatives.

This finding provides evidence that career development practices may not be as effective as past literature suggests in inspiring employees' positive attitudes. In line with Baruch's (2003) argument, this finding implies that employers should not expect to "sell" employability to their project workers as a replacement for job security because the object of project workers' commitment may have shifted from organizations to the project profession itself.

Along with the above findings, there are limitations in this research. First, the sample was collected using a self-report instrument. Secondly, data came from project workers in the oil and gas sector. This industry's unique characteristics might have impacted the generalizability of the results. Another limitation of this study is that organizational context variables, such as corporate culture, could impact HRM outcomes (Katou, 2009). These contextual variables were not included in the scope of this study and represented an important avenue for future research. In addition, the data was only collected from employees, thus precluding employers' representation. Future research should survey both project workers and their employers in industries other than the oil and gas sector. Finally, our quantitative results have given us a good idea of *the what* in this study. Future research could also qualitatively investigate this topic by utilizing interview data with both employees and employers across different industries to give us a better idea of *the why* and provide additional perspective. Using this qualitative data, new constructs of employee satisfaction and attitude might also be developed.

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