Meaning constitution among Swedish nurses on the subject of psychological contract breach

Peeder Salenvall

Master's Thesis (30hp)
Spring 2015

Abstract

This study examines the effects of psychological contract breach among Swedish nurses in the public healthcare sector. To gather insight on how nurses themselves experience that they are affected by psychological contract breach, this study takes a phenomenological approach with emphasis on meaning constitution. The sample includes a total of N=12 professional nurses from five different organizations. For the purpose of this study the nurses were asked to share one memory associated with what they themselves perceived as a psychological contract breach. Narratives were collected through an open-ended survey. A phenomenological analysis was carried out by the software application Meaning Constitution Analysis – Minerva, with the purpose of increasing understanding of how the participants ascribed meaning to the research subject from an individual and contextual point of view. Results indicate that psychological contract breaches manifest in different ways among nurses, and that they ascribe different meanings to such experiences. However, the outcomes from the contextual analysis indicate that psychological contract breach is, in some sense, experienced in a similar fashion. The primary findings of the study suggest that psychological contract breaches; 1) are found unpleasant and undesirable among nurses, 2) are partly constituted by mental manifestations and 3) may not necessarily only involve the manager and the employee, but the entire staff.

Keywords: psychological contract, psychological contract breach, psychological contract violation, phenomenology, interpretive phenomenology, MCA – Minerva.

The psychological contract

"I got threatened by a patient. Some time went by and the patient was about to be signed back to the department, I was not informed in advance. I felt threatened due to death threats from the patient". A professional nurse, employed in the Swedish public healthcare sector, made this statement. The relationship between an employee and an employer forms an unusual bond between individuals, as these people are greatly involved in each other's everyday life. This bond generates expectations and obligations in association to the working arrangement, and the relationship is also essential in terms of wellbeing at the workplace. If these expectations and obligations are disrespected, one may be affected in a destructive fashion - which is reflected in the abovementioned statement.

In recent years, the scientific community has paid a lot of attention to the topic of "the psychological contract". Different methods of approaching the construct has, not only, led to greater knowledge of what impact these types of contracts may have on individuals and organizations. The concept has also developed and changed from its prior meaning due to the rich body of research the field has today. The term psychological contract was utilized and conceptualized for the first time by Argyris (1960). The author chose the definition "the psychological work contract" to describe relationships between employees and managers and argued that there are implicit (non-formal) agreements between employees and their closest managers/employers. These implicit agreements could be seen as shared understandings between the parties on how leadership and organizational culture should be like in the common organizational environment.

Although Argyris (1960) were the first researcher to expose the concept of the psychological contracts to the scientific community, the concept was defined inaccurately and open-ended, with a lot of room for interpretation. Levinson *et al*. (1962) were the following researchers who devoted attention to the concept and contributed to its further development. Their research resulted in a terminological change where the authors referred the psychological contract as the unwritten contract between employees and employers. The authors argued that such a contract should be defined through the mutual expectations that may exist between the organization and the individuals in it. Levinson *et al*. (1962) agreed to Argyris (1960) notion that psychological contracts may be implicit and unspoken but unlike Argyris, Levinson *et al*. claimed that some of these expectations were more obvious or less implied then others. Expectations that were more obvious in nature were exemplified with

salary-related anticipations while expectations that had a more subtle nature could be demonstrated by promotion prospects etcetera. Schein (1980) conducted the next major revision of the concept. Schein accepted the aforementioned definitions, but claimed that psychological contracts should be viewed through a broader framework. Schein suggested that psychological contracts have two different dimensions; an individual and an organizational, and emphasized that these levels should be studied not only separately, but also in relation to each other. Schein (1980) reasoned that this standpoint was important to consider in the process of understanding how both parties involved viewed such contracts and how parties interact with each other within the frame of them.

In contrast to the aforementioned definitions of the concept, Rousseau (1989) referred to psychological contracts as the beliefs that persons have concerning the terms and conditions of their employment. These beliefs did not only include what employees considered that the organization owed them (e.g., salary, support and benefits), but also what the organization considered what employees owed the organization (e.g., hard work and loyalty). This reconceptualization did revolutionize the field of research and has been the terminological point of departure for the majority of studies dealing with the subject of psychological contracts, since its exposure to the field.

The field of research has however not been stagnant since the release of Rousseau's (1989) definition of the concept. Even though the aforementioned conceptualization of the construct has dominated the terminological aspect of the phenomenon, different researchers have continued developing the concept. Some researchers have stated that there are different types of psychological contracts that should be distinguished from each other; *relational* and *transactional* psychological contracts (Rousseau & McLean Parks, 1993; Herriot, Manning & Kidd, 1997; Stiles, Gratton, Truss, Hope-Hailey & McGovern, 1997). The relational contract is according to Robinson, Kraatz, & Rousseau (1994) an open-ended, unspecified agreement that deals with socio-emotional concerns as trust, support and fair dealing. Transactional contracts are on the other hand described, in contrast to the relational contract, as specified, short-term agreements that can be characterized by monetary exchanges between the employees and the employers. These contracts might involve expectations of increased salary or other benefits within the working arrangement. Millward and Hopkins (1998) implies through research findings that these type of contracts are contrariwise correlated, i.e. the higher the transactional orientation of the psychological contract is, the lower the relational orientation of the contract gets, and the other way around.

It can be concluded that the terminological foundation of the concept has developed during the last decades. It can also be established that the meaning of the concept is still debatable, although the definition of the concept has become clearer.

Expectations and promises

Concepts that appear frequently in the psychological contract literature are the terms "expectations" and "promises", Thomas and Anderson (1998) point out that the concepts are used almost interchangeably in research. However, there are scientists that oppose the aforementioned notion and states that expectations and promises have to be distinguished from each other as they have different meanings in the context of psychological contracts. These opponents suggest that promises differentiate psychological contracts from general expectations (Morrison & Robinson, 1997; Rousseau, 1995, 2001). Conway and Briner (2004) share the aforementioned comprehension and state that the concept of promises has a more precise meaning, in comparison to the concept expectations, which are more general. The authors argue that expectations can only exist if a promise has been made. Research suggests that a promise can be illustrated by a commitment from one individual to another, to perform a deed that benefits the individual whom the commitment is made to (Rousseau, 1995; Rubin & Brown, 1975).

Although the concept "promise" has terminological strength in the context of psychological contracts, the importance of the concept "expectation" cannot be disregarded, as the constitution exists despite the existence of promises. According to Robinson (1996); "Although psychological contracts produce some expectations, not all expectations emanate from perceived promises, and expectations can exist in the absence of perceived promises or contracts" (p. 575). These concepts are proclaimed, as both are important components in the psychological contract, in order to grasp the core of the research subject.

Breach and violation

The field of research has, however, shift focus, as awareness of psychological contracts has developed, and the understanding of the importance of honoring them has grown. Attention has been dedicated to how unmet expectations and broken promises may affect employees, employers and the working arrangement. Researchers have acknowledged two concepts that are in line with the aforementioned phenomenon; psychological contract breach (PCB) and

psychological contract violation (PCV) (Morrison & Robinson, 1997; Robinson, & Morrison, 2000; Rousseau, 1995; Robinson, 1996; Robinson et al., 1994).

According to Robinson *et al.* (1994), the terms breach and violation has been used interchangeably in the context of psychological contracts in order to describe consequences of dishonoring employees/employers expectations and promises. Morrison and Robinson (1997) did however not agree to the notion that breach and violation of the psychological contract could be equated and argued that the concepts should be distinguished from each other as they generate different responses among individuals. The authors defined experienced breach as an individualistic assessment of contract unfulfillment, which is based on a subjective perception of what each party has promised. A violation, on the other hand, involved an emotional response to a broken promise made by one of the parties; these responses are illustrated by anger, suffering and mistrust etcetera. The distinction that is made between the concepts is therefore that perceived breach involves a cognitive component, while felt violation involves an affective component. Other researchers have been consistent with the distinction and have therefore shared Morrison and Robinsons (1997) notion (Conway & Briner, 2002; Zhao, Wayne, Glibkowski, & Bravo, 2007). Atkinson (2007) defines psychological contract unfulfillment as a failure to satisfy employees or employers perceived obligations. Atkinson suggests that these perceptions depend on deficient understandings between the parties on what these contracts contain. Furthermore, the author proposes that despite if a perceived breach is legitimate or not, the potential effect of the breach remains the same.

In line with the previous notion, Turnley and Feldman (1998) proclaim that, it is essential to emphasize that psychological contracts are subjective perceptions and understandings of individual's assessment of their employment. It is shown that these perceptions and understandings may be influenced by the person's personality, perceived organizational politics, perceived justice and perceived organizational support, etcetera (Coyle-Shapiro & Kessler, 2000; DelCampo, 2007; Dulac, et al., 2008).

Research in the PCB and PCV field. Studies have penetrated the PCB and PCV research area from different viewpoints. However, there are, to my knowledge, no existing studies of this phenomenon through a phenomenological perspective. A brief summary of the existing literature will be presented in order to provide an outline of recent research within this area.

The literature overview will depart from research focusing on PCB among those whom recently entered the labor market, also referred to as newcomers. This target audience

has been researched in different kinds of studies. Tekleab, Orvis, & Taylor (2013) have for example explored changes over time in newcomers´ perception of employer-based psychological contracts. The findings suggest perceptions of employer obligations decreases during the first year of employment. Payne, Culbertson, Lopez, Boswell, & Barger (2015) similarly investigated how contract breach functions as a trigger for adjustment to the psychological contract during the first year of employment. The study indicated that newcomers did not necessary perceive breach against contracts as an act of injustice but provided more support to the fact that breaches may lead to decreases in their perceptions of employer obligations.

Common factors that have been investigated in the PCB literature is job satisfaction, work engagement and employee commitment. In line with these topics, Rayton and Yalabik (2014) concludes in their research that there is a three-way interaction between PCB, work engagement and job satisfaction and that these variables have an impact on the exchange relationship between employees and employers. The conducted research revealed that PCB has a negative effect on work engagement, mediated by job satisfaction. Teague, Aiken & Watson (2012) approached the field in a comparable fashion as the previous study presented. The authors shed light on how PCB may affect employee commitment to their organization and job satisfaction. The study established that both direct and indirect contract breach could explain variation in reported employee commitment, and that direct contract breach was the most powerful variable to explain variation in reported organizational commitment.

Exchange relationships and perceived organizational support are additional factors that have been studied in relation to PCB and PCV. Lee, Chaudhry & Tekleab (2014) has examined the inter-relationships between *PCB*, perceived organizational support, and exchange ideology among employee performance. The results suggested that the relationship between PCB and task performance is most appearing among employees who has a strong exchange ideology but experiences deficient amounts of perceived organizational support. Buch, Kuvaas, Shore & Dysvik (2014) provided additional insight by investigating how previous employer's PCB has had impact on exchange perceptions with the employee's current employer. The results of the study showed that there is a positive connection between former employer's PCB and transactional exchange with the current employer. Furthermore, negative connection was found between former employer's PCB and social exchange with the current employer.

Research has also focused on how PCB may influence employee behavior. Ng, Feldman & Butts (2013), for instance, have approached the field by investigating how the relationship between psychological contract breach and voice behavior may impact changes in leader-member exchange and fellow worker exchange. The results indicated that PCB had a positive relationship with both aggressive and constructive voice behavior, which provides support for the notion that this relationship can lead to changes in leader-member and co-worker exchange. Jensen, Opland & Ryan (2010) studied employee behavior change with a focus on how PCB contributes to counterproductive work behavior. Findings suggested that breaches against transactional as well as relational psychological contracts could result in counterproductive work behavior among employees. Chao, Cheung & Wu (2011) also examined the relationship between PCB and counterproductive work behavior. The authors found a positive correlation between PCB and counterproductive work behavior, moderated by causal attribution styles and power distance. Other researchers have, as well, used power distance as a variable in their research. Zagenczyk et al. (2014) examined employee responses to power distance in the context of PCB. The results indicated that it is less probable that personnel with high power distance orientation would respond with employment exit and voice reactions then personnel with low power distance orientation.

Studies have furthermore dealt with the issue of burnout in relation to PCB. Jamil, Raja & Darr (2013) explored the connection between perceived PCB, felt violation and burnout. Their findings provided support for the notion that there is a positive connection between both perceived PCB and felt violation associated to burnout. Furthermore, the study indicated that breach against relational psychological contract types had a stronger connection to burnout then breach against transactional psychological contract types.

This is a brief summary of recent PCB and PCV research. A quick search on the database PsycInfo show that approximately 275 articles have been published on the subjects' PCB and PCV during the past twenty-five years and roughly 210 of these articles has been published during the last decade. This reveals that there is a growing interest in the subject, worldwide.

Knowledge gaps in the current research area. Although, there is a substantial body of research in the PCB and PCV area, some major knowledge gaps can be identified. First, quantitative methods are used, in prior research, to establish relationships between variables. The majority of these studies have used cross-lagged designs in order to establish relationships between variables, and only few examine connections over time, which raises

the question of reliability. Moreover, only a few qualitative studies are conducted in the area. The deficiency of qualitative approaches does not only reduce the width of the research field but also raises questions on how PCB and PCV is understood, how it is constituted and the relation to human sense making (Merriam, 2009).

Furthermore, some occupational groups, nurses among others, are underrepresented in the PCB and PCV literature. However, there are a few studies that have isolated nurses in their research. Rodwell and Gulyas (2013) wrote a paper on the subject were the authors intended to explore nurses affective and attitudinal responses to PCB. Findings indicated that nurses take breach personally, while fulfillment of the contract kept nurses pleased at work. McCabe and Sambrook (2013) on the other hand conducted a qualitative study that aimed to describe how perceived breaches of the psychological contract influenced nurses' commitment levels. Results showed that relational psychological contracts are of importance for the relationship between nurses and their managers. These findings suggested that PCB could lead to decreased job satisfaction among the occupational group.

It is generally known that nurses tend to be exposed to a great deal of stress at work and that staffing shortages are quite common. Given these work conditions, it may be argued that the psychological contract is key when it comes to nurse's wellbeing at the workplace. By examining how nurse's experience breaches and violations against psychological contracts, a deeper understanding may be achieved on how PCB and PCV may affect the occupational group. Thus, this study will help bridge the existing knowledge gap and increase knowledge of the effects of psychological contract breach.

Contribution to the field of research. This study takes a qualitative approach, with a phenomenological perspective, to examine nurse's experiences of employer PCB and PCV. This study will contribute to the field of research as it adopts a different methodological approach to PCB and PVC research. By adopting a phenomenological perspective a deeper understanding of the phenomenon is attained. This is the main contribution. Second, data is collected from a Swedish work environment that isolates an occupational group that is underrepresented in current literature – nurses. The open-structured qualitative, phenomenological, nature of this study will provide clarity on how nurses constitute and ascribe meaning to these issues. To study meaning constitution helps us comprehend the process of sense making of each subject relevant for the study. As every thought, feeling and action conveyed by the singular human is emphasized in the analysis, it helps grasp the richness of meaning. Paying attention to these factors will lend explanation to the kind of

impact a certain exposure has had on an individual in a specific context. In particular, it helps understand how the meaning giving human being experiences certain exposures. A positivistic laden approach, which ignores the aspect of singularity, disregards fundamental aspects of experiencing; numbers cannot properly convey how a person views the world, nor provide a correct representation of what a certain phenomenon has meant for the experiencing human being. Thus, this approach is unique and provides a radically different perspective compared to existing literature.

Research outline

Terminological clarifications

Some conceptual clarifications should to be done in order to create terminological precision for the current approach. First and foremost, the psychological contract breach and psychological contract violation concepts are defined in order to lay the conceptual foundation. Various researchers have made a distinction between breach and violation of psychological contracts, as they affect individuals on different levels (Conway & Briner, 2002; Zhao, et al. 2007). Although, it is important to be aware of these differences, there is reason to critically assess how the concepts should be approached. This study aims to capture experiences of psychological contract breach/violation among nurses- Thus; the purpose is to understand their meaning constitution and feelings of the phenomenon. As this study is not interested in measuring the variations between the concepts breach and violation, an umbrella term will be used to describe the psychological contract unfulfillment phenomenon. The term psychological contract breach will be used in the present work to describe both the cognitive and affective components of the psychological contract.

Other concepts that should be clarified in regards to the present study are *relational* and *transactional* psychological contracts. Research suggests that relational (socio-emotional) and transactional (monetary) contracts must to be differentiated as the contents of the contracts differ greatly (Rousseau & McLean Parks, 1993; Herriot, et al. 1997). It is clear that the concepts refer to different types of obligations, and both are significant for the purpose of this study. Relational and transactional contracts will however not be examined independently, as the study intentions is to explore nurses subjective experiences of psychological contract breach. Both contract types will therefore be taken into consideration and will be incorporated in the umbrella term psychological contract.

Last of all, the concepts "expectations" and "promises" should to be considered. The literature suggests that the concept of promises is superior in relation to the concept expectation in the context of psychological contract breach (Morrison & Robinson, 1997; Rousseau, 1995, 2001). Conway and Briner (2004) claimed that expectations could only exist in the presence of a promise, which is aligned with the notion of the aforementioned researchers. However, the current work agrees to Robinsons (1996) notion that not all expectations stem from perceived promises and that expectations may exist in the absence of perceived promises. The reason behind the stance is that humans are in fact interpretive and subjective by nature. Individuals constitute their own realities, meaning that individuals may have expectations, regardless of the absence or presence of promises.

Objectives and research questions

As psychological contract breach is a factor that could jeopardize nurses overall wellbeing at the workplace, a study of its impact on the occupational group is key. This study intends to take a phenomenological approach to investigate nurses' experiences of employer breach of the psychological contract, from a phenomenological perspective. The purpose is to obtain knowledge of how psychological contract breaches may appear on an individual level amongst nurses, how the phenomena is expressed by the targeted occupational group and what different characteristics these expressions may take. The philosophical orientation of the study enables to gain insight to how nurses experience employer breach of the psychological contract. The following approach may therefore reveal each individuals personal experience of the world and how they relate to it. Hence, the aim is to capture how nurses constitute meaning to their experiences of psychological contract breach based on phenomenological theory. Thus, this study asks:

- How do nurses experience that they are affected by psychological contract breach?

Methodology

Phenomenology

In order to capture nurse's experiences of psychological contract breach, and understand the meaning constitution behind them, a phenomenological perspective is adopted to approach the research objective. In this section, the phenomenological approach will be outlined.

With roots in the early ideas of the philosophical branch of phenomenology, the modern, applied science of phenomenological psychology aims to provide descriptions, meanings and understandings on how human beings experience the world in its totality, in all different aspects (Howitt & Cramer, 2008). The development of the numerous applications of phenomenological thinking is rooted in the phenomenological philosophy of Edmund Husserl (1859-1938). The methodology Husserl presented concentrated on human experience and human coexistence and focused on *how* phenomena may be described, as a first necessary step toward an explication of their meaning constitutions (Sages, 2003). This was an unconventional alternative to approach science as the field of psychology was dominated by methodologies within the positivistic research approach (Karlsson, 1995). Husserl claimed in his philosophy of transcendentality that the world could be reduced by its observer by "parenthesizing" away the human's way of continuously giving meaning to something through pre-comprehension. This was done in order to be able to view the world more objectively and accurately. By "stepping out" of our natural attitude, one could come closer to understanding of the pure phenomena – meaning how things appear to the individual, both externally and internally. However, according to Husserl, the bracketed world would never be lost from our consciousness. Husserl did not deny the existence of the real world as such, but argued that the world is constituted by humans, in and through their thoughts and lived experiences (Ashworth & Cheung Chung, 2006). His philosophy of transcendentality became the foundation of the methodology of transcendental reduction; which according to Sages and Lundsten (2004) leads us in the process of constituting meaning to the study subject.

The aim of phenomenology is to describe how humans perceive their life-world and their way of constituting meaning to it. It describes how our consciousness functions as an essential factor in the process of acquiring and understanding experience and most importantly, how fellow humans can make sense of others experiences in an objective manner.

The life-world and the constitution of meaning. Phenomenologists claim that individuals are required to view the world in a certain manner in order to understand the phenomenological process of meaning constitution. Husserl distinguished the world as individuals in general constitute it, from something that has been referred to as the *life-world*. This world refers to the experiences of human beings from their own world – the world that is lived by them. The life-world is explained to be the location where the experiences of the human being and the perceptual world interacts (Howitt & Cramer, 2008). Finlay (2009)

describes the life-world more accurately by arguing that the lived and experienced world contains two things in particular; 1) entities in human surroundings as they are perceived by them and 2) the experiences humans has of themselves, their body and the relationships that they have with other beings. The life-world is culturally and contextually structured by the "we", by the intersubjective praxis of humans, and as such it is partly available to all human beings. The perspectival way of human perceptions and understanding of their own surroundings are part of its richness of meanings. Humans are part of the social world by their subjective existence and by devoting attention to their experiences and the contextual factors surrounding them; we can in fact obtain access to their life-world and understand their way of constituting meaning to it (Howitt & Cramer, 2008).

The concept of meaning from a phenomenological point of view refers to the way humans constitute meaning of their world, the understanding of their reality (Ashworth & Cheung Chung, 2006). Sages (2003) claim that meaning constitution is a constant process which is partly driven by the individual's perception and their environment. This implies that meaning is co-constituted by the human being and his or her world and that these elements are essential for the process of meaning constitution.

By accepting the notion of the life-world and what it implicates, one may grasp the essence of the individual's perception and understanding of a given phenomenon, as the perspective stresses the significance of captivating the context in which human beings live and experience things in the world. The context in which experiences occur may affect the perception of it and should therefore not be disregarded. The phenomenological research tradition enables to obtain in-depth, unmodified, knowledge by the researcher about how experiences are perceived and how humans constitute meaning to them (Ashworth & Cheung Chung, 2006).

The process of consciousness. Husserl emphasized a lot of things, but especially the importance of human consciousness in the course of experiencing the life-world. Consciousness is seen as a subliminal internal process that functions self-sufficiently regardless of our physical functionality. It seizes streams of pure-experiences from our surroundings, which are unmodified by external thoughts and interpretations. Our thoughts and feelings about the experience can therefore not be associated with the original, pure-experience as it was experienced by our consciousness, as our thoughts do not represent it as it appeared (Howitt & Cramer, 2008). Husserl suggested that human consciousness is always engaged to something or someone, and claimed therefore that it is intentional by nature.

Therefore, *Intentionality* became a defining concept of our consciousness as it constantly is engaged to objects around, and inside us (Sages, 2014). For instance, all human action, experience or affections depend on the intentional nature of our consciousness (Ashworth & Cheung Chung, 2006; Sokolowski, 2006). The primary meaning of intentionality in the phenomenological context is that although different people experience the same event, the perception of it will not be the same. This is due to the fact that consciousness attaches itself intentionally to objects during the given event, which has a direct impact on the meaning structure of the experience. The modified perception of the original, pure-experience is on the other hand dependent on our orientations, desires, emotions, current location and the context we currently are in (Moustakas, 1994). Howitt and Cramer (2008) suggests, due to the intentional feature of consciousness, that "..if we are not conscious of something then we are not conscious" (p.304).

Phenomenologists have used the terms *noema* and *noesis* to describe the process of intentionality. These components are interdependent to one another and are, together, claimed to be the source of meaning and are essential for human understanding of their life-world. Noema is described to be the intentional perception process of objects, as they are achieved by our psychic act (noesis). Noematical processes presents to us intentional objects along with their meaning structures, as they were obtained in the given context of the life-world. Noesis, on the other hand, is referred to as the act of consciousness that constitutes meaning (noema) to a phenomenon, to the intentional of the experience. The noetical process constitutes meaning to the noema, through our thoughts, perceptions, fantasies, feelings and judgments (Moustakas, 1994). Husserl (1931) provided a philosophical metaphor of the noema- noesis interaction with the following statement;

> The *tree plain and simple*, the thing in nature, is as different as it can be from this *perceived tree as such*, which as perceptual meaning belongs to the perception and that inseparably. The tree plain and simple can burn away, resolve itself into its chemical elements, and so forth. But the meaning of *this* perception, something that belongs necessarily to its essence—cannot burn away; it has no chemical elements, no forces, no real properties. (p. 260)

According to Husserl it is necessary to distinguish the meaning structure of the intentional object (the noema), from the object that was constituted by us (noesis). Husserl (1950) developed a notion that every noetical process within the individual is dependent on previously synthesized objects. This notion suggests that there are passive, underlying,

objects, which our active synthetical processes can proceed from, in the process of meaning constitution. Hence, the previously processed objects have already been constituted meaning to and have therefore to be made explicit, in order to understand the noematical constitution of current intentional object.

By studying the noesis-noema interaction, one may discover concealed meanings and layers, constituting their actual meaning structure of the intentional objects. If humans are able to separate the different projections of the perceived object, they might in fact gain insight to what the object have meant for them, in that specific context where it was exposed. The interaction between the components may therefore help us to understand our world (Moustakas, 1994).

Inter-subjectivity and comprehension of the life-world. To obtain access to the world of our fellow human beings and to understand their way of constituting meaning, one has to step into the realm of *inter-subjectivity* in order to be able to comprehend their life-world in an objective manner. Humans exist in a social world, which indicates that others share their life-worlds. Inter-subjectivity takes place as we relate to the lived world of others and as we put ourselves into the context of their lived experiences (Sokolowski, 2006). Schutz (1970) emphasize, that although humans exists in a shared world and despite the fact that their descriptions of perceptions are alike, their perspectives are never exactly identical. This indicates that inter-subjectivity give humans the possibility to represent other's experiences in an objective way.

To really understand the meaning constitution of another human being, one has to be free from preconceptions or assumptions of the studied object. The concept *Epoché* stems from the Greek language and means "stay away" or "abstinence", and is commonly used in phenomenology to stress the importance of being impartial. The Epoché concept was formulated by Husserl who suggested that we have to be able to *bracket* our assumptions, judgments and interpretations of the studied object in order to get access to its direct form. The Epoché concept indicates that we have to be free from the influence of theories, attitudes and beliefs in order to reach the core of the experience – its essence (Howitt & Cramer, 2008).

Phenomenology in the eye of the author and its execution in the current work. As phenomenology is a complex and ambiguous discipline of research, a clarification has to be made in regard to the philosophical stance of the present work. Phenomenology provides the possibility to study individual's experiences of various phenomena as they are perceived by the observer. It enables an insight in individual meaning constitution processes, which implies

that these types of approaches may unveil knowledge of human sense making. By excluding our preconceptions about the studied phenomenon, although this cannot be done completely but has to be revised constantly, we may actually grasp the core of the experience and therefore understand what the experience has meant for the studied subject.

This study will depart from the Husserlian tradition of phenomenology by including various key features of his philosophy and methodology. However, it should be mentioned that I stand in conflict with Husserl's inter-subjectivity concept. Thus, Husserl claim that humans can achieve objectivity through inter-subjectivity, one have to accept the fact that we are beings, submerged with the realm of experience, and are therefore perhaps incapable of separating ourselves from it. I believe that objectivity, as such, can be achieved to a certain extent and that humans can be inter-subjective and approach others experiences in an objective manner. Nonetheless, I find it hard to agree upon the notion that humans are able to achieve total inter-subjectivity.

The purpose of applying phenomenology to this study is to gain knowledge about how nurses experience that they are affected by psychological contract breach. Agreeing upon the notion that the participant's life-worlds are partly unalike, one should assume that their meaning constitution of the phenomenon of psychological contract breach is as well. Therefore, their perceptions of the phenomenon should be captivated and dealt with separately in order to understand how nurses constitute meaning to the studied area. The method used aims to capture the different experiences of the subjects, by sorting out preconceptions in the largest extent possible. The application of the Epoché is therefore crucial as it enables the possibility of approaching experiences in an objective manner, in absence from pre-conceptions that might distort the actual meaning of the examined experiences. The narratives, obtained by the study participants, has therefore been analyzed as they were acquired and every single part of them are held equally important, in order to achieve such impartiality.

The outcomes of the study should not be held as validations of how phenomena are perceived by the targeted occupational group. They should rather be taken as ideas on how psychological contract breach among nurses can be perceived.

Research design

The phenomenological approach aims to capture participants' experiences in an attempt to understand their world, as it is lived by them. Their world, as defined in this study, is their

experiences on the subject of psychological contract breach. Husserl (1954) suggested that phenomenological research should attempt to obtain knowledge on how humans have experienced a phenomenon and to understand what their experience has meant to them. These norms have been used as a benchmark for the construction of the research question. In order to achieve the research objective, a research design has to be constructed that allowed the participants to freely associate themselves with the studied phenomenon. In order to achieve an open research structure, no research hypotheses are formulated as hypotheses could arguably narrow down the possible outcomes of the study. Although the present work is exploratory to some extent and descriptive in its nature, it strives to understand participant's life-worlds through interpretations rather than through descriptions of the experiences alone. The approach should therefore fall under the category of interpretive research rather than the abovementioned options.

The data collection method is open, unstructured, qualitative survey. The survey consisted of one, open-ended question that deals with the subject on psychological contract breach. The participants are asked to share a memory association to the topic. The idea is to approach the field inductively. Therefore, the survey question posed, gives the participants room to freely choose which particular memory they would like to share. The purpose with the data collection is not to get any particular answers or conform to specific notions, but to grasp the participant's experience of the memory. However, the studied phenomenon has been studied thoroughly by me, which may affect the impartiality of the study due to prior knowledge on the subject of psychological contract breach. Gray (2014) claims, however, that an inductive process seldom ignores established theories or ideas on the studied subjects as it strives to find patterns, consistencies and meanings. The author proclaims, however, in line with Husserl's Epoché concept, that the phenomenological researcher has to be able to place their possible knowledge, prejudices and understandings of the phenomena aside in order for new meanings to be able to take place. These aspects have been considered, especially during the data collection process and the analysis.

The data analysis is conducted using the software applications Le Sphinx Lexica and MCA – Minerva, where the latter software is a phenomenological analytic tool that aims to shed light on participants meaning constitutions to the studied phenomenon.

Participants

The targeted group for the present work is nurses in the health care sector, in accordance to the formulated research question. In this work, other health care providers are distinguished from nurses as nurses in general have a more broad and precise scope of practice, in comparison to other health care providers. This differentiation was made in order to narrow down the choice of partakers and also to be able to isolate a specific occupational group. The participants were required to meet two fundamental conditions in order to get permission to partake in the study. First and foremost, the participants needed to have a formal degree from an educational program in the nursing field. In addition, the participants were required to either be currently employed as a nurse, or have prior experience from the field. A total of twelve (N=12; 11 female and 1 male) nurses partook in the study, from five different Swedish hospitals. The entire research sample was currently employed during the selection process, either full or part time. The age of the participants varied between thirty to fifty-nine (30-59) years of age.

Ethical considerations. An assessment was made at an initial stage that the approach will not violate any ethical codes in regard to research involving human participants. In addition, the organizations and participants involved were guaranteed full anonymity and were informed that they could cancel their participation, without questioning. Lastly, the partakers were offered to get a copy of the completed study.

Procedure

Fifty Swedish hospital managers in the public sector, at various hospitals around the country were contacted by e-mail with a declaration of interest along with an outline of the research project. Five managers at different hospitals agreed to partake in the study. The manager´s did not make participation in the study mandatory for their employees, which partly explains the low participation rate. 83 individuals opened the survey, out of which 18 completed it. 12 out of the 18 completed surveys could be used for the study. This means that there is a shortfall of 87,14%. The total participation rate can however be considered to be arbitrary in regard to the study purpose, which has made the study feasible. The participants got access to the online survey either by their manager or by me, giving them personal access. The survey was constructed on the online platform psychsurveys (https://www.psychsurveys.org/). The survey contained demographic questions about the participant's gender, age, length of employment,

employment form and in what sector they work within. As the participant's experiences and descriptions constitute the core of the analysis, the collection of background information was not required. It was done, however, in order to provide some information about the research sample. The background questions were followed up with a broad, open-ended question about the studied phenomenon.

The survey instructions were inspired by Sages and Lundsten (2004). The open-ended question was introduced together with a short statement that underlined that the participants should not stress grammar and spelling in their responses but rather write from the heart as their experiences and descriptions were of importance. The question was formulated as follows; "*Can you in your role as an employee tell about a time when you felt that your manager has not lived up to your expectations?*". The participants were asked to describe the experience in detail. In addition, the participants were asked to explain what happened, under which circumstances it happened, who was involved, what they experienced and how they felt during this situation. Lastly, the participants were asked to explain why they think that they felt like they did in the given situation. The length of their answer was not allowed to exceed ten rows in the response field of the survey, which measures up to half an A4-page (0.5 pages), with single spacing. The following limitation differed from Sages and Lundsten's (2004) methodological approach as the authors argued that participants should not be restricted in any way and should be able to independently form an association to the question. The restriction was however done in order to keep the participants responses within the frame of the formulated question. Half an A4-page was measured to be an appropriate boundary in order for the participants to describe their experiences in an orderly fashion.

The survey was presented to the participants in Swedish, because these are Swedish workplaces. All of the collected responses were written in Swedish, and the analysis was therefore performed in the same language. The outcomes that is presented in the paper is translated to English. A sum total of three analyzes was made, where two was performed with the software MCA – Minerva and one with the software application Le Sphinx Lexica.

Analytic tools

The analysis was carried out with the support of two software applications; *Meaning Constitution Analysis (MCA) – Minerva* and *Le Sphinx Lexica*. The software application MCA-Minerva (from now on referred to as Minerva) was used to examine the way in which the participants were talking about the studied phenomenon, which is also in accordance with

what phenomenology strives at – to grasp the essence of studied experiences of fellow human beings. Minerva provided indications about how the participants were talking about their experience, from a phenomenological point of view. Le Sphinx Lexica (from now on referred to as Sphinx) is used as a validation instrument that investigates the *length*, *richness* and *banality* of the participant's narratives. The software application provides an overview of the narratives in terms of frequency of varying words and the total length of their individual contribution to the research. The outcomes of Sphinx provide indications whether the participants have shown interest to answer the formulated research question or not. The validation may therefore provide an indication that the participants have been well inclined to integrate meaning to the subject of psychological contract breach. In other terms; Sphinx may strengthen/ensure the ecological validity of the study. Both software applications will be thoroughly outlined in the current section due to their importance in relation to this study.

MCA – Minerva. The software application Minerva enables the researcher to analyze text in the context of life-world constitutions in an inter-subjective manner. The systematic method of analysis comes in two different phases (*the preparatory phase* and *the analysis phase)*, which is followed by a third, *phenomenological interpretive phase* of the narratives. The abovementioned phases will be defined below.

At the preparatory stage of the analysis the narratives is broken down into small meaning units, which in Husserlian terms would implicate the process of "parenthesizing" the participant's life-world. A meaning unit can be described as a small fragment of the full narrative that contains information about the participants experience, intent or feeling in regard to the subject. By breaking down the whole narrative into small pieces, the first application of the Epoché is applied, which minimizes the researcher's possibility to make own interpretations of the participant's narrative. Furthermore, it is important to emphasize that the narratives are required to remain unmodified by the researcher as a transformation may alter the original meaning of the narrative. The procedure of breaking down the narratives also serves the purpose of ensuring validity as it makes it easier for other researchers to make follow ups (Sages & Lundsten 2004).

The following procedure of the preparatory phase involves the second application of the Epoché – the constitution of Modalities. This step of the analysis aims at defining participant's experiences of their life-world. From a conceptual, phenomenological point of view, this step refers to the interaction between the noema and noesis. The modality concept is

used to describe the form of the given experience, and also contribute to the comprehension process – how the meaning units are experienced by the participant (Sages & Lundsten 2004).

Minerva uses seven modalities to capture different aspects of the lived experiences, these are; *Belief*, *Function*, *Time*, *Affects*, *Will*, *Property* and *Subject*. The modalities have their own subcategories that provide indications of how the phenomenon has been approached by the participant. Table 1, provides a summary of the modalities and the subcategories used within Minerva.

Table 1. *Modalities and their subcategories in Minerva.*

Modalities	Subcategories
Belief	*Doxa-affirmation, Doxa-negation, Probability, Possibility, Question*
Function	*Perspective, Signitive, Imaginative*
Time	*Past, Present, Future, Always-recurrent, Empty*
Affects	*Neutral, Positive-prospective, Positive-retrospective, Negative-prospective, Negative-retrospective*
Will	*Wish-positive, Wish-negative, Engagement, Aspiration, Unengagement, None*
Property	*My, his/her/its, Our, Your, Their, Not stated*
Subject	*I, We, One-all, Unspecified*

Sorting out each meaning unit into one subcategory of each modality presented in Table 1, reveals, if the participant is certain of his or her statement, what time aspect he or she is referring the experience to and who the subject of the given experience has been. In order to gain clarity about the subcategories of the abovementioned modalities, a brief description of each will follow.

The subcategories within the *Belief* modality, *doxa-affirmation* and *doxa-negation* suggest whether that the participant is certain of what he/she is talking about or not. The subcategories *probability, possibility and question* reveal if the participant believes that the content of the meaning unit is either probable/likely to occur, thinkable or questionable. The *Function* modality contains the subcategories *perspective, signitive* and *imaginative*. The subcategory *perspective* entails that the information provided by the participant is concrete and detailed. *Signitive* is chosen if the meaning unit is expressed in a general manner, not providing concrete information. And finally, *imaginative* refers to an expression involving the participant's perception of the meaning unit, for example a figurative manifestation. Functions may also be shared, which is exemplified by the choice of; *perceptive/imaginative*. The *Time* modality provides insight on the time aspect of the occurrence of the meaning unit – *the past,*

present, future or none. The subcategory *always-recurrent* shows if a process within the meaning unit is continuous. Subcategories within the *Affects* modality refer to the emotional stance of the participant in regard to the meaning unit. *Positive-prospective* or *negative-prospective* inclines that the meaning unit will have either a positive or negative effect on the participant in the future, while *positive-retrospective* and *negative-retrospective* denotes that the content of the meaning unit has had either a positive or negative effect on the participant. The subcategory *Neutral* is chosen if the participant showed none of the abovementioned subcategories. The *Will* modality signifies the participant's degree of will in regard to the meaning unit. *Wish-positive, wish-negative* and *aspiration* are chosen if the meaning unit suggests that the participant expresses hope or undesirability in regard to the meaning-unit or that they strive for something. The subcategories *engagement* or *unengagement* are chosen if the narrator shows that he/she is committed to the contents of the meaning-unit. The *Property* modality activates if the participant refers the object of the meaning unit as; *my, his/her/its, our, your* or *their*. Lastly, the *Subject* modality implicates whom the subject of the given meaning unit is; *I, we* or *one-all* (Sages & Lundsten 2004).

As each meaning unit has been sorted out to one subcategory within the abovementioned modalities, the analysis phase of Minerva begins. This phase refers to the extraction process of partial intentions from the meaning units. In accordance with phenomenological theory, this stage intends to highlight the intentional nature of consciousness. It aims to grasp the noematical processes, the acquisition of intentional objects by of our mental act. As consciousness may focus on varying objects, it is necessary to investigate which intentions have been present in the meaning units, during the noematical process of the experience. By gaining knowledge of the probable intentions, it is possible to further describe the noetical constitution (our perceptions and thought of the phenomena). In other words, this stage makes it possible for the researcher to separate the pure meaning of the experience from the participants' life-world, where it originally was extracted from.

In practice, this stage of analysis refers to the process of phenomenological reduction; the division of meaning units into *Partial Intentions*. As the partial intentions of the meaning unit is broken down, and later put back together, it is possible to learn more about the constituted meaning of the experience. The Epoché is present at this stage, as the partial intentions of the meaning units are presented in all probable ways, which minimizes the risk of uncontrolled interpretations (Sages & Lundsten, 2004). Table 2 demonstrates how a

meaning unit is divided into partial intentions. The meaning unit used is "*I felt a lack of confidence*", which is broken down to different, possible intentions of consciousness;

Table 2. *Partial intentions extracted from an example meaning unit*

Partial intentions from the meaning unit: I felt a lack of confidence
I exist
I can feel
I can feel confidence
I can feel lack of confidence
Confidence exist
Confidence can make me feel
Lack of confidence exist
Lack of confidence can make me feel

The analysis phase is proceeded by sorting out *Entities* and *Predicates* in partial intentions. The inner meaning of each partial intention is known by phenomenologists as the entity and the way humans expresses them are called predicates. An entity is an object that appears to humans as something that exists in their individual life-world. These perceived entities are expressed by humans in different ways, in one or more predicate(s). Entities and predicates contribute to the full meaning structure of the experiencing human being (Sages & Lundsten, 2004). Table 3 provides an example of how entities and predicates are sorted out from the partial intentions. The example departs from the partial intentions extracted from the meaning unit "*I felt a lack of confidence*";

Table 3. *Example of sorted out Entities and Predicates from the partial intentions*

Partial intentions	**Entities**	**Predicates**
I exist	*I*	*Who exist*
I can feel	*I*	*Who can feel*
I can feel confidence	*I*	*Who can feel confidence*
I can feel lack of confidence	*I*	*Who can feel lack of*
Confidence exists	*Confidence*	*Which exists*
Confidence can make me feel	*Confidence*	*Which can make me feel*
Lack of confidence exists	*Lack of confidence*	*Which exists*
Lack of confidence can make me feel	*Lack of confidence*	*Which can make me feel*

After breaking down the narratives into meaning units, sorting them out into specific modalities, dividing the meaning units into partial intentions and sorting the partial intentions into entities and predicates, the third and last, phenomenological interpretation phase is

initiated. This stage involves a combination process of the sorted out Modalities, Entities and Predicates with the sole objective to create an overview of the meaning structure of the participant's narratives. An interpretation of the participant's narratives is therefore done in order to grasp the essence of their experience. Such a combination of the abovementioned variables makes it possible to describe the meaning constitution process of the participants in terms of how things (entities) appear to them in their life-world, how these things are expressed (predicates) by them and in which way the participants describe the form of the given experience (modalities).

Le Sphinx Lexica. The software application Sphinx is applied in this study as a complementary method to ensure ecological validity of the collected narratives. It is used before initiating the primary phenomenological Minerva-analysis. A statistical analysis of textual data will be conducted with Sphinx by screening how the *text richness* of the narratives (the varying usage of unique words in between the participant's narratives) correlates to the *text length* of the participants' contributions to the approach. A third variable, known as *banality*, is also included in the textual analysis, which in this context serves as an indicator on whether the participants have been delighted to answer the question provided in the conducted online survey or not.

If a participant used a limited amount of words in their narrative and repeated the same words frequently, the narrative acquires a high grade of *banality* by Sphinx. In regard to the participant's narrative, if the banality variable correlates positively with the variable *text length* and negatively with variable *text richness*, one may conclude that the participant was not pleased to answer the research question. Although, if the participant's narrative received a high grade of text richness which correlates positively with text length and negatively with text banality, one can be assured that the participants answered the question with some kind of interest and that the narrative contained higher meaning. (SphinxSurvey, Reference Manual, 2001). In order to get a complete validation of the dataset all narratives will be combined as one source of information when processing it in Sphinx.

Outcomes

The results will be presented in different sections where section one will address the validation outcomes from Sphinx while section two and three will present interpretations of

the narratives produced in Minerva. The analysis in Minerva will be twofold, dealing with the respondent's narratives from an individual and a contextual point of view.

The ecological validation of the collected narratives made in Sphinx, will be presented in section one. The validation will show to what extent the narratives correlate in terms of text length, text richness and text banality.

Section two will present the analysis made in Minerva with a focus on an individual perspective of the participants. Six participant's narratives have been chosen randomly for interpretation, the random selection is justified as it reduces the threat of confirmation bias. The participant's narratives will be presented separately as the purpose of the individual interpretation is to obtain in depth understanding of how psychological contract breach is experienced among nurses in the health care sector. The analysis will contain an outline of the participant's narrative. The narrative outline will be followed up with an analysis from Minerva, with a focus on the obtained meaning units, modalities, entities and predicates, in order to see how they interact. By doing this, a suggestion of how participant's ascribe meaning to the narrative will be enabled.

The analysis in section three will focus on contextual factors in regard to nurse's experiences of psychological contract breach. As the research sample solely consists of nurses, a contextual analysis is done in order to assess similarities and differences among the participants, in regard to the subject of study. The section will include all of the participants and put emphasis on modalities and entities of their narratives. Such an assessment will show possible common denominators that are present in regard to affects, subjects, time, functions, will, properties and beliefs among the participants. Furthermore, the contextual analysis reveals if similar entities are present in nurse's experiences of psychological contract breach.

Section 1: Validation in Sphinx

Figure 1 demonstrates the correlation between the variables: text length, text richness and text banality. The primary text analysis performed shows that the variable text length is positively correlated in a broad extent with text richness, and that these variables has a low correlation with text banality. This serves as an indicator that the narratives have sufficient amounts of ecological validity. Each dot in the figure represents a single narrative. As the software correlates each narrative with the other narratives, they are represented unevenly in the coordinating system. This reveals that the narratives contain different kinds of information.
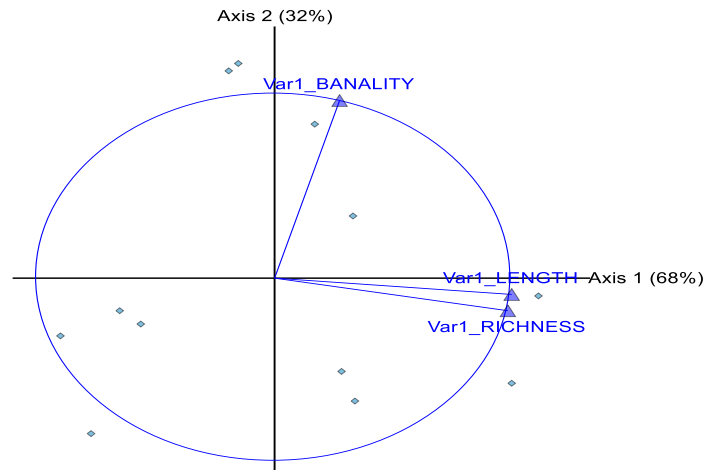
Figure 1: The text length of the twelve narratives and the diverse usage of words in them show that the dataset is applicable for the present work. Text length and text richness are strongly correlated variables in the empirical dataset, in comparison to text banality; as it correlates weakly to both aforementioned factors. This implies that the participants have shown willingness to answer the formulated research question and that the collected material contains information worth investigating.

Although figure 1 provides a clear representation of how the variables interact, a more precise demonstration will be made in Table 4. The table shows the relationship between the three investigated variables with availability at 1.000. The analysis is based on the results presented in figure 1 and is constructed on a principal components analysis.

Table 4. *Principal components analysis correlation matrix (correlation coefficients between criteria)*

Text variables	Text length	Text richness	Text banality
Text length	1.000		
Text richness	0.988	1.000	
Text banality	0.186	0.102	1.000

Furthermore, the analysis made in Sphinx conveys that the investigated variables provide purely positive contributions to the dataset. The contributions of the variables are presented in table 5.

Table 5. *Related contribution of criteria (negative and positive)*

Axis/ Contributions	Axis 1 (+68%)	Axis 2 (+32%)
Positive contribution	Text length +48.67%	Text banality +95.85%
	Text richness +47.55%	
Negative contribution	(-)	(-)

*(-) indicates the non-existence of negative contribution of criteria

The figure and tables presented in this section illustrates that the collected data is satisfactory in terms of ecological validity. Based on this validation, the collected narratives may be further examined through the phenomenological software Minerva.

Section 2: Individual level

Analyses performed in Minerva will be presented in this section. The analyses emphasize a phenomenological, individual, perspective of six randomly selected narratives, which will be presented separately for each participant. The narratives will be presented with numbering in order to differentiate them from each other and to assure the participants anonymity.

Narrative 1. The participant refers to a situation where he/she, together with colleagues, reacted strongly to the way their manager communicated with them. The manager communicated his/her dissatisfaction with the employees' carelessness in a given task. The way he/she communicated was perceived as inappropriate as the manger sent an e-mail to the entire staff. The participant refers to the manager's choice of words as harsh and that he/she, together with co-workers, reacted to how a manager can write to his/her staff in such a manner. The participant states that he/she felt a lack of confidence and sense of trust in the manager and stated that the manager's action was not respectable in terms of leading the staff. The participant explains that a manager should set a good example for the employees and treat them the same way as the manager wants to be treated.

Narrative 1 is in 72% expressed in *doxa-affirmation* which suggests that the person is certain of the content provided in the narrative to a broad extent. However, 26% of the narrative is expressed with hesitation. This hesitation is stated in the meaning units; "*I don't remember*", "*I don't remember everything*", "*What it was about*", "*I don't think it leads*", "*something like*" and "*But if there was carelessness*". In regard to the function of the narrative, 61% was expressed in a *perceptive* way, which implies that the participant, to a broad extent, expressed him/herself in a concrete and detailed manner. 35% of the narrative

was, however, expressed with a *signitive* function, which signifies a more general and abstract statement. These expressions were primarily connected to the meaning units that were stated with hesitation, but occurs also in the meaning units; "*How one as a manager*", "*Can write*" and "*Negative words*".

In regard to affects connected to the narrative, 37% is expressed in a *negative* manner. The *negative* affects can primarily be found in the narrative where the participant refers to his/her reaction to the manager's way of communicating with the staff. 4% of the narrative is expressed in a *positive-prospective* manner, which is apparent when the participant's thoughts are conveyed on how a manager should act.

The subjects in the participant's narrative are expressed 56% in *I*, 20% in *We* and 13% in the subject *One-all*. This can be seen as an indicator that the narrative derives mainly from the participant's personal interpretation of the experience, and that *I* is an important subject in the current narrative. The subject *We* is mainly expressed when the participant refers to the shared workplace and to him/her in connection to co-workers. *One-all* is expressed mainly when the participants talks about the manager.

The most common entities in the narrative are *I* and *Co-worker*, which are present on 18 respectively 10 occasions. The entity *I* is partly expressed with a *neutral* affect, but is also expressed *negatively* on several occasions. *Co-worker* is expressed to a broad extent with a *neutral* affect but is also expressed on some occasions with a *negative* affect.

The entity *I* is described by the predicates "*Who can and cannot remember things*", "*Who can think*", "*Who has felt*" and "*Who can believe*". In the given context, the entity *I* can remember that an inappropriate e-mail has been sent by the manager and that *I* had a strong reaction to it. Although *I* can remember the essential features of the experience, *I* cannot remember everything about it. *I* can also think that a manager should set a good example and treat people in the way that he/she wants to be treated. *I* also think that the manager's way of leading the employees is not a good one and that negative words do not lead to any changes. Furthermore, *I* have felt a lack of confidence and trust in the manager. *I* have believed that encouragement would have been a better action by the manager.

The entity *Co-worker* is primarily described in the subject *We,* but partly in the subject *I*. Predicates expressed within *Co-worker* are; "*Which one can have*", "*Which one can have his/her*", "*Who someone could write to*", "*Who one can be*" and "*Which is something I can have*". The predicates and subjects within the entity can serve as an indicator that the participant identifies him/herself as a *Co-worker* and that *I* is a part of the *Co-worker*

constitution. The entity *Department* is expressed in the subject *We* and in the property *Our*, which may strengthen the notion that *Co-worker* and *I* are important entities for the participant in terms of belonging to something. Furthermore, the entity *Reacted* appears in both entities *I* and *Co-worker,* which is expressed by the predicates "*Which I did strongly*" and "*Which I and my co-worker did*". These predicates appear to the context in which the entity *Manager* had communicated with *Inappropriate words* to the workforce.

The entities which are expressed in the will modality *wish-negative* (which is the most occurring subcategory within the modality will) are *I*, *Remember*, *Reacted*, *Decreased*, *Manager*, and *Inappropriate words***.** The entities *I* and *Remember* could be considered to be interconnected as they refer to the way the participant cannot remember everything about the given experience described in the narrative. *Reaction*, in this given context is tied to the entities *I* and *Co-worker* and is referred to a negative response as it was directed to the *Managers* action that involved usage of *Inappropriate words*. The entity *Decreased* is expressed by the predicates "*Which confidence is*" and "*Which trust is*", these expressions are, as the aforementioned entities, attached to a *wish-negative* response and are directed towards the entity *Manager*. *Decreased* is furthermore attached to the property *My* and the subject *I*, which indicates that the participants own confidence and trust has *Decreased*.

In summary; I was shown to be an important subject for the participant in question. It is described that the participant, in association with his/her co-workers, has reacted strongly, in a negative manner, to the manager's way of communicating with the staff. The manager's use of inappropriate and harsh words, conveyed through an e-mail to the staff was considered to be unpleasant and undesirable for the participant. The result of the manager's act was described to lead to a decrease in confidence and trust towards the manager, from the perspective of the participant.

Narrative 2. The participant had some time ago, announced that he/she wanted to change tasks and needed new challenges. As no change occurred, the participant decided to look for a new job. In order to be as honest as possible towards the manager, an e-mail was sent to the manager to inform that the participant had applied for a new job. The participant describes that he/she thought that the situation had been dealt with in a very open and honest way. Instead, the participant receives a phone call from the manager, where he/she receives a scolding about going behind the managers backs applying for another job. The manager's action is described as completely unwarranted by the participant. Furthermore, the participant describes that he/she felt that the manager went completely overboard.

The most distinctive aspect of the analysis of narrative 2, in regard to modalities, is that 93% of the total narrative is expressed in the subject *I*, which is a remarkably high figure. The subject *I* seems to be important to the participant and should be taken into consideration in the analysis.

Concerning the participant's belief and function, 83% is expressed in *doxa-affirmation*; respectively 72% is expressed in a *perceptive* way. These figures indicate that the participant is certain about the content in the given narrative. Some meaning-units of the narrative were expressed in a more general or imaginative manner. The meaning-units "*Wanted to be honest*", "*That I needed*" and "*Perhaps I have the right to*" were expressed in a *perceptive/imaginative* manner. The meaning unit "*Thought that*" is expressed in a *signitive* fashion and the meaning-units "*Very open*" and "*And honest*" were expressed in a *signitve/imaginative* manner.

In regard to affects, 21% of the narrative is expressed in a *positive-prospective* manner. These affects can be found mainly when the participant is referring to his/her ambitions. 15% of the narrative is, however, expressed in a *negative-retrospective* manner, especially when the participant is referring to his/her manager's actions.

The will modality provides important information about the participant. *Aspiration* is expressed in 25% of the total narrative, respectively in 23% through *Engagement*. Both of the subcategories are connected to the subject *I*, which provides strong indicators that the participant is an engaged person who strives for something. 17% of the narrative is expressed in a *wish-negative* manner, which is apparent when the participant talks about the manager's action. 9% of the narrative is expressed in a *wish-positive* way, which is found when the participant talks about his/her ambitions.

The most appearing entity in the narrative is *I*, which is stated 36 times in total. The entity that appeared subsequently the most times was *Manager*, which appears 13 times. The entity *I* is expressed through predicates "*Who has felt*", "*Who chose*" and "*Who may be right*". *I* is someone who can feel a need of new challenges in life. *I* is someone who chose something, which is in this context to apply to a new job due to the absence of new challenges. *I* is someone who has the right to make his/her own life decisions.

Important entities that are connected to the entity *I* is *Needed* and *Challenges*. *Needed* is expressed through the subject *I*, and the predicates "*Which is a feeling*" and "*Which I*". The entity *Challenges* is connected to the subject *I*, and the predicate "*Which one can want*". With the results collected from the will modality of the narrative, in association to the entities

connected to *I,* it is evident that the participant is a person who needs to be challenged and strives to engage him/herself in the work context. What is interesting in the narrative is that the participant is talking about work in two different contexts that is differentiated from each other.

The entity *Work* is expressed with the predicates "*Which is something one can have*" and "*Which one can have*". The entity is presented in the modalities; *Neutral* affect, *Doxa-affirmation*, *Perceptive*, subject *I* and *Engagement*. This indicates that the participant views *Work* as something *I* may have and that it's something that one is engaged in, which does not affect the participant in any particular manner. However, the participant also expresses him/herself in the entity *Working*, which is expressed with the predicates; "*Which is something one can do*" and "*Which someone can do in a department*". *Working* is presented in the following modalities (in comparison to the entity *Work*); *Positive-prospective* affect, *Doxa-negation*, *Signitive*, subject *I* and with *Aspiration*. This suggests that the participant might see him/herself work in the future, which is viewed as something positive and something to strive for. An interpretation can be that the participant views his/her current work as something that has to be done, but also sees an opportunity to work with something that the participant enjoys in the future.

The entity *Manager* is mainly expressed with a *Neutral* affect but with some *negative* connotation. *Manager* is expressed through the predicates "*Who someone can be a*" and "*Who someone can be to another*", which can be interpreted that the participants feelings towards the *Manager* is usually neutral but in some context negative. Important entities, which are connected to the *Manager* entity, are *Scolding*, *Unwarranted* and *Overboard*. The narrative describes that the *Manager* used *Scolding* against the entity *I,* which was experienced by the participant as a negative act by the *Manager*. The participant describes *Scolding* as *Unwarranted* as he/she had announced the need of new tasks to the *Manager* some time before. The *Manager's* negative act of *Scolding* is described by the participant as going *Overboard*, which also is attached to a *negative* affect.

In summary; the narrative was almost entirely conveyed through the subject I, which indicates that the shared experience is of importance to the narrator. The participant exhibit that he/she is a person who strives for new challenges and associate change to something positive. Any changes did not occur in the participants working arrangement, although the manager was aware of the participants needs. The participant ascribes negative meaning to the conveyed experience as he/she received a scolding by the manager due to the choice of

applying to a new job. The manager's reaction is expressed to be unwarranted and that he/she went overboard.

Narrative 3. The reception, where the participant works, is described as having a reputation for being well functioning. The work conditions in the workplace are good but the participant explains that everyone is getting more and more stressed, due to increased workload. These conditions force several employees to work overtime. The staff experiences that the manager is not always siding with them and believes/think that the manager is too eager to please the organization's board. These views are based on the fact that the manager takes decisions that favor the workforce, but later backtracks on them. The participant explains that these actions do not send the right signal to the staff, which is loyal to the organization. Furthermore, the participant adds that such behavior has made the staff feel "ill-treated/not being met by the manager", in addition to feelings of unfairness, as other parts of the organization has been given benefits that the staff has requested.

Regarding subjects in the narrative, the most frequently appearing is *We*, which is present 29%. 19% is expressed through the subject *One-all* and the subject *I* appears 17% in total. *We*, seems to be the strongest and most important subject in the narrative and occurs while the participant refers to the staff of the organization, but also while he/she refers to the entities *Stress* or *Workload*. *One-all* is expressed while the participant refers to other parts of the organization, the manager or the board. The subject *I* is least appearing and is present while the participant is referring to him/herself and the entities *Workplace*, *Working* and *Signal*.

Concerning affects, 24% of the narrative is expressed in a *negative* fashion that appears while the participant is referring to his/her current working conditions along with the manager's behavior. 7% is expressed in a *Positive-prospective* manner and is attached to the meaning-units; "*No one is on long-term sick leave*", "*Good working conditions*" and "*Which is loyal*". In connection to affects, the will *Wish-negative* is categorized in 22% of the total narrative. Interestingly, the meaning-units connected to a *negative* affect are also attached to a *Wish-negative* will, which indicates that the participant finds the meaning-units connected to a *negative* affect; undesirable – not engaging, not aspiring or unengaging.

Doxa-affirmation is expressed in 83%, which shows that the participant is certain about the contents of the narrative. However, only 49% of the narrative is expressed in a *Perceptive* manner, which implies that roughly half of the narrative is expressed in a clear and detailed fashion. 24% is expressed in a *Signitive* way. The subcategory is apparent while the

participant is talking about the entity *Stress*, while referring to the entire organization and in the context of how his/her manager backtracked on a decision. 25% is expressed in a *Perceptive/imaginative* way, which is present while the participant is referring to the beliefs and thoughts of the *Staff*.

The entities, which appear most frequently, are *Manager* (16 times), *Staff* (15 times) and *We* (13 times). The entities *Workforce* and *We* are considered to be connected as *Staff* is expressed in the subject *We* in a broad extent. The entities need, however, to be dealt with separately as they appear in different contexts in some instances of the narrative.

The entity *Manager* is partly connected to a *Neutral* and a *negative* affect. Predicates connected to the entity are; "*Which one can be*", "*Who can stand*" and "*Who can take a decision*". In the given context, *Manager* is someone who can be in a position to take *Decisions* and someone who can take someone's *Side*. The *Manager* may make *Decisions* that favors the *Staff,* but later backtracks on the *Decisions*, which send the wrong *Signal* to the *Staff*. Furthermore, the *Manager* does not always *Side* with the *Staff* and is too eager to please the *Board* of the *Organization*.

Staff is expressed by the predicates; "*Which can contain people*" and "*Which can contain several people*". While reviewing the modalities of the entity, *Staff* seems to be a constitution, partly referred to as something unrelated, but partly related to the *Staff,* which the participant is a part of. The assumption is grounded in the fact that the participant at occasions refers *Staff* to the subject *One-all* while sometimes to the subject *We*. Furthermore, this assumption is strengthened by the fact that the entity sometimes is expressed in the property of *Others* and on some occasions under the property of *Our*. The entity *Staff*, which is expressed in the subject *We*, are people who are *Loyal*, who has a heavy *Workload* and works under conditions that generates *Stress*, which requires the *Staff* to work *Overtime*. The aforementioned entities, connected to the "related" *Staff*, are expressed with a *negative* affect paired with a *Wish-negative* will. The *Staff,* which is conveyed through the subject *One-all* and the property *Others,* is expressed with a neutral affect and mainly categorized in the will modality *None*. This *Staff* contains people who get what the before mentioned *Staff* desires, but does not acquire it. The participant refers to the entity *Unfair* while talking about the "other" *Staff*, which can be interpreted as a sign of envy.

The entity *We* is expressed through the predicates; "*Who can be together*", "*Who felt*" and *"Who experienced"*. *We* are referred to the *Staff*, who has felt *Ill-treated* and *Not met* by

their *Manager*. Furthermore, *We* is an entity that has experienced that the *Manager* is not on the *Side* of the *Staff*.

In regard to the *Manager*'s actions, the participant expresses him/herself through the subject *I* and the property *My* that he/she does not believe that the *Signal* the *Manager* sends to the *Staff* is respectable. The *Signal* that the participant is referring to is the act of backtracking on decisions that favors the workforce.

In summary; the narrative is expressed more frequently through the subject We than the subject I, which indicates that the workforce, which the participant is part of, is important for the narrator. Negative meaning is ascribed to the manager's actions as he/she does not always side with the staff and while the manager makes decisions that favors the workforce, but later backtracks on them. It is described that these actions has caused the narrator to feel ill-treated/not being met by the manager, along with feelings of unfairness. Furthermore, it is described that these actions do not send the right signals to the staff.

Narrative 4. The narrative is based on different scenarios that are partly associated with one another. The first scenario takes place during a lunch where the participant met his/her manager. During this particular occasion, the manager talked loudly about a non-present, newly hired, colleague in an inappropriate manner, in a public setting. Furthermore, the participant emphasized that the manager gave the impression of being joyful and unconcerned during the situation. When the participant returned to the office after lunch, he/she had received a new email from the same manager. The participant described the message as sharply written and that it said that the manager had not been pleased with the participant's performance and removed the task from him/her with immediate effect. The participant explains that this act made him/her feel shocked and cheated. It is described that the staff has had a tremendous workload for several months, and that many "were at their limit". Furthermore, during the latest years the participant had lost friends and family, gone through a divorce and was on the verge of exhaustion. The participant emphasized that the manager was aware of all of this. The participant describes that he/she cried for hours without interruption, after her shift ended.

Doxa-affirmation is expressed in 91% of the narrative and 75% in a *Perceptive* manner, which implies that the contents are expressed with nearly complete certainty and with clear and informative statements.

Negative affects constitute 26% of the narrative, while 2% is conveyed in *Positive-retrospective*. *Negative* affects appears while the participant refers to his/her manager's

behavior, the removal of the task along with the reactions attached to the situation, the workload that the staff was facing and the participant's loss of relatives and loved ones. The *positive* affects that are attached is present in the meaning-units "*The manager was joyful*" and "*and unconcerned*".

Regarding will, the participant expresses him/herself most frequently in the subcategory *Wish-negative*, which occurs in 24% of the narrative. These occurrences are found in the same contexts as the participant expresses him/herself in the *Negative-retrospective* affect. 14% is expressed with *Engagement*, which appears while the participant is referring to work and how the manager has talked about a colleague behind his/her back.

Concerning the subjects, 46% is expressed in *I*, 27% in *One-all* and 9% in the subject *We*. As nearly half of the total narrative is expressed in *I* imply that the subject is important for the participant. The subject *One-all* is expressed while the participant refers to the manager, a newly hired colleague and other persons in general. The participant refers to *We* while talking about him/her, together with the staff. Interestingly, the newly hired colleague is categorized in *One-all* instead of *We*, which implicates that new colleagues are not considered as a group members. Regarding properties expressed, 12% is conveyed through *My*, which appear in connection to the subject *I*. Other properties expressed are *Its* (3%), *Others* (2%) and *Our* (2%).

Most occurring entities are *I* and *Manager*, which appear 39 times respectively. *Manager* is expressed with a *Neutral* affect and trough the property *My*. Predicates connected to the entity are; "*Who one can be*", "*Who can speak about someone*" and "*Who wrote*". *Manager*, in this given context, is someone who spoke about a colleague *Behind* his/her back and who wrote a sharply written e-mail to the participant. The *Manager* is someone who took away a *Task* from the participant even though the *Manager* had given to the impression to be joyful and unconcerned. Furthermore, the Manager took away a *Task* from the participant even though the *Manager* was aware of the participant's losses and the *Workload* that the *Staff* had been exposed to during several months.

Predicates attached to *I* are; "*Who can experience*", "*Who can become*", "*Who felt*", "*Who has lost something*", "*Who can finish a shift*" and "*Who cried*". *I* is expressed mainly with a *Neutral* affect, but in some occasions in a *Negative-retrospective* affect, paired with a *Wish-negative* will. The *negative* affects and *Wish-negative* will appear in the predicates "*Who has lost something*" and "*Who cried*".

I experienced that the *Manager* acted *Unprofessionally* as the *Manager* talked behind a *Colleague's* back. *I* is someone who can become *Shocked* and feel *Cheated* as the *Manager* took away a *Task* from *I* by e-mail, with immediate effect. *I* is someone who has lost a *Mother* and a *Father*, *Friends* and, through *Divorce,* a *Husband* and was on the verge of *Exhaustion*. *I* is someone who can end a shift and that has *Cried* for hours without interruption.

The entities *Shocked* and *Cheated* are expressed with the predicate "*Which one can feel*". Both entities are attached to a *Negative-retrospective* affect and to a *Wish-negative* will. The entity *Work Task*, which appear in connection to the entities *Shocked* and *Cheated*, is expressed with the predicate; "*Which can belong to someone*", along with the subject *I* and the property *My*. This explains why *I* felt *Shocked* and *Cheated* as *Task* was something that belonged to *I*. *I* can therefore experience the taking away of the *Task* as a theft by the *Manager*.

The entities *Mother*, *Father*, *Friends* and *Husband* are expressed with the property *My*. A *Negative-retrospective* affect and a *Wish-negative* will were expressed in the context of losing the aforementioned entities. As the participant denotes that the entities belonged to him/her and that the experience was expressed in a negative and an undesirable fashion can partly explain why the participant expressed that he/she was on the verge of *Exhaustion*.

In summary; the subject I is central in the given narrative along with One-all, which implicates that I and the manager are central in the narrative. Negative meaning is ascribed by the narrator to the situations where the manager; talked inappropriately behind the back of a colleague, gave ambiguous impressions of the current state of the work arrangement, took away a task from the participant even though they were aware of the current workload and his/her current personal circumstances. The reactions tied to these actions are feelings of being on the verge of exhaustion, shocked and cheated along with the physical reaction of crying, without interruption, for hours.

Narrative 5. The participant refers to a situation at work while he/she was a recently graduated nurse and was left with a large responsibility for patients, even though the participant did not have sufficient experience in the area. The participant explains that he/she raised the issue with the responsible manager, but did not get any sympathy for his/her anxiousness and fears. The response the participant received from the manager was the following; "that is the way it is, that has to be accepted". The participant explains that a recently graduated nurse needs a lot of support, as the risk of conducting an error is much

greater while lacking experience. Furthermore, the participant states that he/she would have wanted more support and understanding in the given situation.

The narrative is expressed in 88% in the subject *I*, with no other specified subjects present. This indicates that *I* is an important subject for the participant, which implies that the subject has to be investigated in-depth.

In regard to properties, 23% is expressed in *My*, which are connected to the participants anxiousness and fear, the manager and the participants need of support. These circumstances are likewise connected to the subject *I*, and may therefore be considered as important. Other properties expressed are *Others* (8%), *Its* (4%) and *Their* (4%). The property *Others* is likewise important as it is expressed while the participant refer to responsibility for patients and to the response that was received from the manager regarding the participants concerns.

Concerning affects, 43% of the total narrative is expressed in a *negative* manner. Out of these, 31% is categorized in *Negative-retrospective*, which is found in references to the situations where the participant was left with responsibility for patients, while he/she did not receive any sympathy for concerns and while the participant did not receive the amount of support that was needed. 12% is categorized in *Negative-prospective*, which appear in the participant's reflections that the potential risks of conducting an error are much greater due to inexperience. Lastly, 8% is expressed in *Positive-prospective*, which is tied to the meaning-unit "*and understanding*", which is based on the fact that the participant would have wanted more understanding.

In regard to will, *Wish-negative* is expressed in 38% and appears in correspondence to the circumstances expressed with *negative* affects. 15% is expressed in *Wish-positive*, which is present in the participant's reflections of a desirable behavior of the manager. The subcategories *Aspiration* and *Engagement* are present 8% respectively. *Aspiration* is ascribed while the participant describes that he/she would have wanted more support from the manager and *Engagement* appears while he/she raised the issue with the manager.

The majority of the narrative is expressed in *Doxa-affirmation*, 73%, but only 31% is expressed in a *Perceptive* manner. This indicates that 69% is expressed in a general fashion. This may depend upon the fact that the participant is referring to his/her feelings and reactions in a broad extent, which is therefore communicated in an abstract fashion. Still, as *Doxa-affirmation* is expressed in a broad extent, one can conclude that the participant is certain

about the content of the given narrative, although the narrative is expressed in a general and abstract way.

Most frequently appearing entities are *I* (26), *Support* (9), *Manager* (7) and *Experience* (7). *I* seem to be the most important entity, not only as it appears in the highest frequency but because of the high occurrence of the subject *I*.

I is expressed through the predicates; "*Who was left*", "*Who did not have experience*", "*Who can bring up things*", "*Who received an answer*" and "*Who cannot get something*". In the given context, *I* is a *Recently graduated nurse*, who is left with *Patient responsibility* although *I* do not have *Experience*. *I* is someone who can bring up things, but do not receive any *Sympathy* for *Anxiousness* and *Fear*. *I* is furthermore someone, who cannot get something. Something in this scenario is *Support* and *Understanding*.

The entity *Patient Responsibility* is expressed through a *Negative-retrospective* affect, paired with a *wish-negative* will, along with the property *Others*, which indicates that the entity do not belong to the entity *I*, according to the participant.

The entity *Sympathy* is expressed through the predicates "*Which is something I can get*" and "*Which I did not get*", combined with the affect *Negative-retrospective,* which indicates that *I* expect to receive *Sympathy* for his/her *Anxiousness* and *Fear*. The entity *Support* is expressed through the predicate "*Which one can need a lot*", which is connected to the subject *I* and the property *My*, combined with *Aspiration*, which strengthens the notion that *I* wanted and strived for more *Support*. *Understanding* is expressed with the subject *I* and combined with the affect *Wish-positive*, which can be interpreted that *Understanding* is something that *I* desire.

The *Manager* entity is attached to the property *My* and is expressed through the predicates "*Which one can be*" and "*Who can give me an answer*". *Manager* in this context is someone who can give an answer. The entity *Manager* gave *I* the answer; "that is the way it is, that has to be accepted". Which may be the foundation to the fact that the entity *I* felt a lack of *Support* and *Understanding*. *Manager* is expressed with a *Neutral* affect, which serves as an indicator that the participant does not have any particular feelings towards the *Manager,* but *Experienced* his/her act as negative and undesirable**.**

In summary; the narrative is almost entirely conveyed through the subject I, which indicates that the experience is of importance to the narrator. The participant ascribes negative meaning to the situation where he/she was left with a lot of patient responsibility even though the participant was an inexperienced nurse. Furthermore, negative meaning is ascribed to the

situation where the participant does not receive sympathy from the manager for feelings of anxiousness and fear. The participant expresses that he/she would have wanted more support and understanding as a recently graduated nurse.

Narrative 6. The narrative is introduced with a scenario where the participant and the manager have difficulties of finding a suitable date for a salary negotiation. After some time, the participant is told that wages had already been submitted. The manager later mentions, by e-mail, that the participant can get a salary negotiation anyway, which the participant declines. The e-mail also states that the manager does not know the participant well enough to evaluate the participant's job efforts, although the participant and the manager have been working in the same workplace for years. The participant states that the manager's actions made him/her feel violated and therefore questioned the contents of the e-mail. The participant asks, the following time he/she meets the manager, if it is reasonable to inquire with the participant's co-workers of how they perceive his/her work efforts. In this particular situation, the manager chooses to compare his/her own condition to the participant's and stated that these conditions decrease one's ability to perform. The participant states that he/she went away sad and violated as he/she experienced that comparing his/her health condition is incredibly insensitive. The participant explains that he/she is currently on sick leave for depression due his/her to husband's death and going to work is what has kept him/her going and has given the participant a reason to get up in the morning. The participant said that he/she always has had managers who have praised his/her work and that they have praised him/her for being loyal and that he/she has always been a happy and positive asset for the entire workplace.

The narrative is expressed in a part positive (15%) and part negative (15%) manner. The *negative* affects are present while the participant refers to his/her own health condition, reactions on the manager's actions and current depression. *Positive* affects appear while the participant has successfully performed tasks despite his/her condition, that work has given him/her a reason for getting up in the morning and while referring to how former managers have described his/her work efforts.

Wish-negative (22%), *Engagement* (20%) and *Wish-positive* (8%) are categorized in the will modality. *Wish-negative* appears correspondingly with *negative* affects. Moreover, *negative* affects appear likewise in the meaning-units; "*The wages were already submitted*" "*Did not know me well enough*", "*To anticipate*" and "*More than a normal wage*". *Engagement* is expressed in reference to the situations where the participant actively declined the manager's offer for a late salary negotiation, while engaging the manager after their e-mail

conversation, while the manager actively talked to the participant, while performing tasks and that work is something that has kept him/her going. *Wish-positive* appear while the participant asked the manager if it was not reasonable to inquire with colleagues about how they perceived the participant's work performance and while it is described that he/she hopes that her wage is based on achievements.

The most occurring subject is *I,* which is expressed in 65% of the total narrative. In addition *We* (3%) and *One-all* (2%) are also categorized. *We* is expressed in reference to the workplace or people in the workplace, while *Others* appear in reference to the manager. The subject *I* receives the most devotion in the analysis because of its frequent appearance.

The most occurring properties are *My* (18%) and *Others* (10%). *My* occurs in context where the participant refer to the manager, e-mail messages, tasks, his/her condition, work efforts and loyalty. *Others* appear while the participant is referring to the manager's e-mail and others' perceptions of the participants work performance.

Doxa-affirmation is expressed 87% in the narrative and 58% in a *Perceptive* manner. *Signitive* occurs 22%, which is present while the participant describes planned salary negotiation, the dependence on the amount of wage he/she will receive, the amount he/she has worked during ill conditions, while the participant described that he/she asked the manager to inquire with his/her colleagues to assess work performance and while the manager compared his/her conditions with the participant.

Most occurring entities are *I* (45) and *Manager* (16). *I* is connected to a *Neutral* affect and partly to the subcategory *Engagement*. *I* seem to be someone who can receive a notification about something; the notification in this case is that *Wages* already are submitted. *I* can also get an offering sent by *E-mail* of a late *Salary negotiation*, which *I* chose to *Decline*. *I* can feel *Violated* by the content of an e-mail. *I* is someone who can question the written *E-mail* by the *Manager*. *I* is someone who is currently on sick leave for *Depression* due to *Husband's death,* but is also someone who can work despite being on *Long-term sick leave*. *Work* is something that has kept *I* going and has given *I* a reason for getting up in the morning.

The entity *Wages* is expressed with a *Neutral* affect, the property *Not stated* and with a *Wish-negative* will. *Wages* is expressed with the predicate "*Which can be submitted*" and is connected to a *Wish-negative* will. Interestingly, the entity *Salary negotiation* is likewise expressed with a *Neutral* affect with the property *Not stated,* but in comparison to the entity *Wages* expressed with *Aspiration*. This indicate that *Wages* in general is necessarily not

important for the participant, but the fact that *Wages* were submitted even though a *Salary negotiation* was not initiated by the *Manager* was perceived as undesirable.

The entity *Violated* is expressed with the predicate; "*Which I felt*" and is connected to the affect *Negative-retrospective* paired with a *Wish-negative* will, which strengthens the notion that the participant experienced the *Manager's* action as undesirable.

The entity *Husband's death* is expressed with the predicate; "*Which one can be depressed for*" in connection to a *Negative-prospective* affect, the property *My*, the subject *I* and with a *Wish-negative* will, which confirms that the participant is on sick leave due to *Depression*. The entity *Work* is expressed with the predicate; "*Which one can go to*", in connection to *Engagement*, which can strengthen the notion that *Work* has kept *I* going.

Manager, is expressed with a *Neutral* affect and with the predicates: "*Who can be my*" and "*Who can be a*". *Manager* is someone who did not initiate a *Salary negotiation* before the *Wages* were submitted. *Manager* is also someone who can communicate through *E-mail* and state that the person does not know the participant well enough to evaluate job efforts. Furthermore, the *Manager* is someone who may compare his/her condition with *I*. The *Manager's* statements have made *I* feel *Sad* and *Violated* as *I* experienced that comparing *I*'s condition with the *Manager*'s is incredibly insensitive.

In summary; I is the most appearing subject in the narrative, which means that the participant expresses him/herself in the broadest extent from his/her own point of view. The narrator ascribes both positive and negative meaning to the experience. Positive meaning is ascribed to the situations where the participant has successfully managed to work despite his/her health condition, that work has given him/her a reason for getting up in the morning and while referring to how former managers has described his/her work efforts. Negative meaning is ascribed to the situations where the participant did not get a salary negotiation before wages were submitted, the manager's statement that evaluations of work performance cannot be done even though the manager has known the participant for years and as the manager compared his/her own health condition with the participant's. Reactions tied to these situations are described as feelings of sadness and violation. It is expressed furthermore that the manager's act was considered to be incredibly insensitive.

Similarities and differences on individual level. In regard to similarities, I seem to be the most occurring subject in the conveyed narratives. The centrality of I indicates that the experiencing person is of importance, in terms of participants' experience of psychological contract breach. Other similarities seem to be negative associations to these types of issues.

All narratives analyzed on an individual level indicate that both negative affects and negative will are attached to experienced psychological contract breach. The reactions tied to these experiences are correspondingly undesirable among the participants.

How psychological contract breaches appear to the participants seems to be the most extensive difference, on an individual level, as none of the conveyed narratives are alike. However, there occur some more significant differences in experiencing these types of issues. Narrative 3, for example, shows that the subject We is more occurring than I, which in the current sample has shown to be the most occurring subject. This indicates that experiences of psychological contract breach might be associated on a communal level, rather than on an individual one. Moreover, some narratives are expressed in a broader extent with engagement and aspiration, which is exemplified in narrative 2. This implies that some experiences involve more engagement from involved parties and that some experiences contain an aspiration for something in a more broad extent. Another interesting difference is found in narrative 6, where the narrator ascribed positive affects to the experience in an equal extent as negative, which is an interesting contrast to the other narrators.

Entities and predicates differ in a broad extent between the conveyed experiences. Some similarities were, however, present; the entities I and Manager appear correspondingly in 11 out of 12 narratives.

Section 3: Contextual level

The forthcoming section provides a summarization of modality frequency and the most frequently appearing entities in Minerva, of the entire sample. The analysis demonstrates to which degree the participants share affects, beliefs, functions, properties, subjects, time and will in regard to experiencing psychological contract breach. Furthermore, the analysis provides indications to which degree the same entities are present in the participants' experiences in connection to how they are expressed through predicates. The analyses are done in order to assess whether there are contextual resemblances in experiencing the phenomenon, between individuals within the targeted occupational group. The analysis will be presented in two sections. The first section will focus on the context in relation to modalities while the second section will deal with context, in relation to entities.

The context in terms of modalities. Outcomes presented in Appendix 1 serves the foundation of the present analysis. The frequency in which the participants express themselves in relation to each modality will be analyzed.

In regard to *affects*, all participants express themselves, in their respective narratives, in a negative fashion. Negative affects appear more frequently in retrospect than in prospect. This implies that all participants associate a negative affect to their given experience of psychological contract breach, mainly in a retrospective manner. It is, however, notable that a majority of the participants, experiences a positive affect, in addition to the negative affects expressed. The positive affects are more often expressed in a *Positive-prospective* manner, which might reflect optimism towards the future.

The participant's expressions in the *belief* modality show that the majority of the narratives are expressed in *Doxa-affirmation*. The lowest amount expressed in *Doxa-affirmation* is 72%, which implies that all the participants have expressed themselves with confidence and certainty regarding their contribution. All participants also express themselves in *Doxa-negation*, which indicates that some hesitation has been present in the participants' narratives. The highest figure expressed in *Doxa-negation* is 26%. As all the participants express themselves in *Doxa-negation*, to some extent, might depend on the fact that the participants have given a narrative from memory, which may cause certain hesitation and uncertainty in the process of expressing the experience. The subcategories *Probability*, *Possibility* and *Question* appears in a low frequency in the narratives, which might indicate that psychological contract breach is a type of experience that appears to a person in a certain fashion.

The most occurring *function* among the research sample is *Perceptive*, which inclines that the participants has generally provided concrete and detailed information in their respective narratives. Another frequently occurring function is *Siginitive*, which inclines that the participants tend to express themselves in a general, unclear fashion. An interpretation can be done about the given context that the participant is exposed to influences the participants. Hence, the context inhibits participants to express themselves in a purely perceptive manner. The most interesting outcome regarding function is, however, the broad occurrence of the functions *Perceptive/imaginative*, *Signitive/imaginative* and *Imaginative*. 11 out of 12 participants express themselves in an imaginative fashion. This indicates that an experience of psychological contract breach among participants might be ambiguous and partly constituted on mental/figurative manifestations of the phenomenon, differentiated from commonly known social constructs.

The frequency of stated *properties* throughout the conveyed meaning-units is low in regard to the investigated subject. *Not stated* is the most occurring subcategory in the

properties modality, the lowest expressed value is 54%. The most occurring specified properties are *My*, *Others* and *Our*. *My* is present in 11 narratives, *Others* in 7 and *Our* in 6. Based on the dataset, *My*, seems to have most strength in regard to context as the property is present in 11 of 12 narratives. The property *My* is of importance, in regard to experiencing psychological contract breach as it serves as an reflection of participants belongings, feelings and experienced reality. Interestingly, the property *Our* is present in 6 of 12 narratives. This implies that participants, individually, experience that *Our* properties, which is shared between nurses and others, have impact on meaning constitution on the research subject. From a phenomenological viewpoint, suggestions may be done that the psychological contract is not only existent by means of the employer and the employee alone, but also communally.

In regard to the *subject* modality, *I* is the most frequently appearing among subjects in the entire sample. This serves as an indicator that participants consider the subject *I* important while experiencing psychological contract breach. In phenomenological terms, an interpretation can be done that *I*, alone, may be an essential influence in the process of meaning constitution of the phenomenon. In addition, *One-all* appears frequently and is present in 10 out of 12 narratives. This strengthens the fact that others are usually present in participants' experiences of the investigated subject.

Interestingly, the subject *We* is expressed in a higher frequency than the subject I in two narratives. This implies that psychological contract breach can be experienced as if it was inflicted on the group rather than the participant as an individual. This might strengthen the notion that psychological contracts do not necessarily solely exist between two individuals, but also on a collective level.

 The most occurring subcategory in the *will* modality is *Wish-negative*, which is expressed by all participants. This explains, to some extent, that psychological contract breaches are experienced as something undesirable among the targeted occupational group. Another frequently occurring will is *Engagement* and is likewise present in all obtained narratives. This suggests that engagement from an employee or an employer, of some sort, is present in these types of experiences. The subcategories *Unengagement* (present in 9 narratives), *Aspiration* (present in 8 narratives), and *Wish-positive* (present in 8 narratives) also seem to be of importance to participants in regard to the investigated subject.

Outcomes of *Unengagement* can be interpreted in different ways. It is probable that *Unengagement* can be seen as a psychological contract breach by itself, correspondingly it can also be an outcome of it. *Aspiration* provides information about persons who strives for

something. It is probable that the aspiring person, who is prohibited to reach his/her target, perceives the act of resistance as a breach against the psychological contract. *Wish-positive* is similarly an important subcategory to consider as it provides information about what the participant finds desirable in relation to the working arrangement.

The least interesting modality is *time* as the study purpose is not to assess when psychological contract breach has taken place. Although, some aspects of the modality can provide valuable information about how the participant expresses him/herself in relation to experiencing breaches. The subcategory *Always-recurrent* is present in 4 narratives. *Always-recurrent* provides information about something occurring continuously, which might induce/strengthen the experience.

The context in terms of entities. Outcomes presented in Appendix 2 serves as the foundation of the present analysis. The frequency in which the participants express themselves in relation to each entity will be analyzed. The analysis will furtherly investigate how the entities are expressed in terms of predicates.

The entity *I* appear in 11 narratives out of 12. Some of the predicates that express the entity appear in several of the narratives. Some of the predicates are not identical, but are however associated with each other. As the entity *I* is present in several narratives and also expressed in some occasions with the same predicates, one may conclude that *I* might be an important entity, from a phenomenological point of view, in experiencing psychological contract breach. The predicates connected to the entity *I*, will be presented in the table 6.

Table 6. *Frequency of predicates attached to the entity I*

Predicates expressed in the entity I	Predicates appear in (x) narratives
Who can feel	5
Who felt	2
Who felt that	1
Who felt danger	1
Who can be	3
Who can think	3
Who can become	3
Who can believe	2
Who can do things	2
Who can get something	2
Who can get a notification	1
Who can get an answer	1
Who can get to change	1

The entity *Manager* is present in 11 narratives. Three predicates is identified which was present among several of the participants narratives. The outcomes indicate that the entity *Manager* might have contextual strength for the occupational group in regard to experiencing the research subject. These predicates are presented in table 7.

Table 7. *Frequency of predicates attached to the entity Manager*

Predicates expressed in the entity Manager	**Predicates appear in (x) narratives**
Who someone can be	**11**
Who can be my	**2**
Which something can be to	**2**

Mine is present in 7 out of 12 narratives. Two predicates were present among several narratives. *Mine* might in some aspects be an important contextual factor to consider. These predicates may be found in table 8.

Table 8. *Frequency of predicates attached to the entity Mine*

Predicates expressed in the entity Mine	**Predicates appear in (x) narratives**
Which something can be	**4**
Which the manager can be	**2**

Department appear in a total of 6 narratives. Two predicates are present across the sample in regard to the department entity, which are presented in table 9.

Table 9. *Frequency of predicates attached to the entity Department*

Predicates expressed in the entity Department	**Predicates appear in (x) narratives**
Which is a place	**3**
Which something can be at	**2**

The entity *Job* is present in 6 out of 12 narratives. Two predicates are present across the sample in regard to the entity, which are presented in table 10.

Table 10. *Frequency of predicates attached to the entity Job*

Predicates expressed in the entity Job	**Predicates appear in (x) narratives**
Which once can have a	**2**
Which is a place	**2**

We appear in a total of 5 narratives. Two predicates are present across the sample in regard to the We entity, which are presented in table 11.

Table 11. *Frequency of predicates attached to the entity We*

Predicates expressed in the entity We	**Predicates appear in (x) narratives**
Who can be	**2**
Who can have something	**2**

The entity *Thought* appears in 4 out of 12 narratives. Two predicates are present across the sample in regard to the entity, which are presented in table 12.

Table 12. *Frequency of predicates attached to the entity Thought*

Predicates expressed in the entity Thought	**Predicates appear in (x) narratives**
Which one	**4**
Which I	**2**

Some entities are present in several narratives but have only one predicate attached to them, which is expressed identically by participants. These entities and predicates are presented in table 13, along with the frequencies in which they appear.

Table 13. *Compilation of entities and predicates along with frequency of appearance.*

Entities	**Entity presence in (x) narratives**	*Predicate*	**Predicate appear in (x) narratives**
Happened	**4**	*Which something*	**3**
Co-worker	**3**	*Which one can be*	**3**
Staff	**3**	*Which can be a group of people*	**2**
Workplace	**3**	*Which one can be at*	**2**
Our	**3**	*Which something can be*	**2**

Similarities and differences on contextual level. Firstly, similarities and differences in terms of expressed modalities will be assessed. In regard to affects, *Neutral* and *Negative-retro/prospective* appear the most, which indicates that the participants mainly associate these types of affects to experiences regarding psychological contract breach. *Positive* affects are also associated to these sorts of experiences – mainly in a prospective manner. This implies that *Positive-retrospective* affects are infrequently appearing in the research sample. Similarities concerning beliefs are found in expressions of *Doxa-affirmation,* which occurs to a major extent and that *Doxa-negation* is present in the entire research sample, with a low frequency. It seems, however, that beliefs such as *Probability*, *Possibility* and *Question* is not especially appearing in the conveyed narratives. In terms of function, the occurrence of *Perceptive* and *Signitive* seems to be the biggest denominators. Another similarity is that all participants express themselves, to some extent, in an *Imaginative* fashion. The dissimilarities are nevertheless that the *Imaginative* nature of these expressions comes in different forms across the sample. In regard to properties *Not stated*, *My* and *Its*, are present in a relatively high frequency while the properties *Others*, *Their*, *Our* and *Her* are less appearing. Concerning subjects in the narratives: *I* and *One-all* is occurring in high frequencies while *We* is not as apparent. This implies that psychological contract breach is mainly expressed in a manner where *I* or others are central. In terms of will; *Wish-negative* and *Engagement* are present in the entire sample and therefore seem to be important in these sorts of experiences among the participants. *Unengagement*, *Aspiration* and *Wish-positive* are also frequently appearing, but not to the wide extent of the aforementioned subcategories.

There are more differences than similarities in regard to entities and predicates, which reflects the different nature of the conveyed narratives. Similarities are however found in the narratives regarding the entities; *I*, *Manager*, *Mine*, *Department*, *Job*, *We*, *Thought*, *Happened*, *Co-worker*, *Staff*, *Workplace* and *Our*. These entities are similarly present in narratives across the sample and are in some cases expressed with identical/similar predicates.

Discussion

This study examines how professional nurses in the Swedish public healthcare sector has experienced and constituted meaning to psychological contract breach, in terms of phenomenological theory. Participants were asked to share a memory associated to a situation where the participant in his/her role as an employee has experienced that a manager did not

lived up to expectations. A phenomenological analysis was conducted with the software application MCA – Minerva. The purpose of the analysis was twofold; to assess individual experience and contextual features in regards to the research topic. The analysis is comprised of N=6 randomly selected individual narratives, while the entire sample (N=12) is analyzed on a contextual level. The main objectives are to research how psychological contract breach affects nurses, how nurses express themselves in regard to the research topic and what characteristics these expressions might have.

The outcome indicates that psychological contract breach appears in various ways on an individual level. The experiences described by the narrators are different in substance. Furthermore, the narrators ascribed different meaning to the experiences of psychological contract breach. In regard to contextual factors, some patterns appear, in terms of modalities and present entities in the narratives among the research sample. Next, a detailed discussion of the study outcomes is presented.

Individual level

The six narratives analyzed on an individual level provide different examples of psychological contract breach. Also, the participants' reactions to the psychological contract breach have varied. Nurses seem to associate psychological contract breach with; 1) *managers whom communicate to staff in a harsh and inappropriate manner through e-mail messages* 2) *not being offered new work tasks or challenges*, 3) *receiving a scolding by the manager because of applying for another job*, 4) *managers not siding with staff*, 5) *managers who makes decisions that favor the staff and later revokes them*, 6) *managers who talks about colleagues behind their backs*, 7) *managers who give misleading impressions of the current work situation*, 8) *managers who remove tasks from an employee although aware of current workload*, 9) *managers who remove tasks from employee despite being aware of the employees current personal problems*, 10) *being left with a large amount of patient responsibility while being a recently graduated, inexperienced, nurse*, 11) *not getting sympathy from the manager when feeling anxious and afraid of making mistakes*, 12) *not having a salary negotiation before wages being submitted*, 13) *managers stating that evaluation of employee work performance cannot be done, although the manager has known the employee for years* and 14) *managers comparing their own health conditions with their sick employee's*. The participants reveal in their narratives that reactions related to psychological contract breach associations are; lack of confidence in the manager, lack of

trust, feeling of being ill-treated, perceptions of the manager not meeting employee needs, feelings of unfairness, sadness, felt violation, feeling of being cheated, and feeling shocked.

The majority of these associations fall within Rousseau's (1989) conceptualization of psychological contracts. However, an important finding is that one of the participants in this study associated psychological contract breach with managers not taking an employee's personal situation into consideration at work (association number 9). This finding suggests that the psychological contract can be perceived to go beyond working arrangements.

Another interesting finding is the relational nature of the experiences conveyed by the participants. Robinson, et al. (1994) referred to the relational nature of a psychological contract as socio-emotional concerns such as trust, support and fair dealing. Those participating in this study have associated psychological contract breach with socio-emotional issues in a broad context, rather than focusing on transactional issues, such as salary and benefits. Narrative 5 deals with the issue of not having a salary negotiation before wages were submitted. The Minerva analysis suggests that the wage, in this particular case, was not the key issue, but rather the fact that the manager did not initiate salary negotiation. Therefore, based on this research sample, it seems that nurses often associate psychological contract breach with relational issues, which conforms to McCabe and Sambrook's (2013) findings.

In regard to the phenomenological aspect of the Minerva-analysis, some conclusions can be drawn. First, psychological contract breach is generally attached to a negative affect and a wish-negative will, which implies that the participants seem to ascribe both unpleasant and undesirability meaning to these types of experiences. Furthermore, the subject and entity I appear in a high frequency in the analyzed narratives. This suggests that psychological contract breach is something highly subjective. In terms of life-world constitutions, this implies that nurses experience psychological contract breaches as personal attacks, and therefore have negative reactions.

Participants often express the entity Manager with a neutral affect, and by the predicate "*Who someone can be*". This indicates that participants do not ascribe any particular affects to managers per se and views a manager, as someone who functions independently and is responsible of leading the staff. The reactions described by the participants, related to psychological contract breach, are lack of confidence and trust in the manager and in some cases a feeling of being violated and sadness. Thus, it seems that nurses do not normally expect managers to mistreat them. In other words, the initial constitution of the *Manager* entity might alter among the participants due to employer psychological contract breach, as

such behavior is perceived as unexpected or unpredictable. Sages (2003) concluded that meaning is co-constituted by an individual and the environment. Based on this notion, follows the conclusion that psychological contract breach has a direct impact on how nurses experience their working situation. The data suggests that nurses, on an individual level, ascribe undesirable meaning to psychological contract breach, which might not only have a direct impact on their feeling of wellbeing at work, but could also influence their overall life-world constitution.

Contextual level

The outcome of the data analysis has provided some indications on how the participants experience psychological contract breach at a contextual level. The entire sample has exhibited a high frequency in terms of doxa-affirmation. This suggests that nurse's experiences of psychological contract breach have had strong emotional impact on the participant's life-world constitution, and would therefore explain why the experiences are expressed with such certainty. The emotional impact could also explain why the participants do not in an equal extent express themselves in a concrete and detailed manner as exposure to strong influences can distort the pure experience, which results in signitive expressions. On this topic, Howitt and Cramer (2008) noted that the life-world is culturally and contextually structured. Thus, individuals are easily influenced by their surroundings.

The centrality of the subject I, among the participants, indicates that I is important in the process of meaning constitution. Although the participants infrequently express themselves by means of specified properties, the property My is the most stated specified one and can be thought to be directly connected to the subject I. This could help explain the frequency of the imaginative function appearance in the narratives. As the subject I and the property My stems from within, it could be suggested that the participants produce mental manifestations of psychological contract breaches in order to understand what the experience actually meant for them. Such a process of "sense-making" may explain why the participants have expressed themselves in an imaginative manner, as meaning constitution is the process of understanding one's own reality (Ashworth & Cheung Chung, 2006).

Another interesting finding is that the subject We is expressed more frequently than the subject I in two of the narratives. This suggests that nurses may associate psychological contract breach to something involving the entire staff. Furthermore, this finding indicates that psychological contracts can be viewed as something shared by the entire staff, not only the

manager and an employee. Hence, nurses may regard themselves as a part of We and experience breaches against a colleague as directed towards themselves. Breaches between a manager and an employee can therefore affect the entire staff.

The data analysis shows that negative affects and a wish-negative will is expressed by the entire sample in terms of experiencing psychological contract breach, which strengthens the notion that nurses ascribe unpleasant and undesirable meaning to psychological contract breaches, on contextual as well as individual level.

Additional contextual influences have been identified by examining the occurrences of the extracted entities. The entity I appeared frequently as it was present in 11 out of 12 narratives. Furthermore, in regards to the experience of psychological contract breach, the Minerva-analysis reveals that several participants express the entity I with identical or similar predicates. This suggests that there are contextual similarities within the occupational group in relation to entity I as I is expressed by the participants in an identical manner. This outcome is important to consider as I has shown to be a central and essential subject by the research sample. The similarities in the way participants express themselves in terms of the entity I, could explain how they have constituted meaning to the phenomenon. The predicates that appear most frequently across the research sample are "*Who can feel*", "*Who can be*" and "*Who can think*". This suggests that psychological contract breaches might generate feelings, beliefs and thoughts among nurses, which brings us closer to understanding the meaning structure of the participant's way of experiencing this phenomenon.

The entity Manager has likewise shown to be an important entity for nurse's experiences of psychological contract breach. The entity appeared in 11 out of 12 narratives and had similar predicates attached to it across the research sample. The predicate "*Who someone can be*" was expressed by all participants in which the Manager entity was present. Other predicates expressed in connection to the Manager entity was "*Which something can be to*" and "*Who can be my*" and was also present in narratives across the research sample. This serves as an indicator that the entity has contextual strength among nurses in regard to experiencing psychological contract breach.

Furthermore, the Minerva-analysis showed that the entities mine, department, job, thought, happened, co-worker, staff, workplace and our; were present in narratives across the research sample. These entities were, to some extent, expressed similarly. The conclusion drawn is that contextual factors impact how nurse's experiences and expresses themselves in terms of psychological contract breach.

Outcomes in relation to previous research

Outcomes conform to the conception of psychological contract breaches being ambiguous and subjectively constituted by individuals, as the dataset has presented varying associations to the research subject. Based on the narratives, it has been established that psychological contract breaches, in its current state, cannot be linked to any conventional framework.

This study has provided a detailed account of nurses meaning constitution processes on the research subject, by approaching the phenomenon from a different perspective. It is important to emphasize that the objectives of positivistic and phenomenological approaches differ as they aim to produce different types of knowledge. This study has; however, contributed to the positivistic laden approach.

The outcome indicates that newcomers might think that psychological contracts include that managers sympathize with, understand and support employees, especially when employees feel anxious or fear making mistakes. These outcomes are aligned with Payne, et al. (2015) findings and extend the knowledge of newcomer's perceptions of the psychological contract. Outcomes also contributed to Teague's, et al. (2012) work. This study shows that managerial negligence of employee's aspirations could lead to employees resign from work. This is an example of how indirect contract breach may affect employee commitment. On a related note, study outcomes added to McCabe and Sambrook (2013) study. This study increases knowledge on the topic by providing concrete examples of how psychological contract breaches could harm the relation between employees and employers.

Furthermore, outcomes have conformed and contributed to Jamil's, et al. (2013) study which found positive connections between both perceived psychological contract breach and felt violation associated to burnout. The study adds to it by providing explanations to what circumstances PCB triggers feelings of exhaustion. Finally, outcomes also conform to Rodwell and Gulyas' (2013) findings, which indicate that employees may take psychological contract breaches personally.

Validity and quality estimation

The validity concept is often associated with positivistic approaches that deal with hypothesis-testing and assessment of causal relationships between preselected variables. The research method applied in this study is, however, justified by other factors.

Validity, from a phenomenological point of view, derives from the human being under study. This, in turn, implies that validity is a local process rather than a global one. Meaning constitution is a process that stems from within of a human being and when studying it, we have to consider internal factors in order to justify the strength of the research. Furthermore, validity estimation in this line of research is based on the research process in whole. Phenomenological approaches are systematic, step-by-step procedures, where every step of the approach is of value for the study outcome (Sages, 2003).

First and foremost, the issue of ethical and contextual validity will be discussed in terms of the procedure. Participants have chosen to participate by their own will and have shown interest in the research topic. Moreover, the participants have actively chosen to share a memory related to psychological contract breach, which in most cases has been conveyed in a comprehensive manner. Thus, ethical and contextual validity has been achieved as the participants exhibited willingness to participate and actively contributing to the work conducted.

Validity from a methodological perspective, which in this case refers to the usage of Minerva, will be discussed next. Analyses conducted in Minerva are controlled, systematic, step-by-step procedures that leave little room for personal preconceptions as the narratives are broken down to small meaning-units. The method is referred to as a bottom-up process, as the narratives are the benchmark for the analysis. Thus, the researcher cannot initiate the analysis with preconceptions applied. Due to the systematic nature of Minerva, a researcher can obtain high levels of transparency for the dataset. Transparency and systematic processing are important validation criteria for phenomenological research and by applying the Minerva software the method is marked by high levels of validity.

The validity of the study outcomes should also be discussed in terms of internal coherence and horizon-opening validity. Valid knowledge should provide patterns of experiencing, which can be held as reasonable interpretations of reality. The outcomes of the study have revealed connections between the participants way of experiencing psychological contract breach, which indicates a strong internal coherence. Furthermore, the research outcomes have also modified my own pre-understanding of the research subject, which have opened up my horizon of comprehension. In phenomenological terms, knowledge that changes meaning structures of the research subject signifies validity in regard of results. Due to these factors the results of this study is valid, with support to Sages (2003).

In addition, a synthetic, lexical validation based on a principal component analysis was performed (presented in outcomes). The lexical validation revealed that the narratives correlated strongly in terms of text richness and text length and poorly with text banality. This ensures that the ecological validity of the obtained narratives is satisfactory. Thus, the participants had been pleased to answer the research question. As the study has met all of the validation criteria presented above; this study holds a high scientific standard and quality in terms of credibility and dependability.

In regards to transferability, phenomenological approaches do not primarily aim at producing outcomes that can be generalized to a wider population. The purpose is rather to research life-world constitutions among humans on a local level. These approaches strive to discover purposive samples rather than representative ones, as richness in terms of meaning is key. Such an approach allows, however, to discover similarities and differences among humans in their way of experiencing. Hence, generalizability could be achieved to some extent, because the way of experiencing can be similar between humans in different contexts (Maykut & Morehouse, 1994). The reliability concept is not of relevance in phenomenological research as this approach seeks to find descriptions of the life-world. The human constantly develops, and it is, therefore, probable that the narratives presented in this study will change throughout the course of time. As narratives change, the meaning ascribed to them changes as well. The findings in this study suggests that there are some similarities between individuals in their experiences of psychological contract breach, and that serves as an indicator that the work is, to some extent, transferable. However, that does not guarantee reliability or generalizability, neither is it something that phenomenology necessarily strive for.

Strengths and limitations

The present work provides an in-depth, radical, approach to examine nurse's experiences of psychological contract breach, which describes how meaning is constituted. The radical nature of the approach is one of its strengths as the approach in itself provides possibilities to view the field from a wider spectrum as every piece of information of the dataset has been held as equally important for the study outcome. The approach has provided a philosophical point of view to the field by the application of phenomenology, which has resulted in alternative explanations of how nurses have ascribed meaning to the psychological contract breach phenomenon. Additional strengths of the study was foremost the isolation of the occupational group of nurses as it enabled an in-depth insight in how a specific occupational group

experienced the research subject, not only from an individual point of view but also from a contextual perspective. As participation was not mandatory, the participants chose freely to take part in the study, which may indicate that the participants felt willingness to express themselves in the subject matter. The fact that participants were given freedom to freely associate themselves with the research question without being encouraged to stress spelling and grammar; rich, subjective and meaningful narratives were obtained. Lastly, the sample consists of professional nurses from five different organizations, which indicates that the participants have been exposed to different types of contexts. This enables discoveries of similarities and differences in between participants and is therefore considered to be merit of the approach. These factors have not only made it possible to reach the study objectives but also to make important findings in the investigated field.

In regard to limitations, the participatory shortfall should be discussed. Only 12 narratives could be included in the approach, even though 83 nurses had opened the survey. The shortfall may be explained by a shortage of time, a lack of interest to the approach, a lack of understanding of the subject or possibly that the majority of those who opened the survey have not experienced psychological contract breach in their role as a nurse. As the participants performed the study anonymously, a post-study analysis could not be initiated in order assess the reason for the participatory shortcoming.

An additional limitation of the study is that the data collection and analysis was done in Swedish but the presentation of the outcomes from Minerva was done in English. As the results were translated, the meaning of the narratives could possibly have been changed during the process. The narrative outcomes would probably have had a different meaning if the narratives had been collected in English. It is, however, important to consider that the research sample was collected from a Swedish working environment and because of this; one cannot take for granted that the participants were fluent in the English language. A lack of knowledge in the English language could have been seen as a restriction as it would have meant that the narratives would not have been expressed in a detailed and clear manner, which justifies the decision that was made.

In regard to the analysis executed on an individual level, only six narratives out of twelve where selected, which may be seen as a restriction as the current work did not reach its full potential. An analysis on individual level which would have included the entire research sample could have given a broader outline of participant's experiences on the investigated subject and thereby a more extensive comprehension of their meaning constitution processes.

Suggestions for future research

Previous work in the field has seemingly not embraced the perspective of phenomenology, which implies that there is a clear gap in the psychological contract breach literature. The application of phenomenology might broaden the comprehension of how nurses experience these kinds of issues and contribute to the understanding of what these experiences have meant for them. Future research has to provide more studies with an emphasis on how nurses ascribe meaning to the subject of psychological contract breach. Further studies with a phenomenological point of view could possibly contribute to the development of the psychological contract breach concept and terminology. A suggestion for future research is to study nurses in different contexts in order to assess eventual similarities and differences in their meaning constitution processes to determine if psychological contract breach among nurses can be applied to other contexts. Furthermore, the managerial aspect of psychological contract breach is an interesting feature to investigate in terms of meaning constitution as managers are likewise important in this line of research.

Conclusion

Psychological contract breach has been studied among Swedish nurses with a phenomenological point of view in order to see how the occupational group constitutes meaning to the subject. The findings of the study suggest that psychological contract breaches appear in different forms among individual participants, and that different meanings are ascribed to unmet expectations and broken promises by the manager/employer. Participants show that psychological contract breaches are mainly attached to unpleasant affects and undesirable will. Furthermore, it appears that the participants express themselves in an imaginative fashion, which implies that these experiences might partly be based on mental manifestations among participants. It also appears that psychological contract breach is experienced through the subject We, which may serve as an indicator that the psychological contract may not solely involve the manager and the employee, but the entire staff. In regard to contextual influences, the study showed that participants experience similar affects, will, beliefs, properties, subjects and functions. Additional contextual influences were found in the way participants expressed themselves in a similar manner, in terms of present entities in their experiences.

References

Argyris, C. (1960). *Understanding Organizational Behavior*. Homewood, IL: Dorsey Press.

Ashworth, P. & Cheung Chung, M. (2006). *Phenomenology and psychological science. Historical and Philosophical perspectives*. Springer Science: New York.

Atkinson, C. (2007). Trust and the psychological contract. *Employee Relations*, *29*(3), 227-246.

Buch, R., Kuvaas, B., Shore, L., & Dysvik, A. (2014). Once bitten, twice shy? Past breach and present exchange relationships. *Journal Of Managerial Psychology*, *29*(8), 938-952.

Chao, J. C., Cheung, F. L., & Wu, A. S. (2011). Psychological contract breach and counterproductive workplace behaviors: testing moderating effect of attribution style and power distance. *International Journal Of Human Resource Management*, *22*(4), 763-777.

Conway, N., & Briner, R. B. (2002). A daily diary study of affective responses to psychological contract breach and exceeded promises. *Journal of Organizational Behavior*, *23*, 287–302.

Conway, N., & Briner, R. B. (2004). *Understanding Psychological Contracts at Work: A Critical Evaluation of Theory and Research.* Oxford University Press: GBR.

Coyle-Shapiro, J. A. M., & Kessler, I. (2000). Consequences of the psychological contract for the employment relationship: A large scale survey. *Journal of Management Studies*, *37*, 903–930.

DelCampo, R. (2007). Psychological contract violation: An individual difference perspective. *International Journal of Management*, *24*, 43–52.

Dulac, T., Coyle-Shapiro, J. A., Henderson, D. J., & Wayne, S. J. (2008). Not All Responses To Breach Are The Same: The Interconnection Of Social Exchange And Psychological Contract Processes In Organizations. *Academy Of Management Journal*, *51*(6), 1079.

Finley, L. (2009). Debating Phenomenological Research Methods. *Phenomenology & Practice*, *3*(1), 6.

Gray, D. E. (2014). *Doing research in the real world* (3rd rev. ed.). Los Angeles, London: SAGE.

Herriot, P., Manning, W., & Kidd, J. (1997). The content of the psychological contract. *British Journal of Management*, 8, 151–162.

Howitt, D., & Cramer, D. (2008). *Introduction to research methods in psychology* (2nd rev. ed.). Harlow, England: Pearson/Prentice Hall.

Husserl, E. (1931). *Ideas* (W. R. Boyce Gibson, Trans.). London: George Allen & Unwin.

Husserl, E. (1950). *Cartesianische Meditationen* [Cartesian Meditations]. Husserliana I. The Hague: Martinus Nijhoff Publishers.

Husserl, E. (1954). *Die Krisis der europäischen Wissenschaften und die Transcendentale Phänomenologie.* [The Crisis of European Sciences and Transcendental Phenomenology]. Husserliana VI. The Hague: Martinus Nijhoff Publishers.

Jamil, A., Raja, U., & Darr, W. (2013). Psychological Contract Types as Moderator in the Breach-Violation and Violation-Burnout Relationships. *Journal Of Psychology*, *147*(5), 491-515.

Jensen, J., Opland, R., & Ryan, A. (2010). Psychological Contracts and Counterproductive Work Behaviors: Employee Responses to Transactional and Relational Breach. *Journal Of Business & Psychology*, *25*(4), 555-568.

Karlsson, G. (1995). *Psychological Qualitative Research from a Phenomenological Perspective* (2nd rev. ed.). Stockholm: Almqvist & Wiksell International.

Lee, J., Chaudhry, A., & Tekleab, A. G. (2014). An interactionist perspective on employee performance as a response to psychological contract breach. *Personnel Review*, *43*(6), 861-880.

Levinson, H., Price, C. R., Munden, K. J., & Solley, C. M. (1962). *Men, Management, and Mental Health*. Cambridge, MA: Harvard University Press.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. London: The Falmer Press.

McCabe, T. J., & Sambrook, S. (2013). Psychological contracts and commitment amongst nurses and nurse managers: A discourse analysis. *International Journal Of Nursing Studies*, *50*(7), 954-967.

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Millward, L. J., & Hopkins, L. J. (1998). Psychological contracts, organizational and job commitment. *Journal of Applied Psychology*, 28(16), 1530–1556.

Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review*, 22, 226−256.

Moustakas, C (1994). *Phenomenological research methods.* London, Sage.

Ng, T., Feldman, D., & Butts, M. (2013). Psychological contract breaches and employee voice behaviour: The moderating effects of changes in social relationships. *European Journal Of Work And Organizational Psychology*, *23*(4), 537-553.

Payne, S., Culbertson, S., Lopez, Y., Boswell, W., & Barger, E. (2015). Contract breach as a trigger for adjustment to the psychological contract during the first year of employment. *Journal Of Occupational And Organizational Psychology*, *88*(1), 41-60.

Psychsurveys. (2015). *A free and powerful tool for social scientists to conduct survey research on the web*. Retrieved: May 21, 2015, from https://www.psychsurveys.org/

Rayton, B. A., & Yalabik, Z. Y. (2014). Work engagement, psychological contract breach and job satisfaction. *International Journal Of Human Resource Management*, *25*(17), 2382-2400.

Robinson, S. L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly*, 41, 574–599.

Robinson, S. L., Kraatz, M. S., & Rousseau, D. M. (1994). Changing obligations and the psychological contract: A longitudinal study. *Academy of Management Journal*, 31(1), 137–152.

Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior*, 21, 525–546.

Rodwell, J., & Gulyas, A. (2013). The impact of the psychological contract, justice and individual differences: Nurses take it personally when employers break promises. *Journal Of Advanced Nursing*, *69*(12), 2774-2785.

Rousseau, D. M. 1989. Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal,* 2, 121-139.

Rousseau, D. (1995). *Psychological Contracts in Organizations*. Thousand Oaks: CA: Sage Publications.

Rousseau, D. (2001). Schema, Promise, and Mutuality: The Building Blocks of the Psychological Contract. *Journal of Occupational and Organizational Psychology*, *74*(3), 511-541.

Rousseau, D. M., & McLean Parks, J. (1993). The contracts of individuals and organizations. In L. L. Cummings, & B. M. Staw (Eds.), *Research in Organizational Behavior* (pp. 1–43). Greenwich, CT: JAI Press.

Rubin, J. Z., & Brown, R. (1975). *The social psychology of bargaining and negotiation*. New York: Academic Press.

Sages, R. (2003). Truth as unveiling. In J. Lindén, & P. Szybek (Eds.), *Validation of Knowledge Claims in Human Science*. L'Interdisciplinaire, Limonest, Lyon.

Sages, R. B., & Lundsten, J. (2004). The Ambiguous Nature of Psychology as Science and its Bearing on Methods of Inquiry. *Méthodes et Terrains de la Psychologie Interculturelle*, Limonest, Lyon.

Sages, R. (2014). Meaning Constitution Analysis – A Transcendental Phenomenological Approach to Empirical Research in Psychology and Related Areas. In S. Kreitler. & T. Urbánek, (Eds.), *Conceptions of meaning*. Nova Science Publishers.

Schein, E. H. (1980). *Organisational psychology* (3rd rev. ed.). Prentice-Hall, Englewood Cliffs, NJ.

Schutz, A. (1970). *On Phenomenology and Social Relations.* U.S.A: The University of Chicago Press.

Sokolowski, R. (2006). *Introduction to phenomenology*. Cambridge University Press: New York.

SphinxSurvey, Reference Manual, User guide, Vol 1 (2001). Le Sphinx Développement.

Stiles, P., Gratton, L., Truss, C., Hope-Hailey, V., & McGovern, P. (1997). Performance management and the psychological contract. *Human Resource Management Journal*, 7(1), 57–66.

Teague, B. T., Aiken, K. D., & Watson, G. W. (2012). When does breach of the organizational consumer psychological contract affect the employee's desire to stay? *Journal of organizational culture, communications & conflict*, *16*(2), 79.

Tekleab, A., Orvis, K., & Taylor, M. (2013). Deleterious Consequences of Change in Newcomers' Employer-Based Psychological Contract Obligations. *Journal Of Business & Psychology*, *28*(3), 361-374. doi:10.1007/s10869-012-9277-2

Thomas, H. D. C., & Anderson, N. (1998). Changes in newcomers' psychological contracts during organizational socialization: A study of recruits entering the British Army. *Journal of Organizational Behavior, 19,* 745–767.

Turnley, W. H., & Feldman, D. C. (1998). Psychological contract violations during corporate restructuring. *Human Resource Management*, *37*, 71–83.

Zagenczyk, T., Scott, K., Cruz, K., Cheung, J., Kiewitz, C., & Galloway, B. (2014). The moderating effect of power distance on employee responses to psychological contract breach. *European Journal Of Work And Organizational Psychology*, 13p.

Zhao, H., Wayne, S. J., Glibkowski, B. C., & Bravo, J. (2007). The impact of psychological contract breach on work-related outcomes: A meta-analysis. *Personnel Psychology*, *60*, 647–680.

Appendix 1 – Compilation of modality frequencies

Appendix 1. Compilation of participants' modality frequencies (frequency expressed in % in relation to the amount of meaning-units)

Participants Modalities	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Affects												
Negative-retrospective	46	30	(-)	15	7	26	63	33	46	31	13	22
Negative-prospective	(-)	7	18	(-)	17	(-)	(-)	20	8	12	3	(-)
Positive-prospective	(-)	4	18	21	7	(-)	(-)	(-)	(-)	8	4	10
Positive-retrospective	(-)	(-)	(-)	(-)	(-)	2	(-)	(-)	(-)	4	11	(-)
Neutral	54	59	64	64	69	72	37	47	46	45	69	68
Belief												
Doxa-affirmation	92	72	77	83	83	91	88	87	85	73	87	76
Doxa-negation	8	26	14	17	17	7	12	13	15	19	13	18
Probability	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	8	(-)	(-)
Possibility	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	6
Question	(-)	2	9	(-)	(-)	2	(-)	(-)	(-)	(-)	(-)	(-)
Function												
Perceptive	54	61	45	72	49	75	88	40	54	31	58	61
Perceptive/imaginative	31	(-)	18	20	25	7	(-)	20	8	15	12	8
Perceptive/signitive	7	(-)	5	(-)	(-)	(-)	(-)	(-)	15	4	(-)	(-)
Signitive	8	35	14	4	24	12	12	20	15	27	22	15
Signitive/imaginative	(-)	4	13	4	(-)	(-)	(-)	7	8	15	8	6
Imaginative	(-)	(-)	5	(-)	2	6	(-)	13	(-)	8	(-)	10
Property												
Our	8	7	(-)	(-)	8	2	(-)	(-)	(-)	(-)	2	10
Its	15	4	(-)	(-)	7	3	12	27	8	4	(-)	(-)
My	(-)	4	23	13	1	12	13	8	31	23	18	6
Her	(-)	(-)	14	(-)	5	5	(-)	13	(-)	(-)	(-)	4
Their	23	(-)	(-)	2	(-)	(-)	(-)	(-)	(-)	4	1	(-)
Others	(-)	(-)	(-)	(-)	8	2	(-)	7	8	8	10	4
Not stated	54	85	63	85	71	76	75	42	53	61	69	76
Subject												
I	39	57	59	94	17	46	75	14	62	88	65	49
We	(-)	20	(-)	(-)	29	9	(-)	33	(-)	(-)	3	11
One-all	46	13	32	(-)	19	27	13	53	23	(-)	2	20
Unspecified	15	10	9	6	36	16	12	(-)	15	12	30	20
Time												
Past	100	52	77	87	29	97	100	67	85	69	82	66
Present	(-)	28	23	13	68	(-)	(-)	33	(-)	(-)	12	10
Present -> Past	(-)	(-)	(-)	(-)	3	1	(-)	(-)	7	19	6	14
Future	(-)	9	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	8
Always-recurring	(-)	7	(-)	(-)	(-)	(-)	(-)	(-)	8	12	(-)	2
Empty	(-)	4	(-)	(-)	(-)	2	(-)	(-)	(-)	(-)	(-)	(-)
Will												
Engagement	23	7	41	23	8	14	13	13	15	8	20	6
Unengagement	8	7	14	(-)	2	2	(-)	20	15	(-)	1	6
Aspiration	(-)	(-)	5	26	2	2	(-)	7	(-)	8	4	16
Wish-positive	(-)	13	(-)	9	2	2	(-)	(-)	8	15	8	8
Wish-negative	38	30	32	17	22	24	75	47	38	38	22	10
None	31	43	8	25	64	56	12	13	24	31	45	54

(-) indicates that the participant has not expressed him/herself in the following subcategory.

Appendix 2 – Compilation of most appearing entities

Appendix 2. Compilation of the participant's most frequent appearing entities.

Entities/participants	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
I	5	**18**	4	**36**	2	**39**	9	(-)	5	**26**	45	(13)
The one	**9**	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Sensitive	5	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Planning	4	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	6	(-)
Problem	4	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Wrong	4	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	6	(-)	(-)
Co-worker	(-)	10	(-)	(-)	(-)	8	(-)	4	(-)	(-)	(-)	(-)
Reacted	(-)	8	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Remember	(-)	10	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Way	(-)	7	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	3
Department	(-)	6	3	6	4	(-)	3	(-)	(-)	4	(-)	(-)
Write	(-)	6	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	3	(-)
Manager	2	10	5	16	6	20	(-)	6	**13**	7	16	**14**
Interested	(-)	(-)	**9**	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
She	2	(-)	8	(-)	10	29	(-)	**7**	(-)	(-)	(-)	5
Happened	(-)	(-)	7	(-)	(-)	3	(-)	(-)	3	(-)	(-)	3
Listen	(-)	(-)	6	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Question	(-)	(-)	5	(-)	(-)	(-)	(-)	(-)	(-)	(-)	2	(-)
Thought	(-)	4	(-)	8	3	2	(-)	(-)	(-)	(-)	(-)	(-)
Needed	(-)	(-)	(-)	7	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Challenge	(-)	(-)	(-)	6	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
We	(-)	(-)	(-)	(-)	13	6	(-)	4	(-)	(-)	8	1
Staff	3	(-)	(-)	(-)	**15**	(-)	(-)	4	(-)	(-)	(-)	(-)
Signal	(-)	(-)	2	(-)	6	(-)	(-)	(-)	(-)	(-)	(-)	(-)
Mine	(-)	3	(-)	3	(-)	23	2	(-)	(-)	3	17	2
Time	(-)	(-)	3	(-)	(-)	8	4	(-)	(-)	(-)	(-)	4
All	(-)	(-)	(-)	(-)	(-)	6	(-)	(-)	(-)	(-)	(-)	(-)
Hours	(-)	(-)	(-)	(-)	(-)	7	(-)	(-)	(-)	(-)	(-)	(-)
Patients	(-)	(-)	(-)	(-)	(-)	(-)	6	(-)	(-)	(-)	(-)	(-)
Information	(-)	4	(-)	(-)	(-)	(-)	5	4	(-)	(-)	(-)	(-)
Death threat	(-)	(-)	(-)	(-)	(-)	(-)	5	(-)	(-)	(-)	(-)	(-)
Threat	(-)	(-)	(-)	(-)	(-)	(-)	4	(-)	(-)	(-)	(-)	(-)
Job	(-)	(-)	(-)	8	(-)	4	(-)	5	3	(-)	8	4
Scenes	(-)	(-)	(-)	(-)	(-)	(-)	(-)	4	(-)	(-)	(-)	(-)
Crazy	(-)	(-)	(-)	(-)	(-)	(-)	(-)	4	(-)	(-)	(-)	(-)
Performance review	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	4	(-)	10	(-)
Workplace	(-)	4	(-)	(-)	(-)	(-)	(-)	(-)	3	(-)	7	(-)
Feeling	(-)	1	(-)	2	3	(-)	(-)	2	3	(-)	(-)	(-)
Unsafe	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	3	(-)	(-)	(-)
Support	3	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	9	(-)	(-)
Experience	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	7	(-)	(-)
Nurse	(-)	4	(-)	(-)	4	(-)	(-)	(-)	(-)	4	(-)	3
Violated	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	10	(-)
Praise	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	7	(-)
Stress	(-)	(-)	(-)	(-)	4	(-)	(-)	(-)	(-)	(-)	6	(-)
Nursing care	(-)	(-)	(-)	(-)	(-)	3	(-)	(-)	(-)	(-)	(-)	6
Our	(-)	3	(-)	(-)	4	(-)	(-)	(-)	(-)	(-)	(-)	6
Workload	(-)	(-)	(-)	(-)	4	4	(-)	(-)	(-)	(-)	(-)	(-)

(-) indicates that the participant has not expressed the entity in his/her narrative.
**Figures within the symbols "()" indicates that the entity appeared most frequently among the participant.*