

Developing Mechanism of Psychological Contracts of Trainees with Management: A Study of a Karachi-based Public Sector Manufacturing Organization

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Abstract

This research study mainly focuses on developing psychological contracts in z-generation selected explicitly from a case study in the manufacturing organization of Karachi through a trainee program. The development of psychological contracts in the Z-generation, chosen explicitly from a case study in a Karachi industrial organization through a trainee program, is the primary topic of this research study. This research uses the phenomenology-live experience approach to propose a psychological contract development model for the induction of trainees in the manufacturing sector of Pakistan. This study proposes a psychological contract development model for trainee induction in Pakistan's industrial industry using the phenomenology-live experience approach. The research will further explore the themes of supportive structure and discipline, increased self-awareness points to psychological contract, transactional and transformational side of psychological contract development, tools for relational psychological contract, and enhanced relationships with self and organization (Balance Psychological Contract). The study delves deeper into the themes of improved relationships with oneself and the organization, tools for relational psychological contract development, transactional and transformational aspects of psychological contract development, and supportive structure and discipline (Balance Psychological Contract). The proposed model will stimulate educators, training and development professionals, practicing employee relations and Human Resources leaders to effectively design and implement programs to develop successful psychological contracts and retain Generation Z employees. The suggested model will encourage educators, human resources leaders, training and development specialists, and practicing employee relations professionals to create and execute successful psychological contracts and retain Generation Z workers.

Keywords: Psychological Contract, Generation Z. Management Trainee Program

INTRODUCTION

Today's employment environment makes it challenging to comprehend and retain information about employees' feelings and expectations, particularly for Generation Z, which is generally diverse in age (Al-Asfour, 2025). How and why do young people act in a certain way in the workplace? Such a question may seek varied answers, taking many different forms. As mentioned earlier, theories, constructs, and models are used in the environment to realize the younger generation's behaviour at work. According to (Nafei, 2015), some techniques use organizational

background or environment to clarify behaviour. The job appearances methodology, for instance, aims to pinpoint which aspects of work impact a trainee's behaviour. Other approaches to explaining behaviour focus on individuals' traits rather than the environment. For example, personality investigators focus on personal traits and preferences as causes of behaviour (Racolța-Paina & Irini, 2021). A third strategy examines the interactions between the individual and the context influencing behaviour. These concepts consider the fit between people and their environments. For instance, it defines behaviour regarding how well a person and their environment fit together or are compatible. This behavior is always governed by the organization and the trainee's unwritten commitment.

Management/ Engineering Trainee Officer (MTO/ETO) Program is one significant human resource practice in Pakistan's manufacturing sector. MTOs/ETOs programs can effectively foster and enhance in-house talent. It's also a way to develop a homegrown workforce that understands the company's core values, mission, and objectives. By hiring fresh graduates and making them an integral part of the company culture, organizations teach them some essential life skills and specific task skills at an accelerated pace (Welsh & Ordóñez, 2014). in this way, organizations are also carving individuals who can lead the companies in future. Management/Engineering trainee programs are known to be the craftsmen of fresh graduates. The educational institute will teach you skills and academic theories and make you knowledgeable, while organizations expose the fresh graduate to the practical world and develop their confidence; under the MTO/ETO programs, the young minds apply their skills and learn how to apply them in fact educational institute. scratches the surface of what one sees in his/her career, an MTO/ETO program is a blueprint of a trainee's entire career trajectory packed in a year.

Background of the study

The working environment significantly impacts engagement, satisfaction, and performance. Organizational research has identified various factors that affect employer and employee satisfaction, such as work pressure, layoffs, workload, work insecurity, employee engagement, harassment, etc. (Gazica et al., 2022; Uen et al., 2022). On the other hand, perceived thought has a much more debilitating impact on employees than all types of work-related expectations combined. (Einarsen et al., 2011).

Young people worldwide share a type of experience that none of the seniors have. Presently, individuals/groups and communities are primarily intercommunicating networks. This phenomenon is new and this is universal (Racolța-Paina & Irini, 2021); it is global and universal. The youngsters who are categorized as a generation between the age group 23-and 33 (are entering millions in the workforce annually, as observed by (McKinsey Quarterly, 2016). There have been numerous articles regarding younger generations entering the workforce. Accordingly, researchers have attempted to define generational disparities in the workplace (e.g. Chen & Choi, 2008; Colin, 2012; Costanza et al., 2012; Parry & Urwin, 2011; Tolbize, 2008).

In the context of the induction of the young generation into the workforce, the psychological contract is derived from the Social Exchange Theory, which asserts that employees and employers engage in exchanges in which one party pays restitution for the other's contributions (Blau, 1964). According to Levinson, et al (1962), the job relationship is mainly predicted by implicit and unspoken expectations. According to Schein (1965, 1980), the psychological contract is a set of implicit promises between each employee and the company at every point. Since it is a matter of individual belief, the notion of reciprocity regarding obligations is unilateral (Rousseau, 1989). The psychological contract includes three distinct features, according to Rousseau (1995), first of

all, each person's subjective perception is unique, second, it is dynamic; the contract constantly evolves in the employee and employer relationship. Third, there are expectations of a successful conclusion and mutual obligations based on commitments made by both parties to the partnership. In light of the above studies, there is a need to develop a certain model for developing psychological contracts of trainees, which management must do to create a better path to develop the young workforce as future organizational leaders.

Problem Statement

The global organizational system tries to improve organizational performance and focus on human capital. It engages with the young generation to invest in them and expect them to take over future organizational roles. In this regard, organizations hire management/engineering trainees in their talent pipeline; the mechanism for developing psychological contracts is crucial and needs systematic exploration. How has the mechanism evolved? What is the major dynamism in the development of psychological contracts?

To explore these issues, this research will be proposed to understand the primary mechanism of the development of psychological contracts among the young generation during their induction, indirect process model in which: (a) How and why the expectation will develop between both parties and (b) what and how organization maintain the psychological contract. Employers know that engaged employees are more productive. In order to investigate these concerns, the following indirect process model will be used in this study to comprehend the main mechanism of the formation of psychological contracts among the younger generation during their induction: (a) How and why the parties' expectations will grow, and (b) how the organization upholds the psychological contract. Employers are aware that motivated workers produce more. Therefore, every organization needs to analyze the employee's commitment in accordance with employees' loyalty and play citizens' behavior with the organization on development expectations towards the organization. There are many drivers' supportive structure and discipline; increased self-awareness points to psychological contract, the transactional side of psychological contract development. As a result, every organization must assess the commitment of its employees based on their loyalty and play citizens' behaviour in relation to the organization's development aspirations. Numerous drivers have a disciplined and supporting organization; Growing self-awareness is indicative of the transactional aspect of psychological contract formation.

Research Objectives

According to a review of previous research, the first section of this research will describe the development of the Psychological contract contained by broader framework. We define critical self-reflection through the literature that has the theoretical background of trainee on-the-job training. The second step is the establishment of a linkage between the two topics by highlighting the way in that critical self-reflection can be applied to enhance human resources professional practice of the organization. The first part of this research will outline evolution of the psychological contract within the larger framework based on an analysis of earlier research. Next, we make a connection between the two subjects by emphasizing how the organization's human resources professional practice can benefit from critical self-reflection.

The second covers the study, the research topics and methods of collecting and analysing data. Then we comment on the findings and present examples of the issues of this phenomenological

research. To determine the article, we deliberate relevant self-reflection strategies, suggestions to trainees, professional growth and wrap up the article.

Accordingly, the main research objectives are: The study, the research topics, and the techniques for gathering and analysing data are all covered in the second. After that, we discuss the results and provide examples of the topics from this phenomenological investigation. We address important self-reflection techniques, trainee implications, professional development, and concluding remarks to wrap up the article. Consequently, the primary goals of the research are:

1. To identify the factors influencing the formation and evolution of psychological contracts between trainees and management.
2. To analyze the impact of psychological contract fulfilment on trainee satisfaction, engagement, and performance.
3. To assess the role of communication, transparency, and trust in shaping psychological contracts between trainees and management.
4. To provide recommendations for enhancing the effectiveness of psychological contracts between trainees and management within the organization.

Focus of the research: Thematic, Geographically (z-generation, Manufacturing printing)

The main focus of the research is Generation Z and the mechanisms by which they develop a psychological contract with the organization. The central question of this study was: Do young generations value and respond to the psychological contract differently? How and why is it different? What mechanism enhances positive and negative expectations? What is perceived expectation development? Different effects will be explored with open-ended questions. The second aim of this research will be to explore whether psychological contract fulfilment would be negatively related to turnover intentions.

Raising Questions

The exchange based theory which defines the psychological contract among MTOs/ETO and organizations can best explain the understanding of their respective obligation by their employees and employers. It is concerned with the implicit behaviors that define the behaviors of both parties. To the employees, this may involve working hard, overtime, being cautious, assisting other employees or remaining loyal to the organization. Conversely, employers are also supposed to provide good working conditions, fair remunerations, decent treatment and training. The concept is straightforward: one party presents some value, in exchange of something he or she is going to receive. This reciprocal exchange belief forms the basis of employee-organization relationship as it informs people how to understand fairness and trust in the workplace.

Based on this more comprehensive concept are some of the important questions.

- What is the perception and behavior of trainees and managers of a public-sector printing organization regarding their psychological contract?
- Do younger employees have a different attitude to these expectations?
- What does this transaction form their wish to remain, develop and depart when they start to believe that a promise was not kept?
- Does healthy psychological contract lower turnover?
- And lastly, what is the role of reflection and self-awareness in helping trainees to construct this contract and professionally develop within the organization?

Research gaps and significance:

The current research topic is a previously well-researched area wherein social exchange theory to personality development aspects are well covered in the context of employee and employer this rebut focused explicitly on Trainees. Their self-reflection is a holistic point of view was missing. This study will contribute t in finding ways and means of grooming the young generation z in making sound professional careers. The finding of this study will further the significant in sense of self-reflection mechanism of psychological contract will be bases of findings. of the young generation, their work-related attitudes and concerns with the organization through the self-reflection mechanism of psychological contract development. While critical self-reflection on side of trainee has been researched (Kristal, 2009), additional literature is needed to understand experience of critical self-reflection by engineering and management trainees for their professional and personal growth.

Research Limitation

This study adds to the expanding corpus of research on the evolution of psychological contracts. However, nature of this discussion is based on each party's perceptions quite than what has been recorded or expressly decided upon, which distinguishes psychological contracts from legal contracts.

To put it another way, a lot of the communication between an employer and employee is predicated on an implicit knowledge of the kinds of promises one has given to the other, even while some aspects of it are clear and agreed upon. The evolution of the psychological contract within the larger framework is discussed in the first portion of this article.

LITERATURE REVIEW

An outline of the psychological contract and the fundamental conditions that give rise to it is provided at the outset of this literature study. We then discuss their sphere of expertise and concentrate on the process of psychological contracts. Next, we link engineering and management trainees with an emphasis on the manufacturing industry. As a fundamental element of upholding psychological contracts by self-awareness and practice, we wrap up this part with critical self-reflection. This section examines the concept's early growth and origins from 1958 to 1989, including Rousseau's seminal reconceptualization (1989). As previously mentioned, the concept's early development was haphazard. The cumulative action that was carried out was not cumulative because researchers were not inclined to build up on previous findings or even reference them. This was also gradual which is not surprising given the fact that the concept itself was presented and debated by such prominent organisational theorists as Argyris (1960) and Schein (1965).

Classical Contribution to Psychological Pact

As Roehling (1996) provides a handy synopsis of the origins of the psychological contract, there have been a broad range of situations in which the term psychological contract has been applied, and theorists have tended to not connect their definition of the psychological contract with the earlier definitions.

Among the earliest works of greatest importance later in terms of references and intellectual contribution were Menninger (1958), Argyris (1960), Levinson et al. (1962), and Schein (1965).

These papers, excepting some interesting exceptions including the empirical study of Kotter (1973), actually constitute virtually all of the work on the psychological contract up to the work by Rousseau (1989). Since then, more than 100 journal articles on the subject have been published; the majority of these reference Rousseau's study and use her concepts instead of any of these earlier conceptualizations. Although they did not specifically address the idea, a number of other preliminary books have been believed toward have influenced the evolution of psychological contract. We start our examination of the psychological contract's past with these.

The job relationship has long been viewed as an exchange in organizational study literature. According to Barnard's equilibrium theory (1938), sufficient benefits from the company are necessary for employees to continue participating.

March and Simon added to this theory by their contribution-inducements model (1958) which elucidated the kind of resources that were being exchanged and stated that the perception of the employees that the inducements of the organization are equal or more than their contribution makes the difference in whether or not they will continue to bring their part.

This model argues that an organisation will remain afloat, or be in balance, by ensuring that employee incentives are less than the contributions of the staff. March and Simon had added to this theory with their contribution-inducements model (1958) which identified the nature of the resources exchanged and made the argument that whether or not employees would continue to participate, or not, depended on how they viewed the inducements that the organization offers and whether or not they felt that its inducements were equivalent to theirs or their contribution to the organization. According to this model, an organisation remains afloat or in balance by ensuring that the contribution of the employees is much greater than the incentives of the employees. In his book *Theory of Psychoanalytic Technique*, Menninger (1958) is largely credited with developing the concept that psychological contracts are involved in a variety of interpersonal exchanges, primarily concentrating on the verbal and unspoken agreement between the patient and the psychotherapist. But it wasn't until this book was reprinted in 1970 that he used the phrase "psychological contract" (Menninger & Holzman, 1973).

According to Menninger, both conscious and unconscious processes have an impact on this contract and the conduct of both parties, sometimes in opposing ways. Although it's unclear from Menninger's writing what "satisfied" can mean, the contract will continue if both sides are happy with the exchange. The patient's continued reliance on the therapist's services is necessary for the agreement to continue. The contract is anticipated to expire once the patient determines they can manage on their own.

Even in this early study, the important contrast between the psychological contract's substance (i.e., what is exchanged?) and its method (i.e., how is the exchange regulated?) is clear. There are things that need to be added to the organizational structure.

The psychological contract was originally used in the workplace by Argyris (1960). According to his theory, psychological contracts between workers and their employers permitted the expression and satisfaction of one another's demands. In other words, workers will value the organization's ability to change if they believe that management respects their freedom to grow and take initiative.

Argyris referred to an implicit agreement between workers and their foreman as a "psychological work contract" in his research of a manufacturing facility.

Through interviews with 874 workers at a US utility plant, a thorough investigation that was published in a book titled *Men, Management and Mental Health* (Levinson et al., 1962) looked at how the psychological contract could support mental health. Only Levinson et al. developed the idea of the psychological contract, even though many modern psychological contract studies cite

earlier research on the subject. Argyris and Schein present the psychological contract as just one of various ideas that could be used to explain job experience.

Their work contains very little discussion of terminology or psychological philosophy. Levinson and associates, on the other hand, produced a comprehensive thesis on the psychological contract, the discoveries of which can be positively compared to any modern theorizing. Their analysis offers a deep conceptualization of the psychological contract and is incredibly insightful.

Meckler, Drake, and Levinson (2003) rightly demand a reevaluation of this important work because many of its findings are still unexplored. The definition of expectations, the stability of psychological contracts, and the function of needs and reciprocity in creating and upholding the psychological contract are only a few of its essential elements that we briefly discuss here.

The psychological contract, according to Levinson et al. (1962), is a set of shared expectations that govern a relationship, even if the parties are not fully aware of them. These expectations are often created prior to or outside of the current employment relationship and are primarily tacit and unsaid. The psychological contract is described as comprising a certain kind of expectations, those with an obligatory quality in which one party believes the other is obligated to meet them.

Due to their unconscious motivations, the two parties might not even be "dimly aware" of their expectations. Another definition of the psychological contract is that it is extremely dynamic and subject to the parties' shifting circumstances. The psychological contract may vary in a number of ways, including as when there is growing distance between the two parties, when there is joint growth or decline, when one party is left behind, or when the employee is considering leaving.

According to Schein (1965), the psychological contract is a crucial method for examining the working relationship. According to Schein, employees primarily assess their psychological contract based on how closely their expectations match those of their organization.

Since the writings of Levinson and Schein, Rousseau's work is generally regarded as having had the greatest impact on psychological contract research. Her 1989 paper signaled a significant change in our knowledge of the psychological contract's function and meaning as well as how it may be objectively studied. According to Roehling (1996), this paper was crucial to the revitalization of the field and signaled a "transition" from early to what is now considered contemporary research on the psychological contract.

In order to forecast and comprehend employee attitudes and behaviour (e.g. Robinson 1996), researchers typically see the psychological contract as an explanatory framework for the employment relationship (e.g. Shore and Tetrick 1994). As was previously indicated, it is also used more broadly to consider how specific economic and social developments, like foreign competition, downsizing, and demographic diversity, affect workers (Morrison and Robinson 1997). The structure and substance of psychological contracts, as well as the impact of breaches on employee attitudes and behaviour, have been the subject of much research.

Critical self-reflection for understanding Psychological Contract

By concentrating on the trainees and their critical self-reflection for their professional development, the study detailed in this article advances the field. Research indicates that trainees can attain a more profound and significant approach to assist colleagues in examining their past experiences when they are critically self-reflective in their practice (Grant, 2016a). Although it can seem like a simple topic, the terms "reflection," "self-reflection," and "critical self-reflection" are used interchangeably in several academic fields (Lundgren & Poell, 2016; Sammut, 2014).

Mezirow et al. (2009) affirm that critical self-reflection is an important aspect of transformative learning among adult learners. Mezirow presents 3 types of contemplation as a way of changing the meaning in terms of understanding. He has defined reflections of content as that which we perceive, think, feel and act, reflections of process as how we carry out the functions of perceiving and reflections of premise as and awareness of why we perceive. According to Brookfield (2006), critical self-reflection refers to the procedure in which we explore the assumptions that we are working by using four cultivating lenses, which include the lenses of students eyes, perception by colleagues, literature, and our autobiography.

When teaching gets "stale," Brookfield (2006) contends that adult educators can revitalize themselves through critical self-reflection. We must first acknowledge that there is a dearth of information regarding the application of the psychological contract by practitioners.

A recent poll of 1,300 senior human resources (HR) professionals in the UK conducted on the psychological contract reveals that one-third of companies apply the psychological contract to regulate the employment relationship (Guest and Conway, 2002). It is the sole research that has acquired the details on the use or absence of the psychological contract in managing the employment relationship by the managers. As a result, the comprehensive study of Pakistani management and engineering trainees has not addressed the research gap. The bridge will be crossed and the practitioner will be connected by this study.

RESEARCH METHODOLOGY

A phenomenological research design was employed in this study. This section outlines the sample and demographics, the research topics, and the selected research methodology. A explanation of the data gathering and analysis procedure is included at the end.

Research type: Phenomenology research

Psychologists, nurses, educators, social workers, and management scientists are just a few of the fields that use phenomenological research, which is based on trainees' lived experiences. According to Smith (2008), the fundamental goal of phenomenology research is to fully comprehend each person's conscious experiences of a certain occurrence.

Through the actual experiences of the subjects, this study identifies recurring patterns. Phenomenological research acknowledges that people see distinct realities in various contexts when examining the participants' lived experiences. A subset of the organization's management and engineering trainees had unique experiences.

This recognition's importance helps define the meaning structure derived from participants' answers. In order to comprehend lived experience, participant, and "assessing detailed information about trainee experiences is a natural part of professional practice," Hays and Woods (2011) recommend using nation must next be interpreted by the researcher. The phenomenological approach is advised when concentrating on the participants' lived experiences. (Cohen, Kahn, & Steeves, 2000; Merriam & Simpson, 2000; Groenewald, 2004; and Hays & Woods, 2011;).

When the goal is to comprehend an experience as it is perceived by individuals who are experiencing it, this approach is most helpful (Cohen et al., 2000, p. 3). Because psychological contract development is closely related to human contact and "assessing detailed information about trainee experiences is a natural part of professional practice," Hays and Woods (2011) recommend the use of phenomenological research. Research demonstrates that phenomenological research is

a crucial approach to addressing concerns of meaning and implications for the discipline's practice when a new viewpoint is taken into consideration on a subject that has already been investigated. In order to comprehend a phenomenon at a deeper level of learner conscious experience and create a psychological contract, the researcher must bracket prior experiences and knowledge in accordance with the requirements of phenomenological research (Smith, 2008). Setting aside one's experiences, assumptions, and beliefs in order to be more receptive to the phenomenon is known as bracketing. "By bracketing, we can actively listen to trainees and their unique reality while temporarily suspending what we believe we already know."

(Hamill & Sinclair, 2010, p. 16).

One of the components of this research study was the researcher's ability to "bracket" his presuppositions in order to be present with his Management/Engineering Trainee and comprehend the Trainees' worldview. The researcher works as Senior Manager Talent Resourcing and Development in the organization and was involved in the selection of a batch of Management/Engineering Trainees.

He was well-versed in recognizing and dispelling biases. while it came to bracketing, the researcher was just as meticulous as while gathering data for this phenomenological investigation. The accountability to stay in the area of inquiry while concentrating on the research was made possible by this lucky timing. He had access to tools to help with clarity and dedication to extending the interviews and listening from a place of discovery during the six weeks of qualitative research.

Research Design

In order to participate in the study, participants had to devote a significant amount of time to developing a psychological contract that examined their reflective practice over a period of six weeks. The six engineering and management trainees were first asked to participate in preliminary interview to talk about the idea of critical self-reflection. They were questioned regarding their experience with critical self-reflection, their professional training and on-the-job training, and their selection procedure. After agreeing to participate, the student was requested to use their initial selection process to complete the training with critical analysis following each in-depth interview session.

Additionally, they were required to write a diary entry detailing every encounter they had that was particularly connected to their training. They reconvened for a final semi-structured interview at the end of the six weeks. The information gathered was comprehensive and rich. Every piece of data was examined qualitatively to look for recurring themes.

To methodically consider and increase awareness of the Psychological Contract's development and selection process, critical self-reflection was employed. Prior to the in-depth interview, they were supposed to answer these general questions.

Universe, Target Population and Sampling

The target group was chosen and finished the Management/Engineering Trainee Program in Karachi, Pakistan's Manufacturing Sector. After obtaining approval from the manufacturing organization's top management to conduct research, participants who met certain requirements were directly emailed invitations to participate in the study or recommend others.

Participation criteria included: (1) Being chosen after completing the Management/Engineering Trainee Program; (2) Being dedicated to sharing their real-life experiences in an honest and reliable

way; (3) Participating in active organizational citizenship for at least two years and (4) A readiness to adhere to the study's standards.

Setting

This is a case study-based research wherein a data collection setting will be focused on one organization, which is a leading public sector organization and having a systematically designed MTOs/ETOs Trainee program is the criteria, and the sample was collected from Management/Engineering Trainees with request and followed by the informed consent to review and agreed to a preliminary screening interview.

Data Source(s)

The Critical Incident Questionnaire (CIQ), created and developed by Brookfield (1995, 2006), served as the model for this four-question assessment. Although the CIQ has applications in a variety of contexts, its use as a critical self-reflection exercise has mostly been limited to the classroom (Keefer, 2009; Glowacki, Dudka & Barrett, 2007). The modified enquiries consist of: (1) Please introduce yourself, where are you from, and what is your education? And before joining the organizations (as a trainee) what are your career goals.

(2) During process of hiring which type of expectation you have developed from organization. Please also elaborate on the reason for the development of these expectations.

(3) After onboarding, have you clarified expectations from the employer side or any reality clash you observed during your training program?

(4) What are your specific comments regarding the Trainee development program? Are there any strengths or shortfalls you have observed?

They were asked about their experiences with critical self-reflection at the study's final interview. They investigated what was significant to the learner during this encounter and what they learnt from their comprehension of critical self-reflection exercises. Participants also answered questions about how critical self-reflection helped them grow professionally and how important they thought it was for their own growth as a psychological contract with the company.

Strategy for Data Analysis

Data analysis in the phenomenology research aims at accurately communicating to the participants the meaning of their lived experience (Cohen, Kahn, and Steeves, 2000). All aspects of the data were looked into such as the learning points, the responses to the critical self-reflection activities, and the transcripts of the interview. The researchers re-read every transcript and journal summary and actively listened to the participants in order to understand their language, experience as well as expertise. So as to offset the previous experience and stay open-minded about the outcomes, researchers consulted with colleagues and the research support team. To enhance the reliability and validity of the data, the peer reviewers also looked at the themes and clusters. Also, the researcher maintained a reflective journal throughout the research period (Wall, Glenn, Aitchison, and Poole, 2004) that assisted in developing critical awareness, self-reflexivity, and increased bracketing skills. Reliability was enhanced by the reflexivity process.

To determine the readability and transferability of the data, the researcher used the field notes, reflective journals, and the debriefing sessions (Mays and Pope, 2000). Themes emerged and were created using Nvivo 20 where the data was collected and analyzed. A structural description and a

textural description appears to be composite and aims to define the general essence of the phenomena in this particular type of research (Moustakas, 1994). After the in-depth analysis, transcripts were broken into meaning clusters through comparing and contrasting the transcripts (Moustakas, 1994).

RESULTS

The clusters of findings of the study presented five themes: (a) supportive structure and discipline; (b) increased self-awareness point to psychological contract; (c) transactional and transformational side of development of psychological contracts; (d) tools of developing relational psychological contracts; and (e) better relationships with self and organisation (Balance Psychological Contract). This section presents the participants and provides quotes of the participants to clarify each theme.

Description of participants

The generated psychological contract in this study is unique because the participants have different backgrounds that offered an understanding of their experiences of critical self-reflection and how they reacted to the study. Pseudonyms were used to preserve the confidentiality. A summary of the educational background of the participants and their selection of trainee in management/engineering is presented in Table 1. Among the nine competitors, 3 are master degree holders. The participants have varying levels of training attainment and are in the industrial industry. One of the respondents had served as an assistant manager, three years, and as a management trainee, over 1.5 years. During the period of involvement in the study and performing the tasks in the employee relation department, he often worked seven days a week and sought an alternative way of working to reduce the rate by the important self-reflection process.

Table-01 Description of Participants

Description	Category	Frequency
Gender	Male	08
	Female	01
Designation	Assistant Manager (HR)	02
	Assistant Manager (Projects)	02
	Assistant Manager (Production)	03
	Assistant Manager	02
Qualification	MBA	03
	BE	06
Training period	12 Months	05
	18 Months	04

THEMES THAT EMERGED FROM THE STUDY

The development of the psychological contract disclosed that the relationship of the trainees with the organization acquired an extra meaning in several ways due to the critical self-reflection. In answering the study questions, five themes were revealed in the data. Their description is below.

a) Discipline And Supportive Framework

This research involved the trainees in bringing order to their daily work, which is carrying out a transactional psychological contract reflection as part of their daily routine. They were forced to stop in the course of their working hours, meditate and begin their work again. This slowed down their normal speed, introduced discipline and developed a pattern that was consistent during the training period. Though the five trainees differed in their experiences and backgrounds, all of them admitted that such a structured approach assisted them in becoming more serious in self-reflection. The Employee Relations trainee mentioned that a fixed time and format of reflection had grounding effects on her, as the majority of her internal processes remained concealed when she was at work. This systematic approach enabled her to order her thoughts in an effective manner. Two of the trainees did not learn about regular organizational reflection and ethical mindfulness prior to the study and, thus, the reflective questions became part of their regimen. One of the trainees even said she would tend to spend her mornings reading inspirational content, but she had never allocated particular time to reflection before or after training sessions. The researcher stimulated her to develop that habit.

Every one of the trainees said that these reflection times made them both slow down and be more mindful in their work. The self-reflection became a habit with time and entangled into their professional identity. The reflection questions were applied differently by the trainees: one person has completed them in the prep-phase to clear the mental mud, whereas the other person has done them during the post-session transition to shift the mind. Towards the fourth week, however, a number of the participants began to experience some form of monotony when responding to the questions, particularly when the organization posed the same kinds of challenges on certain days. A trainee provided summative reflections on various tasks within the same day, and another omitted some of the questions concerning legal issues at week four. Nevertheless, they were determined and restructured the practice to suit their requirements and kept thinking. This skill to adjust the tool to their personal styles turned out to be a significant experience.

b) More Self-Awareness And The Psychological Contract

All the trainees appreciated the journal summary activity and considered it to be the key in the process of their self-awareness development. Some of them have reported increased sense of presence and more being in line with their career goals and what the organization expects them to be. The journal entries started showing deeper reflections once the reflective structure became the regular part of the routine, much emotion, much truthfulness, and much awareness of the inner worlds of the trainee.

The trainees talked about the importance of listening more attentively and managing their own selves, particularly when they were either tired, bored, or unconnected. Rather than hiding the feelings, most of them attempted to comprehend the meaning of the feelings to the organizational relationship. They found reflection to be an important reminder of the importance of taking a pause, critically think and acknowledge their emotional condition.

According to one of the Employee Relations trainees, she always felt refreshed by the reflection and organizational support even in instances where she woke up feeling tired. Critical self-reflection helped the trainees to be psychologically awake and emotionally alive, like entering into a discovery space. This enhanced their work quality and assisted them to report to their work in a more attentive manner.

Every trainee was able to identify instances in which they had not adequately cared of themselves by forgetting to rest, hydrate, or manage their time. Remarks like I overscheduled myself, I need more rest or I have not practiced self-care this week indicated that reflection was helpful in making them see their boundaries and make adjustments. As they had to spend so much time addressing the needs of organizations, the realization of personal well-being helped them to make decisions that promoted both them and their training outcomes. The heightened level of self-awareness strengthened their psychological agreement and made them remember that they had to make the same commitment to the organization as they made a commitment to their own well-being.

c) The Evolution Of The Transformative And Transactional Aspects Of The Psychological Contracts.

Critical self-reflection helped in focusing on the goal of their professional practice and training and that which they consider important to themselves. One of the trainees in the quality control department replied, "My commitment to this organisation is stipulated in my contract. It made me take a break and refocus and reassess myself as a trainee and what I had further to offer. This recognition facilitated the professionals to have numerous options of learning styles to use, people to serve, niches to cut and numerous approaches to practise. Critical self-reflection practice, as one of the trainees in the Organisational Development Department shared, made me passionate and understand that I am only committed to the company by a contract. It had a much greater significance to me to have understood that this is my calling. All people strive to finish the task at all costs and are more inclined to work more than officially.

d) Tools For Relational Psychological Contract

Critical self-reflection helped the life trainee to improve his/her professional development. It demystified and redefined organisational policies, core competencies and resources that the trainee used in his/her work. They all were expecting to grow within the company and feel that they are a united team. The trainee agreed that the inclusion of such a tool as the CQIs into the continuous professional development would be useful to the sphere. One female trainee stated this 'she expected promotion and got top leadership position. Mostly said that 'Never thought about really stopping and evaluating regularly what I am doing? This is another reinforcement that we're not teaching; we're not incorporating it in our practice'. The trainee valued ongoing introspective professional development to support the trainee program and develop themselves in an organization and grow as a professional.

e) Enhanced Relationships With Self And Organization (Balance Psychological Contract)

Through the practice of critical self-reflection, the trainee found themselves more reflective about their individual lives. Trainees spoke openly about being transparent, accepting and honest. A Trainee Engineer drew connections between his acceptance of others and his self-criticism. 'Would you do that with an organization? The Organization supports and helps me to attain the highest possible levels of performance. and I apply it to my relationship with my other colleagues too. I use it for my different types of work.' OD Trainee described having a better understanding of 'celebrating my stuff', 'just being who you are', and 'never passing on an opportunity to know something more about myself.

DISCUSSION AND CONCLUSION

The interview-based, phenomenological study of development of psychological contract experiencing critical self-reflection provided the opportunity to expand the existing research on management / engineering trainee. This study shared the lived experiences of trainees who used a reflective tool to enhance their own understanding of critical self-reflection and its impact on their own professional development and psychological contract with organization.

While critical self-reflection comes from an academic-based learning method, it has transferable properties to Psychological contract development. The essential essence of self-reflection was richly represented in the trainee data indicating the application of this practice may add value to the professional development and solid transactional bond with the organization. During this research study, the lived experiences of these nine trainees demonstrated that they could add to their skills, become more present with their organization, and use critical self-reflection to enhance their practice. Critical self-reflection allowed the trainees to reflect and better understand the value of connection and presence within the organizational relationship. Increased self-awareness helped these organizations stay focused and present with their colleagues. This more profound sense of reference led to increased energy for the coach and the client, as the coach could sense when intervention or change of direction was needed. As a result, coaches felt alive and responsive to the needs of their organization's psychological contract, enjoying more fun and passion for their work (Jordan et al., 2017).

Critical self-reflection

All of the trainees described the self-reflective as a good starting point to practice critical self-reflection. Having specific questions to answer and completing the journal summary questions led to an intensive period of critical self-reflection (Hansen & Griep, 2016; Rousseau, 1989). Though the four questions were simplistic in form, the trainee was encouraged to slow down, focus, reflect and think meaningfully about the session. This process led to further insights into the trainees' behavior and thoughts. Mezirow (1998) emphasized that critical self-reflection encompasses feelings, values, ideals, moral decisions and intentions that are communicated authentically. Critical self-reflection is one of many tools in the develop psychological contact in the organization' toolbox. The major elements involved in the development of the psychological contract are goal-setting, accountability, good questioning, interpersonal communication, trust-building, and deep listening. All these can be enhanced through critical self-reflection. Good aspects of the practice can be also strengthened in case a trainee has a mentor, a supervisor or an accountability partner with whom to share the insights.

Suggestions for Management / Engineering Trainees Program

The critical self-reflection practice did change engagement of trainee organisations, although the organisations did not consider the effectiveness of their MTO/ETO programs, as well as their own abilities, in the perspective of the trainees. On the part of the trainee, at all was happening in their personal be alive was directly correlated to their growth of professional development and the practice of the relevant skills. They could re-concentrate and be re-involved in the organisation since they were more aware of their feelings and thoughts. When the learner was bored or tired, he or she perceived that the organisation was not very lively or that it was bored. The trainee felt like their organisation was involved and they were present whenever they were energetic. The

limitations of the study made the trainee realise that their personal life had a more significant effect on their organisation than they had realised. This may be involving issues of counter-transference and transference and their interaction with the professional training in accordance with their past experiences. Moreover, here a trainee can be able to communicate with a mentor or supervisor and explore more about these emotions, behaviours and related impacts on relationship within the organisation (Wiener, 2009).

Conclusion

It can be the most effective way of concluding research on critical self-reflection to offer the trainees a reflective experience during interviews. The interview was held in the open air as we sat at a table with birds chirping at a ledge suspended over our table. A fifteen-minute conversation was made very suddenly and surprising to those involved when a newborn bird, whose appearance showed it was stillborn one, landed upon our table with a splat. Both of us breathed in unison and said, Oh my! With a sigh we only stared at this dead thing. We proceeded to the method of disposing of the bird, and we felt like being polite, and we felt like giggling. We felt that we must have a nest overhead, and the bird had been kicked out of it and was not fit to belong to the flock. On the way the interview was drawing to an end, we wondered how anything that happens can be a metaphor of learning. What was the opinion of the trainee about what the young bird was? I believed that this was a right topic because she was explaining to me about her experiences of critical self-reflection. I was interested in understanding how her reaction was connected with eight weeks of critical introspection that she had just completed. When I asked her about what she had produced in her work in this organisation and practice that was not viable, she replied that she had ejected some things out of the nest.

The chance to push things out of nest could create additional opportunities to fly with purpose, purpose, and passion as the training advances to maturity and more studies are conducted to enlarge professional development. Imagine how different things would be found out given the nest of possibilities is lined with critical self-reflection exercises.

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