WORK VALUES AND THEIR ROLE IN HUMAN RESOURCE MANAGEMENT

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INTRODUCTION

Topicality

Modern concepts of human resource management view people as the main competitive advantage of an organization. Smith and Kelly (1997: p. 200) state that "future economic and strategic advantage will rest with the organizations that can most effectively attract, develop and retain a diverse group of the best and the brightest human talent in the market place". This requires the implementation of a set of human resource management activities to support the achievement of the organization's goals not only at the operational but also at the strategic level.

However, the success of any HR practice carries an element of uncertainty. Its implementation depends on factors such as the compliance of the practice with the goals and specifics of the organization, the professional implementation of its inherent tasks, the resources allocated for the implementation of the practice, the management support, the way employees perceive the practice. While these factors can be controlled by the organization, employee attitudes are much more difficult to manage. Therefore, it is necessary to thoroughly study them in order to understand the mechanics of their design and their impact on staff behaviour.

One element in the behavioural process of individuals are values that influence both attitudes and choice of behaviour. The values are subject to the study of numerous sciences – psychology, sociology, anthropology, etc. In the field of human resources management, specific interest pose the work values and their influence on person-organization fit, acceptance of organizational changes, adoption of organizational culture, attitudes towards the work process, relationships with colleagues, attitudes towards human resources management activities in the organization.

The emphasis of the present study is placed on the following relation: *"work values - attitudes towards HRM activities"*. The study of its nature and

mechanism of manifestation can serve to profile employees according to their work values, improve the process of planning and implementation of HRM activities, as well as developing an internal communication strategy for managing relationships with employees.

The dynamic development of the aviation sector, its competitive environment and the high requirements to the personnel determine the active application of modern practices in human resources management. In recent years, airports in Bulgaria have been leased for concession, which has attracted large investors in this industry. Along with them, restructurings and other significant changes were made in the airport operators. This put even more emphasis on employees - and the way they perceive changes and new practices in human resource management.

Research Background

Work values have been the subject of research since the middle of the twentieth century. The first studies focused on understanding the structure of work values (see, for example, Arsenian, 1943, Underhill, 1967[1], Guttman, 1968, Goodwin, 1969[2], Jacob, 1976, etc.). Later research looked at the relations between work values and interests, personality, job satisfaction and employee retention, motivation, employee behaviour (Herzberg, Mausner and Snyderman, 1959, Elizur, 1984, Dawis, 2002, Leuty and Jo-Ida Hansen, 2013, etc.).

The focus of this study is on the relation between work values and attitudes towards human resource management activities in the organization. Similar studies, but with an emphasis on needs, were conducted by Lofquist and Dawis (1971) and Rounds (1990), who found a factorial relationship between work values and workplace needs. Sagie (1993) develops a model for establishing the relationship between norms in the organization, work values and employee behaviour. The relationship between work values and employee performance is

[1] See Dawis and Lofquist (1984).
[2] Ibid.

the focus of research by authors such as Becker and McKlintock (1967), Hunter and Hunter (1984), Nord, Brief, Atieh and Doherty (1990), Meglino et al. (1989), Shapira and Griffith (1990), Sheridan (1992), Rosenblatt and Ruvio (1996). The presented research places a different emphasis on the role of work values and rarely focuses on their connection with the attitudes of employees.

Subject and Object of Research

The subject of the research is the influence of employees' work values on their attitudes towards the human resources management activities in the organization.

The object of the research are the employees of Fraport Twin Star Airport Management AD - airport operator at Varna and Burgas airports (Bulgaria).

Research Aims and Objectives

The aim of the research is to study the relation between work values and attitudes towards human resource management activities, clarifying the nature of the interaction between these two constructs, with emphasis on the specifics of the impact of work values on the attitudes towards HRM activities in an organizational context.

For the realization of the indicated aim we set the following objectives:

1. To study the theoretical and methodological problems in the study of work values and their relation with attitudes in the work environment. This objective is realized in the First, Second and Third Chapters.
2. To develop a theoretical model for studying the relation "work values - attitudes towards HRM activities". Chapter 4 is devoted to the implementation of this objective.
3. To study the basic methodologies for research of work values. They are discussed in Chapter 5.

4. To develop research tools, constructed on the theoretical model of the relation "work values - attitudes towards HRM activities". Chapter 6 presents a detailed model for conducting the empirical study, as well as an in-depth analysis of the selected object of research.
5. To test the research hypotheses. A discussion of the results of the empirical study was presented in Chapter 7.
6. To make recommendations for the management of human resources in the object of study based on the results of the study. Chapter 7 concludes with systematized recommendations.

Research Thesis and Hypotheses

The thesis of the study is that work values are an important factor that modifies the employees' attitudes towards the HRM activities in the organization. The presence of situational factors at the organizational level influences the relation "work values - attitudes towards HRM activities".

Research hypotheses:

Hypothesis 1: The modality of employees' work values influences their attitudes towards HRM activities.

Modality expresses the attitude towards reality. It directs the way of action and interaction in the realization of work values and the nature of the end result of their realization for the employee. According to their modality, work values are divided into instrumental, affective and cognitive.

Hypothesis 2: The importance of the type of work values in relation to System Performance Contingency influences the attitudes towards the HRM activities.

Organizations determine System Performance Contingency of work activity. They can be considered as resources - a prerequisite for the

performance of work duties; and as rewards provided for the employee's performance.

Hypothesis 3: Situational factors at the organizational level have a stronger impact on the formation of attitudes towards HRM activities than the individual work context and personal characteristics.

Situational factors at the organizational level are characteristic of the entire organization and affect the behaviour of employees from all units and departments. In this book, we focus on organizational changes as a factor with such an impact.

The individual work context is determined by the workplace conditions specific to the individual. They are specific to each employee, and this is their main difference from the situational factors at the organizational level. In the individual work context, we include the position in the organization, the employee's department, the team, the style of the first-line manager, the experience, the work location (in geographically dispersed units and/or business units), working conditions, etc.

Personal characteristics can be demographic, psychological, and social in nature.

Research Tools

A set of research approaches, methods and tools has been used to achieve the research aim and objectives. In the present paper, we use the formulative and descriptive approaches. Through them, we operationalize the basic concepts, clarify the nature of the research problem, formulate the research hypotheses and analyse the state of the object and the interaction between the different variables.

A scenario for conducting individual in-depth interviews in the studied organization has been developed.

A questionnaire has been prepared and distributed online and on paper. The survey used Manhardt's instrument for the study of work values, which was adapted in Bulgarian. In most questions, a Likert scale was used to measure agreement with the presented statements.

Statistical analysis of the data was performed using SPSS, MS Excel and XLStat for MS Excel.

Information Sources

The information about the preparation of the theoretical model of the studied relation was collected by reviewing:

- publications in prestigious international scientific journals in the fields of management, human resources, sociology and psychology;
- books, including dissertations and monographs by leading authors in the fields of human resource management, sociology and psychology, as well as textbooks on human resource management, organizational behaviour, sociology, etc.;
- reports presented at scientific conferences;
- encyclopaedias, online resources, etc.

To present the characteristics of the object of research were used regulations governing the specifics of airport activities, statistics from the National Statistical Institute of Republic of Bulgaria and Eurostat, publications of the General Directorate "Civil Aviation Administration", annual financial statements of airport operators, media publications, reports on the aviation sector.

The main source of information for the approbation of the research hypotheses is the conducted empirical research of the relation "work values - attitudes towards HRM activities".

Research Limitations

The first limitation of the study is related to the exclusion of behaviour as part of the research model. In the present study, we focus on the relation "work values - attitudes towards HRM activities".

Due to the scope of the accessible information, only some HRM activities are included in the research: recruitment; selection; internship program; career development program; career development opportunities; training; performance appraisal; rewards; benefits; satisfaction surveys; social life in the organization; value management system; ensuring healthy and safe working conditions; competency model.

Within the individual work context, we include the position held in the organization (service, operations, and management staff), the experience gained in the company, and the work location (Varna or Burgas airport).

We consider gender, age, and education in terms of personal characteristics. Work value surveys most often include these variables. Other characteristics, such as psychological type, may be the subject of a separate study.

From the situational factors at the organizational level the influence of the organizational changes, which occurred after the granting of concession at the airports in Varna and Burgas, has been studied.

An organization that is a typical representative of the industry of airport operators in Bulgaria was studied.

The results of the survey are representative of the general population in the company with a confidence level of 95% and a confidence interval of 0.1.

Research Logic

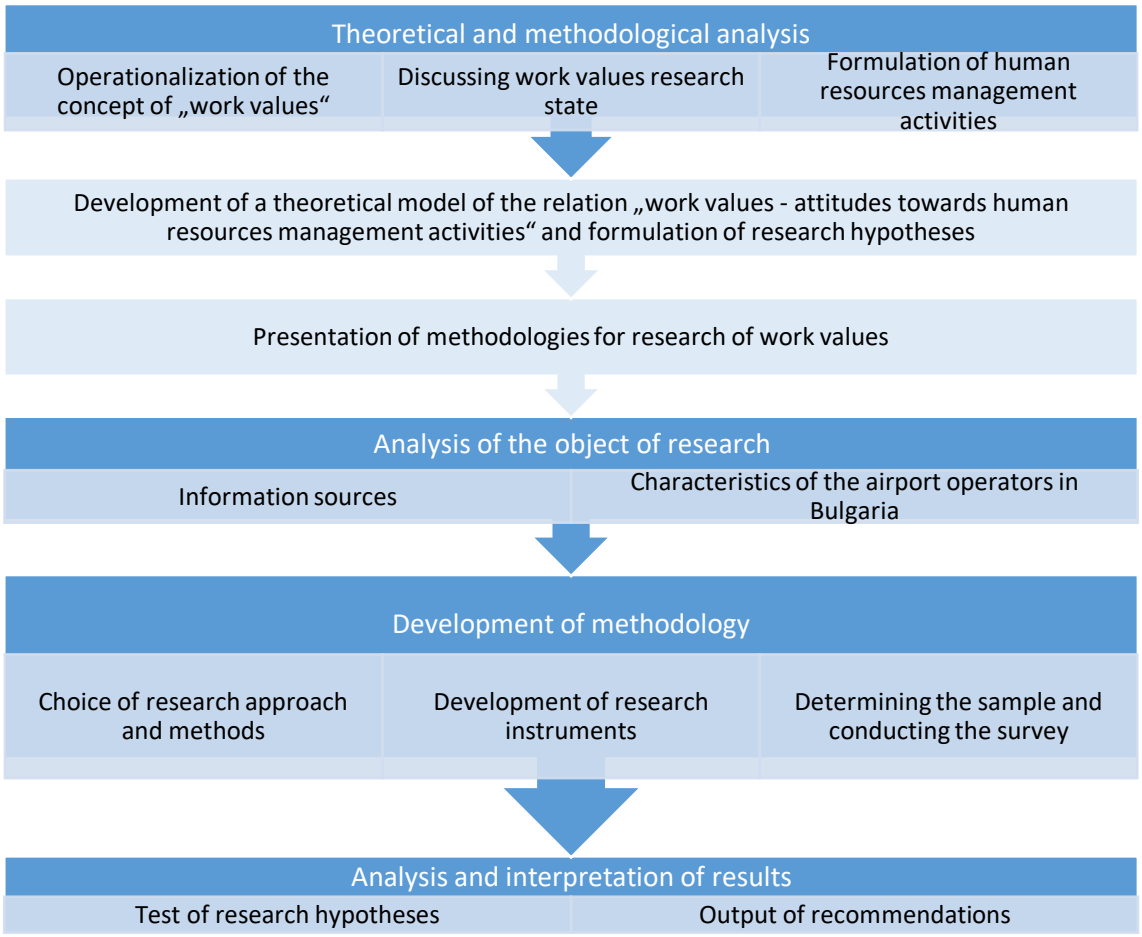
The study of the relation "work values - attitudes towards HRM activities" includes four main steps:

1) Theoretical and methodological analysis – Chapters I, II, III, IV and V.

2) Analysis of the object of research and 3) development of methodology - Chapter 6.

4) Analysis and interpretation of the results - Chapter 7.

A detailed visualization is presented in the following diagram:



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CHAPTER 1
THE NATURE OF WORK VALUES

1.1 Nature and Significance of Values

In management theory, values are studied primarily at the organizational level as one of the main elements of organizational culture (Terrence Deal and Allan Kennedy, 1982, Thomas Peters and Robert Waterman, 1988, Edgar Schein and Peter Schein, 2017, etc.). Howard Oden (1997) also emphasizes the importance of "learning" shared values and behaviours as an effective factor for the success of the organization.

The fit between values at the individual and the organizational levels determines their role as a key variable on which the person-organization fit is analysed[3]. The degree of this congruence affects work productivity, satisfaction, motivation, commitment to the organization, opportunities to unleash the potential of employees and other factors critical to success (Kristof-Brown, Zimmerman and Johnson, 2005).

Values are the focus of research in many other disciplines - anthropology (e.g., Christoph Brumann, 2002), economics (starting from Adam Smith's Theory of Moral Feelings, 1982, first edition 1759, to more modern research - e.g., Robert Grafstein, 2002), psychology (e.g., Shalom Schwartz, 1992), sociology (e.g., Georgi Fotev, 2002, Ernest Burgess, 1954), culturology (e.g., Geert Hofstede, 2001), etc.

The sociological paradigm considers value orientations as a basic element in the structure of the personality (Talcott Parsons, 1951, Konstantin Platonov, 1989, Igor Kon, 1968, etc.). In the literature, even more serious attention is paid

[3] Compatibility between the person and the organization / work environment / position, etc. (person-organization fit) has been studied by a number of authors - Chris Argyris (1973), Paul Muchinsky and Carlyn Monahan (1987), Jeffrey Edwards (1991), Timothy Judge and Gerald Ferris (1992), Amy Kristof, (1996), Joan Finegan (2000), Geoffrey Abbott, Fiona White and Margaret Charles (2005), Sally Carless (2005) and others. At the heart of the fit testing instruments are the values that are studied at the individual and organizational level (see Benjamin Schneider, 1987; Cheri Ostroff, Yuhyung Shin and Angelo Kinicki, 2005; Amy Kristof-Brown, Ryan Zimmerman, Erin Johnson , 2005; Winfred Arthur, Suzanne Bell, Anton Villado and Dennis Doverspike, 2006, etc.).

to their role in describing and explaining human behaviour (John Raven, 1988; Monica Biernat, 1989; Walter Mischel, 1990; Janice Langan-Fox, 1991, etc.). This problem is especially important in human resources management. The ability to predict behaviour in the context of different situations in organizational life is an important tool for managing performance and achieving better results. Apart from being a reference point in choosing behaviours, values are also important for the fit between the individual and the organization, as explained at the beginning of this paragraph. This significance of values requires, first of all, to clarify their essence as a general concept, and then we will focus on clarifying their specifics in terms of work.

Values are closely related to the behaviour of individuals. Shared values catalyse the process of social integration. Fotev (2002: p. 34) even points out that "the whole history of society can be seen as a struggle for the domination of one or another value". Values are one of the main factors driving socio-economic change (see Max Weber, 2006, first edition 1904). As Joseph Folsom (1937: p. 717) points out, there is a tendency to use the term "value" for "any general pattern, situation or aspect of human behaviour, society, culture, or of the physical environment, or their interrelationship". This requires careful clarification of the nature and scope of this concept.

Table 1.1 presents different definitions of "values". The order is chronological according to the year of the first publication in which the definition was used, in order to trace the evolution in the interpretation of values.

Table 1.1
Definitions of the Term "Values"

Author(s)	Year	Definition
Herbert Schneider	1917	The value situation, then, consists of (1) a valuable object, (2) an organism or activity to which it is valuable (or by which it is valued), (3) an end or purpose for which, with a reference to which it is valuable.

Author(s)	Year	Definition
Gordon Allport, Philip Vernon and Gardner Lindzey	1951	Basic interests or motives and evaluative attitudes.
Clyde Kluckhohn	1951	A conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action.
Allport	1961	Beliefs that cause individuals to act on their preferences.
Florence Kluckhohn and Fred Strodtbeck	1961	Orientations towards time, humanity, and natural environment, relating to other people, motive for behaving.
Donald Campbell	1963	Values reflect the valency[4] of objects.
Gordon Becker and Charles McKlintock	1967	Values can be considered as standards to judge and choose among alternate modes of behaviour.
Johannes Pennings	1970	Values are important elements in an individual's frame of reference.
Milton Rokeach	1973	An enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.
Andrzej Golob and Janusz Reykowski	1985	Values are basic cognitive structures (concepts) for the desired, which are saturated with valence.
Andrey Zdravomyslov	1986	They are related to the needs and interests of the individual and society.
Shalom Schwartz and Wolfgang Bilsky	1987	Values are referred to as desirable states, objects, goals, or behaviours, transcending specific situations and applied as normative

[4] Valence in psychology is seen as the power of attraction, respectively, repulsion, to an object, an element of the psychological environment [A/N].

Author(s)	Year	Definition
		standards to judge and to choose among alternative modes of behaviour.
Schwartz	1992	Desirable states, objects, goals, or behaviours, transcending[5] specific situations and applied as normative standards to judge and to choose among alternative modes of behaviour.
James Olson and Mark Zanna	1993	Values are generalized and relatively abstract superseding evaluative standards that define desirable ends and ways to achieve them.
Krasimira Baychinska	1994	A project for the quality of life itself, as well as a project for the quality of its subject.
Geert Hofstede	1996	Broad tendencies to prefer certain states of affairs over others.
Richley Crapo	2000	The subjective feeling of right / wrong behaviour.
Piotr Oles and Hubert Hermans	2003	Values are (1) beliefs about preferable end states or behaviours, and (2) internal criteria that guide information processing, evaluation of the internal and external world of a person, and selection of behaviour. Values are part of the system of personal meanings, including personal identity and purpose in life.
Anthony Giddens	2004	Group ideas about what is desirable, relevant, good or evil. Differences in values are key aspects of the diversity of human culture. What people value is strongly influenced by the particular culture in which they happened to live.
Apostol Apostolov	2010	Internally accepted criteria according to which we assess the significance and acceptability of different options for choosing behaviour.
Steven McShane and Mary Ann Von Glinow	2010	Values are stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations.

[5] Which do not depend (or are not influenced) on the specific situation [A/N].

Author(s)	Year	Definition
John Schermerhorn, James Hunt, Richard Osborn and Mary Uhl-Bien	2010	Values are broad preferences concerning appropriate courses of action or outcomes.
Adrian Furnham	2008	Values are related to belief systems, that is values are groups of beliefs about a particular object or process.
Marin Paunov, Mina Paunova, Aleksandar Paunov	2013	The cognitive structure that provides the criteria for choosing between alternative behaviours.
http://www.oxforddictionaries.com/definition/english/value	10.07.2018	Principles or standards of behaviour; one's judgement of what is important in life.
http://dictionary.cambridge.org/dictionary/british/value	10.07.2018	The beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour.

The review of the presented definitions shows both the variety of views on values and helps us to highlight a few key points in clarifying their meaning. The authors consider them as beliefs, interests, motives, attitudes, desires, orientations, cognitive structures, cognitive representations of needs, concepts. A significant part of the definitions emphasizes the subjective nature of values, the personal meaning they have. They represent a basic element of personality, a starting point in the system of beliefs of the individual, which is relatively stable over time. Values are evaluative in nature - they take the form of general preferences, criteria, standards that we apply in meeting needs, relationship management or behaviour. We can find a clear connection with the actions of individuals, through the expected result as a consequence of the implementation of a particular activity - how it is considered acceptable, significant, valuable, and desired by the individual.

Among the most significant features of values according to Paunov, Paunova and Paunov (2013) are:

- Values are beliefs. At the same time, they are beliefs not in the form of strictly rational objective ideas, but inextricably intertwined with emotions, insofar as they imply a sense of attraction. In light of the above, values are a motivational construct[6]. Values refer to desired, preferred goals that are pursued by their bearers.
- Values are super-situational, i.e., unlike norms and attitudes that are contextually related (to certain actions, people, events, etc.), they are abstract.
- Values exist and function in individual-specific hierarchies of relative importance, forming value systems and thus leaving their unique imprint on the way reality is reflected.
- Representing evaluation criteria, values are also selection criteria, standards in choosing between alternative behaviours, people, and events.

Schwartz (2012) derives the following key characteristics of values:

- Values are beliefs linked inextricably to affect. When values are activated, they become infused with feeling.
- Values refer to desirable goals that motivate action.
- Values transcend specific actions and situations. This feature distinguishes values from norms and attitudes that usually refer to specific actions, objects, or situations.
- Values serve as standards or criteria. Values guide the selection or evaluation of actions, policies, people, and events. People decide what is good or bad, justified, or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values. But the impact of values in everyday decisions is rarely conscious. Values enter

[6] The term "construct" is borrowed from George Kelly and his theory of constructivism (see Gabriele Chiari, 2017). The construct is a mechanism, phenomenon, or category through which each person makes sense of reality. Here the authors consider values as a complex concept that influences the motivation of the individual [A/N].

awareness when the actions or judgments one is considering have conflicting implications for different values one cherishes.

- Values are ranked by importance relative to one another. People's values form an ordered system of priorities that characterize them as individuals. This hierarchical feature also distinguishes values from norms and attitudes.
- The relative importance of multiple values guides to action. Any attitude or behaviour typically has implications for more than one value. The trade-off among relevant, competing values guides attitudes and behaviours (Schwartz, 1992, 1996). Values influence action when they are relevant in the context (hence likely to be activated) and important to the actor.

Robin Williams (1968, 1979) examines the semantics of the term value, which encompasses such concepts as interests, needs, preferences, desires, obligations, and so on. According to him, these concepts may differ from each other, but they always have something in common - they are all related to the achievement of a certain end result or desired goal, and they set a standard for what is desired by the individual) (Williams, 1968: p. 284).

Visions that deny the validity of the concept of "value" are also presented in the literature. For example, for Burrhus Skinner, this term refers to a mental entity that does not exist (Skinner, 1971). Seymour Epstein considers the concept of "value" to coincide with the concept of "motive" (Epstein, 1989). Charles Morris has an extremely broad, philosophical understanding of values as reflecting "people's way of life" (Morris, 1956).

We believe that the concept of "value" has an independent meaning and deserves to be thoroughly studied. The literature review so far gives us a reason to highlight several key characteristics of values that allow us to distinguish them from other related concepts:

- They are general and abstract; they are not strongly related to the situation in which they appear.
- They vary in importance and build a value system with a clear hierarchy.
- They have an evaluative nature and give valence to the elements of the psychological environment of the individual.
- They influence the choice of behaviour or action that leads to the desired result/goal.
- They are formed beliefs about the importance, utility and acceptability of possible behaviours aimed at meeting the individual's needs.

Based on these characteristics, we propose the following definition of values: *stable evaluative beliefs of an abstract nature with interrelated significance, which determine the priority[7] of needs and the selection of means to meet them. On this basis, the valence and acceptability of the various options for choosing behaviours aimed at achieving desired results are assessed*.

In the next two paragraphs, we will review the relationship of values with two other central concepts in the topic of this book - attitudes and behaviour.

[7] The concept of "priority", introduced in connection with the study of work values, has two aspects. The first is included in the proposed definition of work values. The author assumes that they prioritize the needs of the individual. The importance of a value for the individual can be an indicator of his priorities in relation to certain needs. Take, for example, the work value "punctuality, respecting working hours". The high importance of this value indicates the priority of coming to work on time and / or leaving at the right time (which are associated with a tendency to follow rules, seek respect, be meticulous, etc.) over competing alternative behaviours such as freer time, more rest, fulfilment of non-work commitments, etc. In this aspect, the priority can be included in the content analysis of individual values and through its relationship with the acceptability of different options for choosing behaviour to give additional insight into the formation of work attitudes. The other aspect of the concept of "priority" in the context of work values is related to the arrangement of the different values and their relative importance for the individual. In this sense, priority is an element of the structural analysis of values. See more on the structural approach in Chapter 3.

1.2 The General and the Specific in the Categories "Values" and "Attitudes"

These concepts are often seen as identical. Several authors define personal values as general attitudes (Solomon Asch, 1952; Kurt Baier, 1969; William McGuire, 1969; Vladimir Yadov, 1979).

Louis Guttman (1982) supports this view, stating that values are a type of attitude with a special emphasis on the concept of importance. According to him, an element can be defined as a value only if it requires an assessment of the degree of importance of a goal or behaviour, and the continuum of the assessment is from very important to achieve to very important to avoid. His thesis is in unison with the characteristic "valence" but contradicts the abstract and general nature of values that Guttman equates to attitudes.

Rokeach was the first to differ values from attitudes and set the stage for their independent measurement in psychology (see Magdalena Garvanova, 2013). He steps on the thesis of Martin Fishbein and Icek Ajzen that attitudes are an intentional (conscious, including intention) state directed at a specific object or situation (Fishbein and Ajzen, 1975). Rokeach defines values as more abstract, but also more essential in the lives of individuals - they are a construct of a higher order. The abstract nature of values is also supported by Schwartz and Bilsky (1987, 1990), who point out that this is what differs them from norms and attitudes.

Values have a certain content; have intensity (the degree of preference of one value over others); reveal social desirability (what behaviour is considered expected and desired by society); they are closely related to the concept of the self and the sense of identity (they occupy a primary position for the personality). These specific features of values differ them from attitudes (Rokeach, 1973, 1979).

Attitudes are the tendency of the individual to respond positively or negatively to someone or something in his environment. They are a complex of beliefs, judged feelings and intentions towards a person, object, or event.

According to Apostolov (2010: p. 295) "attitudes are mental states of the individual that determine the way of perceiving and reacting to the external influences of the social environment". One part is determined by the momentary emotional states of the individual, and another - express stable formations of the psyche.

Table 1.2 presents the main differences between values and attitudes.

Table 1.2
Differences between Attitudes and Values

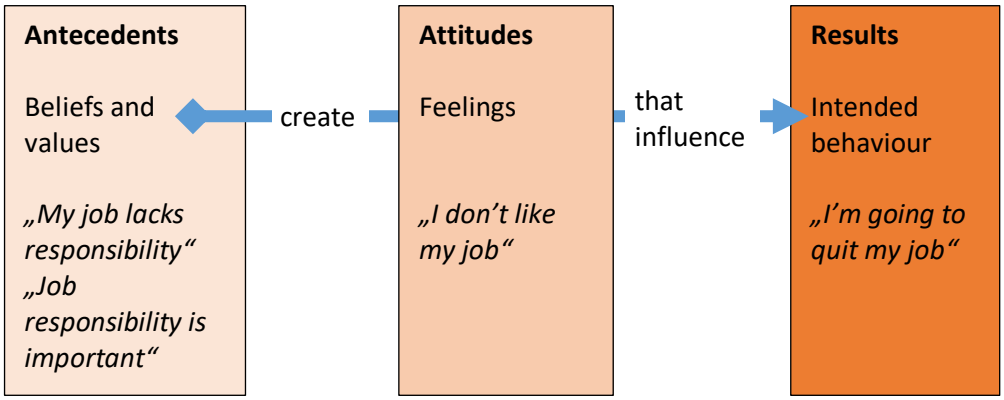
Attitudes	Values
An attitude pertains to a specific or particular target or attitude object.	Values are general beliefs that find expression in a variety of situations.
An attitude includes affect toward the object.	Values are less influenced by the individual's momentary emotions.
An attitude includes cognitions about the object which tend to be evaluative in nature.	Values include beliefs of an evaluative nature.
An attitude includes predispositions to behave in certain ways with respect to the object.	Values serve as a criterion in choosing behaviour.

Source: The first column of the table is derived from Experiencing Work: Values, Attitudes, and Moods by J. Georgel &G. Jones, 1997, Human Relations, 50(4), pp.393-416. The last element in the second column is from Tsennostite na balgarite v nachaloto na prehoda [The Values of the Bulgarians at the beginning of the transition] by Paspalanova, Dilova, Gerganov, Petkova, 1997, In: K. Baychinska (ed.) Prehodat v Bulgaria prez pogleda na sotsialnite nauki [The transition in Bulgaria through the eyes of the social sciences]. Sofia: Akademichno izdatelstvo "Prof. Marin Drinov", 175-182.

Values are usually set as a prerequisite for the formation of attitudes (see **Figure 1.1**). They determine the significance of an event for the person and influence the way it is perceived. In this regard, values affect the attitudes of the individual, and hence the behaviour. Schwartz and Bilsky conclude that many relevant values are involved in the formation of a particular attitude or

behaviour (Schwartz & Bilsky, 1987; Bilsky & Schwartz, 1994; Schwartz, 2003, 2006a, b, 2007).

Figure 1.1
A work-related Example of the Three Components of Attitudes



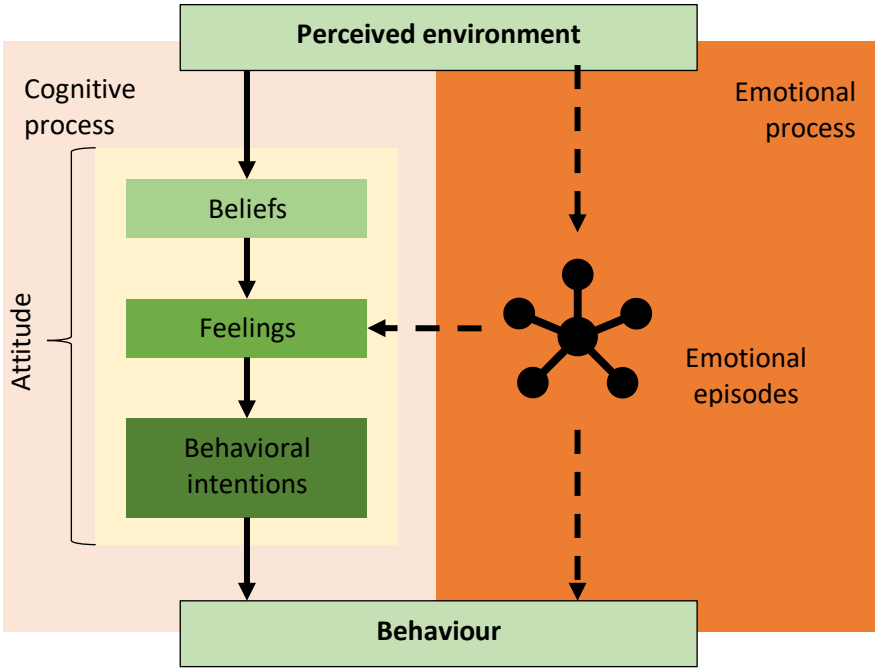
Source: Organizational Behaviour by Schermerhorn, Hunt, Osborn & Uhl-Bien, 2010, New York: John Wiley & Sons, Inc.

A different view is given by Norman Feather (1975), who argues that social attitudes precede values that emerge as abstractions from personal experience of one's own and others' behaviour. We support his thesis only insofar as attitudes with the accumulation of repetitive experience can have a modifying effect on values. In view of the fact that the latter have a more stable and super-situational character, and the attitudes are manifested in a specific situation, we adhere to the view of Schwartz and Bilsky.

Although a number of authors present a three-component structure of values by analogy with attitudes - cognitive, affective and behavioural component (Rokeach, 1973; Oles, 1991; Yadov, 1979; Baychinska, 1994; Maya Stoilova and Valentina Popova, 1994), it should be noted that there is already sufficient evidence for the presence of a fourth component, characteristic only of attitudes - an emotional process (see **Figure 1.2**). It runs in parallel with the cognitive process. The emotional process begins with the perception of the world around us. The brain registers the information received from the environment and even on an unconscious level generates certain emotions - joy, surprise, anger, fear, etc. The individual goes through emotional episodes. They

are processed on a logical level and transformed into conscious feelings that model the attitude towards the event or object.

Figure 1.2
Model of Emotions, Attitudes, and Behaviour



Source: Organizational behaviour by McShane, Von Glinow, 2010, Boston: McGraw-Hill Irwin.

Another difference between values and attitudes is the relative stability of the former over time. T. N. Krishnan (2012) finds that values are more difficult to change. This is mainly due to the fact that they occupy a more central place in the individual's belief system than attitudes and are therefore more directly related to motivation (Jennifer Dose, 1997).

The presented differences between values and attitudes justify their independent research. Of particular interest is their mutual relationship, which is two-way. We believe that the impact of values on attitudes is more significant, which is manifested in each situation. The opposite influence is realized through accumulation over time and is not of such intensity. Of interest for this research is the study of the first type of interaction - the influence of values on attitudes, and the end result is manifested through a certain behaviour of the individual.

1.3 Mechanisms of Values' Influence on Behaviour

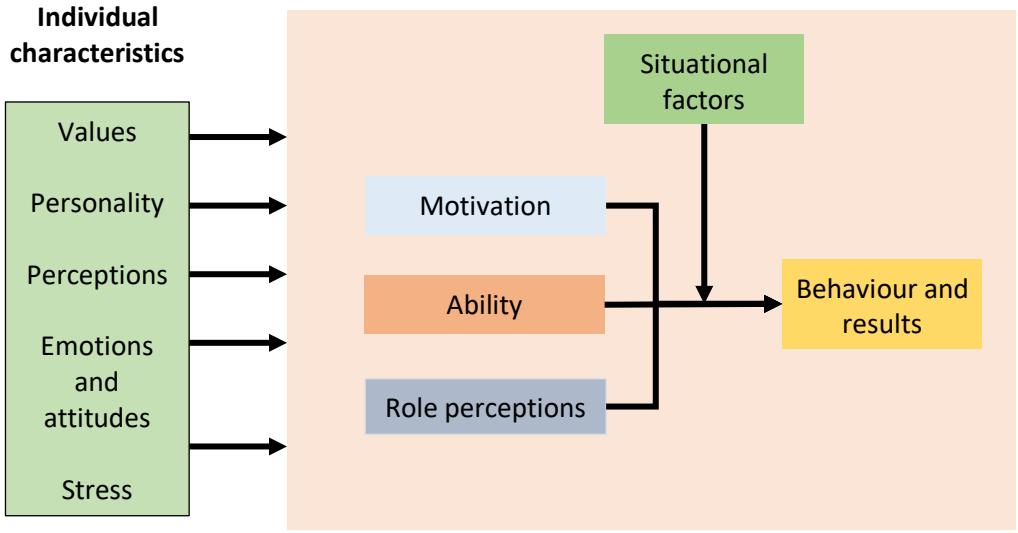
One of the most important problems in the social sciences is that of the relationship between values and behaviour. Garvanova (2013: p. 13) points out that, "on the one hand, values function as objective norms and regulators of social behaviour, and on the other hand, they are subjective concepts of something desired by the individual or the group".

The main difficulties in substantiating the relationship between values and behaviour consist in the discrepancy between stated and actual values, the conflict between conscious and unconscious values, the lack of connection between value orientation and behavioural act, etc.

The relationship "individual values - behaviour" is usually seen as immediate (direct) or mediated (by attitudes, for example, but the values themselves can function as a mediator between attitudes and behaviour). As explained in item 1.1 (p. 22), values are used to explain and predict human behaviour.

The MARS model of individual behaviour (see McShane and Von Glinow, 2010) places values and attitudes in the group of individual characteristics where they can interact with each other to influence the individual's behaviour (see **Figure 1.3**). In this model, the four most significant factors that can predict behaviour with a high degree of reliability are derived. These are the variables of **m**otivation, **a**bility, **r**ole, and **s**ituational factors from which the name of the MARS model is formulated. In turn, these variables are influenced by individual characteristics. The model represents an indirect relationship between values and attitudes, on the one hand, and behaviour, on the other. The influence of values on the motivation of individuals is most pronounced.

Figure 1.3
MARS Model of Individual Behaviour and Results



Source: Organizational behaviour by McShane, Von Glinow, 2010, Boston: McGraw-Hill Irwin.

Sava Dzhonev (2001: p. 394) also supports the motivating effect of values: "values are an incentive to behave due to the high degree of correspondence with needs". In this sense, they have a "motivating force, although some of them can only be speculative" (Dzhonev, 2001: p. 394).

McShane and Von Glinow (2010) derive three conditions that strengthen the link between values and behaviour:

1) People are more likely to apply their values when they are reminded of them.
2) People tend to apply their values when they have a clear reason to do so.
3) People apply their values when the conditions of the environment are favourable for it.

A similar view is shared by Anat Bardi and Schwartz (2003), who conclude that situational determinants, external pressure, social sanctions, group norms, and others largely determine whether a value will manifest itself as a behavioural act or not. According to these authors, this is the reason why in some values the connection with behaviour is stronger than in others.

Furnham (2008) acknowledges the strong influence of situational factors on attitudes and behaviour. According to him, "external factors may constrain behaviour and reduce or even change the relationship between attitudes and behaviour" (Furnham, 2008: p. 417). Under strong situational pressure, people with different attitudes may behave similarly.

John French and Robert Kahn (1962) describe values as having the ability to motivate an individual's goal-oriented behaviour by imparting valence to objects, behaviours, or situations. A summary by Garvanova (2013: p. 44) of more than 30 studies on the relationship "values - behaviour" clearly shows that "values predict and regulate human activity".

Schwartz (2006) examines four processes that link values and their corresponding behaviour[8]:

1) Activation of values - the value-relevant aspects of the situation through the means of focused attention can activate the values that are central to the self-concept (Bas Verplanken and Rob Holland, 2002). This information process often takes place outside the scope of knowledge and conscious mental regulation.
2) Values as a source of motivation - the needs and values of people determine the subjective attractiveness of a goal and the strength of action to achieve it (Feather, 1988). Values guide people's daily behaviour through mechanisms that do not always require conscious decisions such as habits, for example (Bardi & Schwartz, 2003).
3) Influence of values on attention, perception, and interpretation of the situation - high-priority values are permanent goals that encourage individuals to seek and pay attention to relevant aspects of the situation (Schwartz, Lilach Sagiv and Klaus Boehnke, 2000).
4) Influence of values on action planning - the more important certain values are, the more active is the planning of the means and the ways

[8] Cited from Garvanova (2013: pp. 44-45).

of their expression. This strengthens the relationship between values and the behaviour they evoke (Schwartz, 2005b, 2006a, b).

Garvanova adds that "in order to predict behaviour successfully, one must take into account the importance of values that contribute but also hinder its manifestation due to the integral nature of the value system" (Garvanova, 2013: p. 45).

Paunov, Paunova and Paunov (2013) also present several important considerations for the influence of values on behaviour:

- values are passively existing beliefs that - in order to influence behaviour - must be activated;
- the accessibility and significance of a value are key to its activation;
- the value activated in a certain situational context becomes a motivator for behaviours, i.e. actions that lead to the achievement of valuable goals (results);
- people reflect the situations in which they find themselves in the light of their priority values and different values suggest different behaviours;
- the higher the priority of a value, the more likely people are to be motivated by it and to build action plans that will demonstrate it, express it in real behaviours.

The literature review presented in this paragraph shows the multifaceted nature of the influence of values on behaviour. There is a complex mechanism of activating different values from the available situational factors and behavioural influence by modelling attitudes, forming a motivational component and assigning valence to objects, behaviour and situations. It was clarified that different values act differently and in different contexts. This requires us to look at the variety of values and identify those that have the greatest impact on the performance of individuals.

CHAPTER 2
CLASSIFICATIONS OF WORK VALUES

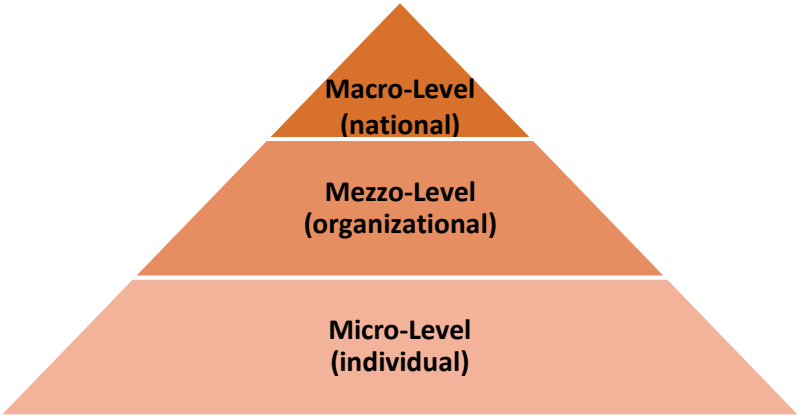
2.1 Approaches to Classifying Values

Garvanova (2013) uses three main approaches to classifying values - structural-energetics, structural-substantive, and energetics-substantive (dialectical) approach (introduced by Baychinska, 1989). The structural-energetics approach[9] relies on the relationships between the intensity of individual values and their interaction in structural terms (as part of the value system of the individual). The structural-substantive approach emphasizes the semantic-substantive connections between individual values and their perception by individuals in the process of socialization (see Garvanova, 2005). The dialectical approach combines the previous two and looks at values vertically and horizontally. According to Baychinska (1994), the value system includes several hierarchical levels, each of which consists of a number of values of equal importance.

These approaches include various classifications of values, which, however, are not differentiated at different levels according to the object of study, which in some cases is the individual, in others - the organization, and in others - the nation. For the purposes of the present study, we believe that it is more appropriate to use a hierarchical model of values that takes into account the specifics of these three objects (see **Figure 2.1**).

[9] First applied by Rokeach (1973). The definition of "structural-energetics" was given by Baychinska (1994).

Figure 2.1
Hierarchical Model for Classification of Values



The use of a hierarchical model is highly useful in the construction of research models for the study of values in different contexts - individual comparisons in social groups, highlighting specifics in the organizational environment, deriving intercultural differences and more.

2.2 Macro-Level of Classification of Values

The most general level of research on values is the **national (macro-level)**. Leading studies in this area include Hofstede (the five dimensions of culture), Mihail Minkov (two additional dimensions of culture), Harry Triandis (the theory of cultural syndromes), Fons Trompenaars and Charles Hampden-Turner (Seven-Dimensional Model of national cultures), the GLOBE project[10].

Hofstede conducted a series of surveys among more than 100,000 employees working in IBM branches in the 1970s. Included are 50 countries in which it makes intercultural comparisons of values. Through them he highlights national (cultural) differences in five dimensions: 1) power distance index; 2) individualism vs. collectivism; 3) masculinity vs. femininity; 4) uncertainty avoidance; 5) long-term orientation vs. short-term orientation (Hofstede, 1996). By values, Hofstede understands the broad tendencies to prefer certain states of affairs over others. He distinguishes three types of values: concerning relationships with other people, concerning relationships with things

[10] https://globeproject.com/.

(nonhuman environment), and concerning relationships with our inner self and God (Hofstede, 1980; Hofstede and Hofstede, 2001).

Minkov (2007) complements Hofstede's model with two new dimensions: "indulgence vs. restraint" and "monumentalism versus flexumility". Later, they were adopted by Hofstede and included in his methodology (Hofstede, Hofstede, & Minkov, 2010).

Triandis (1996) introduces the concept of "cultural syndromes", which he interprets as dimensions of cultural variations. The cultural syndrome is defined as a model of shared attitudes, beliefs, categories, self-concepts, norms, social roles, and values, organized around a theme that can be identified in relation to people who speak the same language and live in the same historical period and in a specific geographic region. Triandis identifies four universal cultural syndromes that are found in all cultures: cultural pressure (tightness) - the nature of the norms in a given culture; cultural complexity - the number of cultural elements; collectivism - the group is more important than the individual; and individualism - individuals are independent of groups (Triandis, 1996, Triandis & Eunkook Suh, 2002).

Trompenaars and Hampden-Turner (2004) conducted a number of cross-cultural studies aimed at studying the impact of culture on the governance of organizations. They form seven bipolar dimensions (pairs of opposite concepts) to describe national cultures: 1) universalism versus particularism; 2) individualism versus communitarianism; 3) emotional versus neutral; 4) specificity versus diffusion; 5) achievement versus ascription; 6) sequential time versus synchronous time, and 7) internal direction versus outer direction (internal and external locus of control).

Global Leadership and Organizational Behaviour Effectiveness (GLOBE) is a research project that started in 1994 (Darren Hanson, Cecily Ward and Paul Chin, 2012). Through factor analysis of the data from the conducted studies

GLOBE outlines 9 cultural dimensions: 1) assertiveness; 2) uncertainty avoidance; 3) power distance; 4) institutional collectivism; 5) in-group collectivism; 6) gender egalitarianism; 7) future orientation; 8) performance orientation; 9) humane orientation. The first six dimensions of GLOBE are based on Hofstede's dimensions of uncertainty avoidance, power distance and individualism. "Future-orientation" is the time dimension of Kluckhohn and Strodtbeck (1961), "performance orientation " is based on McClelland's motivational theory of the need for achievement (David McClelland, 1961), and "humane orientation" uses the dimension of Kluckhohn and Strodtbeck on the essence of human nature (Kluckhohn & Strodtbeck, 1961).

2.3 Mezzo-Level of Classification of Values

The next level of value analysis is the **organizational (mezzo level)**. Much of the categorization of values at the macro level, discussed in the previous section, is also applied to research at the organizational level - such are the dimensions of Hofstede, Trompenaars and Hampden-Turner, the GLOBE project. Among the leading authors working in this direction are Hofstede (1980, 2001), Sagiv and Schwartz (2000), Peter Smith, Mark Peterson and Schwartz (2002), Trompenaars and Hampden-Turner (2004), Daniela Kolarova (1996), Tsvetan Davidkov (2002), Maria Kicheva-Kirova (2003), Lidia Vasileva (2006). Another aspect in the study of mezzo-level values is their consideration as an element of organizational culture. There is a huge variety of studies by different authors in this field. A small number of them are Thomas Peters and Robert Waterman (1982), Peter Frost et al. (1985), John Kotter and James Heskett (1992), Charles Handy (1993), Deal and Kennedy (2002), Edgar Schein (2010), Adrian Gostick and Chester Elton (2012), S. Chris Edmonds (2014), P. Ivanov, B. Durankev, M. Marinov, Hr. Katrandzhiev and M. Stoyanova (2001), Davidkov (2002), Mina Paunova (2005), Snezhana Ilieva (2006), Daniela Sotirova (2007) and others. The analysis of organizational values supports the process of determining the correspondence between them and the values of employees.

2.4 Micro-Level of Classification of Values

The greatest interest for us is the classification of values at the **individual (micro) level**. It is the values on a personal level that influence the attitudes and behaviour of the individual to the greatest extent. Therefore, in the following paragraphs, we will present the views of leading researchers on individual values.

As early as the beginning of the twentieth century, Edward Hayes (1913) derived five supreme values:

1) Physical values - express the comfort of warmth and peace, the vigour of muscular movements, the pleasure of bodily longings.
2) Aesthetic values - the search for beauty and harmony in the world around us.
3) Intellectual values - express satisfaction with the use of intellect, satisfaction of interest, enjoyment of conversation, mental rewards of insight and more.
4) Social values - related to our experiences in society and interaction with others.
5) Values of personal satisfaction - affect the way by which we perceive ourselves.

Herbert Schneider (1917) offered a slightly different approach to the classification of values. The first cohort he identified is based on what is the bearer of value. From this position he derives the following division:

1) Physical objects – e.g., tools, food, clothes, etc.
2) Concepts or mental processes - e.g., remembering someone's name, listening to music, thinking about home, hope for Heaven, etc.
3) Activities - e.g., earning money, singing, walking, etc.
4) Social institutions - e.g., family, government, assembly.

The second cohort of values is according to the objects or subjects for which the above groups are valuable. Here we will focus only on the subjective part of its classification, and in particular - human values. Among them, Schneider distinguishes two types:

1) Individual values - they are related to objects considered valuable only to a specific individual.
2) Social or institutional values - related to objects considered valuable to a community or institution.

In essence, this second cohort presents a hierarchical view of values - the individual values correspond to the micro-level of analysis, the institutional - the organizational level, and the social - the national or macro level.

The last part of Schneider's classification distinguishes values according to the goals we want to achieve. This division subsequently became the basis for deriving the theory of finite (terminal) and instrumental values.

Among the first classifications of values is the classification of Eduard Spranger (1928). It offers six main types of values:

1) Theoretical - interest in revealing the truth through reason and systematic thinking.
2) Economic - interest in usefulness and practicality, including the accumulation of wealth.
3) Aesthetic - interest in beauty, form, and artistic harmony.
4) Social - interest in people and love as a human commitment.
5) Political - interest in power and influence over others.
6) Religious - interest in the unity and understanding of the universe as a whole.

Gordon Allport, Philip Vernon, and Gardner Lindzey (1960) adhere to the same classification and use it as a theoretical model for their research. They found that social groups differed in the order of importance of each category.

Another classification of values is offered by Franz Adler (1956), who summarizes four main types of values:

1) Type A - absolute values. Values that are related to God and eternity. They exist as immutable laws.
2) Type B - values inherent in objects. Objects can be tangible or intangible.
3) Type C - values inherent in man. They stem from our biological needs or our consciousness. Such values can be possessed by both the individual and the person as a general concept, seen through the prism of the group, society, culture, state, etc.
4) Type D - values that are equated with actions. Here, behaviour is a direct expression of values.

Rokeach is among the leading researchers of the nature of human values. He divides them into two types: finite (terminal) and instrumental. Terminal values are preferred end goals (statuses) of existence. In this category, he includes values such as freedom, happiness, mature love and more. Instrumental values refer to ideal standards of behaviour and serve as a means to an end. To this type, Rokeach refers values such as honest, brave, loving and others. Terminal values are divided into two subgroups - social and personal. The instrumental ones are also divided into two: moral and competence values (Rokeach, 1973, 1979).

Rokeach was one of the first researchers to consider the structure of the value system as a system of interconnected values and put this problem in theoretical and methodological terms. To analyse the value system, he developed a method (the Rokeach Value Survey) that included two sets of values: 18 terminal and 18 instrumental, offered in alphabetical order (see **Table 2.1**). The subject must arrange the objects in both lists, starting from the most important for him and reaching the least important. Each value is assigned a corresponding rank, as rank 1 means that it is the most significant, and rank 18 -

the most insignificant value for a person. According to Rokeach, value choices are the result of a ranking process rather than scaling (determining the degree of importance on a scale). Only in this way is each value evaluated not for itself, but in relation to other values, i.e., as a unit of an interconnected whole. In this case, the value choice is made on the basis of a single criterion, and this is the criterion of significance from more valuable to less valuable objects (Rokeach, 1973; Rokeach & Sandra Ball-Rokeach, 1989). *It should be noted that this method will be sufficiently effective only with a comprehensive presentation of the entire set of values*.

Table 2.1

Values according to Rokeach

Terminal Values	Instrumental Values
A Comfortable Life (a prosperous life)	Ambitious (hardworking and aspiring)
Equality (brotherhood and equal opportunity for all)	Broad-minded (open-minded)
An Exciting Life (a stimulating, active life)	Capable (competent; effective)
Family Security (taking care of loved ones)	Clean (neat and tidy)
Freedom (independence and free choice)	Courageous (standing up for your beliefs)
Health (physical and mental well-being)	Forgiving (willing to pardon others)
Inner Harmony (freedom from inner conflict)	Helpful (working for the welfare of others)
Mature Love (sexual and spiritual intimacy)	Honest (sincere and truthful)
National Security (protection from attack)	Imaginative (daring and creative)
Pleasure (an enjoyable, leisurely life)	Independent (self-reliant; self-sufficient)
Salvation (saved; eternal life)	Intellectual (intelligent and reflective)
Self-Respect (self-esteem)	Logical (consistent; rational)

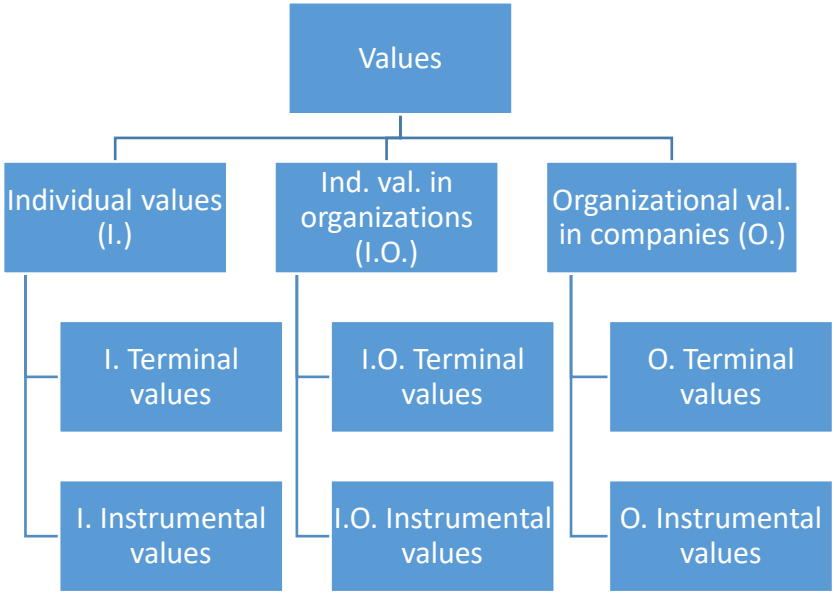
Terminal Values	Instrumental Values
A Sense of Accomplishment (a lasting contribution)	Loving (affectionate and tender)
Social Recognition (respect and admiration)	Loyal (faithful to friends or the group)
True Friendship (close companionship)	Obedient (dutiful; respectful)
Wisdom (a mature understanding of life)	Polite (courteous and well-mannered)
A World at Peace (a world free of war and conflict)	Responsible (dependable and reliable)
A World of Beauty (beauty of nature and the arts)	Self-controlled (restrained; self-disciplined)

Source: Cited from The Nature of Human Values by M. Rokeach, 1973, New York: Free Press.

In his classification of values, Selman Deliibramov (2008) also applies the approach of dividing values into terminal and instrumental, but his focus is on organizations. The author offers three types of values - individual values, individual values in organizations and organizational values in companies (see **Figure 2.2**). He makes new branches in each of the three groups according to whether the values are terminal or instrumental.

Figure 2.2

Block Diagram of the Classification of Values according to Deliibramov



Source: Izpolzvane na tsennosten analiz za izmervane i povishavane efektivnostta na upravlenieto v industrialnata firma [Using value analysis to measure and increase the efficiency of management in an industrial company] by S. Deliibramov, 2008, Ikonomicheski alternativi, 4, 137-148.

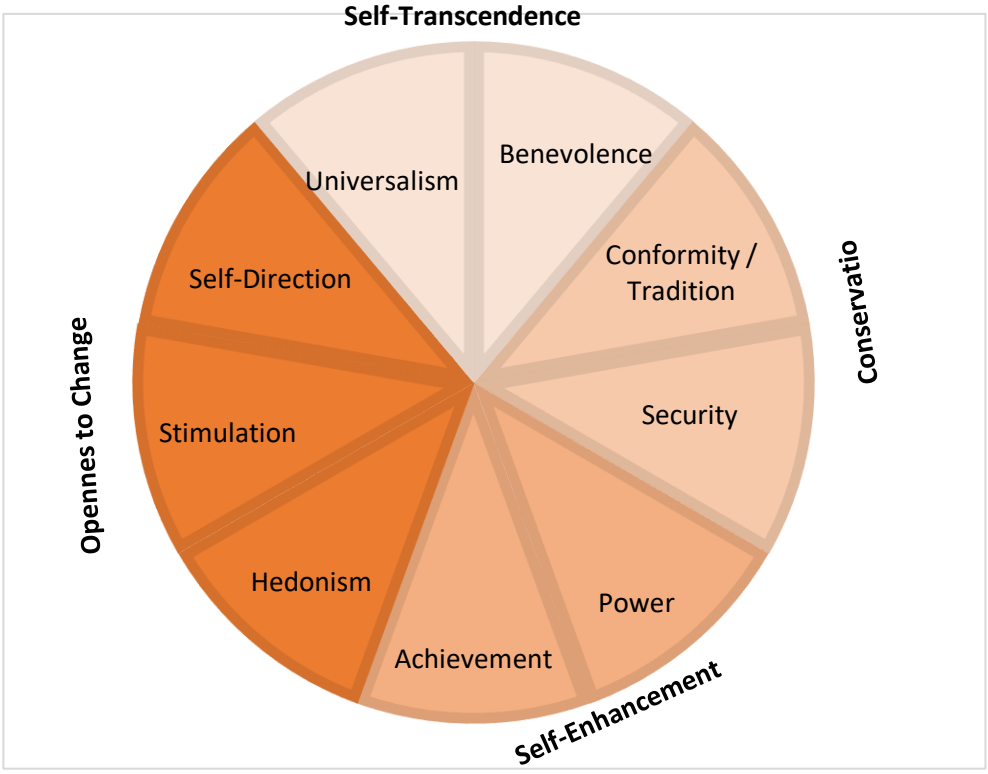
Schwartz and Bilsky offer an in-depth content analysis of values at the individual level, emphasizing the universal nature of the motivational content and structure of the value system. They derive two main aspects of values: 1) their motivational content, on the basis of which they classify values, and 2) the structural relationships between different types of values (Schwartz & Bilsky, 1987, 1990; Bilsky & Schwartz, 1994).

Schwartz and Bilsky formulate ten basic values derived from three universal dimensions of human existence: needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups. Each type includes both terminal and instrumental values. According to the authors, there are two fundamental, opposite relationships between the categories - of exclusion (conflict) and complementarity (compatibility), which determine the universal structure of the value system (Schwartz & Bilsky, 1987, 1990; Schwartz, 1992, 2006a, 2007).

The interaction between the ten core values is presented by Schwartz in a pie chart, which reflects the idea of the integral nature of the value system (see **Figure 2.3**). Categories that are adjacent to each other are complementary - within each of the four groups, and those that are against each other - are mutually exclusive - self-transcendence versus self-enhancement and openness to change versus conservation (Schwartz, 2007).

Figure 2.3

Shalom Schwartz's Theoretical Model of the Value System at the Individual Level



Source: An Overview of the Schwartz Theory of Basic Values by S. H. Schwartz, 2012, Online Readings in Psychology and Culture, 2(1).

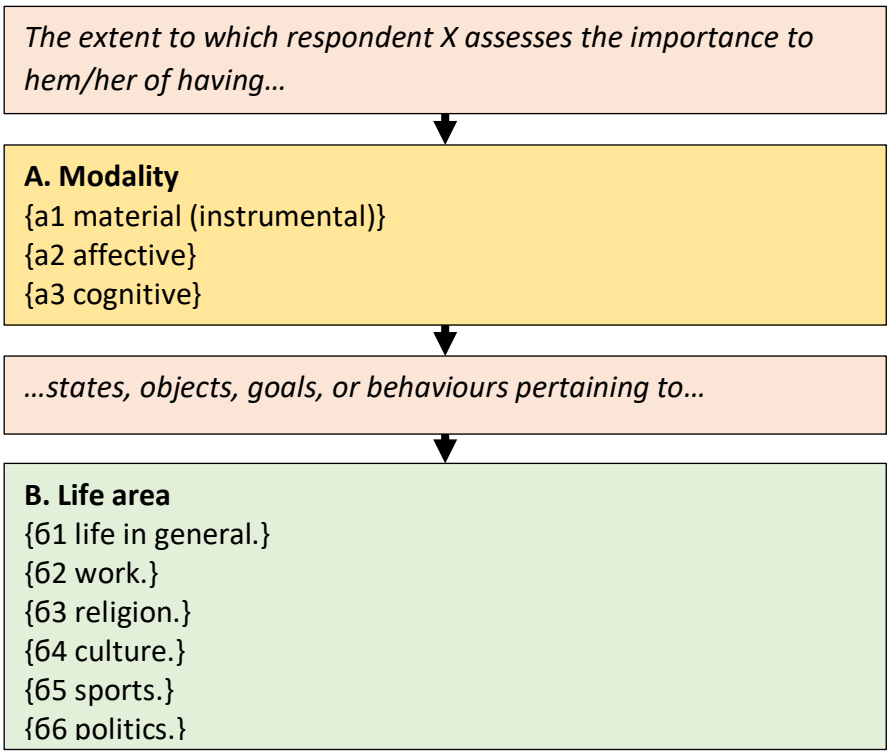
Abraham Sagie and Dov Elizur (1996) propose a two-faceted[11] theory of values. The first facet of values (Facet A) is modality. The concept of modality was developed in the structure theory of Anthony Giddens (1984). As a grammatical category, modality expresses the speaker's view of reality. Giddens extends this definition by adding instruments of influence (resources) and norms (rules) in addition to interpreting reality. Resources support the implementation of a certain action, while the norms limit it. Modality directs the way of action and interaction in a structure, through which a certain effect is achieved. Sagie and Elizur use this concept for the first facet of values, in which they distinguish three types of values according to the nature of the interaction (modality):

[11] The facet is a criterion or rule for classifying elements related to a concept. Facets can be used both individually and together in the analysis of the studied problem. They reflect the multifaceted nature of the concept under consideration.

1) Material or instrumental - they have specific, practical consequences for the individual (e.g., economic security, work benefits, sports achievements).
2) Affective values - they refer to the feelings of the individual (love, friendship, spiritual experiences, etc.).
3) Cognitive values - related to knowledge (meaningful life / work, expanding personal horizons, etc.).

The second facet of values (Facet B) is the sphere of life. Sagie and Elizur distinguish six spheres of life - work, religion, culture, sports, politics and life in general (home and family). An important clarification is that the classification is subject to supplementation, as, for example, Louis Guttman (1994) adds economics and education. **Figure 2.4** shows the relationship between the two facets.

Figure 2.4
Two-faceted Theory of Sagie and Elizur



Source: The Structure of Personal Values: A Conical Representation of Multiple Life Areas by Sagie & Elizur, 1996, Journal of Organizational Behaviour, 17, 573-586.

In each of the six areas, there are values with different modalities (instrumental, affective and cognitive). The degree of importance that the individual attaches to each value hierarchically arranges the values within one sphere of life, but also the individual spheres relative to each other.

Sagie and Elizur (1999) found (by the least-squares multidimensional scaling method) that **work values occupy space in Facet B**. Further analysis shows that **they have the most important position relative to other areas of life**.

The same thesis is defended by John Kinnane and Joseph Gaubinger (1963), who conclude that the value of work makes it possible to satisfy other values of the individual, which makes work values central to the individual. The view of their importance is also supported by Maria Ros, Shalom Schwartz & Shoshana Surkiss (1999).

The leading position of work values requires their in-depth review, which we will do in the next chapter.

CHAPTER 3
MODELS OF WORK VALUES AND RESEARCH ACCENTS

3.1 Work Values Specifics

People spend a significant part of their life working. Unlike the times of slavery and serfdom, today people have the opportunity to choose what to work. The right to work and the free choice of work are regulated as fundamental human rights in the Universal Declaration of Human Rights, adopted in 1948[12]. This choice is influenced by many factors, and in the context of this book, we are interested in the impact of values as an evaluation category for choosing one or another behaviour.

There is a discussion in the literature as to whether the term "values" is the most appropriate to use in the analysis of personality in the work environment. Dale Prediger and Jane Staples (1996) presented terminological differences that include "job values", "work values", "work aspect preferences", "preferences", and "occupational attribute preferences". The concept can be also found as "work goals".

We adhere to the concept of "work values" for the following reasons:

- As we clarified in the previous chapter (p. 49), work values are part of the overall value system of the individual. In this sense, it is necessary to preserve the semantics of the word "value".
- The definition of values (p. 29) includes the achievement of desired goals or results, but this is only one of the elements of their structure, therefore the use of the term "work goals" would limit the field of research.
- The term "work values" is most widely used in the research focused on this domain.

[12] The same applies for Bulgaria. Bulgarian constitutional, labour and criminal legislation sets conditions for guaranteeing the right to work, freedom and protection of labour. The free choice of profession and place of work is also enshrined in the Constitution of the Republic of Bulgaria (Article 48). https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en

Lois James & Lawrence James (1989) viewed work values as central aspects of the work experience, as they determine the importance that work has for people. Work values are an expression of the basic values of the individual in working conditions (Ros, Schwartz, & Surkiss, 1999).

Dose (1997) proposed that work values can be seen as work-related standards on the basis of which employees judge what is right or shape their preferences. Through them, employees interpret the work experience (Krishnan, 2012). Work values shape individual expectations of work, the response to specific work situations, and the expected performance of certain job roles (Boyd Black, 1994).

Hofstede emphasized the preferences and defined work values as "broad tendencies to prefer certain states of affairs over others" (Hofstede, 1984, cited in Robert Roe & Peter Ester, 1999: p. 3). Berings and colleagues viewed work values as tendencies to prefer certain job characteristics, outcomes, or elements of the work environment, as well as personal characteristics that explain individual differences in individual behaviour in organizations (Dries Berings et al., 2004).

Donald Super (1980: p. 130) defined work values as "an objective, either a psychological state, a relationship, or material condition, that one seeks to attain". Elizur (1984) further developed his idea and defined work values as the importance that individuals attach to a particular result achieved in the work environment. He later expanded this view and attributed to the characterization of work values any result (in the form of object, behaviour, or situation) in working conditions to which the group or individual attaches high value or importance (Elizur, Ingwer Borg, Raymond Hunt, & Magyari Beck, 1991).

Walter Nord, Arthur Brief, Jennifer Atieh and Elizabeth Doherty (1990) proposed that work values can be considered as desirable end states that the individual thinks he will be able to realize through his work, and thus they direct personal choice or reaction to certain activities in organizations. This view is also

supported by Georgel and Jones (1997). Ros, Schwartz & Surkiss (1999) also adhere to this thesis and defined work values as beliefs relating to desired end states or behaviours.

Karabelyova et al. (2010: p. 61) combined elements from the concepts of several authors and offered a more complex definition of work values: "qualities that people want from their work (Dawis & Lofquist, 1984); (b) are more fundamental than interests (Super, 1970); (c) relate to the relationship between needs and satisfaction (Drummond & Stroddart, 1991); (d) are indicative of personal choices based on non-moral imperatives (Pryor, 1979); and (e) there are broad trends, preferably at certain levels of relationships over others (Hofstede, 1980; Papazova and Pencheva, 2007).

The presented definitions of work values adhere to the main characteristics of the values we have considered in item 1.1: work values are general and abstract, relate in importance, have an evaluative character, and influence the choice of behaviour or action that leads to the desired result/goal in the work environment.

Work values are related to certain characteristics or qualities that employees want from their work. They are intrinsic to the content and nature of work. Its content is determined by its internal structure - processes, activities for the implementation of processes, degree of complexity and conditions for implementation of activities, etc. The nature of work expresses its social essence - the social positions of the individual within the work community, relationships with colleagues, participation in the distribution of work results, employment conditions and the specifics of the workplace, the prestige of the profession and more.

Considering the above-mentioned characteristics of work and its inherent values, we propose the following definition: *work values are stable evaluative beliefs about the state and changes in the work environment and the content and*

nature of work, according to which we assess the acceptability of different options for choosing work behaviour which leads to a desired result.

3.2 Modelling Work Values

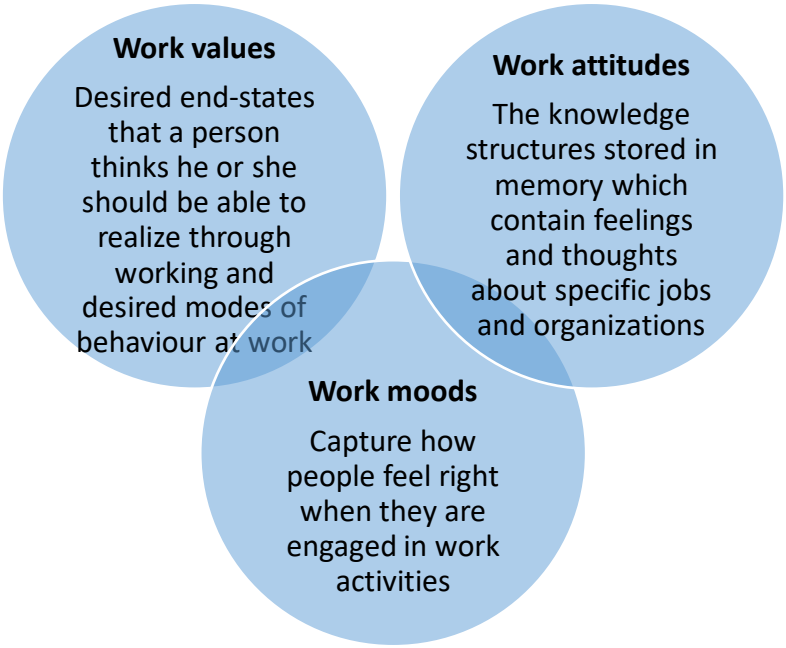
Bruce Meglino and Elizabeth Ravlin (1998) conceptualized a structure of work values consisting of four most important elements:

1) Achievement - to do my job and work hard to achieve difficult goals in life.
2) Helping and concern for others - to help my colleagues.
3) Honesty - to tell the truth and do what I think is right.
4) Fairness - to be impartial and treat everyone fairly.

This theory finds application in the study of the fit of work values between leaders and followers in the organization.

Georgel and Jones (1997) developed the VAM (Values; Attitudes; Moods) model, which underlined their theory of experiencing work (see **Figure 3.1**).

Figure 3.1
Theory of Experiencing Work



Source: Experiencing Work: Values, Attitudes, and Moods by J. Georgel & G. Jones, 1997, Human Relations, 50(4), pp.393-416.

Georgel and Jones placed work values as a key element in their model. Employees evaluate their experiences in the workplace by relating them to the values they have.

Work attitudes, on the one hand, are cognitive structures that contain specific feelings and thoughts about work. They are a way for people to express themselves in the workplace. **The focus of our study will be on the function of work attitudes as cognitive structures.**

The third part of the model, work moods, "captures" how people feel at work and while they are performing their duties. They are related to specific events and of the three constructs, they are the most susceptible to change.

Super's (1953) Life-Span, Life-Space theory examines the influence of work values on people's career choices and career development. The life-span includes five stages - growth – autonomy and self-esteem; exploration (at this stage the career path is chosen); establishment (building the necessary skills); maintenance (maintaining the skills and knowledge needed for the position); disengagement (reduction of efforts in the service and leaving). The cycle can resume with each career change.

The Super life-space is divided into eight life roles - child, student, leisurite, citizen, worker, homemaker, spouse, and parent. It is determined by the roles played by a person. In turn, the interaction between the different roles (positively and/or negatively) influences the choice of career path.

In his theory, Super used work values as an evaluative imperative that has an impact on an individual's career development. On the one hand, work values have different intensities of impact at different stages of the life cycle. On the other hand, they help resolve conflicts between different life roles.

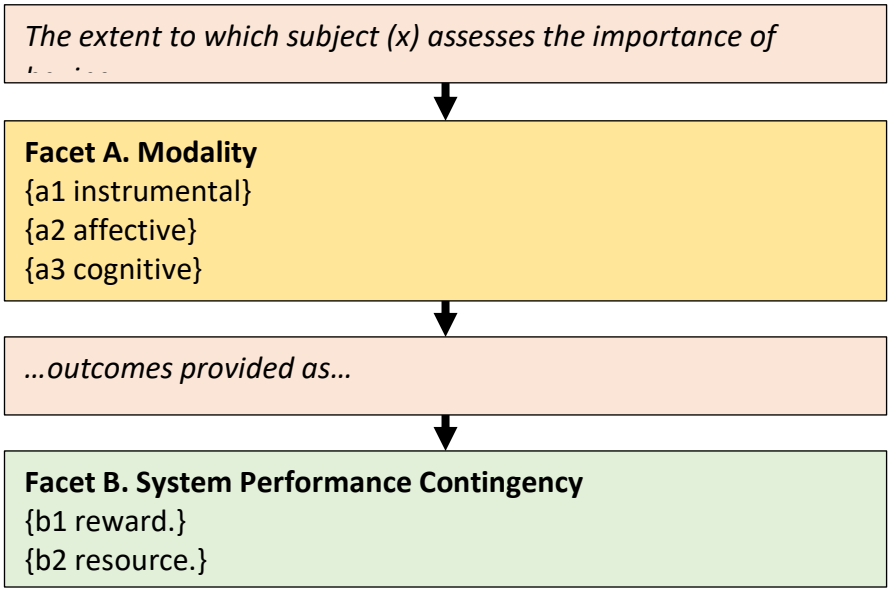
One of the most popular theories with an emphasis on work values is Rene Dawis & Lloyd Lofquist's (1984) Theory of Work Adjustment. The authors examined the correspondence between personality and environment to explain

how personal characteristics fit into the requirements of the environment, as well as the relationship between the two. In a company context, they used employees' work values to compare with organizational values, thus revealing areas of compliance and conflict.

Duane Brown's holistic theory (1996) adhered to Super's thesis of personal roles, but at the same time used the three-element structure of values (cognitive, affective, and behavioural elements) to assess the interaction between roles. According to Brown, individuals choose their career development according to their values and the assumption that they will be able to satisfy them in their professional realization. The author discussed the key importance of the role of "worker", as well as the realization of work values, for the overall satisfaction of the individual.

Elizur et al. (1991) applied a two-faceted approach (see item 2.4) to work values as well (see **Figure 3.2**). Facet A is called "modality of the outcome". The outcome is perceived as the final effect of the realization of a certain work value. It can be of a material (or instrumental) nature - pay, working hours, working conditions, etc.; affective - focused on interpersonal relationships; cognitive - including interest, achievement, responsibility, independence. The material results are specific and tangible. They have an external manifestation rather than the other two modalities, which are internal to the individual by nature.

Figure 3.2
Elizur's Two-faceted Theory of Work Values



Source: The Structure of Work Values: A Cross Cultural Comparison by Elizur, I. Borg, R. Hunt, & M. Beck, 1991, Journal of Organizational Behaviour, 12(1), 21-38.

Facet B examines the system performance requirements set by the organization. They can be an aspect in the consideration of each of the three modalities in facet A. Organizations provide certain stimulating conditions that do not depend on the result of the work. These can be a favourable working environment, additional health insurance, insurance, subsidized meals, transport to the workplace, etc. Elizur et al. (1991) defined them as resources that are provided by the organization as a prerequisite for the performance of work duties. Other conditions determined by the organization are related to the level of performance of work duties. Such are, for example, payment, recognition, achievement, status in the company. For this group of conditions, the term "rewards" was used – they are linked to the result of the efforts made by the employees.

The combination between the two facets allows an in-depth analysis of work values, the multifaceted nature of which is considered in two sections. One part of the instrumental, affective and cognitive work values can be perceived as resources for achieving the goals, and another - as rewards for work performance.

The theories in the next part of the paragraph make an attempt to classify work values, applying a structural approach to their consideration.

Philip Manhardt (1972) derived three dimensions of work values - comfort and security, competence and growth, status and independence. He assessed the importance of 25 work characteristics and found that 21 of them formed three distinct categories. Comfort and security include elements such as comfortable working conditions, job security and a regular routine in time and place of work. The competence and growth section includes values such as intellectually stimulating work, encouraging continued development of knowledge and skills and a feeling of accomplishment. Among the components of the status and independence group are opportunity to earn a high income, supervising others and working on problems of central importance to the organization.

Ros, Schwartz, and Surkiss (1999) adapted Schwartz's theory of values to work values. They examined four types of work values and derived their counterparts from Schwartz's general typology:

1) Intrinsic values – they are related to the value of the highest order "openness to change" and include the pursuit of autonomy, interest, development and creativity in work.
2) Extrinsic values – they are related to the value of the highest order "conservation" and include job security and pay.
3) Social (interpersonal) values – they are related to the value of the highest order "self-transcendence" and include positive social relations and contribution to society.
4) Prestige work values – they are related to the value of the highest order "self-enhancement" and include power, influence, achievement.

While the first three groups are widely studied and substantiated in the literature, the fourth is a contribution by the authors.

Rogene Buchholz (1977) derived three groups of work values:

1) Collective values - refer to honesty, participation, and the role of the individual in the group.
2) Humanistic values - individual development is more important than the product that is created.
3) Protestant ethics - contains values of independence, individualism, hard work and material reward.

The last paragraph has presented a variety of views on work values. These theories are used as a starting point in many studies, which we will discuss in the next paragraph.

3.3 Typology of Research on Work Values

There is a huge variety of research on work values. These studies can be grouped according to different classifications. We will adhere to the classification adopted by Sagie, Elizur, and Meni Koslowsky (1996), which divided structure studies, correlation studies, and cross-cultural studies[13]. It should be noted that in correlation studies the authors do not distinguish between work values as a dependent and as an independent variable. Dependencies of another type have also been studied. For this reason, we will expand the second category to use the name "relations research".

Studies of the Structure of Work Values

Underhill (1967) and Leonard Goodwin (1969) explored sets of values at work among different students.

Seth Arsenian (1943) and Philip Jacob (1976) studied for a long time the changes in the hierarchy of values again among students.

In her dissertation, Melanie Leuty (2010) explored both the content of work values and their relationship to other constructs.

[13] The main advantage of this classification is that it is based on the subject and not on the object of study.

Guttman (1968) used multidimensional scaling to establish the structure of work values.

A number of authors (Frederick Herzberg, 1966; Stephen Wollack, James Goodale, Jan Wijting and Patricia Smith, 1971) concluded that the structure of work values consisted of two groups - internal and external.

In a series of his studies, Elizur (1984, 1994, et al., 1991) derived the two-faceted structure of work values.

John Schulenberg, Fred Vondracek and John Nesselroade (1988) also tried to establish what the model of the structure of work values is.

In his work "Values of Enrichment", Davidkov (2010) analysed the structure of work values in the context of entrepreneurial activity.

Monica Johnson (2001) identified four types of work values (internal, external, altruistic, and social) and measured how they changed over time.

Adrian Furnham and colleagues (1999) attempted to group work values according to Herzberg and colleagues' two-factor theory of motivation (1959).

Research on Relations of Work Values

Dawis (2002) found in his study that work values could be used to predict job satisfaction and employee retention.

Leuty and Jo-Ida Hansen (2013) explored the relationship between work values, interests, personality and personal values.

John Darley and Theda Hagenah (1955) studied in depth the relationship between work values and professional orientation. This interaction has been studied also by Super (1962), John Kinnane and Antanas Suziedelis (1962), Berings et al. (2004), Patrick Rottinghaus and Donald Zytowski (2006), Thomas Smith and Cynthia Campbell (2009).

Furnham et al. (1999) explored the relationship between personality and work values. They tried to identify the influence of personality type on perceived

work values. This topic was also the subject of research in the work of Berings et al. (2004), as well as in subsequent studies by Furnham et al. (2002, 2005).

Kinnane and Gaubinger (1963) tried to find the connection between work values and personal values. The same topic was studied by Elizur and Sagie (1999), Roe and Ester (1999), Ros, Schwartz and Surkiss (1999).

Lofquist and Dawis (1971) and James Rounds (1990) established a factorial relationship between work values and workplace needs.

Lauren Keller et al. (1992) investigated the genetic predisposition of work values.

David Cherrington, Spencer Conde, and J. Lynn England (1979) investigated possible relationships between demographic characteristics and work values. Elizur (1994), Furnham (1984), Richard Lynn (1993), Marianne Tait, Margaret Padgett and Timothy Baldwin (1989) thoroughly studied the influence of gender on work values.

Authors such as Michael Homola, Dean Knudsen, and Harvey Marshal (1987), Furnham (1990), Arthur Brief, and Ramon Aldag (1994) analysed the relationships between work values and work ethic with an emphasis on religious values.

The link between work values and the need for achievement was central to the research of Elizur (1984), Elizur et al. (1991), Timothy Judge and Robert Bretz (1992), Keller et al. (1992), Edgar Krau (1989), Tony Cassidy and Richard Lynn (1989).

A number of authors linked motivation with work values. Among them were Herzberg, Mausner and Snyderman (1959), Feather (1982), Super (1962), Allport, Vernon and Lindsey (1951), French and Kahn (1962), Elizur and Samuel Shye (1992).

Joseph Putti, Samuel Aryee, and Tan Liang (1989), Aryeh Kidron (1978), Koslowsky, and Elizur (1990) examined the impact of work values on organizational commitment.

The topic of fit between values is covered in many studies. Judge and Bretz (1992) found that people prefer work that best meets their work values. Cheryl Adkins, Craig Russel and James Werbel (1994) investigated the use in the selection process of the correspondence between the work values of job applicants and selection specialists. David Bowen, Gerald Ledford, and Barry Nathan (1991) pointed to the importance of the relationship between an individual's work values and the values of the organization. Meglino, Ravlin and Cheryl Adkins (1989) substantiated the relationship between employee satisfaction and the fit between their work values and those of their supervisors.

Sagie (1993) developed a model for establishing the relationship between norms in the organization, work values and employee behaviour.

The relationship between work values and employee performance was the focus of research by authors such as Becker and McKlintock (1967), John Hunter and Ronda Hunter (1984), Meglino et al. (1989), John Sheridan (1992), Zur Shapira and Terri Griffith (1990), Zehava Rosenblatt and Ayalla Ruvio (1996), Nord, Brief, Atieh and Doherty (1988).

Davidkov (2010) analysed the internal relationships between work goals and their core values. He explored in depth the impact of work values on entrepreneurial success.

Cross-cultural Studies of Work Values

Hofstede co-authored with colleagues (1998, 2002) using his tools to study cultural influences on work values. Hofstede's dimensions in the study of work values have also been used by Carolyn Mueller et al. (2004). Sarla Murgai (1999) explored cultural differences in job orientation among students from four countries. Other significant studies in this direction had S. Antonio Ruiz-

Quintanilla and George England (1996), Jan Selmer and Corinna De Leon (1996), Uichol Kim, Triandis, Cigdem Kagitcibasi, Sang-Chin Choi and Gene Yoon (1994).

Hofstede's research has been replicated nationally by many researchers, including Joginder Singh (1990), Bilha Mannheim (1993), Pine and Abraham Ray Pizam (1998), Long Lim (2001), Smith et al. (2002), Willem Arrindell et al. (2004), Maaja Vadi and Riin Meri (2005), Vasileva et al. (1998), Paspalanova (1999), Davidkov (2002), Hayganush Silgidzhiyan et al. (2007). Several authors used this methodology to study youth work values in different cultures - Stephen Bluen and Julian Barling (1983), John Bathurst and Raymond Moody (2002), Marjaana Gunkel and colleagues (2007). Karabelyova et al. (2010) compared the value preferences and culturally accepted work practices of students from Bulgaria, Hawaii (USA) and New Zealand.

A large-scale study based on an author's model of cultural dimensions was conducted by Trompenaars and Hampden-Turner (2004). This topic in relation to Bulgaria was developed by Mirena Patseva and Mitko Momov (1998) and Paspalanova (1999).

Furnham et al. (2005) undertook an intercultural study of the relationship between the Big Five personality traits[14] and work values.

The diversity of research on work values is a clear indicator of the scientific interest in them, which dates back to the 50s of the twentieth century and has continued to this day. The structure of work values, their interaction with other constructs and the influence of cultural specifics - at individual, organizational and national levels are considered. However, there are relatively few studies of the relationship between work values and attitudes towards human resource management activities - we have found some links with satisfaction, motivation, retention, productivity, etc. Of interest to us is precisely the impact of the

[14] The theory of the five-factor model of personality was developed in the 1960s by two independent research teams and includes extraversion, cooperation, awareness, neuroticism, openness to new experiences.

employee's work values system on his/her attitudes towards the HRM activities in an organization.

CHAPTER 4
THE RELATION BETWEEN WORK VALUES AND HRM ACTIVITIES

4.1 Human Resources Management Functions and Activities

Human resource management is crucial for the successful development of organizations. The evolution of HRM concepts has gone through many stages: pre-industrial period, industrial period, bureaucratic period, post-industrial period, human resources as social capital (Koev et al., 2010). Over the years, both the content of HRM and its functions in the organization have developed. HRM is currently seen as a strategic partner of management, which assigns it a leading role in the organization. This requires an in-depth look at the main functions and activities of HRM.

Katya Vladimirova (2006: p. 70) defined the HRM functions as "performance, performing something through which the object manifests its internal properties and purpose", and HRM activities as "what one or another HRM function actually performs". She distinguished between managerial functions and activities and operational functions and activities (see **Table 4.1**).

Table 4.1
HRM Functions and Activities

Operational Functions and Activities	**Managerial Functions and Activities**			
	Planning	**Organizing**	**Leading**	**Controlling**
	. strategies . policies . analyses and forecasts . plans	. work analysis . work design . labour norms and standards . working conditions	. motivation . integration . attraction . communications	. implementation of personnel strategy and policy . compliance with legislation

Operational Functions and Activities	Managerial Functions and Activities			
	Planning	**Organizing**	**Leading**	**Controlling**
Determining the demand and supply of labour - identification of HR needs - determining the labour supply in the organization - building balance				
Formation of the system of human resources in the organization - sourcing - selection - hiring				
Development of human resources in the organization - induction of new hires - training - career development				
Performance appraisal - analyses and strategies for work productivity - performance assessment				
Remuneration - building pay systems - building incentive systems				
Labour relations - individual - group				

Source: Upravlenie na choveshkite resursi [Human resources management] by K. Vladimirova, 2006, Sofia: Univ. izd. Stopanstvo.

According to Vladimirova, managerial functions are planning, organizing, leading, and controlling; and the operational ones - determination of the supply and demand, formation of the HR system, HR development, performance appraisal, remuneration, labour relations. Each of the operational functions is performed through the implementation of the four main managerial functions. All of them are carried out jointly by the leaders in the organization and the HRM

specialists. Each function, in turn, manifests itself practically through a certain activity.

The same approach was used by V S P Rao (2010), who, however, had a different view of the operational functions, which were grouped into another set of categories (see **Table 4.2**). Instead of allocating the new functions that emerged before the 21st century to the already established classifications, he brought them together in a group of "emerging issues".

Table 4.2

HRM Functions

Managerial Functions	Operative Functions					
	Procurement	**Development**	**Motivation and Compensation**	**Maintenance**	**Integration**	**Emerging Issues**
-- Planning	Job analysis HR planning	Training Executive development	Job design Work scheduling	Health Safety	Grievances Discipline	- Personnel records - Personnel audit
-- Organizing	Recruitment Selection	Career planning Succession planning	Motivation Job evaluation	Welfare Social security	Teams and teamwork Collective bargaining	- Personnel research - HR accounting
-- Directing	Placement Induction	Human resources development strategies	Performance and potential appraisal		Participation Empowerment Trade unions	- HRIS - Job stress - Counselling - Mentoring
-- Controlling	Internal mobility		Compensation administration Incentives, benefits and services		Employers' associations Industrial relations	- International HRM

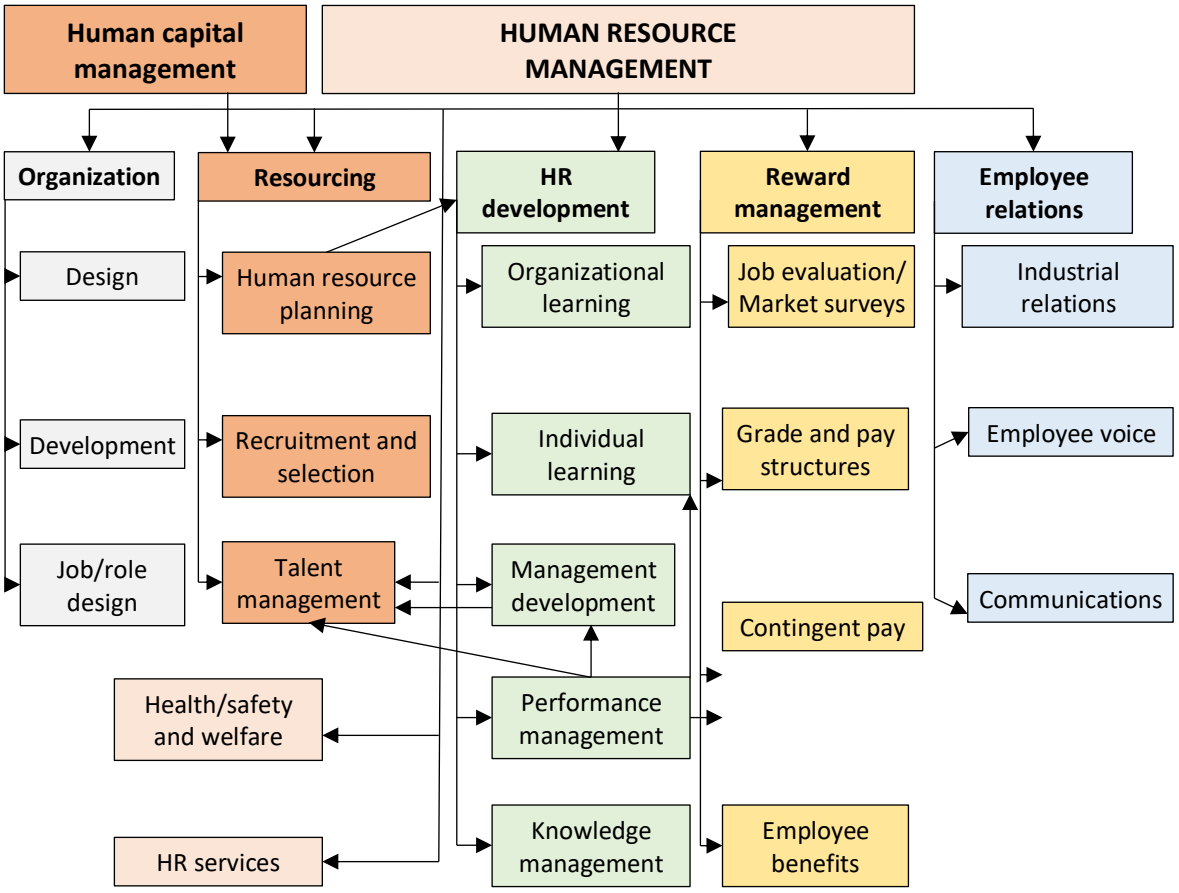
Source: Human Resource Management by Rao, 2010, New Delhi: V S P RAO.

Michael Armstrong (2006) presented a human resource management cycle adapted from Fombrun et al. (1984), which included the functions of selection, appraisal (performance management), rewards and development. The four functions are implemented through the following set of HRM activities (see **Figure 4.1**):

- Organizational activities - include organizational design, job design (role assignment), organizational development.

- Relationship establishment and maintenance activities for employment - include creating a climate of trust, developing a positive psychological contract with employees, achieving empathy.
- Human resource provision activities - include human resource planning, recruitment and selection.
- Performance management - getting results from the organization, teams, departments and employees (as individuals).
- Activities for the development of human resources - include providing conditions for continuous learning and training of employees, providing conditions for the development of managers, career management.
- Remuneration management - include job evaluation, salary, non-monetary rewards, etc.
- Activities for establishing and maintaining relations with employees - formal and informal relations with trade unions, involvement of employees in decision-making, communications.
- Activities for providing healthy working conditions and safety - include the development and administration of various programs.
- Administrative activities (human resources management services) - appointments, transfers, disciplinary procedures, computer programs for human resources management.

Figure 4.1
HRM Activities



Source: A Handbook of Human Resource Management Practice by Armstrong, 2006, London: Kogan Page Publishing.

Like Armstrong Margaret Foot, Caroline Hook and Andrew Jenkins (2016) offered a more detailed list of HRM activities - recruitment and selection; learning, training and talent development; human resource planning; procurement; provision of fair treatment; provision of equal opportunities; managing diversity; motivating workers to achieve improved performance; employee counselling; talent management; employee wellbeing; payment and reward of employees; health and safety; disciplining individuals; dealing with grievances; dismissal; redundancy; negotiation; encouraging involvement and engagement; adding value; ethics and corporate responsibility; knowledge management; change management; managing cross-cultural issues or international HRM.

The US Human Resources Management Association offered one of the most popular classifications of HRM functions and activities (see **Table 4.3**). It includes 6 functions and 18 activities.

Table 4.3

HRM Functions and Activities according to SHRM

Main Functions	Activities
1. HR planning, recruitment, and selection	1. Management of work analyses and activities for establishing requirements for the candidates. 2. Forecasting the requirements for human resources according to the needs of the organization. 3. Development and implementation of a plan to meet these requirements. 4. Recruitment of human resources to meet the needs of the organization. 5. Selection and hiring of human resources to fill in specific positions in the organization.
2. HR development	1. Orientation and training of workers. 2. Design and implement management of these activities and programs. 3. Building effective teams in the organization. 4. Design systems for evaluating the performance of employees. 5. Assisting employees in preparing development plans.
3. Compensation and rewards	1. Design and implementation of compensation and reward systems for all employees. 2. Verification of the reliability and integrity of these systems.
4. Labour relations	1. Serving as mediators between the organization and the unions. 2. Design of a discipline management system in the organization.
5. Health and safety	1. Design and implementation of a system for ensuring the health and safety of employees in the organization. 2. Support for personal problems.
6. HRM development	1. Creation and maintenance of HRM foundation. 2. Design and implementation of a communication system in the organization.

Source: cited from Upravlenie na choveshkite resursi [Human resources management] by Y. Koev, A. Apostolov, A. Dimova-Yordanova, et al., 2017, Varna: Univ. izd. Nauka i ikonomika.

Nick Wilton (2010) summarizes five key categories of HRM activities:

1) Resourcing - includes planning, recruitment, selection, induction, talent management, succession planning, ending the employment contract.
2) Performance - management by goals and performance evaluation.

3) Reward - reward systems with financial and non-financial incentives, pay structure, benefits, incentives, pensions.
4) Learning and development - identification of needs, development, implementation and evaluation of learning and development programs.
5) Employment relations - allowing sharing personal opinions, communicate with employees, involve them in decision-making, relationships with unions, care for the health and well-being of employees, handling grievance and monitoring discipline.

James Donnelly, James Gibson, and John Ivancevich (1997) had a simpler view, limiting HRM activity groups to staffing, pay, labour relations, training, and development, and additional benefits. What is specific about them is that they separate the additional benefits and incentives from the remuneration.

Dimitar Shopov and Margarita Atanasova (2009) distinguished six main HRM activities - training and human resources development; performance appraisal; salary and social benefits; ensuring safe and healthy working conditions; ensuring equal opportunities. A new moment is the inclusion of equal opportunities. A detailed examination of these categories is made in three components: strategic; providing advice and consultations; administrative service of the processes.

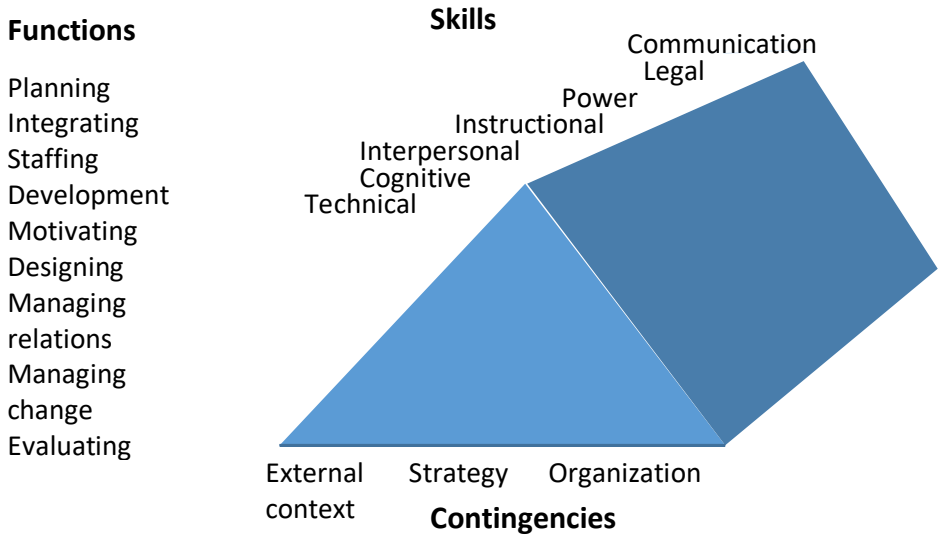
Raymond Noe et al. (2014) used a different approach by classifying HRM activities into the following three groups:

1) Transactional - management of benefits; documentation; employee service.
2) Traditional - recruitment and selection; training; performance management; rewards; staff relations.
3) Transformational - knowledge management; cultural change; strategic reorientation and renewal; management development.

The transactional activities include the daily administrative HRM tasks. They have low added value for the organization but incur high costs. Traditional activities cover the typical division applied in most HRM models. Transformational activities create high added value and improve the organization's ability to adapt to the environment in the longer term.

John Bratton and Jeff Gold (2017) proposed a model of HRM functions in which they demonstrate the relationship with environmental conditions and desired employee skills (see **Figure 4.2**). They base their model on Squires' (2001) concept of HRM functions.

Figure 4.2
HRM Functions, Contingencies and Skills



Source: Human Resource Management by Bratton & Gold, 2017, London: Palgrave Macmillan.

In the context of this study, we will focus on human resource management activities that find real expression in the day-to-day operation of the organization and directly affect its employees. From the presented classifications we will derive the activities of the operational HRM functions. We use as a starting point the functions offered by SHRM, to which we make some modifications and additions. A detailed presentation of the activities is made in **Table 4.4**.

Table 4.4

Systemized HRM Functions and Activities

Main functions	Activities
1. HR planning, recruitment, and selection	1. Job analysis. 2. Needs assessment. 3. Recruitment of human resources to meet the needs of the organization. 4. Selection of candidates. 5. Hiring and appointing human resources to fill in specific positions in the organization. 6. Realization of internal mobility.
2. HR development	1. Induction of new hires. 2. Building effective teams in the organization. 3. Employee training. 4. Assisting employees in preparing development plans. 5. Succession planning.
3. Performance management	1. Design performance appraisal systems. 2. Analyses and strategies for labour productivity. 3. Assessment of performance and potential.
4. Compensation and rewards	1. Design and implementation of reward systems. 2. Building systems for employee incentives.
5. Labour relations	1. Serving as a mediator between the organization and the unions. 2. Design of a discipline management system in the organization. 3. Response to grievances. 4. Building a good working climate and achieving empathy. 5. Empowering employees. 6. Providing and asking for feedback. 7. Building satisfaction and motivation.
6. Health and safety	1. Design and implementation of a system for ensuring the health and safety of employees in the organization. 2. Support for personal problems.
7. HRM development	1. Creation and maintenance of HRM foundation. 2. Design and implementation of an HRM information system. 3. Talent management. 4. Implementing internal marketing. 5. Use of competency models. 6. Knowledge management.

In the proposed classification, we extend the SHRM model with "performance management" as an essential element of operational human resource management. The category "HRM development" includes some of the

emerging topics such as human resource information systems[15], talent management[16], the application of internal marketing[17], the use of competency models[18] and knowledge management[19].

4.2 Theoretical Model of the Relation "Work Values - Attitudes towards Human Resources Management Activities"

The previous chapters address the issue of the nature of the relationship between work values and attitudes towards HRM activities. The theoretical overview of this problem clarified the concepts of values, work values, attitudes, behaviour, HRM activities. The differences between values and attitudes were explained and the influence of values in the formation of attitudes was justified, as well as their impact on behaviour. Attitudes are a major factor in all behavioural patterns. Basic theories of work values were considered, as well as various aspects of their study. Many of them are focused on the relationship with different personal characteristics. We observe a complex mechanism of activating different values from the available situational factors and behavioural impact by modelling attitudes, forming a motivational component, and assigning valence to objects, behaviours, and situations. The human resources management activities are presented as the practical manifestation of the HRM functions.

In the work environment, we are mainly interested in the work values of employees and their impact on attitudes to different work situations and work

[15] Michael Kavanagh, Mohan Thite and Richard Johnson (2015: p. 17) defined the HRIS as "a system used to acquire, store, manipulate, analyse, retrieve, and distribute information regarding an organization's human resources to support HRM and managerial decisions."

[16] The CIPD (Chartered Institute of Personnel and Development, https://www.cipd.co.uk) defined talent management as "the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation. This may be through their high potential or because they fulfil critical roles." It is a new paradigm for human resource management that requires changes in all other HRM functions.

[17] Pervaiz Ahmed and Mohammed Rafiq (2002: p. 10) viewed internal marketing as "a planned effort using a marketing-like approach directed at motivating employees, for implementing and integrating organizational strategies towards customer orientation."

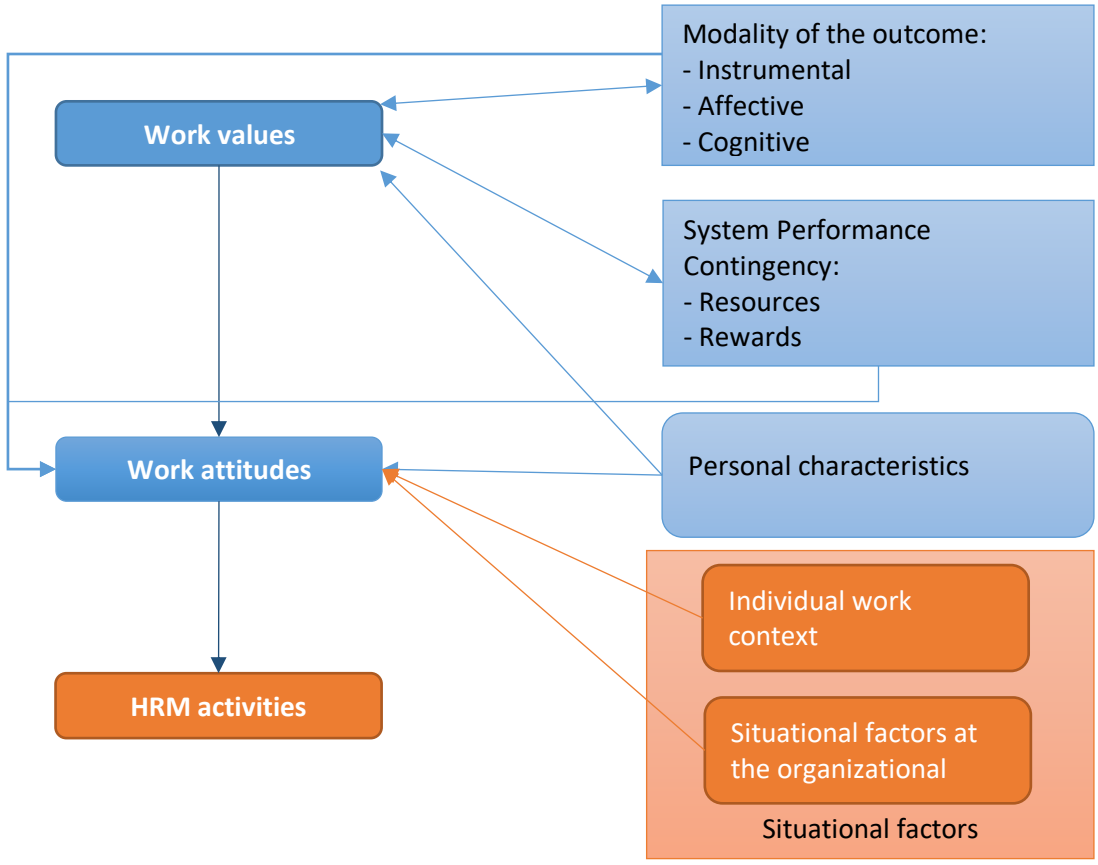
[18] A set of competencies organized in a common matrix in a way that meets the needs of a specific organization, describing all competencies and their distribution according to certain criteria.

[19] Laurie Bassi (1998) defined knowledge management as the process of creating, acquiring, and using knowledge to improve an organization's performance.

behaviour. Human resource management is realized through a variety of activities. It is they who set the situations that employees face during the work process and direct to certain expected behaviour that will satisfy the goals of the organization. Therefore, we place the main emphasis on the work attitudes that are formed towards the various HRM activities. The results of the theoretical analysis provide an opportunity to develop a theoretical model of the relation "work values - attitudes towards HRM activities" (see **Figure 4.3**).

Figure 4.3

Theoretical Model of the Relation "Work Values - Attitudes towards Human Resources Management Activities"



The model presents the main elements of the study and the relationships between them. Work values are described through the two facets: modality and system performance contingency (elements of Elizur's two-faceted theory of work values). Personal characteristics have an impact on the formation of work values and attitudes. We commented on the connection between them in item 1.2. Attitudes refer to a specific object/situation and include an emotional

connection with the object. This interaction is modelled by situational factors, which we divide into two categories: the individual work context and situational factors at the organizational level. The formed attitudes determine the assessment of the human resources management activities and from there create a predisposition to a certain type of employee behaviour.

In the next chapter, we will focus on the search for the appropriate methodology for the study of work values, through which we can test the presented model.

CHAPTER 5
WORK VALUES RESEARCH METHODS

5.1 Methods Used by Furnham (1984)

Furnham (1984) applied in his study five methodologies for measuring work values:

1) Beliefs about work scale (Buchholz, 1977)

It includes five categories of values:

- Work ethic - the belief that work is a good thing, gives dignity to the individual and that success is the result of personal effort.
- Organizational belief system - the view that work only makes sense if it affects the organization and contributes to the employee's job position.
- Marxist-relate beliefs - the opinion that work is fundamental to the realization of the individual, but in the context of the current reality reflects the exploitation of labour and alienation from the labour process.
- Humanistic belief system- the view that individual development is more important than the result of work.
- Leisure ethic - the view that work is simply a means of providing more opportunities for leisure.

The total number of elements in the methodology is 45, and the rating scale is 5-degree agreement/disagreement. We believe that the methodology is aggravated and does not adhere to the theoretical concept of work values, which we adopted in Chapter 4.

2) Work involvement (Warr, et al. 1979)

This is a short methodology with six elements, evaluated on a seven-point scale. It tests how involved the employee feels in the work. However, employee engagement is not the focus of our study.

3) Protestant work ethic (Mirels and Garrett, 1971)

The methodology contains 19 elements for assessing Protestant work ethic using a seven-point scale. Stephen Wollack et al. (1971) also developed a methodology for its study. They use six dimensions of Protestant ethics, presented with 67 statements.

4) Conservative beliefs (Wilson and Patterson, 1968)

This methodology includes 50 elements that are evaluated on a simplified scale with yes/no / I cannot judge. It is used to measure conservatism and includes elements such as religious fundamentalism, right-wing politics, intolerance of minorities, anti-hedonism and more. The methodology demonstrates a high degree of reliability, but it is not directly linked to work values.

5) Anomie scale (Srole, 1956)

The methodology contains five statements, tested with a five-point scale. It has satisfactory psychometric characteristics and is widely used in sociology and psychology, but also does not correspond to the concept of work values that we apply in the present study.

The last three methodologies also do not fall within the developed theoretical model of work values.

5.2 ALLBUS Baseline Study, Adapted by Ingwer Borg and Michael Braun (1996)

The methodology contains 13 elements for assessing work values, which Borg and Braun grouped according to the type of needs using Alderfer's E-R-G theory[20] and Herzberg's two-factor theory and the dependence on the employee's performance. A seven-point scale from "very important" to "not important" was used. The elements are presented in **Table 5.1**.

[20] Clayton Alderfer presented needs at three levels: 1) Existence, 2) Relatedness and 3) Growth.

Table 5.1

Work Value Items Used in ALLBUS, Adapted by Borg and Braun

Item	E-R-G/ H-S[21]	Performance-dep.
1. Secure position	E/H	Yes
2. High pay	E/H	Yes
3. Good chances for advancement	G	Yes
4. Job that is recognized and esteemed	R	Yes
5. Job that leaves much spare time	E/S	No
6. Interesting work	G	No
7. Independent work	G	No
8. Work that requires much responsibility	R	No
9. Much contact with other people	R	No
10. Job where one can help others	R	No
11. Job useful to society	R	No
12. Job that is sensible and meaningful	R	No
13. Safe and healthy working conditions	E/H	No

Source: Work Values in East and West Germany: Different Weights, but Identical Structures by Borg & Braun, 1996, Journal of Organizational Behaviour, 17, 541-555.

Linking the methodology with motivational theories is its merit, but we do not believe that it can be included in the subject of our study.

5.3 Mantech's Works Values Questionnaire (Adapted by Furnham, K. V. Petrides, Ioannis Tsaousis, Konstantinos Pappas and Debi Garrod, 2005)

The questionnaire is based on Mantech's methodology for assessing work values and contains 37 statements about work (the original number of statements from Mantech was 24). The respondents use a six-point scale (from 'not important' to 'extremely important') to assess the extent to which each of these elements makes them feel good at work. The full list of statements is presented in **Table 5.2**.

[21] Hygiene factors are indicated by "h" and motivating factors by "s".

Table 5.2

Work Value Items Adapted by Furnham et al.

Items
1. Achievement (personal success) at work
2. Advancement and chances for promotion
3. Autonomy and personal freedom
4. Benefits (vacation, sick leave, pensions, insurance)
5. Chance to use your skills and abilities
6. Company image (to be employed by a company for which you are proud to work)
7. Clarity of your work goals and targets
8. Contribution to society
9. Esteem (sense that you are valued as colleague or worker)
10. Fairness (people being equitably paid for performance compared to others)
11. Fatigue avoidance (not being overworked to exhaustion)
12. Feedback (regular) concerning the results of your work
13. Flexible benefits (being paid in various ways to suit you, e.g., car, life insurance, and childcare vouchers)
14. Human resources backup (being helped with selection and appraisal)
15. Independence in work style
16. Influence within the organization as a whole
17. Influence in the work group/team
18. Job interest (to do work which is personally very interesting to you)
19. Job security (as permanent a job as possible)
20. Job status (to have a job others recognize as very high status)
21. Harmony (among all groups in your organization)
22. Managerial respect: Being respected for your skills and input
23. Opportunity for personal growth and development
24. Opportunity to meet people and interact with them
25. Participation in decision making
26. Pay (a high competitive salary by performance related systems or rapid promotion)
27. Physically safe conditions at work
28. Recognition for doing a good job
29. Relationships with work colleagues
30. Relationships with subordinates
31. Resources (being provided with all necessary and up-to-date equipment)
32. Responsibility (being encouraged to take responsibility for work outcome)
33. Supervisor (a fair and considerate boss)
34. Training opportunities (regular, relevant opportunities to attend useful training courses)
35. Trust (being trusted by all people you work with)
36. Use of ability and knowledge in your work
37. Work conditions (comfortable, clean, modem)

Source: A crosscultural investigation into the relationships between personality traits and work values by Furnham, Petrides, Tsaousis, et al., 2005, Journal of Psychology, 139, 5-32.

We believe that the questionnaire is aggravated by too many elements, the wording of which needs to be clarified.

5.4 Manhardt Work Values Questionnaire (1974)

Manhardt developed a methodology for identifying differences in career interests between men and women. It includes 25 elements grouped in three dimensions: comfort and security, competence and development, status and independence (see **Table 5.3**). A five-point scale is used to assess the importance of these elements for the individual (from "not important" to "very important").

Table 5.3

Manhardt Work Value Items

Items
How important is it to you to have a job which:
Competence and Growth
1. requires originality and creativeness.
2. encourages continued development of knowledge and skills.
3. satisfies your cultural and aesthetic interests.
4. is intellectually stimulating.
5. permits you to develop your own methods of doing the work.
6. provides change and variety in duties and activities.
7. provides a feeling of accomplishment.
8. permits working independently.
9. involves working with congenial associates.
10. makes use of your specific educational background.
Comfort and Security
11. has clear cut rules and procedures to follow.
12. provides comfortable working conditions.
13. permits you to work for superiors you admire and respect.
14. provides job security.
15. permits a regular routine in time and place of work.
16. rewards good performance with recognition.
17. provides ample leisure time off the job.
Status and Independence
18. requires working on problems of central importance to the organization.
19. gives you the responsibility for taking risks.
20. permits advancement to high administrative responsibility.
21. provides the opportunity to earn a high income.
22. requires supervising others.
23. is respected by other people.

Items
How important is it to you to have a job which:
24. requires meeting and speaking with many other people.
25. makes a social contribution by the work you do.

Source: Job orientation of male and female college graduates in business by Manhardt, 1972, Personnel Psychology, 25: 361-368 and Examination of the combined effects of work values and early work experiences on organizational commitment by J. Meyer, P. Irving & N. Allen, 1998, Journal Of Organizational Behaviour, 19(1), 29-52.

The work values derived by Manhardt are clearly articulated. They form recognizable categories and allow aggregate analysis. Their reliability varies from 0.63 to 0.80 (Dail Fields, 2013). The scale does not have many replications.

5.5 Super's Work Values Inventory–Revised (SWVI-R) Carrie Robinson and Nancy Betz (2008)

Robinson and Betz (2008) make their revision of Super's valuation methodology. They used 12 scales of 6 elements each (sample elements of the scales are presented in **Table 5.4**). The authors used the five-point scale of Super (from 1 - "Not important at all. Not a factor in my job selection"; to 5 - " Crucial. I would not consider a job without it").

Table 5.4

Items for the Evaluation of Work Values according to Robinson and Betz

Work Values Scale	Sample Item	Coefficient Alpha
Achievement	Achieve a feeling of success from a job well done	0,84
Coworkers	Have good interactions with fellow workers	0,85
Creativity	Can try out new ideas	0,87
Income	Receive pay raises that keep me ahead of the cost of living	0,88
Independence	Can make decisions on my own	0,72
Lifestyle	Have time enough for leisure activities	0,83
Mental Challenge	Always have new problems to solve	0,80
Prestige	Know that others think my work is important	0,81
Security	Know that my position will last	0,86
Supervision	Have a boss who treats me well	0,87
Variety	Do many different things to get my work done	0,83
Work Environment	Work in a good place (clean, warm, well lit, etc.)	0,80

Source: A Psychometric Evaluation of Super's Work Values Inventory—Revised by Robinson & Betz, 2008, Journal of Career Assessment, 16(4), pp.456-473.

The elements in this methodology have a high degree of reliability. The disadvantage is their large number - 72 statements for evaluation of work values.

5.6 Work Values Questionnaire (Elizur, 1994)

Elizur developed a 24-item questionnaire to study work values. He divided values according to their modality (see Elizur's theory of work values in item 3.2). The elements in the Elizur's questionnaire are presented in **Table 5.5**. It uses a nine-point scale for their evaluation (from 0 - "not important" to 7 - "of supreme importance" and a neutral position -1 "does not apply to me").

Table 5.5
Elizur Work Values

Work Value Items
Affective values
Co-workers (fellow workers who are pleasant and agreeable)
Esteem (that you are valuable as a person)
Opportunity to meet people and interact with them
Recognition for doing a good job
Supervisor (a fair and considerate boss)
Cognitive values
Achievement in work
Advancement (chances for promotion)
Company (be employed by company for which you are proud to work)
Contribution to society
Feedback (concerning the results of your work)
Independence (in work)
Influence (in the organization)
Influences in work
Job interest (to do work which is interesting to you)
Job status
Meaningful work
Opportunity for personal growth
Responsibility
Use of ability and knowledge in your work
Instrumental values
Benefits (vacation, sick leave, pension, insurance etc.)
Convenient hours to work
Job security (permanent job)
Pay (the amount of money you receive)

Work Value Items
Work conditions (comfortable and clean)

Source: Gender and work values: A comparative analysis by Elizur, 1994, The Journal of Social Psychology, 134(2), 201-212.

The presented methodology satisfies the element "modality" of the conceptual model of the research. However, the nine-point scale makes its application very difficult.

5.7 Other Instruments

Methodology for Measuring Work Values COPES (Lisa Knapp-Lee, 1996)

The Career Orientation Placement and Evaluation Survey (COPES) is a methodology for assessing work values, which consists of 128 pairs of dichotomous expressions. Respondents are asked to choose the option that best for them ends the sentence "I value activities or jobs in which..." Work values are grouped into 8 general categories, which are also presented in dichotomies:

- Investigative versus accepting- the desire to seek information is examined against the desire for clear instructions and accurate results.
- Practical versus carefree- measures the value of the pursuit of efficiency and the desire not to burden ourselves unnecessarily and to use more of our imagination in the work process.
- Independence versus conformity- the desire for independence, initiative and to work under strict orders and rules to comply with is assessed.
- Leadership versus supportive - reflects the differences between people who want to be prominent leaders and those who are willing to follow others.
- Orderliness versus flexibility - measures the value of a clear order of things and the desire to accept situations as they are without the need to establish a strict order in events.

- Recognition versus privacy - in one part of the scale is valued public declaration and recognition of success, and in the other is the desire for privacy and only personal sharing of success.
- Aesthetic versus realistic - with aesthetics we associate the value of beauty and the artistic, while realism is focused on pragmatism.
- Social versus reserved - examines the desire for active communication with other people versus the desire to keep distance and work independently.

The dichotomous scale of this methodology is not suitable for testing the relations of the theoretical model developed in Chapter 4.

Inventory of Work Preferences (IWP) Dale J. Prediger (2002)

IWP examines preferences for 30 characteristics of the work environment (e.g., extent of physical activity, training time, income, public contact, etc.). The author compared work values with these preferences, but at the same time pointed out some differences. Preferences express what individuals like and values express what they consider important and really want. Prediger applied 16 of the elements in the methodology to measure work values. The disadvantage of this methodology is that it was originally developed to test preferences rather than work values.

Methodology for the Study of Work Values by Stefaan De Clercq (2007)

De Clercq (2007) tested 42 methodologies for the study of values, of which he compiled an author's model of 50 elements, based on Schwartz's theory of work values. The elements are grouped into 11 common work values, which are used to measure the person-organization fit. These values are materialism, power, prestige, relations/benevolence, social commitment, universalism, stimulation/self-direction, conformity, security, hedonism and goal-orientedness/achievement. De Clercq's methodology has many advantages, and its validity and reliability have been carefully tested by the researcher. It is based on one of the main theories of work values. It is extremely suitable for

establishing the value system of employees, but due to the huge number of elements, we believe that it is difficult to apply when testing relations.

Work values inventory (Kyle Swaney et al., 2012)

Swaney et al. developed a tool for measuring work values with 18 elements (see **Table 5.6**). The scale they use is five-point and reflects the importance of each value to the respondent.

Table 5.6

Work Values and Definitions by Swaney et al.

Value	Definition
Authority	Telling people what to do; controlling the behaviour of others
Autonomy	Making my own plans and decisions as I do my work
Compensation	Earning a higher salary or wage than people working in other jobs
Creativity	Creating something new or finding new ways of doing things; original thinking
Flexible hours	Being able to choose the hours I want to work, as long as the work gets done on time
Helping people	Improving the lives of others by activities such as teaching, physically assisting, or mentoring
Influencing others	Convincing or advising people to do things, even though I have no authority over them
Intellectual stimulation	Thinking about difficult concepts and working to solve complex problems
Order	Putting things in order for others; using a system or rules to arrange things
Physical activity	Moving around in my work by walking, bending, lifting, and so on
Precision	Being exact or very accurate in the work I do
Public contact	Interacting with customers (as in sales) or the public (as in police work)
Social status	Being looked up to by others in my company or my community because of my job
Taking risks	Working in settings that involve risk, such as on high places or near vehicular traffic
Using my hands	Using my hands to skilfully control objects, tools, or machines
Variety	Using many different skills to do my work
Working independently	Working separately from coworkers and supervisors for much of the day
Working outdoors	Working outdoors much of the time, being exposed to the weather

Source: Interests, Work Values, and Occupations by Swaney, Allen, Casillas, Hanson & Robbins, 2012, Journal of Career Assessment, 20(4), pp.359-374.

In this methodology we can note the specific formulation of work values. There are no data for other studies using this methodology.

Work values in General Social Surveys (cited from Arne Kalleberg and Peter Marsden, 2013)

The methodology contains five work-related factors that respondents should rank according to their preference: high income; no danger of being fired; working hours are short, lots of free time; chances for advancement; work is important and provides a feeling of accomplishment. The elements are too limited and do not allow an in-depth look at the structure of work values. The methodology assumes only their ranking, which also limits the possibilities for analysis.

***

For the purposes of this research, the methodology should be easy to apply, understandable by the respondent and with a scale that allows testing of relations. For this reason, we focus on the Manhardt methodology, which is closest to the theoretical framework of Elizur, while retaining its applicability for studies of relationships with other factors and thus satisfying the before-mentioned conditions.

CHAPTER 6
A MODEL FOR EMPIRICAL STUDY OF WORK VALUES IN HRM CONTEXT

6.1 Information Sources of the Research

The research of work values in this study is based on different information resources. The theoretical and methodological analysis of the relation "work values - attitudes towards human resources management activities" was carried out using the following literature sources:

- publications in international scientific journals in the field of management, human resources, sociology and psychology: Journal of Management, Academy of Management Journal, Academy of Executive Management, Journal of International Business Studies, Human Relations, International Journal of Human Resource Management, Journal of Organizational Behaviour, American Journal of Sociology, Journal of Occupational and Organizational Psychology, Journal of Personality and Social Psychology, Personnel Psychology, etc .;
- books, including dissertations and monographs, by leading authors in the fields of human resource management, sociology and psychology, as well as textbooks on human resource management, organizational behaviour, sociology, etc.;
- papers presented at scientific conferences;
- encyclopaedias, online resources, etc.

A key source of information for the approbation of the research hypotheses is the empirical study of the relation "work values - attitudes towards the activities of human resources management". It was held in a selected company representing the industry of airport operators, such as:

- company documentation;
- conducted individual in-depth interviews with employees;

- and a survey conducted among the staff.

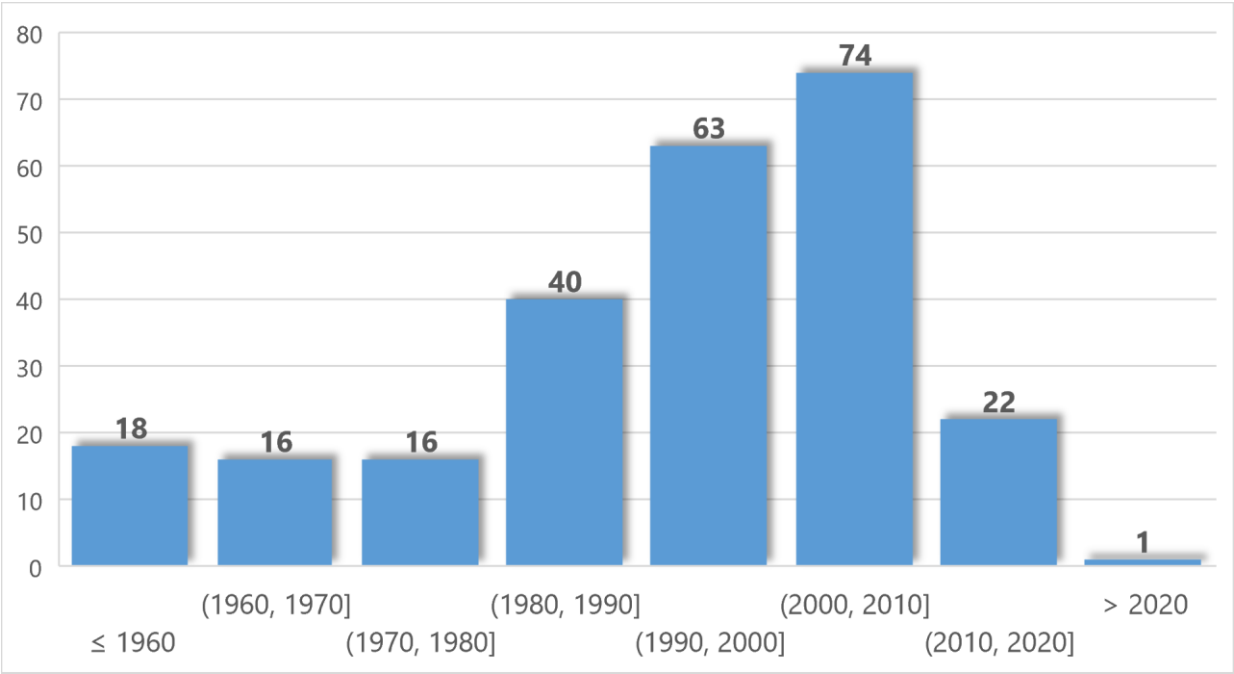
Table 6.1 presents the structure of the sources used.

Table 6.1
Structure of Cited Literature Sources (number)

Type	In Bulgarian	In English
Books (including dissertations and monographs)	25	57
Articles and studies in scientific journals	5	110
Papers from scientific conferences	2	4
Educational literature and materials from training courses	11	14
Information from Internet pages	4	7
Normative acts	3	0
Others (dictionaries, encyclopaedias, collections, etc.)	2	6

Figure 6.1 shows the distribution of information sources by year of issue. Most publications were published between 2000 and 2010. They are followed by publications from the last decade of the twentieth century. The publications after 2010 are 23.

Figure 6.1
Distribution of Information Sources by Publishing Year



The data presented in the figure indicate a high degree of relevance of the cited sources, as 39% are after 2000. At the same time, classical works are used, which are fundamental for the reviewed concepts.

6.2 Characteristics of the Selected Object of Study

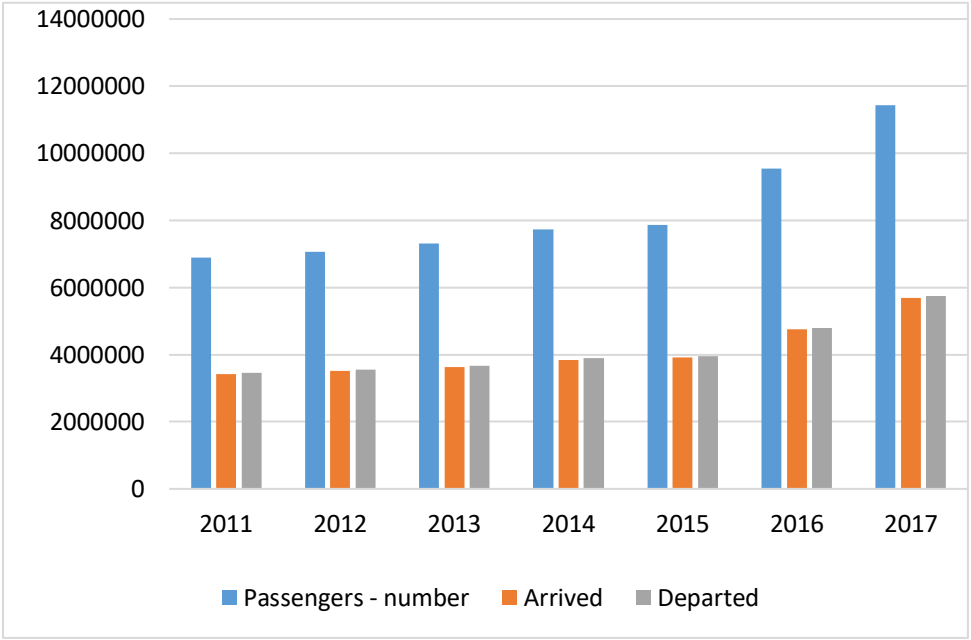
The organization Fraport Twin Star Airport Management AD - airport operator at Varna and Burgas airports was chosen as the *object* of the study. The company has been defined as a typical representative of the industry of airport operators in Bulgaria. In the first part of this paragraph, we will outline the specifics of this sector, and then we will focus on the specifics of the selected company.

In order to characterize the airport operators in Bulgaria, we have used the following sources: normative acts regulating airport operators activity, statistical data from the National Statistical Institute of Republic of Bulgaria and Eurostat, publications of the Directorate General "Civil Aviation Administration", annual financial reports of selected organizations, media publications, sector reports and surveys.

The aviation sector is constantly evolving, with nearly one billion passengers in the EU in 2016[22]. The average growth rate for the period 2011 - 2016 is 3.32%. Bulgaria ranks 21st out of 32 countries reported by Eurostat. Since 2010, the number of air passengers in the country has been steadily increasing, reaching 11.1 million in 2017. In the period 2011 - 2016, the growth rate was 7.31% per year - 2.2 times higher than the average EU level (see **Figure 6.2**). This result gives Bulgaria 10th place. It should be noted that only for the last two years - 2016 and 2017, the change compared to the previous year is about 20% (21.92% for 2016 - second only to Iceland, and 19.72% growth for 2017 - third place after Iceland and Slovenia).

Figure 6.2

Number of Passengers at Airports in Bulgaria for the Period 2011 - 2017



Source: National Statistical Institute of the Republic of Bulgaria.

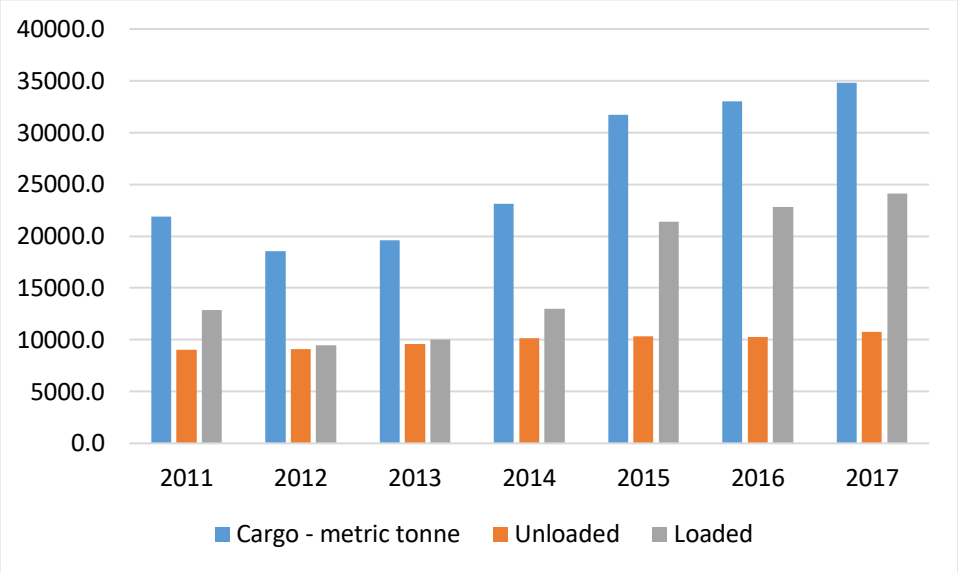
The relatively even distribution of passengers who landed and departed is impressive.

The air freight transport in Bulgaria also increased by an average of 9.18% per year during the period under review (see **Figure 6.3**). Except for a slight decline in 2012, the rest of the period has seen steady growth. The data in the

[22] Eurostat.

figure clearly show that it is at the expense of the loaded cargo - the export by air is growing intensively. This fact poses new challenges for airport operators in Bulgaria.

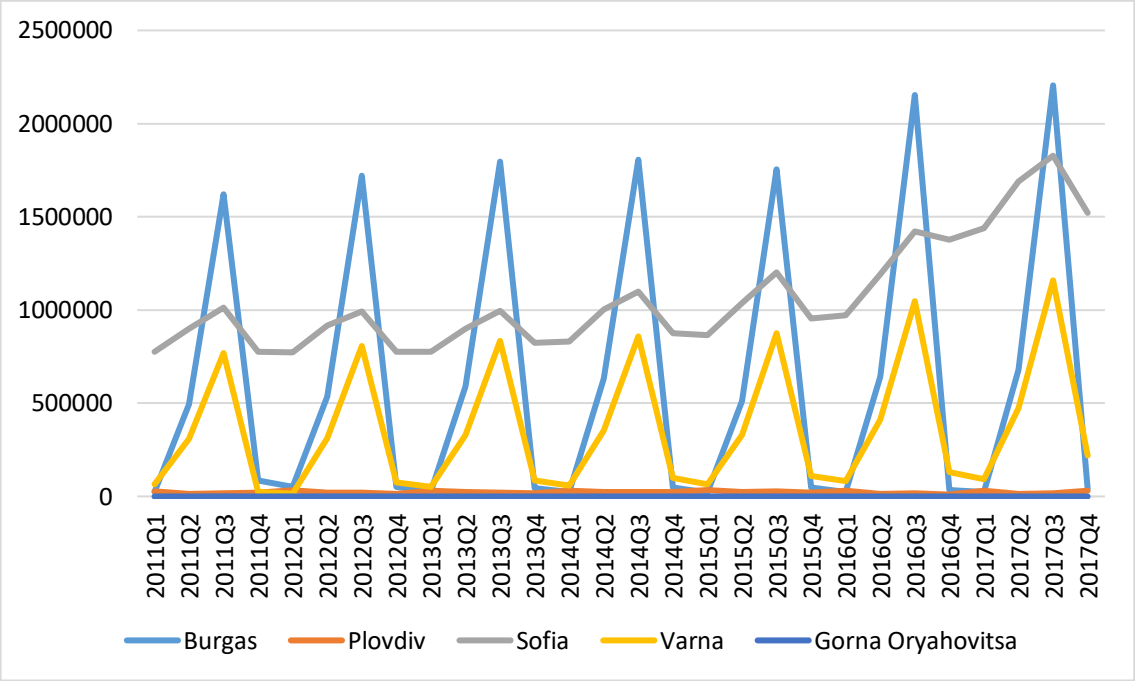
Figure 6.3
Cargo at Airports in Bulgaria for the Period 2011 - 2017 (in metric tonne)



Source: National Statistical Institute of the Republic of Bulgaria.

There are five international airports in Bulgaria - Sofia, Burgas, Varna, Plovdiv and Gorna Oryahovitsa. The first four have certificates in accordance with Regulation (EC) № 216/2008 of the European Parliament and the Council and Commission Regulation (EU) № 139/2014. **Figure 6.4** presents a breakdown of passengers at the five international airports by quarter for the period 2011 - 2017.

Figure 6.4
Number of Passengers at the Airports in Bulgaria for the Period 2011 - 2017 (quarterly data by airport)



Source: author's calculations from Directorate General "Civil Aviation Administration" data.

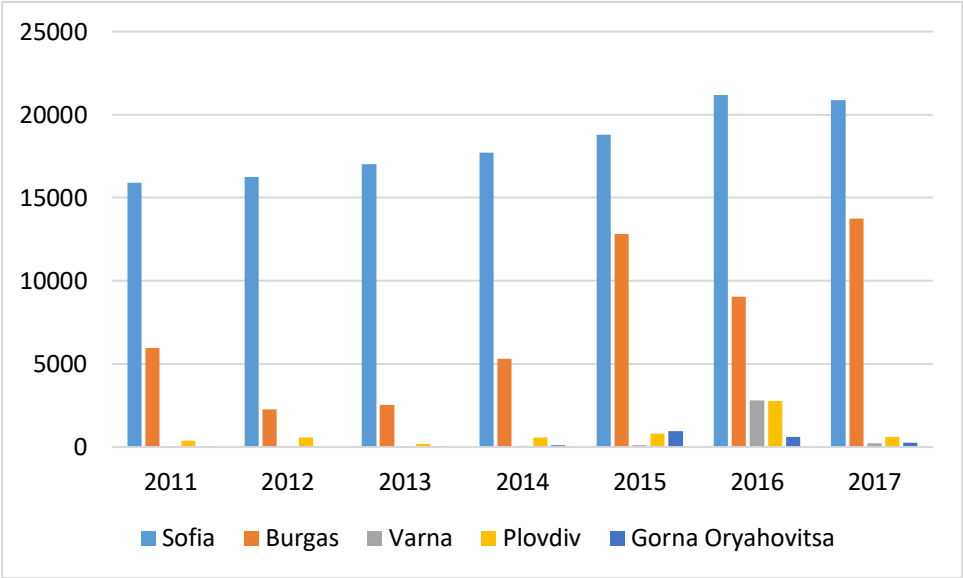
There is a clear seasonality at the airports in Burgas (passengers in the third quarter increased more than 100 times compared to the first) and in Varna (more than 10 times increase in the third quarter compared to the first quarter of the year). Seasonality is much less pronounced at Sofia Airport, where the increase in summer compared to winter varies from 30% to 50%. The airports in Plovdiv and Gorna Oryahovitsa have more irregular activity, which does not depend on the season. Their number of passengers is significantly smaller than that of the other three airports.

At all three leading international airports in Bulgaria, there is a serious growth for the whole period. It is the highest for Sofia Airport, with passengers increasing from 3.5 million at the beginning of the period to 6.5 million in 2017. Varna Airport increased its passengers from 1.2 to 1.9 million, and Burgas - from 2.2 to 2.9 million.

The breakdown of cargo by airports is presented in **Figure 6.5**. The most stable growth is for Sofia Airport, followed by Burgas. Plovdiv Airport is in third

place, followed by Varna Airport, and for both, there is high volatility in the amount of cargo.

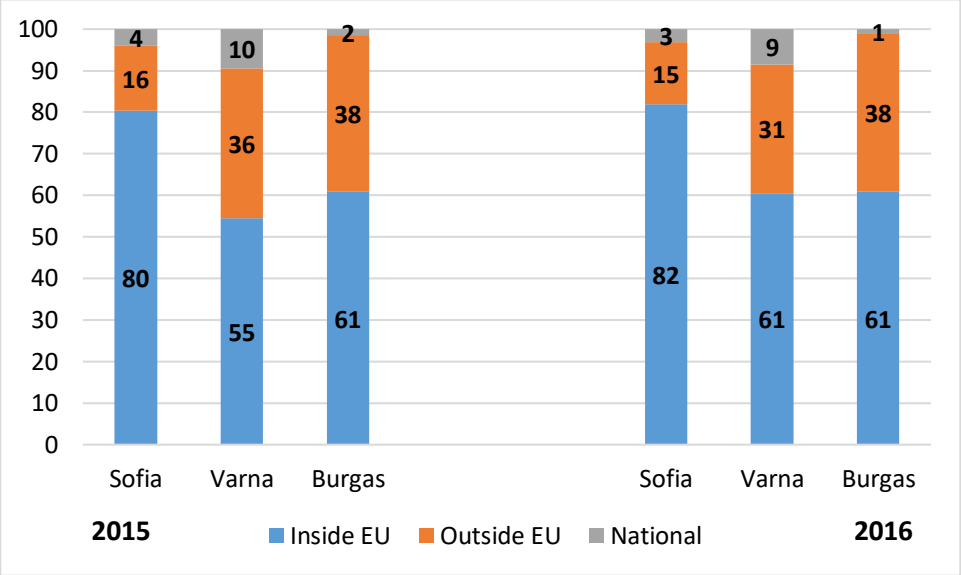
Figure 6.5
Cargo at the Airports in Bulgaria for the Period 2011 - 2017 (in metric tonne by airport)



Source: Directorate General "Civil Aviation Administration" of the Republic of Bulgaria.

Appendix 1 presents data on the five most popular departure destinations for 2015 and 2016 for the three main airports in Bulgaria. Vienna and London are leading for Sofia, Moscow and Sofia for Varna, and Moscow and Tel Aviv for Burgas. Varna Airport is the only one with the most preferred destination within Bulgaria - flights to Sofia. The reason for this is the lack of a highway for direct land connection Varna - Sofia, as well as the activation of low-tariff offers along this line. Varna Airport is the only one with a relatively high percentage of domestic flights, which is presented in **Figure 6.6**. It can be seen that Sofia Airport is much more oriented towards flights within the EU, while Varna and Burgas have a high share (over 30%) of flights outside the European Union. Most of these flights are to Russia.

Figure 6.6
Distribution of Flights by Destinations for 2015 and 2016



Source: Eurostat.

The five international airports are operated by 46 licensed groundhandling operators (see Appendix 2). According to Art. 48e, para. 3 of the Civil Aviation Act, a license for a ground handling or self-service operator shall be issued for each of the following activities at the respective airport:

1. land administration and supervision;
2. servicing of passengers;
3. luggage processing;
4. processing of cargo and mail;
5. station servicing of aircrafts;
6. servicing of aircrafts;
7. servicing of aircrafts by fuel and oil;
8. technical servicing of aircrafts;
9. flight operations and administering of the crews;
10. land transport;
11. catering.

The majority of operators have a license for only one activity (78%). Four companies carry out between two and four activities. Only six organizations are licensed for seven or more activities: GOLDAIR HANDLING BULGARIA OOD (GHB OOD), THE AIRPORT OF GORNA ORYAHOVITSA 2016 AD, AIRPORT PLOVDIV EAD, AIRPORT SOFIA EAD (AS EAD), SWISSPORT BULGARIA AD and FRAPORT TWIN

STAR AIRPORT MANAGEMENT AD (FTSAM AD). These are the only airport operators with the right to service passengers. For this reason and the variety of activities, they carry out, in the next part of this paragraph we will look in detail at the performance of these six companies.

Most activities are performed by FTSAM AD and AS EAD - nine activities each. It should be taken into account that FTSAM AD serves two airports - Varna and Burgas, where it performs all nine licensed activities. GHB OOD operates at three airports but carries out between six and seven activities at them.

Appendix 3 presents data on the financial condition of these organizations for the period 2011 - 2016. FTSAM AD has the highest value of assets, followed by AS EAD (438 million BGN against 265 million BGN). An explanation for this difference can be found in the service of two airports from Fraport (FTSAM AD). In terms of operating revenues, Airport Sofia EAD has an advantage of BGN 10 million BGN - 116 against 106 million BGN for FTSAM AD. None of the other operators can cross the limit of 10 million BGN. Fraport's financial result is the best - 26 million BGN for 2016, exceeding 41 million BGN in 2017. In second place is Airport Sofia EAD with a profit of 5.6 million for 2016, but in 2017 they recorded a loss of 13.8 million BGN due to expenses for impairment of receivables from CCB AD[23]. Other organizations report a loss or profit of less than 1 million for different years. Most personnel costs are realized by AS EAD - 32 million BGN, followed by Fraport with 21 million BGN. When we compare these numbers to the average number of staff, it turns out that for one employee per month Fraport spends over 1,858 BGN and Sofia Airport EAD - 1,268 BGN. The other organizations set aside less than 1,200 BGN per employee.

A key indicator is the cash flows for investment activity, where the leaders are again the two major airport operators: FTSAM AD with 97.6 million BGN for the period 2011 - 2017 and AS EAD with 38.3 million BGN for the same period.

[23] A bankrupted bank.

In a dynamic aspect, we can note the frequent changes in both directions of the indicators for almost all companies. The biggest changes are in the assets, the financial result, and the expenses for investment activity, which at one moment increase, and the next - decrease. The situation with Airport Plovdiv EAD is more severe, whose assets invariably decrease during the period under review. The company's operating income also reported a negative change. All this leads to staff reductions and the transition to a daily routine[24]. A stable increase in operating revenues and personnel costs is observed at AS EAD and GHB OOD. Fraport, despite the high revenue growth before 2013, maintained a level of about BGN 120 million during the rest of the period. **Table 6.2** presents a comparison of key indicators for 2017.

Table 6.2

Comparison of the Leading Airport Operators of Key Indicators for 2017

Airport Operator	Capital (BGN)	Personnel (number)	Total operating revenue (BGN)
GOLDAIR HANDLING BULGARIA OOD	6 415 400	358	9 741 000
THE AIRPORT OF GORNA ORYAHOVITSA 2016 AD	1 000 000	N/A	N/A
AIRPORT PLOVDIV EAD	1104410	159	2 904 000
AIRPORT SOFIA EAD	5 394 668	2 116	142 115 000
SWISSPORT BULGARIA AD	50 000	355	14 020 000
FTSAM AD	12 707 500	926	127 656 000

Source: EMIS.

Fraport is leading by the amount of capital, which is greater than the sum of the second and third companies. Nevertheless, the concessionaire of Varna and Burgas airports lost the leading position in terms of revenue to Sofia Airport EAD. FTSAM AD is in second place in terms of staff. At the same time, this testifies to the higher efficiency that the organization has achieved in its activity (in comparison with the number of flights and passengers).

[24] http://aeropress-bg.com/3141-tejki-sakrashtenia-v-letishte-plovdiv, Retrieved 15.07.2018.

In **Table 6.3** we present the change of key financial indicators in 2017 compared to 2016.

Table 6.3

Change in Financial Indicators in 2017 Compared to 2016

Indicators	GHB OOD	Airport Plovdiv EAD	Airport Sofia EAD	Swissport Bulgaria AD	FTSAM AD
Net sales revenue	11.45%▲	0.76%▲	17.27%▲	34.54%▲	7.81%▲
Total operating revenue	11.7%▲	0.14%▲	15.58%▲	33.71%▲	3.69%▲
Operating profit (EBIT)	N/A	-128.52%▼	N/A	67.79%▲	-2.28%▼
EBITDA	-61.72%▼	N/A	29.23%▲	51.41%▲	-1.04%▼
Net Profit (Loss) for the Period	N/A	-147.82%▼	N/A	66.99%▲	-0.37%▼
Total assets	7.13%▲	7.06%▲	-22.33%▼	39.73%▲	9.54%▲
Total equity	-32.63%▼	8.53%▲	28.63%▲	33.2%▲	21.65%▲
Operating Profit Margin (ROS)	N/A	-39.2%▼	N/A	3.59%▲	-4.29%▼
Net Profit Margin	N/A	-39.67%▼	N/A	3.15%▲	-2.54%▼
Return on Equity (ROE)	N/A	-2.94%▼	N/A	10.68%▲	-1.87%▼
Debt to Equity Ratio	164.75%▲	N/A	N/A	-0.04%▼	-5.35%▼
Quick Ratio	-14.33%▼	57.08%▲	82.92%▲	7.27%▲	-18.4%▼
Cash Ratio	-54.24%▼	38.43%▲	154.78%▲	24.31%▲	-16.04%▼

Source: EMIS.

The data confirm the deepening deterioration of the condition of Airport Plovdiv EAD. The performance in 2017 of Swissport is excellent. Sofia Airport EAD is also making progress, but for some of the indicators, there are no data on the basis of which to build a complete picture of the state of the company in 2017. Some of Fraport's indicators are deteriorating, but the change is minimal and cannot seriously impact the stability of the organization.

The information presented so far supports the statement that the air transport sector is dynamic and will continue to develop in the coming years. The number of flights and passengers is expected to increase. Airport operators are looking for opportunities to expand. Gorna Oryahovitsa Airport has been granted a concession, and a diversion from the Hemus highway is planned to increase its

attractiveness. The condition of Airport Plovdiv EAD continues to deteriorate. As of September 1, 2018, a procedure for a new concessionaire at Sofia Airport is underway. Fraport has to work with another airport operator not only in Burgas but also in Varna.

As a leading company in the sector, FTSAM AD in many respects sets the standard for human resources management. Evidence of this is that in 2018 for the second consecutive year Fraport was chosen among the most desirable employers by students in Bulgaria[25]. The company provides a variety of opportunities for training and career development of its employees, medical insurance with a range of health services and many social benefits[26].

The organizational structure of FTSAM AD is divisional, consisting of a Head Office located in the city of Varna and two business units that specialize in the management of airport activities - Varna Airport and Burgas Airport (see Appendix 4). The Head Office includes 11 departments, and each of the two airports has 9 units specializing in ground handling. The team of the Human Resources Department consists of 9 specialists and is managed by the General Coordinating Director. An annual seminar is held every year. The meeting presents the results for the past year of the HR department and discusses the new tasks and projects for next year. Ideas and opportunities for improving the results are commented on.

The total number of employees is 685[27], of which 294 work at Varna Airport, 276 - at Burgas Airport, and 115 are part of the Head Office. During the active season, the staff of the organization increases to 2000 people. **Figure 6.7** shows the distribution of employees according to their position (based on data provided by the organization). The largest share is of staff engaged in public services (22%), followed by machine operators (21%) and administrative staff

[25] https://www.investor.bg/strategii/127/a/koi-sa-nai-jelanite-ot-bylgarskite-studenti-rabotodateli-za-2018-g-262079/, Retrieved 07.10.2018.
[26] See https://www.fraport-bulgaria.com/en/careers/our-employees/training-and-career-development.html, Retrieved 19.11.2020.
[27] According to data provided by FTSEM AD as of 2014.

(16%). Managers make up 10% of the organization's human resources, which shows that there is an average of one manager per 10 employees.

Figure 6.7

Distribution of Employees by Positions

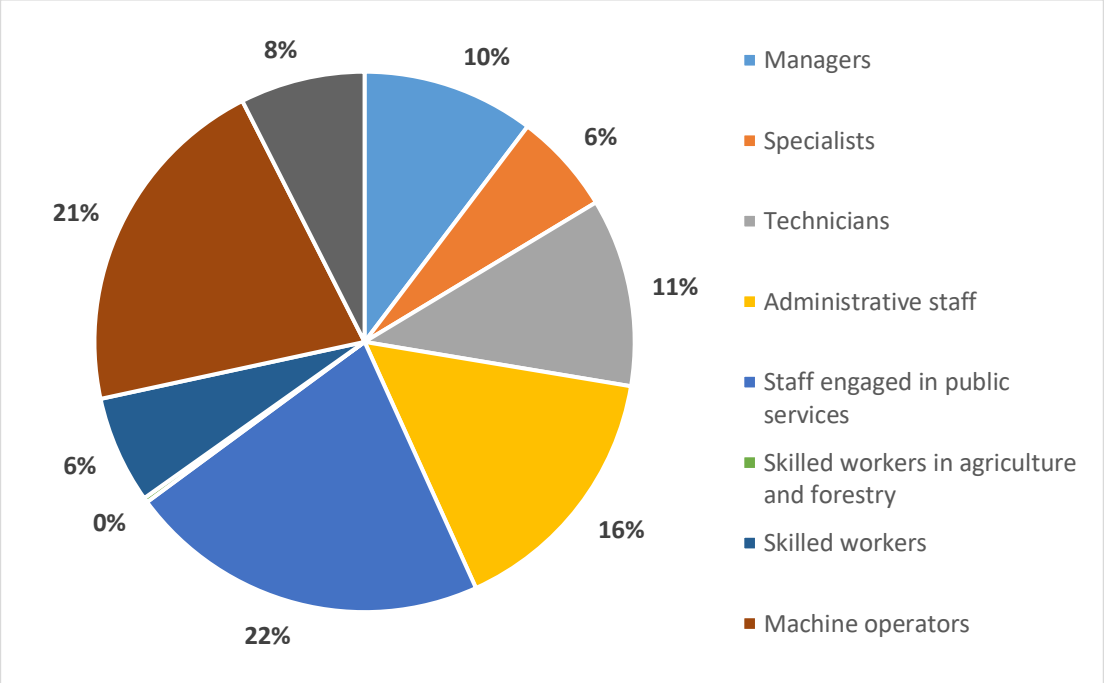
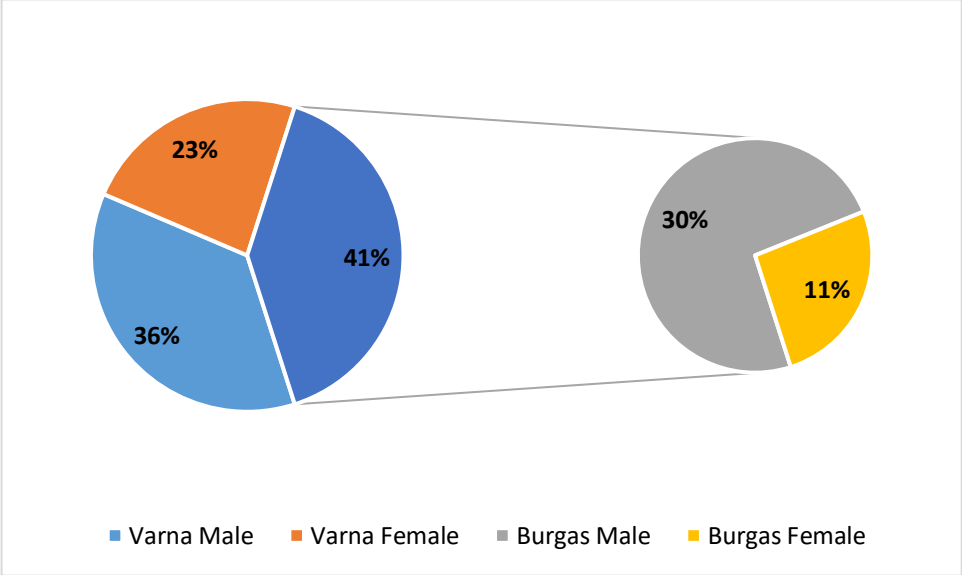


Figure 6.8 presents the distribution of employees by gender and place work location. Both airports are dominated by men, and the ratio between the two genders is higher at Burgas Airport.

Figure 6.8

Distribution of Employees by Gender and Work Location



The age structure of the staff is presented in **Figure 6.9**. The largest share is occupied by employees aged 25 to 34. Immediately after them is the age group from 35 to 44 years.

Figure 6.9
Age Structure of the Staff

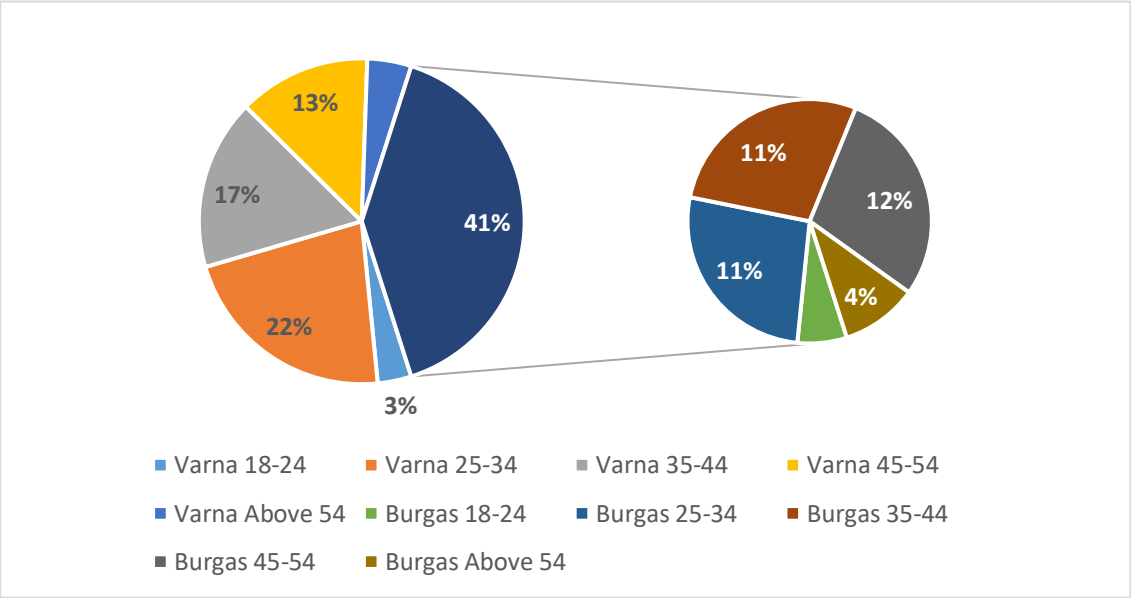
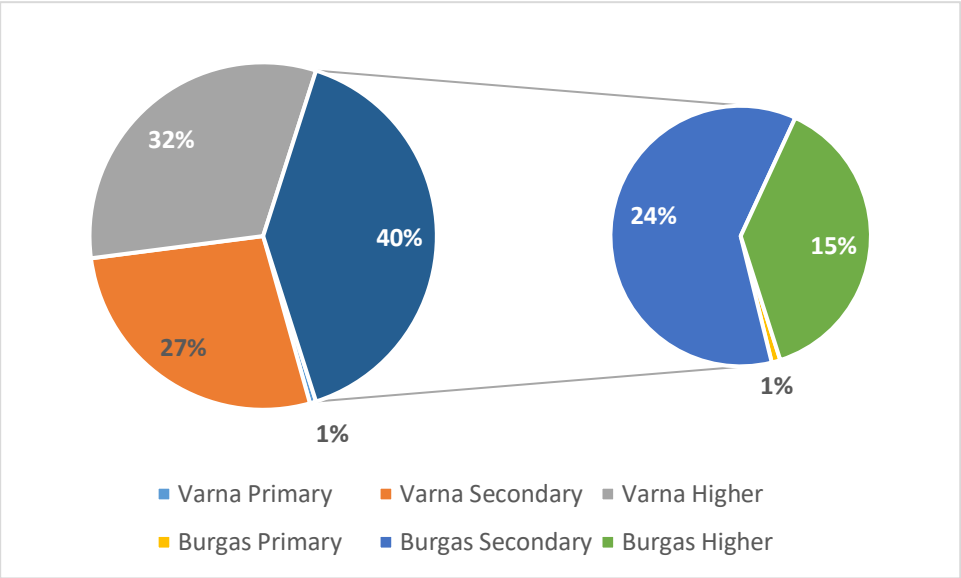


Figure 6.10 shows the distribution of employees by their level of education - primary, secondary, and higher. According to this indicator, there is a significant difference between the two airports. In Varna, employees with higher education predominate, while in Burgas there are more employees with secondary education. This is mainly due to the location of the company's headquarters in Varna. Most positions in the Head Office require higher education and this has an impact on the educational structure of the staff.

Figure 6.10
Educational Structure of the Staff



The dynamic environment of the sector requires constant changes in the organizations, through which they can adapt to new conditions and maintain their market positions. Working in an airport operator is specific, burdensome and requires a lot of staff. The activity of the HRM department in the organization should be extremely agile. How successful the applied HRM practices will depend on the attitudes of the employees and their work values. Therefore, in the next part of this chapter, we will focus on the instruments for research of the relation "work values - attitudes towards HRM activities".

6.3 Development of Research Instruments

6.3.1 Research Approach

Traditionally, the approaches considered in research are exploratory, descriptive, and causal (see, for example, Yulia Uzunova and Bistra Vasileva, 2003, Scott Smith and Gerald Albaum, 2012). The exploratory approach is used in the absence of preliminary information about the management problem and the subject of research. It is applied to clarify the formulation of the problem, the main hypotheses, as well as to clarify the main factors and variables. The descriptive approach is applied to provide a complete description of the studied object. It can be used to establish relationships between two or more variables,

but only with a functional character. Descriptive research provides an opportunity to develop solutions to management problems. The causal approach is used to establish the interaction of two or more variables. Through its application, a test is made for causal relationships and evidence is sought that one variable precedes and determines the other. Causal research helps to determine the causes of certain relations. **Table 6.4** presents a comparison between the three approaches.

Table 6.4

Comparison Between Research Approaches

Exploratory Approach	Descriptive Approach	Causal Approach
Main characteristics		
➢ High flexibility ➢ No fixed research plan ➢ Extensive use of secondary data ➢ Samples by convenience ➢ Subjective evaluation of the results	➢ Significant use of secondary and primary data ➢ Possibility for application in an existing causal model of the studied phenomenon, system, situation ➢ Defining and linking factors	➢ Primary data are mainly used ➢ Associative variation between variables ➢ Strictly controlled research environment ➢ An experimental program is applied ➢ Objective evaluation of the results
Application		
➢ Establishing priorities in the study of alternative explanations of the same phenomenon ➢ Improving the researcher's familiarity with the researched problem ➢ Clarification of concepts. Operationalization ➢ Formulation of a research problem for more precise follow-up research or for developing hypotheses	➢ Description of the characteristics of the studied object and subject ➢ Assessment of the share / proportion of people (companies) in a certain general population who have similar behaviour ➢ Giving specific recommendations for company behaviour	➢ Measuring the strength and direction of relationships between two or more variables ➢ Search for evidence of a causal link

Exploratory Approach	Descriptive Approach	Causal Approach
➢ Gathering information about practical problems in conducting research on specific topics		

Source: Adapted from Prilozhni marketingovi izsledvania [Applied marketing research], Y. Uzunova, B. Vasileva, 2003, Sofia: ROMINA.

Tharenou, Donohue, and Cooper (2007) present a different classification of research approaches. They divide them into experimental and quasi-experimental, correlation field studies, case studies and action research. The first group is very close to the causal approach and aims to find causal relationships. The second group can be attributed to the descriptive approach. Correlation field research uses a variety of data collection methods and is used to describe the object being studied and to establish non-causal relationships. Case studies are close to the exploratory approach and are used to compile a theoretical concept for the researched problem. The latter group can hardly be attributed to any of our familiar approaches, as it contains elements of the exploratory, descriptive, and causal approaches. Action research is related to the application of changes in a given environment or social system and analysis of the processes through which these changes are realized. This approach is suitable for testing different management models in a real environment.

In our research, we use the exploratory and the descriptive approach (case studies and correlation field studies according to the classification of Tharenou, Donohue and Cooper). These approaches are used to operationalize the basic concepts, clarify the nature of the research problem, formulate the research hypotheses and analyse the state of the studied object and the interaction between the different variables.

6.3.2 Operationalization of the Theoretical Model of the Relation "Work Values - Attitudes towards Human Resources Management Activities"

Defining the Parameters and the Relationships in the Model

In the theoretical model of the relation "work values - attitudes towards human resources management activities" we include the following elements:

- *Work values*. They are characterized by the two facets of Elizur's theory - modality of the result and system performance contingency of the HRM activity.
    - Modality expresses the attitude towards reality. It directs the way of action and interaction in the realization of work values and the nature of the end result for the employee. In the modality, we consider three characteristics of the result in the realization of work values - instrumental (or material), affective and cognitive. Material results include, for example, working hours, pay, working conditions, etc. The affective result is related to interpersonal relationships and the feelings they evoke. It is a characteristic of work values related to teamwork, aesthetic interests, attitude to the leader, social contacts and more. Cognitive outcome includes interest, achievement, responsibility, independence.
    - The system performance contingency for the implementation of the activity consists of two components: resources - provided by the organization as a prerequisite for the performance of work obligations (e.g., favourable working environment, additional health insurance, subsidized meals, transport to the workplace, etc.), and rewards - provided after the performance of work tasks (e.g., salary, recognition, achievement, status in the company).
- *Work attitudes*. They are mental states of the individual that determine the way of perceiving and reacting to the external influences of the work environment. They are cognitive structures of memory that contain feelings and thoughts about certain jobs and organizations. Attitudes are one of the most important internal factors influencing behaviour.

- *Personal characteristics*. They influence both values and attitudes. Personal characteristics are divided into demographic (gender, age, education, etc.), psychological (psychological type, personality traits, psychological qualities, etc.) and social (derived from the involvement of the individual in the structures of society).
- *Situational factors*. We divide them into two categories:
    - Individual work context. It is determined by the conditions of the workplace, specific to the individual. There is a specific set of characteristics of the work context for each employee. These include, for example, position in the organization, the employee's department, team, style of the first-line manager, experience, work location (in geographically dispersed units and/or business units), working conditions, etc.
    - Situational factors at the organizational level. Here we consider such factors that are internal to the organization and affect every aspect of its activities. In this regard, they affect all employees at all levels and departments. In this book, we focus on organizational changes as a factor with such an impact.
- *Human resources management activities*. Here we refer to all HRM activities listed in **Table 4.4** of item 4.1: HR planning, recruitment, and selection; HR development; performance management; compensation and rewards; labour relations; health and safety; HRM development.

Formulation of Research Hypotheses

Based on the proposed thesis (see p. 14) and the literature review of the issues related to the relation "work values - attitudes towards HRM activities", we can formulate the hypotheses of the study:

- **Hypothesis 1**: The modality of employees' work values influences their attitudes towards HRM activities.

- **Hypothesis 2**: The importance of the type of work values in relation to System Performance Contingency influences the attitudes towards the HRM activities.
- **Hypothesis 3**: Situational factors at the organizational level have a stronger impact on the formation of attitudes towards HRM activities than the individual work context and personal characteristics.

6.3.3 Identification of the Key Human Resources Management Activities and Identification of the Situational Factors in the Object of Research

In Chapter 4, we looked at the HRM functions and activities. Each organization implements its own set of HRM activities. After conducting individual in-depth interviews with representatives of the human resources management department in the selected organization, we identified the activities that will be thoroughly analysed in the seventh chapter of this study (see **Table 6.5**).

Table 6.5

Researched HRM Activities in FTSAM AD

Basic functions	Activities
1. HR planning, recruitment, and selection	1. Recruitment. 2. Selection of personnel.
2. HR Development	1. Internship program. 2. Career development program. 3. Opportunities for career development. 4. Training.
3. Performance management	1. Performance appraisal.
4. Compensation and rewards	1. Reward system. 2. Social benefits.
5. Labour relations	1. Satisfaction surveys. 2. Social life in the organization. 3. Value management system.
6. Health and safety	1. Ensuring healthy and safe working conditions.
7. HRM development	1. Competency model.

Situational factors at the organizational level are internal conditions for the organization with an impact on every aspect of its activities and employees at different levels and departments. These factors are identified in a preliminary

analysis of the company, as they are strictly specific. In the object of study, their manifestation is expressed in organizational changes. The studied organization underwent such a change in 2006 when a new concessionaire entered the airports in Varna and Burgas - the German international airport operator Fraport. It acquired 60% of the ownership of the Bulgarian companies that serve the two airports and imposed many changes in the organizational structure and the way of work. The organizational changes after the concession were identified on the basis of the conducted individual in-depth interviews with managers in the object of research and analysis of the content of company documentation. They include:

- Changes in the organizational structure - its main aspect is the unification of the two airports into one organization. A divisional structure with a separate Head Office has been adopted. Many new departments have been formed, the role and connections between a large part of the organizational units have changed.
- Changes in the staff selection - new requirements are set (for example, no relationship between an employee in a department and a candidate for a vacant position in it), the selection criteria and the mechanism for its implementation have been changed.
- Changes in the trainings - new trainings have been included, a special program for improving qualification has been developed, an internship program has been introduced, an opportunity for trainings abroad (in other divisions of Fraport) has been provided.
- Changes in remuneration - the salary has changed, as well as the system for incentives.
- Changes in social benefits - additional social benefits have been introduced, such as additional voluntary health insurance for employees; sports initiatives and entertainment events for employees; various discounts; additional days off under certain conditions, etc.

- Changes in the career development opportunities - a program for the career development of the employees has been developed, including preparation of an individual career path.
- Changes in the communications with the management - an internal newspaper is issued; communications with management are not personal; they are realized by e-mail or during the annual meetings.
- Changes in the communications between the employees - an intranet system has been introduced; e-mail is used more actively.
- Changes in the work organization - narrow specialization; the combination of positions has been abolished; stricter requirements; better coordination and control.
- Changes in the working conditions - significant investments in the work environment.
- Change in the way employees are motivated - linking the bonus system with the performance; introduction of additional social benefits and activities; employee satisfaction surveys are conducted.

One of the working hypotheses of the study is that the situational factors at the organizational level (reflected in the organizational changes after the concession) have a stronger impact on the formation of attitudes towards HRM activities than the work context and personal characteristics. Therefore, we are interested in the study of the perception of organizational changes.

6.3.4 Data Collection Methods

The main methods for data collection are research on secondary data, group discussions, interviews, observation, questionnaires, projection techniques, experiments (see Simeon Zhelev, 2008).

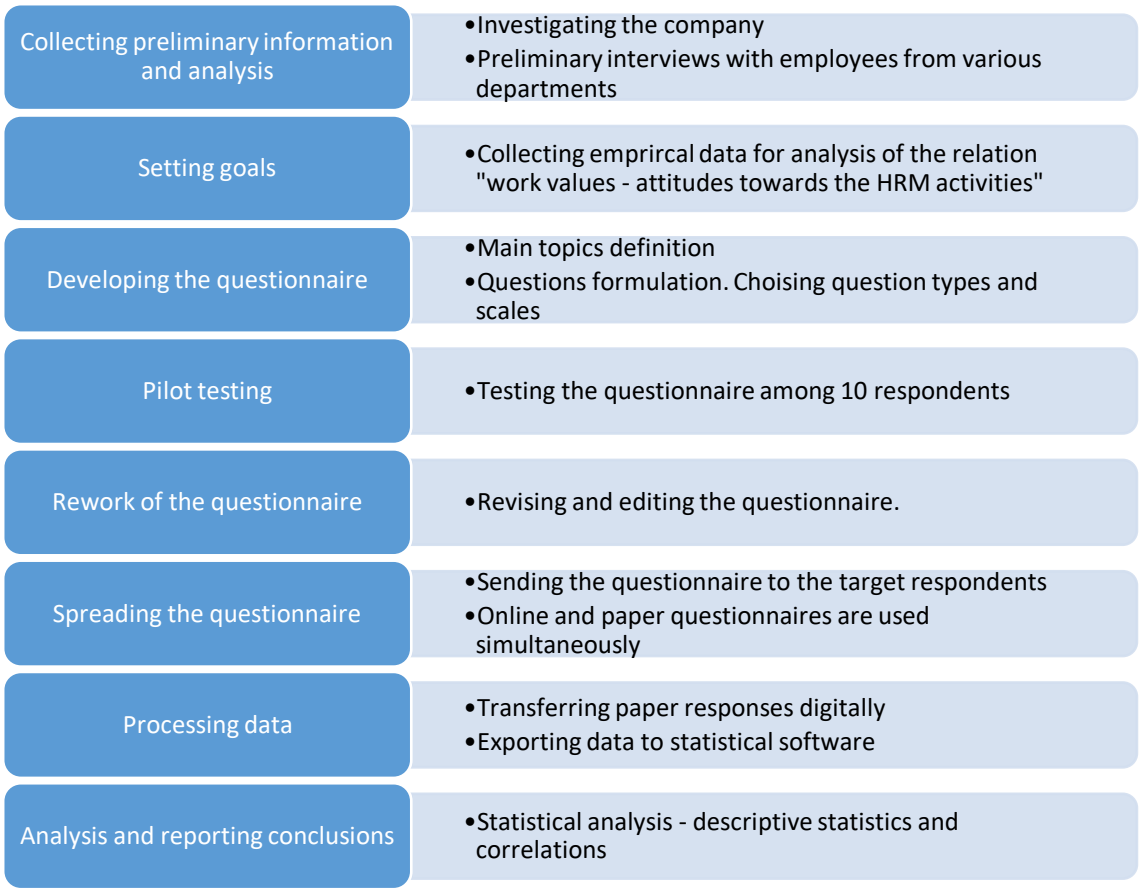
The characteristics of the airport operators are prepared by analysing secondary data from various sources - CAA, NSI, Eurostat, financial statements, sector analyses and media publications.

The field part of the research is realized in two stages: preliminary research of the organization and subsequent quantitative research. For the first stage, a program has been prepared for conducting a series of semi-structured interviews with representatives of various departments in the organization (Appendix 5). The topics covered in the interview were:

- Brief presentation of the employee's position.
- Comment on the changes after the concession.
- Discussion on various HRM activities in the organization.
- Discussion of problems in the activity of the organization.
- Comments on the study and suggestions for improvement of HRM activities.

Individual in-depth interviews were conducted with 18 employees representing 13 organizational departments. As a result of the first stage, the research instruments were refined, and for the second stage of the study, a questionnaire for the survey method was developed. The survey included the following stages:

Figure 6.11
Stages of the Survey



Four blocks of questions were included in the questionnaire (Appendix 6):

A. Work values - contains statements for measuring work values according to the Manhardt methodology (see item 5.4, p. 80). A five-point scale was used to assess the importance of each value (5 - "Very important"; 4 - "Fairly important"; 3 - "Moderately important"; 2 - "Slightly important"; 1 -"Not important").
B. Measuring the attitudes towards human resource management activities - statements for measuring attitudes towards HRM activities applied in the organization are included (see item 6.3.3). A five-point Likert scale is used to determine the extent of agreement, with a middle position ("neither agree, nor disagree"). The scale was developed specifically to measure attitudes (Rensis Likert, 1932).

C. Assessment of the changes after the concession - the identified organizational changes are presented (see item 6.3.3). They are assessed on a six-point scale (from 5 - "very positive", to 2 - "very negative", with position 1 - "There is no change", and 0 - "I can't tell"). The question about the perception of the changes was asked indirectly - the participants in the study were asked to share how the organizational changes after the concession are accepted by other people working at the airport. Such an approach was chosen because some of the respondents did not directly witness the changes (they started working after the concession), as well as because of the delicate nature of the issue. During the interviews, some employees were embarrassed to speak openly about their views on the changes in the company.

   In this case, we apply the projection technique of the third person for data collection in order to overcome the barriers to expressing a personal opinion (see Uzunova and Vasileva, 2003).

D. Personal profile - it includes elements of the personal characteristics of the employee and his/her individual work context (see item 6.3.2).

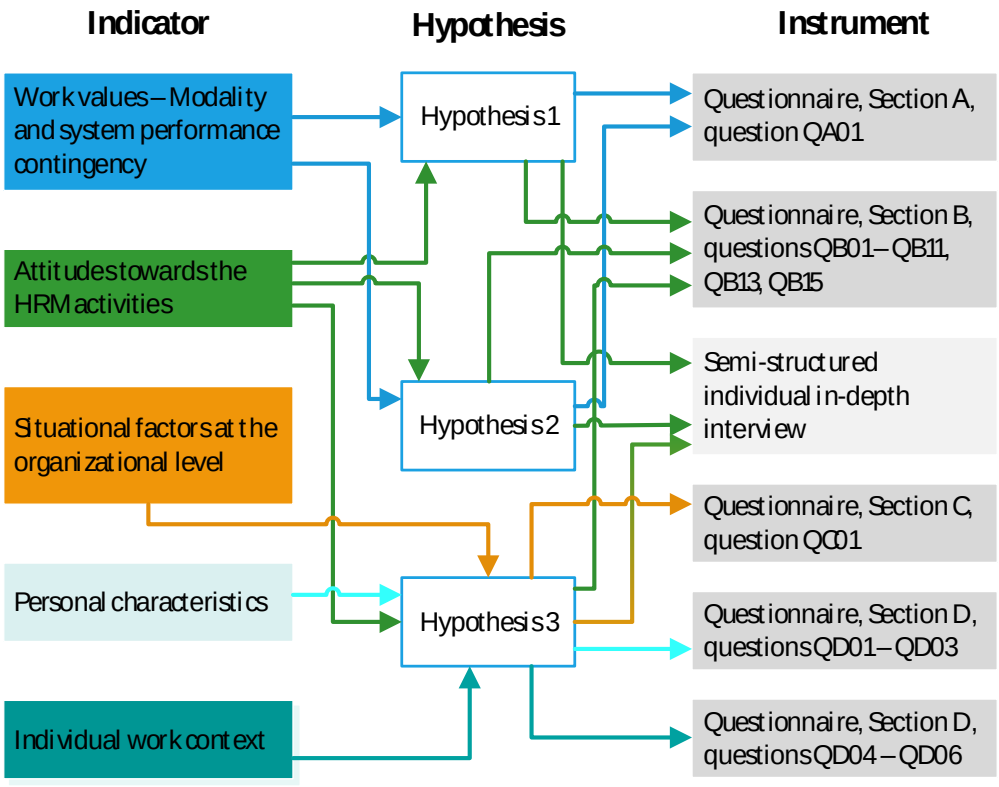
The survey was disseminated in electronic format through the Online Research System of the University of Economics - Varna (http://survey.ue-varna.bg/) and a list of official emails provided by the HR Department of FTSAM AD. In addition, paper versions of the questionnaire were printed and distributed to employees without access to a computer.

6.4 Empirical Research Model

Figure 6.12 presents the model of the relationships in the study. On the left are listed the indicators that are included in the theoretical model of Chapter 1. In the middle are presented the research hypotheses and to which indicators they refer. On the right is the tool with which data are collected for the

respective indicator and for testing the research hypotheses. With regard to the questionnaire, the specific blocks of questions that participate in the analysis of the studied relationship are indicated.

Figure 6.12
Empirical Research Model



The coloured arrows show the relationship between the indicators, the hypotheses in which they are included and the instruments for their measurement. Most relationships are examined in Hypothesis 3, which includes four indicators and uses three blocks of questions from the questionnaire together with the results of individual in-depth interviews.

6.5 Statistical Data Processing

Sample

Due to the limited number of organizations in the sector performing 8 or more activities (4 out of 46 airport operators meet this requirement), their competitive status and the need for in-depth study of their activity, the object of

study as a typical representative of the industry should meet the following criteria:

- to carry out at least 8 of the 11 activities that are subject to licensing for ground handling at an airport; priority is given to passenger service activities, as other activities are often carried out by subcontractors;
- to manage at least two airports in order to limit the impact of localization;
- to have more than 500 employees in order to collect enough records to perform statistical analysis.

This set of requirements is met by FTSAM AD. Airport Sofia EAD is the closest in profile to Fraport, but they manage only one airport. Due to the recent implementation of the concession of the airports in Varna and Burgas[28], there is an opportunity for in-depth study of situational factors at the organizational level, which are more difficult to identify in Sofia (Airport Sofia EAD was in the process of granting a concession as of September 1, 2018).

The characteristics of the airport operators in Bulgaria presented in item 6.2 clearly showed that Fraport is a typical organization for the sector, which carries out all activities performed by other operators and serves nearly 50% of the flight passengers in Bulgaria.

Within the organization, a convenience research sample was used. The general population is 685 people, and with a confidence level of 95% and a confidence interval of 0.1., the sample size should be at least 84 respondents.

87 employees of the company participated in the survey, and this number meets the requirement for representativeness. In addition, a polynomial test[29] was performed for compliance between the sample and the general population in two variables - gender and age of employees. For this purpose, we use the known distribution of employees on these two variables of the airports in Varna

[28] At the time of the study - 2012 - 2014.
[29] The test was performed using the specialized software XLStat for MS Excel.

and Burgas and the obtained distribution in the sample. Two tests were performed - Chi-square and Monte Carlo with 10,000 simulations. The null hypothesis is that the distribution in the sample is not different from the distribution in the general population. We assume an alpha value of 0.05. The value of p for the variable gender in the Chi-square test is 0.067, and by the Monte Carlo method - 0.068. The value of p for the variable age in the Chi-square test is 0.150, and by the Monte Carlo method - 0.134. This gives us reason to accept the null hypotheses[30] and to conclude that the sample corresponds to the distribution by sex and age in the general population.

Methods for Statistical Processing and Analysis

A content analysis of the company documents, as well as various publications (internal and external), was performed. Prior to statistical processing, the data were checked for missing values, the answers were coded, and prepared for statistical analysis in the specialized Excel and SPSS software.

The analysis of the completeness of the answers of the individual respondents showed up to 4.6% of missing data on some of the questions related to the perception of organizational changes. This leads to a reduction in the number of responses to some of the statistical analyses below the minimum required for a representative survey. To ensure the statistical validity of the analysis, the data is imputed (or values were "attributed" to the missing data, as expressed by Ekaterina Markova, 2016). In order to ensure a higher degree of data validity, a multidimensional imputation method was applied (see Stef van Buuren, 2012), which assigned values to the missing responses by analysing the relationships with selected variables in the questionnaire (performed by SPSS).

Methods of descriptive statistics for establishing distributions, as well as correlation tests are applied. When measuring interdependence, the choice of a specific coefficient is consistent with the aim and objectives of the study, with the available information and the way of measuring the specific quantities. The

[30] $p>\alpha$.

testing of the correlations was realized by the Spearman rank correlation coefficient and the Kendall concordance coefficient. They are applied to rank-scaled variables and quantitative variables that have deviations from the normal distribution (see Dimitar Radilov et al., 2010). The Kendall coefficient is also applicable in the presence of more than two rows of ranks.

The interpretation of the correlation coefficients is presented in **Table 6.6**.

Table 6.6

Interpretation of the Correlation Coefficient

Coefficient Value	Interpretation
0	No association
Up to 0.3	Weak association
From 0.3 to 0.5	Moderate association
From 0.5 to 0.7	Essential association
From 0.7 to 0.9	Strong association
Above 0.9	Very strong association
1	Functional association

Risk of error α of 0.05 or 0.1 is used to test the hypotheses about the existence of statistical dependence.

Limitations of the Study

The first limitation of the study is related to the exclusion of behaviour as part of the research model. In our study, we focus on the relation "work values - attitudes towards human resource management activities".

Only those HRM activities that are applied in the organization and for which there are data are considered: recruitment; selection of personnel; internship program; career development program; opportunities for career development; training; performance appraisal; reward system; social benefits; satisfaction surveys; social life in the organization; value management system; ensuring healthy and safe working conditions; competency model (derived in item 6.3.3).

Within the individual work context, we include the employee's position (service, executive and managerial staff), the experience gained in the company, and the place of work (Varna or Burgas airport).

We consider gender, age, and education in terms of personal characteristics. Work value surveys most often include these variables. Other characteristics, such as psychological type, may be the subject of a separate study.

From the situational factors at the organizational level the influence of the organizational changes, which occurred after the concession of the airports in Varna and Burgas, has been studied.

An organization that is a typical representative of the industry of airport operators was studied.

The results of the survey are representative of the studied object with a confidence level of 95% and a confidence interval of 0.1.

CHAPTER 7
ANALYSIS OF THE RESULTS OF THE EMPIRICAL STUDY OF WORK VALUES IN HRM CONTEXT

7.1 Respondents' Profile

7.1.1 Characterization of the Respondents

The object of the study are the employees of Fraport Twin Star Airport Management AD - airport operator at Varna and Burgas airports. Most of the respondents in the research sample (67%) work in Varna (at the airport and the Head Office). 55% of all participants were men. **Figure 7.1** shows the distribution by age, with 35% of respondents up to 34 years old, 38% - from 35 to 44 years, and 28% over 44 years. The number of employees close to retirement age is extremely small.

Figure 7.1

Distribution of Respondents by Age

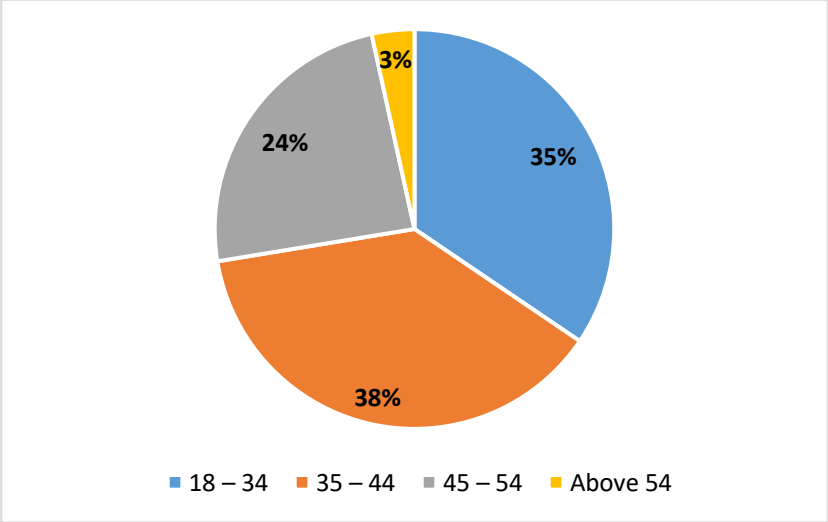
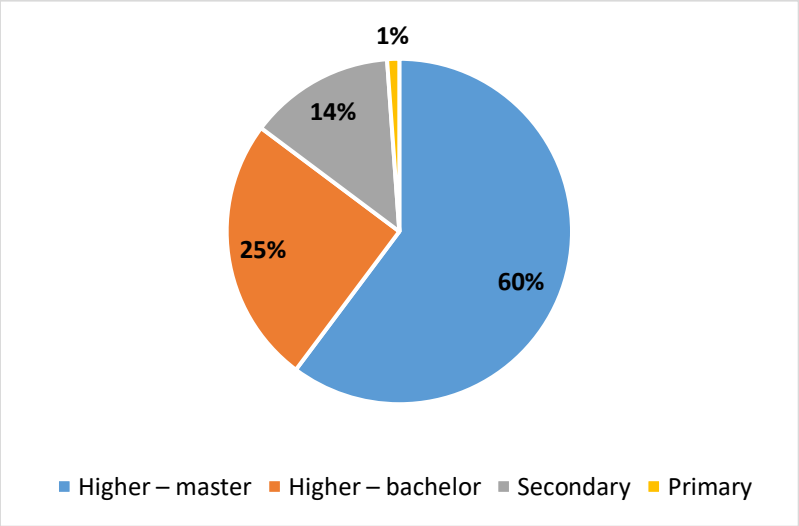


Figure 7.2 presents the educational structure of the employees who participated in the survey. 86% of them have higher education. The largest share is of people with a master's degree - 60%.

Figure 7.2

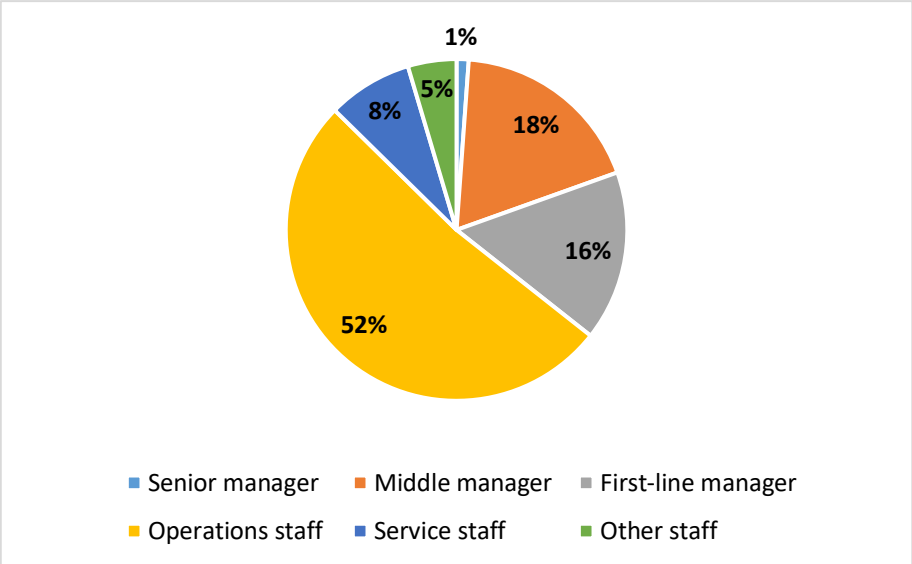
Distribution of Respondents by Education



18% of the respondents hold positions in the middle or senior management level, 16% are first-line managers, 52% - operations staff, and 13% are engaged in service and other activities (see **Figure 7.3**).

Figure 7.3

Distribution of Respondents by Position

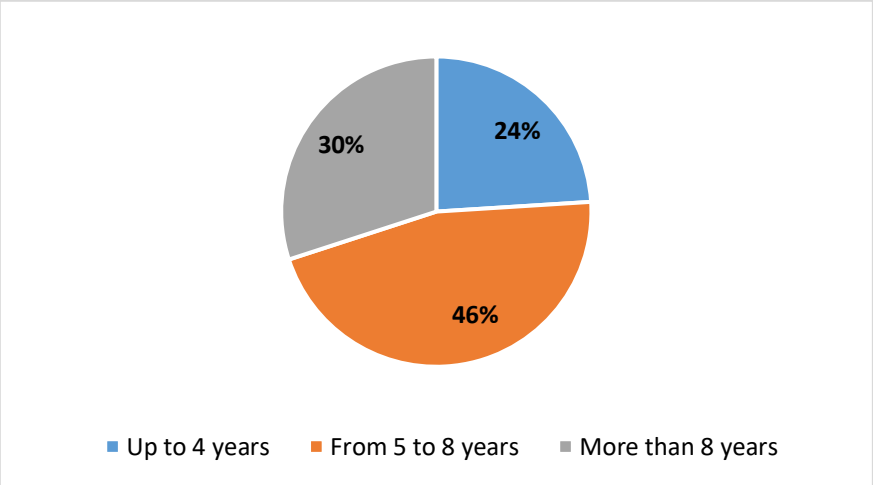


The distribution by the length of experience in the organization (**Figure 7.4**) shows that the sample is dominated by employees with experience in the company from 5 to 8 years (46%), followed by employees with more than 8 years (30%) and last in number are the employed in the last 4 years (24%). We can conclude that the majority of respondents were direct witnesses to the

organizational changes that occurred after the concession of the airports in Varna and Burgas.

Figure 7.4

Distribution of Respondents by Experience in the Organization

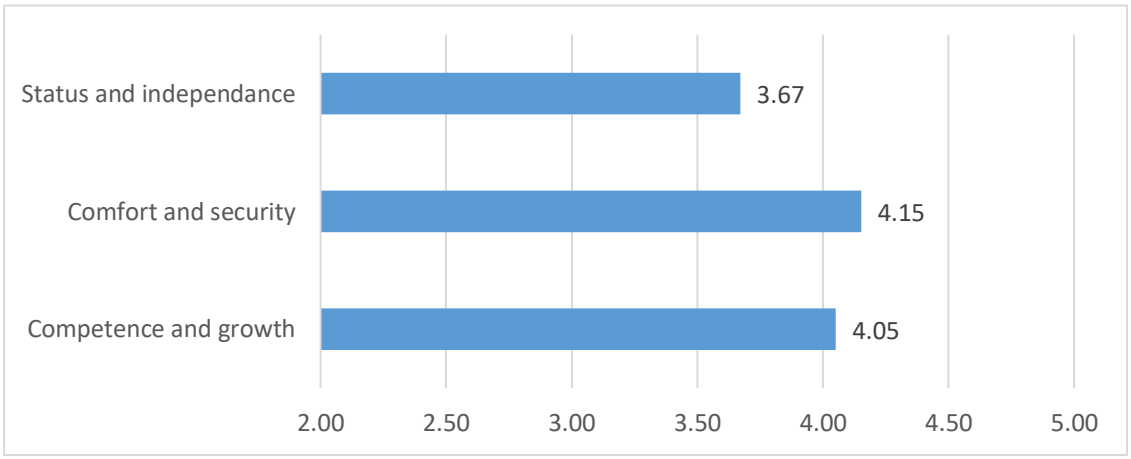


The presented results show that the study covered representatives of different groups in the organization, both in terms of personal characteristics such as gender, age, and education, and in the studied aspects of the individual work context - position in the organization, experience, and work location. This allows a reliable test of the hypotheses of the study.

7.1.2 Work Values Profile of the Employees

In item 5.4 we presented the work values according to Manhardt, which we use in the questionnaire. He grouped them into three categories: competence and growth, comfort and security, and status and independence (see **Table 5.3**, p. 80). **Figure 7.5** shows the significance of each of the three categories of values for our respondents. In the first place are the work values related to ensuring comfort and security in the workplace, with an average score of 4.15 (with a standard deviation of 0.52). In second place is the category of competence and growth with a slightly lower score of 4.05 (standard deviation 0.51). Only in third place are the values that make up the group status and independence - a score of 3.67 (standard deviation 0.47).

Figure 7.5
Significance of Manhardt's Work Value Categories



An explanation for the low assessment of the values in the category of status and independence can be found in the structure of the respondents according to the position held in the organization. The results of the correlation tests show the presence of a positive relationship (Kendall coefficient 0.221; Spearman coefficient - 0.277 with a significance of 0.01). The higher the position of the respondent, the higher the importance for him of the values that bring him status and independence. Such a connection is missing in the other two categories. Managers at the middle and senior management level form less than 20% of the sample, which explains the lower importance of this category of work values.

Gender differences are minimal for the categories of competence and growth and status and independence. The results show that women value work values related to comfort and security (average value 4.26 vs. 4.07 for men). Age also does not have a great influence on the work values categories. We report little difference only in the group status and independence, which is more important for employees aged 35 to 44 (3.79) and over 44 (3.73), while younger people give an average score of 3.50. Education is proving to be a more influential factor, with HE graduates valuing work values for competence and growth and status and independence to a greater extent than respondents with

primary or secondary education. Comfort and security come first for both groups without significant differences in ratings.

In Chapter 2, we clarified modality as a basic characteristic of values. In paragraph 3.2, we found that it is also inherent in work values and has three dimensions: material or instrumental values with specific, practical consequences for the individual, affective values that relate to feelings, and cognitive values related to knowledge (these the three dimensions form facet A from Elizur's theory). In the work context, these values can be perceived as a resource for the implementation of the activity or as a reward for the achieved result (elements of facet B). This categorization is the basis of the theoretical model of our study (see item 4.2) and we will use it in this paragraph to deepen the analysis of work values. Applying Elizur's two-faceted theory of work values and his approach to grouping them, we propose the following categorization of Manhardt's values in the two facets:

Table 7.1

Manhardt Work Values in Facet A and Facet B from Elizur's Theory

Facet A Modality		**Facet B System Performance Contingency**	
Code[31]	**Work Values**	**Code**	**Work Values**
Instrumental values		**Resources**	
QA01_sq11	has clear cut rules and procedures to follow.	QA01_sq6	provides change and variety in duties and activities.
QA01_sq12	provides comfortable working conditions.	QA01_sq8	permits working independently.
QA01_sq14	provides job security.	QA01_sq9	involves working with congenial associates.
QA01_sq15	permits a regular routine in time and place of work.	QA01_sq10	makes use of your specific educational background.
QA01_sq17	provides ample leisure time off the job.	QA01_sq11	has clear cut rules and procedures to follow.
QA01_sq21	provides the opportunity to earn a high income.	QA01_sq12	provides comfortable working conditions.
Affective values		QA01_sq14	provides job security.

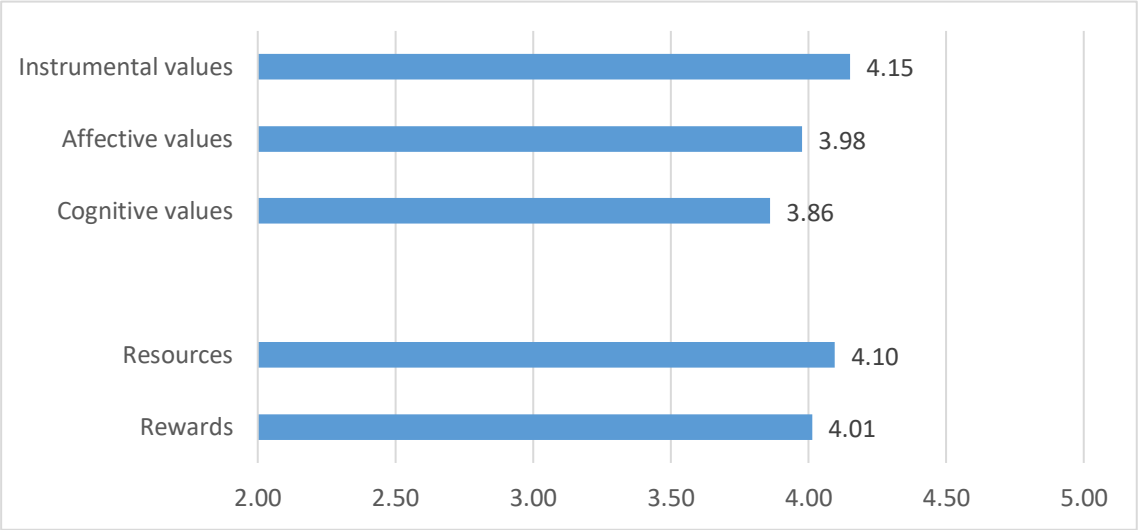
[31] Questionnaire question code.

Facet A Modality		Facet B System Performance Contingency	
Code[31]	**Work Values**	**Code**	**Work Values**
QA01_sq3	satisfies your cultural and aesthetic interests.	QA01_sq15	permits a regular routine in time and place of work.
QA01_sq9	involves working with congenial associates.	**Rewards**	
QA01_sq13	permits you to work for superiors you admire and respect.	QA01_sq2	encourages continued development of knowledge and skills.
QA01_sq16	rewards good performance with recognition.	QA01_sq7	provides a feeling of accomplishment.
QA01_sq23	is respected by other people.	QA01_sq16	rewards good performance with recognition.
QA01_sq24	requires meeting and speaking with many other people.	QA01_sq17	provides ample leisure time off the job.
Cognitive values		QA01_sq19	gives you the responsibility for taking risks.
QA01_sq1	requires originality and creativeness.	QA01_sq20	permits advancement to high administrative responsibility.
QA01_sq2	encourages continued development of knowledge and skills.	QA01_sq21	provides the opportunity to earn a high income.
QA01_sq4	is intellectually stimulating.		
QA01_sq5	permits you to develop your own methods of doing the work.		
QA01_sq6	provides change and variety in duties and activities.		
QA01_sq7	provides a feeling of accomplishment.		
QA01_sq8	permits working independently.		
QA01_sq10	makes use of your specific educational background.		
QA01_sq18	requires working on problems of central importance to the organization.		
QA01_sq19	gives you the responsibility for taking risks.		
QA01_sq20	permits advancement to high administrative responsibility.		

In **Figure 7.6** we present the significance of the work values in both facets. In facet A (modality) in the first place are the instrumental values, followed by the affective and cognitive values (with small differences of approximately 0.15). In facet B, the values related to the resources provided by the organization are leading, with a very small advantage over the values related to the perceived rewards (the difference is within the statistical error). The largest variation is observed in the instrumental values (0.54), and the smallest - in the values of rewards (0.44).

Figure 7.6

Significance of the Work Values in Facet A and Facet B



The breakdown of the data on the additional variables gender, age and education shows the following differences:

- Women attach more importance to instrumental and affective work values, with cognitive values coming last. For men, instrumental values are also the most important, but affective ones are placed after cognitive ones. Women value resource values more, and men value reward values.
- Age is a factor only in cognitive values, which are most important for the age group from 35 to 44 years.
- The difference is observed only in the cognitive values and when we take into account the education of the respondents. HE graduates rate

these work values higher than people with primary and secondary education (average score 3.90 vs. 3.60).

Table 7.2 presents the five values of the highest importance and the five values of the least importance for employees.

Table 7.2

The Most Important and the Least Important Work Values

Most Important Work Values			Least Important Work Values		
Work values	**Average**	**Std. Deviation**	**Work values**	**Average**	**Std. Deviation**
1. Provides a feeling of accomplishment.	4.39	0.653	1. Requires supervising others.	3.23	0.831
2. Provides the opportunity to earn a high income.	4.36	0.610	2. Gives you the responsibility for taking risks.	3.29	0.975
3. Rewards good performance with recognition.	4.36	0.747	3. Requires meeting and speaking with many other people.	3.55	0.846
4. Provides job security.	4.34	0.679	4. Requires working on problems of central importance to the organization.	3.69	0.811
5. Is intellectually stimulating.	4.28	0.641	5. Permits advancement to high administrative responsibility.	3.69	0.811

These results are to some extent in line with the data from the fourth wave of the nationally-representative European Values Survey (2008). **Table 7.3** presents the five most important and least important aspects of work for Bulgarians. The European Values Survey provides an opportunity to select several characteristics of the work that are important for the respondents. The data in the table testify to the elements selected by the most people and help us to rank them in order of importance. In this way, we can make a comparison with the results of our study, in which we arrange the work values according to their significance for the respondents.

Table 7.3

The Most Important and the Least Important Job Aspects

The Most Important		The Least Important	
Job aspects	**Percentage**	**Job aspects**	**Percentage**
1. Good pay	97.3%	1. Long paid leave	45.1%
2. Safe workplace	85.8%	2. Work without much stress	53.0%
3. A job that matches my abilities	83.2%	3. To ask for my opinion when making important decisions	55.8%
4. Nice colleagues	80.4%	4. Responsible work	57.8%
5. Interesting work	78.3%	5. Opportunity to take initiative	58.8%

Source: Evropeysko izsledvane na tsennostite [European Values Survey] by G. Fotev et al., 2008, Sofia: BSA.

The importance of income, security and stimulating work is evident. On the other hand, taking responsibility, taking initiative and risks, participating in decision-making critical to the organization occupy the last positions in importance.

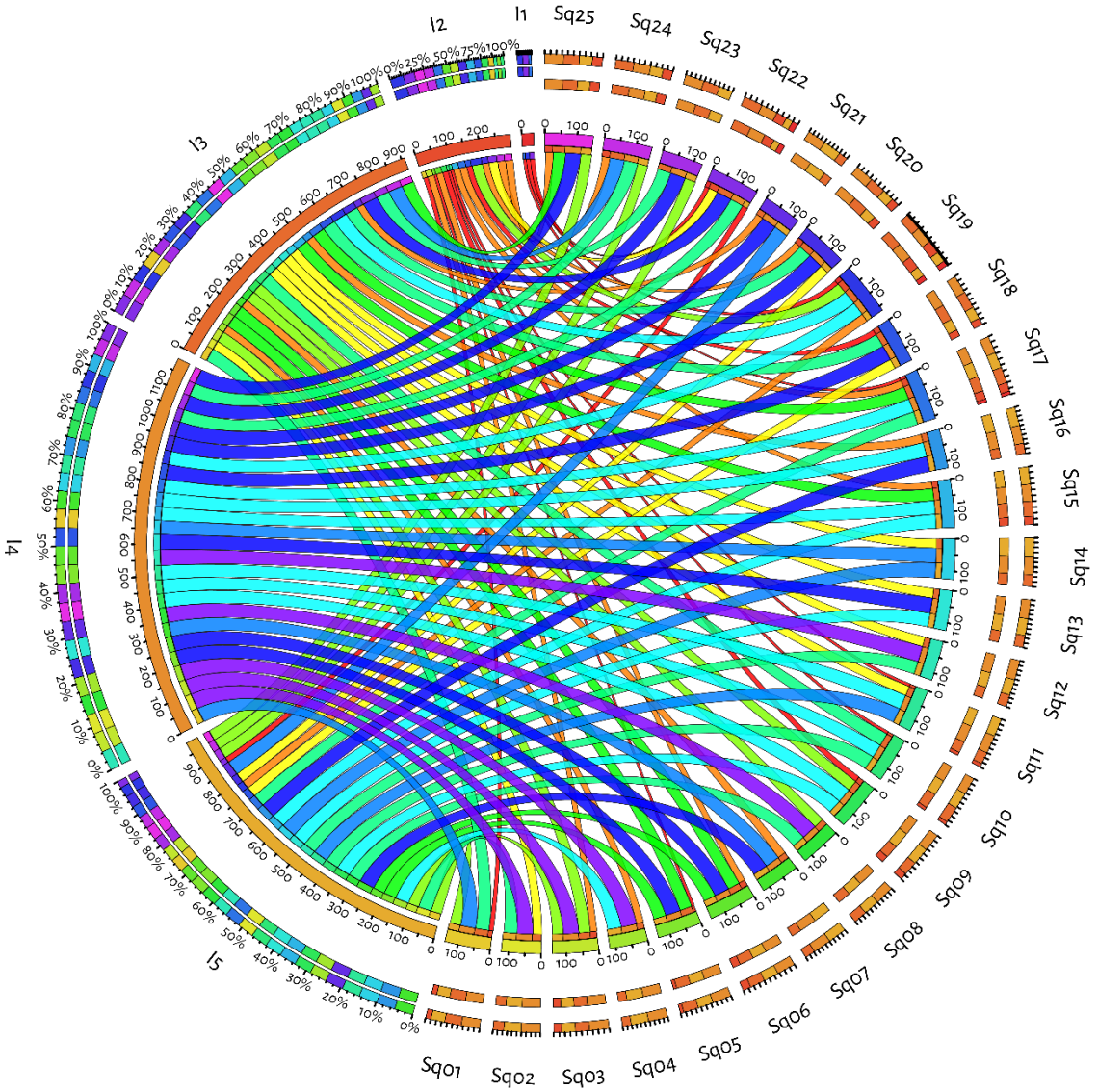
In our study, we observe a gender difference not so much in the five most important work values as in their order. For women, these are the feeling of accomplishment, recognition, and security, while for men, the most important are income, accomplishment, and intellectual activity. There are no significant differences in the lower part of the value structure.

Profitable work is most important for the age group of 35 to 44 years. The importance of having clear cut rules and procedures increases with age. Although all age groups prioritize the desire to lead other people, there is a big difference between the youngest (under 35) and the other age groups - an average score of 2.87 versus 3.48 for people aged 35 and 44 years and 3.33 for respondents over 44 years.

Accomplishment, recognition, and intellectual stimulus are most important for HE graduates, while high income is paramount for people with primary or secondary education. It is noteworthy that higher education has an impact on setting higher scores for work values.

Figure 7.7 shows the distribution of the answers about the importance of work values. I1 to I5 reflect the degree of importance (from little or no importance to the greatest importance). In the figure, they are presented in colour with shades of orange. The orange sectors show the sum of the scores from the answers given by the respondents. The graph shows that the respondents most often marked I4 - "Fairly important" and the answers I3 and I5 - "Moderately important" and "Very important" were relatively evenly distributed. SQ1-25 are the codes of work values from the questionnaire. In each sector to these codes are delimited segments of different colour, which show the distribution of answers I1 to I5 for this particular value. For example, for SQ23 only answers I3 to I5 are marked - i.e., none of the respondents defined the value "is respected by other people" as unimportant. All work values are marked with colours from light green to purple. The variegated sectors of the answers for importance (I) show the distribution of a given answer among all values (from bottom to the top follows the sequence from the value with the largest share to the one with the smallest). The lines in the graph show how the answers are distributed between the individual values through connections between the segments. The structure of the value evaluations in the figure confirms the results of the analysis of the means.

Figure 7.7
Distribution of the Answers about the Importance of Work Values



Full data on the significance of all work values are presented in Appendix 7.

7.1.3 Attitudes towards Human Resource Management Activities

In this paragraph, we will present the results of the survey on attitudes towards HRM activities in the organization. A scale from 1 to 5 was used, in which 1 refers to complete disagreement with the presented statement, and 5 - complete agreement. Mean values were calculated to reflect the degree of agreement.

Attitudes towards the recruitment and selection process in FTSAM AD are presented in **Figure 7.8**. All scores are below 4. The selection procedures have the highest score. They are determined to be adequate for the vacant positions. The application of professional selection criteria is lower, as well as the preference of employees over external candidates for open positions. Following the implementation of the concession in 2006, one of the first measures of the new management concerning the selection was the introduction of a rule restricting family ties. However, in the process of interviewing, company employees commented that there are cases in which the personal factor is still given importance in the selection of interns or new employees.

Figure 7.8

Attitudes towards the Recruitment and Selection Process

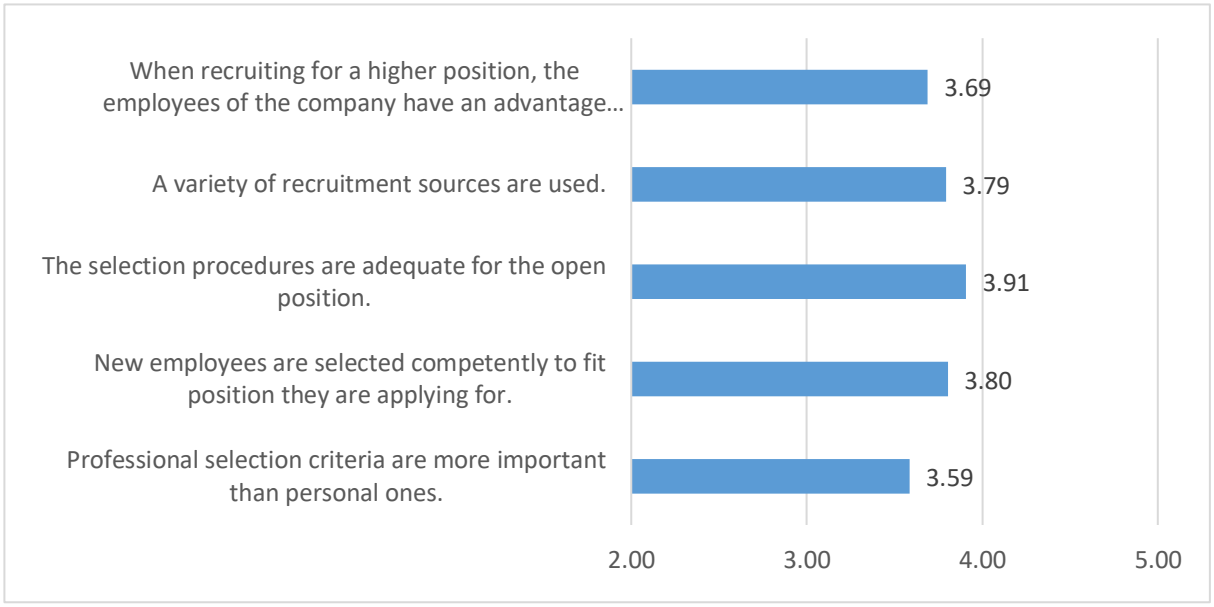


Figure 7.9 reflects the attitudes towards the internship program in FTSAM AD. Its organization and the skills that the interns acquire during their training are highly appreciated. The internship program is also considered a good source for recruiting quality staff. During the interviews, the employees shared that during the training of interns they get acquainted very well with their skills and it is easier to assess their suitability for taking a permanent position in the organization. Every year, the best interns are offered jobs. At the same time, the limited opportunity to assign complex tasks to trainees is taken into account due

to the lack of experience, which is confirmed in the evaluations of the statement that the internship program facilitates the work in the busy season. Most interns work on additional projects designed specifically for them outside the day-to-day work of the departments.

Figure 7.9
Attitudes towards the Internship Program

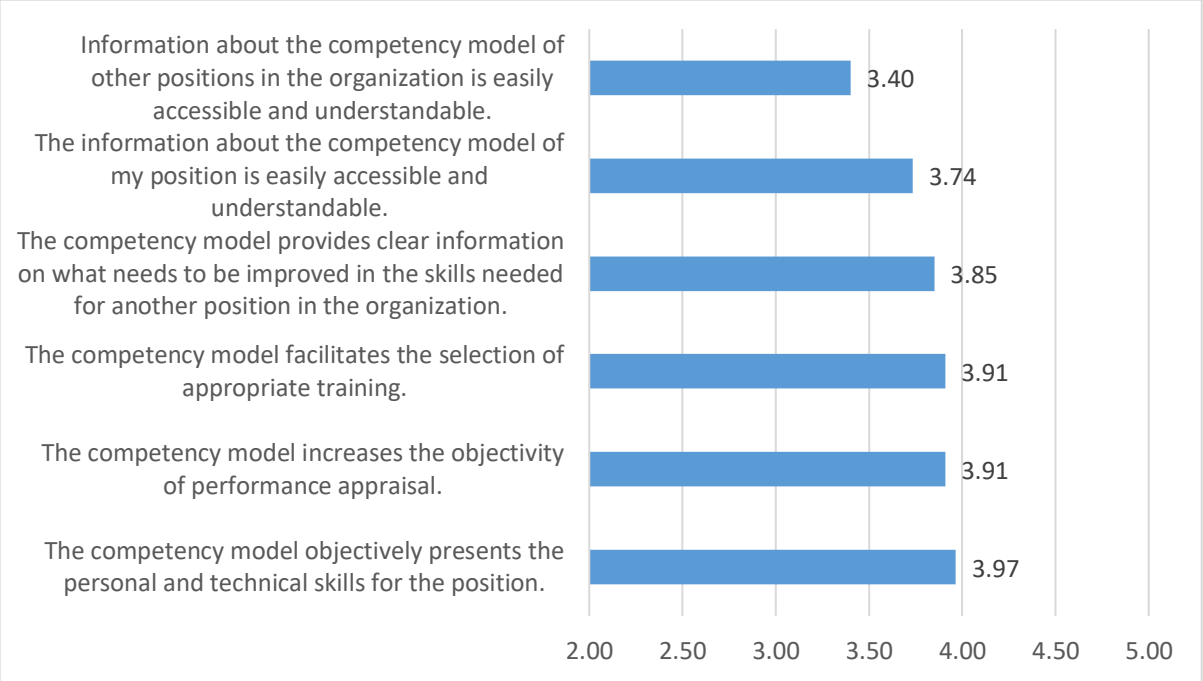


In 2010 a competency model was developed in FTSAM AD and it has been gradually implemented in the organization. This model was an innovation in the HRM in the multinational company and was created on the initiative of the division in Bulgaria.

The competency model aims to improve employee performance, transparency, objectivity of assessment and adequate training of employees to develop their skills or to support the rotation in the organization. It includes personal and technical skills that form a position profile limited to six core competencies. They are assessed by the required level of proficiency and degree of importance. Competencies are developed in accordance with the regulations, the requirements of the job position and the organizational culture. After its full introduction, the model will be used for selection of candidates, performance appraisal, career development, reward and compensation management and as a basis for the bonus system. The attitudes towards the competency model are rather positive (see **Figure 7.10**). At the time of the study, the model was still being tested and was being applied just for several positions. This also explains

the lower assessments of the accessibility and comprehensibility of the available information about the profiles of the various positions in the company.

Figure 7.10
Attitudes towards the Competency Model



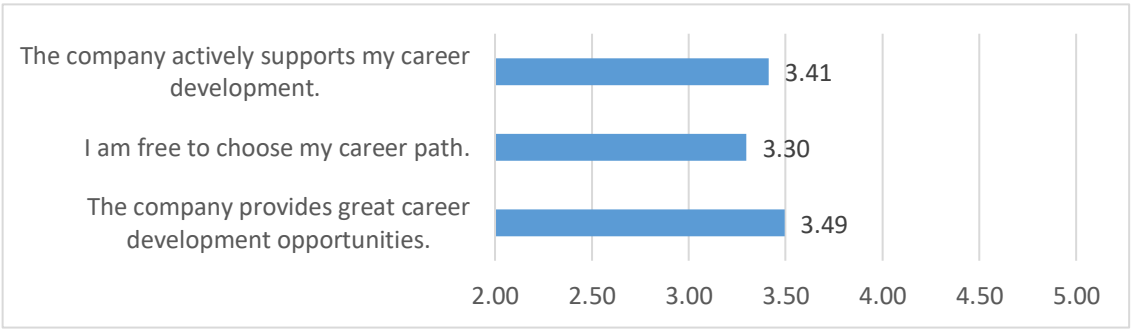
The evaluation of the trainings offered in the organization is diverse (see **Figure 7.11**). Respondents are adamant that the company offers a well-organized and interesting variety of trainings that develop professional skills. Employees can apply what they have learned in their work in the company. To a lesser extent, it is considered that the organization stimulates participation in training, and that employees have the freedom to choose the training to be completed. In many cases, it turns out that certain trainings are "closed" only to a certain group of staff. Access to training abroad, in other Fraport divisions, is even more limited.

Figure 7.11
Attitudes towards Trainings



The assessments of career opportunities offered at FTSAM AD are close to neutral (see **Figure 7.12**). During the interviews, employees said that opportunities exist, but in some places they were limited mainly within the department in which they work. This reduced the freedom of choice regarding the possible career path. There was a feeling that the company can be more active in supporting the career development of its employees.

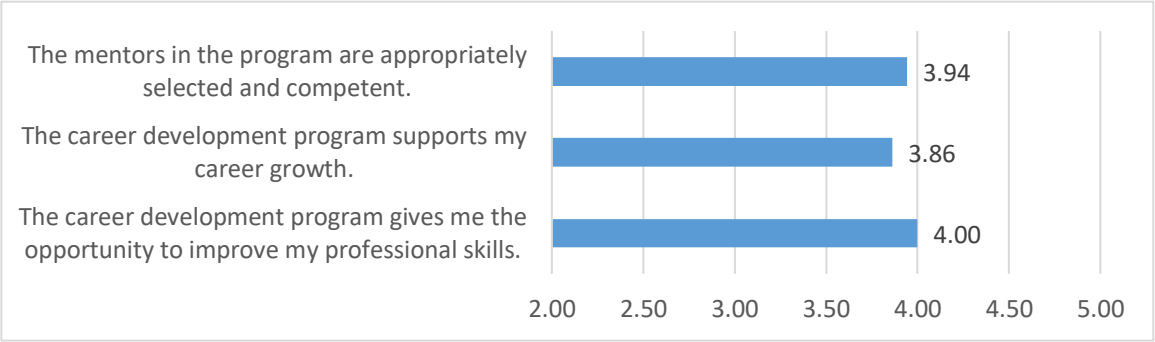
Figure 7.12
Attitudes towards Career Development Opportunities



Significantly higher are the evaluations of the career development program, which includes professional development clubs - a young specialist and an expert club (members are employees with many years of experience) and an academy for managers. The respondents are satisfied with their participation in

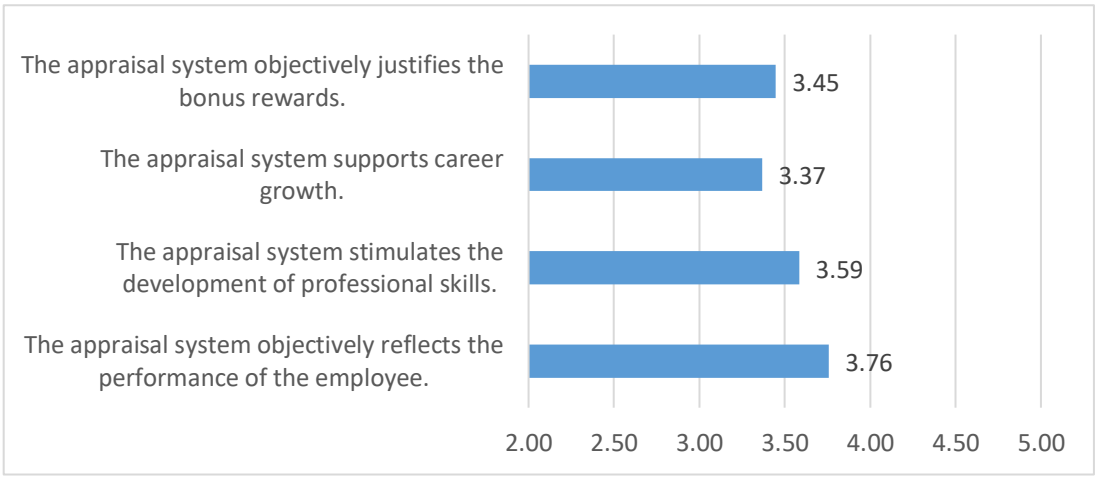
these internal organizations and their collaboration with Fraport's mentors and believe that they were able to improve their professional skills and grow in their careers thanks to the program (see **Figure 7.13**).

Figure 7.13
Attitudes towards the Career Development Program



The training and career development programs are related to the performance appraisal system. This system is modelled on the German concessionaire's practice and includes top-down evaluation (from the direct supervisor to the subordinates). In some departments, employees share the presence of a subjective factor in the evaluation, which is why they place lower scores of the system's abilities to support career development and objectively justify the bonus rewards (see **Figure 7.14**). Following the introduction of the competency model, the objectivity of performance appraisal is expected to improve.

Figure 7.14
Attitudes towards the Performance Appraisal System



The low assessment of the appraisal system for the above elements is also confirmed by the reward system (see **Figure 7.15**). To a lesser extent, employees believe that remuneration reflects the efforts made and encourages hard work. The fact that bonuses motivate employees to make additional efforts is taken into account, but the most important advantage of the reward system is its regular payment.

Figure 7.15
Attitudes towards the Reward System



Employees appreciate the social benefits that their organization offers (see **Figure 7.16**). The attitude towards the private health insurance provided by the employer is positive. Sports cards are used less frequently, but employees rate them as good care on the part of the company.

Figure 7.16
Attitudes towards Social Benefits

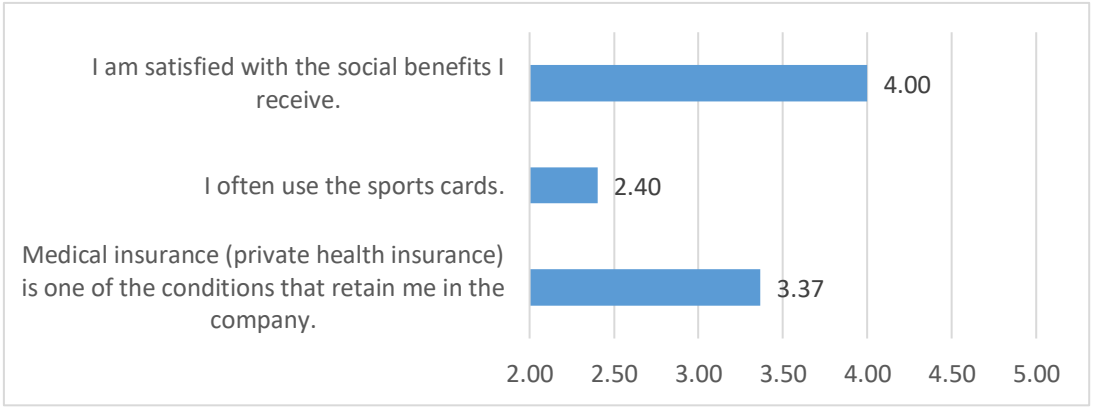
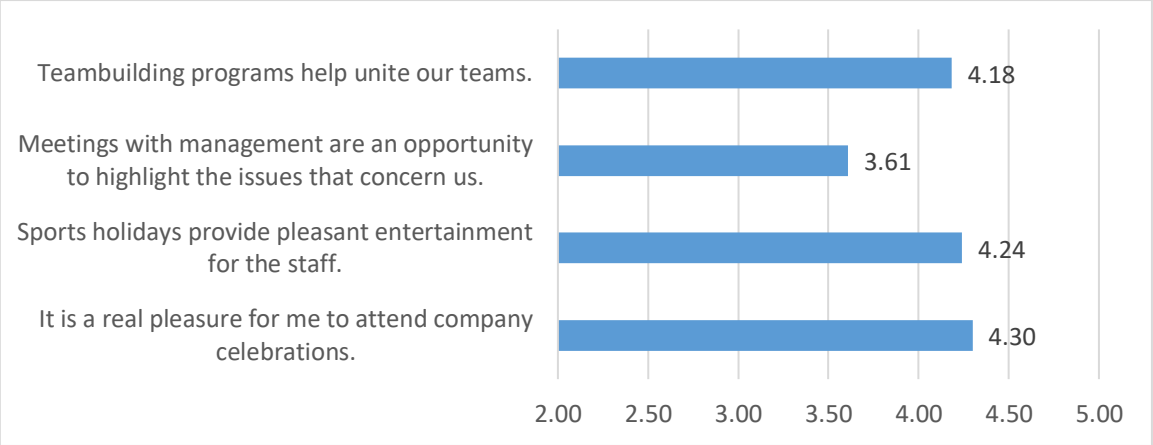


Figure 7.17 presents the attitudes towards social life in FTSAM AD. The ratings are very high, and improvement can be sought in communications with

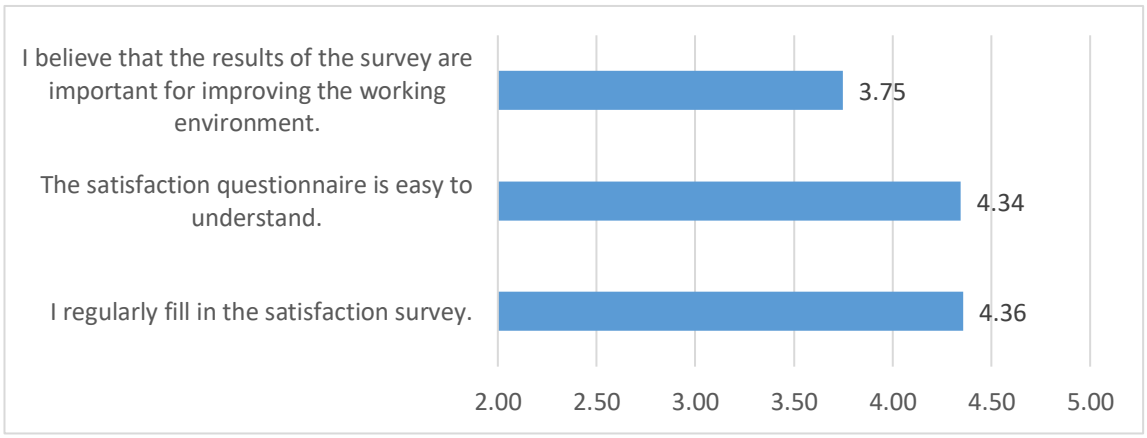
management. The opinion of the interviewees was that the social events were very well organized, with care and attention to the employees. They provide variety, reduce stress and improve the working climate.

Figure 7.17
Attitudes towards Social Life in FTSAM AD



Satisfaction surveys are conducted annually in each Fraport division. Employee feedback forms are collected and analysed by an external company. The reports are sent to the management in Bulgaria and to the parent company. Employees have no difficulty completing the survey but are not fully convinced that the results are important for improving the work environment (see **Figure 7.18**).

Figure 7.18
Attitudes towards Satisfaction Surveys

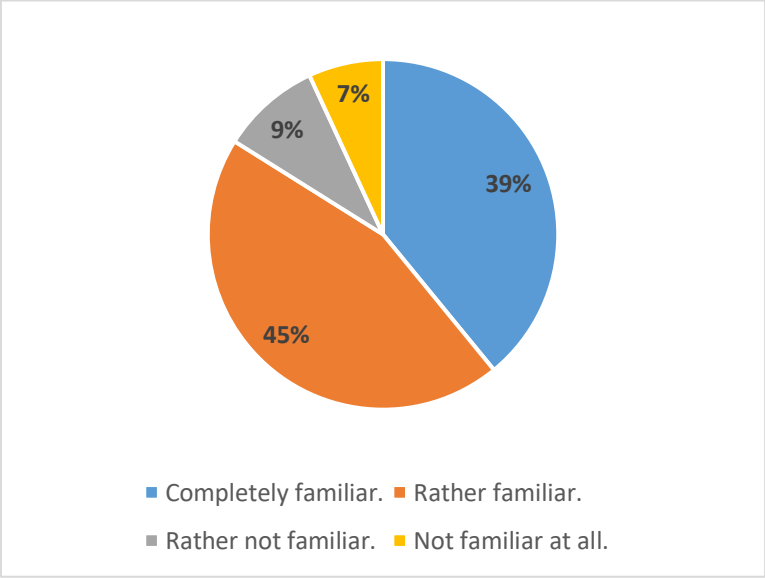


In 2009 FTSAM AD introduced a Value Management System, which ensures ethical business conduct (Appendix 8). The focus of the system is on

compliance with the law and the attitude towards gifts, company property and information. Value management includes all corporate statements, measures, methods, and tools that ensure the practical application of ethical and responsible management. 84% of employees are familiar with the concept of the company's value management system (see **Figure 7.19**).

Figure 7.19

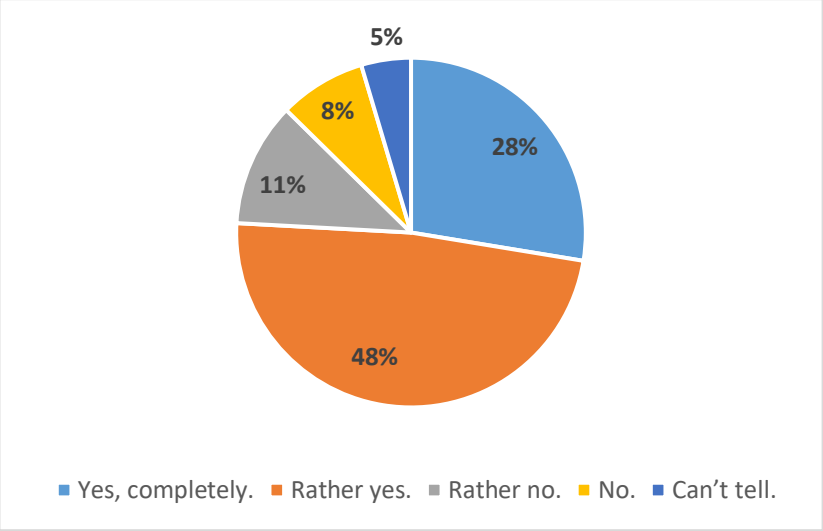
Familiarity with the Concept of the Value Management System



76% of respondents believe that the existence of written rules of ethical behaviour contributes to limiting abuses in the organization (see **Figure 7.20**).

Figure 7.20

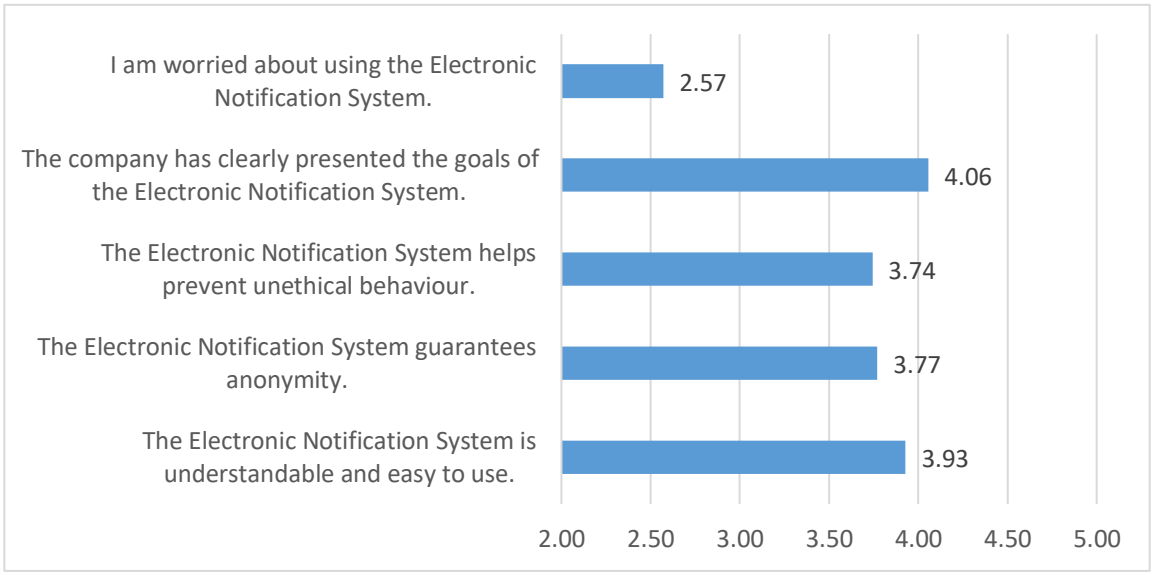
Existence of Influence of the Written Rules for Ethical Behaviour for Limitation of the Abuses in the Organization



An electronic notification system for signalling violations of ethical rules has been introduced in accordance with the principles of the Value Management System. Only two of the respondents used the notification system to report violations. All employees have been trained to work with it, and their attitudes are positive (see **Figure 7.21**). Respondents in the survey were not worried about using the notification system, as evidenced by the low average rating of agreement with the statement "I am worried about using the Electronic Notification System". The neutral position (neither agree, nor disagree) is 3 and the average score is 2.57, which shows that, in general, the respondents indicated more answers that disagree with the presented statement.

Figure 7.21

Attitudes towards the Electronic Notification System for Signalling Violations of Ethical Rules

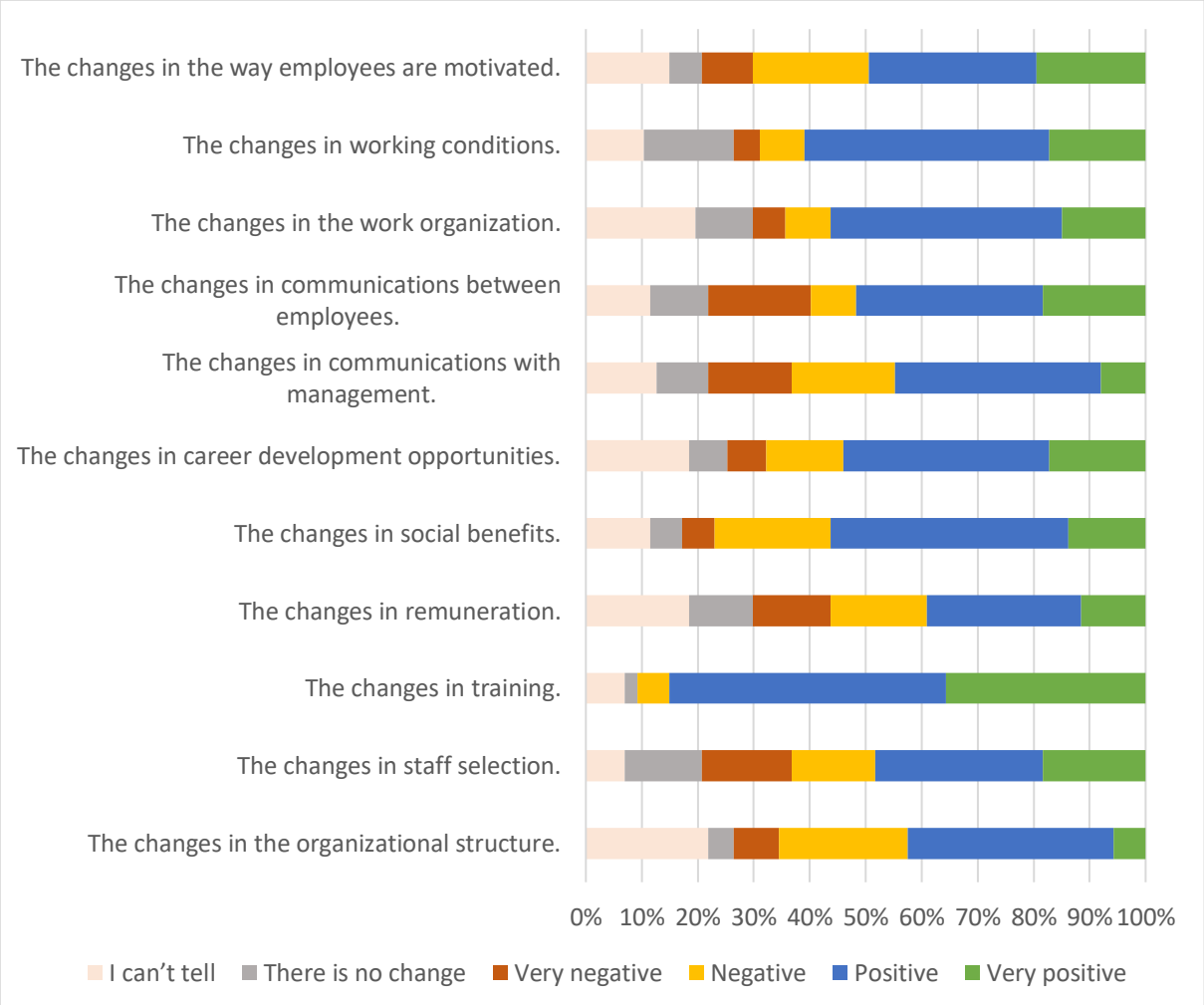


The attitudes towards the predominant part of the HRM activities in FTSAM AD are positive. Improvement can be sought in career development opportunities, the performance appraisal system and subsequent employee incentives. New approaches in personnel management such as the competency model, development clubs and the value management system are well received and can become a competitive advantage of the organization.

7.1.4 Assessment of the Organizational Changes

In 2006, the German company Fraport won a 35-year concession at the airports in Varna and Burgas. As the foreign investor held 60% of the property, both airports have been undergoing not only a transition from public to private management but also a change in the approach to working with staff. Some of the parent company's human resource management practices have been adopted. This brought a number of changes to the organization. **Figure 7.22** presents the assessment of the changes after the concession by the employees of FTSAM AD.

Figure 7.22
Perceptions of the Organizational Changes after the Concession of Varna and Burgas Airports



Most changes are evaluated positively. Exceptions are the changes in remuneration, organizational structure, and communication with management.

The expectations of the employees before the concession were for a drastic increase in salaries, which was not realized to the desired extent, and this is a factor for the more negative assessments of this practice. The changes in the organizational structure have led to a number of staff reductions. Given the fact that part of the management is composed of foreigners, as well as the changes in the hierarchy in the organization, some employees believe that after the concession communication with senior executives is more difficult. The changes in training and working conditions are highly rated. The concessionaire invests significant funds in these areas (see item 6.2, p. 95).

The high deviation in the answers (average 1.6) is impressive, which is due to the large percentage of respondents who cannot judge whether the change is positive or negative. The differences between men and women in the assessment of the changes are minimal. They are most pronounced in career development and working conditions, which women evaluate more positively after the concession, and men see more advantages in the approach to motivation. Employees over the age of 44 perceive the changes relatively more positively, with significant differences, compared to their younger colleagues. The most sceptical is the age group between 35 and 44 years. There are no significant differences in the scores between HE graduates and employees with primary and secondary education. This is not the case when we look at the perceptions according to the position in the organization. The lowest are the evaluations of the staff in operations positions. The higher we climb in the hierarchy, the more positively the changes after the concession are perceived. They are best accepted by senior executives who have been directly involved in the changes themselves. The service staff also has a positive assessment. The experience factor also has a serious impact on perceptions. Employees with 9 or more years of experience in the company have a much more positive assessment of the changes. They have worked long enough in the old system and have a basis for comparison. The other groups of respondents started working in the last year or two before or after the concession. Their impressions of the

differences are limited or formed by conversations with their colleagues and former employees of the organization. Regarding the workplace, the more positive assessment of the changes by the employees in Varna is impressive. It should be noted that this is also where the Head Office of the organization is, which is most affected by the changes and its employees can fully feel their effect.

The results of the statistical analysis of perceptions of the organizational changes are presented in Appendix 9.

7.2 Testing and Interpretation of the Research Hypotheses

Research Hypothesis 1

Based on the theoretical overview and the review of the aspects of the study of work values in the first four chapters, three research hypotheses have been formulated. The first of them refers to the modality of work values (a category of Elizur's two-faceted theory, which includes three types of values according to the result - instrumental, affective, and cognitive):

Hypothesis 1: The modality of employees' work values influences their attitudes towards HRM activities.

To test this hypothesis, we test the three categories of work values according to their modality - instrumental, affective and cognitive, and 53 statements related to employees' attitudes towards different HRM activities in the organization (questions from the questionnaire QB01 - QB11, QB13, QB15). We check the validity of the hypothesis through the available number of established correlations. **Table 7.4** presents the results for the presence of relationships calculated using the Spearman and Kendall coefficients.

Table 7.4
Correlations between the Modality of Work Values and the Attitudes towards HRM Activities (number of connections)

Modality	No Association	Weak Association	Moderate Association
Instrumental values			

Spearman's correlation	51	2	0
Kendall's correlation	51	2	0
Affective values			
Spearman's correlation	27	20	6
Kendall's correlation	27	24	2
Cognitive values			
Spearman's correlation	49	2	2
Kendall's correlation	49	3	1

There is a relationship with affective values, which have moderate to weak effects on attitudes towards 26 activities. In the case of instrumental values there is an influence on 2 activities, and in the case of cognitive values - on 4.

The modality of work values, focused on the feelings and emotions of individuals, has the strongest influence on attitudes towards HRM activities. This conclusion is consistent with the discovery of the fourth component of attitudes - the emotional process (see **Figure 1.2** on page 32). The importance of emotions in the formation of attitudes is confirmed, as the affective work values are activated to the greatest extent in this process.

In **Table 7.5** we present the number of correlations of all studied work values with the attitudes towards HRM activities.

Table 7.5
Correlations between the Importance of Work Values and Attitudes towards HRM Activities (number of connections)

Work Values	**No Association**		**Weak Association**		**Moderate Association**	
Competence and growth	**S**	**K**	**S**	**K**	**S**	**K**
1. requires originality and creativeness.	53	53	1	1	0	0
2. encourages continued development of knowledge and skills.	50	50	3	3	0	0
3. satisfies your cultural and aesthetic interests.	53	53	0	0	0	0
4. is intellectually stimulating.	53	53	0	0	0	0
5. permits you to develop your own methods of doing the work.	53	53	0	0	0	0

Work Values	No Association		Weak Association		Moderate Association	
6. provides change and variety in duties and activities.	50	50	2	3	1	0
7. provides a feeling of accomplishment.	52	52	1	1	0	0
8. permits working independently.	51	51	2	2	0	0
9. involves working with congenial associates.	34	33	15	17	4	3
10. makes use of your specific educational background.	48	47	4	6	1	0
Comfort and security						
11. has clear cut rules and procedures to follow.	52	51	0	2	1	0
12. provides comfortable working conditions.	53	53	0	0	0	0
13. permits you to work for superiors you admire and respect.	44	44	7	8	2	1
14. provides job security.	48	48	4	5	1	0
15. permits a regular routine in time and place of work.	50	50	2	3	1	0
16. rewards good performance with recognition.	47	46	6	7	0	0
17. provides ample leisure time off the job.	51	51	2	2	0	0
Status and independence						
18. requires working on problems of central importance to the organization.	50	50	2	3	1	0
19. gives you the responsibility for taking risks.	50	50	2	3	1	0
20. permits advancement to high administrative responsibility.	52	52	1	1	0	0
21. provides the opportunity to earn a high income.	37	37	14	16	2	0
22. requires supervising others.	48	48	5	5	0	2
23. is respected by other people.	19	22	18	26	14	5
24. requires meeting and speaking with many other people.	42	42	11	11	0	0

Work Values	No Association		Weak Association		Moderate Association	
25. makes a social contribution by the work you do.	30	30	16	19	7	4

In the top 5 places are the following work values:

- is respected by other people (33 relationships).
- makes a social contribution by the work you do (23 connections).
- involves working with congenial associates (22 connections).
- provides the opportunity to earn a high income (16 connections).
- rewards good performance with recognition (15 connections).

For the most part, these are work values from the group of the affective ones.

The analysis of the results of the study allows us to **partially accept the first hypothesis** - affective values influence the attitudes towards HRM activities. In the other categories, there is a partial impact of individual work values.

A complete statistical analysis of the relationships is presented in Appendix 10.

Research hypothesis 2

The second research hypothesis is related to work values according to the conditions for implementation:

Hypothesis 2: The importance of the type of work values in relation to System Performance Contingency influences the attitudes towards the HRM activities.

Organizations determine System Performance Contingency of work activity. They can be considered as resources - a prerequisite for the performance of work duties; and as rewards provided for the employee's performance.

Table 7.6 presents the number of established relationships between the two categories of work values and attitudes towards HRM activities. A list of the two groups is presented in **Table 7.1** in item 7.1.2. Resource-related work values affect attitudes toward three of the activities, and reward-related work values affect two. In both cases, there are 50 or more activities that are not related to the categorization in question.

Table 7.6
Correlations between the Work Values Related to System Performance Contingency and Attitudes towards HRM Activities (number of connections)

Work Values in Relation to System Performance Contingency	No Association	Weak Association	Moderate Association
Work values related to resources			
Spearman's correlation	50	1	2
Kendall's correlation	50	2	1
Work values related to rewards			
Spearman's correlation	51	2	0
Kendall's correlation	51	2	0

Due to the lack of connection between the two categories of work values and the attitudes towards HRM activities, **we reject hypothesis 2**. After the analysis of work values in item 7.1.2, these results are expected due to the composition of these groups of work values. We found that most of the values included in them do not affect attitudes towards HRM activities.

Statistical analysis of the relationships in **Table 7.6** is presented in Appendix 11.

Research hypothesis 3

The third research hypothesis examines the impact of situational factors at the organizational and individual levels:

Hypothesis 3: Situational factors at the organizational level have a stronger impact on the formation of attitudes towards HRM activities than the individual work context and personal characteristics.

The identified situational factors at the organizational level are the changes that occurred after the concession of the airports in Varna and Burgas.

In our study, we check how employees perceive these organizational changes. Individual factors include the work context (represented by the position, the experience in the company and the work location - Varna or Burgas airport) and personal characteristics (gender, age and education).

Table 7.7 presents the links between the perceptions of the organizational changes and the attitudes towards HRM activities.

Table 7.7
Correlations between the Perceptions of the Organizational Changes and the Attitudes towards HRM Activities (number of connections)

Organizational Changes	No Association		Weak Association		Moderate Association		Essential Association	
	S	K	S	K	S	K	S	K
Changes in general	4	4	7	21	37	28	5	0
The changes in the organizational structure.	24	24	18	29	11	0	0	0
The changes in staff selection.	12	11	15	22	24	20	2	0
The changes in training.	32	32	14	18	7	3	0	0
The changes in remuneration.	30	30	17	22	6	1	0	0
The changes in social benefits.	7	8	20	36	26	9	0	0
The changes in career development opportunities.	6	7	10	18	30	18	7	0
The changes in communications with management.	6	8	20	31	27	14	0	0
The changes in communications between employees.	6	6	11	24	35	22	1	1
The changes in the work organization.	41	40	11	13	1	0	0	0
The changes in working conditions.	16	16	19	27	18	10	0	0
The changes in the way employees are motivated.	29	28	14	21	10	4	0	0

The presented data testify to the presence of influence of the perception of the organizational changes on the attitudes towards the HRM activities. We observe 5 connections with essential association, 37 with moderate and 7 with weak (Spearman's correlation).

The perceptions of the changes in communications (with other employees and with the management), in the opportunities for career development and the social benefits have the strongest impact. The direction of the relationship is positive, which shows that the more positive the changes are perceived, the more positive are the attitudes towards HRM activities. Communications in the organization come to the fore as a factor in forming attitudes.

Table 7.8 presents the impact of individual factors on attitudes towards HRM activities.

Table 7.8
Correlations between the Individual Factors and the Attitudes towards HRM Activities (number of connections)

Individual Factors	No Association		Weak Association		Moderate Association	
	S	K	S	K	S	K
Gender	46	47	7	6	0	0
Age	47	47	5	6	1	0
Education	50	50	1	1	2	2
Position in the company	48	48	4	5	1	0
Experience in the company	51	51	1	2	1	0

Using a Chi-square test, a connection was established between the work location (Varna and Burgas) and the attitudes towards 6 HRM activities.

Personal characteristics and other individual factors have little influence on attitudes (between 3 and 7 relationships from weak to moderate association). The situational factors at the organizational level (perceptions of the organizational changes) have a much stronger impact (the influence 49 activities). **This allows us to confirm the third hypothesis**.

Appendix 12 presents the correlation coefficients of the associations studied in Hypothesis 3.

In search of the nature of the influence of the perception of organizational changes on the attitudes towards HRM activities, **we formulate a new hypothesis 4** to test whether there is a relationship between work values and

the perception of organizational change: "Modality of work values affects the perception of situational factors at the organizational level (organizational changes after the concession)".

The correlation test showed the presence of relationships in two of the modalities, **which confirms Hypothesis 4** (see **Table 7.9**).

Table 7.9
Correlations between the Modality of Work Values and the Perceptions of Organizational Changes

Modality	Value
Instrumental values	
Spearman's correlation	N/A
Kendall's correlation	N/A
Affective values	
Spearman's correlation	0,279
Kendall's correlation	0,198
Cognitive values	
Spearman's correlation	0,239
Kendall's correlation	0,162

Both coefficients indicate a correlation between affective and cognitive values, on the one hand, and the perceptions of organizational changes, on the other. In this way, work values indirectly influence attitudes towards HRM activities - by influencing employees' perceptions of situational factors at the organizational level.

The results of the tests for statistically significant relationships to Hypothesis 4 are included in Appendix 13.

Approbation and interpretation of the main research thesis

Three of the four research hypotheses were partially or completely confirmed, which gives us reason to **accept the research thesis** that work values are an important factor that modifies the employees' attitudes towards the HRM activities in the organization. The presence of situational factors at the organizational level influences the relation "work values - attitudes towards HRM activities".

We need to focus on the affective component of work values, which has the greatest impact on the attitudes towards HRM activities.

Situational factors at the organizational level largely shape the attitudes of employees. The communications in the organization come to the fore, which are a medium of moods and evaluations. To a large extent, the perceptions of organizational changes are formed precisely by the communication between employees.

The impact of affective and cognitive work values on the perceptions of organizational changes has been identified. This is an additional aspect in the mechanism of influence of work values.

7.3 Modification of the Model of the Relation "Work Values - Attitudes towards Human Resources Management Activities"

The present research has been developed and conducted in accordance with the elements and connections of the theoretical model of the relation "work values - attitudes towards human resources management activities", presented in Chapter 4 (see item 4.2, p. 73).

We found that affective work values significantly influence the attitudes towards HRM activities. The reason for this is the emotional charge that this group of values carries. They affect the emotional process that the individual goes through in forming their attitudes. Emotional episodes, which leave their mark on the perceptions of employees, are manifested in the context of certain work values with high emotional intensity. Such are the relationships with colleagues and managers in the workplace, the relationships with people outside the organization, the respect and recognition that are obtained in the work process, the satisfaction of cultural and aesthetic interests. This gives us reason to focus on affective work values when analysing the direct impact on attitudes.

The results of the study show that the work values considered as resources or rewards according to the system performance contingency do not affect the

attitudes. Neither the values defined as resources provided by the organization nor those associated with awards have a significant impact. For this reason, we remove the connection with them on the model of the relation "work values - attitudes towards HRM activities". Other studies show a link between performance conditions and employee motivation, but this interaction is beyond the scope of this study.

The situational factors at the organizational level have the strongest impact on the attitudes, identified in the surveyed company as changes that occurred after the concession agreement and the entry of the foreign investor. The perception of the employees towards these changes turned out to be in a moderate and essential association with a large part of the HRM activities in the organization. Although the vast majority of respondents were not employees of the company at the time of the change in ownership, the sense of the impact of the new organizational reality continues to shape staff attitudes.

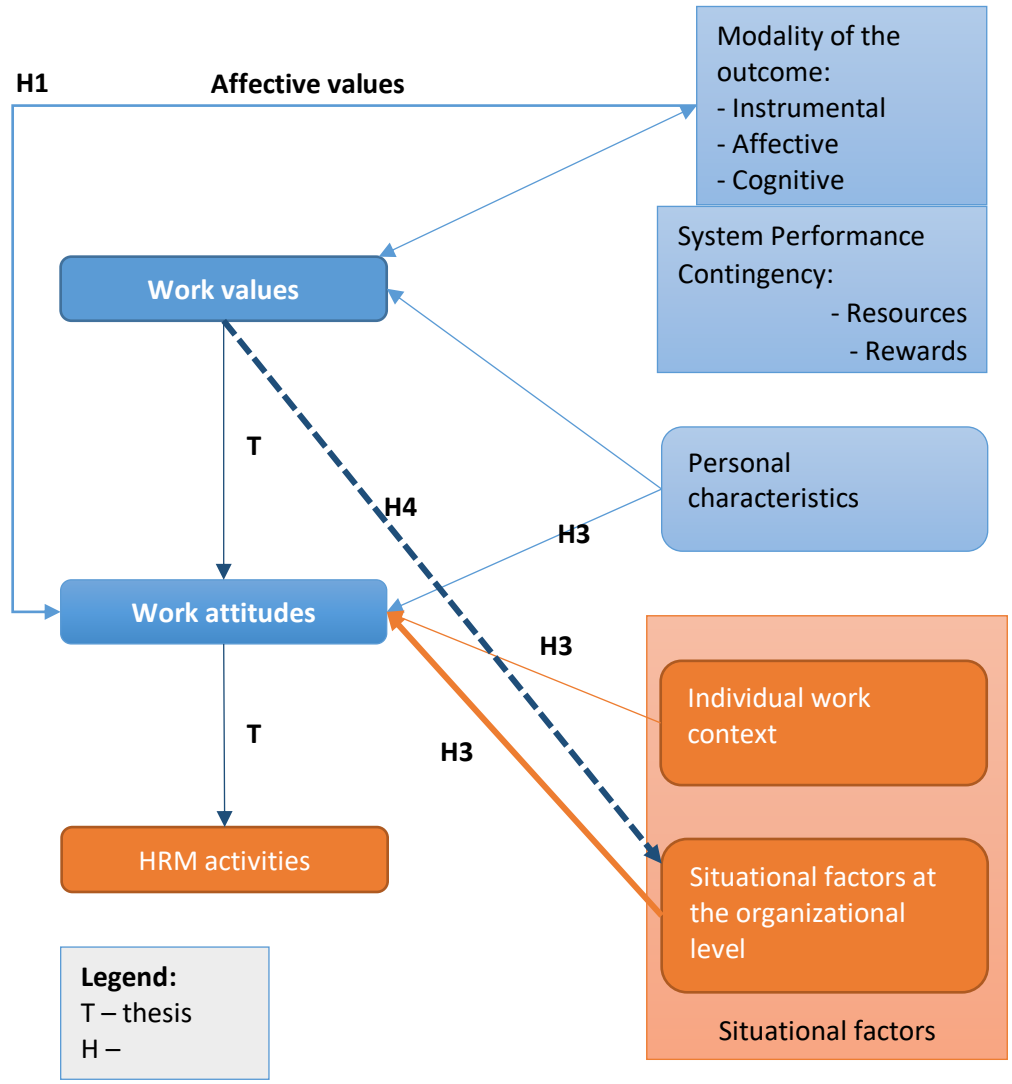
Personal characteristics and individual work context influence attitudes. The level of this association can be defined as weak. It should be noted that the analysis used three characteristics for these two factors of the model - the most commonly used in the studies of work values (gender, age and education as personal characteristics and position in the organization, experience and work location, in the individual work context). However, their impact is limited.

In the analysis of the results a connection was established, which was not included in the initial theoretical model. This is the interaction between work values and situational factors at the organizational level. The perceptions of organizational changes are influenced by affective and cognitive values. This connection manifests itself as an essential mechanism through which the impact of work values on attitudes towards HRM activities is realized.

Figure 7.23 presents a modified version of the conceptual model of the relation "work values - attitudes towards human resource management activities". The effect of the "System Performance Contingency" component has

been removed from it. Emphasis is placed on affective work values. The stronger connection between the situational factors at the organizational level and the work attitudes is stressed. The relationship between work values and situational factors has been supplemented.

Figure 7.23
Modified Model of the Relation "Work Values - Attitudes towards Human Resources Management Activities"



The model can be used in future research of work values in the organization, by selecting personal characteristics relevant to the organization, determining the specifics of the individual work context, and identifying situational factors at the organizational level.

7.4 Main Conclusions and Recommendations

The analysis of the results of the survey of work values leads to the formation of conclusions and proposals for improving human resources management in several areas.

Conclusions and Recommendations regarding the Structure of Employees' Work Values

Of the utmost importance are the values that bring comfort and security in the workplace. In second place are those related to competence and growth. Only at the end follow the work values that attach the greatest importance to the status of the employee and his/her independence. A comparison with Maslow's hierarchy of needs shows a semantic similarity between the values in the category of comfort and security with the needs of the first and second levels (physiological and safety needs). The other two categories can be attributed to the needs for esteem and self-actualization. The importance attached to comfort and security shows that many employees are on the second level of Maslow's pyramid. At the same time, personal development is important, which we classify as the last level. This is confirmed by the positive assessment of the changes in the field of training and career opportunities in the organization.

The company should provide good working conditions, adequate pay (in accordance with the performance of employees) and a variety of opportunities for training and development of its staff. Activities that require more responsibility and independent decision-making would cause stress and even dissatisfaction among most employees. Such an approach to work will be difficult to adopt due to a conflict with the value system regarding the work of staff.

The review of the significance of work values according to the Elizur model shows that priority is given to instrumental values - those of material nature (again linked to the first two levels of Maslow's pyramid). In second place are the affective values associated with the emotions of individuals. Among the most important values are two related couples - high income/job security and a feeling

of accomplishment/recognition. It is very important for employees that their work provides them with high incomes to cover their needs, but at the same time, they want to feel secure in employment. The results show a low assessment of risk-taking, leading to the conclusion that few employees are willing to accept higher pay for higher risk. It is more important for them to have a job that is guaranteed and gives them confidence that they will not be fired while providing them with the necessary income. However, high pay should be linked to employee performance. It must fairly reflect the work involved and support the feeling of accomplishment. Remuneration is one aspect of recognizing the efforts made in the workplace. A reward system that is directly linked to the performance appraisal and motivation system can be used as a tool not only to increase productivity but also to retain employees.

In the analysis of the results of the study, we commented on the impact of work values on the perception of organizational change. The methodology can be applied to identify those values that positively affect the assessment of certain changes. This link can be used to analyse the value profile of staff and attract employees who carry positive impact values as ambassadors of change. For this purpose, it is necessary to thoroughly study the nature and direction of the influence of work values on attitudes, performance, motivation, satisfaction, etc. As a result of such an analysis, standard job profiles or specific groups of employees can be derived. For example, a standardized value profile for a certain position can be applied in the selection process, to be used in career decision-making, etc. Defining standardized value profiles of employees accepting or rejecting change can contribute to the introduction of organizational changes. Employee profiling is used in internal marketing, training, team building and other HRM activities. Work values can be successfully one of the approaches for profiling and the available classifications of work values allow the standardization of tools.

Conclusions and Recommendations regarding the Attitudes towards the Human Resources Management Activities

The study found lower scores on recruitment in the organization, career development opportunities and the appraisal system. The connecting thread between these areas is the feeling of subjectivity. This is supported by the underestimated statement that the remuneration adequately reflects the efforts made. There is a widespread opinion among employees that some of the decisions to appoint to a certain position, to make an assessment or to send to training are made on the basis not of objective factors, but of personal relationships. Copying the German appraisal model did not work as expected. A change in the approach is needed - higher objectivity can be achieved by applying 360-degree feedback. The evaluation of the employee not only by his manager, but also by his colleagues, subordinates, and other people he works with inside and outside the organization, will limit the personal element in the assessment and its results will more accurately reflect the efforts. The development of a competency model is a step in the right direction, as it will introduce objective performance indicators and a clear methodology for implementing the assessment system. However, employees are not fully aware of this new practice in the human resource management in the organization. The lack of accessible and understandable information can lead to the formation of negative attitudes, even if the new system functions as intended.

Conclusions and Recommendations on the Perceptions of the Organizational Changes after the Concession in 2006

The chosen method for assessing the perceptions of the organizational changes focuses on interpersonal communications in the company. In most cases, the opinion of the respondents is formed by shared comments between employees. The most negative assessment is about the changes in communications. During the individual interviews, employees said that in the previous organization of work it was much easier to share their opinion with the

management of the airport, communication with colleagues was more direct and spontaneous. After the changes, there was some depersonalization of communications. This poses a risk of rapid dissemination of negative information and more difficult persuasion of positive changes in the company.

It is difficult to find the right balance between the company's freedom of communication and the strict rules of operation. Quality and efficiency require strict regulation and control over all activities, while the social aspect of work and employee motivation are strongly influenced by free and direct communication in the organization. Management should identify informal leaders in the company and involve them in the internal communication process. The publication of a company newspaper, the periodic meetings with the management staff and the social events are mechanisms for the management of the internal company communications. However, they alone are not enough. The electronic internal information system facilitates the work process but limits the social contact between employees. The smaller number of operative meetings is also a factor in the alienation of staff. In such an environment, the transmitted information can be easily distorted and favourable conditions can be created for the spread of rumours and the formation of negative attitudes towards various actions taken by the human resources management department. It is necessary to increase the frequency of workshops, as well as the number of social events in certain departments. The organization should encourage personal contact between its employees, exchange of ideas and collect suggestions for improvement.

The influence of the situational factors on the attitudes allows for their purposeful use to form new attitudes. In this sense, the situational factors at the organizational level serve as a mediator between values and attitudes, which was confirmed in the examination of the fourth hypothesis. The approach through which information about organizational changes is transmitted can

model the attitudes of employees and help the process of implementation of these changes.

Conclusions and Recommendations on the impact of Work Values on the Attitudes towards Human Resource Management Activities

In the study, we found that affective work values influence the attitudes. The emotional component turns out strongest in the mechanism of interaction between values and attitudes. Influential is not the most significant group of values (instrumental), but the one that is related to emotions. This requires two-way activity on the part of the organization - it must seek compliance with its HRM activities not only in terms of the material aspect of values but also in terms of their emotional component. This will ensure a positive attitude towards HRM practices, and they will achieve the desired effect.

The practical implementation of the proposals is based on the preparation of a profile of the work values of the employees in the organization. It can be used in the management of organizational changes, in the planning and implementation of HRM activities, as well as for the improvement of internal organizational communications. The methodology for assessment of work values should be applied in the staff selection. It is also used to establish the person-organization fit (compared to the values in the organizational culture), the person-manager fit (compared to the values of the manager), the person-team fit and the person-position fit (compared with the requirements of the position and the nature of the work).

CONCLUSION

The variety of studies of work values is indicative of the multifaceted nature of the subject of this book. In it, we focused more deeply on the relation "work values - attitudes towards human resource management activities". Based on the performed theoretical review, we constructed a theoretical model of this relation, the main thesis and three research hypotheses.

The first hypothesis is partially confirmed by highlighting the influence of affective work values on attitudes, which is in line with the emotional process that takes place in the formation of attitudes. The second hypothesis was rejected due to the lack of influence of the system performance contingency of work values. The third hypothesis is confirmed - the situational factors at the organizational level have a stronger impact on the formation of attitudes towards HRM activities than the individual work context and the personal characteristics. The analysis of the results of the research led us to the formulation of the fourth hypothesis, which was also confirmed - the modality of work values affects the perception of situational factors at the organizational level (organizational changes that occurred after the concession).

The performed analysis gives us grounds to accept the research thesis that work values are an important factor that modifies the employees' attitudes towards the HRM activities in the organization. The presence of situational factors at the organizational level influences the relation "work values - attitudes towards HRM activities".

The results of the study were used to modify the theoretical model by removing the influence of system performance contingency, emphasizing the influence of affective values and reflecting the established relationship between work values and the perception of situational factors at the organizational level. On this basis, recommendations were made for improving HRM activities in the organization.

The organizations must prepare a profile of the work values of their employees, which finds application in the implementation of HRM practices, change management, establishing person-organization fit, improving the internal communication process, retaining, and motivating staff.

Some of the directions for future research are:

- Approbation of the methodology in other branches.
- Identification of a set of work values to be used for employee profiling.
- Development of an algorithm for applying the value profile in making management decisions regarding human resources in the organization.
- Research of the connection of work values with motivation.
- Study of the influence of personality type on work values.
- Study of the person-organization fit, the person-manager fit, the person-team fit, and the person-position fit through the use of the value profile.

The expansion of the field of research enriches the available knowledge on this topic and can highlight additional aspects of the importance of work values for human resources management in organizations.

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APPENDICE

Appendix 1

Table 1

Most Preferred Destinations by Number of Departing Passengers from Varna Airport in 2015

Route To	Passengers	Flights
1. MOSCOW / DOMODEDOVO	70 976	483
2. SOFIA	59 761	800
3. LONDON / LUTON	38 097	232
4. DUESSELDORF	35 916	226
5. TEL-AVIV / BEN GURION	35 053	240

Passengers increased over the last year
Flights increased over the last year
Passengers decreased over the last year
Flights decreased over the last year

Source: Eurostat

Table 2

Most Preferred Destinations by Number of Departing Passengers from Varna Airport in 2016

Route To	Passengers	Flights
1. MOSCOW / DOMODEDOVO	68 740	459
2. SOFIA	65 233	849
3. LONDON / LUTON	44 523	275
4. TEL-AVIV / BEN GURION	42 484	291
5. DUESSELDORF	39 018	248

Passengers increased over the last year
Flights increased over the last year
Passengers decreased over the last year
Flights decreased over the last year

Source: Eurostat

Table 3

Most Preferred Destinations by Number of Departing Passengers from Burgas Airport in 2015

Route To	Passengers	Flights
1. MOSCOW / DOMODEDOVO	141 222	911
2. TEL-AVIV / BEN GURION	63 497	431
3. PRAHA / RUZYNE	53 772	344
4. MINSK-2	49 254	385
5. MOSCOW / SHEREMETYEVO	42 502	304

Passengers increased over the last year
Flights increased over the last year
Passengers decreased over the last year
Flights decreased over the last year

Source: Eurostat

Table 4

Most Preferred Destinations by Number of Departing Passengers from Burgas Airport in 2016

Route To	Passengers	Flights
1. MOSCOW / DOMODEDOVO	172 243	946
2. TEL-AVIV / BEN GURION	71 220	463
3. PRAHA / RUZYNE	63 907	427
4. SANKT-PETERBURG / PULKOVO	59 305	402
5. MOSCOW / SHEREMETYEVO	58 264	342

Passengers increased over the last year
Flights increased over the last year
Passengers decreased over the last year
Flights decreased over the last year

Source: Eurostat

Table 5

Most Preferred Destinations by Number of Departing Passengers from Sofia Airport in 2015

Route To	Passengers	Flights
1. WIEN-SCHWECHAT	163 959	1 678
2. FRANKFURT / MAIN	126 761	985
3. MUENCHEN	118 244	1 039
4. LONDON / LUTON	117 312	724
5. LONDON HEATHROW	99 199	662

Passengers increased over the last year
Flights increased over the last year
Passengers decreased over the last year
Flights decreased over the last year

Source: Eurostat

Table 6

Most Preferred Destinations by Number of Departing Passengers from Sofia Airport in 2016

Route To	Passengers	Flights
1. WIEN-SCHWECHAT	155 069	1 646
2. LONDON / LUTON	140 836	873
3. FRANKFURT / MAIN	121 494	991
4. MUENCHEN	117 693	1 041
5. ISTANBUL / ATATURK	90 046	908

Passengers increased over the last year
Flights increased over the last year
Passengers decreased over the last year
Flights decreased over the last year

Source: Eurostat

Appendix 2

Table 1

Licenced Operators of Land Services

№	Company Name	Activities	Valid for	Licence Year
1	**2 FLY OOD**	**1. Land administration and supervision**	Varna	13.10.2017
2	**AVIATION SERVICES BULGARIA OOD**	**4. Processing of cargo and mail;** **10. Land transport;** **4. Processing of cargo and mail Varna**	Sofia Varna	06.02.2018 S 18.10.2016 V
3	**ALPHA JET SERVICES OOD**	**1. Land administration and supervision;** **9. Flight operations and administering of the crews**	Sofia	09.01.2018 27.04.2018
4	**BAS BULGARIAN AVIATION SERVICES EOOD**	**1. Land administration and supervision;**	Sofia, Burgas, Varna	25.01.2018
5	**B H AIR OOD**	**5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **8. Technical servicing of aircrafts;** **11. Catering;**	**self-service** Sofia, Burgas	20.03.2018 20.03.2018 18.07.2017 B 20.03.2018 S 15.03.2017
6	**BULAIRBASE EOOD**	**9. Flight operations and administering of the crews;**	Sofia, Burgas, Varna, Plovdiv	24.10.2016
7	**EUROPEAN AIR CHARTER AD**	**8. Technical servicing of aircrafts;**	**self-service** Sofia, Burgas, Varna, Plovdiv	09.02.2018
8	**VARNA MANAGEMENT AND CONSULTING AD**	**11. Catering**	Varna, Burgas	25.04.2018
9	**GLOBAL MAINTENANCE OOD**	**8. Technical servicing of aircrafts;**	Sofia	13.12.2017

№	Company Name	Activities	Valid for	Licence Year
10	**GOLD AIR AVIATION CARGO AND TOURIZM EOOD**	**1. Land administration and supervision;**	Sofia, Burgas, Varna	07.03.2018
11	**GOLDAIR HANDLING BULGARIA OOD**	**1. Land administration and supervision;** **2. Servicing of passengers;** **3. Luggage processing;** **4. Processing of cargo and mail;** **5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **9. Flight operations and administering of the crews;** **10. Land transport.**	Sofia, Burgas Varna	22.12.2016 S 28.06.2017 B 31.01.2018 V
12	**THE AIRPORT OF GORNA ORYAHOVITSA 2016 AD**	**1. Land administration and supervision;** **2. Servicing of passengers;** **3. Luggage processing;** **4. Processing of cargo and mail;** **5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **7. Servicing of aircrafts by fuel and oil;**	Gorna Oryahovitsa	16.06.2017
13	**DHL EXPRESS BULGARIA EOOD**	**4. Processing of cargo and mail;**	Sofia	01.06.2017
14	**AVAIR EOOD**	**1. Land administration and supervision;**	Sofia, Burgas, Plovdiv, Gorna Oryahovitsa	15.12.2017
15	**EKO "BULGARIA" EAD**	**7. Servicing of aircrafts by fuel and oil;**	Sofia	07.03.2018
16	**XQAIR CARGO SERVICES EOOD**	**1. Land administration and supervision;**	Sofia	22.03.2018
17	**ELITER OOD**	**1. Land administration and supervision;** **10. Land transport;**	Burgas, Varna	20.07.2017 20.07.2017 25.01.2017 25.01.2017

№	Company Name	Activities	Valid for	Licence Year
18	**AIR STAR OOD**	**1. Land administration and supervision;**	Sofia, Burgas, Varna, Plovdiv	10.04.2018
19	**AIRPORT SERVICE DEVELOPMENT EAD**	**1. Land administration and supervision**	Sofia	27.05.2016
20	**EAST AVIATION SERVICES EOOD**	**1. Land administration and supervision**	Burgas, Varna	16.03.2018
21	**INTIME OOD**	**4. Processing of cargo and mail;**	Sofia	14.07.2017
22	**CARGO HANDLING SERVICES OOD**	**4. Processing of cargo and mail**	Sofia	22.11.2017
23	**CLICK AVIATION NETWORK EOOD**	**1. Land administration and supervision;**	Burgas Varna	30.08.2017 20.03.2018
24	**CHRISSAIR OOD**	**1. Land administration and supervision;**	Sofia, Burgas, Varna	24.07.2017
25	**AIRPORT PLOVDIV EAD**	**1. Land administration and supervision;** **2. Servicing of passengers;** **3. Luggage processing;** **4. Processing of cargo and mail;** **5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **7. Servicing of aircrafts by fuel and oil;**	Plovdiv	17.12.2017
26	**AIRPORT SOFIA EAD**	**1. Land administration and supervision;** **2. Servicing of passengers;** **3. Luggage processing;** **4. Processing of cargo and mail;** **5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **7. Servicing of aircrafts by fuel and oil;** **9. Flight operations and administering of the crews;** **10. Land transport;**	Sofia	29.11.2017

№	Company Name	Activities	Valid for	Licence Year
27	**LUKOIL AVIATION BULGARIA EOOD**	**7. Servicing of aircrafts by fuel and oil;**	Sofia, Burgas	11.10.2017 12.10.2017
28	**MTA OOD**	**8. Technical servicing of aircrafts;**	Burgas, Varna	18.12.2017 18.12.2017
29	**CATERING GROUP SERVICE**	**11. Catering**	Sofia	08.09.2017
30	**OMEGA AVIATION EOOD**	**1. Land administration and supervision**	Sofia	16.11.2017
31	**ORBIT EOOD**	**4. Processing of cargo and mail;**	Sofia	21.08.2017
32	**PANJI 2000 OOD**	**11. Catering**	Burgas, Plovdiv	30.04.2018
33	**SAN-TRADE OOD**	**1. Land administration and supervision;**	Burgas	20.10.2017
34	**SILVER WINGS BULGARIA OOD**	**11. Catering**	Sofia Plovdiv	21.11.2017 21.11.2017
35	**SYNAIRGIA EOOD**	**1. Land administration and supervision;**	Sofia, Burgas, Varna, Plovdiv, Gorna Oryahovitsa	21.11.2017
36	**SKY TRIP OOD**	**1. Land administration and supervision;**	Burgas	10.10.2016
37	**SKYLINE-ES OOD**	**1. Land administration and supervision**	Burgas	19.07.2017
38	**SLR- HOLIDAY- SERVICE EOOD**	**1. Land administration and supervision;**	Varna, Burgas	04.05.2018

№	Company Name	Activities	Valid for	Licence Year
39	**SPEEDEX OOD**	**9. Flight operations and administering of the crews;**	Sofia, Burgas, Varna, Plovdiv	13.02.2018
40	**SWISSPORT BULGARIA AD**	**1. Land administration and supervision;** **2. Servicing of passengers;** **3. Luggage processing;** **5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **7. Servicing of aircrafts by fuel and oil;** **9. Flight operations and administering of the crews;** **10. Land transport;**	Sofia	04.10.2017
41	**T.A. SOLVEKS EOOD**	**1. Land administration and supervision**	Varna, Burgas, Plovdiv	23.10.2017
42	**TNT BULGARIA EOOD**	**4. Processing of cargo and mail;**	Sofia	03.07.2017
43	**TOTEM 07 OOD**	**1. Land administration and supervision;**	Sofia, Burgas, Varna	21.07.2017
44	**FRAPORT TWIN STAR AIRPORT MANAGEMENT AD**	**1. Land administration and supervision;** **2. Servicing of passengers;** **3. Luggage processing;** **4. Processing of cargo and mail;** **5. Station servicing of aircrafts;** **6. Servicing of aircrafts;** **7. Servicing of aircrafts by fuel and oil;** **9. Flight operations and administering of the crews;** **10. Land transport;**	Varna Burgas	09.06.2017
45	**UNIVERSAL CONSULTING OOD**	**9. Flight operations and administering of the crews;**	Sofia,	20.12.2016
46	**EUROJET FLIGHT SERVICES BULGARIA EOOD**	**9. Flight operations and administering of the crews;**	Sofia, Burgas, Varna, Plovdiv, Gorna Oryahovitsa	16.11.2017

Appendix 3

Table 1

Financial Data of the Leading Airport Operators for 2011 – 2016 (1000s, BGN)

Financial data	2011	2012	2013	2014	2015	2016
GOLDAIR HANDLING BULGARIA OOD						
Assets	2 045	5 666	5 770	5 551	4 970	N/A
Revenues	2 392	4 852	4 940	6 351	6 888	N/A
Financial result	-2 087	-800	-1 014	-452	-820	N/A
Staff expenses	1 652	1 813	2 195	2 537	3 064	N/A
Investments	286	1 158	743	123	218	N/A
AIRPORT GORNA ORYAHOVITSA 2016 AD						
Assets	369	352	362	347	357	N/A
Revenues	782	791	765	744	862	N/A
Financial result	16	3	3	1	0	N/A
Staff expenses	505	548	528	502	562	N/A
Investments	6	1	0	5	0	N/A
AIRPORT PLOVDIV EAD						
Assets	25 281	24 642	23 225	22 185	21	20 664
Revenues	4 180	3 967	4 164	3 880	3 473	3 067
Financial result	-113	-793	-1 033	-1 288	-893	-378
Staff expenses	1 790	2 164	2 285	2 467	2 224	1 639
Investments	0	35	24	71	10	16
AIRPORT SOFIA EAD						
Assets	266 557	258 580	235 720	253 347	264 566	282 866
Revenues	94 740	96 363	99 917	103 518	115 590	130 047
Financial result	12 272	9 449	12 526	5 251	5 580	-13 828
Staff expenses	28 867	30 259	31 825	32 010	32 203	32 712
Investments	1 372	7 460	17 435	7 563	2 953	1 549
SWISSPORT BULGARIA AD						
Assets	N/A	7 197	6 682	6 614	6 354	N/A
Revenues	N/A	11 273	7 032	9 074	9 187	N/A
Financial result	N/A	1 963	17	615	714	N/A
Staff expenses	N/A	4 829	3 728	4 612	4 842	N/A
Investments	N/A	496	305	103	206	N/A
FRAPORT TWIN STAR AIRPORT MANAGEMENT AD						
Assets	316 195	366 401	456 207	451 482	437 680	431 652
Revenues	122 765	123 714	198 068	119 125	105 815	124 782
Financial result	22 168	24 299	26 708	31 068	25 714	41 659
Staff expenses	20 761	21 678	22 036	21 973	20 652	N/A
Investments	4 418	27 900	42 600	8 530	5 280	8 900

Appendix 4

Figure 1

Organizational Structure of FTSAM AD

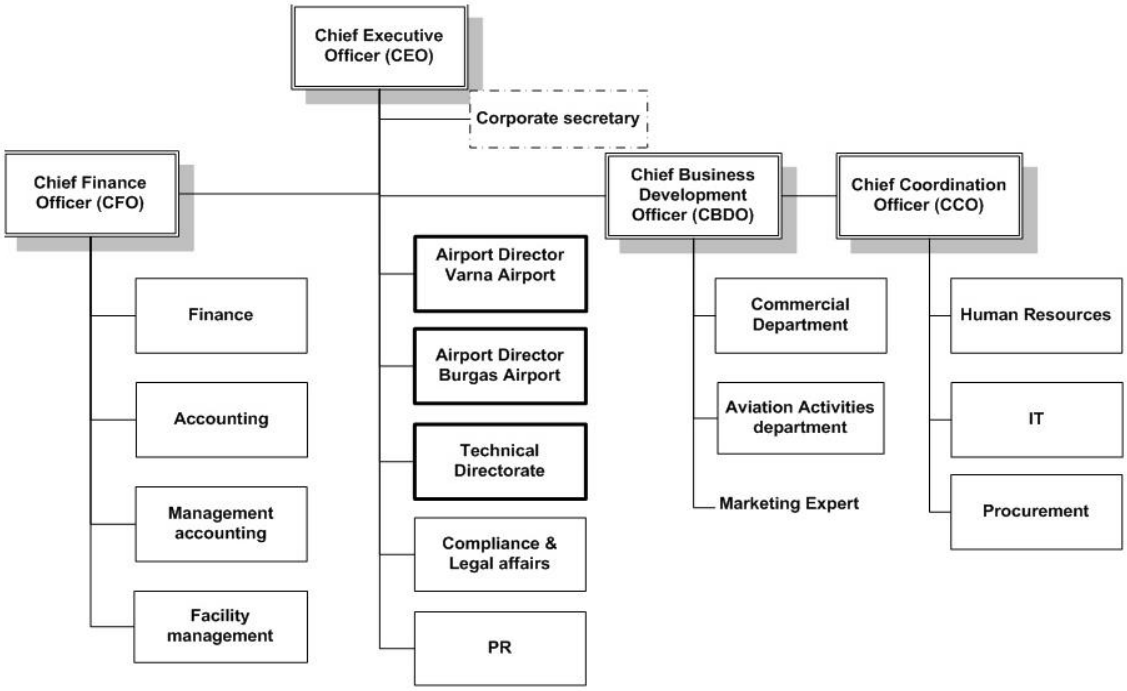


Figure 2

Organizational Structure of Varna Airport

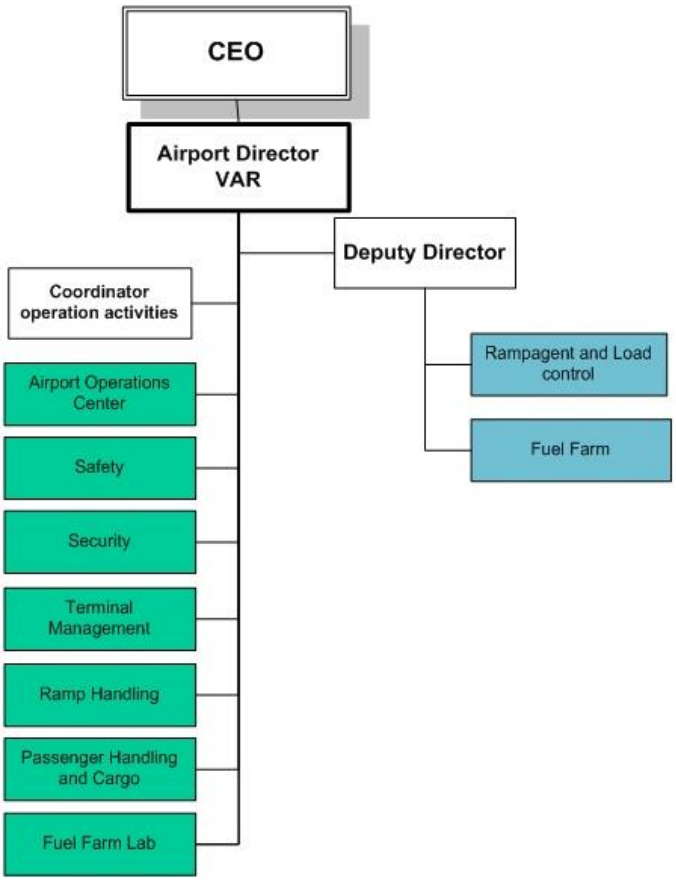
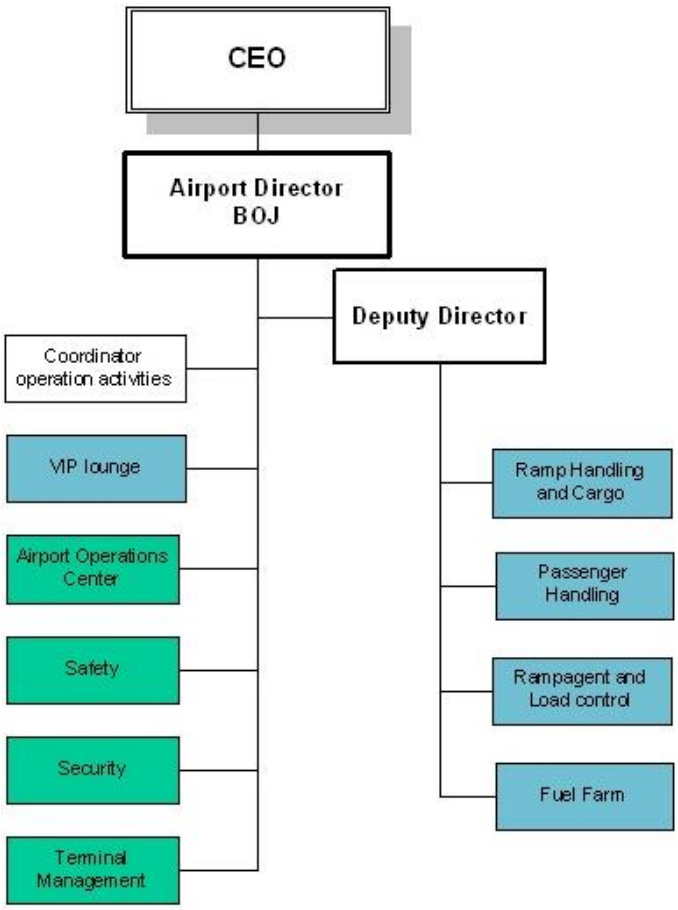


Figure 3

Organizational Structure of Burgas Airport



Appendix 5

Table 1

Program for Meetings of Petar Petrov, PhD Student at the Department of Management and Administration, University of Economics – Varna

Topic: Socio-cultural Specifics of Human Resource Management in the Context of International Business

№	Date	Hour	Activity	Location	Contact Person
1	2.4.2012	10.00 - 12.00	Discussion of the program and acquaintance with the structure and changes in FTSAM AD during the years of the concession	HR department	HR manager
2	3.4.2012	13.00 - 15.00	Projects in the field of human resources management in the years of the concession and social effect on the employees of the company - Communication (Intranet, internal newspaper, working groups, trainings, etc.)	HR department	International projects and programs expert
3	4.4.2012	15.00 - 16.15	Projects in the field of human resources management in the years of the concession and social effect on the employees in the company - Value management system	HR department	International projects and programs expert
4	5.4.2012	10.00 - 12.00	Projects in the field of human resources management in the years of the concession and social effect on the employees of the company - Social and donation program (incl. Additional health insurance, insurance, etc.)	HR department	International projects and programs expert
5	6.4.2012	15.00 - 16.15	Projects in the field of human resources management in the years of the concession and social effect on the employees of the company - Survey of employee satisfaction; Motivational program	HR department	International projects and programs expert
	7.4.2012				
	8.4.2012				

№	Date	Hour	Activity	Location	Contact Person
6	9.4.2012	10.00 - 12.00	Projects in the field of human resources management in the years of the concession and social effect on the employees of the company - Trainings and programs for career development	HR department	HR manager HR assistant manager
7	10.4.2012	13.00 - 15.00	Projects in the field of human resources management in the years of the concession and social effect on the employees of the company - Competence model for HR management	HR department	International projects and programs expert
	11.4.2012				Airport director Airport deputy director
8	12.4.2012	10.00 - 12.00 13.00 - 15.00	Meeting	Passengers handling Varna Airport	Department manager Experts
	13.4.2012				
	14.4.2012				
	15.4.2012				
	16.4.2012				
9	17.4.2012	13.00 - 15.00	Meeting	Station servicing	Department manager Experts
10	18.4.2012	15.00 - 16.15	Meeting	Medical services Terminal management	Department manager

№	Date	Hour	Activity	Location	Contact Person
11	19.4.2012	10.00 - 12.00 13.00 - 15.00	Meeting	Security Safety	Department manager Experts
12	20.4.2012	15.00 - 16.00	Meeting	Work conditions committee	Head of WCC
	21.4.2012				
	22.4.2012				
13	23.4.2012	10.00 - 12.00	Meeting	Legal affairs	Department manager
14	24.4.2012	13.00-16.00	Meeting	IMS and Internal audit Meetings with expert from various departments at HQ	Department managers Experts
	25.4.2012				
15	26.4.2012	10.00 - 12.00	Preparation for discussion		
16	27.4.2012	15.00 - 16.15	Final discussion	HR department	HR manager HR assistant manager

Appendix 6

Survey Logic File # [158963]:
Work Values Questionnaire in FTSAM AD

Welcome message:	Dear Sir / Madam, This study is being conducted for research purposes. Our main task is to determine the work values in your organization and their impact on human resource management activities. Please select only one answer for each of the proposed statements. Your anonymity is guaranteed. Thanks in advance for your time!
End message:	***Thank you for your cooperation!***

Name/Code [ID] Question Type	Text [Help] (Hints)
Section A.	**Work values**
***QA01** Array [F]	When filling out this question, try to think about which of the following signs you would include in the ideal job. Their presence in your current workplace should **NOT** affect your answers. **How important is for you that your job:**
QA01_sq1	requires originality and creativeness.
QA01_sq2	encourages continued development of knowledge and skills.
QA01_sq3	satisfies your cultural and aesthetic interests.
QA01_sq4	is intellectually stimulating.
QA01_sq5	permits you to develop your own methods of doing the work.
QA01_sq6	provides change and variety in duties and activities.
QA01_sq7	provides a feeling of accomplishment.
QA01_sq8	permits working independently.
QA01_sq9	involves working with congenial associates.
QA01_sq10	makes use of your specific educational background.
QA01_sq11	has clear cut rules and procedures to follow.
QA01_sq12	provides comfortable working conditions.
QA01_sq13	permits you to work for superiors you admire and respect.
QA01_sq14	provides job security.
QA01_sq15	permits a regular routine in time and place of work.
QA01_sq16	rewards good performance with recognition.
QA01_sq17	provides ample leisure time off the job.
QA01_sq18	requires working on problems of central importance to the organization.

QA01_sq19	gives you the responsibility for taking risks.
QA01_sq20	permits advancement to high administrative responsibility.
QA01_sq21	provides the opportunity to earn a high income.
QA01_sq22	requires supervising others.
QA01_sq23	is respected by other people.
QA01_sq24	requires meeting and speaking with many other people.
QA01_sq25	makes a social contribution by the work you do.
5	**Very important**
4	**Fairly important**
3	**Moderately important**
2	**Slightly important**
1	**Not important**
Section B.	**Assessing the attitudes towards the HRM activities**
***QB01** Array [F]	To what extent do you agree with the following statements regarding the **internship program** at Fraport Twin Star Airport Management AD?
QB01_sq1	The internship program helps interns to acquire practically useful skills at work.
QB01_sq2	The internship program facilitates our work in the busy season.
QB01_sq3	The internship program helps us to recruit quality staff.
QB01_sq4	The internship program is well organized.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB02** Array [F]	To what extent do you agree with the following statements regarding the **Career Development Program** at Fraport Twin Star Airport Management AD?
QB02_sq1	The career development program gives me the opportunity to improve my professional skills.
QB02_sq2	The career development program supports my career growth.
QB02_sq3	The mentors in the program are appropriately selected and competent.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB03** Array [F]	To what extent do you agree with the following statements regarding the **competency model** for human resources

	management and development at Fraport Twin Star Airport Management AD?
QB03_sq1	The competency model objectively presents the personal and technical skills for the position.
QB03_sq2	The competency model increases the objectivity of performance appraisal.
QB03_sq3	The competency model facilitates the selection of appropriate training.
QB03_sq4	The competency model provides clear information on what needs to be improved in the skills needed for another position in the organization.
QB03_sq5	The information about the competency model of my position is easily accessible and understandable.
QB03_sq6	Information about the competency model of other positions in the organization is easily accessible and understandable.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB04** Array [F]	To what extent do you agree with the following statements regarding the **reward system** at Fraport Twin Star Airport Management AD?
QB04_sq1	The reward system in the company motivates to hard work.
QB04_sq2	The remuneration adequately reflects the efforts made.
QB04_sq3	Regular payment of remuneration guarantees security.
QB04_sq4	The bonus system stimulates additional efforts at work.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB05** Array [F]	To what extent do you agree with the following statements regarding the **social benefits** at Fraport Twin Star Airport Management AD?
QB05_sq1	Medical insurance (private health insurance) is one of the conditions that retain me in the company.
QB05_sq2	I often use the sports cards.
QB05_sq3	I am satisfied with the social benefits I receive.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**

2	**Rather disagree**
1	**Completely disagree**
***QB06** Array [F]	To what extent do you agree with the following statements regarding the **selection process** at Fraport Twin Star Airport Management AD?
QB06_sq1	Professional selection criteria are more important than personal ones.
QB06_sq2	New employees are selected competently to fit position they are applying for.
QB06_sq3	The selection procedures are adequate for the open position.
QB06_sq4	A variety of recruitment sources are used.
QB06_sq5	When recruiting for a higher position, the employees of the company have an advantage over the external candidates.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB07** Array [F]	To what extent do you agree with the following statements regarding the **performance appraisal** at Fraport Twin Star Airport Management AD?
QB07_sq1	The appraisal system objectively reflects the performance of the employee.
QB07_sq2	The appraisal system stimulates the development of professional skills.
QB07_sq3	The appraisal system supports career growth.
QB07_sq4	The appraisal system objectively justifies the bonus rewards.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB08** Array [F]	To what extent do you agree with the following statements regarding the **satisfaction surveys** at Fraport Twin Star Airport Management AD?
QB08_sq1	I regularly fill in the satisfaction survey.
QB08_sq2	The satisfaction questionnaire is easy to understand.
QB08_sq3	I believe that the results of the survey are important for improving the working environment.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**

2	**Rather disagree**
1	**Completely disagree**
***QB09** Array [F]	To what extent do you agree with the following statements regarding the **career development opportunities** at Fraport Twin Star Airport Management AD?
QB09_sq1	The company provides great career development opportunities.
QB09_sq2	I am free to choose my career path.
QB09_sq3	The company actively supports my career development.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB10** Array [F]	To what extent do you agree with the following statements regarding the **trainings** at Fraport Twin Star Airport Management AD?
QB10_sq1	The company provides a variety of training programs.
QB10_sq2	I have the freedom to choose the trainings to attend.
QB10_sq3	The trainings help to develop my professional skills.
QB10_sq4	The trainings support my career development.
QB10_sq5	Sufficient trainings are conducted abroad.
QB10_sq6	The company stimulates my participation in trainings.
QB10_sq7	The trainings are interesting and well organized.
QB10_sq8	The company provides an opportunity to apply the acquired knowledge and skills.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**
1	**Completely disagree**
***QB11** Array [F]	To what extent do you agree with the following statements regarding the **social life** at Fraport Twin Star Airport Management AD?
QB11_sq1	It is a real pleasure for me to attend company celebrations.
QB11_sq2	Sports holidays provide pleasant entertainment for the staff.
QB11_sq3	Meetings with management are an opportunity to highlight the issues that concern us.
QB11_sq4	Teambuilding programs help unite our teams.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**

2	**Rather disagree**
1	**Completely disagree**
QBE1 Text display[X]	In 2009 Fraport Twin Star Airport Management AD introduced a Value Management System that ensures ethical business conduct. The following questions from this block are related to it.
***QB12** List (radio) [L]	Could you indicate to what extent you are familiar with the meaning of the Value Management System?
4	Completely familiar.
3	Rather familiar.
2	Rather not familiar.
1	Not familiar at all.
***QB13** List (radio) [L]	Do you think that the existence of written rules of ethical behaviour contributes to limiting abuses in the organization?
4	Yes, completely.
3	Rather yes.
2	Rather no.
1	No.
0	Can't tell.
***QB14** List (radio) [L]	How often have you used the Electronic Notification System to report breaches of ethical rules?
3	Once in a month.
2	Once a year.
1	At least once.
0	I haven't used it.
***QB15** Array [F]	Please indicate to what extent you agree with the following statements regarding the Electronic Notification System? [Show this question only if: ((QB12.NAOK == "3" or QB12.NAOK == "4")) or ((QB14.NAOK == "1" or QB14.NAOK == "2" or QB14.NAOK == "3"))]
QB15_sq1	The Electronic Notification System is understandable and easy to use.
QB15_sq2	The Electronic Notification System guarantees anonymity.
QB15_sq3	The Electronic Notification System helps prevent unethical behaviour.
QB15_sq4	The company has clearly presented the goals of the Electronic Notification System.
QB15_sq5	I am worried about using the Electronic Notification System.
5	**Completely agree**
4	**Rather agree**
3	**Neither agree, nor disagree**
2	**Rather disagree**

1	**Completely disagree**
Section C.	**Assessment of changes after the concession**
QC01 Array [F]	As a result of the concession of the airports in Varna and Burgas, **certain changes** in the organization took place. Please indicate how they are received by the people working at the airport:
QC01_sq1	The changes in the organizational structure.
QC01_sq2	The changes in staff selection.
QC01_sq3	The changes in training.
QC01_sq4	The changes in remuneration.
QC01_sq5	The changes in social benefits.
QC01_sq6	The changes in career development opportunities.
QC01_sq7	The changes in communications with management.
QC01_sq8	The changes in communications between employees.
QC01_sq9	The changes in the work organization.
QC01_sq10	The changes in working conditions.
QC01_sq11	The changes in the way employees are motivated.
5	**Very positive**
4	**Positive**
3	**Negative**
2	**Very negative**
1	**There is no change**
0	**I can't tell**
Section D.	**Personal profile**
***QD01** Gender [G]	Please indicate your gender:
***QD02** List (radio) [L]	Please indicate your age:
1	Below 25.
2	25 – 34.
3	35 – 44.
4	45 – 54.
5	55 – 64.
6	Above 64.
***QD03** List (radio) [L]	Please indicate your education:
QD03_other	Other
4	Higher – master.
3	Higher – bachelor.
2	Secondary.
1	Primary.

***QD04** List (radio) [L]	Please indicate your position in the organization:
QD04_other	Other staff
5	Senior manager
4	Middle manager
3	First-line manager
2	Operations staff
1	Service staff
***QD05** Numerical input [N]	Please indicate how many years you have been working in the organization:
***QD06** List (radio) [L]	Please indicate which airport you work at:
A1	Burgas
A2	Varna
QD07 Long free text [T]	If you want to add something to the research topic, please write here:

Appendix 7

Table 1

Descriptive Statistics of Work Values

Work Values	Number of Resp.	Minimum	Maximum	Sum	Mean	Std. Deviation
Provides a feeling of accomplishment	87	3	5	382	4.39	0.653
Provides the opportunity to earn a high income	87	3	5	379	4.36	0.610
Rewards good performance with recognition	87	1	5	379	4.36	0.747
Provides job security	87	3	5	378	4.34	0.679
Is intellectually stimulating	87	2	5	372	4.28	0.641
Has clear cut rules and procedures to follow	87	2	5	371	4.26	0.769
Encourages continued development of knowledge and skills	87	2	5	365	4.20	0.662
Permits you to work for superiors you admire and respect	87	1	5	362	4.16	0.776
Provides comfortable working conditions	87	2	5	359	4.13	0.661
Involves working with congenial associates	87	2	5	357	4.10	0.850
Permits working independently	87	2	5	356	4.09	0.693
Permits a regular routine in time and place of work	87	2	5	348	4.00	0.915
Permits you to develop your own methods of doing the work	87	2	5	346	3.98	0.762
Makes use of your specific educational background	87	1	5	344	3.95	0.901
Provides change and variety in duties and activities	87	2	5	338	3.89	0.827
Satisfies your cultural and aesthetic interests	87	2	5	336	3.86	0.765
Is respected by other people	87	2	5	333	3.83	0.719
Provides ample leisure time off the job	87	1	5	332	3.82	1.006
Requires originality and creativeness	87	2	5	329	3.78	0.769

Work Values	Number of Resp.	Minimum	Maximum	Sum	Mean	Std. Deviation
Makes a social contribution by the work you do	87	2	5	326	3.75	0.824
Permits advancement to high administrative responsibility	87	1	5	321	3.69	0.811
Requires working on problems of central importance to the organization	87	1	5	321	3.69	0.811
Requires meeting and speaking with many other people	87	2	5	309	3.55	0.846
Gives you the responsibility for taking risks	87	1	5	286	3.29	0.975
Requires supervising others	87	1	5	281	3.23	0.831

Table 2

Descriptive Statistics of the Different Categories of Work Values

Work Value Categories	Number of Resp.	Minimum	Maximum	Sum	Mean	Std. Deviation
Instrumental values	87	2.67	5.00	361.17	4.1513	0.53834
Affective values	87	2.33	5.00	346.00	3.9770	0.50780
Cognitive values	87	2.08	5.00	335.92	3.8612	0.48803
Resources	87	2.50	5.00	356.38	4.0963	0.49514
Rewards	87	2.86	5.00	349.14	4.0131	0.43551
Competence and growth	87	2.40	5.00	352.50	4.0517	0.47419
Comfort and security	87	2.71	5.00	361.29	4.1527	0.52321
Status and independence	87	2.25	5.00	319.50	3.6724	0.50659

Table 3

Significance of Work Values by Respondents' Gender

Gender	Female			Male		
Work Values	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Provides a feeling of accomplishment	39	4.46	0.600	48	4.33	0.694
Provides the opportunity to earn a high income	39	4.28	0.605	48	4.42	0.613
Rewards good performance with recognition	39	4.46	0.600	48	4.27	0.844
Provides job security	39	4.44	0.680	48	4.27	0.676
Is intellectually stimulating	39	4.21	0.656	48	4.33	0.630
Has clear cut rules and procedures to follow	39	4.41	0.818	48	4.15	0.714

Gender	Female			Male		
Work Values	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Encourages continued development of knowledge and skills	39	4.15	0.630	48	4.23	0.692
Permits you to work for superiors you admire and respect	39	4.31	0.832	48	4.04	0.713
Provides comfortable working conditions	39	4.23	0.706	48	4.04	0.617
Involves working with congenial associates	39	4.23	0.842	48	4.00	0.851
Permits working independently	39	4.18	0.721	48	4.02	0.668
Permits a regular routine in time and place of work	39	4.15	0.961	48	3.88	0.866
Permits you to develop your own methods of doing the work	39	4.08	0.703	48	3.90	0.805
Makes use of your specific educational background	39	3.92	0.929	48	3.98	0.887
Provides change and variety in duties and activities	39	3.90	0.821	48	3.88	0.841
Satisfies your cultural and aesthetic interests	39	3.97	0.707	48	3.77	0.805
Is respected by other people	39	3.95	0.793	48	3.73	0.644
Provides ample leisure time off the job	39	3.79	1.056	48	3.83	0.975
Requires originality and creativeness	39	3.69	0.800	48	3.85	0.743
Makes a social contribution by the work you do	39	3.77	0.810	48	3.73	0.844
Permits advancement to high administrative responsibility	39	3.51	0.854	48	3.83	0.753
Requires working on problems of central importance to the organization	39	3.67	0.737	48	3.71	0.874
Requires meeting and speaking with many other people	39	3.69	0.863	48	3.44	0.823
Gives you the responsibility for taking risks	39	3.18	1.023	48	3.38	0.937
Requires supervising others	39	3.13	1.005	48	3.31	0.657

Table 4

Significance of the Categories of Work Values by Respondents' Gender

Gender	Female			Male		
Work Values Categories	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Instrumental values	39	4.22	0.585	48	4.10	0.497
Affective values	39	4.10	0.514	48	3.88	0.484
Cognitive values	39	3.83	0.510	48	3.88	0.474
Resources	39	4.18	0.539	48	4.03	0.450
Rewards	39	3.98	0.406	48	4.04	0.460
Competence and growth	39	4.08	0.485	48	4.03	0.469
Comfort and security	39	4.26	0.584	48	4.07	0.457
Status and independence	39	3.65	0.542	48	3.69	0.480

Table 5

Significance of Work Values by Respondents' Age

Age	18 – 34			35 – 44			45+		
Work Values	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Provides a feeling of accomplishment	30	4.47	0.681	33	4.27	0.674	24	4.46	0.588
Provides the opportunity to earn a high income	30	4.23	0.626	33	4.48	0.508	24	4.33	0.702
Rewards good performance with recognition	30	4.37	0.718	33	4.36	0.822	24	4.33	0.702
Provides job security	30	4.33	0.661	33	4.42	0.663	24	4.25	0.737
Is intellectually stimulating	30	4.20	0.761	33	4.39	0.609	24	4.21	0.509
Has clear cut rules and procedures to follow	30	4.03	0.890	33	4.30	0.728	24	4.50	0.590
Encourages continued development of knowledge and skills	30	4.27	0.740	33	4.15	0.566	24	4.17	0.702
Permits you to work for superiors you admire and respect	30	4.20	0.664	33	4.24	0.751	24	4.00	0.933
Provides comfortable working conditions	30	4.07	0.691	33	4.06	0.659	24	4.29	0.624
Involves working with congenial associates	30	4.20	0.925	33	3.97	0.810	24	4.17	0.816
Permits working independently	30	4.03	0.765	33	4.15	0.712	24	4.08	0.584
Permits a regular routine in time and place of work	30	3.90	0.885	33	4.06	1.029	24	4.04	0.806
Permits you to develop your own methods of doing the work	30	3.93	0.907	33	4.00	0.707	24	4.00	0.659
Makes use of your specific educational background	30	3.70	1.022	33	4.09	0.843	24	4.08	0.776
Provides change and variety in duties and activities	30	3.83	0.950	33	3.94	0.747	24	3.88	0.797
Satisfies your cultural and aesthetic interests	30	4.03	0.809	33	3.79	0.781	24	3.75	0.676
Is respected by other people	30	3.70	0.702	33	3.82	0.635	24	4.00	0.834
Provides ample leisure time off the job	30	4.23	0.728	33	3.67	1.080	24	3.50	1.063
Requires originality and creativeness	30	3.73	0.907	33	3.85	0.712	24	3.75	0.676
Makes a social contribution by the work you do	30	3.57	0.935	33	3.85	0.795	24	3.83	0.702
Permits advancement to high administrative responsibility	30	3.67	1.061	33	3.85	0.619	24	3.50	0.659

Age	18 – 34			35 – 44			45+		
Work Values	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Requires working on problems of central importance to the organization	30	3.40	0.894	33	3.88	0.820	24	3.79	0.588
Requires meeting and speaking with many other people	30	3.53	0.819	33	3.55	0.869	24	3.58	0.881
Gives you the responsibility for taking risks	30	3.00	1.145	33	3.42	0.867	24	3.46	0.833
Requires supervising others	30	2.87	0.860	33	3.48	0.755	24	3.33	0.761

Table 6

Significance of Categories of Work Values by Respondents' Significance Age

Age	18 – 34			35 – 44			45+		
Work Value Categories	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Instrumental values	30	4.13	0.561	33	4.17	0.530	24	4.15	0.543
Affective values	30	4.01	0.515	33	3.95	0.447	24	3.97	0.591
Cognitive values	30	3.74	0.568	33	3.95	0.474	24	3.89	0.377
Resources	30	4.01	0.519	33	4.13	0.503	24	4.16	0.458
Rewards	30	4.03	0.471	33	4.03	0.450	24	3.96	0.380
Competence and growth	30	4.04	0.530	33	4.06	0.480	24	4.05	0.409
Comfort and security	30	4.16	0.534	33	4.16	0.485	24	4.13	0.579
Status and independence	30	3.50	0.591	33	3.79	0.452	24	3.73	0.412

Table 7

Significance of Work Values by Respondents' Education

Education	Primary and Secondary			Bachelor			Master		
Work Values	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Provides a feeling of accomplishment	12	4.17	0.835	22	4.45	0.596	53	4.42	0.633
Provides the opportunity to earn a high income	12	4.50	0.522	22	4.36	0.581	53	4.32	0.644
Rewards good performance with recognition	12	4.42	0.669	22	4.45	0.671	53	4.30	0.799
Provides job security	12	4.33	0.888	22	4.41	0.666	53	4.32	0.644
Is intellectually stimulating	12	4.00	0.739	22	4.50	0.598	53	4.25	0.617
Has clear cut rules and procedures to follow	12	4.33	0.778	22	4.09	0.868	53	4.32	0.728

Education	Primary and Secondary			Bachelor			Master		
Work Values	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Encourages continued development of knowledge and skills	12	4.00	0.953	22	4.41	0.503	53	4.15	0.632
Permits you to work for superiors you admire and respect	12	4.08	0.515	22	4.27	0.703	53	4.13	0.856
Provides comfortable working conditions	12	4.33	0.651	22	3.91	0.811	53	4.17	0.580
Involves working with congenial associates	12	4.33	0.888	22	4.00	1.024	53	4.09	0.766
Permits working independently	12	3.83	0.937	22	4.23	0.612	53	4.09	0.658
Permits a regular routine in time and place of work	12	3.92	0.900	22	3.91	1.019	53	4.06	0.886
Permits you to develop your own methods of doing the work	12	3.83	1.115	22	4.23	0.685	53	3.91	0.687
Makes use of your specific educational background	12	3.75	0.754	22	3.68	1.041	53	4.11	0.847
Provides change and variety in duties and activities	12	3.67	1.073	22	3.77	0.922	53	3.98	0.720
Satisfies your cultural and aesthetic interests	12	3.50	0.798	22	4.23	0.685	53	3.79	0.743
Is respected by other people	12	4.00	0.739	22	3.86	0.710	53	3.77	0.724
Provides ample leisure time off the job	12	3.75	0.866	22	3.73	0.935	53	3.87	1.075
Requires originality and creativeness	12	3.75	0.965	22	3.86	0.941	53	3.75	0.648
Makes a social contribution by the work you do	12	3.42	0.669	22	3.77	0.973	53	3.81	0.786
Permits advancement to high administrative responsibility	12	3.58	0.793	22	3.82	0.853	53	3.66	0.807
Requires working on problems of central importance to the organization	12	3.08	0.900	22	3.73	0.827	53	3.81	0.735
Requires meeting and speaking with many other people	12	3.58	0.669	22	3.77	0.869	53	3.45	0.867
Gives you the responsibility for taking risks	12	2.92	1.240	22	3.27	1.077	53	3.38	0.860
Requires supervising others	12	2.83	0.835	22	3.27	0.827	53	3.30	0.822

Table 8

Significance of Categories of Work Values by Respondents' Age

Education	Primary and Secondary			Bachelor			Master		
Work Value Categories	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
Instrumental values	12	4.19	0.502	22	4.07	0.640	53	4.18	0.507
Affective values	12	3.99	0.484	22	4.10	0.508	53	3.92	0.513
Cognitive values	12	3.60	0.685	22	3.92	0.471	53	3.89	0.433
Resources	12	4.06	0.444	22	4.00	0.632	53	4.14	0.443
Rewards	12	3.90	0.396	22	4.07	0.478	53	4.01	0.429
Competence and growth	12	3.88	0.656	22	4.14	0.456	53	4.05	0.433
Comfort and security	12	4.17	0.430	22	4.11	0.591	53	4.17	0.521
Status and independence	12	3.49	0.496	22	3.73	0.592	53	3.69	0.471

FRAPORT TWIN STAR AIRPORT MANAGEMENT AD

Value Management System

Important information

- **Start**: According to a decision of the Management Board of Fraport Twin Star Airport Management AD, the Value Management System was introduced in April 2009.
- **Reason**: The amount of investment for modernization, development, and expansion of Varna and Burgas airports increases the risk of corruption
- **Objective**: To provide a lasting business and ethical environment
- **Focus**: Compliance with the law, attitude towards gifts, company property and information
- **Action**: Protect the company and its employees against economic damage caused by unethical behaviour
- **Form**: Established norms of behaviour

Value Management Concept

Definition:

- Value management includes all corporate statements, measures, methods and tools that ensure the practical application of ethical and responsible management;
- Value management aims to create a true culture of moral values and increase the personal responsibility of company members, which is more than complying with legal regulations;

Value Management Concept

Key issues:

- "What values would we like to use as a basis for managing our business and designing internal and external processes, and contacts with contractors and organizations?"
- "By what standards would we like to work?"
- "How can we put these values into practice and affirm them?"

Objectives of the Value Management of Fraport Twin Star Airport Management AD

- Company protection
  - Protection against financial abuse
  - Ensuring transparent and fair contractual relations
- Protection of management from vulnerability during the performance of its duties
- Protection of employees from consequences resulting from ignorance or lack of information
- Protection of investors against loss of capital

- Taking social responsibility

What is the Value Management of Fraport Twin Star Airport Management AD?

- The main element is compliance with accepted standards of conduct/attitude towards accepting gifts and other benefits
- The process of introducing and approving the system in business practice
- Concept of communication (information and media, individual meetings)
- Dialogue with partners, contractors, organizations

Norms of behaviour

Contents:

1. Obligations of employees to comply with the law.
2. Dealing with bribes. Attitude towards accepting gifts and other benefits.
3. Loyalty to the interests of the company (including in relation to property owned by the company, information, as well as in terms of conflicts of interest).

Behaviour that threatens the integrity of the company is not tolerated!

Implementation measures taken

- Management and business processes
  - Systematization of standards of behaviour/attitude towards accepting gifts
  - Consolidation of the guiding principles and instructions of Fraport Twin Star Airport Management AD
  - Consolidation regarding the development of management staff

  - Consolidation regarding the appointment of an in-house ombudsman

- Initiating a dialogue with our business partners
- Active internal and external communication, and dissemination of information about the value management system in the internal media
- Fraport Twin Star Airport Management AD expects from its business partners
  - To observe the Value Management System
  - To ensure ethical and honest business practice

Appendix 9

Table 1

Descriptive Statistics regarding the Perceptions of Organizational Changes

Organizational Changes	Relative grade[32]	Sum	Mean	Std. Deviation
The changes in the organizational structure	0.53	231	2.66	1.655
The changes in staff selection	0.60	263	3.02	1.548
The changes in training	0.79	344	3.95	1.320
The changes in remuneration	0.52	225	2.59	1.688
The changes in social benefits	0.64	277	3.18	1.514
The changes in career development opportunities	0.59	257	2.95	1.758
The changes in communications with management	0.56	245	2.82	1.529
The changes in communications between employees	0.59	258	2.97	1.653
The changes in the work organization	0.57	249	2.86	1.805
The changes in working conditions	0.62	270	3.10	1.664
The changes in the way employees are motivated	0.61	264	3.03	1.667
Changes in general	0.60	262	3.01	1.037

Table 2

Perceptions of Organizational Changes by Respondents' Gender

Gender	Female			Male		
Organizational Changes	N	Mean	Std. Deviation	N	Mean	Std. Deviation
The changes in the organizational structure	39	2.59	1.712	48	2.71	1.624
The changes in staff selection	39	3.13	1.720	48	2.94	1.405
The changes in training	39	3.95	1.432	48	3.96	1.237
The changes in remuneration	39	2.49	1.699	48	2.67	1.693
The changes in social benefits	39	3.23	1.564	48	3.15	1.487
The changes in career development opportunities	39	3.10	1.774	48	2.83	1.754
The changes in communications with management	39	2.74	1.634	48	2.88	1.453
The changes in communications between employees	39	2.92	1.826	48	3.00	1.516
The changes in the work organization	39	2.72	1.835	48	2.98	1.792
The changes in working conditions	39	3.26	1.618	48	2.98	1.707
The changes in the way employees are motivated	39	2.85	1.514	48	3.19	1.782
Changes in general	39	2.9977	1.16803	48	3.0246	0.93045

[32] The ratio of the sum of the estimates to the maximum value (435).

Table 3

Perceptions of Organizational Changes by Respondents' Age

Age	18 – 34			35 – 44			45+		
Organizational Changes	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
The changes in the organizational structure	30	2.50	1.737	33	2.36	1.674	24	3.25	1.422
The changes in staff selection	30	2.97	1.426	33	2.61	1.676	24	3.67	1.341
The changes in training	30	4.20	1.186	33	3.82	1.467	24	3.83	1.274
The changes in remuneration	30	2.47	1.889	33	2.42	1.621	24	2.96	1.517
The changes in social benefits	30	3.00	1.640	33	3.15	1.460	24	3.46	1.444
The changes in career development opportunities	30	2.93	1.780	33	2.64	1.934	24	3.42	1.412
The changes in communications with management	30	2.87	1.570	33	2.45	1.438	24	3.25	1.539
The changes in communications between employees	30	2.90	1.918	33	2.61	1.499	24	3.54	1.382
The changes in the work organization	30	3.03	1.956	33	2.33	1.780	24	3.38	1.498
The changes in working conditions	30	3.33	1.647	33	2.94	1.657	24	3.04	1.732
The changes in the way employees are motivated	30	2.53	1.907	33	3.45	1.438	24	3.08	1.530
Changes in general	30	2.9758	0.97238	33	2.7989	1.03547	24	3.3523	1.07341

Table 4

Perceptions of Organizational Changes by Respondents' Education

Education	Primary and Secondary			Bachelor			Master		
Organizational Changes	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**	**N**	**Mean**	**Std. Deviation**
The changes in the organizational structure	31	2.55	1.729	22	2.36	1.733	53	2.58	1.658
The changes in staff selection	31	3.00	1.414	22	2.95	1.397	53	2.92	1.627
The changes in training	31	4.16	1.186	22	4.27	1.120	53	3.83	1.383

Education	Primary and Secondary			Bachelor			Master		
Organizational Changes	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
The changes in remuneration	31	2.55	1.912	22	3.00	1.380	53	2.15	1.736
The changes in social benefits	31	3.03	1.622	22	2.77	1.510	53	3.38	1.444
The changes in career development opportunities	31	2.97	1.760	22	2.55	1.969	53	3.02	1.726
The changes in communications with management	31	2.84	1.551	22	2.68	1.359	53	2.89	1.577
The changes in communications between employees	31	2.87	1.893	22	2.68	1.524	53	2.96	1.818
The changes in the work organization	31	3.10	1.955	22	2.91	2.045	53	2.72	1.747
The changes in working conditions	31	3.26	1.673	22	3.09	1.823	53	3.15	1.549
The changes in the way employees are motivated	31	2.52	1.877	22	3.09	1.797	53	2.92	1.627
Changes in general	31	2.9853	0.95753	22	2.9421	0.85949	53	2.9571	1.10403

Table 5

Perceptions of Organizational Changes by Respondents' Position

Position	Service Staff			Operations Staff			First-Line Manager			Middle Manager			Senior Manager		
Organizational Changes	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
The changes in the organizational structure	8	3.25	1.389	46	2.28	1.682	14	2.64	1.550	16	3.13	1.668	3	4.33	0.577
The changes in staff selection	8	3.50	0.756	46	2.65	1.567	14	2.93	1.639	16	3.88	1.360	3	3.33	2.082
The changes in training	8	4.00	0.535	46	3.87	1.614	14	3.64	1.151	16	4.38	0.719	3	4.33	0.577
The changes in remuneration	8	3.63	1.302	46	2.24	1.715	14	2.64	1.598	16	2.75	1.732	3	4.00	1.000
The changes in social benefits	8	3.13	1.356	46	3.11	1.636	14	3.00	1.468	16	3.38	1.408	3	4.33	0.577
The changes in career development opportunities	8	3.13	1.642	46	2.59	1.808	14	2.21	1.847	16	4.31	0.602	3	4.33	0.577
The changes in communications with management	8	2.63	1.598	46	2.67	1.578	14	2.57	1.505	16	3.44	1.263	3	3.33	2.082
The changes in communications	8	3.38	0.916	46	2.80	1.772	14	2.79	1.578	16	3.13	1.746	3	4.33	0.577

Position	Service Staff			Operations Staff			First-Line Manager			Middle Manager			Senior Manager		
Organizational Changes	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
between employees															
The changes in the work organization	8	2.88	1.727	46	2.83	1.901	14	2.64	1.598	16	2.88	1.928	3	4.33	0.577
The changes in working conditions	8	3.63	1.061	46	2.54	1.822	14	3.29	1.637	16	4.06	0.772	3	4.33	0.577
The changes in the way employees are motivated	8	2.88	1.356	46	2.70	1.884	14	3.14	1.406	16	3.75	1.183	3	4.33	0.577
Changes in general	8	3.2727	0.61658	46	2.7530	1.10041	14	2.8636	0.93239	16	3.5511	0.83878	3	4.1212	0.79426

Table 6

Perceptions of Organizational Changes by Respondents' Work Location

Airport	Burgas			Varna		
Organizational Changes	N	Mean	Std. Deviation	N	Mean	Std. Deviation
The changes in the organizational structure	29	2.62	1.761	58	2.67	1.616
The changes in staff selection	29	3.24	1.405	58	2.91	1.614
The changes in training	29	3.76	1.431	58	4.05	1.262
The changes in remuneration	29	2.34	1.696	58	2.71	1.686
The changes in social benefits	29	3.00	1.581	58	3.28	1.484
The changes in career development opportunities	29	2.14	1.959	58	3.36	1.507
The changes in communications with management	29	2.76	1.640	58	2.84	1.484
The changes in communications between employees	29	2.97	1.451	58	2.97	1.757
The changes in the work organization	29	2.66	1.778	58	2.97	1.825
The changes in working conditions	29	2.59	1.743	58	3.36	1.575
The changes in the way employees are motivated	29	3.03	1.721	58	3.03	1.654
Changes in general	29	2.8276	1.12562	58	3.1050	0.98750

Table 7

Perceptions of Organizational Changes by Respondents' Experience in the Company

Experience	0 – 4 Years			5 – 8 Years			9+		
Organizational Changes	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
The changes in the organizational structure	21	2.38	1.687	40	2.43	1.723	26	3.23	1.423
The changes in staff selection	21	2.71	1.488	40	2.83	1.483	26	3.58	1.604
The changes in training	21	3.86	1.590	40	4.10	0.900	26	3.81	1.625
The changes in remuneration	21	2.52	1.692	40	2.33	1.817	26	3.04	1.428
The changes in social benefits	21	2.86	1.711	40	3.23	1.441	26	3.38	1.472
The changes in career development opportunities	21	2.76	1.670	40	2.70	1.856	26	3.50	1.606
The changes in communications with management	21	2.76	1.411	40	2.63	1.547	26	3.15	1.592
The changes in communications between employees	21	2.67	1.623	40	2.78	1.776	26	3.50	1.393
The changes in the work organization	21	2.95	2.156	40	2.75	1.750	26	2.96	1.637
The changes in working conditions	21	3.00	1.871	40	2.98	1.593	26	3.38	1.627
The changes in the way employees are motivated	21	2.81	2.182	40	2.95	1.616	26	3.35	1.231
Changes in general	21	2.8442	0.99009	40	2.8795	1.04434	26	3.3531	1.02153

Appendix 10

Table 1

Statistically Significant Relationships between Work Values and Attitudes towards HRM Activities

Work values	Activities	Spearman's Correlation	Kendall's Correlation
Instrumental values	QB10_sq4	-.221*	-.183*
	QB10_sq5	-.367**	-.290**
Affective values	QB01_sq1	.247*	.202*
	QB01_sq2	.234*	.180*
	QB01_sq3	.255*	.203*
	QB01_sq4	.374**	.309**
	QB02_sq1	.250*	.200*
	QB02_sq2	.267*	.211*
	QB02_sq3	.247*	.201*
	QB03_sq1	.285**	.227**
	QB03_sq2	.315**	.249**
	QB03_sq3	.236*	.187*
	QB03_sq4	.239*	.189*
	QB05_sq1	.363**	.279**
	QB05_sq2	.294**	.233**
	QB05_sq3	.275**	.211*
	QB06_sq2	.217*	.169*
	QB06_sq3	.299**	.233**
	QB06_sq4	.417**	.326**
	QB06_sq5	.305**	.237**
	QB07_sq1	.263*	.204*
	QB07_sq3	.216*	.167*
	QB08_sq2	.243*	.200*
	QB08_sq3	.228*	.185*
	QB09_sq3	.233*	.185*
	QB10_sq7	.310**	.250**
	QB15_sq1	.255*	.205*
	QB15_sq3	.245*	.199*
Cognitive values	QB05_sq1	.408**	.313**
	QB05_sq2	.362**	.284**
	QB05_sq3	.274*	.215*
	QB09_sq3	.280**	.212*
Requires originality and creativeness	QB10_sq6	.217*	.189*
Encourages continued development of knowledge and skills	QB01_sq2	.228*	.206*
	QB04_sq3	.230*	.217*
	QB15_sq4	.254*	.230*
Satisfies your cultural and aesthetic interests	N/A	N/A	N/A
Is intellectually stimulating	N/A	N/A	N/A
Permits you to develop your own methods of doing the work	N/A	N/A	N/A
Provides change and variety in duties and activities	QB05_sq1	.362**	.298**
	QB05_sq3	.293**	.255**

Work values	Activities	Spearman's Correlation	Kendall's Correlation
	QB06_sq4	.222*	.190*
Provides a feeling of accomplishment	QB01_sq4	.241*	.224*
Permits working independently	QB04_sq4	.222*	.192*
	QB05_sq1	.288**	.251**
Involves working with congenial associates	QB01_sq2	.214*	.193*
	QB01_sq3	.224*	.199*
	QB01_sq4	.298**	.265**
	QB02_sq1	.235*	.206*
	QB02_sq2	.281**	.245**
	QB02_sq3	.254*	.227*
	QB03_sq1	.348**	.306**
	QB03_sq2	.331**	.290**
	QB03_sq3	.216*	.187*
	QB03_sq4	.218*	.188*
	QB05_sq1	.341**	.287**
	QB05_sq2	.292**	.248**
	QB05_sq3	.217*	.191*
	QB06_sq1	.243*	.208*
	QB06_sq2	.265*	.232*
	QB06_sq3	.357**	.314**
	QB06_sq4	.439**	.377**
	QB06_sq5	.263*	.226*
	QB07_sq3	.259*	.216*
	QB09_sq3	.244*	.205*
Makes use of your specific educational background	QB04_sq4	.239*	.207*
	QB05_sq1	.330**	.281**
	QB05_sq3	.246*	.215*
	QB06_sq1	.258*	.225*
	QB06_sq4	.268*	.238**
	QB06_sq5	N/A	.184*
Has clear cut rules and procedures to follow	QB15_sq2	-.317**	.183*
Provides comfortable working conditions	N/A	N/A	N/A
Permits you to work for superiors you admire and respect	QB01_sq2	.352**	.312**
	QB01_sq3	.310**	.277**
	QB01_sq4	.280**	.253**
	QB02_sq1	.291**	.259**
	QB02_sq2	.261*	.228*
	QB03_sq6	.257*	.222*
	QB06_sq3	.262*	.237*
	QB06_sq4	.280**	.247**
	QB10_sq5	-.285**	-.242**
Provides job security	QB08_sq1	-.230*	-.209*
	QB09_sq3	-.227*	-.201*
	QB10_sq4	-.290**	-.260**
	QB10_sq5	-.339**	-.297**
	QB10_sq6	-.238*	-.208*
Permits a regular routine in time and place of work	QB05_sq1	.232*	.186*
	QB06_sq4	.220*	.190*

Work values	Activities	Spearman's Correlation	Kendall's Correlation
	QB10_sq5	-.303**	-.258**
Rewards good performance with recognition	QB01_sq3	.268*	.242*
	QB01_sq4	.224*	.204*
	QB05_sq3	.232*	.210*
	QB06_sq4	N/A	.189*
	QB07_sq1	.215*	.194*
	QB08_sq1	-.260*	-.238*
	QB10_sq7	.217*	.197*
Provides ample leisure time off the job	QB10_sq3	-.216*	-.192*
	QB10_sq5	-.230*	-.202*
Requires working on problems of central importance to the organization	QB05_sq3	.232*	.205*
	QB11_sq1	-.239*	-.215*
	QB15_sq2	-.346**	-.297**
Gives you the responsibility for taking risks	QB05_sq1	.326**	.280**
	QB05_sq2	.299**	.258**
	QB09_sq3	.221*	.197*
Permits advancement to high administrative responsibility	QB01_sq3	-.221*	-.200*
Provides the opportunity to earn a high income	QB01_sq3	-.236*	-.210*
	QB02_sq1	-.244*	-.219*
	QB04_sq1	-.238*	-.215*
	QB04_sq2	-.317**	-.281**
	QB06_sq2	-.242*	-.215*
	QB06_sq5	-.217*	-.194*
	QB07_sq2	-.261*	-.232*
	QB07_sq3	-.237*	-.210*
	QB07_sq4	-.262*	-.232*
	QB08_sq1	-.222*	-.204*
	QB09_sq1	-.228*	-.203*
	QB09_sq2	-.267*	-.238*
	QB10_sq1	-.244*	-.224*
	QB10_sq2	-.212*	-.188*
	QB10_sq4	-.254*	-.228*
	QB10_sq5	-.326**	-.286**
Requires supervising others	QB01_sq2	.264*	.225*
	QB04_sq3	-.215*	-.203*
	QB05_sq1	.288**	.248**
	QB09_sq3	.224*	.197*
	QB10_sq7	.253*	.223*
Is respected by other people	QB01_sq1	.381**	.350**
	QB01_sq4	.357**	.326**
	QB02_sq1	.217*	.191*
	QB02_sq2	.228*	.202*
	QB03_sq1	.318**	.278**
	QB03_sq2	.335**	.293**
	QB03_sq3	.301**	.260**
	QB03_sq4	.292**	.254**
	QB03_sq5	.242*	.209*
	QB05_sq1	.306**	.261**

Work values	Activities	Spearman's Correlation	Kendall's Correlation
	QB05_sq3	.213*	N/A
	QB06_sq1	.286**	.253**
	QB06_sq2	.289**	.256**
	QB06_sq3	.244*	.217*
	QB06_sq4	.347**	.304**
	QB06_sq5	.391**	.343**
	QB07_sq1	.308**	.271**
	QB07_sq2	.233*	.205*
	QB07_sq3	.329**	.288**
	QB07_sq4	.243*	.213*
	QB08_sq3	.221*	.193*
	QB09_sq1	.289**	.249**
	QB09_sq3	.317**	.275**
	QB10_sq1	.318**	.284**
	QB10_sq7	.345**	.306**
	QB11_sq1	.217*	.202*
	QB11_sq2	.230*	.206*
	QB11_sq3	.252*	.218*
	QB11_sq4	.261*	.232*
	QB13	.223*	.196*
	QB15_sq2	.293*	.255*
	QB15_sq3	.325**	.294**
Requires meeting and speaking with many other people	QB02_sq3	.238*	.207*
	QB03_sq2	.236*	.203*
	QB03_sq4	.264*	.228*
	QB03_sq5	.227*	.200*
	QB05_sq1	.255*	.219*
	QB06_sq5	.243*	.213*
	QB08_sq2	.244*	.218*
	QB09_sq3	.218*	.189*
	QB10_sq7	.259*	.228*
	QB10_sq8	.233*	.207*
	QB11_sq4	.221*	.193*
Makes a social contribution by the work you do	QB01_sq4	.221*	.195*
	QB03_sq2	.278**	.240*
	QB03_sq3	.258*	.221*
	QB03_sq4	.276**	.234*
	QB03_sq5	.234*	.201*
	QB04_sq4	.231*	.203*
	QB05_sq1	.361**	.306**
	QB05_sq2	.311**	.267**
	QB05_sq3	.273*	.237*
	QB06_sq1	.257*	.225*
	QB06_sq2	.296**	.258**
	QB06_sq3	.263*	.234*
	QB06_sq4	.262*	.229*
	QB06_sq5	.325**	.285**
	QB08_sq3	.293**	.255**
	QB09_sq1	.400**	.341**

Work values	Activities	Spearman's Correlation	Kendall's Correlation
	QB09_sq2	.262*	.229*
	QB09_sq3	.356**	.312**
	QB10_sq3	.265*	.232*
	QB10_sq4	.263*	.231*
	QB10_sq6	.254*	.220*
	QB10_sq7	.328**	.289**
	QB10_sq8	.373**	.328**

*. Correlation is significant at the 0.05 level.

**. Correlation is significant at the 0.01 level.

Appendix 11

Table 1

Statistically Significant Relationships between the Work Values According to System Performance Contingency and the Attitudes towards HRM Activities

Work values	Activities	Spearman's Correlation	Kendall's Correlation
Resources	QB05_sq1	.412**	.317**
	QB05_sq3	.249*	.191*
	QB06_sq4	.303**	.231**
Rewards	QB05_sq1	.288**	.223**
	QB05_sq2	.268*	.216*

*. Correlation is significant at the 0.05 level.

**. Correlation is significant at the 0.01 level.

Appendix 12

Table 1

Statistically Significant Relationships Between the Perceptions of Organizational Changes and Attitudes towards HRM Activities

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
The changes in the organizational structure	QB01_sq4	.215*	.185*
	QB02_sq1	.226*	.193*
	QB02_sq2	.321**	.269**
	QB02_sq3	.309**	.262**
	QB03_sq1	.258*	.214*
	QB03_sq2	.313**	.263**
	QB03_sq4	.262*	.224*
	QB03_sq5	.350**	.299**
	QB03_sq6	.332**	.283**
	QB05_sq1	.222*	.181*
	QB06_sq1	.348**	.292**
	QB06_sq2	.316**	.266**
	QB06_sq3	.310**	.261**
	QB06_sq4	.214*	.180*
	QB06_sq5	.298**	.250**
	QB07_sq3	.243*	.199*
	QB08_sq3	.267*	.225*
	QB09_sq1	.328**	.276**
	QB09_sq2	.264*	.223*
	QB09_sq3	.263*	.222*
	QB10_sq3	.246*	.214*
	QB10_sq4	.238*	.202*
	QB10_sq6	.262*	.216*
	QB10_sq7	.289**	.248**
	QB10_sq8	.344**	.298**
	QB11_sq1	.224*	.194*
	QB15_sq1	.296*	.259*
	QB15_sq3	.335**	.279**
	QB15_sq4	.269*	.232*
The changes in staff selection	QB01_sq1	.340**	.298**
	QB01_sq2	.317**	.261**
	QB01_sq3	.278**	.233**
	QB01_sq4	.401**	.345**
	QB02_sq1	.315**	.260**
	QB02_sq2	.425**	.355**
	QB02_sq3	.444**	.376**
	QB03_sq1	.534**	.452**
	QB03_sq2	.554**	.482**
	QB03_sq3	.330**	.279**
	QB03_sq4	.400**	.338**
	QB03_sq5	.400**	.334**
	QB03_sq6	.443**	.363**
	QB05_sq1	.365**	.288**

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB05_sq2	.285**	.235**
	QB06_sq1	.274*	.217*
	QB06_sq2	.409**	.338**
	QB06_sq3	.487**	.415**
	QB06_sq4	.403**	.338**
	QB06_sq5	.398**	.333**
	QB07_sq1	.267*	.220*
	QB07_sq2	.372**	.308**
	QB07_sq3	.468**	.384**
	QB07_sq4	.269*	.217*
	QB08_sq3	.260*	.202*
	QB09_sq1	.376**	.304**
	QB09_sq2	.298**	.245**
	QB09_sq3	.273*	.223*
	QB10_sq1	.299**	.251**
	QB10_sq4	.266*	.221*
	QB10_sq6	.401**	.330**
	QB10_sq7	.413**	.350**
	QB10_sq8	.382**	.316**
	QB11_sq1	.364**	.313**
	QB11_sq2	.242*	.203*
	QB11_sq3	.281**	.227**
	QB11_sq4	.270*	.223*
	QB13	.259*	.208*
	QB15_sq1	.442**	.379**
	QB15_sq2	.254*	.212*
	QB15_sq3	.353**	.290**
	QB15_sq4	N/A	.208*
The changes in training	QB01_sq2	.310**	.275**
	QB01_sq3	.264*	.236*
	QB01_sq4	.302**	.271**
	QB02_sq2	.244*	.220*
	QB02_sq3	.356**	.322**
	QB03_sq1	.239*	.214*
	QB03_sq2	.241*	.218*
	QB06_sq2	.234*	.203*
	QB06_sq4	.294**	.261**
	QB06_sq5	.268*	.234*
	QB07_sq3	.229*	.199*
	QB10_sq1	.236*	.213*
	QB10_sq4	.263*	.231*
	QB10_sq6	.248*	.216*
	QB10_sq7	.324**	.291**
	QB10_sq8	.245*	.219*
	QB11_sq1	.325**	.296**
	QB11_sq2	.356**	.322**
	QB11_sq4	.234*	.209*
	QB15_sq1	.359**	.327**
	QB15_sq2	.263*	.237*

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
The changes in remuneration	QB01_sq2	.236*	.192*
	QB03_sq1	.214*	.178*
	QB03_sq2	.231*	.191*
	QB03_sq5	.235*	.199*
	QB03_sq6	.302**	.254**
	QB04_sq2	.244*	.215*
	QB05_sq1	.372**	.299**
	QB06_sq5	.271*	.227**
	QB08_sq2	-.211*	N/A
	QB09_sq1	.238*	.193*
	QB09_sq2	.311**	.256**
	QB09_sq3	.247*	.203*
	QB10_sq1	.285**	.242**
	QB10_sq2	.249*	.204*
	QB10_sq3	.239*	.201*
	QB10_sq4	.251*	.210*
	QB10_sq6	.315**	.257**
	QB10_sq7	.293**	.242**
	QB10_sq8	.388**	.331**
	QB11_sq1	.236*	.203*
	QB11_sq3	.232*	.190*
	QB15_sq1	.275*	.231*
	QB15_sq3	.341**	.275**
The changes in social benefits	QB01_sq1	.316**	.279**
	QB01_sq2	.317**	.263**
	QB01_sq3	.248*	.210*
	QB01_sq4	.313**	.264**
	QB02_sq1	.245*	.204*
	QB02_sq2	.287**	.240**
	QB02_sq3	.259*	.218*
	QB03_sq2	.258*	.211*
	QB03_sq3	.327**	.269**
	QB03_sq4	.323**	.268**
	QB03_sq5	.341**	.286**
	QB03_sq6	.342**	.282**
	QB04_sq1	.339**	.291**
	QB04_sq2	.323**	.279**
	QB04_sq3	.276**	.248*
	QB04_sq4	.257*	.222*
	QB05_sq1	.307**	.238**
	QB05_sq2	.218*	.184*
	QB05_sq3	.264*	.227*
	QB06_sq1	.265*	.232*
	QB06_sq3	.349**	.302**
	QB06_sq4	.295**	.252**
	QB06_sq5	.280**	.232**
	QB07_sq1	.316**	.259**
	QB07_sq2	.385**	.313**
	QB07_sq3	.343**	.278**

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB07_sq4	.338**	.272**
	QB08_sq3	.271*	.229*
	QB09_sq1	.326**	.268**
	QB09_sq2	.366**	.305**
	QB09_sq3	.472**	.396**
	QB10_sq1	.225*	.192*
	QB10_sq2	.214*	
	QB10_sq3	.327**	.277**
	QB10_sq4	.309**	.258**
	QB10_sq6	.246*	.204*
	QB10_sq7	.227*	.196*
	QB10_sq8	.377**	.319**
	QB11_sq1	.367**	.319**
	QB11_sq2	.284**	.243**
	QB11_sq3	.338**	.275**
	QB11_sq4	.381**	.321**
	QB13	.256*	.212*
	QB15_sq1	.299*	.251*
	QB15_sq3	.378**	.302**
	QB15_sq4	.409**	.348**
The changes in career development opportunities	QB01_sq1	.308**	.266**
	QB01_sq2	.398**	.331**
	QB01_sq3	.304**	.253**
	QB01_sq4	.402**	.349**
	QB02_sq1	.404**	.343**
	QB02_sq2	.544**	.458**
	QB02_sq3	.539**	.467**
	QB03_sq1	.487**	.408**
	QB03_sq2	.545**	.466**
	QB03_sq3	.450**	.380**
	QB03_sq4	.469**	.400**
	QB03_sq5	.499**	.411**
	QB03_sq6	.452**	.370**
	QB04_sq1	.258*	.215*
	QB04_sq2	.271*	.226*
	QB05_sq1	.271*	.219*
	QB05_sq2	.266*	.222*
	QB06_sq1	.342**	.285**
	QB06_sq2	.446**	.372**
	QB06_sq3	.513**	.434**
	QB06_sq4	.401**	.339**
	QB06_sq5	.363**	.298**
	QB07_sq1	.336**	.277**
	QB07_sq2	.397**	.328**
	QB07_sq3	.563**	.468**
	QB07_sq4	.311**	.255**
	QB08_sq3	.277**	.236**
	QB09_sq1	.503**	.416**
	QB09_sq2	.445**	.376**

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB09_sq3	.436**	.365**
	QB10_sq1	.370**	.309**
	QB10_sq2	.386**	.329**
	QB10_sq3	.270*	.239**
	QB10_sq4	.401**	.350**
	QB10_sq5	.372**	.298**
	QB10_sq6	.425**	.356**
	QB10_sq7	.423**	.358**
	QB10_sq8	.400**	.335**
	QB11_sq1	.317**	.276**
	QB11_sq2	.211*	
	QB11_sq3	.277**	.229**
	QB11_sq4	.226*	.191*
	QB13	.344**	.286**
	QB15_sq1	.538**	.485**
	QB15_sq2	.394**	.339**
	QB15_sq3	.407**	.344**
	QB15_sq4	.256*	.231*
The changes in communications with management	QB01_sq1	.367**	.308**
	QB01_sq2	.233*	.185*
	QB01_sq3	.223*	.182*
	QB01_sq4	.311**	.262**
	QB02_sq1	.215*	
	QB02_sq2	.280**	.227*
	QB02_sq3	.359**	.302**
	QB03_sq1	.368**	.305**
	QB03_sq2	.395**	.335**
	QB03_sq3	.351**	.294**
	QB03_sq4	.388**	.324**
	QB03_sq5	.316**	.259**
	QB03_sq6	.284**	.219*
	QB04_sq1	.275**	.221*
	QB04_sq2	.212*	
	QB04_sq3	.324**	.289**
	QB04_sq4	.345**	.290**
	QB05_sq1	.265*	.209*
	QB05_sq2	.258*	.203*
	QB05_sq3	.259*	.217*
	QB06_sq1	.263*	.212*
	QB06_sq2	.248*	.200*
	QB06_sq3	.369**	.305**
	QB06_sq4	.344**	.279**
	QB06_sq5	.322**	.261**
	QB07_sq1	.297**	.243**
	QB07_sq2	.308**	.248**
	QB07_sq3	.359**	.281**
	QB07_sq4	.289**	.232**
	QB08_sq1	.238*	.200*
	QB08_sq2	.390**	.331**

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB08_sq3	.452**	.369**
	QB09_sq1	.340**	.273**
	QB09_sq2	.286**	.229*
	QB09_sq3	.418**	.344**
	QB10_sq3	.247*	.214*
	QB10_sq4	.288**	.236**
	QB10_sq6	.227*	.186*
	QB10_sq8	.452**	.388**
	QB11_sq1	.364**	.319**
	QB11_sq2	.247*	.207*
	QB11_sq3	.353**	.288**
	QB11_sq4	.396**	.331**
	QB13	.310**	.260**
	QB15_sq1	.348**	.299**
	QB15_sq3	.463**	.386**
	QB15_sq4	.418**	.361**
The changes in communications between employees	QB01_sq1	.462**	.400**
	QB01_sq2	.315**	.257**
	QB01_sq3	.284**	.230*
	QB01_sq4	.366**	.312**
	QB02_sq1	.313**	.263**
	QB02_sq2	.359**	.304**
	QB02_sq3	.387**	.331**
	QB03_sq1	.412**	.345**
	QB03_sq2	.362**	.305**
	QB03_sq3	.292**	.242**
	QB03_sq4	.317**	.267**
	QB03_sq5	.298**	.243**
	QB03_sq6	.330**	.277**
	QB04_sq1	.320**	.261**
	QB04_sq2	.231*	.188*
	QB05_sq1	.326**	.268**
	QB05_sq2	.260*	.216*
	QB06_sq1	.233*	.190*
	QB06_sq2	.306**	.252**
	QB06_sq3	.432**	.380**
	QB06_sq4	.341**	.301**
	QB06_sq5	.382**	.318**
	QB07_sq1	.322**	.270**
	QB07_sq2	.424**	.355**
	QB07_sq3	.455**	.374**
	QB07_sq4	.374**	.313**
	QB08_sq2	.356**	.297**
	QB08_sq3	.400**	.331**
	QB09_sq1	.333**	.277**
	QB09_sq2	.335**	.279**
	QB09_sq3	.443**	.369**
	QB10_sq1	.275**	.229*
	QB10_sq2	.230*	.188*

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB10_sq3	.275*	.237**
	QB10_sq4	.361**	.306**
	QB10_sq6	.304**	.250**
	QB10_sq7	.256*	.217*
	QB10_sq8	.449**	.379**
	QB11_sq1	.430**	.366**
	QB11_sq2	.388**	.325**
	QB11_sq3	.455**	.373**
	QB11_sq4	.354**	.301**
	QB13	.434**	.351**
	QB15_sq1	.302*	.258*
	QB15_sq2	.269*	.227*
	QB15_sq3	.594**	.510**
	QB15_sq4	.414**	.363**
The changes in the work organization	QB04_sq2	.216*	.183*
	QB06_sq1	.221*	.184*
	QB06_sq2	.260*	.222*
	QB06_sq5	.261*	.221*
	QB08_sq1	-.213*	-.182*
	QB08_sq3	.252*	.205*
	QB09_sq1	.241*	.200*
	QB09_sq2	.245*	.202*
	QB09_sq3	.253*	.214*
	QB10_sq6	N/A	.174*
	QB11_sq3	.256*	.211*
	QB15_sq1	.239*	.209*
	QB15_sq3	.305*	.251*
The changes in working conditions	QB01_sq1	.396**	.346**
	QB01_sq2	.369**	.311**
	QB01_sq3	.388**	.327**
	QB01_sq4	.399**	.337**
	QB02_sq2	.241*	.209*
	QB02_sq3	.310**	.269**
	QB03_sq1	.400**	.341**
	QB03_sq2	.326**	.282**
	QB03_sq4	.292**	.250**
	QB03_sq5	.373**	.322**
	QB03_sq6	.387**	.332**
	QB04_sq1	.244*	.203*
	QB04_sq2	.314**	.266**
	QB05_sq1	.302**	.243**
	QB06_sq1	.253*	.215*
	QB06_sq2	.257*	.220*
	QB06_sq3	.255*	.218*
	QB06_sq4	.284**	.244**
	QB06_sq5	.290**	.246**
	QB07_sq2	.222*	.186*
	QB07_sq3	.364**	.305**
	QB09_sq1	.336**	.280**

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB09_sq2	.292**	.250**
	QB09_sq3	.292**	.248**
	QB10_sq1	.320**	.270**
	QB10_sq2	.257*	.217*
	QB10_sq3	.292**	.253**
	QB10_sq4	.281**	.236**
	QB10_sq5	.238*	.193*
	QB10_sq6	.275*	.229**
	QB10_sq7	.281**	.241**
	QB10_sq8	.419**	.368**
	QB11_sq1	.236*	.196*
	QB11_sq3	.228*	.186*
	QB13	.304**	.260**
	QB15_sq1	.405**	.362**
	QB15_sq2	.309**	.270**
The changes in the way employees are motivated	QB02_sq1	N/A	.178*
	QB02_sq2	.240*	.211*
	QB02_sq3	.296**	.255**
	QB03_sq2	.226*	.191*
	QB03_sq3	.337**	.285**
	QB03_sq4	.407**	.342**
	QB03_sq5	.438**	.363**
	QB03_sq6	.331**	.273**
	QB04_sq1	.238*	.200*
	QB04_sq2	.357**	.302**
	QB06_sq1	.277**	.223*
	QB06_sq2	.217*	.179*
	QB09_sq1	.360**	.285**
	QB09_sq2	.343**	.285**
	QB09_sq3	.339**	.283**
	QB10_sq2	.242*	.195*
	QB10_sq3	.299**	.255**
	QB10_sq4	.220*	.184*
	QB10_sq5	.228*	.184*
	QB10_sq6	.234*	.195*
	QB10_sq7	.216*	.181*
	QB10_sq8	.326**	.279**
	QB13	.260*	.210*
	QB15_sq1	.387**	.332**
	QB15_sq2	.248*	.207*
Changes in general	QB01_sq1	.433**	.341**
	QB01_sq2	.406**	.301**
	QB01_sq3	.341**	.257**
	QB01_sq4	.444**	.356**
	QB02_sq1	.316**	.249**
	QB02_sq2	.424**	.331**
	QB02_sq3	.470**	.376**
	QB03_sq1	.458**	.355**
	QB03_sq2	.517**	.412**

Organizational Changes	Activities	Spearman's Correlation	Kendall's Correlation
	QB03_sq3	.385**	.303**
	QB03_sq4	.465**	.370**
	QB03_sq5	.511**	.397**
	QB03_sq6	.491**	.384**
	QB04_sq1	.286**	.217**
	QB04_sq2	.313**	.240**
	QB04_sq4	.234*	.186*
	QB05_sq1	.411**	.306**
	QB05_sq2	.287**	.218**
	QB05_sq3	.224*	.167*
	QB06_sq1	.362**	.278**
	QB06_sq2	.437**	.341**
	QB06_sq3	.476**	.380**
	QB06_sq4	.411**	.323**
	QB06_sq5	.476**	.373**
	QB07_sq1	.338**	.262**
	QB07_sq2	.398**	.307**
	QB07_sq3	.524**	.398**
	QB07_sq4	.366**	.282**
	QB08_sq3	.341**	.263**
	QB09_sq1	.489**	.377**
	QB09_sq2	.462**	.361**
	QB09_sq3	.478**	.374**
	QB10_sq1	.351**	.276**
	QB10_sq2	.298**	.234**
	QB10_sq3	.345**	.277**
	QB10_sq4	.401**	.317**
	QB10_sq5	.247*	.187*
	QB10_sq6	.417**	.322**
	QB10_sq7	.395**	.311**
	QB10_sq8	.542**	.433**
	QB11_sq1	.414**	.327**
	QB11_sq2	.232*	.178*
	QB11_sq3	.386**	.296**
	QB11_sq4	.322**	.250**
	QB13	.355**	.273**
	QB15_sq1	.476**	.389**
	QB15_sq2	.320**	.256**
	QB15_sq3	.520**	.410**
	QB15_sq4	.356**	.295**

*. Correlation is significant at the 0.05 level.

**. Correlation is significant at the 0.01 level.

Table 2

Statistically Significant Relationships between Personal Characteristics, Individual Work Context and Attitudes towards HRM Activities

Personal Characteristics	Activities	Spearman's Correlation	Kendall's Correlation
Gender	QB01_sq2	-.216*	-.199*
	QB01_sq4	-.281**	-.268**
	QB06_sq4	-.249*	-.228*
	QB07_sq4	-.243*	-.222*
	QB08_sq1	-.276**	-.262*
	QB08_sq2	-.233*	-.222*
	QB11_sq4	-.211*	N/A
Age	QB05_sq1	.335**	.280**
	QB06_sq3	.218*	.186*
	QB07_sq2	.233*	.201*
	QB07_sq3	.258*	.216*
	QB07_sq4	.240*	.203*
	QB15_sq5	.267*	.233*
Education	QB06_sq4	.255*	.224*
	QB08_sq1	.352**	.324**
	QB08_sq2	.377**	.349**
Position	QB08_sq1	.218*	.193*
	QB09_sq1	.309**	.261**
	QB09_sq3	.291**	.245**
	QB10_sq4	.241*	.203*
	QB10_sq8	.211*	.186*
Experience	QB07_sq3	.333**	.259**
	QB15_sq5	.263*	.209*

*. Correlation is significant at the 0.05 level.

**. Correlation is significant at the 0.01 level.

Appendix 13

Table 1

Statistically Significant Relationships between Work Values and the Perceptions of Organizational Changes

Work Values	Organizational Changes	Spearman's Correlation	Kendall's Correlation
Instrumental values	QC11	-.287**	-.228**
Affective values	Changes in general	.279**	.198*
	QC01	.218*	.169*
	QC02	.291**	.213**
	QC03	.214*	N/A
	QC07	.248*	.198*
Cognitive values	Changes in general	.239*	.162*
	QC02	N/A	.160*
	QC05	.211*	.163*
	QC07	.214*	.163*
Resources	QC05	.230*	.174*
Rewards	N/A	N/A	N/A

*. Correlation is significant at the 0.05 level.

**. Correlation is significant at the 0.01 level.