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SOSYAL BİLİMLER ENSTİTÜSÜ
İŞLETME ANABİLİM DALI
ÖRGÜTSEL DAVRANIŞ BİLİM DALI

**INDIVIDUALIZED HR PRACTICES AND
IDIOSYNCRATIC DEALS (I-DEALS) AND THE EXPECTED POSITIVE
INDIVIDUAL AND ORGANIZATIONAL OUTCOMES**

Doktora Tezi

EDA ÇALIŞKAN

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MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

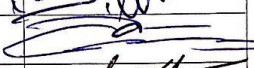
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ÖZET

BİREYSEL İNSAN KAYNAKLARI UYGULAMALARI VE KİŞİYE HAS ANLAŞMALARIN KİŞİSEL VE ÖRGÜTSEL ÖLÇEKTE OLUMLU SONUÇLARI

Kişiy e has anlaşmalar hem çalışan hem örgüt için fayda sağlayan, çalışan ve işveren arasında müzakere edilen, kişiy e özgü bazı özel koşulları içeren anlaşmalardır. Türkiye’de özel sektör çalışanları ile yapılan bu çalışmada, bir İnsan Kaynakları uygulaması olarak, kişiy e has anlaşmaların bireysel ve örgütsel düzeydeki pozitif katkıları nitel analiz yöntemi ile incelenmiştir. Bulgular, kişiy e has anlaşmalar konusunda geçmiş çalışmalarda sunulan önermelerin Türkiye’de de geçerli olduğunu göstermiştir. Nitel analiz sonucunda, kişiy e has anlaşma sürecinin başarılı olması için yöneticilere otantik ve çevik liderlik tarzları önerilmiştir. Çalışanlar açısından ise öz-saygının ve öz-yeterliliğin bu sürece olumlu katkıları olduğu belirtilmiştir. Ayrıca, çalışanlarda psikolojik dayanıklılık özelliği kişiy e has anlaşma sürecinin pozitif bir çıktısı olarak sunulmuştur. Takım arkadaşlarının tepkisine çözüm olarak da “Takım Anlaşması” kavramı yeni bir kavram olarak ortaya koyulmuştur. Takım anlaşması yolu ile takım üyelerinin lider ile birlikte takım dinamiklerini belirleyebileceği ve özellikle iş planlarının yoğun olduğu dönemlerde üyelerin birbirine destek olabileceği öngörülmüştür.

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ABSTRACT

INDIVIDUALIZED HR PRACTICES AND IDIOSYNCRATIC DEALS (I-DEALS) AND THE EXPECTED POSITIVE INDIVIDUAL AND ORGANIZATIONAL OUTCOMES

Idiosyncratic deals (I-deals), which can be defined as individualized work agreements between an employee and a manager, have emerged as one of the most important tools of differentiation perspective in Human Resource Management Practices. In this study, the positive contribution of individualized human resources practices and more specifically, the contribution of I-deals to individual and organizational outcomes were examined through qualitative research carried out with employees working in the private sector, Turkey. Findings revealed that propositions of past research on I-deals mainly hold in Turkey. As a result of the qualitative analysis, agile and authentic leadership styles are proposed to managers for completing successful I-deal negotiations. From the employee side, self-esteem and self-efficacy are also suggested to have a positive impact on the I-deals. Besides, employee resilience is offered as a positive outcome of the agreements. As a new concept, “Team Deal” is recommended as a solution to co-workers’ reactions. Through a “Team Deal”, team members may set their team dynamics with the leader and can have an agreement with other team members on supporting each other when schedules are tough.

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LIST OF ABBREVIATIONS

<i>HR</i>	Human Resources
<i>HRM</i>	Human Resources Management
<i>I-deals</i>	Idiosyncratic Deals
<i>ibid.</i>	In the same source
LMX	Leader-Member Exchange
LMXSC	Leader-Member Exchange Social Comparison
<i>MBA</i>	Master of Business Administration
<i>OB</i>	Organizational Behavior
<i>OCB</i>	Organizational Citizenship Behavior

1. INTRODUCTION

Changing global conditions via information economy and workplace democratization along with individualization characteristics of employees have been pushing organizations to change their human resource management practices at an escalating pace. The new era has brought a differentiation approach to human resource management practices instead of the traditional perspective's standardization approach. Idiosyncratic deals (I-deals) which can be defined as individualized work agreements have emerged as one of the most important tools of differentiation perspective. I-deals are individually negotiated to identify employees' personal needs and preferences and to differentiate them from their peers (Rousseau, 2005). I-deals provide employees with specific conditions such as individualized duties, personalized career paths, flexible work hours or reduced workload (Rousseau et al., 2006a).

I-deals, a new tool in widespread human resource management practices, have been used for a long time for specific types of employees from superstars to exceptional talents. Football players or movie stars have been enjoying individualized contracts providing specific benefits for a long time. These kinds of exceptions have turned to regularities in the current era. However, I-deals should also be differentiated from other kinds of individualized contracts. I-deals do not include favoritism or cronyism-related contracts, and also they do not include unauthorized arrangements. Favoritism-related individualized contracts could occur as a result of personal relations or political views but they do not contribute to the organizational performance. Although unauthorized contracts have also individualized terms, they could cause legal damage to the organization (Rousseau et al., 2006b).

The fast transformation of employees through individualization played an important role in pushing organizations to adapt their human resource management practices in a new era of employee characteristics and demands. Employees, as individuals in the new era, do not feel valued in standardized processes. New individuals demand to be differentiated from their peers and to feel unique, also in the workplace. Meanwhile, changing conditions simultaneously forced employees to act more responsible for their careers (& Hall, 2006).

The rise of individualism has resulted in difficulties in terms of establishing organizational commitment. Organizations were forced to spend more effort and create new

tools to secure organizational commitment through human resource management practices. I-deals, which provide the required grounds for employees' individualization demand, have emerged as an indispensable tool in sustaining organizational commitment (Rousseau, 2005). Liberalization of labor laws, declining unionization, and shortages in the labor market for skilled workers all have also contributed to the rapid expansion of the I-deals (Hornung et al., 2008). Especially high skilled employees strongly demand individualized deals from organizations in the current era (Ng, 2017).

Severing competition conditions have also been forcing organizations to use human resource management policies as a tool of competitive advantage. Despite the technological transformation of business practices and mechanization of the processes, the sophistication of doing business in the current context requires skilled employees to be involved in complicated decision-making processes. Given the current competitive conditions in the labor market for value-added employees, I-deals have also emerged as indispensable tools for hiring and retaining valuable employees (Lee & Hui, 2011).

Due to inherited habits from traditional approaches, initial attempts at using I-deals assumed that offering a particular I-deal to an employee would certainly result in a performance increase. The literature on the relationship between I-deals and performance also suggests that I-deals have generally a positive impact on performance. However, recent research is mainly focused on the differentiation of the scope of I-deals' positive impacts on performance based on a series of factors, starting from personal and organizational differences to cultural and sectoral differences. Since I-deals are costly for organizations, they should be used correctly to ensure employees' reciprocation. Thus, academic research focuses on eliminating the risks for failure in the I-deal processes to avoid idle costs (Ng, 2017).

In this dissertation, the positive contribution of individualized human resources practices and more specifically I-deals to individual and organizational outcomes is being examined through qualitative research on employees from Turkish private sector companies. First, various dimensions of I-deals and I-deal negotiation processes are defined, and, second, the dynamics of I-deals processes are examined. As expanding the true understanding of the dynamics of I-deals is expected to improve the efficiency and effectiveness of employees and organizations both (Rousseau et al., 2006a), this study aims to contribute to the literature with a geographical expansion into Turkey.

1.1. THE EVOLUTION OF INDIVIDUALIZED HR PRACTICES

Literature includes articles examining organizations from a resource-based perspective since the beginning of the 1970s. Resource management has emerged as an indispensable competition tool for companies since then while human resources, as a firm-specific and not perfectly mobile resource, has become one of the most important fields catching the focus of management practices. Since human resources are heterogeneous resources for organizations, organizations could easily differentiate themselves from their competitors via their strong human resources base (Wernerfelt, 1984).

Traditional human resource management perspectives are based on three dominant approaches of universalistic, configurational, and contingency. All three traditional approaches evaluate the effectiveness of human resource management practices at the organizational level while recent trends have brought an individualistic perspective in the measurement of the results of human resource management practices (Ng & Feldman, 2010).

The Universalistic Approach is also often mentioned as the best practice approach since it has been used for a long time. This approach assumes that standardized human resource management practices across all employees would have universally similar results on organizational performance and would be irrespective of the context. The Universalistic Approach was seen beneficial from the employee perspective due to employees' increasing trust in the organization via standardization and it was also seen helpful from the employer perspective thanks to saving costs through standardization. However, the Universalistic Approach later started to be criticized due to the disregard of different contexts. As a result, configurational and contingency approaches started to gain popularity (Rosen et al., 2011).

The Configurational Approach has introduced the idea that particular human resource management practices should be combined with other human resource management practices to increase efficiency. Employees are generally exposed to more than one human resource management practices at the same time. So, the effectiveness of a unique practice depends on how it fits in with the other practices. A unique practice should horizontally and internally fit in with the other on-going practices while its complementarity is also expected to have an impact on effectiveness. Bundling different practices would also have a positive impact on effectiveness (Anand et al., 2010).

The Contingency Approach, in contrast to the universalistic and configurational approaches, argues that human resources management practices would create different effectiveness results depending on the organizations' different contingencies. Therefore, the differences among the organizations require different human resources management practices (Ng & Feldman, 2010).

Differentiation of human resource management practices through individualization has brought the concept of the psychological contract. Despite traditional agreements between employees and organizations, via psychological contracts, both employees and organizations balance their obligations to each other. When the balance is lost for both sides, it would create a fluctuation on the other party's side which would result in the deterioration of performance. As a result, human resource practices adopted a new approach to consider employees' specific conditions and demands in terms of signing and more importantly sustaining work agreements (Rousseau, 1995).

Psychological contracts, which involve three main types, namely, transactional, relational, and balanced contracts, have also provided the theoretical background for the recent rise of I-deals. Transactional psychological contracts refer to award and performance-based agreements between employees and organizations while relational psychological contracts are open-ended agreements which include economic and social benefits. Although both transactional and relational psychological contracts require some interaction with employees, the balanced psychological contract, which refers to long-term agreements with specified awards, requires more involvement from employees, fuelling individualism that built the way to current I-deals (Lee & Hui, 2011).

Recent trends that followed the contingency approach have further specified the target of human resource management practices at an individual level rather than the organizational level. The new perspective focuses on employees' personal needs and preferences instead of organizations' needs (Lemmon et al., 2016).

1.2. THE REASONS WHY TRADITIONAL HR PRACTICES DO NOT WORK TODAY

Traditional human resources management practices have the main perspective of standardization which was seen as the best practice for a long time. From a traditional perspective, an organization should provide identical benefits and conditions to its employees to fuel the perception of justice, and as a result organizational commitment and performance. According to the universalistic approach, an organization should offer an identical promotion scheme to its employees. Simultaneous human resource management policies conducted through a configurational approach should also be standard for all workers. However, it is seen that changing conditions have dispelled the grounds for the implementation of a “one size fits all” approach (Kreiner et al., 2006).

In the current business environment, a multinational firm operating in both a European Union member country and in China is not able to apply the same human resource management practices for all its employees. Likewise, a sales company has to offer personal contracts to attract better sellers. On the other hand, from the employee perspective, need satisfaction is important. If the organization does not satisfy individual needs, talented employees would be lost. Such challenges are the main drivers behind the systemic shift from the standardization approach to the individualization approach. The main difference between the traditional and the current approach is the perspective of standardization or individualization (Murphy et al., 2017).

The recent transformation of organizations via information economy, the democratization of the workplace, and the decline of collective bargaining have all resulted in the rise of individualism within organizations. Meanwhile, the workforce has also transformed via the diversification of age, gender, and ethnicity. Employees have begun demanding to be treated as individuals while they have started focusing on their individual needs and preferences. Employees’ performance is closely associated with their job satisfaction and affective commitment to the organization now. The rapid transformation of employees has also forced organizations to implement differentiated human resource management practices to attract a more qualified workforce (Rosen et al., 2011).

Human resource management practices, consequently, have been forced to shift into a more individualizing and differentiating perspective instead of standardization. The success

of the differentiating perspective in human resource management practices converted it into the most common perspective among all kinds of organizations. The differentiating perspective turned out to be more successful as compared to the traditional perspectives in terms of the effectiveness of human resource management practices (Anand et al., 2010).

1.3. THE DEVELOPMENT AND BACKGROUND OF I-DEALS IN THE OB LITERATURE

The recent transformation of organizations and employees has forced organizations to implement human resource management differentiation practices. As a result, idiosyncratic deals (I-deals) have emerged as an important tool of diversification practices through differentiating employees' work arrangements from their co-workers. The rising trend of the implementation of I-deals has initiated a growing interest among academic researchers. Rousseau (2001) is one of the initial researchers in the field of I-deals and has been followed by a growing number of researchers.

Rousseau and Kim (2006) have introduced the perspective of considering all kinds of labor agreements as an exchange of resources between employees and organizations. The perspective introduced by Rousseau and Kim (2006) is based on Foa and Foa's (1974) Exchange Wheel Theory which categorizes resources in exchange as money, information, services, goods, status, and love. Rousseau and Kim (2006) see the relationship between employees and organizations as an exchange of employees' time, effort, and work competence with organizations' economic and social resources. Economic and social resources of organizations along with employees' sources are contributing elements of I-deal negotiations. Resource exchange is established through psychological contracts and the outcomes are expected to contribute beneficially to both employees and organizations (Lee & Hui, 2011).

Hornung et al. (2008) have suggested that flexibility and developmental I-deals exert different impacts on employees' performance in terms of work-family conflict, unpaid overtime work, performance expectations, and affective commitment. It is also shown that the individualization of work conditions via personal initiatives and individual agreements are positively related to the facilitation of the I-deal negotiation processes. As a result, individualization has contributed to the literature by bringing a valuable perspective of researching individual antecedents as well as a variety of outcomes of I-deals (Lee & Hui, 2011).

Ng and Feldman (2010) have proposed I-deals as an important tool to deal with the threat of losing employee loyalty. I-deals can be defined as voluntary and personalized agreements mutually negotiated between organizations and employees. They provide employees with training, development, career growth, flexibilities, and personal finance packages. The timing of I-deal negotiations can be held before or after recruitment. I-deals are currently being used in a wide range of employee groups such as sports stars and regular workers. One of the most common usage fields of I-deals involves the transfer of valuable employees from other organizations (Ng & Feldman, 2010).

The common usage of I-deals has led employees supplied with flexible schedules and remote working to develop their career paths faster. I-deals, meanwhile, provide the opportunity of increasing the efficiency of employees with lower costs. Organizations that can personalize their human resource management practices properly enjoy the advantage of hiking their employees' job satisfaction with zero costs. While an I-deal may fulfill an employee's demand for flexible working hours, another one may meet a different employee's need for training and development opportunities. Some employees may demand a reduced workload whereas others may demand career opportunities. I-deals provide organizations the flexibility to fulfill a variety of demands from employees (Rosen et al., 2011).

Lee and Hui (2011) have proposed that I-deals can transform transactional psychological contracts to relational psychological contracts through directly improving organizational commitment, indirectly smoothing the successful implementation of the contract, and enhancing trust and perception of justice. However, I-deals also involve the possibility of eroding the perception of justice which should be avoided via eliminating subjectivity in the negotiation process.

2. EXPLORING I-DEALS CHARACTERISTICS AND DIMENSIONS IN THE LITERATURE

Several distinct features characterize I-deals as described below. The principal characteristics of I-deals are as follows:

- **Individually negotiated:** I-deals arise when an individual worker negotiates arrangements with an employer or prospective employer that differs from the corresponding arrangements of the individual's co-workers. The market power of certain workers and the value their employers place on them, or both, put them in a position to demand significantly greater perquisites than their less-advantaged co-workers receive (Bartol & Martin, 1989). Either an employer or a worker can initiate an I-deal, and both may shape its actual terms.

- **Heterogeneity producing:** At least some of the terms of an I-deal are specially provided to a particular individual, differing from the conditions created for other employees in similar positions or the same workgroup. This results in within-group heterogeneity regarding some aspects of the rewards and benefits received by employees (Klein et al., 1994). This heterogeneity can reflect the operation of formal and informal incentives, such as the distribution of rewards contingent on individual performance (e.g., Lawler et al., 1995). It is also a potential motivator as well as a source of perceived inequity and injustice on the part of workgroup members, depending on what they understand to be the reasons for such differences (Greenberg et al., 2004). Being able to receive idiosyncratic conditions in one's employment is a sign of one's acceptance as a valuable contributor to the organization, someone worthy of special treatment (Rousseau, 2005).

- **Mutually beneficial:** I-deals are intended to serve the interests of both employers and employees. The successful result of an I-deal is that an organization attracts, motivates, or retains the services of a valued employee, who, in turn, receives desired resources from that organization. As such, co-workers can view I-deals as appropriate to the extent that they endorse the legitimacy of the values on which these arrangements are based (e.g., compensation based on market value, flexibility contingent on the strategic advantage for the firm). Workers do not initiate an I-deal unless they value the terms; employers do not agree unless they value what the worker offers them. From the perspective of broader research on employment, I-deals have played an important but often invisible role in many aspects of the employment

relationship, from work-family accommodation to supportive leader relations with workers (Rousseau, 2005).

Trying to make working conditions standard for everyone (such as compensation structures, bonuses, benefits, etc.) facilitates trust in the organization. However, at the same time, employers may come across with some pressures to make special arrangements to acquire and retain some valuable individuals. As a result of this, some workers may acquire more special conditions as compared to their colleagues. When the mobility of the talented employee increases, he/she gains more power. Especially, the ones who have very critical roles against the competition in the market, use and leverage their power while they are making I-deals with their employers (Frank & Cook, 1995).

- **Varied in scope:** I-deals utilized by individuals vary in scope, from a single idiosyncratic element in a larger standardized employment package to a completely idiosyncratic employment arrangement. For example, one worker with an I-deal might have more flexible hours than his or her peers but another worker may negotiate to attend an MBA program.

2.1. THE TIMING OF I-DEALS

Regarding the timing of I-deals, idiosyncratic arrangements may be negotiated ex-ante or ex-post (Rousseau et al., 2006b), during the recruiting process (ex-ante) as well in an on-going employment relationship (ex-post). Other idiosyncratic negotiations, such as those occurring at the end of employment via termination or retirement, may be governed by different processes and are not covered here.

Beliefs regarding negotiability are usually enhanced whenever the workers believe their employers are highly dependent on them. The nature of that dependence can vary for recruits and current employees. Labor markets define the dynamics and normative appropriateness of ex-ante I-deals. For example, workers in a competitive labor market, where certain skills are in high demand but short supply, might be expected to seek and attain more I-deals than those whose skills are in less demand (Cappelli, 2000). Ex-post I-deals are established between the employee and the employer after a certain relating and information sharing process. The details of these I-deals arrangements are shaped based on the credit that the employee has and also the value of the person for the organization. The past experiences,

proven success, and the potential that this employee may contribute to the organization, are very important for the success of I-deals negotiations.

2.1.1. Ex-ante I-Deals

Ex-ante I-deals are negotiated before employment and are based on qualifications and marketability. Ex-ante I-deals are generally attributed to contextual features, such as the labor market. Candidates who possess the more marketable knowledge, skills, and abilities may be able to negotiate more desirable employment terms, which hiring managers may simply grant as a way of attracting the candidate.

2.1.2. Ex-post I-Deals

Ex-post I-deals are negotiated by incumbent employees, and thus these arrangements include an employment relationship history. Though market forces may influence ex-post I-deals, especially monetary ones, it is more likely that ex-post I-deals are relationally attributed. That is, ex-post I-deals are more likely to communicate information regarding the strength and quality of the employee-employer exchange relationship (Rousseau et al., 2006a). These deals focus exclusively on ex-post bargaining in an already existing employment relationship. This mode of negotiation timing has been identified as the more relevant, it allows individuals to draw on insider-knowledge on their work and employment conditions, and adapt their jobs to changing personal needs over time (Rousseau et al., 2006a; Rousseau et al., 2009). Ex-post I-deals refer to a renegotiation of conditions the individual worker already finds him - or herself in.

Ex-post I-deals further differentiate into those arising when an employee quits or threatens to quit (i.e., retention-related I-deals) and those in which the workers' past performance or potential future contributions form the basis of the negotiation (i.e., performance-based I-deals). Another feature is related to how the I-deal is initiated, whether the worker activates the bargaining process (i.e., proactive) or responds opportunistically to circumstances the employer creates that make an I-deal easier to pursue (i.e., reactive).

2.1.3. Threat to Quit

As a third category of I-deals based on the timing of the negotiations, it is observed that organizations use I-deals to convince their valuable employees to remain within the organization when they decide to quit. Employees generally decide to quit if they receive a

better offer from another organization, when their job satisfaction and commitment are low, and also due to their unsatisfying financial benefits. I-deals emerge as a valuable tool for organizations in changing employees' decisions to leave the organization (Singh et al., 2014).

Although the literature suggests that ex-ante I-deals show higher strength in achieving desired goals such as primarily fuelling the efficiency of the employee and, as a result, the efficiency of the organization (Conway & Coyle-Shapiro, 2015), employers also need ex-post I-deals for already hired employees and for updating the ex-ante I-deals taking into account the changing conditions as time passes. Organizational goals and employees' career goals change in time. Ex-post I-deals also provide the ground to receive feedback from employees regarding their existing I-deals and their thoughts on the operation of the organization (Rousseau & Tomprou, 2016).

During long-term employment in organizations, employees may repeatedly negotiate a variety of I-deals as their personal needs and organizational contributions change over time. Many of these successive I-deals reflect ongoing adjustments in cycles of inducement and contribution. Re-negotiation potentially can change the core assumptions of the I-deals over time (Rousseau et. al., 2006b).

Evaluating the ex-post I-deals processes to introduce new perspectives to increase the efficiency during the implementation of the deals in real cases has also been attracting attention at an escalating pace (Rosen et al., 2008). Rosen et al. (2011) have evaluated the efficiency of ex-post I-deals and suggested that employees negotiate I-deals across four content domains, namely, schedule flexibility, location flexibility, task and work responsibilities, and financial incentives. I-deals about job tasks and work responsibilities or work schedule flexibility were shown to have the potential to influence work attitudes (Bayazit & Bayazit, 2017).

As academic research expands in the relatively new field of I-deals (Rosen et al., 2011), different perspectives on the application of the I-deals in real businesses have begun to emerge. Bal et al. (2012) have focused on the I-deals' role on employees' motivation to continue working even after they gain the right of retirement. Both developmental and flexibility types of I-deals were proven to have a positive determinative impact on employees' motivation to keep their position in the organization beyond retirement. Since the I-deals can face employees' needs for personalized deals, support may also be drawn from continuity and

personality theories regarding the I-deals' ability to keep retired employees within the organization. Continuity theories put forward that people are in a kind of search for relating what has happened in the past to what will change in the future (Atchley, 1989). Personality theories, on the other hand, suggest that individuals with different personality traits expect different benefits from staying within the organization after retirement (Löckenhoff et al., 2009). Ostrom et al (2016) added to earlier research by arguing that employability for older workers is especially enhanced when taking an individual approach. In their study, they highlighted the contribution to the employability of older workers as the individualized agreements may reflect the personal needs and wishes of these employees for the development of their career toward retirement. (Ostrom et al., 2016).

Concerning the successful implementation of I-deals, the timing and content of the deals have been the focus areas of academic research. Lee & Hui (2011) have developed a resource exchange frame that proposed personal individualism value, demonstrated social skills, and perceived insider status as the influence patterns for the timing of successful I-deals. Past research suggests that individualism and social skills were shown as significant influence patterns for both ex-ante and ex-post I-deals while perceived insider status was proven as a significant influence pattern for only ex-post I-deals (Ng & Lucianetti, 2016). The literature also suggests that employees who are politically skilled or who have better relationships with their colleagues are more likely to negotiate I-deals (Rosen et al., 2011).

2.2. THE CONTENT OF I-DEALS

Rousseau (2001) suggested that to be a candidate for an I-deal, a resource must be included in the zone of negotiability which covers the conditions of employment available for negotiation by workers and their employer. Within the zone of negotiability, resources can be categorized as concrete, having a broadly shared meaning, versus intangible, having a meaning that is specific to an individual (Rousseau et al., 2006a).

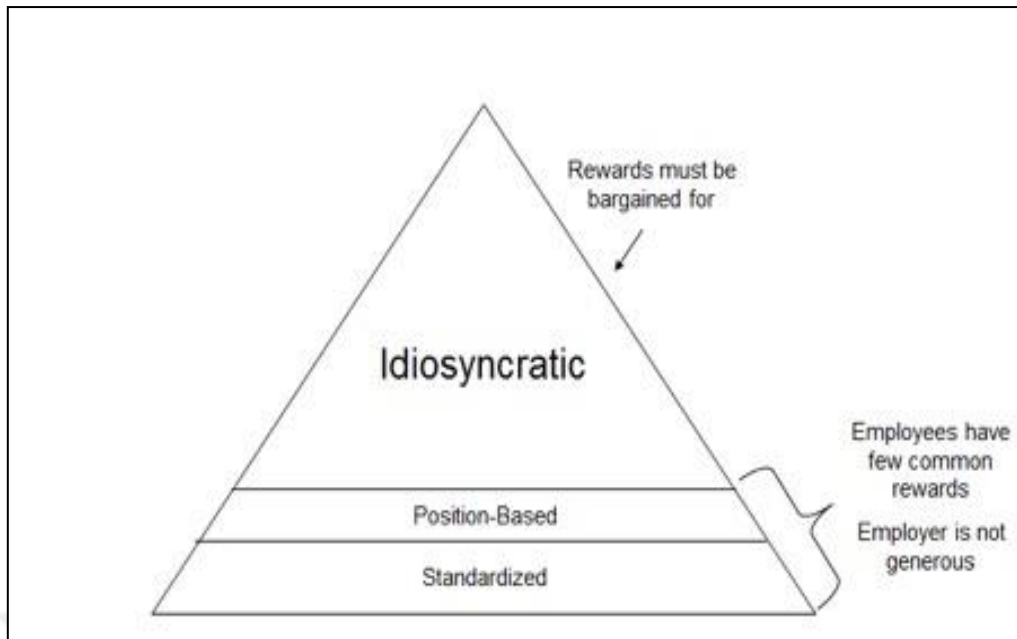


Figure 1 : I-deals and Other Types of Employment Contracts

Figure 1 (Rousseau, 2005) shows the hierarchic relationship between I-deals and other types of employment contracts with respect to the personal participation of both employees and employers. Accordingly, standardized contracts do not allow employers to generously participate in the agreement process while position-based contracts are based on common rewards. I-deals, meanwhile, provide employees and employers with the chance of negotiating rewards.

Rousseau's and colleagues' descriptions of I-deals have ranged from arrangements that are specific to a particular situation to ones that are more general and relevant across a variety of employment situations. Unfortunately, Rousseau's (2001) explanation of the zone of negotiability and subsequent research examining I-deals do not offer much clarity in terms of identifying resources that are commonly negotiated, as resources that are exchanged may vary greatly depending on the job. I-deals may contain many diverse resources that workers value, from financial benefits to developmental topics such as training, mentoring, personal support, etc., and the nature of these resources may influence how workers experience I-deals (Rousseau & Kim, 2006; Rousseau et al., 2006).

One of the first empirical studies implemented to investigate I-deals was conducted by Rousseau and Kim (2006), who used information from interviews with hospital employees

to identify domains across which I-deals are negotiated. Based on their interviews, Rousseau and Kim (2006) identified three dimensions of I-deals that employees use to revise existing employment terms: work hour flexibility, which pertained to flexibility of work schedules and the number of hours worked; workload I-deals, which were associated with the negotiation of reduced work demands and work hours; and career development opportunities, which were related to skill development opportunities, performance goals, and career development trajectories. Regarding the structure of their measure, Rousseau and Kim (2006) posited that individuals negotiate discrete I-deal terms (e.g., an individual may negotiate for work hours but not for career development opportunities). As such, Rousseau and Kim (2006) modeled the content dimensions of I-deals separately, an approach taken in subsequent research.

In general, research has focused on one or more of Rousseau and Kim's (2006) dimensions. For example, Hornung et al. (2008) and Rousseau et al. (2009) examined flexibility and developmental I-deals, which were consistent with Rousseau and Kim's (2006) work hour flexibility and career development dimensions. Hornung et al. (2009) studied developmental, flexibility, and workload I-deals, the three types of I-deals identified by Rousseau and Kim (2006), from the perspective of supervisors. Finally, Hornung et al. (2010) investigated task I-deals, which are similar to the career development I-deals described by Rousseau and Kim (2006).

However, to make the task I-deal dimension more consistent with the theoretical perspective of I-deals representing a hybrid (i.e., not an entirely top-down or bottom-up) form of job redesign, Hornung et al.'s (2010, Study 2) task I-deals measure focused on the job content (i.e., negotiating challenging work tasks, special job duties, and activities suited to the individual employee's skills and preferences) as opposed to career development in a broader sense. Thus, research has generally focused on I-deals associated with work hour flexibility, workload, and aspects of job content related to career development and job redesign (e.g., Hornung et al., 2008, 2009; Rousseau et al., 2009). These dimensions are consistent with the notion that I-deals are typically negotiated to help employees achieve work-life balance and/or are associated with job crafting, through which employees customize the content of jobs to fit their skills and career aspirations. However, two other domains—location flexibility and financial incentives—have been identified but not investigated in the literature (Rousseau, 2005; Rousseau et al., 2006a). It is surprising that these domains have received little attention

because location flexibility promotes work-life balance (i.e., it allows employees to live with their families and cuts down on commuting times), and allowing employees to negotiate the terms of their compensation plans is a concrete sign which implies that the organization recognizes an employee's value.

Drawing from the preceding review, four primary content dimensions of I-deals were proposed (Rosen et al., 2013). These include Rousseau and Kim's (2006) dimensions, but with some modifications. Rosen et al. (2013) retained Rousseau and Kim's (2006) work hour flexibility dimension, however, called it as schedule flexibility and dropped their workload dimension. They combined Rousseau and Kim's (2006) career development dimension with the task dimension identified by Hornung et al. (2010) to create a single task and work responsibilities dimension. Also, they identified two new dimensions (i.e., financial incentives and location flexibility) that were not included in Rousseau and Kim's (2006) scale.

Rosen et al. (2013) combined the career development and task I-deals dimensions into a single dimension (i.e., task and work responsibilities) because Rousseau and colleagues' (Hornung et al., 2010; Rousseau & Kim, 2006) career development and task I-deals dimensions both pertain to the negotiation of what an employee does on the job. As noted by Hornung et al. (2010), the primary difference between the task and career development dimensions assessed in previous work is that the career development dimension taps into why the job content is negotiated (i.e., for career advancement purposes), whereas task I-deals deal with the actual job contents that are negotiated. Thus, by focusing on what is negotiated (i.e., job content) as opposed to why it is negotiated, they assumed that they could better assess the resources included in the I-deal. They dropped the workload dimension because it overlaps substantially with the schedule flexibility and job tasks and responsibilities dimensions identified previously (see Hornung et al., 2009; Rousseau & Kim, 2006). The financial incentives and location flexibility dimensions were added because (a) these have been identified in past research as common domains across which I-deals are negotiated, (b) these domains satisfy the criteria for being included as part of I-deals (i.e., they are mutually beneficial, support work-life balance, and/or they convey recognition of an employee's value), and (c) research on telecommuting and compensation suggests that flexibility in work location and financial incentives are commonly negotiated aspects of employment.

Thus, it was proposed that I-deals are typically negotiated across four dimensions.

These dimensions are associated with when (schedule flexibility), where (location flexibility), why (financial incentives), and what (task and work responsibilities) employees do on their jobs.

The basic categories of I-deals suggested by several researchers will be described in the following subsections.

2.2.1. Developmental I-deals

Developmental I-deals refer to the special opportunities to be used for expanding an employee's competencies and pursuing career advancement (Rousseau et al., 2009). These I-deals are generally ex-post I-deals which are used to retain existing employees. Together with the work hour-related deals, developmental I-deals are among the common resources used. They have a more positive impact on employee performance as compared to the work-hour related deals. Developmental I-deals also strengthen the relationship between the employee and the organization (Rousseau et al., 2009).

Developmental I-deals benefit organizations via increasing employee performance and organizational commitment while also doing good for employees, through supporting their career path. Organizations should properly manage co-workers' reactions to developmental I-deals to avoid the risks related to co-worker competition and jealousy among peers (Rousseau & Tomprou, 2016).

Hornung et al. (2008) have shown that personal initiative is positively related to developmental I-deals. Accordingly, proactive employees are expected to display more efforts to negotiate with their managers. Lee & Hui (2011) see developmental I-deals as more abstract and social since they primarily depend on the relationship between the employee and the organization which refers to the relational and balanced psychological contracts.

2.2.2. Task I-deals

Task I-deals are categorized among work design-related I-deals and they provide employees with job autonomy. Task I-deals also supply employees with the opportunity of negotiating the content and responsibilities assigned to their positions within the organization. In exchange, employers benefit from the opportunity of assigning special tasks to their employees and increasing their efficiency through allocating responsibilities in parallel with

their desires. Besides, task I-deals contribute to employees' affective commitment; as a result, they increase performance expectations (Rousseau et al., 2006a).

Task I-deals contribute to organizations via increasing job satisfaction, commitment, and work engagement. Furthermore, they provide employees with more interesting tasks that fit better to their personalities, and also they benefit them by reducing their work stress. From the organization's perspective, task I-deals present the risk of triggering negative competition among employees. From the employee's perspective, on the other hand, task I-deals may make workers to be seen as not doing their tasks (Rousseau et al., 2006b).

2.2.3. Flexibility I-deals

Lee & Hui (2011) have related flexibility I-deals with transactional psychological contracts. Flexibility I-deals are categorized as work design-related I-deals and they refer to special arrangements for work schedules. The objective of flexibility I-deals is to identify employees' demands which are not related to the work content. Flexibility I-deals commonly target parents to help them reorganize their work schedules based on the kids' needs. They assist employees to increase their resources at home by spending more time with their families and children. Flexibility I-deals improve employees' family performance and, as a result, their commitment via lending them organizational support. Consequently, flexibility I-deals enhance employees' work performance (Liao et al., 2016). Researchers like Hornung et al. (2008) also showed that flexibility I-deals have a differential impact on work and family conflict, unpaid overtime work, performance, and commitment.

Hochschild's (1997) findings indicated that employees valuable for the organization were more successful at negotiating contracts for addressing their work-family balance needs. Hornung et al. (2008) proposed that personal initiative is positively related to flexibility I-deals. Proactive employees would show more willingness to communicate and discuss options with their managers and, they would be more likely to attract ex-post I-deals, including flexibility I-deals. However, Perlow (1997) demonstrated that flexibility I- deals could negatively contribute to valuable employees' careers if the performance evaluation criteria stand subjectively.

2.2.4. Reduced Work Load

Workload reduction I-deals are special arrangements for reducing workload and work hours. Workload reduction I-deals mainly aim to cut employees' workload besides increasing their teamwork. Employees mostly prefer workload reduction I-deals to other kinds of I-deals offers. Workload reduction I-deals are generally offered to employees with health problems, those who are stressed or in need of caregiving issues, and the ones that the organization desires to retain (Ng, 2017).

Lee & Hui (2011) relate reduced workload I-deals with transactional psychological contracts from both the employee and the organization perspective. According to Lee & Hui (2011), reduced workload I-deals are based on the demands for decreased work content and work hours. They also pointed out that organizations are less likely to negotiate for reduced workload I-deals. Rousseau et al. (2006a) proposed that workload reduction deals provide employees with better work-life balance and a chance to deal with health issues. However, such deals could marginalize them in the workplace, shift their relationship with the organization to transactional, or reduce their performance ratings and career opportunities.

2.2.5. Financial I-deals

Financial I-deals are related to providing personal financial incentives, including salary increases, bonuses, and other forms of financial benefits. Financial I-deals aim to increase employees' performance by directly offering financial advantages. Organizations generally tend to use financial I-deals when employees intend to quit. However, financial I-deals have not been proven to keep employees who have decided to leave the job (Rosen et al., 2011).

Financial I-deals enable organizations to attract new employees or to retain skilled ones by providing employees with financial benefits. However, they also bring the risk of downsizing the relationship between the employee and the organization to transactional. They could also reduce socio-emotional commitment to the organization or they could damage the perception of justice within the organization and the cooperation among employees (Rousseau et al., 2006b).

3. THEORETICAL FOUNDATIONS

3.1. SOCIAL EXCHANGE THEORY AND LMX

Social exchange refers to voluntary actions that are motivated by the returns they are expected to bring from others (Blau, 1964). As noted by Tsui et al. (1997, p. 1092), “In a social exchange relationship, the inducements an employer offers go beyond short-term monetary rewards. They include an extended consideration of an employee’s well-being as well as an investment in the employee’s career within the firm.” In contrast to economic exchanges, social exchanges entail unspecified obligations that are long-term and open-ended (Shore et al., 2006). Additionally, while the initial act of contribution in social exchanges is voluntary and reciprocation is expected, it is not pre-specified or enforceable. Rather, these exchanges are based on what each party is capable of offering the other (Cropanzano & Mitchell, 2005). For example, employees may contribute effort and loyalty to their organizations, while employers may provide compensation, recognition, and career advancement opportunities.

The influence of social exchange theory is evident throughout the I-deals literature (Greenberg et al., 2004; Rousseau, 2001). First, the social exchange theory posits that employees who make distinctive voluntary contributions may not be guaranteed any explicit reciprocation but may be motivated to contribute by expected future returns. Consistent with this aspect of social exchange theory, ex-post (following the employment) I-deals are not guaranteed before the employment and are not made explicit until after employees have demonstrated their worth to their organizations. Second, social exchange relationships often develop because the employer and the employee are interdependent, with each party playing a role in helping the other achieve goals (Cropanzano & Mitchell, 2005). Similarly, I-deals develop because they are mutually beneficial to the employee and the organization.

Drawing from the social exchange literature, Rousseau and colleagues (Rousseau, 2001; Rousseau et al., 2006a) suggested that I-deals have the potential to influence employee attitudes and behaviors because they signal that the organization is committed to maintaining a high-quality exchange relationship.

Because I-deals represent an important exchange between the employer and the employee, social exchange theory which delineates the dynamics of resource exchanges between two or more parties, frequently serves to help explain the relationships between

antecedents and I-deals (Hornung et al., 2010; Rosen et al., 2013) and between I-deals and outcomes. Among the outcomes, organizational citizenship behavior (cf. Anand, Vidyarthi, Liden, & Rousseau, 2010; Organ, 1988), attracting, motivating, and retaining employees (Rousseau, Hornung, & Kim, 2009), work-life balance, commitment, and performance (Hornung, Rousseau, & Glaser, 2008) may be mentioned. The key proposition of the social exchange approach to I-deals is that when employers provide employees with I-deals, employees would reciprocate with contributions. The focus of the social exchange perspective is, hence, on I-deals as a medium of exchange for long-term employment relations.

Social exchange theory suggests that by granting employees specialized work arrangements, the firm generates a basis for reciprocity with its employees (Rousseau, 2005). I-deals strengthen the social exchange between employers and employees; for instance, both flexibility and developmental I-deals imply employer responsiveness to specific worker needs (Rousseau et al., 2009). The negotiation and granting of I-deals would enhance the employee's perceptions of organizational support as such deals signal the employer's social recognition and investment in the employee's personal growth and development.

Past research on I-deals naturally includes many examples looking from the perspective of social exchange theory. Ng & Feldman (2012) have also focused on the employees' reactions to the I-deal offers from the voice behavior perspective. I-deal offers triggering flexible work role orientation, social networking behavior, and organizational trust over time result in desired constructive voice behavior which is proven as an important factor helping the employer to increase the efficiency of the organization. Research findings have shown that professional developmental I-deals' effects on constructive voice behavior are stronger than those of scheduling flexibility I-deals (Bal & De Jong, 2017).

Rofcanin et al. (2017) indicated that employees' social connectivity attitudes after the negotiation of the deal have a determinative power on the managers' approaches. If the employees show increasing efforts in socially connecting behaviors after the negotiation, the managers tend to approach the deals with a more positive view. As a result, the acceptance of the deals by employees increases. It should be noted that even the manager's approach was considered as the main determinative factor, the employees' desires to show the positive effects of the possible deal in terms of socially connecting behaviors also bring out direct determinative power after the negotiation with managers. Thus, socially connecting behaviors

display an indirect but strong power on the main determinative factor defined as the manager's approach. The results are supportive also from the fundamental perspective of I-deals such that the intention to improve the personalization of the HR processes enhances the synergy within the organization (Rousseau, 2001).

LMX focuses on the relationships between managers and individual subordinates and the development of these relationships over time (Cashman, Dansereau, Graen, & Haga, 1976; Graen & Cashman, 1975). This conceptualization purports that differences in a manager's treatment of individual workers are due to differing levels of trust. Some workers form part of a highly trusted in-group that has greater latitude over duties and responsibilities, finding their manager highly responsive to their needs and interests. In contrast, other workers, considered as part of the out-group, are denied this special treatment. High-LMX workers enjoy more opportunities for idiosyncratic behavior—and, presumably, the creation of I-deals—than their low-LMX counterparts.

Importantly, whether the LMX relationship is based on an employer's regard for a particularly competent worker or merely on a friendship with a less impressive performer determines if these individually distinct arrangements constitute legitimate I-deals or merely preferential treatment. Nonetheless, having a good relationship with one's manager or another representative of one's employer is likely to make proposing an I-deal easier. As such, a manager who may have been reluctant to negotiate an I-deal early in a relationship with a worker may become open to the possibility of such an arrangement over time, to the extent that he or she comes to value that worker.

3.2. PSYCHOLOGICAL CONTRACT

The psychological contract literature has also contributed to the I-deals literature. The psychological contract is defined as “an individual's beliefs regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party” (Rousseau, 1989, p.123). Interactions between employees and their organizations provide input for the content of psychological contracts (Shore et al., 2006). Antecedents of psychological contracts are, to a large extent, activated through pre-employment experiences, recruiting practices, socialization, and later experiences that occur in the employment relationship (Rousseau, 2001). However, the content of psychological contracts often differs among co-workers in the same position, and these differences may be due to a variety of reasons, including differences

in hiring practices between managers and the time at which an employee was hired (Dabos & Rousseau, 2004). Moreover, as perceived obligations are met (or unmet) by organizations, psychological contracts may be revised. As such, the psychological contract literature introduces the notion that individualized exchange arrangements and perceptions of reciprocity are important for understanding employee-organization exchange relationships. I-deals reflect (and, to a certain extent, explain) the concept of individualized reciprocity that has emerged in the psychological contract literature, as by definition I-deals are of a non-standard nature and tailored to the preferences of the employee.

Studies have started to integrate I-deals with psychological contract literature. For example, Ng & Feldman (2010) refer to the uniqueness of psychological contracts in discussing the concept of I-deals. They argue that I-deals create contract idiosyncrasy and constitute a specific element of psychological contracts. Furthermore, they emphasize that psychological contract uniqueness is important in understanding how a focal employee obtains I-deals (Ng & Feldman, 2012). The idea that employees form unique psychological contracts in the process of I-deal making is also emphasized in more recent studies (Guerrero, Bentein & Lapalme, 2014; Guerrero and Bentein, 2015; Kroon, Freese & Schalk, 2015).

The resource exchange frame suggests that personal development I-deals are primarily related to relational and balanced psychological contracts while flexibility and workload reduction I-deals are related to transactional psychological contracts. From the time perspective, ex-post I-deals were shown to be more related to transactional contracts while ex-ante I-deals were indicated as more related to relational and balanced contracts (Rousseau, 1995).

3.3. SELF-ENHANCEMENT THEORY

Another theoretical perspective is the self-enhancement role of I-deals which is proposed and empirically tested by Liu et al. (2013). Going beyond the effects of reciprocity, their study shows that I-deals may contribute to employees' self-enhancement at work by providing them with training, development, and career growth opportunities. Self-enhancement, in turn, is found to relate to proactive behaviors. No other study has explored the concept of I-deals from the self-enhancement perspective.

3.4. SIGNALING THEORY

Another contributing theoretical framework is the signaling theory (Spence, 1973). Following this theory, it is proposed that granting I-deals to employees signals organizations' good intentions; in other words, employees are valued and therefore are worth providing with I-deals. Similarly, Ho and Kong (2015) have shown that task-related I-deals satisfy employees' competence needs, leading to discretionary or organizational citizenship behaviors. Building on the signaling functions of I-deals, Bal and Dorenbosch (2015) revealed that individualized HR practices, conceptualized as I-deals, relate positively to companies' performance growth and negatively to employees' leaving intentions.

3.5. WORK-ADJUSTMENT THEORY

Work adjustment theory is also closely associated with the concept of I-deals (Baltes et al., 1999). Inspired by this theory, it is suggested that by obtaining I-deals, employees can achieve a fit between their personalized work needs and what their jobs offer. Hence, I-deals may serve to balance the demands of work and non-work lives, enabling employees to achieve a better work-life balance (Bal & Rousseau, 2015). In support of this notion, studies have shown that I-deals relate to greater motivation to work beyond retirement (Bal et al., 2012) and reduced work-family conflict (Hornung, Rousseau, & Glaser, 2008). By adopting these various theoretical perspectives, it is proposed that I-deals are potentially beneficial for employee performance and attitudes.

4. THE NEGOTIATION PROCESS OF I-DEALS

4.1. EMPLOYER/MANAGER-INITIATED PROCESS

Supervisors and managers generally negotiate I-deals with employees on behalf of organizations. Supervisors' and managers' intermediary positions between employees and organizations make their role a crucial factor in terms of successful completion of the I-deals. Managers' roles comprise sparing time and effort to identify employees' real demands. They should identify relatively higher performing employees to reward them, employees struggling with family issues to offer them flexible work conditions or employees who seem likely to quit for keeping them within the organization. These demands may be met through initiating an I-deal negotiation process (Anand et al., 2010).

Severe competition in the current labor market is one of the main drivers pushing organizations to initiate an I-deal. In some industries such as information technologies, competition conditions are more severe because of the demand for certain skills in the fields of short labor supplies. As a result, organizations in such industries with more severe competition conditions in the labor market are more likely to initiate an I-deal compared to organizations from industries with easier competition conditions in the labor market (Cappelli, 2000).

Organizations also initiate I-deals with talent management purposes. Talent management is a human resources management concept targeting to retain talented employees within the organizations from industries with severe labor market competition conditions. Talent management is also a required tool for every organization to keep its employees with niche tasks and responsibilities. Organizations often initiate I-deals to retain employees who are in the talent pool or who may have niche skills that cannot be found in the market easily (Rousseau et al., 2006a).

The accurate justification of an I-deal for co-workers is crucial when an employer is initiating the deal. If co-workers are not properly convinced that their co-worker deserves the I-deal s/he was offered, significant side effects could be seen in their performance. Meanwhile, managers could initiate on-going negotiation processes while they are attempting to improve the employees' performance (Tallman, 2008).

4.2. EMPLOYEE-INITIATED PROCESS

I-deals provide serious opportunities to employees in booming their careers and also their life quality. Employees can initiate an I-deal negotiation process to find a solution to a problem or to improve their job satisfaction or to develop their career. Employees who are able to take initiative and who have relatively higher political skills are more likely to initiate an I-deal process. It is important for an employee to consider his/her manager's thoughts and the timing of the launch of negotiations when s/he initiates an I-deal process. Employees are in a position to be obliged to convince their managers that the I-deal would significantly contribute to their work performance (Dikkers et al., 2017).

Initiating an I-deal could provide employees with economic rewards and other benefits. It could help employees meet their personal needs and career goals or strengthen their relationships with the organization. Employees could also make their work more interesting, or increase their person/job fit, or reduce their stress level when they conclude a successful I-deal process. Initiating an I-deal could also help employees easily adapt to retirement transition or relieve health problems (Rousseau et al., 2006a).

Employees would face career penalties such as peer dissatisfaction, decreased career opportunities, being stamped as a difficult or unreliable person, or problems in their relations with their colleagues such as jealousy from them (Rousseau et al., 2006b). If they initiate an I-deal process with a wrong timing or they cannot fulfill the obligations they promised in an I-deal, they would also face penalties. Wrong timing in initiating an I-deal could also attract jealousy from colleagues, or it could make the employee to be seen as not doing his/her job or it could reduce performance ratings. The wrong timing could also marginalize the employee or it could downsize his/her relationship with the organization to a transactional level. It could happen, for instance, when an employee approaches the management for an I-deal during the implementation of a project. Under these circumstances, the management could perceive the employee's attempt as a move to benefit from the organization's reliance for the implementation of the project. Employees should negotiate I-deals carefully to avoid undesired results. They should also initiate I-deals which are compliant with the organization's norms (Anand et al., 2010).

4.3. MANAGING PRE-DEAL & POST-DEAL OF THE PROCESS

Employers should first identify both short-term and long-term principles that make the I-deal suitable for both the employee and the organization before launching the negotiation process. The terms of the I-deals should also be defined properly in the pre-deal process. During the implementation process, employers should view the I-deal as a lively process and should take the necessary steps. Employers should also take care of the timing and the scope of the targeted employees. In the course of the negotiation process, employers should consider employees' personal and cultural differences. In the post-deal process, I-deals should be monitored and also be revised when it is necessary. The post-deal management process lasts until the end of the deal (Tallman, 2008).

Employers should use a perspective to solve problems within the organization to implement successful I-deals. Also, during the pre-deal period, employers should be aware of all required information related to the employee and his/her needs and preferences. Long-term and short-term consequences of the I-deals should be interpreted also by the employee. Furthermore, co-workers' possible reactions should be taken into account in the pre-deal process and they should be continuously managed during the post-deal process (Anand et al., 2010).

Rofcanin et al. (2017) have introduced a new research field by taking managers' pre-deal intentions into account while accepting the deal. Since the I-deals naturally depend on personal interactions, the managers' roles in the employees' decisions to accept the deals cannot be avoided. If managers feel more positive about employees' post-deal development, contribution, and commitment, the acceptance of the deals by the employees are expected to increase. When managers' approach to the deals is taken as a significant factor in the employees' decision to accept the deal, the factors affecting the managers' approach emerges as a crucial focal point.

Academic research on I-deals has mainly focused on the post-deal effects, dominantly on the success, or the pre-deal negotiation process of I-deals. Since the I-deals are personal and are subject to changes depending on time, employers should also be careful in dealing with the diversity of the post-deal effects (Rofcanin et al., (2017).

5. THE FACTORS INFLUENCING I-DEALS PROGRESSION

5.1. INDIVIDUAL FACTORS

5.1.1. Self-Efficacy

Bandura (1997) defines self-efficacy as a person's trust in oneself to organize and execute the required efforts to produce certain achievements and results. Bandura (1997) also puts self-efficacy into the core of his Social Cognitive Theory. Guillon et al. (2004) have defined Social Cognitive Theory as "undoubtedly the most productive theory in the field of cognitive-behavioral career counselling". From the perspective of Social Cognitive Theory, self-efficacy is crucial in terms of controlling the elements of the environment.

Pepe et al. (2010) have defined self-efficacy as a higher degree of control over the events that could affect people's lives. Salanova et al. (2002) proposed that employees with higher self-efficacy have a higher self-confidence to timely and properly react to environmental stimuli. Employees' self-efficacy level has a direct impact on their perceiving and assessing demands and threats in the work environment.

Self-efficacy, as a result, is an important individual factor affecting the success of the I-deals. I-deals are naturally personal and individual processes. Thus, employees' individual ability to manage and successfully implement the deals is crucial. Employees should improve their work skills and, consequently, their self-efficacy to receive an I-deal offer and to successfully implement the deals (Ng & Feldman, 2010).

5.1.2. Self-Esteem

Self-esteem could be defined as a person's subjective and emotional evaluation of his/her value. Professional self-esteem is closely related to an employee's ability to challenge his/her professional tasks and achieve his/her career goals. Self-esteem is also among the most important personal resources that mediate the relationship between job resources and organizational engagement (Pierce & Gardner, 2004). Self-evaluations Theory considers self-esteem among the most important factors determining employees' perception of the work environment (Judge et al., 2007). Organizational self-esteem eliminates the negative impacts of challenging work conditions on psychological and physical health, and job satisfaction (Schaufeli et al., 2008).

Self-esteem, consequently, is another individual factor that has a direct impact on the I-deal processes. Employees with higher self-esteem are more likely to receive I-deal offers and also to successfully implement the deals. Employees without self-confidence generally tend to hide in standardized human resources management practices and they are less likely to gain success through I-deals (Innocenti et al., 2017).

5.1.3. Self-Motivation (Intrinsic/Extrinsic)

Self-motivation refers to an employee's ability to challenge his/her tasks and achieve his/her goals without needing to be motivated by someone else. Self-motivation depends on both intrinsic and extrinsic factors. Intrinsic factors refer to intrinsic motivators such as feeling fun while performing the task, being interested in the issue or feeling a personal challenge, while extrinsic factors could be financial benefits, satisfaction or job ratings (Pierce & Gardner, 2004).

The content of the task is seen as one of the main determinants of intrinsic self-motivation. Job autonomy, availability of a field to use skills, and participation in decision-making processes, on the other hand, are positively related to the content of the task to fuel the employee's self-motivation. Employees' self-motivation also increases when they receive an appraisal for good performance. Besides, the rewards mechanism is seen as an important extrinsic factor supporting self-motivation (Judge et al., 2007).

Self-motivation is another important individual factor affecting the success of an I-deal. I-deals should include rewards that would increase an employee's extrinsic self-motivation and conditions that would increase his/her intrinsic self-motivation. Rewards that will increase the employee's extrinsic self-motivation could be in the form of salary increases or promotions. Conditions that will increase the employee's intrinsic self-motivation could involve the opportunity to regulate workspace and work time (Anand et al., 2010).

5.1.4. Underemployment and Perceived Overqualification

Underemployment could be defined as the organization's inability to make the employee use his/her skills at maximum capacity to add the maximum value to the organization's performance. Underemployment occurs in an organization when a highly skilled worker is being employed in a lower position that limits his/her chance to use his/her capabilities, or when the employee's skills are not being used at a maximum time, or when

there are more than enough employees performing a task. Underemployment is seen as one of the main drivers behind employees' intention to leave the organization (Maynard, 2011).

Perceived overqualification occurs when employees think that their education, experience or skills are beyond the necessities required to perform their job. Perceived overqualification could negatively affect job satisfaction, as a result, it could trigger the decision to leave and increase the level of employee turnover (Maynard & Parfnoya, 2013).

Underemployment problems within organizations may be solved by implementing I-deals. Employers can identify underemployed employees via negotiating I-deals. Besides, they can detect employees who think they are overqualified for their current position and solutions may be provided to these employees via sustaining the I-deal negotiation processes (Ng & Feldman, 2010).

5.1.5. Credibility of the Employee

The credibility of the employee is also another important factor in influencing I-deals processes. If the employee has proved oneself as a credible person, s/he would be more likely to gain success through the I-deals. Especially during the implementation and evaluation of the initial steps of the I-deal process, employers would tend to show more tolerance and give more chances to credible employees compared to others (Marescaux et al., 2017).

5.2. RELATIONAL FACTORS

5.2.1. Trust to the Manager and the Organization

Human resources management literature considers trust as a must for managerial and organizational effectiveness since the 1960s. Later, starting from the 1980s, academic researchers showed interpersonal trust's positive contribution to individual, group, and organizational level outcomes, including job satisfaction, organizational citizenship behavior, problem-solving, and cooperation. Changing conditions after the 2000s, which transformed the workforce, led the phenomenon of trust to emerge as an important factor to build social capital, to increase employee engagement, and facilitate cooperation. In the era of I-deals during the 2010s, employees' trust in their managers and organizations has turned to a must to be established (Thomas et al., 2009).

Interpersonal trust is a basic component of all social activities based on cooperation and interdependence (George & Swap, 1982). Based on interpersonal trust, organizational trust is seen as employees' perception of confidence regarding the impact of organizational decisions on them. In the globalization context, organizational trust could be defined as employees' perceived evaluations of organizations' trustworthiness (Tan & Tan, 2000).

Interpersonal trust between employees and managers is based on cognitive and affective factors. Cognition-based trust between employees and managers depends on past interactions, social similarity, and organizational context. Insight into the motives of interpersonal trust between employees and managers, on the other hand, generates the core of affect-based trust between them. Therefore, individual characteristics play an important role in creating affect-based trust. Besides, the employees' level of organizational citizenship behavior is deemed essential for the establishment of affect-based trust between employees and managers. The affect-based trust also grows upon a cognitive foundation. So, the managers' ability to establish cognitive-based trust is crucial for building efficient interpersonal trust between the two parties (McAllister, 1995).

Employee's trust in his/her manager and also the organization is one of the most important relational factors influencing the I-deal process. Since the I-deal processes heavily depend on individual negotiations, employees who trust in their managers are more likely to accept I-deal offers and they would also show a higher commitment during the implementation process. Employees' trust in their managers and trust in their organizations influence I-deals similarly. Employees who do not trust in their managers' and organizations' intentions would tend to be suspicious regarding their offers and they would lose their self-motivation during the implementation process (Innocenti et al., 2017).

5.2.2. Co-worker Reactions or Acceptance

Co-workers' reactions to the I-deal are also crucial to the success of the I-deals. Both the employer and the employee should consider co-workers' reactions when they are setting an I-deal. I-deals which are accepted by co-workers are more likely to end successfully. On the other hand, when co-workers think that the I-deal has provided unfair conditions to them, their performance would be negatively affected. Employers should take into account co-workers' performance and benefits as well as their thoughts about the employee and his/her performance,

and also the balance between their performance and the conditions of the I-deal (Rofcanin et al., 2017).

Lai et al. (2009) have shown that co-workers' approval ultimately impacts I-deals' effectiveness while co-workers' relationships with both the I-dealer and the organization have an impact on their approval. Lai et al. (2009) have also demonstrated that co-workers' friendships with the I-dealer make them likely to approve the deals. Besides, their social exchange relationship with the organization is positively related and their economic exchange relationship is negatively related to the approval. Co-workers' hopes to receive an I-deal in the future also help approval while both social and economic exchange relationships with the organization are likely to mediate hopes for future I-deals.

5.2.3. Impression Management

Employees with high impression management skills like good self-promotion or self-marketing are more able to show an image of contribution to organizational performance via properly promoting even their smallest contributions. As a result, employees with impression management skills are more visible at the managerial level compared to others. However, they also bring the risk of shadowing their high-performing colleagues who cannot conduct proper impression management techniques. Shadowing the high performance of employees with low impression management skills would also damage organizational performance (Grant & Mayer, 2009). During the I-deal processes, employees with high impression management skills could have higher chances to attract I-deals as compared to high performers with low impression management skills, if managers fail to properly evaluate performance contribution (Kim & Lee, 2012).

Managers should also take care of impressions that I-deals would create on the employee and his/her co-workers. An employee could think that the reason for receiving an I-deal offer was related to the employer's dissatisfaction with his/her performance. The employer should show his/her true desire for offering the I-deal and he/she should also take care of the impressions that the deal would create on co-workers. Impressions should also be managed properly during the implementation of the I-deal process (Ng & Feldman, 2010).

5.2.4. Leadership Behavior of the Manager

Managers who have superior leadership characteristics are more likely to strike successful I-deals since employees trust them more as compared to other managers. On the other hand, managers who lack leadership skills are more likely to fail to convince and motivate their employees for the successful completion of a deal. The manager's leadership skills are also important for persuading co-workers regarding the fairness of the I-deal. Besides, managers' good leadership skills are expected to contribute to team dynamics. Managers with good leadership skills manage co-workers' reactions properly via establishing open and transparent communication with all team members. Leadership also plays a crucial role during the implementation of the deal by successfully monitoring the process and timely providing the required support to the employee (Anand et al., 2010).

5.2.5. Open Communication

Open communication between the employee and the manager as well as within the organization is also a must. I-deals naturally require true communication between the employee and the employer to identify the most accurate conditions to improve the performance. Open communication within the organization is also important to convince co-workers about the fairness of the deal. If open communication conditions are available within an organization, the I-deals would more likely produce positive results (Marescaux et al., 2017).

5.2.6. Influencing Styles: Assertiveness

Employees and managers are required to use influencing styles during the I-deal negotiations. Assertiveness is one of the most important skills that employees should show to attract their managers to launch negotiations for an I-deal, and also during the negotiation and implementation processes. Moreover, managers are obliged to show the assertiveness of the organization to assure employees that the I-deal would be beneficial for them (Innocenti et al., 2017).

Assertiveness in the context of business relations refers to an employee's skills to be self-assured and self-confident while avoiding aggression in social communication at the same time. Employees with high assertiveness skills would be able to properly keep their benefits during negotiations with managers. Employees who can not show the required assertiveness in negotiation processes are more likely to fall short of striking beneficial deals (Twenge, 2001).

5.3. ORGANIZATIONAL FACTORS

5.3.1. Culture

Organizational culture could be defined as shared patterns, values, and assumptions within an organization which serve as a glue to hold the organization together, or as shared expectations of an organization's stakeholders (Glaser, Zamanou, & Hacker, 1987). Organizational culture contributes positively to both individual and organizational level competitive advantage while it has a significant impact on the development of the relationship between the employee and the organization (Çakar & Ertürk, 2010).

Hofstede's (2001) cultural framework describes culture through four dimensions of power distance, uncertainty avoidance, individualism/collectivism, and masculinity/femininity. Power distance refers to the availability of communication among employees from different levels of the organizational hierarchy. Uncertainty avoidance refers to the desirability of clear goals in an organization (Lok & Crawford, 2004). Individualism/collectivism indicates whether people are inclined to act as individuals or as part of groups. Finally, masculinity/femininity puts forward if values as achievement, power, and control are emphasized or egalitarian values are stressed (Robbins & Judge, 2011). The national culture is also seen as determinative of the nature of the organizational culture (Fey & Denison, 2003).

According to Cameron & Quinn's (2006) Competing Values Framework, there are four types of organizational culture, namely, clan culture, adhocracy culture, market culture, and hierarchy culture. Clan culture is a collective culture like the family culture which focuses on mutual collaboration among organizational members. Adhocracy culture has a higher focus on dynamism and entrepreneurial risk-taking and innovation. Market culture is more focused on results and competition within the organization. Hierarchy culture is more structured and places a higher emphasis on control.

Organizational culture for open communication is a must for successful I-deals. Organizations lacking the required culture to sustain healthy communication between employees and managers should first invest in securing required cultural grounds before negotiating I-deals with their employees. If employees refrain from openly expressing their needs and expectations, the manager would not be able to identify the optimum terms of I-

deals. Thus, building a suitable organizational culture before using I-deals as a human resource management tool is essential (Rofcanin et al., 2017).

Consequently, the context within which I-deals and their impact on employees arise is quite significant. It includes the strategic value of employees to their organizations, the timing of I-deals, and the implications of repeated negotiations. The context that both employees and organizations face can impact the nature of the negotiation process between them, as well as the success of the I-deals (Rousseau et al., 2006a).

5.3.2. The Procedure and Policies of the Organization

The procedures and policies of the organization should be transformed into a suitable form that will provide the required grounds for the implementation of an I-deal. Traditional organizations with standard human resource management, accounting, and administration practices would face serious mismatches and significant problems during the implementation of the I-deals. Before launching an I-deal within the organization, at first the required organizational culture should be secured, then at the second step, procedures within the organization along with organizational policies should be transformed into a form that will allow personalization (Ng & Feldman, 2010).

5.3.3. HRM & Organizational Support

Organizational support theory offers that employees have a generalized perception of organizations' valuation of their contribution and caring about employees' well-being, which is termed as perceived organizational support. Human resource management practices aim to increase employees' perception of the support provided by the organization. If the perceived organizational support is high within an organization, employees would tend to show a more positive approach to the I-deals, and, as a result, I-deals processes would create better results (Shoss et al., 2013).

Management of organizations and more specifically human resource management of organizations should provide the required and sustained support for I-deals processes to reach desired results. If the management does not have the required willingness and it does not back the I-deals, failure is indispensable (Rofcanin et al., 2017).

5.3.4. Perception of Justice within Organizations and I-deals

Perception of justice within an organization should be one of the main focus points for employers (Marescaux et al., 2017). If employers do not comply with certain conditions, co-workers may respond negatively to their colleagues' I-deals. Since I-deals depend on personal interaction between the employees and the managers, nepotism or cronyism emerges as one of the main sources of the problems that can cause I-deals to harm the perception of justice within organizations. If the managers tend to treat employees with whom they have closer connections more positively, I-deals would hurt the organizations' efficiency through harming the perception of justice within the organizations rather than improving organizational efficiency (Rousseau et al., 2006b).

I-deals create differentiation among employees' benefits and careers. Missing the strong need for convincing all employees that differentiation of their benefits is subject to future amendments depending on their efficiency hinders the success of I-deal negotiations. Establishing efficient communication channels between the employees and managers, on the other hand, is crucial for the success of I-deals during the post-deal period (Anand et al., 2010).

Employees are likely to make social comparisons between their contracts and their colleagues' contracts (Lai et al., 2009). Employees' social comparisons may lead them to feel a lack of justice within the organization. Employers should have a significant focus on the employees' feelings of justice within the organizations while they are offering I-deals (Ng & Feldman, 2010).

A colleague's perception of the fairness of his/her peers' I-deals would be positively related to the degree to which he/she believes it is possible to attain equally desirable outcomes. I-deals providing well-deserved benefits to colleagues are more likely to be accepted as fair. As a result, employers should avoid I-deals that they would hesitate to share with other employees. None of the offered I-deals and negotiation processes should include off-the-record talks or negotiations which can be negatively perceived by other employees. Secret offers or off-the-record negotiations would negatively affect other employees' perceptions of justice and as a result the overall efficiency of the organization (Rousseau et al., 2006a).

6. THE CHARACTERISTICS OF SUCCESSFUL EMPLOYEES IN I-DEALS NEGOTIATIONS

6.1. HIGH-PERFORMANCE RECORD

Employees who have already proved a high-performance track record are more likely to receive I-deal offers. They are also relatively more powerful during negotiations compared to employees who have a low-performance record. Consequently, they enjoy better and more appropriate conditions to fulfill their personal needs via I-deal negotiations (Ng & Feldman, 2010).

6.2. POSSESSING CRITICAL ROLES

Employees who possess critical roles in organizations are also more likely to receive I-deal offers and to feel confident in I-deal negotiations. As a result, employees possessing critical roles within organizations are relatively more successful compared to employees with more regular roles (Anand et al., 2010).

6.3. CREDIBILITY

Credible employees are more likely to receive I-deal offers. They are also relatively more powerful during negotiations compared to employees with lower credibility. They can pledge their credibility to convince their managers to successfully implement the I-deals (Marescaux et al., 2017).

6.4. TRUSTWORTHINESS

Trustworthiness is another characteristic of successful employees in I-deal negotiations. Trustworthy employees can much more easily persuade their managers to fulfill their liabilities which will occur via I-deals (Rofcanin et al., (2017).

6.5. SELF-MOTIVATION

Self-motivation is an employee's capability to motivate oneself to achieve performance and career goals. The content of I-deals could play a role either as an intrinsic or an extrinsic self-motivation factor. Job autonomy, field to use skills, and participation in decision-making processes, which could be increased through task I-deals positively affect employee's intrinsic self-motivation. Performance and reward-based I-deals, on the other hand, may increase employees' extrinsic self-motivation (Judge et al., 2007).

Self-motivation is, meanwhile, another important characteristic helping employees for conducting successful I-deal negotiations. Self-motivated employees show their managers their willingness to improve work performance and thus they encourage their managers to offer them I-deals for further performance improvement (Innocenti et al., 2017).

6.6. HIGH INFLUENCING SKILLS

Influencing skills can be defined as skills that enable the skill holder to lead and influence other people. Bacon (2011) has identified a total of 28 influencing skills that are categorized into four categories of communication and reasoning skills (1), assertiveness skills (2), interpersonal skills (3), and interactive skills (4). These are: Logical reasoning, analyzing and visually displaying data, finding creative alternatives, probing, conversationally speaking, conveying energy and enthusiasm, and listening (1); asserting, persisting, self-confident behavior, authoritative behavior, tone of voice, using assertive non-verbals, and using authority without appearing heavy-handed (2); friendly and sociable communication with strangers, genuine interest in others, knowledge of others' values, sensitivity to feelings, trust, close relationships, and supporting and encouraging others (3); and convincing others, solving conflicts, building consensus, leading people, negotiating, and willingness to ask favors and to do favors (4).

Employees with high influencing skills can influence their managers' views and they can convince their managers for the conditions they need. They have the potential to mobilize their colleagues to attract I-deals while they can also receive approval from them. Consequently, they are more likely to gain success in the I-deal negotiations (Ng & Feldman, 2010).

6.7. NETWORKING SKILLS

Employees who have high networking skills have a higher ability to manage their relationships with their employers and co-workers. They can communicate with their managers whenever they want to initiate an I-deal process and they are also able to receive the information when the organization plans to offer I-deals to its employees. Meanwhile, employees with high networking skills can also manage the reactions of their co-workers to their I-deals. Therefore, employees with high networking skills are more likely to be successful in the I-deal negotiations (Hornung et al., 2008)

7. THE IMPORTANT ROLES OF THE MANAGERS DURING THE I-DEALS PROCESS

7.1. THE “LEADERSHIP” ROLE

Leadership is one of the most important roles that managers are required to play for the success of an I-deal process. The success of the I-deals is heavily dependent on proper communication between the manager and the employee. During the pre-deal process, managers should play a proper leadership role to encourage and guide employees in attracting an I-deal to increase their performance. The leadership skills of managers also play a crucial role during the negotiation process. If the manager lacks the required leadership skills, s/he would fall short of encouraging the employee to show commitment to the I-deal (Rofcanin et al., (2017).

7.2. THE “COACH” ROLE

Coaching could be defined as training and guidance provided by managers to employees to develop them to achieve a personal or organizational goal. The coaching concept has gained huge popularity since the 2000s after the development of employees has become a must following the rise of employee involvement in organizational processes. The manager’s coach role is at the core of the coaching concept while executive coaching and formal mentoring are rather related to organizational policies. In the current fast transformation era, managers are expected to properly play their coach roles for desired developmental processes via motivating, leading, training, guiding, and evaluating those processes (Joo et al., 2012).

Managers are also required to play an accurate coach role for the successful finalization of an I-deal. Managers have the responsibility to make the employee ready to first attract and then to properly negotiate the deal. Managers’ training and coaching roles also continue during the negotiation process. The employee should learn the required skills and the proper approach to conduct the negotiation process. I-deal negotiations that cannot attain proper coaching from the manager are more likely to fail (Anand et al., 2010).

7.3. THE “EMPLOYEE ADVOCACY” ROLE

Managers are also obliged to accurately identify employees’ exact needs during the I-deal negotiations. Empathy is a must for managers for successfully identifying employees’ needs. In addition to using high empathy skills, they are also obliged to display an employee advocacy role to increase employees’ level of awareness as well as to encourage them to mention their actual thoughts. Employee advocacy would also help managers increase employees’ trust in the negotiation process and also in the organization. Managers who avoid employee advocacy during the negotiation process are more likely to fall short of success in the I-deal processes (Marescaux et al., 2017).

7.4. THE “COMMUNICATOR” ROLE

Managers have an intermediary role between organizations and employees. Their intermediary role is more significant in the I-deals negotiations. Managers are responsible for sustaining a true communication between the organization and the employee during the I-deal negotiations. The manager’s intermediary role in the communication between the organization and the employee could also be defined as the communicator role. To play a successful communicator role, managers are responsible for learning the employee’s actual needs and then to accurately transfer this information to the organization in the form of a deal. Managers are also responsible for sustaining the communication with co-workers to keep them away from negatively reacting to the I-deals. Managers who cannot play an accurate communicator role during the negotiations are more likely to fail in I-deal negotiations or they are more likely to create co-worker reactions even they strike I-deals (Rofcanin et al., 2017).

8. THE POSITIVE OUTCOMES OF I-DEALS FOR INDIVIDUALS AND ORGANIZATIONS

8.1. ORGANIZATIONAL COMMITMENT

Past research also showed that I-deals have a positive effect on organizational commitment (Innocenti et al., 2017). More specifically, Ng & Feldman (2010) have pointed out that two individual differences, core self-evaluations, and age moderate the relationship between I-deals and organizational commitment. Employees who feel high self-worth expect and feel entitled to I-deals. Employees who feel low self-worth, on the other hand, feel particularly obligated to reciprocate positively for special treatment. The relationship between I-deals and organizational commitment was shown to be stronger for managers who had low core self-evaluations. Two-way and three-way interaction effects between I-deals and age were not found to be significant. However, the strongest relationship between the I-deals and organizational commitment emerged for older workers who had low core self-evaluations (Dikkers et al., 2017; Ng & Feldman, 2010).

The relationship was also searched for commitment dimensions. The psychological contract has been found to display a direct effect on affective commitment. Continuance commitment and normative commitment, on the other hand, are shown as equally significant dependent variables of idiosyncratic psychological contracts.

8.2. TRUST

The lack of trust between the employee and the organization results in difficulties for recruiting new employees or striking complex I-deals with current employees. Employees' trust in the managers and organizations, on the other hand, is likely to be increased via successful I-deals. There is a mutual connection between trust and I-deals. The willingness to initiate I-deals forces organizations to establish trust conditions within the organization to strike an I-deal while I-deals also help organizations to enhance trust conditions within the organizations (Hornung, Rousseau, & Glaser, 2008).

The aim of creating sustained mutual trust between organizations and employees is one of the most important factors encouraging organizations to offer I-deals to their employees. However, the tendency to offer I-deals to the more trusted employees is higher in organizations without formal flexibility policies. So, I-deals' positive impact on organizational trust may also

occur because I-deals are mainly offered to employees who already have a trusted relationship with their organizations (Rofcanin et al., 2017).

Successful I-deals also play an important role in building co-workers' trust. If co-workers feel more positive regarding the fairness of the deals and if they tend to see the I-deals offered by their managers as justified and reasonable, their trust in their managers and organizations are more likely to increase (Ng & Feldman, 2010).

8.3. PERFORMANCE & EFFICIENCY

I-deals are seen as useful tools in establishing true communication between organizations and employees in terms of performance reviews. I-deal negotiation processes provide a solid ground for managers in identifying employees' true needs to improve their performance. When viewed from the aspect of the timing categorization of I-deals, it is seen that especially ex-post I-deals are mainly focused on addressing performance problems and creating required solutions to the identified problems to increase the performance. When examined from the aspect of the aiming categorization of I-deals, it is observed that developmental I-deals seem to provide more contribution to the performance. Consequently, developmental I-deals have a higher association with performance. Higher performance is the main benefit that I-deals provide for organizations. As most of the I-deals are focused on the performance reviews and identification of needs to be satisfied to increase employees' performance, successful I-deals generally result in higher performance (Innocenti et al., 2017).

On the other hand, flexibility I-deals carry the risk of reducing performance. Since flexibility I-deals are generally offered to employees with health or family problems, it could be expected that declining performance could also be related to the employees' identified but unsolved problems. The same case is also seen for reduced workload I-deals. Similarly, a wrong I-deal offered to an employee with a need of reducing his/her workload could result in lower individual and organizational career performance. Thus, the balance between changing working conditions and the motivation of the employees should be considered equally during the negotiation process (Marescaux et al., 2017).

Additionally, co-workers' reactions to I-deals also have a significant impact on the post-deal individual and organizational performance. If open communication and acceptance of co-workers are not established during the I-deal processes, the I-deal could negatively affect

co-workers' performance and also the targeted employee's performance, as a result, the organization's performance altogether (Anand et al., 2010).

I-deals' relationship with the performance was also examined in the context of team orientation climate and in the context of role perceptions standing in leader-member exchange (Liao et al., 2016). Leader-member exchange focuses on the relationships between managers and employees and the development of these relationships over time (Rousseau et al., 2006a). Research has shown that the positive relationship between I-deals and employee performance is stronger in low team orientation groups while leader-member exchange social comparison (LMXSC) mediates the relationship in high team orientation workgroups. In low team orientation groups, I-deals positively impact employee performance via increasing the team membership perception while leadership skills that would enable accurate communication with employees have a critical role in canalizing I-deals' impacts into higher performance (Singh et al., 2014).

I-deals' ability to improve employee performance has expectedly attracted great attention from academic researchers. Research findings suggested that I-deals are also able to improve employee efficiency and as a result, organizational efficiency. Improving efficiency conditions within the organization would result in an improvement in the overall performance of the organization. Past research has focused on the boundary conditions for the success of I-deals in improving the efficiency of employees. Leadership climate in the organization along with overall job satisfaction, co-worker relations, and organizational justice climate could play a boundary role in the success of the I-deals. When these boundary conditions in question are not in positive territory, I-deals could even trigger further damages in leadership climate, job satisfaction, co-worker relations, and justice perception (Ng, 2017).

8.4. WORK ENGAGEMENT

Kahn (1990) defines work engagement as employees' self-connection with their organizational roles, as well as, their presence and active involvement in their tasks, and their commitment to show full performance. Kahn (1990) divides work engagement into three dimensions as physical, cognitive, and emotional. Maslach and Leiter (1997) later labeled work engagement's three dimensions as energy, involvement, and efficacy. Bakker and Demerouti (2007) showed that job resources such as autonomy, recognition, and value fit would increase employees' work engagement. Current human resource management practices widely use I-

deals to provide employees with the required resources to improve their engagement with the work.

One of the most important outcomes for especially ex-post I-deals is higher work engagement in employees. Developmental I-deals, as an important type of ex-post I-deals, are observed to establish higher work engagement. Since employees are involved in the design of I-deals, they show higher engagement in implementing them. Task I-deals are also seen as contributing to work engagement. Since they provide grounds to identify much more suitable tasks for employees, task I-deals were seen, in exchange, as increasing work engagement along with organizational commitment and job satisfaction (Anand et al., 2010).

8.5. ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

OCB refers to employees' voluntary commitment to support their co-workers and to benefit the organization. Although the employee with high OCB could not be a high performing individual, his/her indirect positive impact on co-workers and the organization could compensate for the relatively low individual performance and could make him/her one of the high contributors of the overall organizational performance. As a result, OCB is seen as a positive contributor to organizations' productivity, efficiency, and customer satisfaction. Moreover, it is also seen as a positive contributor to cutting costs and absenteeism and consequently, an agent for increasing the overall organizational performance (Podsakoff et al., 2009).

I-deals are seen as useful tools in current human resource management practices to increase employees' OCB and as a result their performance. Past research has also shown that I-deal negotiations are positively associated with OCB. Especially, task-related I-deals were shown as fueling employees' OCB through satisfying their competence needs while financial I-deals fell short of hiking OCB (Kehoe & Wright, 2013).

As part of the research on organizational commitment, the literature also includes studies on the relationship between I-deals and organizational citizenship behavior (Tallman, 2008). Organizational citizenship behavior is an academically respected perspective to measure the employees' level of organizational commitment. Social exchange theory proposes that employees' positive work-related attitudes and behaviors depend on the quality of workplace relationships with their supervisors, colleagues, and the organization. The theory suggests that

the relationship between I-deals and OCB is based on the relationships with managers, peers, and the organization. Anand et al. (2010) have measured employees' quality of workplace relationships with their supervisors, colleagues, and the organization concerning leader-member exchange, team-member exchange, and perceived organizational support. The relationship between I-deals and organizational citizenship behavior was found to be stronger for employees who had low leader-member exchange and team-member exchange. It was concluded that I-deals played a substitute role for poor quality relationships.

I-deals open the grounds within an organization for an interaction between the employee and his/her manager as well as his/her peers. As a result, I-deals produce higher increases in organizational citizenship behavior for employees with lower leader-member and team-member exchanges since employees with higher leader-member and team-member exchanges already have higher OCB.

8.6. RETENTION

The organization's efforts to maintain an employee within the organization could be defined as employee retention. Organizations use employee retention policies to increase their competitive advantages through cutting costs related to hire and train new employees. Retention policies in human resource management practices target to increase employees' job satisfaction by facing their needs and demands. In the current business era, for increasing employees' job satisfaction through negotiating personal terms to satisfy their specific needs and demands, I-deals serve as popular tools for organizations (Vos & Meganck, 2008).

The threat-to-quit-based I-deals are generally being used to convince employees to retain within the organization although they have already decided to quit. I-deals show employees the organization's intention to give high importance to them. Meanwhile, I-deals are naturally set to eliminate the problems the employee has been facing within the organization along with increasing his/her benefits (Innocenti et al., 2017).

A deal designed to retain the employee within the organization should identify the key challenges forcing the employee to leave. Besides, it should also determine significant objectives and guidelines to eliminate these challenges (Ng & Feldman, 2010).

9. THE FIELD STUDY

This study aims to reduce the ambiguity and conceptual unclarity about the I-deals. Although different measures to be used in I-deals negotiations have been developed currently, employees are likely to negotiate for I-deals by several means. The negotiated terms and conditions go beyond the previously discussed nature of the I-deals. Hence, the goal of this study is to contribute to the dimensionality of I-deals via interviews by defining the various dimensions of I-deals with solid real-life examples. Thus, understanding the I-deals process in detail that is being negotiated between employees and employers in Turkey is aimed for. The research findings are presented by emphasizing the similarities and distinctions with the current literature as well as by demonstrating the dynamics of the I-Deals process that mostly takes place between the manager and the employee by exploring perception differences of the sides during the process.

9.1. METHODOLOGY

Qualitative research is a widely used research methodology by a broad range of academic disciplines varying from psychology to human resources management which provides the required ground for in-depth analysis. The qualitative investigation mainly brings a more explanatory approach compared to quantitative research's attempt at analyzing facts through statistical analysis based on numerical data. Qualitative research has the ability of much more deeply understanding the reasons behind the facts. This type of research is also seen as an initial step to raise the curtain on a fact and to develop a deep understanding of it, which will create the required background for a following quantitative research approach (Lewins & Silver, 2008).

Frequently, qualitative research and quantitative research are described in oppositional terms (Martin & Stenner, 2004). Qualitative work is perceived as falling within a "realist" tradition, utilizing data that are "deep" and "rich" to explore "subjective understandings" and "values". In contrast, quantitative work is associated with a more "positivist" epistemology employing "hard data" to focus on "objectivity" and "fact" (ibid.). Important differences between the two methods are evident. For example, qualitative studies are typically less structured than quantitative ones and tend to take more time to complete. They generally yield much larger volumes of data from a smaller number of individuals. Additionally, the analysis is more explicitly interpretive, creative, and personal (Walker, 1985).

Qualitative and quantitative studies can usefully be undertaken together and it is, therefore, better to see them as complementary rather than adversarial approaches (McKeganey, 1995). For example, qualitative work can be performed as a preliminary step to quantitative research. This might involve using qualitative techniques to provide background information on issues and concepts to be investigated in a subsequent survey. Qualitative methods can also supplement quantitative work. Here, qualitative data might be used either to validate findings from a quantitative study (“triangulation”) or to help build a wider picture of a particular phenomenon under investigation. Thirdly, qualitative research can complement quantitative work, for example by exploring complex phenomena or areas not amenable to a quantitative inquiry (Pope & Mays, 1995). The present qualitative research was also planned to be a baseline for quantitative research, however, due to the huge data and deep information collected; the whole research then was designed to be a study in a qualitative nature.

Qualitative research is generally based on different interview techniques varying from group interviews to in-depth interviews. Data for qualitative research can be gathered through semi-structured and unstructured techniques. The sample in a qualitative study is generally narrow to allow deeper analysis (Gibbs, 2014).

Qualitative data analysis takes advantage of the chance to reach an in-depth understanding of the social reality and thus to be able to develop relevant middle-range theories about a social phenomenon. The essential gain of reliability in qualitative research is convincingly expressed by Denzin and Lincoln (2000, p.3).

There are various accepted techniques of methodically analyzing qualitative data, such as thematic analysis, constant comparative method, analytical induction, narrative analysis, grounded theory, deviant cases, content analysis, and framework. While it is not possible to examine each of these here, the following common processes can be mentioned: (i) affixing codes to the data; (ii) noting down reflections; (iii) sorting and sifting through the material to identify important phrases, patterns, and themes; (iv) isolating emergent patterns, commonalities, and differences; (v) producing a small set of generalizations that cover the consistencies discerned in the data; and (vi) confronting these generalizations with a formalized body of knowledge in the form of constructs or theories (Miles & Huberman, 1994).

According to Miles & Huberman (1994), these various processes are underpinned by three concurrent activities; (i) data reduction (selecting, focusing, simplifying, abstracting, and transforming raw data, as well as making decisions about which parts will provide the initial focus); (ii) data display (organizing the information, for example by assembling it into matrices, graphs, networks, and charts); and (iii) conclusion drawing/verification (interpreting the data by noting regularities, patterns, explanations, causal flows, and propositions, as well as testing the provisional conclusions for their plausibility and confirmability).

9.2. PROCEDURE

In this study, as part of the qualitative research, face-to-face and phone interviews have been conducted with participants including employees, managers, and human resources managers of the respective organizations. To understand the perception differences between managers and employees, in possible incidents, some managers were also asked to give at least the name of one employee that they had been in an I-deals negotiation process. Some of the employees were reached via those managers and the perceived differences between the two parties are reported in the analysis. Each interview took 45-60 minutes. Face-to-face interviews have been conducted in silent meeting rooms of the relevant organizations. The interviews were recorded via voice record devices on the occasion of where participants permitted to record. A semi-structured interview form has been used to implement a more structured interview process. In this form, a brief explanation of the “I-deals” concept has been made and some examples were given to the participants. The participants were also asked additional questions based on the answers they provided to explore the issue in more depth.

9.3. INSTRUMENT

The interview form and the question details are explained below:

9.3.1. Personal Information Form

The demographic information related to age, gender, sector, marital status, tenure, education level, and position were asked in the personal information form.

9.3.2. I-Deals Measures-Based Interview Form

A brief explanation of the “I-deals” concept has been made in this form. Based on the explanation, the respondents were asked whether they had ever negotiated any I-deals topic or not. For the ones who negotiated, they were asked to tell how they negotiated, which topics

they negotiated, and how the negotiation process was conducted in detail. Those who told that they have never negotiated were not included in the sample as the researcher did not receive significant inputs.

For the ones who negotiated I-deals, the question of whether they negotiated during the recruitment process or after being hired (ex-ante or ex-post) was asked. The responses were recorded by the researcher to question forms during the interview.

9.3.3. Open-Ended Questions

During the interviews, in order for understanding the I-deals practices, the causes and effects that take place during the I-deals processes, and various aspects of the corporate culture that influence the process; semi-structured questions that are presented below have been asked to the participants about the individual, relational, and organizational factors:

- *Individual Factors:*

- What are the general characteristics of employees who negotiate I-deals?
- Which personalities are more successful during the process?
- What are the benefits and drawbacks of making I-deals?

- *Relational Factors:*

- Which leadership behaviors would make the I-deals process more effective?
- How should be the communication with another co-worker?
- What are the impacts on other colleagues?

- *Organizational Factors:*

- What should be the role of the manager and HR during the process?
- What are the short-term and long-term goals of companies while they are making an I-deal with their employees?
- Which functions are common in terms of applying I-deals?

According to the answers of the participants, additional open-ended questions were also asked to understand the situation in-depth. The answers have been recorded to a recorder and/or to interview forms by the interviewer.

9.4. SAMPLE

The sample includes 30 participants composed of 12 HR Executives, 8 Managers, and 10 Employees. The 46% of the participants are female, 54% are male; 88% are married, 12 % are single; the average age is 36; the average tenure in the current company is 5 years.

The researcher used “Combination or Mixed Purposeful Sampling” methodologies (Patton, M. Q., 2001) that combine two or more strategies which involve multiple methods such as a) Critical Case Sampling that looks at cases that will produce critical information, b) Snowball or Chain Sampling that identifies cases of interest from people who know persons who would be a good interview participant, as such it is possible to ask for nominations, until the nominations snowball, getting bigger till the answers become repetitive, c) Opportunistic or Emergent Sampling which follows new leads during fieldwork, takes advantage of the unexpected, and is flexible. This strategy takes advantage of whatever unfolds as it is unfolding, may be used after fieldwork has begun, and as a researcher becomes open to sampling a group or person he/she may not have initially planned to interview. For example, in this research, although the researcher was studying I-deals, an additional understanding was also gained in terms of observing the differences of potential outcomes by including people who had not experienced the I-deals process. However, as the researcher did not receive significant inputs from those participants, their responses were not involved in the following analysis.

The researcher reached out to either Human Resources professionals or leaders who are managing people at leading companies either through written channels, phone, or face to face contact to introduce the research purpose in the first place. Afterward, she officially introduced the purpose of the research with an introductory letter for an invitation for the interviews. The researcher interviewed Human Resources professionals and leaders at managerial positions with a semi-structured interview form and asked them also to reach other potential employees who have a minimum of 3 years of work experience to interview from their organizations. These potential employees were approached in the same way with an introductory letter to interview for the research. The researcher extended the participant list with a snowball effect through references from Human Resources professionals and managers.

She reached out to other potential employees as well in leading companies by applying Snowball and Opportunistic or Emergent Sampling methods. These employees were asked about potential managers and leaders that may have shared their experiences and observations for the I-deals processes (The sample of questions for semi-structured interviews is presented in the appendix).

9.5. QUALITATIVE DATA ANALYSIS

There exists an agreement that qualitative analysis evolves during data collection (Sailland, Kuş, 2007). According to this view, widely used in-vivo coding supports inductive analysis and theory-building approaches. This procedure of collecting and analyzing data is defined in Grounded Theory (ex; Strauss and Corbin, 1998).

Grounded Theory is an inductive research methodology that allows the researchers to conduct qualitative research techniques (Gibbs, 2014). It enables the researchers to identify concepts in qualitative research data, assign codes to the identified concepts, and to categorize data which will make it possible to build up the theory at the end. Codes help to group the data into concepts and then to regroup the concepts into categories. At the final stage of the theory build-up, the gathering of the identified categories within the data permits the researcher to address the research question (Dempster & Woods, 2011).

The Grounded Theory approach starts with the coding of the interviews one by one and also line by line. The coding allows the researcher to identify repeating phrases and concepts within interviews. In the second stage, concepts are labeled for being able to divide the collected data into concepts. The next stage is the identification of the relationships between concepts and creating categories that would enable the researcher to construct the theory. At the final stage, the researcher builds his/her theory based on the identified categories (Lewins & Silver, 2008).

Doing qualitative research implies an increase of methodological creativity but also an increase in ambiguity and uncertainty. The main methodological advantage of qualitative research - to provide research results of great reliability - is confronted by a reproach resulting from this power. The weaknesses are defined as “anecdotal approaches to the use of data concerning conclusions or explanations are some of the key points of qualitative research criticism” (Bryman, 1988, p. 77, cit. in Silverman 2000, p. 11) and the lack of transparency.

The use of software tools is a powerful possibility to handle these weaknesses of qualitative research. So, in this study, MAXQDA 11 software program is used to analyze qualitative data.

The MAXQDA 11 program allows the researchers to easily apply the steps of Grounded Theory from coding to theory (Lewins & Silver, 2008). Glaser's non-linear method of theory generation (Glaser, 1978) is used as guidance for the data analysis to systematically analyze field data with an inductive approach. The main steps in using MAXQDA 11 program to analyze qualitative data based on grounded theory methodology are as below:

1. **Coding the data:** The interview question forms were transferred to MAXQDA 11 program with their recorded answers without any change. During the analysis process of the present research, both new codes were created based on the literature review and, "in-vivo" coding was implemented by MAXQDA 11 program. The researcher decoded all interviews and started coding with the very first line of each interview. This involved taking a small chunk of the text where they were coded line by line. First, demographic variables were coded. Second, the questions were coded in the interview question form which was designed to understand whether the participants made an I-deal or not and if the answer was yes, whether it was successful or not. Thirdly, before starting the process of coding the open-ended questions, based on the literature review, it has been checked whether there were any categories related to the research variables. At this stage, with the help of the existing research findings and theoretical information, the main categories related to the I-deals of participants were defined with a deductive approach. All answers of each participant were coded (each answer for each question) to define the main categories. To interpret some answers which did not seem meaningful in the first reading, aligned with the qualitative research nature, some details such as the degree of the success of I-deals, etc. were analyzed by considering the second and third answers to the same question as well as the answers to other questions.

After the coding process based on the literature review and the categories of open-ended questions, the control of the coding content has been made which is a very critical process in the qualitative data analysis. In this process, similar statements were put

together by checking each answer, some themes were eliminated which were not related to any of the topics, new main and sub-categories were created in line with the induction approach, or the content of the defined categories was extended.

2. **Customizing the Code System:** The researcher reviewed emerged codes to see repetitions as a code may reflect a certain theme and a certain code can also be assigned to multiple quotations. The researcher needed to assign one quotation to more than one code as per the relevance. Codes contained sub-codes that were reviewed and organized by the researcher to be involved in category building. Another chunk of text is then taken and the above-mentioned coding steps were repeated where necessary.
3. **Category building:** Based on how the codes were related, certain categories were built. The researcher reviewed the material multiple times to understand and track any type of patterns and variances in the data. The codes and sub-codes were grouped based on their conceptual similarities and differences based on their ability to explain the subunits of analysis. Although some main categories were also defined according to the literature review, sub-codes were defined based on the raw data. Besides, the researcher also created “memos” related to each code, by taking into consideration the responses of the interviewees for other factors. In this context, the main categories that were defined at the beginning took place as a framework for the analysis and assigning data to these categories was made after the codes were created. The outline of the codes was updated at any time based on new results, and the categories were changed and finalized based on the following responses whenever required.

Constructing theories with MAX Maps: During the analysis, literature review (deduction), the transaction of reaching to codes and categories from the raw data (induction), and questioning existing categories all continued. It is known that, categories that were developed after a flexible and convertible qualitative analysis instead of a uniform linear approach increase the construct validity of a study (Dey, 1993). MAXQDA qualitative analysis program supports this process and also making the analysis in a fast and simple way contributes to validity (Saillard, Kuş, 2007). As a result, in this study, qualitative data analysis was made in pursuant of the combination

of the deduction and induction approaches (LeCompte & Schensul, 1999; Nastasi & Schensul, 2005; Varjas, Nastasi, Moore, & Jayasena, 2005). Once the coding categories emerged, as the next step, it is important to link them together in theoretical models around a central category that hold everything together. During the analysis process, a small set of generalizations were formulated and theoretical models were produced to help to understand what emerged from the data and the relationship charts of codes to link concepts to categories. Relevant concepts were identified with emerged key phrases and named. The interactions of concepts were explained under development, flexibility, and financial I-deals in the following sections.



10.FINDINGS

10.1. TIMING OF I-DEALS

As explained in the first section, idiosyncratic arrangements may be negotiated ex-ante or ex-post (Rousseau et al., 2006); either during the recruiting process (ex-ante) or in an on-going employment relationship (ex-post). In this part of the study, examples of ex-ante and ex-post I-deals for the relevant incidents and the implementation process will be presented.

10.1.1. Ex-Ante I-Deals (I-Deals before or during Recruitment)

Ex-ante I-deals are negotiated before the employment and are based on qualifications and marketability. In this study, many examples from the real life of the participants were recorded. In the below paragraphs, several examples are provided regarding ex-ante I-deals.

Ex-ante I-deals examples were mostly in parallel with the findings in the literature. The main topics that are negotiated during the recruitment process are; compensation-related issues such as sign-on bonuses while transferring someone from a competitor, some additional bonuses to compensate the person's severance payment based on tenure in the current company, bonus structure, and stock options. Also, benefits are negotiated such as health insurance, company car, transportation allowance, etc. Besides, some examples of flexibility in the workplace such as working from different cities or commuting between different countries, part-time work for retired employees or employees with a special condition are observed. Furthermore, very special arrangements for expats as emphasized in several studies in the literature are seen. The results revealed that while the negotiations for compensation-related items were mostly successful, the negotiations for benefit-related negotiations mostly failed. This was because most of the companies had very strict rules and policies regarding the usage of the benefits. Even though some companies started to launch flexible benefits practices, they were not flexible beyond a defined benefit budget for a particular employee.

In the below section, examples are presented which are different from those observed in the literature or which have not been come across that frequent.

a) Title Negotiation during the Recruitment Process

Apart from the examples mentioned above, other different examples during the recruitment process were seen such as the negotiation for a title or career band. Negotiation for

the title and band is not common in the literature during the recruitment process, but it may be observed after working for a couple of years in the company. An employee in the pharmacy sector tells her story about the negotiation related to her title during the offer process. She says: *“During the recruitment process, I have been offered a position at the “assistant specialist” level; however, my position was already at the specialist level in my previous role. So, I directly told the HR representative that I cannot accept a position at the assistant level which is in the same grade as a new graduate person. Considering my tenure in my previous company, I was certain enough to state that I cannot work with a junior title. After my explanation, they understood the situation and in the new offer, my title was presented as a “specialist” instead of “assistant specialist”. This was a fundamental thing for me that might have affected my decision to accept or decline the job offer.”* (Participant 17)

As this employee had the market value and justification with solid experience and title in her previous company, it was not so difficult for her to get this title during the recruitment process. It would be different if she did not have sufficient market power at that time.

b) Supporting Female Diversity

Another remarkable example is around an I-deals negotiation that can serve the diversity goals of the company. An employee in the IT sector says: *“I started my current job when I was pregnant. Actually, during the interview process, I was not aware that I was pregnant but one day later from the official offer, I learned that I was pregnant. This put me in a very difficult situation in terms of giving my decision to start a new job or not. But then the company demonstrated a very flexible approach to my situation and then I committed them to start after a short maternity leave time. It has been a win-win situation for both sides. It was very difficult at the beginning to get used to a new job and being pregnant at the same time, but as the company supported me during my tough times, I still remember this support even it was a long time ago.”* (Participant 18)

A regional talent leader also gave examples of flexible work arrangements that have been negotiated during the offer process with internal candidates. She stated that female employees negotiate for flexible hours especially after maternity leave and due to the company's diversity strategy, these kinds of negotiations mostly end up successfully. (Participant 13)

c) Financial Negotiation during the Recruitment

There exist also unsuccessful I-deals negotiations during the recruitment process especially if the employee does not have enough market power. An employee from the retail sector explains how he negotiated the financial conditions during his hiring process and the impact of an unsuccessful financial negotiation: *“During my hiring process, I negotiated my financial conditions, but my request was not accepted during the recruitment. However, after a certain period of hiring, my requests were met due to my high performance. The more you perform, the more you have the right to ask for these kinds of special arrangements. Being unsuccessful in my request did not affect my morale and motivation because there was no other alternative for me at that time. But after the hiring period, I fought a lot to obtain my current conditions.”* (Participant 1)

In some conditions, there should be certain fundamental processes in place to be aware of negotiable things and issues which are not negotiable. For example, an employee from the media sector states that: *“I did not start an established job so far. I started to establish something, so I did not have the chance to negotiate topics such as working hours, etc. I was waiting for everything from abroad to guide me. If there were an established system here, I would make a research about the company and I would offer my conditions accordingly. But as I had no reference point, I could not have negotiated anything at the beginning. You cannot negotiate something that you do not know.”* (Participant 9)

d) Transparency of the Organization during the Recruitment Process

There are also discussions around the impact of the I-deals when they are given just at the beginning of an employment agreement during the recruitment process. An employee from the construction sector says: *“I-deals given during the recruitment process do not have a huge impact on my commitment to the organization because it is just the baseline for everything. The things that you obtain afterward complete the whole picture. At the start of my hiring process, I felt irritated when my GM negotiated even very small items with me, but on the other hand, I liked his sincerity. This was because he explained their situation and limited possibilities in a very sincere and open way. Then, when I gained more information about the*

company and after witnessing the company difficulties, I appreciated what I have been offered during my hiring process.” (Participant 2)

So, observing the example above, it is understood that the I-deals given during the recruitment process may not bring long-term commitment if they are not supported with other additional support mechanisms. Also, mutual justifications provided by the employee and the manager create an open environment and increase the sincerity and trust between the two parties.

10.1.2. Ex-Post I-Deals (I-Deals after Recruitment)

Ex-post I-deals are negotiated by incumbent employees, and thus these arrangements include an employment relationship history. Though market forces may influence ex-post I-deals, especially monetary ones, it is more likely that ex-post I-deals are relationally attributed. That is, ex-post I-deals are more likely to communicate information regarding the strength and the quality of the employee-employer exchange relationship (Rousseau et al., 2006). They focus exclusively on ex-post bargaining in an already existing employment relationship. This mode of negotiation timing has been identified as the more relevant since it allows individuals to draw on insider-knowledge about their work and employment conditions and adapt their jobs to changing personal needs over time (Rousseau et al., 2006; Rousseau et al., 2009). Ex-post I-deals refer to a renegotiation of conditions the individual worker already finds him- or herself in.

Different negotiation tendencies and frequencies are observed on the part of different generations. The young talent and Y generation employees are more likely to negotiate I-deals for themselves. A manager from the healthcare sector says: *“The Y generation, especially, negotiates a lot about the new career opportunities after a short time of their hiring process.”* (Participant 5)

The process of I-deals is also very important and sometimes it creates exhaustion for the employees while they are trying to communicate their needs and negotiate for them. For example, an employee from the retail sector says: *“The fight never ends; you need to be in a war all the time because the company forces you to do so. But in the end, you feel exhausted to follow and ask for new conditions.”* (Participant 1)

Therefore, the companies and the managers should be aware that when I-deals are managed well they may increase engagement. However, if the negotiation process takes too long, the exhaustion on employees may cause burnout in the long-term.

10.2. CONTENT OF I-DEALS

Regarding the content of I-deals, it may be stated that Developmental I-deals, Flexibility I-deals, and Financial I-deals exist in different versions. I-deals related to career development, task, skill development, training, and performance goals are listed under the Developmental I-deals while location flexibility, schedule flexibility, reducing workload, and reducing work hours are listed under the Flexibility I-deals. Besides, compensation and benefits are listed under the Financial I-deals.

Four sub-dimensions are presented for the content of the I-deals. These are developmental I-deals, flexibility I-deals, financial I-deals, and other I-deals which are explained with their sub-dimensions according to the code modeling.

10.2.1. Developmental I-deals

According to one code model for developmental I-deals; career development, different responsibilities, performance goals, training opportunities, and skill development were found as sub-dimensions for developmental I-deals.

In the below section, these dimensions are described with examples from the real-life. Examples that already exist in the literature will be briefly explained, but other examples that do not exist or are seen very rarely in the current literature will be mentioned in more detail.

10.2.1.1. Career Development

Regarding Career Development One-Code Model, the incidents were recorded as a summary of the mentioned possible results if there was any result achieved at the end of the process. There were 18 incidents where participants mentioned career development as a topic. Examples were seen that also exist in the literature such as attending a higher level management program, band promotion, negotiating to be a team leader, long-term career negotiation by threatening to accept another offer, some extra roles for high performers, assuming responsibilities from the next roles, and employee-initiated offers for another role. Some other examples will also be shared in detail in the below section related to career development.

a) Title and Band Negotiation during the Recruitment Process

Situation:

A senior recruitment manager shares her experiences with common approaches that she faces with candidates from different levels. As she is involved in the I-deals negotiation process during the recruitment process, she provided good examples of ex-ante ideals.

I-Deals Content & Process:

The senior recruitment manager gave an example for ex-ante I-deals that the candidates negotiated to have more senior titles in the market: *“We come across title negotiations with some candidates during our recruitment process. They have expectations about the title details and their meaning. For example, we use the “manager” title for a certain level, but its equivalent in the market is the “director”, so, the candidates want to negotiate for a title to show their level in the market. So, we conduct such negotiations based on different company practices and widespread perceptions in the market. Thereby, we demonstrate flexibility for the salespeople to give them whatever title they would like to use. Senior titles make them more credible in the eye of the customer, so, it is for the company benefit. Candidates want to hear clear communication about the career paths. However, in our company we have job enrichment; they can expand their roles both horizontally and vertically. In another organization, career paths could be straighter but here it is more complex, so, we try to explain our internal structure to the candidates very well in order to attract them.”* (Participant 10)

Result:

It is said that: *“There is an expectation from the candidates related to clear communication about the career development opportunities in the company even in the first stages of the recruitment process. If it is communicated in the right way to the candidates before they join the company, then it creates a positive impact on their willingness to join the company. But on the other hand, if the candidates are given promises for impossible career opportunities that cannot be achieved due to the company matrix structure point of view, then it may create more problems in the future. So, as recruitment managers, we need to describe our company structure and possible career movements very well from the beginning of the hiring process.*

Otherwise, it may create disappointment after they join the company. But we set the expectation in the right way based on our past experiences.” (Participant 10)

Here, it is seen that it is very important to make the right communication about future career development opportunities for the candidates during the recruitment process in order not to create disappointment afterward. It is also important to state the right value proposition of the company if the employees are to obtain good opportunities to move between horizontal-vertical career paths.

b) Shadowing Program for GM Path

Situation:

A regional HR Director from the IT sector shares the challenges while they are growing leaders as the successors of country managers for several countries. To address this problem, she shares about the country manager path program that they have implemented as one of the solutions. Sometimes senior leaders negotiate to participate in that program but mostly higher management and HR choose the right candidates to include into the program.

I-Deals Content & Process:

As an ex-post I-deals example, the regional HR director mentioned about one of their regional senior executive development programs: *“We have a country manager path program and only two people are accepted to that program. In the first year, they take external coaching, take stretch assignments, and attend the shadowing program. Employees may also request to be in this program, but mostly the company chooses them to join. These people complete their transition to Country Manager Role in one year time.”* (Participant 20)

Result:

The regional HR Director shares the outcomes of the program as: *“The incumbents make the transition to the General Manager/Country Manager role in one year time. This enables us to make sure that we have the right executives in place when the time comes for them to move to the next level. Besides, we do not have any chance to keep these critical positions open since we need to identify the leaders before the staff acquisition to gain a competitive advantage in the market.”* (Participant 20)

c) Tenure Criteria for Higher Band

Situation:

An HR professional from the telecommunication sector has shared that negotiating for an I-deal is almost impossible due to their company policies and standards. She mentioned that this can happen in a very rare situation where they are trying to attract a strong talent from the market or a candidate at the executive level for one or two position(s). She also stated that there are some prerequisites to accept some rare I-deals requests. Below the details of one of these prerequisites are explained.

I-Deals Content & Process:

The HR professional from the telecommunication sector states that: *“Sometimes we receive requests from our employees to have a “senior” title for their job. But as a company we have an expectation of a certain years of experience which is at least 4 years to acquire a senior title. If somebody comes to us with less than 4 years of experience, then we must reject his/her request to acquire a senior title. They need to complete a certain years of experience and a certain grade.”* (Participant 3)

Result:

The HR professional explains the reason why they do not accept negotiations for senior titles for the ones who have less than 4 years of experience as: *“This is applied in that way to give a consistent message to other employees.”* Here, she emphasizes that they try to make sure that they apply the same standards with a fair approach for everyone. So, for them, fairness and not creating any exception in the company is much more important than keeping the key talent in the company.

For Participant 3, we see the example of a traditional HR practice with “one size fits all” approach where any flexibility is not applied for one single employee. As seen in other examples, specific accelerator training programs would help some employees to develop them faster than people who might have more experience. For the companies who invest in talent employees with accelerator development programs, duration of experience or service in the company is not the decision criterion for promotions. Some potential employees may acquire the required competencies in 1-2 years while other standard employees may acquire them in 3-

4 years. So, for sustaining competitive advantage in the talent market, HR practitioners and managers should be aware of the potential of the employee to make a good assessment. Thereby, they can identify the ideal duration for their employees to move to the next level.

During the Maxqda qualitative analysis, the negotiation process for a career development I-deal is found very critical since it may cause several positive and negative outcomes. The success of a career development I-deal also depends on some prerequisites. Some employees may meet the expectations, however, others may not. So, these positive and negative outcomes with some prerequisites and outcomes are explained with the code theory diagram.

In Figure 2, one of the prerequisite rules of I-deals is leadership training for technical roles. A senior HR director in a local company tells their story that can explain this prerequisite from their point of view. It is about a senior employee who had a different I-deals process after an unsuccessful career negotiation: *“As the company has grown very rapidly in the last couple of years, this person in a technical role adds value to the company in terms of common corporate memory. Although he does not have the potential for the future, due to his knowledge about the past in relation to the out-dated technology, the company tries to keep him there. But the employee is not open to change and development. Yet in service sector, the daily operations are very important, so the employees who know daily operations are very valuable for us. As the company still uses the old technology, and it is hard to find people in the market with the knowledge of this old technology, the technical people in the company become valuable. The limitation of the pool in the market puts us in a difficult situation to find the right person. So we ask that employee to improve his leadership skills if he wants to get the next leadership role in the company. We also provide him external coaching sessions to help him get the desired level. But if he cannot put his efforts to improve himself, then he will not be able to get the leadership role.”* (Participant 19)

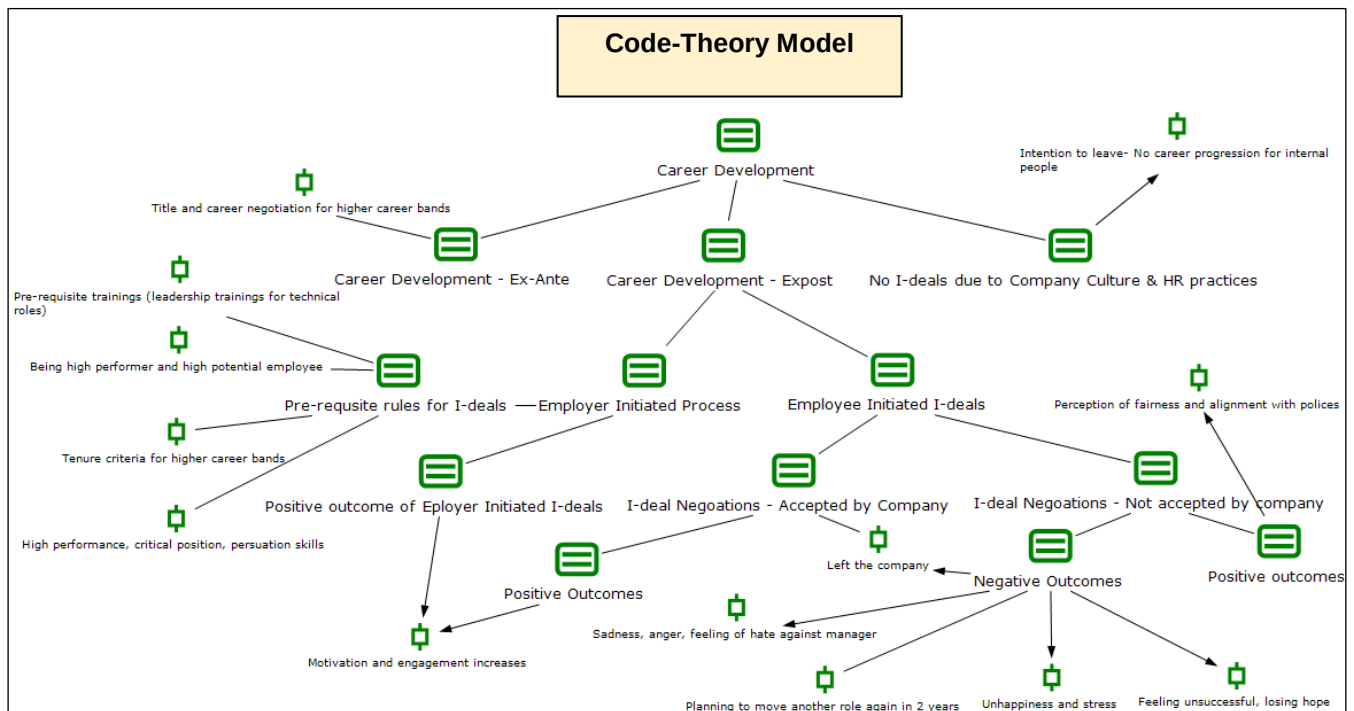


Figure 2 : Code Theory Model – Career Development

Some companies put the tenure criterion as a prerequisite to be successful during a career development I-deal negotiation process as explained in the case of Participant 3 above. Also, examples are seen where companies put criteria such as being a high performer or high potential to be successful in an I-deals process related to career development.

Being in a critical position can also be a prerequisite for career development I-deals. For example, an HR professional tells about a story where an employee who wanted to resign, was offered a higher position with better conditions to make her stay in the company. She gave feedback to the assistant specialist that she will be a specialist in two years. Because she was very open to change and was achieving very successful results, HR committed this person the higher position to retain her in the company in the long term. (Participant 11)

10.2.1.2. Task I-Deals

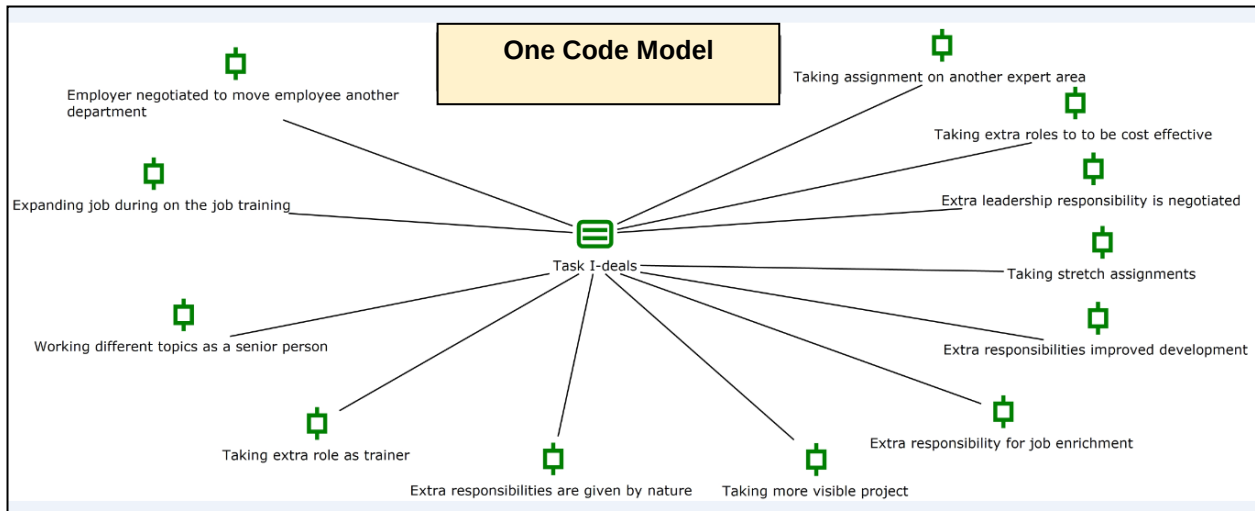


Figure 3 : One Code Model - Task I-deals

Regarding task I-deals, examples revealed in this study that are aligned with the literature are, taking extra responsibility on another area, undertaking extra roles for job enrichment, assuming some extra tasks for cost efficiency, implementing a trainer role in a different expertise area, expanding the job during on the job training, and working on different areas as a senior employee.

Some different examples will be explained in detail in the below section such as negotiating to have extra leadership responsibility and taking a more visible project.

a) Negotiating to have an extra leadership role

Situation:

An employee's negotiation process for career development then turned into a negotiation for taking extra responsibilities for a leadership role. The employee has been working in the telecommunication sector with a total of 12 years of work experience and has 8 years of experience in the same company where he has been in the negotiating process for career development. But after several job applications to new roles within the same company, his applications were rejected after an assessment center evaluation. He has been given feedback that he is not ready for the new roles that he applied for. The employee is telling the story after that stage where he was willing to take other responsibilities from a leadership role.

I-Deals Content & Process:

The employee who had an unsuccessful career negotiation then was offered different responsibilities which were explained by the employee during our interview as: *“I told my manager and my one-over-one manager that if you think that I’m not ready for my next career move, then please give me other responsibilities to get prepared for the next level. Then, I was assigned for some challenging responsibilities; I managed a team of 8 people indirectly and I was assigned for a higher target. I led a big project in the company. I had the responsibility to sell those bigger projects to our key customers. The opportunity to lead a team indirectly helped me to improve my leadership skills and I also had a chance to work on a task that is not related to my daily job responsibilities.”* (Participant 7)

Result:

As a result, after working for several challenging assignments and taking extra leadership roles which took an average of one year to show his leadership skills, the employee still expects to move for the next roles. However, he still does not have the impression that his company will help him to get there. He has some concerns that there have been so many manager changes during his tenure in the company that each time he needs to express himself to the new manager from the beginning. Although his first career negotiation was unsuccessful, he was still motivated to take extra responsibilities to prepare himself. However, after this preparation period when he still did not have any progress and hope for the next leadership role, he became so disengaged and unhappy that he started to think about other alternatives outside of the company. He says: *“The reason that I continue now is only my responsibilities against my family that I need to work until I find another job. If I find a more attractive job outside of the company, I will definitely use that opportunity.”* This shows that the employee only has continuance commitment to the company. Beyond continuance commitment, he has lost his affective commitment, engagement, and motivation and after the unsuccessful I-deals, his intention to leave the company is very high.

In this example, we do not have enough information from the company and the managerial point of view about why his request was rejected for career development, and why this person was not considered for other roles although he showed the aspiration and took initiatives to work on improvement areas with additional leadership responsibilities. The

employee's explanations reveal that he is a standard performer who meets his targets each year. So, there may be some other organizational dynamics that the company may face that the employee may not know. On the other hand, looking at the employee's current situation with a high intention to leave, it is seen how critical it is to manage an I-deal request, not just as a one-time event. On the contrary, it is appropriate to adopt a continuous approach to make sure that valuable employees are not demotivated and disengaged after an unsuccessful I-deals process if the company does not want to lose them to the competitors.

Another manager in another sector also confirms with an independent example that requesting different leadership responsibilities is very common based on the requests that he received from his direct team members so far. He states that: *"Employees would like to take extra responsibilities, especially as a second role, they want to take a leadership role for a team or for a project or even for a customer group."* But he says that it is not possible to provide that opportunity to everyone: *"We cannot give this opportunity to everyone. The requests generally come from the ones who have a higher capacity; when the employees feel that they are ready to take that challenge, they start to ask for it. These additional leadership responsibilities generally are given to higher performers, the ones who think that they cannot get this opportunity are the ones that cannot perform very well. The good performers also move to other roles after a certain period."* (Participant 5)

The above example also shows that it can be very common for employees to negotiate for taking additional leadership responsibilities. So, managers and HR departments of the companies should be aware of their employees who have leadership capacity for future potential roles and they should build leadership preparation programs for such individuals to assess, select, and train them for future leadership roles to develop, retain, motivate, and engage their valuable employees.

b) Taking a More Visible Project

Situation:

An employee mentioned his intense efforts for his career movement although he was a high performer and part of the talent pool of the company: *"I was involved in a program where director-level leaders join but it turned out that for career development, the person himself had to follow up the process. When I talked to HR, I was told that the employee drives*

his/her own career in the company. So, in order to reach my career goals, I thought I need to be involved in more visible projects where I can show my impact to a wider audience in the company” (Participant 1)

I-Deals Content & Process:

The employee tells his story about his process for taking extra responsibilities with a more visible project: *“There were two alternatives for me to join or lead a project at that time. I was either going to join an existing project or start a new project from scratch. Two alternatives were realized; the first one was a local project whereas the second one was a global project. I was involved in a project which was not even related to my scope but had totally different content. I presented the project to various audiences. I have been working for 5 different projects within my department and thanks to all these projects you become visible to everyone.” (Participant 1)*

Result:

This employee has been promoted to a more senior role in another country because of his efforts with very close follow up for new career opportunities in the company. However, this employee also had concerns about how successful his I-deals was, because he felt exhausted in terms of putting so much effort by himself without close support from HR. He states that: *“As a result, my career negotiation was successful; however I’m not sure how successful it was considering the entire process, because it made me exhausted to deal with so many things at the same time. You need to research deeply and fight more, you do not have someone to help you navigate during the process, there is limited talent management, and oversee opportunities are the quite deep ocean that you can be lost in it.” (Participant 1)*

10.2.1.3. Performance Goals

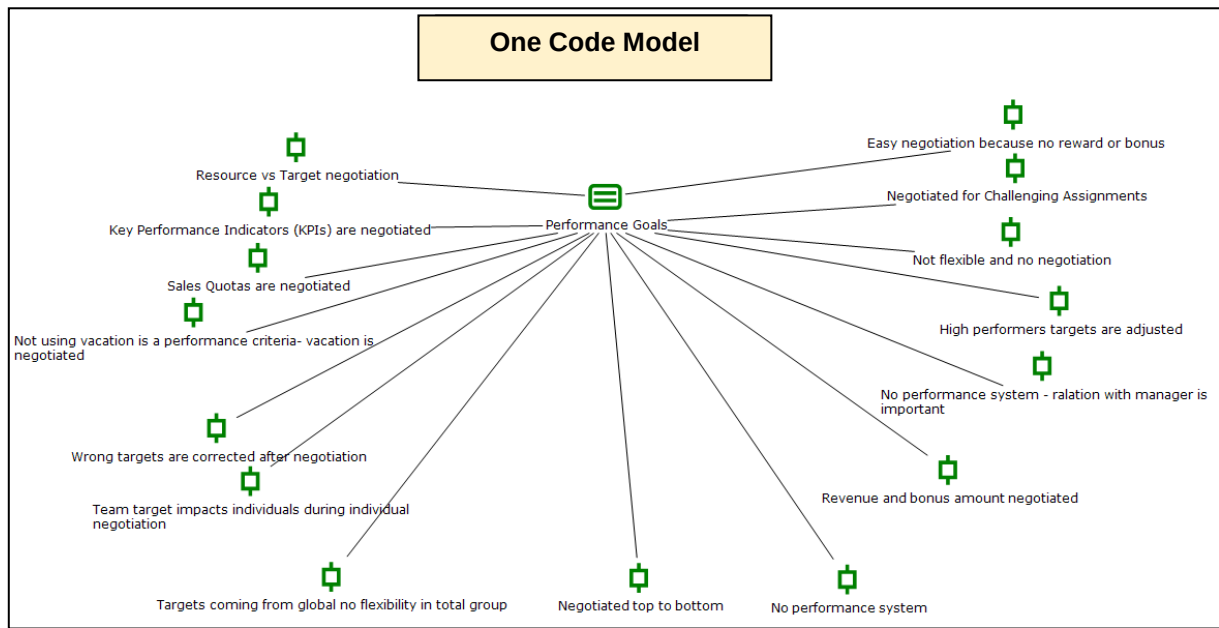


Figure 4 : One Code Model -Performance Goals

a) Negotiation for challenging assignments

Situation:

The employee who mentioned taking a more visible project as part of different responsibilities also mentioned the process to take challenging assignments as part of his performance goals. He says: *“You always define your targets and performance metrics yourself at our company. I always expressed my willingness to take higher goals to my manager to reach my long term aspirations.”*

Content & I-Deals Process:

The employee tells about the process as: *“To reach my long term goals, I wanted to add some challenging assignments to my performance goals which helped me to go beyond the common targets. I have worked like this for 3 years.”*

Result:

The employee continues the story by explaining the results: *“I received exceptional performance ratings in 3 years in a row. Then my manager promoted me to a higher position*

and we hired a junior employee reporting to me. So my manager made 2 people satisfied in the organization at the same time. During that process, there have been also some leavers due to low performance. They were offered lower roles but they did not accept and they wanted to leave.” (Participant 1) Here, we understand that high performers who negotiate for higher goals and challenging assignments, sooner or later achieve higher roles in a certain period. The low performers are given lower roles or they leave the company as they do not meet the company’s expectations.

b) Limited Vacation Usage as a Performance Criterion

Situation:

An employee in the pharmacy sector tells about her story around their performance criteria: *“We have the chance to negotiate our performance targets. I can say that I would prefer to work in that area more than in other areas. But we do not have a bonus or special rewarding system based on our performance targets. I think therefore it can be easily negotiated as it does not have any impact on our rewards. Our bonus requests based on our performance are always rejected. We have been told that it is our job and no further rewarding is required. So, there is no differentiation based on performance.”*

I-Deals Content & Process:

Given the above context, the employee tells about the process where their manager approached them and negotiated to put limited usage of vacation days as performance criteria: *“Our managers wanted to put limited usage of annual leave as performance criteria. The more you work at work, the more successful you are perceived. Using the legal right of annual vacation is being perceived as displaying low performance.”* (Participant 17)

Result:

As a result of the above situation and content, employees feel under high pressure with their managers’ inflexible approach. They do not feel comfortable even when they are using their legal vacation rights. This also prevents them to negotiate for other areas. As a result, they are very demotivated and do not trust their managers. This lack of trust causes disengagement and intention to leave.

c) Fundamental Requirements for Performance Negotiation

Situation:

An employee from the construction sector tells the background in his company where there is no performance management system: *“In our company, there is no performance system to measure our performance. In the construction sector, it is not related to performance but the relation with your manager.”* (Participant 8)

I-Deals Process & Content:

As explained above, as there is no performance system, the negotiation process for performance in a sector like construction, takes place only between the manager and the employee. If the relations of the two parties are good, then the result of the negotiation process is more likely to end successfully; if not then it is less likely for the employee to get what he asks for.

Result:

This shows us that in some companies, to negotiate some I-deals topics, first of all the company should have fundamental HR practices such as performance development, etc. As seen in the given example, if there is no performance system or any performance criteria to measure performance, naturally employees do not have the chance to discuss such a topic.

Based on the comments of an HR professional, the performance targets are given from the top management to employees. *“When the targets are cascading down from the top to the bottom, there can be some negotiation about the targets. Sometimes they can be revised, sometimes they cannot. For the ones who receive bonus, the negotiation is much harsher and closed for others, for the ones who do not receive any bonus, the negotiation is much softer. The negotiation skills of the manager and the employee are absolutely critical for the success of the process.”* (Participant 11)

As another example of the performance criteria negotiation, a manager mentioned how he arranges commitments and targets to have the maximum productivity from his employees: *“I’m adjusting high performers’ targets in order to get the maximum productivity from them. For example, I’m allowing employees some margin in one commitment to make*

them overachieve another important commitment. The goal is, instead of achieving an average performance, navigating them to areas where they can have extraordinary results.”

10.2.1.4. Training Opportunities

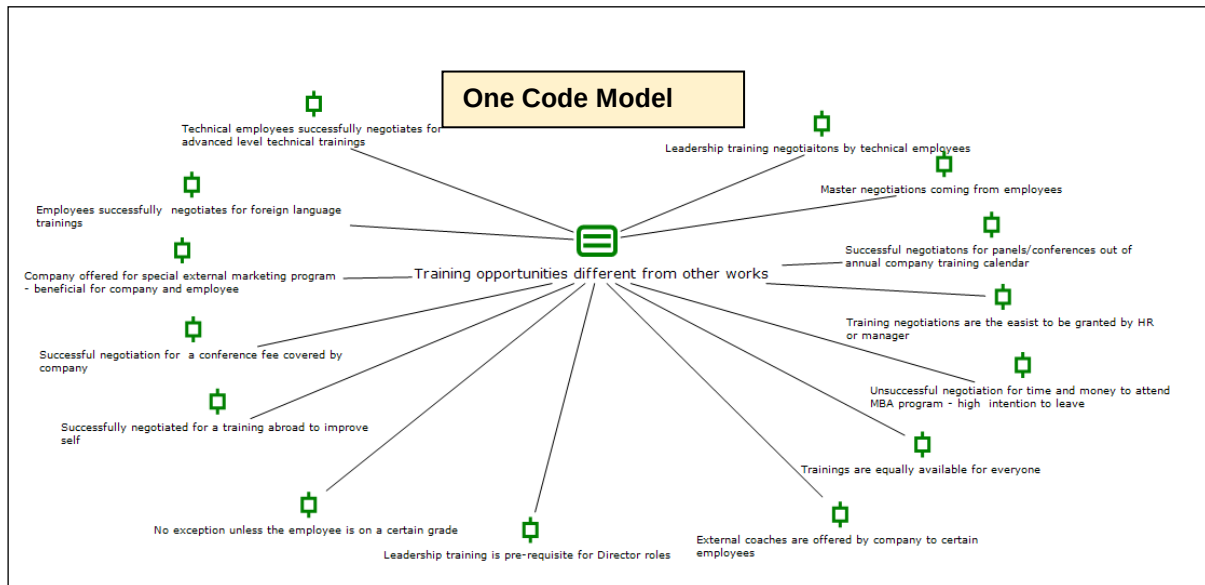


Figure 5 : One Code Model - Training Opportunities Different Than Others

Negotiating for training to be offered to the talented employees is the most common I-deal topic that was found during the study. The examples that were found are very similar to the current examples in the literature. The topics for training are negotiating for training abroad, training for a foreign language, time or program fee requests to attend MBA or master classes, the request to attend a conference/panel out of the company, special functional programs offered by the company, and external coaching opportunities for some key employees.

One of the most striking topics is about the training demands for accelerated leadership programs. Both technical and non-technical employees are interested in attending leadership training. Especially, technical employees have two types of training requests; one is for more advanced technical training which is also generally offered by companies as it is required for the employee to perform his/her job, the second one is the leadership training to improve their leadership skills and soft skills. The second category is generally given selectively to a group of people who have leadership potential and are nominated or selected by their managers or with HR guidance.

For example, in one case, an HR director shared a story where they offered a technical employee to attend a leadership program with an external coach to prepare him for the next leadership role in the company. This was offered to him after an unsuccessful career dialogue during his application to the senior IT Director role. The company hired another person from an outside company but in order not to lose this senior employee, they wanted to prepare him for the next time.

Non-technical employees mostly negotiate and compete with other potential employees to attend leadership training. It is also selective and cannot be offered to everyone due to a high cost to the company.

So, as the leadership training is the most common one that is negotiated between the two parties, the companies need to have a well-placed leadership program internally or externally with the support of professional training & development companies.

10.2.1.5. Skill Development

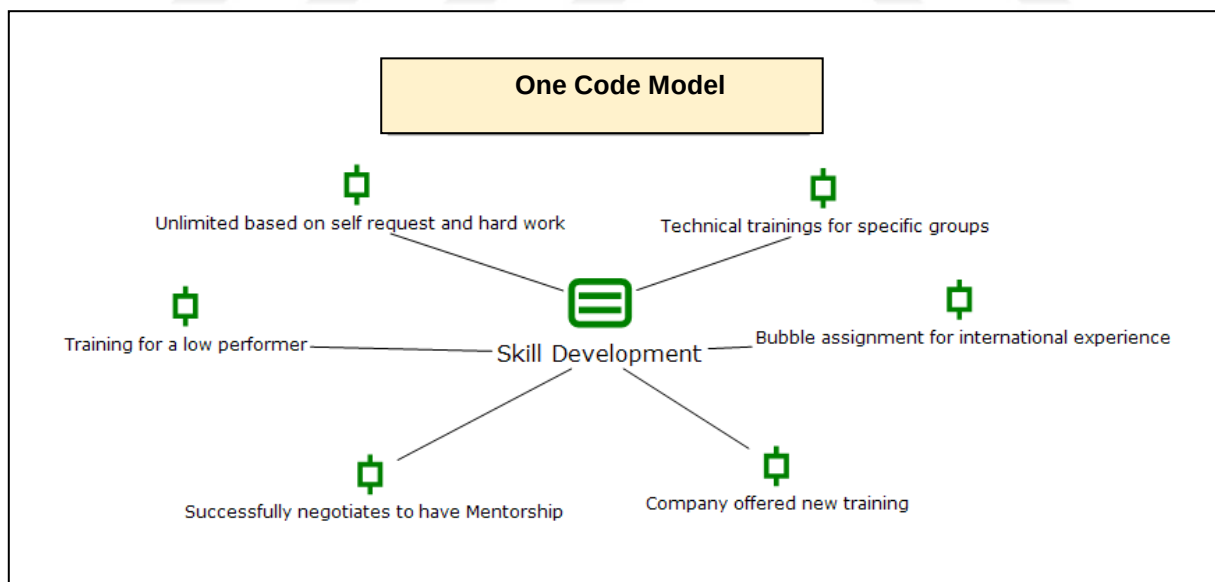


Figure 6 : One Code Model - Skill Development

For the purpose of improving their skills for a specific topic, employees ask for specific training based on their hard work. Sometimes the company offers this opportunity. The employees may have mentorship, or they can take bubble assignments for a certain period.

Besides, some low performers are also offered some training to improve their specific skills to perform better in their jobs.

Below, two cases that are not common in the literature will be mentioned. One of them is the bubble assignments that are given to some employees and the other one is about the training offered to low performers.

a) *Bubble assignment for specific groups*

Situation:

A Regional Talent Leader explains their several alternative development options for specific individuals based on their improvement areas.

I-Deals Content & Process:

She explains the process how they decided to propose a bubble assignment for one of their talents in the region. In a bubble assignment, the international company sends an employee to an overseas office to get international experience and to work in a different culture, or individuals at work go to another "area" to observe other teams to understand and learn more about how others are performing to get things done. It helps improving communication and understanding between workgroups. Generally, people are temporarily assigned to another environment---enabling people to help overcome some communication barriers. Here, in this case, the regional talent development leader explains the content: *“There were a high performer and high potential employee having the ability, commitment, and aspiration and was almost ready for next higher roles as an employee in our talent pool. But his English level was not so fluent for international roles, so we wanted to invest in him and offered him a bubble assignment in another country in the region to help him improve his English communication.”* (Participant 13)

Result:

As a result of this bubble assignment, the employee had the opportunity to connect with others in another country and had the opportunity to improve his English. It has been said that as this employee was a talent, it was worth to invest in such a talent but if a regular employee comes and asks for a bubble assignment, probably it would not be accepted. Because

it is a big investment with a high cost and the employer needs to be selective when making decisions on investing in people.

b) Training for a Low Performer

In the I-deals literature, we mostly see that training is offered to talents or accepted upon the request of a talented employee or a high performer. In this case, we see an opposite situation where a low performer goes to his manager and asks for additional training to perform better.

Situation

A manager tells about a story where he offered special training for a low performer who requested to have this training as part of his development plan. This employee was an underperformer for the last couple of years in the company and the manager was about to take some critical decisions for him whether to keep in the company or end the working relationship. (Participant 14)

I-Deals Content & Process:

The underperformer employee took the lead to improve himself and so the manager accepted his request and allowed him to attend the required training. The employee is a technical employee who has deep technical expertise with long tenure in the company and could not be replaced easily with a person with the same technical specialty. The manager tells the story as: *“As the employee came to me to take some training to improve himself, I accepted it because when an employee initiates something by himself/herself, he/she will value this opportunity much more than the situation where we offer him/her to attend training.”* (Participant 15)

Result

As a result, the employee is still working in the company and he improved performance ratings after he took the initiative to improve himself. This is an encouraging case for managers and employees who may face some performance issues in their career journey. If an employee is willing to change and he/she takes the lead to improve oneself, then it is worth

to allow him/her. Especially if the employees have highly important technical skills, it is worth re-evaluating their situation without any bias.

10.2.1.6. Developmental I-deals Model Summary

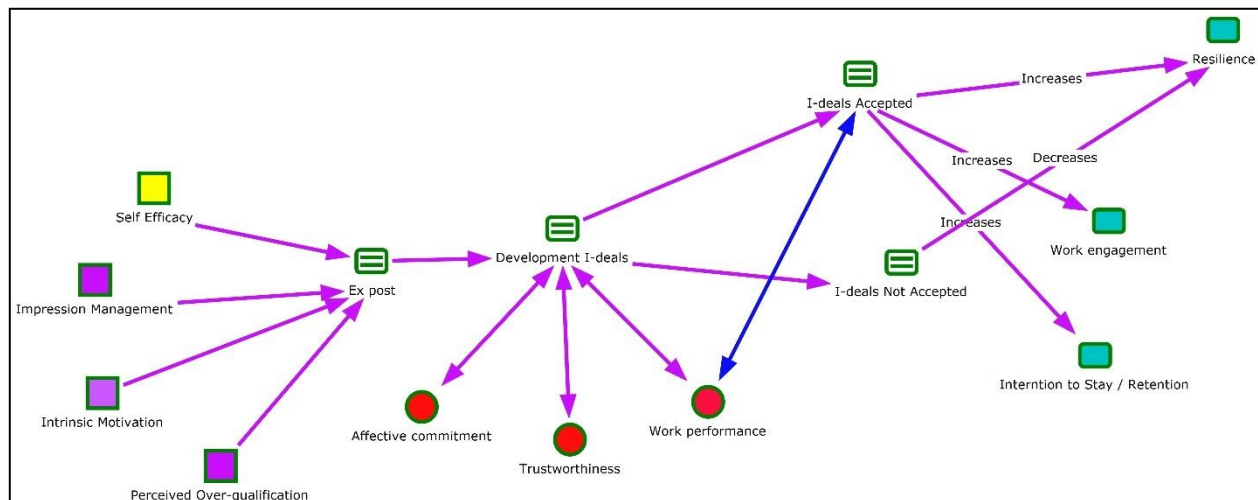


Figure 7 : Developmental I-Deals Model Summary

10.2.2. Flexibility I-Deals

Flexibility I-deals refer to special arrangements for work schedules, flexible working hours, and workload and work hour reduction. In the literature, workload reduction I-deals are not commonly negotiated across jobs (Rosen et al., 2013). Furthermore, reduction I-deals have consequences similar to flexibility I-deals (Liao, Wayne, & Rousseau, 2013; Rosen et al., 2013).

According to one code model, sub-dimensions of flexibility I-deals were found as location flexibility, scheduling flexibility, reducing work demands, flexible working hours, reducing working hours, and having fun in the work.

10.2.2.1. Flexible Working Hours

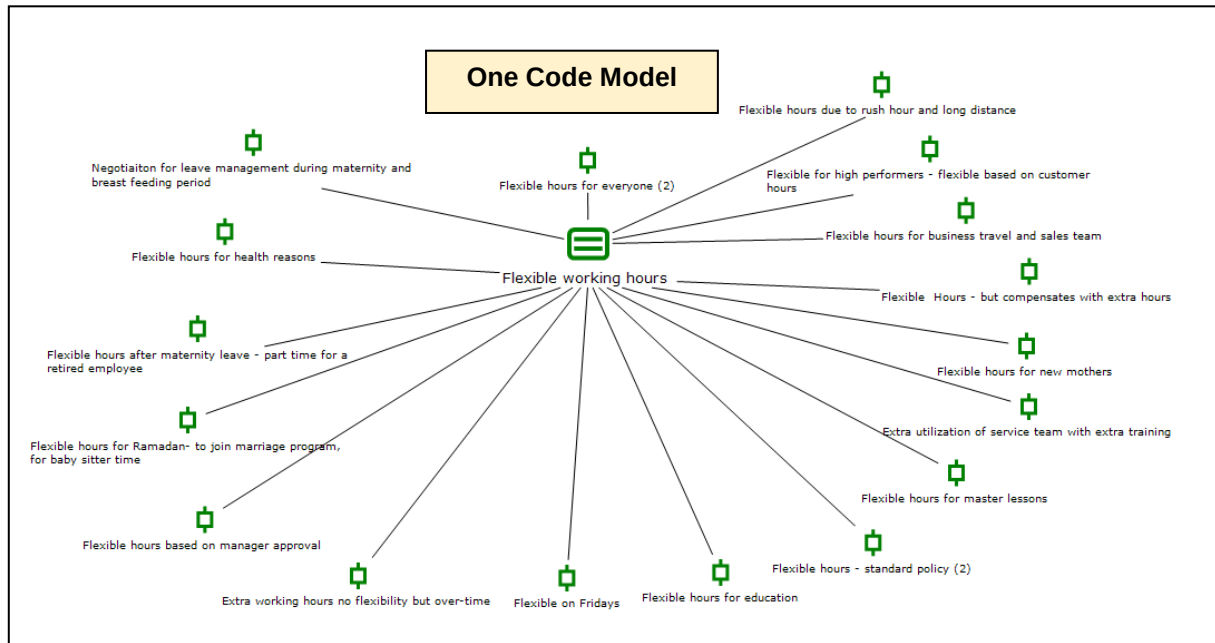


Figure 8 : One Code Model- Flexible Working Hours

It is mostly a standard practice to apply flexible working hour opportunities to all employees as seen in some of the cases (Participants 1, 3, 7, 12, 16). In some of these, flexible working hours are applied due to a specific reason with a solid justification given by the employee such as working with flexible hours due to attending a master course. (Participant 18)

An employee negotiated for leaving the office early due to rush hour and he was coming from a long distance. However, although his request for flexible working hours was accepted by the company, he did not feel so comfortable and tried to compensate it by working for long hours once a week. (Participant 2).

With the increasing number of women taking part in work-life, there have also been significant increases in the negotiation topics for women. Especially, particular flexibilities are given to women after a maternity leave period (Participant 13, Participant 6) or for mothers who have small kids (Participant 10).

In some cases, due to the nature of the work, employees are forced to be more flexible with extended hours rather than reduced hours. An employee from the media sector says that: *“As there is no time definition in the media sector, in order to make an early broadcast in the morning, you need to work until late hours the day before, so you may work 13 hours in a day, even you may not go home during critical days.”* (Participant 9).

An HR manager describes different kinds of requests about working with flexible hours:

“When an employee shares his/her challenge about working hours, we do not want to lose this person just for working hours, so, we try to find other solutions with several programs in the company. When they have the desire to do Ph.D. or master programs, we may offer flexible working hours or part-time working. If a mother cannot justify our working hours due to her babysitter’s hours, then we may negotiate with her for different alternative hours. One of our employees asked for flexible hours during Ramadan time because of religious reasons. One employee wanted to attend a marriage program and asked for flexible hours to attend that program for a couple of days a week. We respect these different requests as we are working in a diverse environment.” (Participant 21)

Again, due to the nature of the work, salespeople are given more flexibility by their managers. An HR manager explains this example: *“Sales employees are working home office and they make their schedule on their own. However, although as a rule, they need to work between 08:30-17:30, good performers may start their program at 10:00 a.m. and finish early. But this is a confidential process between the manager and the employee. If they also have travel arrangements, they can be more flexible in their schedule based on their travel times. In order not to decrease their motivation and morale, we do not ask them about their schedules. There are two dimensions; some of them are confidential and some of them are very open. It is more hidden in the lower level but more open at a high level. The reason why all employees can not apply that practice is the lack of readiness across the entire company. The CEO of the company is also coming to the office very early, so, other employees can not come late.”* (Participant 11)

In most cases, it is seen that high performers are given more flexible hours as compared to low performers. That is because managers have concerns that low performers may

abuse the system without working enough and without delivering results. A manager says: *“We have utilization targets and to balance the workloads among the employees, we give additional training for underutilized employees. If the workload is too much on certain employees, then they become demotivated and start to complain about their workload. We are flexible in working hours but some employees are lazy rather than being flexible. For example, if a high performer asks for an extra vacation it does not take my attention but when an underperformer asks for extra vacation, it really annoys me as his/her manager.”* (Participant 5)

10.2.2.2. Location Flexibility

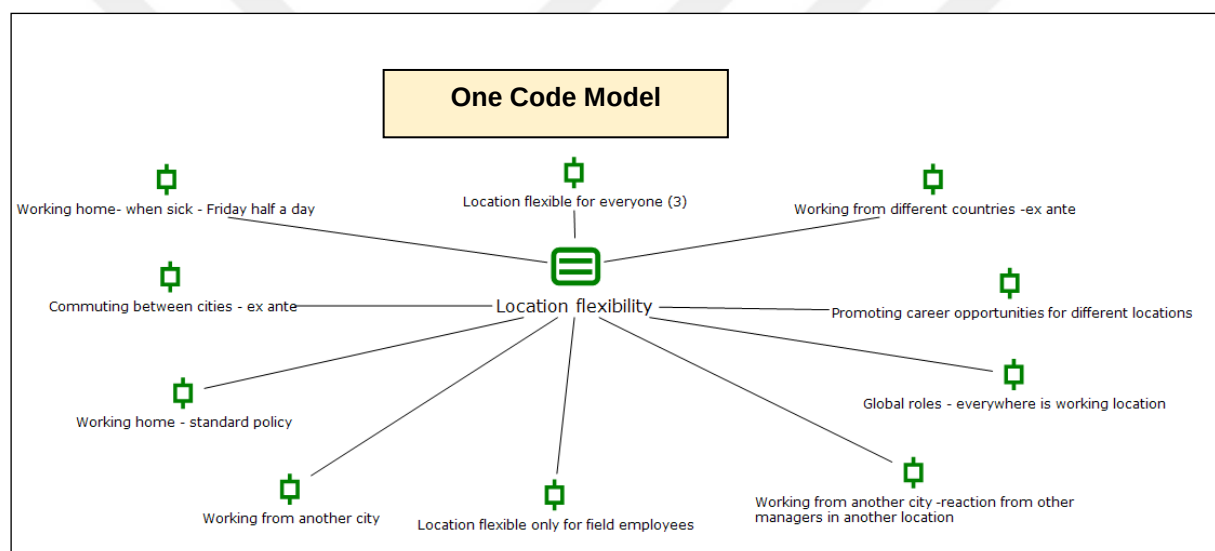


Figure 9 : One Code Model - Location Flexibility

In some cases, it is given to all employees regardless of their positions or conditions. In others, however, it depends on the role and job content or special condition of the employee. For example, one HR manager mentioned that they provide location flexibility only for sales employees who should be in the field most of the time. (Participant 11)

An HR Manager gives an example of a different condition: *“One of our managers wanted to move to another city due to her child’s school, otherwise she would leave the company. So, we created another option for her to work remotely by coming to the office once or twice a month.”* (Participant 21)

A Talent Leader gives an example for a regional role: *“An HR manager is commuting from one country to another and his family is even in another country regardless of the work location. He uses a one-month flexible working option from home in the summertime.”*

An HR professional gives an example for an employee: *“One of our employees is in İstanbul but he is working for a role in Ankara. He is in Ankara during weekdays and comes back to İstanbul for weekends.”* (Participant 6)

Location flexibility also depends on the job scope and the external dynamics of the job. If the job performer should interact with other people in a face to face way or by facing with clients all the time, then it is much more difficult to provide this flexibility. However, if the person has a job that requires no or limited interaction with others, then it is easier to give that flexibility to the employee. For example, a Recruitment Manager shares examples of global roles that do not require existence in the office: *“We have so many global roles where employees are working at any location. Their managers are generally located in another country and if they do not need to be in a face to face interaction with other people in the office, then they can easily work from home or somewhere else. Also, people who travel a lot do not need to be at the office all the time.”* (Participant 10)

We also see that if a person has a restriction in terms of being promoted to a higher position due to location difference, then he/she may tend to negotiate role requirements to perform the job from two or more different locations. A manager mentions that: *“One of our leaders applied for a role covering all Turkey but he wanted to be located in Ankara due to family reasons. So, he negotiated to be located in Ankara by coming to İstanbul twice a week. As the employee had a big potential to grow and we did not want to lose him, we accepted his proposal and the two parties compromised on some conditions. The employee was eager to grow and negotiating for this bigger role, we allowed him to take more challenging roles in his career.”* (Participant 4)

10.2.2.3. Schedule Flexibility

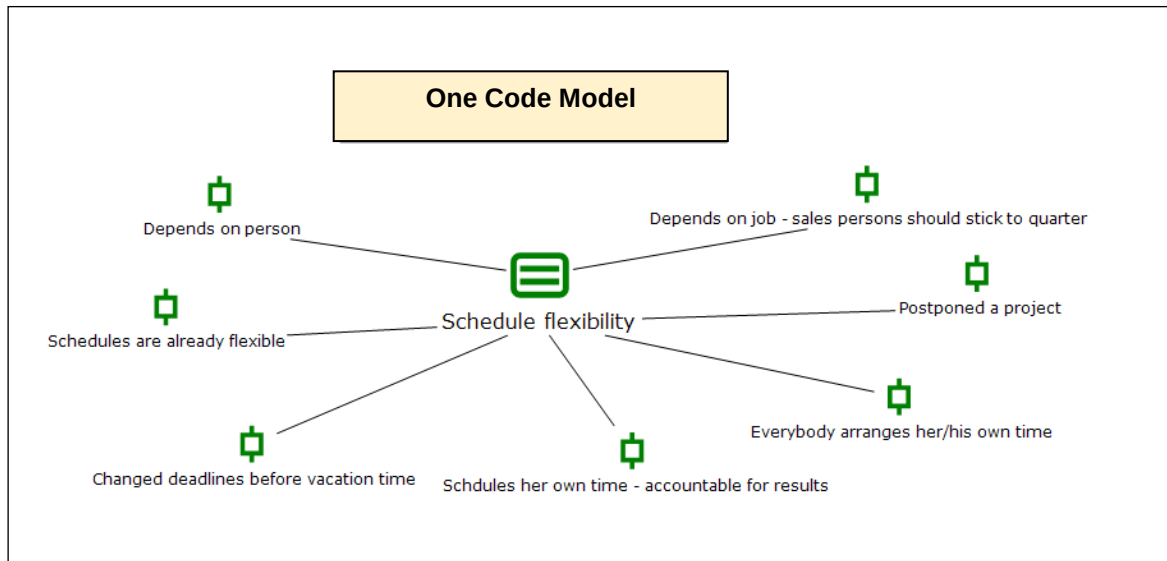


Figure 10 : One Code Model- Schedule Flexibility

Only a few flexibility topics are related to schedule flexibility which is common in most cases if the employee performs his/her job within the given timeline by meeting the deadlines. (Participant 8, 17, 18)

An employee explains her perspective: *“I schedule my agenda myself, for example, we are planning to implement a new CRM tool at a certain defined timeline, but I postponed this because the conditions were not suitable at that time. There was a huge sales pressure so we did not want to make extra projects under high pressure. I negotiated with global teams to convince them to postpone the project.”* (Participant 18) So, schedule flexibility also depends on other people who are influenced by the outcomes of the work. As seen in this example, the employees can face those situations to convince other people to change the timeline of a critical project.

An employee tells his story about how he changed the time of a presentation based on his vacation days: *“We have standard reports that we prepare and present each month on a certain date, but one month I changed it based on my vacation dates.”* (Participant 8) Therefore, it is obvious that personal arrangements may also have a solid impact on work schedules.

As a result, schedule flexibility varies on the content and scope of the job. An HR professional says that: *“Having the opportunity to be flexible on schedules depends on the area of the work; for example, a sales employee can not propose to make some sales for the next quarter. The sales should be done on time as planned.”* (Participant 22)

10.2.2.4. Reducing Work Demands

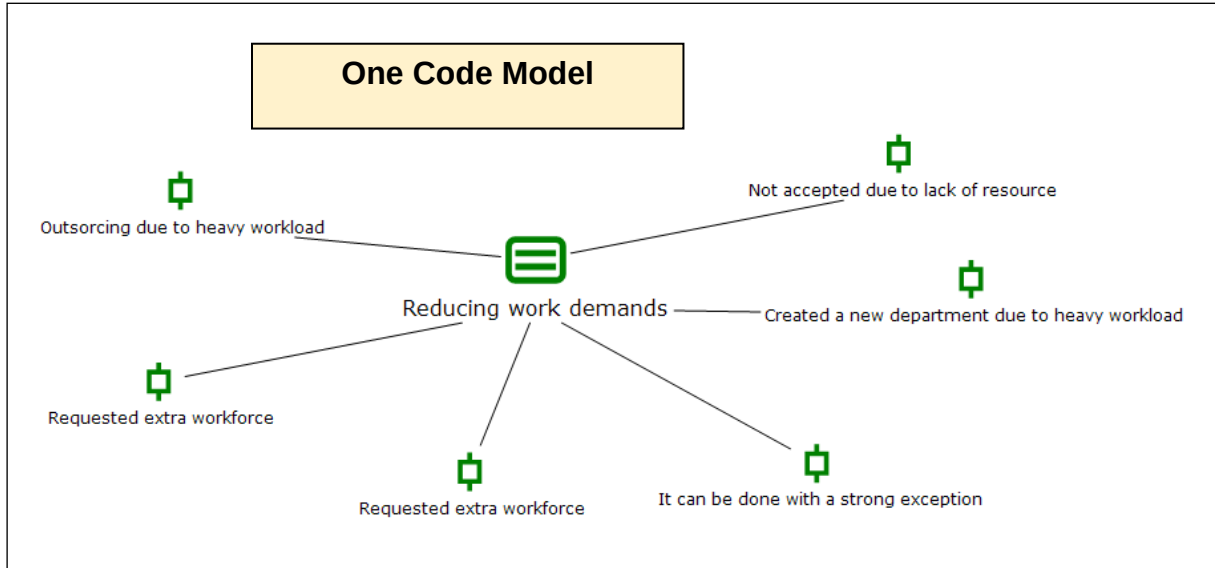


Figure 11 : One Code Model - Reducing Work Demands

An employee shares his story about asking additional resources to decrease his work demands: *“I requested to hire one more person and it is accepted. But normally this is a difficult negotiation because it is always a resource and budget issue. Even you convince your manager, it is hard for him/her to convince my one-over-one manager. So, it takes a too long time to have a result on this topic.”* (Participant 18)

An HR manager tells his story about negotiating to arrange work demands across two functions: *“Facility management was under the human resources function and there was a huge workload; besides, the demands were coming instantly from all employees to us as HR. So, I negotiated with the top management to establish a new department as facility management and with their approval, we set up a new department. At the director level, when we have overload with many tasks, we offer to open a new department as a new function. Having this new department with a new department head helped us to focus on our core topics as HR and made us more strategic in the eyes of the employees.”* (Participant 11)

10.2.2.5. Reducing Work Hours

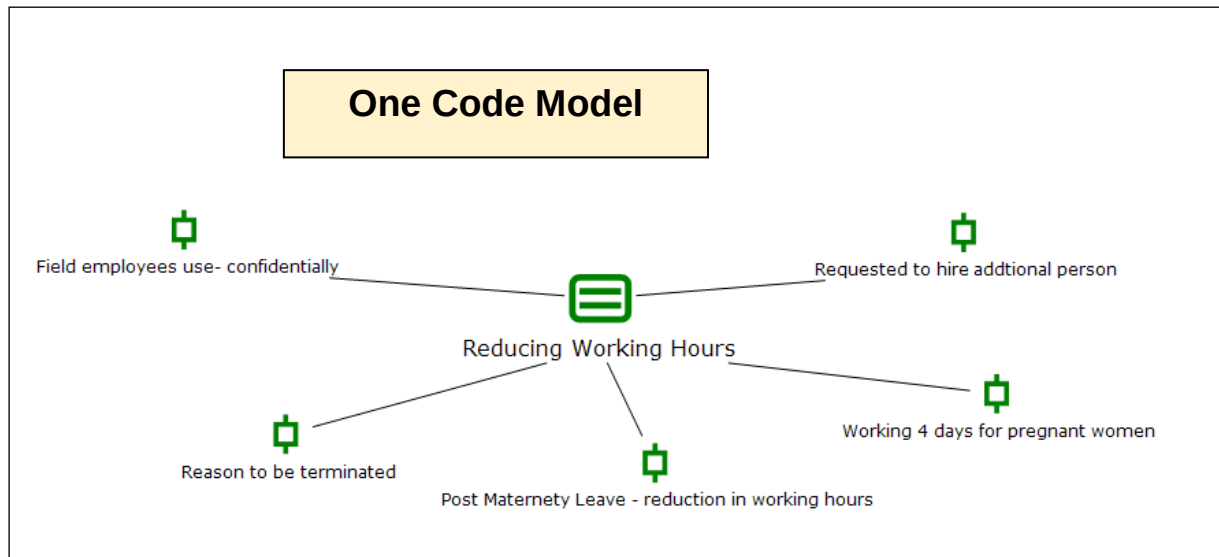


Figure 12 : One Code Model - Reducing Working Hours

Discussions and negotiations around reducing working hours come from employees who work for very long hours (Participant 9), or to support diversity, they are provided to female employees mostly to support their career (Participants 13, 20). Some of these requests are taken care of confidentially, but if the employee delivers results on time, it will not be an issue for the company (Participant 11). In some situations, requesting to reduce working hours is a reason for termination as per the employee perception. (Participant 7)

10.2.2.6. Flexibility I-Deals Model Summary

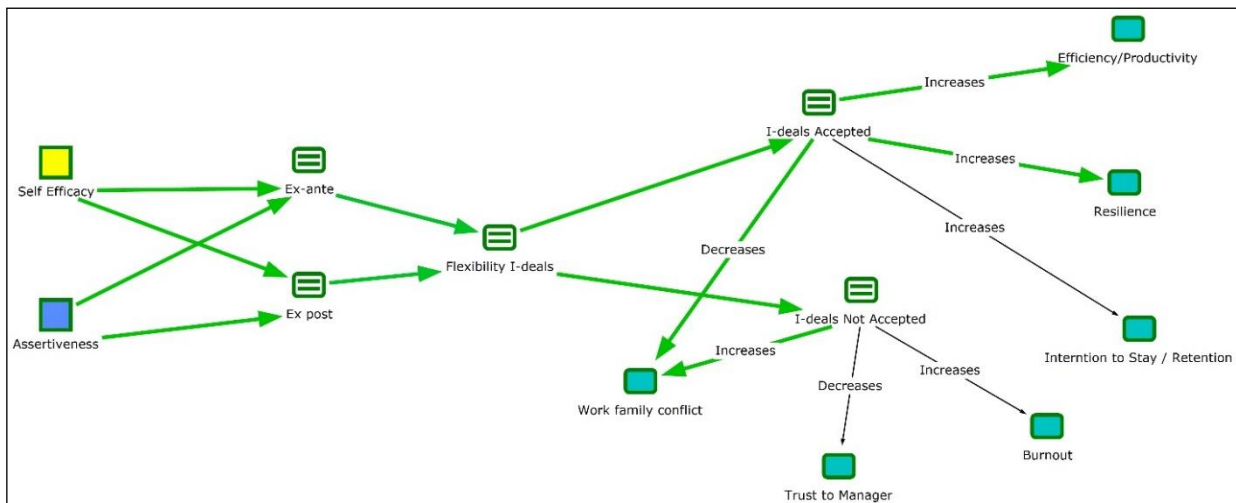


Figure 13 : Flexibility I-Deals Model Summary

10.2.3. Financial I-Deals

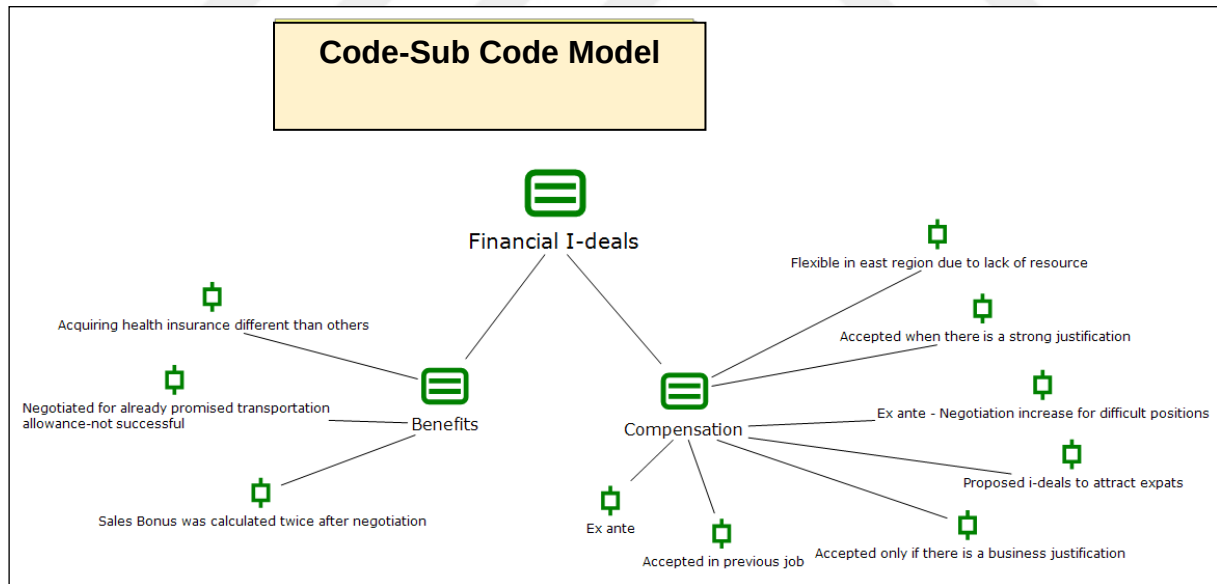


Figure 14 : Code- Sub Code - Financial I-Deals

10.2.3.1. Compensation

Among the financial I-deals, in this study, it was found that salary amount, sign-on bonus, severance payment during transfer, and bonus structure are negotiated as ex-ante I-deals related to compensation topics.

A Recruitment Manager gives an example around an ex-ante I-deal about the compensation package: *“During the recruitment process, candidates ask for additional amounts to justify their severance payment, also they question the bonus structure which will have an impact on their total cash income.”* (Participant 10) So, sometimes it becomes a long discussion process when companies mostly have a different salary and bonus structure with different performance indicators.

As ex-post I-deals, there are cases related to salary negotiations, inflation increase, salary adjustment for a high performer, and another salary adjustment for an employee who learned the salary of a co-worker.

Looking at the incidents, salary is a common topic that is negotiated during an ex-ante and ex-post I-deals process. Especially during ex-post negotiations, the confidentiality of the I-deals process becomes much more important when it comes to salary. Managers have serious concerns about confidentiality as some employees tend to share their salary information with other colleagues. (Participant 4)

A Regional Talent Leader shares her experience about expats: *“Sometimes the process for expats can be so exhausting that they question every detail and they do not accept each condition. So, we created very special conditions beyond the standard practices to attract strong expats to the region.”* (Participant 13). A senior manager in the IT sector shared his view around salary increases: *“If there is a business justification to increase one’s salary, then it can be 100% successful but if there is no justification then it would be definitely an unsuccessful negotiation.”* (Participant 14).

A Compensation and Benefits Manager shared his view around the effect of salary negotiation on credibility: *“If we have strong profiles coming from a competitor, during the hiring process, their range can be higher than ours. If the candidates are also aware that they are strong profiles and if they are in the talent pool of the current company, then they insist*

Another concept was around having a fun environment in the team and the company with more social activities. Individuals may ask for more team events to get connected with others to increase their network.

10.3. THE GOALS OF I- DEALS

Conceptually, I-deals are purported to attract, retain, and motivate employees by improving the quality of life off the job, promoting work-family balance, providing recognition of one's value, and allowing employees to customize jobs around their skills and career aspirations (Greenberg et al., 2004; Rousseau, 2005; Rousseau et al., 2006)

During the interviews, participants were asked about the goal of I-deals from the employee, manager, and organization perspectives. From the employee perspective, the purpose is the utilization of one's competencies and skills, being more satisfied with the career, and being more efficient and more satisfied with the job. From the manager's perspective, it is mostly applied to increase the performance, engagement, and job and career satisfaction of the employee. From the organization perspective, the goal is retaining the key talent, building future leaders, and aligning with the competition in the market.

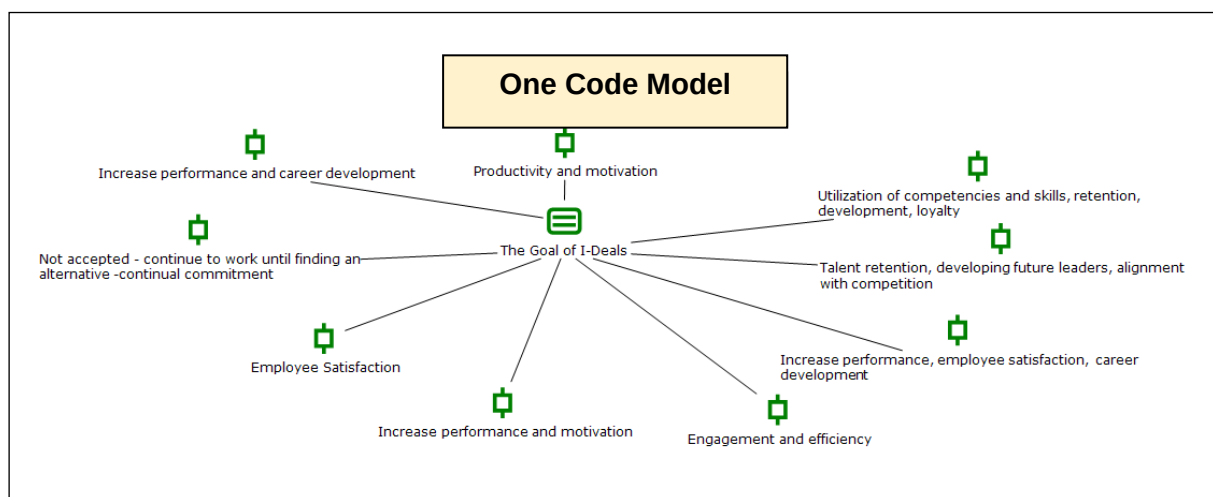


Figure 16 : One Code Model - The Goal of I-Deals

10.4. THE IMPORTANCE OF LEADERSHIP BEHAVIOUR

Leadership could be defined as managers' attempts to influence employees' behavior to achieve organizational goals during their interaction. As a result, leadership could also be described as managers' selection of bases to influence employees' behavior. A manager could prefer to build his/her leadership based on the trait approach, behavior approach, power/influence approach, and/or situational approach. Managers build different leadership styles via using different combinations of leadership approaches depending on employees' or organizations' individual characteristics to achieve organizational goals (Yukl, 2005).

Transformational leadership refers to the transformational influence process, or, in other words, leader-follower interaction. Transformational leaders use factors of attributed idealized influence, behavioral idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders treat employees as individuals and they play coaching roles in their relationships with employees. Charismatic leadership, as a kind of transformational leadership, could be defined as managers' ability to inspire enthusiasm and action in employees via personal attributes (Zehir et al., 2014). Transactional leadership, on the other hand, involves motivation factors of promises, rewards, and praises (Lo et al., 2010).

Authentic leadership, as a new kind of leadership that has emerged during the 1990s, focuses on ethics and authenticity to ensure confidence and hope in the relationship with employees to develop them to achieve organizational goals (Miniotaite & Buciuniene, 2013). Avolio and Gardner (2005) proposed that authentic leadership has a positive impact on organizational behavior and transparency. Sustaining a positive organizational behavior would certainly increase organizational commitment and as a result, it is expected to have a positive impact on I-deal negotiations. Transparency would also contribute to the process of managing co-workers' reactions. Avolio et al. (2004) also proposed that authentic leadership would increase self-awareness and self-regulated positive behaviors, fostering positive self-development. Self-awareness is seen as a positive factor affecting the success of I-deal negotiations while self-regulated personal behaviors would also increase employees' ability to adapt personal deals with the organization. Self-development would also fuel developmental I-deals' potential to increase employees' abilities.

Agile leadership refers to the manager's ability to see issues from different perspectives in terms of encouraging and empowering cross-functional teams. Agile leaders can develop communication which provides the grounds for interaction and reciprocal learning by communication. They are also able to inspire the employees for commitment as well as to engage and unify them. Besides, agile leaders can also empower employees to display collaborative behaviors and to innovate new ways of collaboration (Parker et al., 2015).

Ferreira et al. (2012) address self-organized teams and agile leadership as a solution for eliminating traditional management practices' weaknesses in identifying team members' perceptions of goals and performance requirements. As a result, managers with agile leadership skills are expected to be more aware of employees' perceptions of organizational goals and performance expectations. Thus, agile leaders are expected to manage I-deals negotiations more properly. Additionally, Collyer and Warren (2009) have proposed that agile project management would increase employees' self-awareness and, as a result, their performance. Self-awareness is also a positive factor affecting the success of I-deal negotiations.

In the figure below, it is seen that when some common statements different than the above-mentioned leadership styles are grouped, authentic leadership and agile leadership styles come up with the leadership characteristics that the participants mostly emphasized.

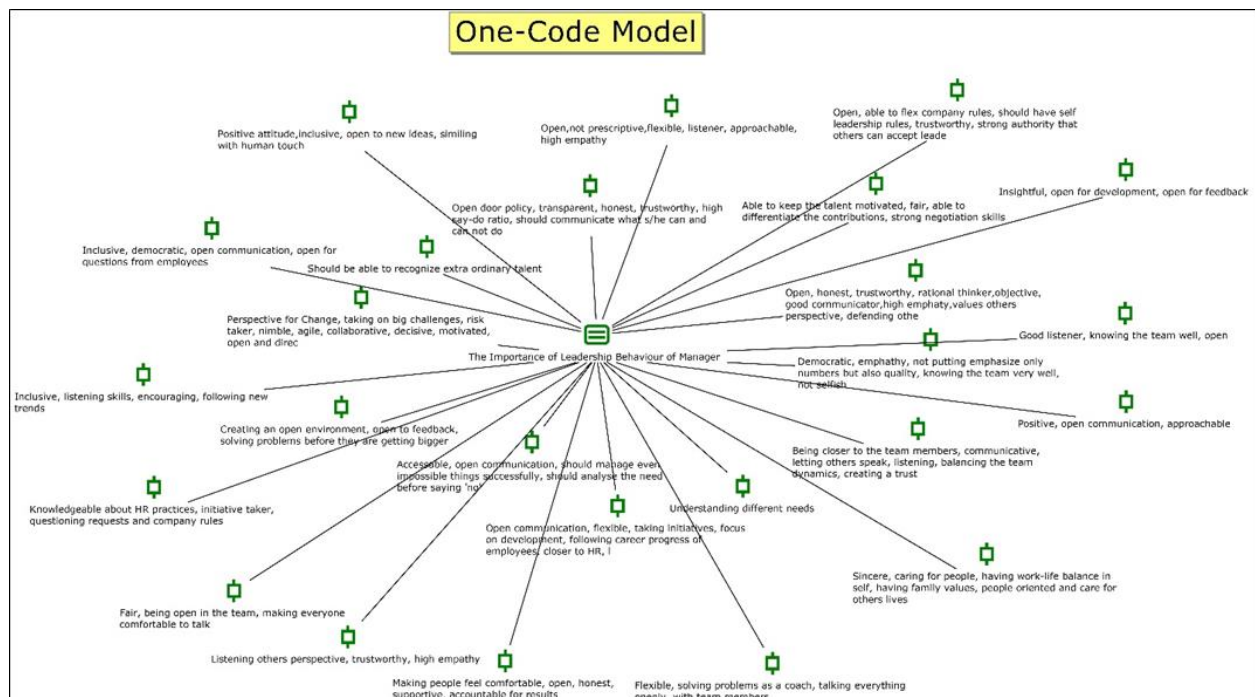


Figure 17 : One Code Model - The Importance of Leadership Behavior

Looking at the above Figure 17, below in Table 1, it can be found how they are listed with the participants' definitions for leadership characteristics under authentic leadership and agile leadership.

Table 1 : Expected Leadership Characteristics for an Effective I-deals Process

	Authentic Leadership	Agile Leadership
Area of Focus	Development, care for people, empathy, balancing co-worker relationships	Flexibility, delivering results, agile workplace, questioning bureaucracy
Differentiating Characteristics	• Good listener: letting others speak, making everyone comfortable in terms of talking • Balancing the team dynamics • Democratic, highly empathic, not putting emphasis only on numbers but also the quality, not selfish, knowing the team very well • Inclusive, open for questions from employees, values others' perspectives, defending others, respecting everyone's expertise in the team • Insightful, open for development, open for feedback • Listening to others' perspectives, trustworthy	• High Flexibility • Accountable for results • Analyze the need before saying 'no' (Quick problem solver) • Able to communicate what s/he can and cannot do • Able to flex the company rules, should have self-leadership rules • Open to new ideas • High focus for change • Taking big challenges • Risk-taker • Nimble and agile • Decisive, open, and direct • Following new trends

	• Focuses on the development, follows the career progress of employees, closer to HR • Sincere, caring for people, having work-life balance in self, having family values, people-oriented, and cares for others' lives	
Common Characteristics	• Able to keep the talent motivated, able to differentiate the contributions, strong negotiation skills • Being closer to the team members, communicative, creating trust • Creating an open environment with open communication, open to feedback, solving problems before they get bigger, honest, trustworthy, rational thinker, objective, good communicator • Fair, being open in the team • Inclusive, listening skills, encouraging others • Recognizing individuals, explaining the justification of I-deals given to any team member • Positive and approachable • Understanding different needs • Talking everything openly with the team members • Knowledgeable about HR practices, initiative taker, questioning requests and company rules • Making people feel comfortable and supportive • Trustworthy and solving problems as a coach	

10.5. THE ROLE OF HR IN THE PROCESS

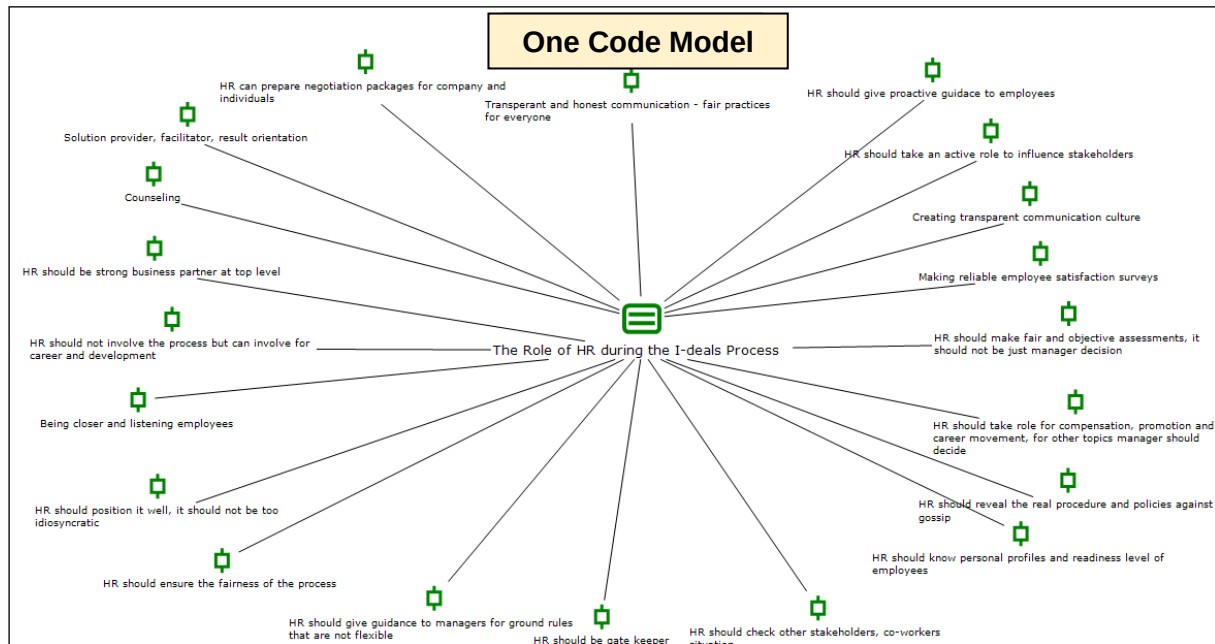


Figure 18 - One Code Model - The Role of HR during I-Deals Process

The role of HR during an I-deals process is mostly emphasized as an independent 3rd party. Participants informed that HR generally joins the negotiation process. They agreed that HR could participate but they also demanded standardized assessment rules to limit HR's intervention and cynicism. Some employees think that HR should not be involved in situations related to flexible working hours and schedule and task management-related issues since they believe these should be handled by the managers as they are work-related. Some participants, on the other hand, said that HR's intervention is important since the manager could stop an employee's promotion if the employee is better than the manager.

Also, it is reported by some participants that HR's participation depends on the case. HR should contribute by ensuring the culture for open communication. Most of the employees think that HR should take responsibility and guide the employees, and also HR should act proactively to promote talented employees. The key roles for HR were emphasized during the interviews as explained in the below section.

10.5.1. Coach Role

Like managers, HR also has a role in coaching the employees. Besides, HR coaches managers to help them identify, keep, and engage talented employees. Having on-going conversations and coaching sessions is valued by employees especially when they are conducted proactively by the HR with talented employees to coach them for career development, work-life balance, engagement, etc.

10.5.2. Advisor Role

Most of the managers and employees emphasized that they have limited knowledge about the company policies and procedures to grant/ask for an I-deal topic. It is said that some of the topics already exist somewhere within company policies and procedures and HR can be an advisor for such policies and procedures. Also, if the topic does not exist, HR can promote new ways of doing this and aligning this with existing policies and procedures is expected to limit the fairness-related concerns expressed by co-workers.

10.5.3. Facilitator Role

During the I-deal negotiation processes, some participants emphasized that HR can take the facilitator role between the two parties by facilitating the conversation to have better solutions for both sides. Especially, if a conflict arises during the conversations, HR can be the independent party to facilitate the desired outcomes for the organization, employees, and managers.

10.5.4. Counseling Role

I-deals do not always end with the desired outcome for any of the sides and especially for individuals who started the process to ask for an I-deal topic. In such situations, some participants openly share their experiences of unsuccessful I-deals outcomes such as stress, exhaustion, feeling not valued, and disengaged. For such situations, some employees stated that HR can take the “counseling” role to follow and provide counseling to these employees to make them feel better and engaged again. So, counseling was suggested as a desired service/action expected from HR professionals.

10.6. THE OUTCOMES OF I-DEALS

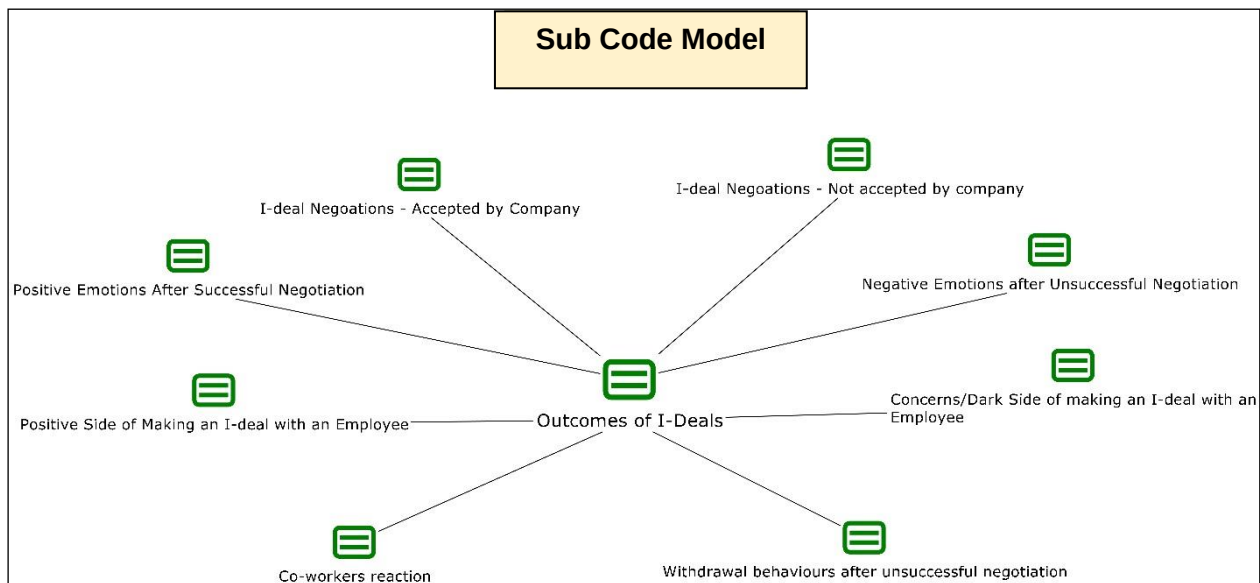


Figure 19 : Sub Code Model - The Outcomes of I-Deals

Figure 19 puts forward that if I-deals negotiations are accepted by the company, they could create positive emotions when negotiations are successful, besides, they could create co-workers' reactions as a side effect. If the I-deal negotiations are not accepted by the company or the negotiations are unsuccessful, they could create negative emotions or result in withdrawal behaviors.

10.6.1. The Positive Emotions after Successful I-deals Negotiations

The majority of the positive emotions after successful I-deals were reported as feeling valued and successful with increased motivation and engagement. However, some participants expressed that they believed they had deserved the I-deal when the I-deal was accepted by the company and did not feel great happiness. Besides, they felt exhausted due to the tiresome negotiation process. After waiting for the desired I-deal for a long time to be granted, when the I-deals were received, it did not have the same meaning as before. The ones whose I-deals negotiations were accepted by the company, on the other hand, also reported an increase in performance, productivity, motivation, engagement, job satisfaction, and organizational commitment, including a positive impact on retention. Some reported that self-motivation and self-engagement related to the work and the organization increased when their I-deal offers

were accepted and they felt like a valuable and successful employee. However, some still considered leaving the organization due to a lack of financial satisfaction.

Participants said that they were too demotivated until the I-deal negotiations started and one of the participants did not believe that the I-deal would be successful even during the negotiations. However, the successful deal made him too happy and improved his confidence in the organization. The participant said that he believed that the organization was trying to stall him when he was offered another position during the I-deal negotiations rather than proposing a promotion. However, his changed position increased his performance and it turned to a win-win deal both for him and the organization.

10.6.2. The Negative Emotions after Unsuccessful I-deals Negotiations

The negative emotions after unsuccessful I-deals were reported as a loss of trust and motivation with deep resentment, feeling unsuccessful and losing hope, and feeling deeply sad with anger and hate against the manager. Besides, they felt frustrated, displayed no willingness to show extra behaviors, levels of motivation and engagement were lowered, and even they tended to hide critical information and breach the confidentiality of the company.

The majority of the participants said that they felt bad at the workplace after an unsuccessful I-deal negotiation. For example, an employee demanded to attend a language course but the manager said her performance was not sufficient. The manager's negative comment on her performance resulted in a visible performance decline in the employee. Some participants also mentioned that they felt disappointed and they thought of seeking a new job. Most participants emphasized outcomes as losing trust, bad feelings (hate, anger, distrust) towards the manager, and losing hope and optimism. They developed fear for the future and their motivation and engagement towards the organization decreased. The ones whose I-deals negotiations were not accepted by the company also reported burnout, an increase in stress levels, disconnection with management, and the intention to leave.

Participants who are HR professionals said that employees' job engagement declined, their attitudes were deformed, and their team engagement weakened. The participants also said that some employees accepted the situation but some of them decided to quit. Employees' reactions depend on the manager's accountability and also on their self-confidence. Employees with low self-confidence were affected more negatively.

10.6.3. The Positive Sides of I-deals

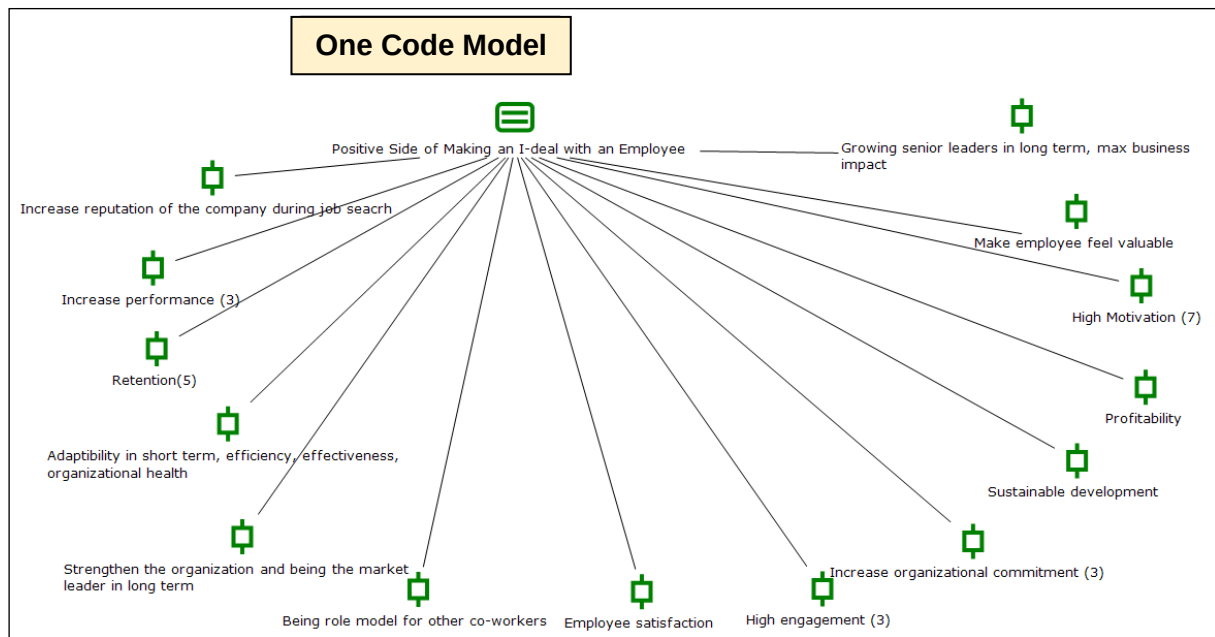


Figure 20 : One Code Model - Positive Sides of Making an I-deal with an Employee

The participants said that I-deals increased their self-motivation, job satisfaction, work engagement, and desire for retention. It is reported that I-deals also help employees develop their skills and increase their performance.

Consequently, I-deals would benefit companies via increasing performance, increasing the prestige of the organization for newcomers, decreasing employee turnover, increasing sustainability, increasing the organization's ability to adapt to changing conditions in a short time, increasing efficiency and effectiveness of the organization, and increasing organizational health. I-deals also help organizations to raise senior leaders and next-generation employees. They also assist the organization in building the organizational culture and a true organizational environment, and, as a result, be a market leader.

10.6.4. The Dark Sides of I-Deals

The participants stated that employees' concerns rose through I-deals if the managers of HR did not manage the I-deal processes properly. Besides, employees could enter a continuous negotiation process by increasing their demands more and more. Unsuccessful I-deal negotiations could make employees feel offended and, as a result, their work engagement

could be decreased. The respondents also said that some employees could tend to abuse the I-deal process and they could also breach confidentiality agreements.

I-deals also carry the risk of increasing costs and, as a result, limit the organization's resources while they could also weaken organizational policies. When the desired results could not be achieved through I-deals, it would increase the organization's null costs. The participants also said that I-deals could damage intra-organizational relations and also team dynamics via damaging the perception of fairness within the organization if they are not offered to the right employee.

10.6.5. Co-Workers' Reactions to I-deals

It is reported by some participants that co-workers' negative reactions could risk other employees' willingness for retention or they could decrease the team's trust in the manager. If the manager falls short of properly managing the I-deal processes, co-workers could feel worthless via thinking that they are not good enough to attract an I-deal.

It is also said that the manager has the responsibility to explain the justification of the I-deal and convincing co-workers for its fairness. These issues have crucial importance in terms of limiting co-workers' negative reactions. I-deals could fuel the gap for the perception of fairness between employees and the organization. Co-workers' unfairness perception could be in the form of considering the salary scale as unfair, perceiving a lack of transparency within the organization, or sensing cynicism/favoritism within the organization. It is reported that co-workers' reactions could also be in the form of gossiping. Co-workers could also think that the I-deal was offered to an employee who does not deserve it.

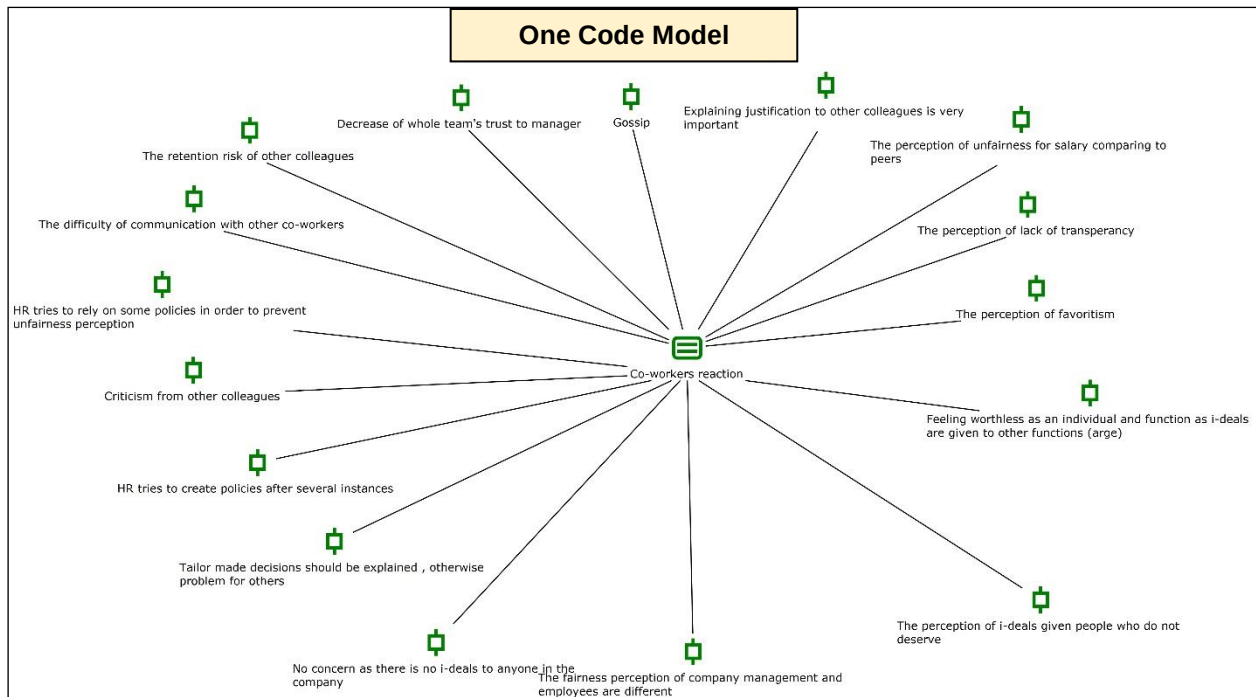


Figure 21 : One Code Model - Co-workers' Reactions to I-deals

11.EXPLORING EMPLOYEE-MANAGER ROLES IN AN I-DEALS PROCESS WITH A FOCUS ON THEIR PERCEPTUAL DIFFERENCES

Having the foundation of theory of LMX which focuses on the relationships between managers and individual subordinates and the development of these relationships over time (Cashman, Dansereau, Graen, & Haga, 1976; Graen & Cashman, 1975); during the research, dyadic relations of managers and employees were also explored in a deeper context through three case studies to understand the different perspectives of managers and employees in the course of an I-deal making process and to identify how perceptual differences in this dyadic relationship influence the outcome of the I-deal negotiation.

The first case of dyadic I-deals relations between a manager and an employee revealed a perception difference between them in terms of what matters most at work and the priorities of the employee. The second case of dyadic I-deals relations between a manager and an employee exhibited how the two may have different views, especially about an employer-initiated I-deal process. In the third case of dyadic I-deals relations between a manager and an employee, it became apparent that if the manager has good leadership skills and he shows how much he cares for employee expectations, the employee does not take a refusal as negative, given that the manager shows his best to make the employee feel comfortable in other areas that he can influence. The further background and details of these three cases are explained in the below section.

11.1. DYADIC RELATIONS CASES

11.1.1. Case 1

Brief Introduction of Manager 1 & Team 1:

Function: Sales Team

Number of Direct Reports: 5

Sector: IT-Digital - Online Media & Digital Channels

Manager 1 is an experienced manager who has tenure of more than 14 years in the business (male, 39 years old). In his role, he has been managing a team of 5 people in the sales function of the organization. The manager defines himself as a very disciplined, structured, open, and honest person who always likes to have firsthand communication with his direct

report employees. He has been also defined as “so constructive that he always tries to solve problems” by Employee 1 who has been interviewed within this context.

The 5 direct reports in his team are diverse employees with different backgrounds and cultures. The overall deliverables and performance record of each employee is very different than the other, based on the sectors they are in charge of or because of the different backgrounds they have. The manager puts high efforts to differentiate his employees in terms of their contributions to their targets. All members have very clear performance metrics and are being coached closely by the manager daily. The manager also has a monthly rhyme with each member to discuss their challenges, career expectations, development areas, and support needs from the manager. During these one-to-one interviews, the manager reveals all the expectations about everyone and understands their needs accordingly. I-deals conversations also evolve during these one-to-one conversations with the team members.

a) Manager and Team Interactions for I-deals:

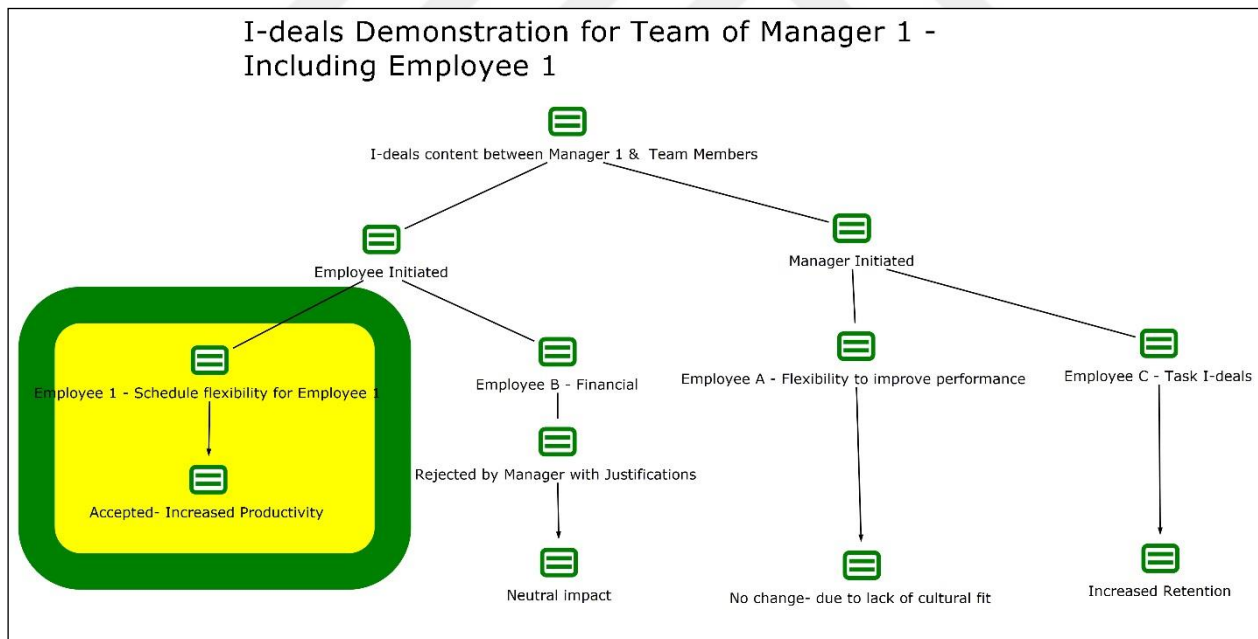


Figure 22 : Case 1 – I-deals Demonstration for the Team of Manager 1

Figure 22 demonstrates the I-deals process for Manager 1 for the entire team including Employee 1 who represents one of the team members who strongly negotiated and was granted I-deals from the manager. So, a further interview was conducted with Employee 1 to

understand the different perspectives of the manager and the employee during the I-deals negotiation process.

Manager 1 & the Team: Employee-Initiated I-deals:

Employee 1

Employee 1 is an experienced sales expert in the sector with more than 10 years of experience (female, 36 years old). She defines herself as an employee who is over performing and delivering good results and so gives the confidence and trust to her manager that she can deliver results in every condition. The manager defines this employee as a high performing, disciplined, structured, result-oriented, and trustworthy person. The manager says: *“She has the highest credibility in the team that I can give any flexibility for any topic without hesitation, knowing that she will deliver results even during tough times”*. Employee 1 states that they have a very open and honest relationship with her manager.

The manager sees Employee 1 as the best employee in the team and he mentions how he is willing to grant most of the I-deals she asked for. I-deals negotiations between Manager 1 and Employee 1 will be described in the below section in more detail while the perception differences are being explained.

Employee X:

Manager 1 mentioned another employee-initiated I-deals example. One of his team members was away from the company for the last 6-8 months due to some health issues and during the salary increase period, he was not given a solid increase. Then, the employee approached the manager questioning why he was not given a good increase and asked for more increase. The manager rejected this request kindly explaining that his contribution to the company was limited during the year and the company even supported him to stay there during the tough times. The manager was surprised to see that the employee was asking for more without giving anything back to the company. This example can also be explained by Social Exchange Theory that nothing can be granted without having anything in return. When employees offer less to the company, it is less likely for them to get something in return.

Manager 1 & the Team: Manager-Initiated I-Deals:

Employee A:

This manager had the experience of different I-deals conversations with his team. He gave an example for Employee A on the map, where he tried to provide I-deals to one of his employees who had performance issues. He says *“one of my team members came from a different sector and a different culture, so although he meets the performance targets in terms of performance, he was not able to tackle cultural dynamics. What he has been delivering was fine but how he was delivering was a problem. I tried to coach the person saying that having a discipline, rigor, and paperwork is important but as he was not used to working in that style, he struggled a lot in the company culture.”* The manager continued telling that he also offered most of the flexibility options such as working from home, using different schedules, and remote working, etc. to improve the performance. However, as the person was not a good culture-fit, those I-deals offerings by the manager did not have an impact on this employee's performance. The manager explains this example as a negative example saying that it did not work despite all his efforts.

Employee B:

The second manager-initiated I-deals have been done with Employee B. The manager wanted to give a stretch assignment to an employee who helped her to get a new position in the organization 2 years after the stretch assignment. This assignment helped the employee to improve different skills and during a re-structuring process when the employee's role became redundant, with these new skills, the employee could move to another department instead of losing her job. So, I-deals can also be a good tool during tough times of the organizations with temporary assignments, bubble assignments, and stretch projects. The employees may improve different skills and instead of hiring a new person from outside of the company, organizations may prefer to bet their internal employees by providing them with new skills for the new requirements of the organization. So, in this example, the market value of the employee also has been increased because of this stretch assignment.

b) Types of I-Deals Negotiated with Employee 1 & Perception Differences of the Sides:

The Perspective of Manager 1

Manager 1 emphasized one of his direct reports, Employee 1's I-deals process more than others as being one of the most valuable members of the team. Below, the perspective of the manager concerning the negotiation process with Employee 1 is described. The topics are listed in the order based on the manager's prioritization and emphasis during the interview.

The Perception of Manager 1 for Flexibility I- deals:

Manager 1 explains an I-deal process with Employee 1 as below:

- **Situation:** Employee 1 as a female employee has difficulty about arranging her schedule aligned with work hours due to her child's school times
- **Content & I-Deals Process:** Manager 1 permits the employee to come to team meetings late for 2 months to drop her child to the school
- **Result:** Successful negotiation
- **Outcome:** Increased performance and productivity, happy employee, and positive business results
- **Reactions of Co-workers:** As the manager believes that he is very transparent with all the justifications of Employee I and showing her successful results to prove this does not have an impact on her performance and deliverables, he believes other colleagues never had an issue about this situation
- **The Factors that Effect Decision Making to Give/Receive I-deals:** Past experiences, employee performance, business results, targets, being compliant, sense of responsibility of the employee, behaviors and attitudes of the employee, good intent
- **The Quality of the Relation between the Manager and the Employee:** The manager is sure that Employee 1 delivers results successfully although she works flexibly, so he trusts her and there is open communication between them
- **The Characteristics of the Manager:** Very disciplined, structured, open, honest, having direct communication with employees
- **The Characteristics of the Employee that Can Receive I-deals:** The employee has high credit which is gained based on experience

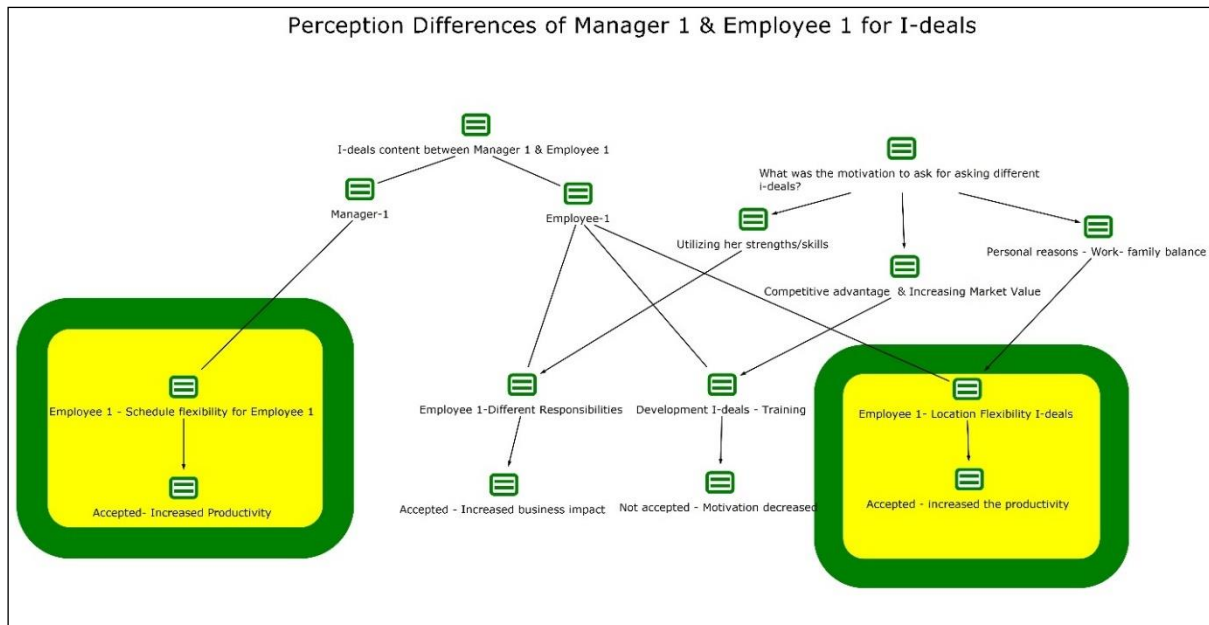


Figure 23 : Case 1 - Perception Differences of the Sides

The Perspective of Employee 1

In the above example, the manager's perspective of Employee 1 is listed. After the interview process with Manager 1, Employee 1 was also interviewed on a different day and time without giving any background information about the initial manager interview. Below, Employee 1's I-deals topics are listed based on her prioritization and emphasis when she was asked about the I-deals process that she had with her manager.

The Perception of Employee 1 for Developmental I-Deals:

- **Situation:** Employee 1 was feeling herself behind the market peers in terms of training and development so she wanted to present a request on that from her manager
- **Content & I-Deals Process:** Employee 1 wanted to join global training to have a competitive advantage and a vision, this was very important for her to have
- **Result:** Unsuccessful negotiation
- **Outcome:** Demotivation, unhappiness, and feeling that the company does not invest in her

- **Reactions of Co-workers:** As the request was unsuccessful, there was no impact
- **The Factors that Effect Decision Making to Give/Receive I-deals:** Budget restrictions and it was not a usual practice in the company to attend such training
- **The Quality of the Relation between the Manager and the Employee:** Very open, honest, and comfortable relationship between Manager 1 and Employee 1
- **The Characteristics of the Manager:** A constructive manager who always tries to solve problems
- **The Characteristics of the Employee that Can Receive I-deals:** The employee gives confidence and trust to her manager, so, the manager believes that the employee can deliver results.

The Perception of Employee 1 for Flexibility I-Deals:

Employee 1 also emphasized the location flexibility such as home office working; remote working that she was comfortable to have with a quick alignment with her manager. She emphasized that the accountability of the person is crucial in this situation as it can be abused by someone else, but she says it was something to make her life easier. She stated that she was arranging her customer meeting times based on different locations of home and office. Instead of going to the office every day, she was saving time by directly going to the customer. She stated that her manager never questioned where she was and what she was doing knowing that she would deliver her results eventually. So, she believes this flexibility significantly increased her productivity.

The Perception of Employee 1 for Taking Different Responsibilities:

The third topic that Employee 1 emphasized was about having different responsibilities. She asked her manager to add different customers from different sectors to her portfolio. She wanted to work in a sector where she had previous experience. His manager accepted to do this which increased the overall business performance with higher outcomes.

The Perception Differences between Manager 1 & Employee 1:

There are perception and prioritization differences between Manager 1 and Employee 1 about the negotiated I-deals. The main difference was that Manager 1 promoted the I-deals

process where he has given the flexibility to the employee to attend the team meetings 2 hours late. However, Employee 1 emphasized a developmental I-deal that she could not receive and was disappointed about. So, Employee 1 mentioned that as an unsuccessful negotiation about the training that she wanted to take which was the number one priority for her. The manager has not mentioned about that situation at all. Also, when Employee 1 was asked at the end of the interview to make sure if she does not have anything else to tell, she hardly remembered the example that her manager mentioned about coming to meetings 2 hours late. When she was asked about the reason why she did not mention that situation, she said that it is already her right and she takes it as something that she does not even need to negotiate. As a result, although both sides mentioned that they had very open and transparent communication, the perception of both sides about the I-deal process and where they put the emphasis was very different from each other.

c) Manager and Employee Perception Differences of Colleagues' Reactions:

Regarding the fairness and colleagues' reactions, Manager 1 shared that other colleagues were all supportive and had no issues with the I-deals that were granted to Employee 1. He says that he explains everything in a very open and honest way to the whole team and shows good performance results of the employee who was granted the I-deals. However, when Employee 1 was asked about the perception of other colleagues, she mentioned that she sometimes feels that they are not so supportive. This is because they also would like to have similar opportunities such as having a big client in their portfolio which would help them to have more sales bonus in return. So, even in the same process, the perceptions of the manager and the employee are different about the reactions of colleagues.

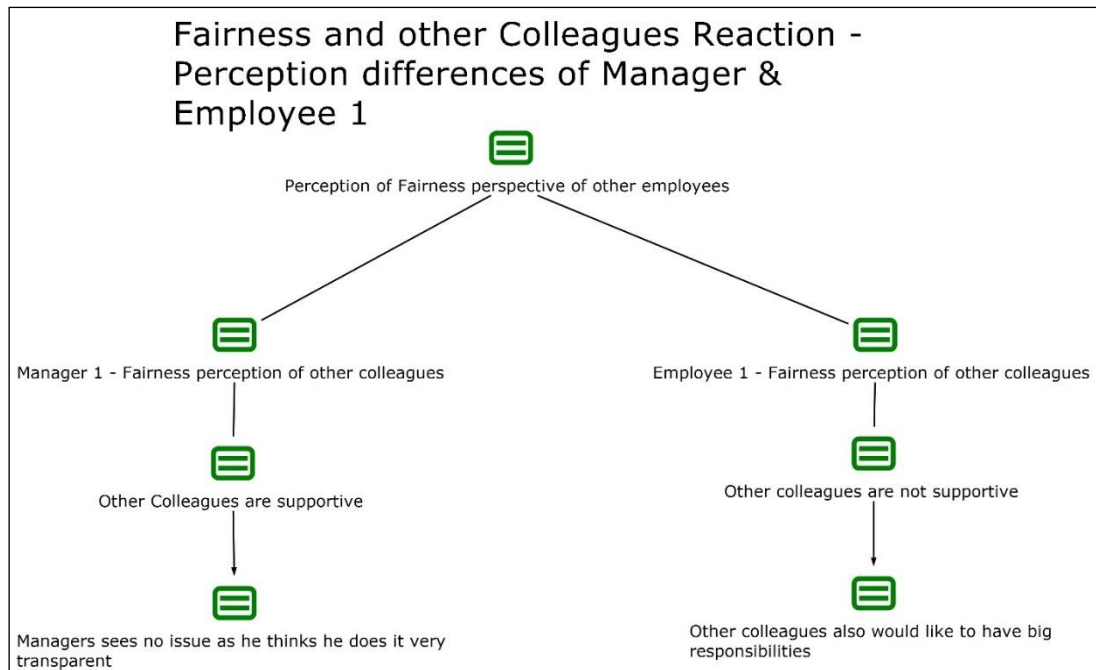


Figure 24 : Case 1- Fairness and Other Colleagues' Perception Differences

11.1.2. Case 2

Brief Introduction of Manager 2 & Team 2:

Function: Business Development

Number of Direct Reports: 3

Sector: Information Technologies

Manager 2 and Employee 2 have worked together almost for 4 years and Employee 2 has moved to a new role and almost became a peer with Manager 2 recently. Manager 2 was managing a diverse team of 3 people and the manager had the opportunity to discuss and negotiate some I-deals topics with her direct reports during her tenure.

The manager explains the importance of these processes from three different perspectives. One of them is the focus on not losing the talent in the company, the second one is increasing employee engagement, and the third is making sure that she is fair for everyone as a manager. Especially, the concern was about how a manager would manage if everyone wanted to negotiate in a company with 400,000 employees.

The manager states that in a company with a long history, there are so many policies and procedures some of which are known well by managers & employees and some of which

are not known well enough. So, the manager emphasizes that some of the topics that are asked by the employees are already covered by the company policies but employees are not aware. Some of the topics, on the other hand, are not included by the policies but there are different applications in practice.

a) Manager and Team Interactions for I-deals:

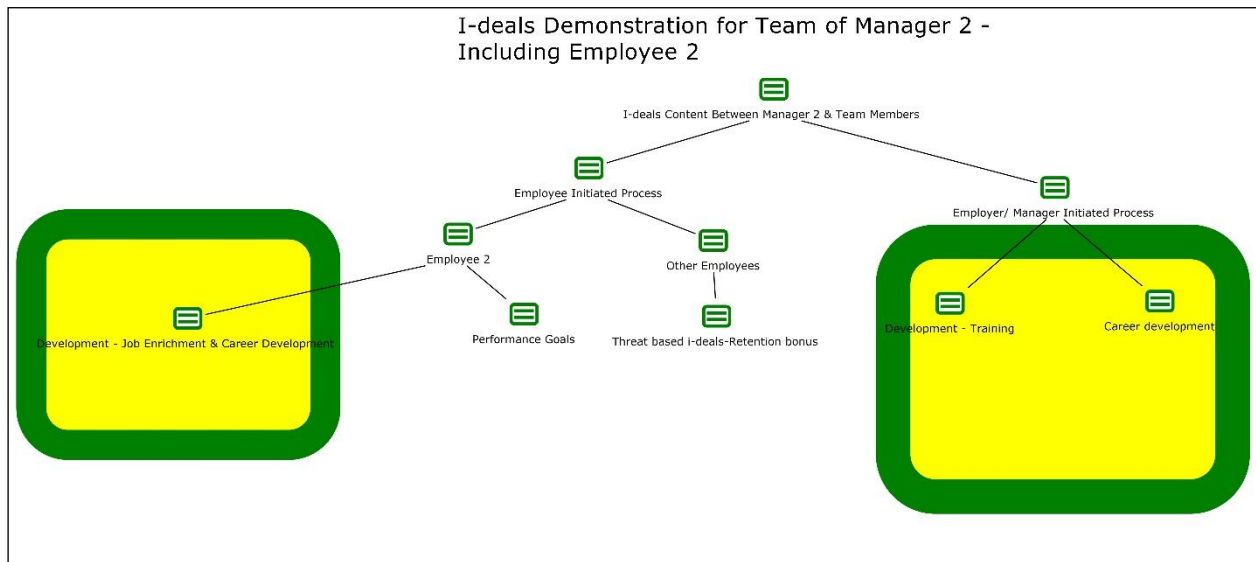


Figure 25 : Case 2- I-deals Demonstration for the Team of Manager 2

Manager 2 had the opportunity to negotiate both employee-initiated and employer-initiated I-deals with different members of her team. I-deals topics negotiated with Employee 2 were about career development. Employee 2 told the story that during his tenure, he enriched his job and he was the one who created the new job with the new market expectations with changing technologies in the IT sector. The employee also shared that the company invested in him as he was in the talent pool. He had the opportunity to attend various company training and development programs. The manager also confirmed his expressions by emphasizing that this employee was chosen for the talent pool and he was given some training in leadership development programs.

The manager also mentioned some incidents where employees come and ask for higher conditions especially when they receive an external offer from other companies which is addressed as “threat-based I-deals”. It is emphasized that the company has a special retention

program for such situations where employees are given a higher salary increase, promotion, role change, etc. when such an incident happens and if they want to retain the employee in the company. This manager shared that this happened in her team several times.

b) Perception Differences of the Sides:

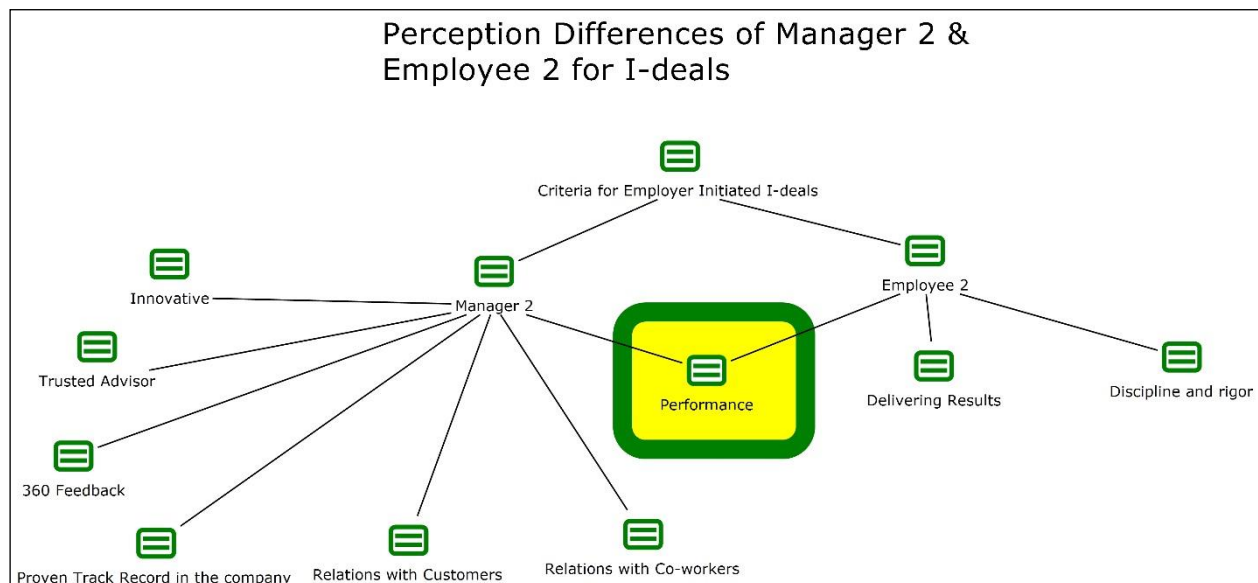


Figure 26 : Case 2- Perception Differences of the Sides

In this case, the I-deals process between Manager 2 and Employee 2 was realized for employer-initiated I-deals. So, both Manager 2 and Employee 2 were asked about the prior criteria for employer-initiated I-deals requirements. In the figure above, the perceived difference between the sides is demonstrated by showing different perspectives of the manager and the employee on this topic. When the manager was asked about the criteria that they are looking at in a person, he emphasized several issues. The talent person is expected to be innovative, a trusted advisor, having good 360-degree feedback, a successful proven track record in the company, sustaining good relations with customers and co-workers, and high performance. Employee 2 only emphasized delivering results, discipline and rigor, and performance. The common thing that both sides mentioned was the “performance” which is highlighted in the figure. This openly shows us that managers and employees have different perspectives on how they look into criteria. The managers have higher expectations than what

employees think to be a talent employee to be a good potential for the company to invest in with various I-deals options.

c) Fairness Perceptions of Colleagues Explained by Different Sides:

Both of the sides, the manager and the employee had a similar perspective on the fairness aspect of I-deals. Describing himself as a trusted advisor person, the employee shared his perspective that colleagues had no issues with his transitions to new roles and being in the talent pool, all believed that he deserves it. Similarly, the manager stated that if you have a good justification as a company, then it is easy for everyone to understand the rationale behind your actions. However, if you do it without any baseline and with no justification, then it may create a fairness issue that managers should handle and communicate very carefully.

11.1.3. Case 3

Brief Introduction of Manager 3:

Number of Direct Reports: 18

Function: Technical Support Team

Sector: Information Technologies

Manager 3 is managing a homogenous team of 18 technical employees. In the team, each member has different technical expertise. The manager was defined as supportive, open, and inclusive by Employee 3. The manager himself also has deep technical expertise derived from his team membership before. Due to his high seniority, the team members respect his technical expertise as well as his democratic leadership style.

Employee 3:

Employee 3 is a young female employee who joined the company with an early career program after a 1-year internship at her graduation. As she has joined with a special program, Manager 3 highlighted her as one of the team members who would be involved in the I-deals negotiation.

a) Manager and Team Interactions for I-deals:

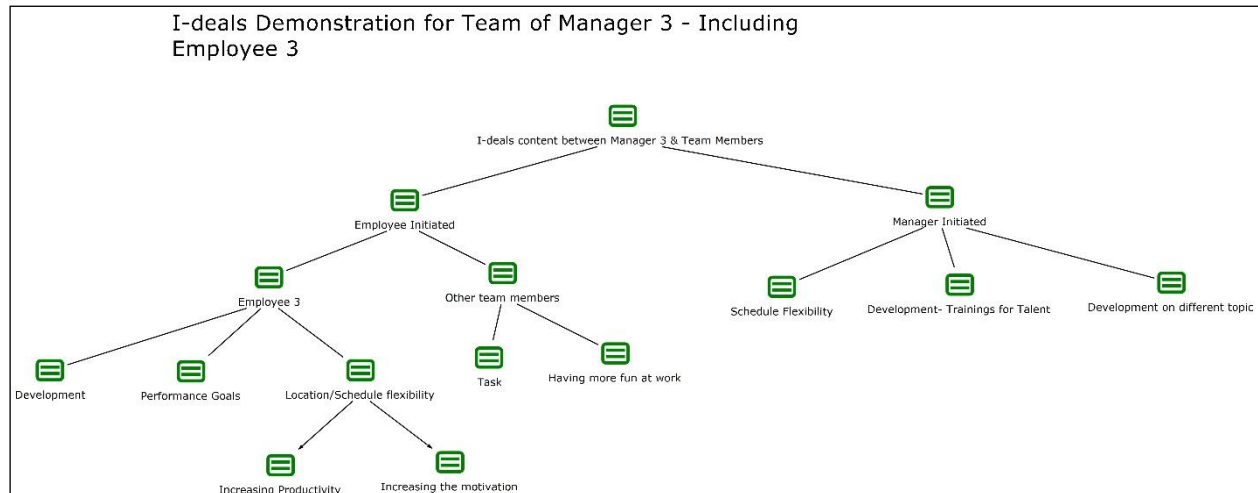


Figure 27 : Case 3- I-deals Demonstration for the Team of Manager 3

Employee-Initiated I-deals:

Employee 3 was one of the employees that Manager 3 considered as a person to be involved in the I-deals negotiations. The manager mentioned the I-deals content that was initiated by Employee 3 as issues around development, performance goals, and schedule flexibility. Manager 3 also mentioned other employee-initiated I-deals by other team members such as task-related ones and having fun in the workplace.

Manager-Initiated I-deals:

The manager also mentioned that he offers a flexible working environment based on personal needs, developmental opportunities, especially technical training for some talent employees, and developmental opportunities about different topics. For example, Manager 3 mentioned that he proposed social training to some of the team members; however, team members were not interested in taking this offer as they thought it will not add any value to their work unless it is technical training. So, none of the team members accepted to take this training for social skills as they did not see its value.

b) Types of I-Deals Negotiated with Employee 3 & Perception Differences of the Sides:

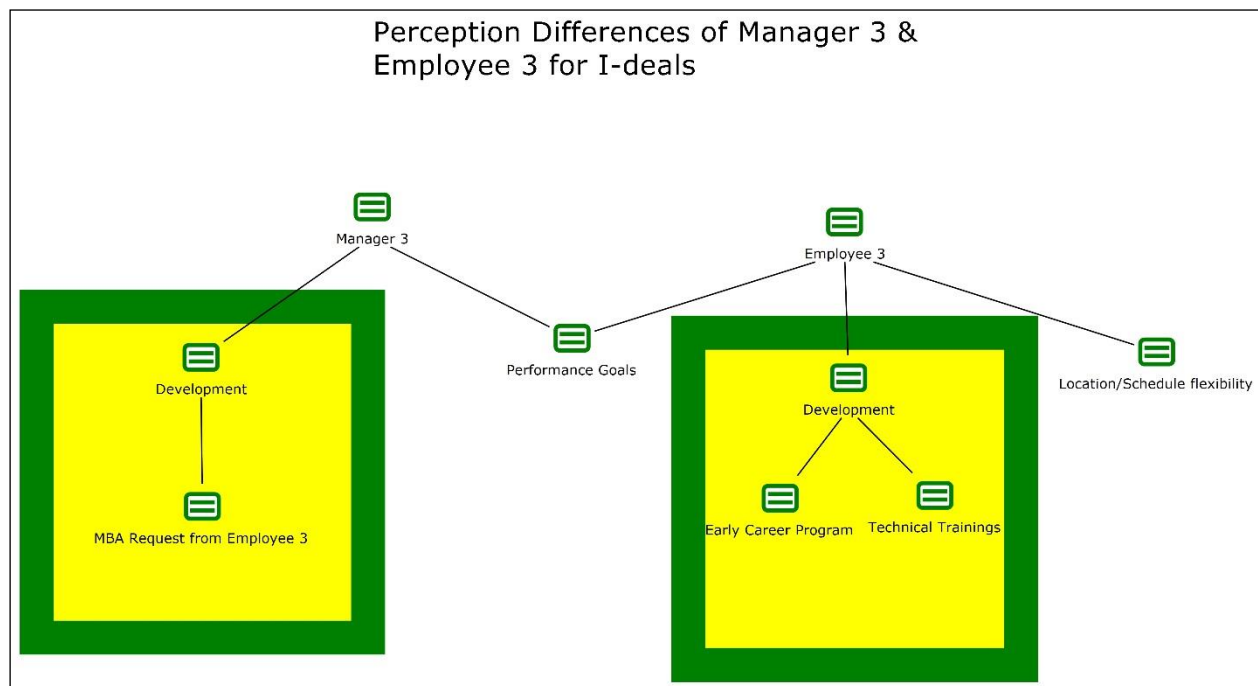


Figure 28 : Case 3 – Perception Differences of the Sides

The Perception Differences of Manager 3 and Employee 3:

Manager 3 emphasized a request from Employee 3 which was asking for an MBA program financial support from the company. However, due to company policies, Manager 3 shared that they could not meet this request of the employee. So, Manager 3 was a bit sorry while he was telling the story. On the other hand, during the interview of Employee 3, she has not mentioned at all about this MBA request. She was most appreciative of the other things that her manager provided such as location flexibility and working remotely and flexibly at different hours. She said, sometimes she has the opportunity to go and stay with her family who are out of the city, and she can work from home outside of the city.

Both sides also mentioned performance goals as well. They both emphasized that as she is in a special program, her performance targets are also arranged accordingly. They are not as strict as those of the other members of the same team.

11.2. MODEL DEMONSTRATION BASED ON QUALITATIVE ANALYSIS

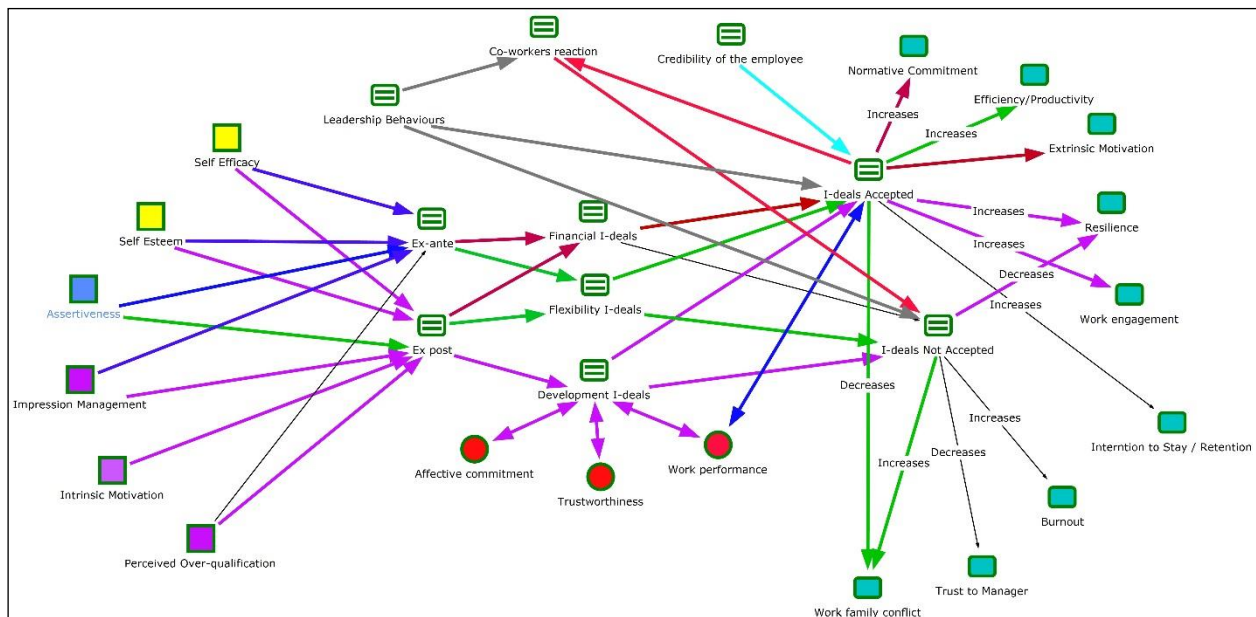


Figure 29 : Model Based on Qualitative Analysis

Figure 29 proposes that employees' intrinsic motivation, perceived over-qualification or underemployment, impression management, assertiveness, self-esteem, and self-efficacy are positively related to attracting ex-post and ex-ante I-deals. Additionally, employees' affective commitment, trustworthiness, and performance are proposed as positively related to attracting ex-post developmental I-deals. Intrinsic motivation, commitment, trustworthiness, and performance as precedents of I-deals are aligned with the literature, while impression management, assertiveness, self-esteem, and self-efficacy are offered as concepts to contribute to the literature.

The model also proposes that leadership is positively related to the acceptance of I-deals as well as with co-workers' reactions. It further suggests that if the I-deals are accepted, they are expected to increase normative commitment, productivity, extrinsic motivation, work engagement, and retention, while they are also expected to cut work-family conflict in parallel with the literature. If I-deals are not accepted, they are expected to increase work-family conflict and burnout while decreasing trust to the manager, as also mentioned in the literature. The model contributes to the literature by proposing resilience as an outcome of I-deals for both cases of acceptance or refusal.

Resilience could be defined as employees', managers' or organizations' ability to rebound from adversities, conflicts, and failures to positive events, progress, and increased responsibility. Resilience also refers to proactive learning via challenges in addition to reactive rebounds. Masten & Reed (2002) proposed that resilience could be developed through asset-focused, risk-focused, and process-focused strategies, while Bonanno (2005) proposed that state-like resilience could be developed through training interventions. Youssef & Luthans (2007) also showed that resilience has a positive impact on employee performance.

Resilience in the organizational behavior context is also seen as related to hope and optimism. Luthans et al. (2007) showed that hope, optimism, and resilience share the common characteristics of positively affecting positive organizational behavior. All three concepts provide organizations opportunities to establish self-directed motivating mechanisms within the organizations and processes while they, as a result, have a positive impact on individual and organizational performance, as well as on desired work attitudes such as work engagement and organizational commitment. The existence of hope and optimism in the workplace is expected to support the organization's resilience capacity in setbacks and traumas while resilience ability provides the required grounds to rebound from undesired situations within the organizations.

It may be proposed that I-deals are useful tools for all resilience development strategies. Especially for solving employees' perceived over-qualification and underemployment problems, I-deals could play a beneficial role to build the individual and organizational level resilience capacity via increasing hope and optimism within organizations. Resilience would also contribute to the struggle with organizational uncertainties. Employees would feel confident that even the risks are realized; they and the organization can rebound back.

11.3. MODEL PROPOSITION FOR FUTURE RESEARCH

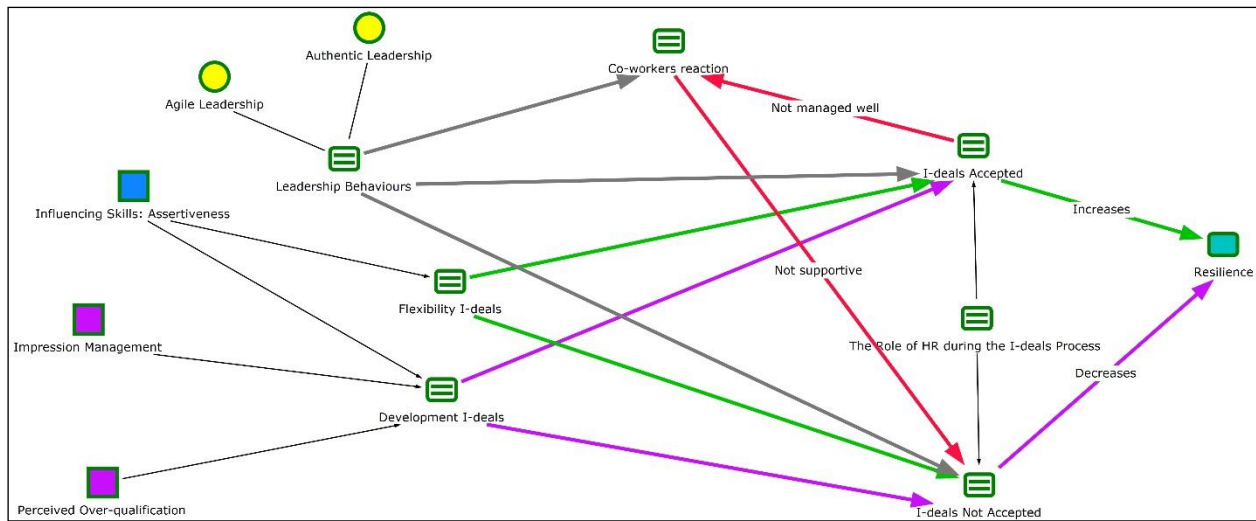


Figure 30 : Proposed Model for Future Research

Authentic and agile leadership perspectives may be a contribution to the I-deals literature. Figure 30 recommends a new model that proposes authentic and agile leadership as required styles to have a successful I-deals negotiation process which will satisfy employees while avoiding co-worker reactions. Managers with authentic and agile leadership skills would have the ability to properly manage co-workers' reactions. Authentic leadership will be needed mostly for balancing the team via understanding individuals' needs or by establishing empathy with employees. Agile leadership, on the other hand, will be necessary when the leader is granting flexibility I-deals to adjust the situation, especially in an uncertain environment to act fast.

Authentic leadership has also a positive impact on the transparency within the organization. Organizations that employ workers with a high perception of organizational transparency would react to I-deals more positively. Meanwhile, authentic leadership increases organizational commitment and work engagement via sustaining positive organizational behavior which would help managers in dealing with co-worker reactions.

Agile leadership improves interaction among employees as well as employees' organizational commitment and work engagement. Sustaining a healthy communication environment among employees would help deal with co-worker reactions to I-deals. Agile

leadership also contributes to the success of I-deals via increasing employees' self-awareness. Self-awareness, on the other hand, is another positive factor affecting employees' success in the I-deals.

The model also aims to prove that both flexibility I-deals and developmental I-deals increase the resilience of the employee. Employees would tend to stay more hopeful and optimistic regarding their future in the company, thanks to the I-deals. They would have expectations that the organization would also offer I-deals to them and as a result, they would believe that they will be able to solve the problems they could face in the future. Consequently, it is proposed that I-deals would increase organizational resilience by increasing employees' hopes and optimism to solve their problems within the organization.

If I-deals are not granted, it will trigger exhaustion and losing hope for the employee, which will decrease the resilience then. It should also be noted that as the employees become more resilient, they will have a higher chance to receive other I-deals as their credibility will increase after tough times.

Reactions of co-workers are still one of the weakest points of I-deals. Without properly managing co-worker reactions, I-deals would negatively affect organizational performance rather than increasing it. The solution could also be found in the past organizational behavior literature regarding teams. Team Deal is recommended as a new concept to solve co-worker reactions, especially for flexibility and developmental I-deals. As a weakness, the Team Deal concept would not be valid for financial I-deals since financial deals should be kept confidential. With a Team Deal, the team members may set their team dynamics with the leader through addressing how they can work flexibly as a team. Team members can have an agreement with other members for supporting each other while schedules are tough, or they can also strike different agreements. Also, for developmental I-deals, they can help each other to identify certain issues that they display strength. Besides, an employee who was given training may teach similar concepts to his/her colleagues.

The team concept could be defined as the ability to bring employees with different skills together to cooperatively achieve certain goals. Employees would enjoy using and developing their skills as part of a team. Relationships among team members have crucial importance in achieving efficient teamwork while team leaders play a key role in aligning team

members to achieve the common goal. This is established through effective communication among the members to bring individual skills together. The team leader has a crucial role in solving possible conflicts among team members. The team concept should also include rewards for every team member when the goals are achieved.

The definition of and agreement on the mission of the team is also crucial in building the team concept. Certain goals and the roles of each team member should be identified clearly and accepted by all team members to achieve the desired goals. A well-defined team mission should motivate all team members, it must be able to attract, retain, and develop the right talent, and it should be able to align all team members in achieving goals. Team leaders also play a crucial role in transferring the team mission to team members to motivate team members enough to obtain the goals.

The team dynamics refers to unconscious psychological factors that influence the team's performance. Factors influencing the team dynamics could be categorized as agents related to the nature of the teamwork, personalities of team members, the relationships among team members, and the environment. Team leaders also play a significant role in managing team dynamics. When the team dynamics functions properly, it would result in personal and combined performance increases. However, when the team dynamics is not managed properly, there may be unproductive conflicts, demotivation, and failure.

12.DISCUSSION

Individual priorities are always displaying a shift in this rapidly changing environment. So, in a long-life employment journey, one person's individualized requirements may change from time to time or from one year to another. For example, a woman who is at the beginning of her career may be more interested in higher career moves whereas a couple of years later, when she becomes a mother, she may be more interested in flexible hours. So, managers should be aware of the expectations of their employees in their changing life conditions. Nobody remains in the same condition as they had been when they started their career.

Employees, as individuals in the new era, do not feel valued in standardized processes. New employees demand to be differentiated from their peers and to feel unique either during the recruitment process (ex-ante I-deals) if they have the market power or in the workplace after a certain time (ex-post I-deals).

In this study, the purpose of the I-deals is explained from the employee, manager, and organization perspective. From the employee perspective, the purpose is the utilization of one's competencies and skills, being more satisfied with the career and the job, and being more efficient. From the managerial perspective, it is mostly applied to increase performance, engagement for the job, and improve career satisfaction. From the organizational perspective, the goal is retaining key talent, building future leaders, and aligning with the competition in the market.

Regarding the content of I-deals; developmental I-deals, flexibility I-deals, and financial I-deals emerged with different examples. Career development, task I-deals, skills development, training, performance goals are explained under developmental I-deals; location flexibility, schedule flexibility, reducing workload, reducing work hours are listed under flexibility I-deals; and compensation and benefits are listed under financial I-deals.

The qualitative analysis in this study revealed that ex-ante I-deals examples were mostly in parallel with findings observed in the literature. The main topics that are negotiated during a recruitment process vary from compensation and benefit related issues (some additional bonuses to compensate the person's severance payment, aligning other benefits such as bonus structure and stock options, health insurance, company car, etc.) to flexibility in the

workplace such as working from different cities or commuting between different countries, part-time work for retired employees or employees with a special condition. As emphasized during several studies in the literature, special arrangements for expats were the toughest negotiations by the HR community as the expectation of expats are high. It is seen that while the negotiation for compensation related items are mostly successful, those for benefit related ones are not successful. Even though some companies started to launch flexible benefits practices, they are not flexible beyond a defined benefit budget for an employee.

As the Y generation started to dominate in the workplace, it is seen that there are some negotiations around the job title even during the recruitment process. So, for recruitment professionals in organizations, it is very important to make the right communication about future career development opportunities for the candidates during the recruitment process in order not to create disappointment afterward.

Also, different practices and flexibility for females to support female diversity are seen in some organizations. Especially, flexible work arrangements are being negotiated across women after the maternity leave period. Due to the company's diversity strategy, this kind of negotiations mostly ends up successfully. Flexibility for women creates value and an extra impact on women's contribution and it is also important as a social responsibility. However, labor law and regulations are still under discussion to grant more rights to women to be more flexible after the maternity leave period and afterward.

Regarding ex-ante I-deals, as they are given during the recruitment process before joining the company, they may not bring long-term commitment if they are not supported with other additional support mechanisms. I-deals that are given after employment are more based on the work-related context and bear business justification. Therefore, they are valued and recognized by the two sides more than the ones provided during the recruitment process.

During the study, it is also revealed that an organization should have some fundamental processes in place for employees to be aware of the negotiable things and those that cannot be negotiated. Employees need some benchmarks with the market and other employees to expect something to negotiate further.

Ex-post I-deals are negotiated by incumbent employees, and thus these arrangements include an employment relationship history. Though market forces may influence ex-post I-deals, especially monetary ones, it is more likely that ex-post I-deals are relationally attributed.

There are also various tendencies and frequencies among different generations in terms of negotiation after employment. As in the recruitment process, young talent and Y generation employees are more likely to negotiate I-deals for themselves with a higher expectation to move to different roles than other employees.

The process for an I-deal is crucial which sometimes creates exhaustion on employees while they are trying to communicate their needs and negotiate for them. So, employees need to be resilient during this process and if they are provided support during the process, they may feel stronger and more resilient. Companies and managers should be aware that when I-deals are managed well they may increase engagement but on the other hand, if the negotiation process takes too long, this exhaustion on employees may cause burnout in the long-term.

Changing conditions simultaneously forced employees to act more responsible for their careers (Briscoe & Hall, 2006). Negotiation process for a career development I-deal is found so important that it may cause several positive and negative outcomes. The success of a career development I-deal also depends on some prerequisites; however, some employees may meet them whereas the other may not. Examples are found that also exist in the literature such as attending a higher level management program, band promotion, negotiation to be a team leader, long-term career negotiation by threatening with another offer, some extra roles for high performers, having responsibilities from the next roles, and employer-initiated offers for another role. Also, employer-initiated examples were found in some multinational companies, which are so crucial for their future leadership pipeline. Especially “senior executive development programs” were found very strategic which enable the company to make sure that they have the right executives in place. Thus, when the time comes for them to move to the next level, critical positions which give competitive advantage in the market would not be kept open so long.

There have been also examples for traditional HR practices with a “one size fits all” approach where any flexibility is not applied. However, some accelerator training programs would help some employees to develop them faster than people who might have more

experience. For the companies that invest in talent employees with accelerator development programs, years of experience or service in the company are not the decision criterion for promotions. So, to sustain competitive advantage in the talent market, HR practitioners and managers should be aware of the potential of their talent.

After an unsuccessful career negotiation, task I-deals are found to be impactful as they help employees to go to the next level. Managing an I-deal request not just as a one-time event but with a continuous approach is also critical to make sure that valuable employees are not demotivated and disengaged after an unsuccessful I-deals process if the company does not want to lose them to the competitors.

Especially, taking an additional leadership responsibility was found to be a more common task I-deal which would help an employee to develop leadership capabilities. If the managers and HR departments of the companies want to know their employees who have leadership capacity for future potential roles, they can build leadership preparation programs to assess, select, and train them for future leadership roles to develop, retain, motivate, and engage these valuable workers.

Another effective task I-deal was found to be taking visible projects which help employees to show their impact to the top management. Examples are recorded where employees were promoted to a more senior role after completing some visible projects.

As another developmental I-deals topic, employees who would like to invest in their development are also presented challenging assignments as part of their performance goals. Also, it has been seen in many examples that high performers are more likely to be negotiated for higher goals and challenging assignments and because of that they are more likely to move to higher roles in a certain period. For an I-deal topic such as performance goals, again the organization should have fundamental HR practices such as performance development in place. If there is no performance system or any performance criteria to measure performance, naturally employees would not have the chance to discuss and negotiate such a topic, which has been shared as a concern in few examples.

Negotiating for training or offering various training types to talent employees is another most common I-deal topic that was found during the study. The most striking topic is about training demands for accelerated leadership programs. Both technical and non-technical

employees are interested in attending leadership training. Especially technical employees present two types of training requests. One of these is advanced technical training which is also generally offered by the companies as it is required for the employee to perform his/her job; the second is the leadership training to improve their leadership skills and soft skills.

Skill development was a topic that was needed for specific conditions. For example, it is found that as part of a bubble assignment or rotations, some selected employees/leaders are temporarily assigned to another environment to enable them to help overcome some barriers such as communication, understanding different cultures, etc. If an employee is a talent, it is said that it is worth to invest in such talent. As it is a big investment with high cost, employers need to be selective when making decisions on investing in people. However, some rare examples also found such as investing in a low performer with training opportunities. This is most likely to be successful if the request comes from the employee himself/herself which shows the willingness to grow and improve.

Regarding flexibility I-deals, it is mostly observed as a standard practice to apply flexible working hour opportunities to all employees in some companies. However, in some of the cases, flexible working hours are only applied due to a specific reason with a solid justification given by the employee such as working under flexible hours due to attend a master course. Also, with the increase in the number of women in working life, there have been significant increases in negotiation topics for women especially after a maternity leave period during the recruitment process as well as after employment. Companies that value the contribution of the employees do not want to lose these persons just for working hours so they try to find other solutions with several programs in the company, especially when an employee shares his/her challenge about working hours with a rational justification.

Also, due to the nature of the work, some sales and commercial people are given more flexibility by the manager which is mostly a confidential process between the superior and the subordinate. In most cases, we see that high performers are given more flexible hours as compared to low performers. That's because managers have concerns that low performers may abuse the system without working enough and without delivering results.

Another important dimension of flexibility I-deals is location flexibility. In some companies, it is given to all employees regardless of their position or conditions, whereas in

others it depends on the role and job content or special condition of the employee. In some cases it is not possible for any employee especially if the job is done in a factory environment where there is an ongoing production. If the job is not required to be in a certain place, examples that involve commuting from one country to another regardless of the work location can even be seen. Location flexibility also depends on the job scope and the external dynamics of the job. If the job performer should interact with other people in a face to face fashion or has to face clients all the time, then it is much more difficult to provide this flexibility. However, if the person has a job that requires no or limited interaction with others, then it is easier to give this type of flexibility to the employee. So, the location flexibility depends on the nature of the work and the expected outcomes. There are also examples where people tend to negotiate role requirements to perform the job from two or more different locations, if this does not create a restriction to be promoted to a higher position due to location difference.

Schedule flexibility and reducing work demands and work hours are other dimensions of flexibility I-deals which also vary on the content and scope of the job. Some employees tend to ask additional resources to decrease their work demands. Discussions and negotiations around reducing working hours come from employees who work very long hours or from female employees who wish to balance work and home.

In respect of financial I-deals, during the recruitment process, candidates ask for additional amounts to justify their severance payment; also, they question the bonus structure which will have an impact on their total cash income. As an ex-post I-deal, there are cases related to salary negotiations, inflation increase, salary adjustment, etc. Sometimes the process for expats becomes exhausting as they question every detail and they do not accept all the conditions. So, some companies create very special conditions beyond the standard practices to attract strong expats.

Frequently, the market power of a person defines the strength of a financial negotiation from the employee side. If the employee is a strong profile in the market, especially coming from a competitor, during the hiring process his/her range can be higher than a regular candidate. If the candidates are also aware of this competitive advantage including being in the talent pool of the current company, then they do not move to another company before making sure that they are taking the equivalent of what they deserve.

During the study, other interesting I-deals contents were discovered such as negotiating for the approval mechanism, asking for empowerment, requesting something regarding a co-worker, and establishing innovative ideas. Another concept was around having a fun environment in the team and in the company with more social activities. Individuals asked for more team events to get connected with others to increase their network.

Threat-based I-deals as specific offers were rarely found in the examples; however, they are implemented in some big companies as part of their official processes. There have been some incidents where employees come and ask for higher conditions especially when they receive an external offer from other companies that are addressing “threat-based I-deals”. For employees that they want to keep in the company, a company has a special retention program for situations where employees are given a higher salary increase, promotion, role change, etc.

The importance of leadership behaviors is also mentioned frequently by the participants. When they are grouped into some common statements, authentic leadership and agile leadership styles emerged as the leadership characteristics that the participants mostly emphasized. Authentic leadership is a style of leadership that has emerged during the 1990s which focuses on ethics and authenticity to ensure confidence and hope in manager-employee relationships with the aim of developing employees to achieve organizational goals (Miniotaite & Buciuniene, 2013). Agile leadership, on the other hand, is suggested as a solution for eliminating traditional management practices’ weaknesses in identifying team members’ perceptions of goals and performance requirements (Kaiser and Brothers, 2019). As a result, managers with agile leadership skills are expected to be more aware of employees’ perception of organizational goals and performance expectations. Thus, agile leaders are anticipated to manage I-deals negotiations more properly.

The outcomes of I-Deals are listed for the ones accepted by the company which could create positive emotions when negotiations are successful and for the ones which were not accepted by the company which may create negative emotions when negotiations are unsuccessful. Some reported that self-motivation and self-engagement with the organization increased when their I-deal offers were accepted. Some were considering leaving the organization due to a lack of financial satisfaction. However, the ones whose I-deals were accepted felt like a valuable and successful employee. Some had the impression that organizations accepted I-deals only from employees with self-discipline and a sense of

responsibility. In the examples, it was seen that I-deals increased employees' self-motivation, job satisfaction, work engagement, and desire for retention. It is reported that I-deals also help employees develop their skills and increase their performance.

Consequently, I-deals would benefit companies via increasing the performance, efficiency and effectiveness, prestige of the organization for newcomers, sustainability, and organization's ability to adapt to the changing conditions swiftly. Besides, improved organizational health and decreased employee turnover can be mentioned among the benefits. I-deals also help organizations to raise senior leaders and next-generation employees. They also assist organizations in building an organizational culture and a true organizational environment, and, as a result, be a market leader.

Regarding the situations where I-deals were not accepted, it is revealed that employees feel disappointment and they think of seeking a new job. Most participants emphasized outcomes about feelings and relations with the manager such as losing trust, raising negative feelings (hate, anger, and distrust), losing hope and optimism, developing fear for the future, and decreased motivation and engagement towards the organization.

I-deals may also involve a dark side that may cause some concerns if managers of HR do not manage the I-deal processes properly. Employees could also tend to enter a continuous negotiation process by increasing their demands more and more. Unsuccessful I-deal negotiations could make employees feel offended and decrease their work engagement. They also carry the risk of increasing costs. It is also said that I-deals could damage intra-organizational relations and team dynamics via damaging perception of fairness within the organization if they are not offered to the right employee.

Therefore, the co-worker reaction is another side of the picture and co-workers' negative reactions could risk other employees' willingness for retention or they could decrease the team's trust in the manager. If the manager falls short of properly managing the I-deal processes, co-workers could feel worthless via thinking that they are not good enough to attract an I-deal. I-deals should fuel the gap for the perception of fairness between the employees and the organization.

However, despite those concerns of other co-workers, when managed properly by the manager and HR, I-deals can also be a good tool during tough times of the organizations with

temporary assignments, bubble assignments, stretch projects, etc. Employees may improve different skills and instead of hiring a new person from outside of the company, organizations may prefer to retain their internal employees by equipping them with new skills for the new requirements of the organization.

I-deals can be seen as fair in the following situations such as in circumstances when colleagues also could have made the same choices in a similar context, when the I-deals do not have a significant cost or any negative impact to colleagues' work conditions (such as a co-worker who does not have to work longer hours due to the absence of another colleague because of the given flexibility to the person), and when colleagues also benefit from other special arrangements based on their individual needs and preferences. Also, it may not impact the perception of fairness when the resources given to a certain employee do not matter for other colleagues.

The HR role is also emphasized frequently as part of organizational support. Based on participants' mostly used statements, HR's four main roles were emphasized as "Coach" role, "Advisor" role, "Facilitator" role, and "Counseling" role. The Coach role is found crucial to have ongoing coaching sessions that are valued by employees especially for career development, work-life balance, engagement, etc. The advisor role is found useful especially for guidance and improvement for overall company policies and procedures which would also be helpful to limit the fairness related concerns from other co-workers. The facilitator role is found valuable and helpful especially if any I-deal topic creates a conflict between a manager and an employee to solve the conflict with good independent facilitation. The counseling role is found to be helpful especially for employees who have been through an unsuccessful I-deals process to recover and be engaged again.

The culture fit is another important element that was found for an I-deal to work and be successful for an employee. If the person is not in a good culture fit with the organization which is vital for an I-deal to be effective, then I-deals do not create any impact on the employee. When employees offer less to the company, it is less likely for them to get something in return.

During the study, dyadic relations and perception differences between the managers and employees are also examined deeply in three different cases. Along with these dyadic relations, the perspectives of managers about other team members were also examined.

The first case revealed the perception difference between the manager and the employee in terms of a different understanding of what matters most and the priorities of the employee. The perception of the manager on how he motivated a female employee by giving more flexibility and what the employee was thinking as a priority in terms of attending the training, was completely different. So, it is very important for managers to really understand what matters most for their employees by learning deeply what really motivates them. Because some I-deals such as flexibility deals are taken for granted and do not seem to be motivating especially if the employee is a high performer and delivers good results.

In the second case, it was revealed that how employers and employees see things differently especially for an employer-initiated I-deal process. This case openly shows us that managers and employees have different perspectives on how they consider the criteria to be selected for a talent program. Besides, managers have higher expectations than what employees think about being a talent employee for the company to be worth acquiring various I-deals options.

In the third case, it was revealed that if the manager has good leadership skills by showing how he cares about employee expectations, even some I-deals requests may not be met, the employee does not take this as negative. This happens when the manager shows his best to make the employee feel comfortable in other areas that he can influence. The employee in such a situation was most appreciative of other things that her manager provided such as location flexibility and working remotely and flexibly at different hours, although her request for a master's education was rejected.

By the completion of the qualitative analysis, two models were proposed, one with the elements of the current literature and with the findings of this study, second in light of the present study as a recommendation for future research. The first model shows that employees' intrinsic motivation, perceived over-qualification or underemployment, impression management, assertiveness, self-esteem, and self-efficacy are positively related to attracting ex-ante and ex-post I-deals. Additionally, employees' affective commitment, trustworthiness,

and performance are proposed as positively related to attracting ex-post developmental I-deals. Intrinsic motivation, commitment, trustworthiness, and performance as factors related to I-deals are aligned with the literature, while agents as impression management, assertiveness, self-esteem, and self-efficacy are offered to contribute to the literature.

The first model also proposes that leadership is positively related to the acceptance of I-deals as well as with co-workers' reactions. It further proposes that if the I-deals are accepted, they are expected to increase normative commitment, productivity, extrinsic motivation, work engagement, and retention, while they are also expected to cut work-family conflict in parallel with the literature. If I-deals are not accepted, they are expected to increase work-family conflict and burnout while decreasing trust to the manager as the literature indicates. The model contributes to the literature by proposing resilience as an outcome of I-deals for both cases of acceptance or refusal.

In the second model, there is more emphasis on the leadership style as it is found to be very crucial for an I-deal process to be effective. So, it proposes that authentic and agile leadership styles are required to have a successful I-deals negotiation process which will satisfy employees while avoiding co-worker reactions. Managers with authentic and agile leadership skills would have the ability to properly manage co-worker's reactions. Authentic leadership will be required mostly for balancing the team via understanding individuals' needs or via establishing empathy with employees, whereas agile leadership will be required when the leader is granting flexibility I-deals to adjust the situation, especially in an uncertain environment to act fast.

Authentic and agile leadership perspectives will be a contribution to I-deals literature. The model also aims to demonstrate that both flexibility I-deals and developmental I-deals increase the resilience of the employee. Employees would tend to feel more hopeful and optimistic regarding their future in the company thanks to the I-deals. Employees who have not yet completed negotiations would have expectations that the organization would also offer them I-deals, and as a result, they would believe that they will be able to solve the problems they could face in the future. Consequently, it is proposed that I-deals would improve organizational resilience via increasing employees' hopes and optimism to solve their problems within the organization. If I-deals are not granted, it will trigger exhaustion and hopelessness for the employee, which will decrease the resilience then. Also, as the employees become more

resilient, they will have more opportunities to receive other I-deals as their credibility will increase after tough times.

Compared to the roles of relationships with the leader and the organization, empirical evidence to date has supported that co-worker relationship plays an equally important role in predicting various employee attitudes and performance indicators (Anand, Vidyarthi, Liden, & Rousseau 2010; Chiaburu & Harrison, 2008; Ng & Sorensen, 2008). However, in I-deals literature, the co-worker reaction is still one of the weakest points of I-deals (Singh et al., 2014). Without properly managing co-worker reactions, I-deals would negatively affect organizational performance rather than increasing it (Conway & Coyle-Shapiro, 2015). The solution may also be found in the past organizational behavior research regarding teams. The team concept can be defined as the ability to bring employees with different skills together to cooperatively achieve certain goals (Mannix & Neale, 2005). Employees would enjoy using and developing their skills as part of a team. The relationship among the team members is quite substantial in terms of conducting efficient teamwork. Rooted from the concept of reciprocity of interpersonal and social interactions from Social Exchange Theory (Blau, 1964) and LMX, Team- Member Exchange (TMX) was proposed as a way to access the reciprocity between a member and the peer group. TMX has been defined as an individual's "perception of his or her exchange relationship with the peer group as a whole". TMX was developed as one way in which to measure the level of exchange quality among co-workers. High-quality TMX reflects focal employees' perceptions of high levels of openness and support between members in their peer group (Kahn, 1992; Seers, 1989). TMX involves a member's perception of his or her willingness to assist other members, to share ideas and feedback, and in turn, how readily information, help, and recognition are received from other members (Keup, Burning & Seers, 2004; Liden, Wayne & Sparrowe, 2000). Therefore, Team Deal is recommended as a new concept to handle co-worker reactions, especially for Flexibility and Developmental I-deals. This issue can be another focus for future research. As a weakness to mention, however, the Team Deal concept would not be valid for Financial I-deals since such deals should be kept confidential. In teams where high-quality team-member exchange (TMX) is observed, it is more likely to reach a "deal" based on team agreement with more open communication, trust, and support to each other, as compared to the teams with less quality team-member exchange. Team leaders play a key role in aligning team members to achieve a common goal through establishing effective communication among them. Besides bringing individual skills together,

the team leader has a crucial role in solving possible conflicts among team members. It has to be emphasized that the team concept should also involve rewards granted for every team member when the goals are achieved (Kozlowski & Bell, 2003).

Through a Team Deal, team members may set their own team dynamics with the leader via addressing how they can work flexibly as a team. Team members can have an agreement with other team members on supporting each other when schedules are tough, or they can also strike different agreements. Also, for Developmental I-deals, they can help each other to identify certain issues about which they feel strong, and an employee who was given a training may teach similar concepts to his/her colleagues.

Therefore, implementing I-deals negotiations with employees working as a team may be a promising initiative for the future success of the I-deals. Another area that can be considered by future researchers is to compare the differences for initiating I-deals negotiations in countries with high and low unemployment ratios.

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14.APPENDIX- I

Meeting Invitation Letter for Interviews (In Turkish)

Sayın,

Marmara Üniversitesi, Örgütsel Davranış bölümünde yürütmüş olduğum, “Türkiye’de Kişiyi Has Anlaşmalar (I-deals)” konulu doktora tezime, yönetici görüşmesi gerçekleştirmek üzere desteğinizi rica ediyorum. Aşağıda araştırmanın içeriği ve amacı ile ilgili özet bilgi yer almaktadır:

Kişiyi has (idiosinkratik) anlaşmalar, hem çalışan hem örgüt için fayda sağlayan, çalışan ve işveren arasında müzakere edilen, kişiyi özgü bazı özel koşulları içeren anlaşmalardır. Bu anlaşmalar hem bireyin hem de kurumun ihtiyaçlarına hizmet eder. Kişiyi has anlaşma, çalışan ve işveren arasında gönüllülük esasına dayanan, kişiyi özgü olup, belli bir standardı olmayan bir anlaşmadır. Hızla değişen iş dünyasında, nitelikli işgücünü kuruma çekmek ve elde tutmak stratejik bir ihtiyaç haline gelmiştir. Bu ihtiyaç doğrultusunda örgütler daha esnek insan kaynakları uygulamalarını hayata geçirmek durumunda kalmıştır. Nitelikli ve değerli çalışanlara yönelik olan bu yaklaşım, bireylere özel esnek saatlerde çalışma, uzaktan çalışma, daha fazla gelişim ve kariyer olanakları gibi uygulamaların doğmasını sağlamıştır. Kişiyi has anlaşmaların kapsamı, bireyin ihtiyaç ve isteklerine, örgütün de bu ihtiyaç ve istekleri yerine getirme isteğine göre farklılık gösterebilir. Bir çalışan daha esnek çalışma saatlerine sahip olmak için işvereni ile müzakere ederken, başka bir çalışan daha iyi eğitim olanaklarına sahip olmak için müzakere yürütebilir. Performansına göre farklı ödüller talep etme, iş yükünün azaltılması, kariyer olanakları gibi konular, kişiyi has (idiosinkratik) anlaşmaların temalarını oluşturabilecek bazı diğer öğelerdir.

İş hayatında, bazı çalışanlar kendilerine has koşullara sahip olabilmek için işvereni/yöneticisi ile müzakere ederler. Örneğin, farklı iş saatleri, farklı eğitim fırsatları, iş yükünde farklılıklar vb. Bazen çalışan müzakere etmese de, işveren/yönetici de bazı özel koşulları sağlamak için kişiyi teklifte bulunabilir. Örneğin, yeni bir role atama, kişiyi özel gelişim programlarına dahil etme, farklı sorumluluklar verme vb. Müzakere süreci, ilk işe girişte ve/veya kurumda bir süre çalıştıktan sonra gerçekleşebilir. Çalışan, müzakere

sonucunda, müzakere edilen konuların tamamını veya bir kısmını elde edebilir ya da talepleri karşılıksız kalabilir.

Bu araştırma ile Türkiye’deki Kişiy e Has Anlaşmalara ilişkin uygulamaların içerięi, kapsamı ve farklı boyutlardaki örneklerinin keşfedilmesi amaçlanmıştır. Bu amaçla, farklı sektör ve kurumlarda çalışan yöneticiler ve kendilerine baęlı olan ekip üyeleri ile görüşmeler yapılması planlanmaktadır. Kişiy e Has Anlaşmalar ile ilgili bilgi toplamak üzere, yukarıdaki açıklamalar doğrultusunda, sizinle ve ekibinizden bahsi geçen müzakere sürecine girmiş, bu sürecin sonunda başarılı veya başarısız olmuş 1-2 çalışanınız ile de görüşme yapılması amaçlanmaktadır.

Araştırmaya vereceğiniz destek ve değerli katkılarınız için şimdiden içten teşekkürlerimi sunarım.

Saygılarımla,

Eda Çalışkan

15.APPENDIX-2

SEMI-STRUCTURED QUESTION FORM FOR INTERVIEWS

I-DEALS – BRIEF:

Idiosyncratic deals (or I-deals) are mutually beneficial, personalized agreements of a nonstandard nature that are negotiated between individual employees and their employers. In a rapidly changing work environment, the strategic need to attract and retain a qualified workforce has caused organizations to adopt more flexible human resource practices. This trend toward qualified and valued employees created special conditions for individuals with flexible schedules, remote working, more development options, and career paths. I-deals are examples of individualized human resource management practices. They involve training, developmental opportunities given to employees (e.g., developmental I-deals) as well as flexibilities involving location, timing, and schedules (e.g., flexibility I-deals). They are different than what co-workers already possess and they are intended to be mutually beneficial.

General Questions for HR Professionals & Managers & Employees:

1. Given the brief explanation of I-deals (1), do you think you have such practices in your organization?
2. If yes, what kind of I-deals topics are negotiated in your organization? (Follow up questions such as *“In which functions and roles do you think such a process is more common?”*)
3. Have you ever been involved in such a process for yourself? (Followed by questions such as; *“Would you please explain which topics you have negotiated?” “How was the process?” “Was it successful/unsuccessful?” “How did the I-deals process influence you based on the outcome?” “Please explain with reasons for your situation.”*)
4. How does the I-deals negotiation process evolve in your organization? (Follow up with questions such as; *“Please specify the situations that either the employer or the employee initiated the process?”*)
5. Which leadership behaviors would support such a negotiation process to be more common?

6. What are the characteristics of employees who initiate such processes with their managers/employers? (*Follow up with questions such as; “What are the characteristics of employees who negotiated successfully vs. unsuccessfully?”*)
7. What are the roles of HR and managers in the organization during an I-deals process?
8. What are the benefits and the adverse consequences of having I-deals negotiations in organizations?
9. If you have not experienced/observed a negotiation before, what do you think about the reasons that you did not pursue such a negotiation process in your organization?

Questions to Explore Dyadic Relations between Managers and Subordinates:

For managers only:

1. Have any of your subordinates ever negotiated such I-deals with you? If yes, how/when was the process initiated? (ex-ante or ex-post) What was the result? (successful or not successful)
2. What kinds of I-deals did you provide to your employee (s)?
3. What influenced your decision in giving these I-deals? (such as the performance of the employee, departmental cost structures, etc.)
4. How did you manage the co-workers’ reactions? Would you give the same I-deals if others from the same department came and asked?
5. Do you think the provision of I-deals is a violation of fairness?
6. What would you do to ensure that such I-deals become fair for everyone in the team, for the future?
7. What would you do to motivate employees who did not obtain I-deals?
8. If you have not experienced it before, what do you think about the reasons that you did not pursue such a negotiation process?

For employees-specific who negotiated at least one I-deals item:

1. What motivated you to go and ask for I-deals in the first place?
2. How did your co-workers react to it?
3. Do you think I-deals affect your performance and effectiveness positively?
4. Is it a criterion for you to be committed and stay in an organization?

For successful and unsuccessful I-deals of employees:

1. Do you think your relationship with your manager influenced your success or failure related to I-deals negotiations?
2. Even if you failed, will you try and ask for such conditions again in the future?

16.APPENDIX-3

A. Interview Participant List and Demographics

P No	Age	Gender	Sector	Marital Status	Total Tenure	Education	Present Tenure	Employment Category	Company Origin
P 1	33	Male	Retail	Married	10	Master	5	Employee	Multinational
P 2	33	Male	Construction	Married	10	Master	2	Employee	Multinational
P 3	31	Female	Telecommunication	Married	9	University	4	HR	Turkish
P 4	40	Male	Healthcare	Married	18	University	4	Manager	Multinational
P 5	45	Male	Healthcare	Married	23	University	19	Manager	Multinational
P 6	30	Male	Information Technologies	Married	8	Master	3	HR	Multinational

P No	Age	Gender	Sector	Marital Status	Total Tenure	Education	Present Tenure	Employment Category	Company Origin
P 7	38	Male	Telecommunication	Married	12	University	8	Employee	Turkish
P 8	32	Male	Construction	Married	10	Master	2	Employee	Multinational
P 9	35	Female	Media	Married	10	University	3	Employee	Turkish
P 10	33	Female	General Industry	Married	10	University	3	HR	Multinational
P 11	33	Male	Pharmacy	Married	10	Master	5	HR	Turkish
P 12	33	Female	FMCG	Married	12	University	2	HR	Multinational
P 13	40	Female	Healthcare	Married	16	University	5	HR	Multinational
P 14	39	Male	Information Technologies	Married	19	Master	10	Manager	Multinational

P No	Age	Gender	Sector	Marital Status	Total Tenure	Education	Present Tenure	Employment Category	Company Origin
P 15	50	Male	Information Technologies	Married	24	Doctorate	10	Manager	Multinational
P 16	39	Male	Information Technologies	Married	16	University	8	Manager	Multinational
P 17	32	Female	Pharmacy	Married	9	Master	5	Employee	Turkish
P 18	33	Female	Information Technologies	Married	13	Master	3	Employee	Multinational
P 19	44	Female	Retail	Single	22	Master	2	HR	Turkish
P 20	36	Female	Information Technologies	Married	13	University	10	HR	Multinational

P No	Age	Gender	Sector	Marital Status	Total Tenure	Education	Present Tenure	Employment Category	Company Origin
P 21	0	Female	Aviation	Married	12	University	4	HR	Multinational
P 22	29	Male	Healthcare	Single	7	University	3	HR	Multinational
P 23	39	Male	Information Technologies	Married	15	University	5	Manager	Multinational
P 24	37	Female	Information Technologies	Married	13	University	3	Employee	Multinational
P 25	43	Female	Information Technologies	Married	18	Master	9	Manager	Multinational
P 26	40	Male	Information Technologies	Married	15	Master	8	Employee	Multinational

P No	Age	Gender	Sector	Marital Status	Total Tenure	Education	Present Tenure	Employment Category	Company Origin
P 27	45	Male	Information Technologies	Single	17	Master	10	Manager	Multinational
P 28	28	Female	Information Technologies	Single	3	University	2	Employee	Multinational
P 29	38	Male	Healthcare	Married	16	University	6	Manager	Multinational
P 30	34	Male	Healthcare	Married	12	University	5	Employee	Multinational

B. List of I-Deals Topics

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer- Initiated	Outcome	Purpose
P 1	Unlimited training based on self-request and hard work	Skill development	Developmental	Ex-post	Employee	Successful	Developing talent
	Assuming challenging assignments	Performance goals	Developmental	Ex-post	Employee	Successful	To accelerate career movements
	Taking more visible projects	Task	Developmental	Ex-post	Employee	Successful	To be more visible to the management
	Training abroad	Training	Developmental	Ex-post	Employee	Successful	To improve self
	Attending a higher-level management program	Career development	Developmental	Ex-post	Employer	Successful	Talent management
	Compensation	Compensation	Financial	Ex-ante	Employee	Unsuccessful	To get his market value
P 2	Flexible hours due to rush hour	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Work life balance & productivity
	Assignment of extra workforce	Reducing workload	Flexibility	Ex-post	Employee	Successful	Effective business operations
	Payment of revenue and bonus amount based on performance criteria	Performance goals	Financial	Ex-post	Employee	Successful	Fair treatment
	Health insurance	Benefits	Financial	Ex-ante	Employee	Successful	Welfare

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
P 3	Mentorship	Skill development	Developmental	Ex-post	Employee	Successful	Developing talent, coaching
	Training opportunities	Training	Developmental	Ex-post	Employee	Successful	Retention
	Setting tenure criteria for a higher band	Career development	Developmental	Ex-post	Employee	Unsuccessful	Fair treatment
	Sign-on bonus	Compensation	Financial	Ex-ante	Employer	Successful	For attracting senior executives in the market
	Compensation and benefits	Compensation and benefits	Financial	Ex-post	Employee	Unsuccessful	Welfare
P 4	Working from another city	Location flexibility	Flexibility	Ex-post	Employee	Successful	Position change
	Salary adjustment	Compensation	Financial	Ex-post	Employee	Successful	Fairness
P 5	Adjustment of work hours to be matched with customer hours	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Increasing work & life balance, motivation, and productivity
	Hiring new employees for a balanced task distribution	Reducing workload	Flexibility	Ex-post	Employee/ Employer	Successful	To reach utilization targets
	Assuming extra leadership responsibility	Task	Developmental	Ex-post	Employee	Successful	To increase leadership capability
	Leadership training	Training	Developmental	Ex-post	Employee	Unsuccessful	To improve leadership skills

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer- Initiated	Outcome	Purpose
	Higher model company car	Benefits	Financial	Ex-post	Employee	Unsuccessful	To align with the market value
	Band Promotion	Career development	Developmental	Ex-post	Employee	Successful	Increasing motivation
	Company car	Benefits	Financial	Ex-ante	Employee	Unsuccessful	To align with the market value
P 6	Commuting between cities	Location flexibility	Flexibility	Ex-ante	Employee	Successful	Family welfare
	Leave management for maternity and breastfeeding period	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Work life balance & diversity
	Foreign language training	Training	Developmental	Ex-post	Employee	Successful	To improve language skills
	Compensation and benefits	Compensation and benefits	Financial	Ex-ante	Employee	Successful	Increasing motivation and welfare
P 7	A new training offered	Skill development	Developmental	Ex-post	Employer	Successful	Talent retention
	Taking extra responsibility on another expertise area	Task	Developmental	Ex-post	Employee	Successful	To be ready for the next career move
	Be promoted to the leader of the current team	Career development	Developmental	Ex-post	Employee	Unsuccessful	Retention
	Compensation	Compensation	Financial	Ex-post	Employee	Successful	Welfare

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer- Initiated	Outcome	Purpose
P 8	Changed deadlines before vacation time	Schedule flexibility	Flexibility	Ex-post	Employee	Successful	Adjusting work-life balance
	Flexible hours to attend a master class	Flexible working hours	Flexibility	Ex-post	Employee	Successful	To have a master's degree
	Payment increase for the rate of inflation	Compensation	Financial	Ex-post	Employee	Unsuccessful	To compensate himself
P 9	Hiring additional employees	Reducing working hours	Flexibility	Ex-post	Employee	Unsuccessful	Balancing the workload
	Time and money request to attend an MBA class	Trainings	Developmental	Ex-post	Employee	Unsuccessful	To have an MBA degree
	Request for a higher position	Career development	Developmental	Ex-post	Employee	Unsuccessful	Promotion
	Increase in salary	Compensation	Financial	Ex-post	Employee	Successful	Welfare
	Transportation allowance	Benefits	Financial	Ex-ante	Employee	Unsuccessful	To align with expectations during the hiring
P 10	Flexible hours for new mothers	Flexible working hours	Flexibility	Ex-post	Employee/ Employer	Successful	Work life balance & diversity
	Flexible hours for health reasons	Flexible working hours	Flexibility	Ex-post	Employee/ Employer	Successful	To improve the health condition
	Extra responsibility for job enrichment	Task	Developmental	Ex-post	Employee	Successful	Career advancement
	Leadership training	Training	Developmental	Ex-post	Employee	Unsuccessful	To improve the soft skills of technical staff

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer- Initiated	Outcome	Purpose
	Title and band negotiation	Career development	Developmental	Ex-ante	Employer	Unsuccessful	To ensure the next steps in career band
	Severance payment during transfers	Compensation	Financial	Ex-ante	Employee	Successful	Attracting talent
	Bonus structure	Compensation	Financial	Ex-ante	Employee	Successful	Fairness
	Stock option	Benefits	Financial	Ex-ante	Employee	Successful	To align with the market value
P 11	Reducing working hours (field employees)	Reducing working hours	Flexibility	Ex-post	Employee	Successful	To motivate high performers
	Flexible hours for business travel and sales team	Flexible working hours	Flexibility	Ex-post	Employee/ Employer	Successful	Effective business operations
	A new department created due to heavy workload	Reducing workload	Flexibility	Ex-post	Employee	Successful	To reduce work demands
	Technical training for specific groups	Skill development	Developmental	Ex-post	Employee	Successful	To increase the technical competency level
	Performance criteria negotiated from the top to the bottom	Performance goals	Developmental	Ex-post	Employee	Unsuccessful	To have reachable sales targets

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
	Taking extra roles to be cost-effective	Task	Developmental	Ex-post	Employee	Successful	Cost efficiency
	Advanced technical training for technical employees	Training	Developmental	Ex-post	Employee	Successful	To improve technical skills for new technologies
	Long-term career negotiation by threatening with another offer	Career development	Developmental	Ex-post	Employee	Successful	To secure a promise for next paths in career advancement
	Salary increase	Compensation	Financial	Ex-ante	Employee	Successful	Welfare & increasing motivation
	Benefit request	Benefits	Financial	Ex-ante/ Ex-post	Employee	Successful	Increasing motivation
P 12	Flexible hours based on manager approval	Flexible working hours	Flexibility	Ex-post	Employee	Unsuccessful	Effective business operations
	Negotiation for KPIs (Key Performance Indicators)	Performance goals	Developmental	Ex-post	Employee	Unsuccessful	Fairness
	Taking stretch assignments	Task	Developmental	Ex-post	Employee	Successful	Job enrichment

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer- Initiated	Outcome	Purpose
	Participation in panels/conferences out of the company annual calendar	Training	Developmental	Ex-post	Employee	Successful	To follow new trends
	Granting alternative roles to high potentials	Career development	Developmental	Ex-post	Employer	Successful	To keep talent in the company
	Financial topics & benefits	Compensation	Financial	Ex-post	Employee	Unsuccessful	Welfare
P 13	Working from different countries	Location flexibility	Flexibility	Ex-ante	Employee	Successful	Increasing work & life balance
	Reducing working hours after the maternity leave	Reducing working hours	Flexibility	Ex-post	Employee/ Employer	Successful	Diversity initiatives
	Part-time working after retirement	Flexible working hours	Flexibility	Ex-ante	Employee	Successful	Work-life balance
	Bubble assignment for specific groups	Skill development	Developmental	Ex-post	Employee/ Employer	Successful	To develop potential talents
	Taking an extra role as a trainer	Task	Developmental	Ex-post	Employee	Successful	To support development
	Getting a master's degree	Training	Developmental	Ex-post	Employee	Unsuccessful	To obtain specialization
	Special offers for expats	Compensation	Financial	Ex-ante	Employee	Successful	Increasing the attractiveness of overseas assignments

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer- Initiated	Outcome	Purpose
P 14	Training for a low performer	Skill development	Developmental	Ex-post	Employee	Successful	To improve performance
	Adjusting high performers' targets	Performance goals	Developmental	Ex-post	Employee/ Employer	Successful	To have maximum productivity
	Giving responsibility from the next role	Career development	Developmental	Ex-post	Employee/ Employer	Successful	Readiness for the next role
	Compensation	Compensation and benefits	Financial	Ex-post	Employee	Unsuccessful	Welfare
P 15	Modifications of sales objectives	Performance goals	Developmental	Ex-post	Employee	Successful	To correct the wrong targets
P 16	Expanding the job during on the job training	Task	Developmental	Ex-post	Employee	Successful	To develop the employee
	Salary adjustment for a high performer	Compensation	Financial	Ex-post	Employer	Successful	To adjust with the market
P 17	Title Negotiation	Career Development	Developmental	Ex-Ante	Employee	Successful	Adjusting the market value
	Alternative performance goals	Performance goals	Developmental	Ex-post	Employee	Successful	To choose the right topic to work on
	Limited vacation usage as performance criterion	Performance goals	Developmental	Ex-post	Employer	Unsuccessful	Increasing productivity
	Working on different topics as a senior person	Task I-deals	Developmental	Ex-post	Employee	Successful	Back-up for other colleagues

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
P18	Negotiating Maternity Leave time	Flexible working hours	Flexibility	Ex-Ante	Employee	Successful	Work & Life Balance for employee (Supporting Diversity for company)
	Postponing a project	Schedule flexibility	Flexibility	Ex-post	Employee	Successful	To reach sales targets on time
	Flexible hours to attend master classes	Flexible working hours	Flexibility	Ex-post	Employee	Successful	To have a master's degree
	Requesting extra workforce	Reducing workload	Flexibility	Ex-post	Employee	Successful	Effective business operations
	Reducing work demands	Reducing workload	Flexibility	Ex-post	Employee	Unsuccessful	Decreasing burnout
	Requesting further resources	Performance goals	Developmental	Ex-post	Employee	Unsuccessful	To obtain extra resources for achieving an additional target
	Offer to move to a different department	Task	Developmental	Ex-post	Employer	Unsuccessful	Talent development
	Offer to attend an online marketing program	Training	Developmental	Ex-post	Employer	Successful	To be trained for a new field and specialty
	A new role offer	Career development	Developmental	Ex-post	Employer	Successful	Retention & Talent Development
	Target-based sales bonus	Compensation and benefits	Financial	Ex-post	Employee	Successful	To align sales targets with a bonus amount

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
P 19	Leadership training for the director role	Training	Developmental	Ex-post	Employer	Successful	To prepare for a leadership role (for a technical employee)
	Contra I-deals for another topic for employees with long tenure and unsuccessful career I-deals	Salary increase	Financial	Ex-post	Employer	Successful	To motivate the employee who has niche technical knowledge that is not available in the market - while the employee has high intention to leave
P 20	Reducing working hours for females	Reducing working hours	Flexibility	Ex-post	Employee/ Employer	Successful	Diversity initiatives
	Adjusting sales quotas	Performance goals	Developmental	Ex-post	Employee	Successful	To determine the right targets
	Assigning external coaches to certain employees	Training	Developmental	Ex-post	Employer	Successful	To invest in hypo-talent employees
	Shadowing program for GM path (1-2 employee)	Career development	Developmental	Ex-post	Employer	Successful	The succession plan for GM
	Compensation	Compensation	Financial	Ex-ante/ Ex-post	Employee	Successful	To meet the market level
	Benefits	Benefits	Financial	Ex-ante/ Ex-post	Employee	Unsuccessful	Welfare
P 21	Working from another city	Location flexibility	Flexibility	Ex-post	Employee	Successful	Work-life balance

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
	Flexible hours for Ramadan time	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Work-life balance
	Flexible hours to attend a marriage program	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Work-life balance
	Flexible hours for catching up with the baby sitter's time	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Work-life arrangements, maternity benefits
	Conference fee covered by the company	Training	Developmental	Ex-post	Employee	Successful	Training for a specialty area
P 22	Outsourcing	Reducing workload	Flexibility	Ex-post	Employer	Successful	Effective business operations
	Accelerated leadership programs	Training	Developmental	Ex-post	Employee/ Employer	Successful	To increase leadership capability
	Salary negotiation for external candidates	Compensation	Financial	Ex-ante	Employee	Successful	Attracting talent
	Benefits	Benefits	Financial	Ex-ante	Employee	Unsuccessful	To align with the market value
P 23	Schedule flexibility for female employees	Flexible working hours	Flexibility	Ex-post	Employee	Successful	Work-life balance
	Job enlargement	Task	Developmental	Ex-post	Employee	Unsuccessful	Increasing employee-organization fit
	Salary increase negotiation	Compensation	Financial	Ex-post	Employee	Unsuccessful	Inflation adjustment

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
	Stretch assignment for a team member	Task	Developmental	Ex-post	Employer	Successful	To support a long-term career in the company
P 24	Different training options	Training	Developmental	Ex-post	Employee	Unsuccessful	To be competitive in the market
	Remote working	Flexible working hours	Flexibility	Ex-post	Employee	Successful	To increase productivity and align with customer time
	Assuming different responsibilities	Task	Developmental	Ex-post	Employee	Unsuccessful	To increase the marketing power
P 25	Training	Development	Developmental	Ex-post	Employee	Successful	To improve skills
	Career development	Development	Developmental	Ex-post	Employee	Successful	To provide long-term support
	Retention bonus	Compensation	Financial	Ex-post	Employer	Successful	To retain the employee in the company
P 26	Job enrichment	Development	Developmental	Ex-post	Employee	Successful	To increase the job scope
	Career development	Development	Developmental	Ex-post	Employer	Unsuccessful	To invest in the career
	Performance goals	Performance goals	Developmental	Ex-post	Employee/ Employer	Successful	To set the right metrics
P 27	Development	Training	Developmental	Ex-post	Employee	Unsuccessful	To strengthen the educational background
	Performance goals	Development	Developmental	Ex-post	Employee	Successful	To align with the role
	Schedule flexibility	Location flexibility	Flexibility	Ex-post	Employee	Successful	To increase productivity

Participant No	I-Deal	Dimension of I-Deal	Type of I-Deal	Time of I-Deal	Employee/ Employer-Initiated	Outcome	Purpose
P 28	Location flexibility	Location flexibility	Flexibility	Ex-post	Employee	Successful	To improve productivity and family conditions
	Technical training	Development	Developmental	Ex-post	Employee	Successful	To develop technical competencies
P 29	Training	Development	Developmental	Ex-post	Employee	Successful	To develop managerial capability
P 30	Sales bonus	Financial	Financial	Ex-post	Employee	Unsuccessful	To align sales targets with the bonus amount