



The Promotion of Accreditation of Prior Learning Processes in Firms: Impact on the Worker-Organization Relationship¹

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In an era where the learner's earlier educational experiences do not always fit with the reality of a rapidly changing employment market, and jobs are not "for life", accompanied by high rates of experience and knowledge redundancy, along with other contributory discontinuities in career patterns (Dealtry, 2003), the importance of lifelong learning is stressed, conveying to the pertinence of a competence-based approach to learning.

That is to say that not only there is a need to constantly develop new competences but also it has become more and more pertinent to recognize and validate the ones acquired in non-formal and informal contexts.

The Accreditation of Prior Learning is a process that strives to assess and recognize the non-formally and informally attained knowledge. Usually, the subjects are asked to demonstrate a set of competences referenced as core to the specific qualification they are aiming at. This demonstration can have practical elements (such as the French *bilan de compétences*) but it usually consists of a portfolio of activities in which the adults demonstrate certain set of competences (e.g. correct use of language).

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In Europe, despite the differences among the countries that have adopted accreditation and validation of prior learning systems, there are connecting common basis and common features, along with an apparent trend to the further promotion of this kind of validation in other countries as a key point of life-long learning (Colardyn & Bjornavold, 2004)².

The role of learning validation and accreditation systems is related to the demand for more co-creative quality assurance solutions in corporate and organizational learning management (Dealtry, 2003), including the need for a more holistic vision of human resources management. Nowadays, firms reveal a special concern about learning issues as a key factor in their competitiveness and consequently, tend to invest in strategies towards the enhancement of human resources competences to improve their learning ability and their performance. Supporting this investment, a study conducted by Rebelo (2006) reveals that workers' qualification is a strong facilitator of the existence of a learning culture in organizations, the type of culture that a leaning organization must have. The results of this study also support that a learning culture has a positive impact on organizational performance.

In Portugal, this process is carried out by governmental institutions, called New Opportunities Centres³, in their own facilities or in organizations that require them to itinerate there. Here, the Accreditation of Prior Learning is designed only to attribute school qualifications (4th, 6th, 9th and, only recently, 12th year of education equivalences) through a process that involves the attendance of APL sessions where candidates show some competencies, as well as the completion of a Portfolio, where significant past experiences and informally acquired competencies are reported. No previous level of school attendance is required for any of the levels of accreditation, as long as the adults prove to possess the competencies referred by the Portuguese Education Ministry in the law.

The APL process in companies does not necessarily entail a formalised strategic plan. Nonetheless, it is evident that this process intended as a Human Resources Development (HRD) instrument or not, impacts on the workers that submit to it. Studies have shown that the APL impacts mainly on the candidates' self-representation (e.g., Layec & Leguy, 2006, Prodercom, 2004, CIDEDEC, 2004), but also on their representation of the company and it's proximity towards them (Layec & Leguy, 2006).

This study aims at investigating the impact of this process in the relationship of Workers with the Firms they work for.

Because the Worker-Organization Relationship is such a wide subject, we chose two types of Job Attitudes (particularly Organizational Commitment and

²In Europe, there are APL processes in several countries (e.g. Austria, Belgium, Denmark, Finland, France, etc.), but the process is not exclusively European, existing also in other Continents, in countries like, Chile, Canada, Korea, USA, Australia, New Zealand, South Africa, etc., although having different acronyms such as APEL (Accreditation of Prior Experiential Learning), RPEL (Recognition of Prior Experiential Learning), PLAR (Prior Learning Assessment and Recognition), etc.

³“Centros de Novas Oportunidades”, in Portuguese.

Job Satisfaction), and one type of Behaviours (namely Extra-Role Organizational Citizenship Behaviours) as the variables in study. This choice was both consistent with the few studies on APL in firms we have found (that pointed out these variables as affected by APL) and with literature review we have conducted, where these three particular variables often appear together.

Our perspective was therefore to look into the Worker-Organization relationship in three different angles: of the Worker with the Job itself (Job Satisfaction); of the Worker's attachment to the Organization (Organizational Commitment) and of the Worker's actual self-report of going beyond his or her job for the good of the Organization (Extra-Role Organizational Citizenship Behaviours).

Job Satisfaction

Job Satisfaction has been the focus of thousands of studies and published articles in industrial-organizational psychology and can be defined "simply how people feel about different aspects of their jobs" (Spector, 1997, p.2).

Research has positively associated Job Satisfaction with the specific attributes and occupations of the job, positive attitudes, motivation and life-happiness, leisure and non-work environment (Tennison, 1996). We hypothesize that Job Satisfaction will increase with the valuing of the workers competences by the APL process, given the likelihood of improvement of the positive attitudes, motivation and life-happiness, commonly associated with a better self-concept (CIDEDEC, 2004).

Also, since self-efficacy⁴, one of the main reported results of the APL process (e.g. CIDEDEC, 2004) is associated with internal control Locus of Control⁵, and Job Performance⁶ aspects reported to relate positively with job satisfaction (O'Brien, 1983, Spector, 1982, cit in Spector, 1997), it is plausible to hypothesize that:

Hypotheses 1a: *Workers that have concluded the APL process promoted in their firms reveal higher Job Satisfaction compared to those workers who are not engaged in this process.*

Hypotheses 1b: *Workers that are doing the APL processes promoted in their firms reveal higher Job Satisfaction compared to those workers who are not engaged in this process.*

⁴Defined here as the tendency to consider oneself competent (Spector, 1997).

⁵Locus of Control is a cognitive variable that represents an individual's generalized belief in his or her ability to control positive and negative reinforcements in life. An internal locus of control leads the subjects to believe that they are able to influence reinforcements (Spector, 1997)

⁶Job Performance is defined here as *how well the person does at the job.*

Organizational Commitment

In the last decades, the concept of Organizational Commitment (OC) has grown in popularity in the literature of industrial/organizational psychology and organizational behavior (Mathieu & Zajac, 1990).

Despite the different definitions and measurements of OC, there is some agreement that it can be considered as a bond that links the individual to the organization and that it is inversely related to turnover and withdrawal intentions (Fields, 2002; Allen & Meyer, 1990), although it is obviously very reductive to consider that Organizational Commitment is only related to focal intentions to remain with the organization (Meyer and Allen, 1997).

For present purposes, we adopted Meyer and Allen's (1991, 1997; Allen & Meyer, 1990) three component model. It is defensible that Meyer and Allen's (1991, 1997; Allen & Meyer, 1990) is the most studied and empirically supported model, prevailing in the literature (Bergman, 2006; Meyer et al., 2002); also it has already been explored in diverse contexts and cultures, despite the prevalence of the North American reality (cf. Meyer & Allen, 1996).

Meyer and Allen (1991) conceptualize OC divided in three components (rather than types, since they can co-exist): Affective, Normative and Continuance Organizational Commitment.

Affective Organizational Commitment can be defined as the emotional attachment with the organization and is related with the worker-organization identification; Normative Organizational Commitment is the perceived obligation (ethical or moral) to remain in the organization and, finally, the Continuance Organizational Commitment is defined as the perceived costs of leaving the organization (such as loss of seniority or lower pay).

Literally, hundreds of studies have examined the relationships between Affective Organizational Commitment (AOC) and variables hypothesized to be its antecedents (Meyer & Allen, 1997).

Overall, the relationship between demographic variables and affective commitment are neither strong nor consistent (Meyer & Allen, 1997); Dispositional variables, however, have shown different results, in particular, there is some evidence that suggests that people's perceptions of their own competence might play an important role in the development of AOC (Meyer and Allen, 1997). Of the several personal characteristics that they examined, Mathieu and Zajac (1990) reported the strongest link between perceived competence and affective commitment, which leads us to the following hypotheses:

Hypotheses 2a: *Workers that have concluded the APL process promoted in their firms reveal higher Affective Organizational Commitment compared to those workers who are not engaged in this process.*

Hypotheses 2b: *Workers that are doing the APL processes promoted in their firms reveal higher Affective Organizational Commitment compared to those workers who are not engaged in this process.*

Normative Organizational Commitment (NOC) has been conceptualized to develop upon several processes. The “psychological contract” between an employee and the organization plays an important role to the emergence of this kind of OC (Argyris, 1960; Rousseau, 1989, 1995; Schein, 1980, cit in Meyer & Allen, 1997). A particular type of investment that the organization makes in the employee – specifically, investments that seem difficult for employees to reciprocate also appear highly correlated with the advent of NOC (Meyer & Allen, 1991), which leads us to the following hypotheses:

Hypotheses 2c: *Workers that have concluded the APL process promoted in their firms will reveal higher Normative Organizational Commitment compared to those workers who are not engaged in this process.*

Hypotheses 2d: *Workers that are doing the APL processes promoted in their firms will reveal higher Normative Organizational Commitment compared to those workers who are not engaged in this process.*

Continuance Commitment has been shown to be related to employees’ perceptions about the transferability of their *skills* (Allen & Meyer, 1990) and their *education* (Lee, 1992, cit in Meyer & Allen, 1997) to other organizations. These authors demonstrated that employees who thought their educational or training investments were less easily transferable elsewhere expressed stronger continuance commitment to their current organization. Also, Continuance Commitment is positively influenced by employee’s *recognition* that leaving is more costly due to the investments made in favour of the organization (*side bets*) and/or the perceived lack of available alternatives.

Thus, and given the fact that the APL process increases the educational level and Global Self-Esteem (e.g. CIDEC, 2004), it is reasonable to hypothesize that:

Hypotheses 2e: *Workers that have concluded the APL process promoted in their firms reveal lower Continuance Organizational Commitment compared to those workers who are not engaged in this process.*

Hypotheses 2f: *Workers that are doing the APL processes promoted in their firms reveal lower Continuance Organizational Commitment compared to those workers who are not engaged in this process.*

Extra-Role Organizational Citizenship Behaviour

Organizational Citizenship Behaviour (OCB) can be defined as an individual behaviour that is *discretionary*, not contractually guaranteed and that

in the aggregate promotes the effective functioning of the organization (Organ, 1997; Smith, Organ & Near, 1983).

Organizational Citizenship Behaviour is *discretionary* in the sense that it is not an enforceable requirement of the role or the job description, but a matter of personal choice (such that its omission is generally not understood as punishable) and by “not contractually guaranteed” we mean that an OCB is not directly or explicitly recognized by the formal reward system (Organ, 1997).

This construct, however fashionable at the moment, has been much debated over time due to the concepts of in-role and extra-role behaviour. In order to avoid the discussion between what employees could consider in-role or extra-role and to distance ourselves from a discussion that is not the focus of this study, we chose to approach this subject by restricting our research to the impact of the APL process to Extra-role Behaviour, using Van Dyne and LePine’s (1998) model, “Helping and Voice Behaviors”. Also, these were the most reported changed variables after the APL process in firms (e.g. CIDEDEC, 2004, Layec & Leguy, 2006).

Helping Behavior is defined as the proactive behavior that emphasizes small acts of consideration towards other co-workers, and Voice Behaviors are the proactive behaviors that challenge the status quo in order to improve Organizational Performance. Both are seen as extra role behaviors that the employees may undertake at their own time (Fields, 2002).

Ng and Van Dyne (2005) refer that the psycho-social antecedents of Help Behaviors are essentially *group cohesion* - defined as “the result of all the forces acting on the members to remain in the group” (Festinger, 1950, cit in Ng & Van Dyne, 2005) and *cooperative group norms*⁷. Since training as well as the APL process (given unquestionable contextual similarities) provides a socialization context, promoting further socialization opportunities and even solidarity among its members (Geerthuis et al, 2002;), we propose the following hypotheses:

Hypotheses 3a: *Workers that have concluded the APL process promoted in their firms report higher Help Behaviours compared to those workers who are not engaged in this process.*

Hypotheses 3b: *Workers that are doing the APL processes promoted in their firms report higher Help Behaviours compared to those workers who are not engaged in this process.*

Relatively to Voice Behaviours, LePine and Van Dyne (1998) stress the relevance of Satisfaction with the group and global self esteem as antecedents of this variable.

Typically, in organizations, the most proximal work-related source of affect for employees is their group: when employees must interact with others in their work group to perform their jobs, their affective response to this

⁷Defined as regular behavior patterns that are relatively stable over time and expected by group members (Bettenhausen & Murnighan, 1991, cit in Ng & Van Dyne, 2005).

interdependence can be a major source of low and/or high satisfaction (Hackman, 1992, cit in LePine & Van Dyne, 1998). Global self esteem, on the other hand, (which can be thought of in terms of self-confidence and generalized self-competence [Tharenou, 1979 cit in LePine & Van Dyne, 1998]) is an important predictor of attitudes and behaviour in work and non-work contexts (Brockner, 1988, cit in LePine & Van Dyne, 1998).

If we consider that one of the main findings on the CIDEC (2004) study on the impact of the APL process in the Portuguese Population was the increase of global self esteem⁸, due to a greater awareness of each individual's own competences and know-how, we are led to formulate the following hypotheses:

Hypotheses 3c: *Workers that have concluded the APL process promoted in their firms report higher Voice Behaviours compared to those workers who are not engaged in this process.*

Hypotheses 3d: *Workers that are doing the APL processes promoted in their firms report higher Voice Behaviours compared to those workers who are not engaged in this process.*

Method

Sample and Data Collection Procedures

Data was collected from employees in two industrial organizations. These two firms are major industrial companies of the automobile and contract manufacturing business, with about 600 and 1000 workers, respectively.

The choice of the organizations where the study was conducted was dictated by the fact that APL Processes had already occurred and were currently taking place in both firms. This was an important factor, due to the nature of our study, where more or less equally distributed groups of subjects in three different stages of the APL process (not involved, involved and graduated from it) were needed.

About 150 questionnaires were distributed in the two firms. Around 50% of the questionnaires were collected directly by the authors, whereas the remaining were distributed, grouped and returned to the authors by collaborators of the Human Resources department of the firms in sealed envelopes, due to organizational internal security policies.

Of these 150 questionnaires, about 90% (N=135) were completed and returned.

The sample is comprised of employees in production (60.7%), clerical (5.2%) and supervisory (17%) positions (17.1% of the subjects did not respond this item). Males comprised 70.4% of the sample. Workers comprised by this sample were between 27 and 59 years old (mean=42.5, SD=6.95). According

⁸Despite specific to the Portuguese Population, these findings are supported by other studies conducted abroad such as Coladryn & Bjornavold (2004), MEFI (2004) Layec & Leguy (2006), etc.

to the objectives of present research, the sample was divided in three groups regarding the level of involvement in the APL process: not involved (31.1%), currently involved (40%) and graduated from it (28.9%).

Measures

Job Satisfaction was assessed using the short version of the MSQ - Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967), with 20 items. Employees' levels of commitment to their organization were measured using the revised version of Meyer and Allen's (1997) 19 item scale: Affective, Normative and Continuance Commitment Scale (Meyer & Allen, 1997).

Extra-Role Organizational Citizenship Behaviour was assessed using the 13-item Helping and Voice Behaviours Scale (Van Dyne & LePine, 1998).

Since none of the instruments has been previously validated to the Portuguese Population, adaptation procedures were developed and exploratory factor analysis as well as reliability tests were conducted for all scales.

All three scales and its factors presented high levels of reliability, with α values of 0.88 for the MSQ (0.87 for the internal satisfaction factor [6 items] and 0.77 for the external satisfaction factor [8 items]), 0.81 for the Affective, Normative and Continuance Scale (0.75 for the Affective Commitment Scale [3 items], 0.81 for the Normative Commitment Scale [4 items] and 0.84 for the Continuance Commitment Scale [6 items]) and 0.93 for the Helping and Voice Behaviours Scale (0.75 for the Voice Behaviours Scale [2 items] and 0.94 for the Helping Behaviours Scale [9 items]). (cf. Martins, 2008 for further details; for the OC scale also cf. Martins, Rebelo & Tomás, 2011).

Analysis

To test our hypotheses, we used a multivariate analysis of variance (MANOVA) design. The independent variable was the APL Process Development, with three levels (not involved, currently involved and graduated from it). The dependent variables were Job Satisfaction (2 types: Internal and External Satisfaction), Organizational Commitment (3 components: Affective, Normative and Continuance Commitment) and Extra-Role Organizational Citizenship Behaviours (2 types: Helping Behaviours and Voice Behaviours). We subsequently used Games-Howell as a *post hoc* procedure to examine the substantive nature of main effect differences when they were found to be statistically significant, given the fact that Levene's test did not reveal equality of variances between the groups (Pestana & Gageiro, 2005).

Results

As table 1 shows, correlations between dependent variables present low, medium and high values, although high values are not so high that overlap

between dependent variables is shown, the option of running MANOVAs for the 3 dependent constructs is proven to be most adequate.

Table 1. *Correlations between Measures of Job Satisfaction (Intrinsic and Extrinsic Job Satisfaction), Organizational Commitment (Affective Organizational Commitment, Normative Organizational Commitment, and Continuance Organizational Commitment) and Extra-Role Organizational Citizenship Behaviours (Helping and Voice Behaviours)*

	Intrinsic Satisfaction	Extrinsic Satisfaction	Affective Organizational Commitment	Normative Organizational Commitment	Continuance Organizational Commitment	Help Behaviours
Extrinsic Satisfaction	.55**					
Affective OC	.30**	.49**				
Normative OC	.28**	.57**	.42**			
Continuance OC	.20*	.22*	.38**	.48**		
Help Behaviours	.38**	.55**	.44**	.47**	.27**	
Voice Behaviours	.34**	.45**	.46**	.35**	.12	.58**

**p<0,001; *p<0,05

With the use of Wilk’s criterion, we found the set of Helping and Voice Behaviours significantly affected by the participation on the APL Process ($\Lambda=0.88$, $F_{(4, 240)}=3.94$, $p=0.04$, $\eta^2= 0.06$). However, univariate tests revealed significant differences specifically in Voice Behaviours, and Games-Howell *post hoc* procedure that these difference were between the workers who had already graduated and the workers not involved in the process (mean difference = 0.79, $p= 0.006$), as well as the workers currently involved versus the workers not involved in the APL process (mean difference = 0.67 for $p= 0.03$).

There was no statistically significant multivariate effect for Job Satisfaction ($\Lambda=0.99$, $F_{(4, 252)}= 0.41$; $p=0.81$, $\eta^2= 0.006$) or Organizational Commitment ($\Lambda=0.97$, $F_{(6, 240)}= 0.56$; $p=0.77$, $\eta^2= 0.01$).

Hence, workers who are currently undergoing the APL process as well as workers who have graduated from the APL process seem to display higher levels of proactive behaviors that challenge the status quo in order to improve Organizational Performance (Voice Behaviors), as it can be observed in Table 2. In tables 3, 4 and 5 multivariate and univariate analysis for the different MANOVAs we conducted are presented.

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Table 2. Means and Standard Deviations of Job Satisfaction (Intrinsic and Extrinsic Job Satisfaction), Organizational Commitment (Affective Organizational Commitment, Normative Organizational Commitment, and Continuance Organizational Commitment) and Extra-Role Organizational Citizenship Behaviours (Helping and Voice Behaviours) as a function of the status in face of the APL Process

Variable	Intrinsic Job Satisfaction N=134		Extrinsic Job Satisfaction N=134		Affective Organizational Commitment N=132		Normative Organizational Commitment N=132		Continuance Organizational Commitment N=132		Help Behaviours N=133		Voice Behaviours N=133	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
APL Status														
Not involved	4.00	.64	3.61	.84	5.39	1.44	4.63	1.33	4.97	1.45	5.93	.77	5.21	1.35
Involved	3.94	.70	3.49	.78	5.50	1.10	4.35	1.54	4.97	1.30	5.99	.83	5.88	.90
Graduated from it	4.04	.50	3.62	.59	5.63	.87	4.51	1.14	4.89	.87	6.20	.57	6.00	.68

Table 3. Multivariate and Univariate Analysis for Measures of Job Satisfaction (Intrinsic and Extrinsic Job Satisfaction)

Source	Multivariate		Univariate	
	df	F	Intrinsic Job Satisfaction	Extrinsic Job Satisfaction
APL Status	4,252	0.41	.46	.34

Table 4. Multivariate and Univariate Analysis for Measures of Organizational Commitment (Affective Organizational Commitment, Normative Organizational Commitment, and Continuance Organizational Commitment)

Source	Multivariate		Univariate		
	df	F	Affective Organizational Commitment	Normative Organizational Commitment	Continuance Organizational Commitment
APL Status	6,240	0.56	,43	,45	,06

Table 5. Multivariate and Univariate Analysis for Measures of Extra-Role Organizational Citizenship Behaviours (Helping and Voice Behaviours)

Source	Multivariate		Univariate	
	df	F	Voice Behaviours	Help Behaviours
APL Status	4,240	3.94*	5.02*	.56

* $p < 0,05$

Although the Multivariate Analysis of Variance yielded statistical significance only in terms of Voice Behaviours, tendencies of the variables generally don't seem to strand from what had been hypothesized, as one can observe in Figures 1, 2 and 3.

Figure 1. Graphical Depiction of the Differences between the Three Levels of APL Process Situation in Terms of the Two Dimensions of Job Satisfaction

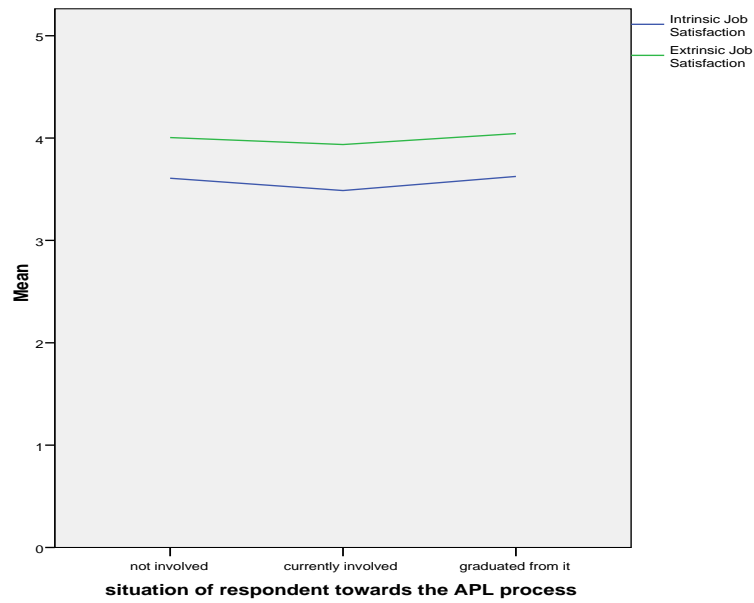


Figure 2. Graphical Depiction of the Differences between the Three Levels of APL Process Situation in Terms of the Three Components of Organizational Commitment

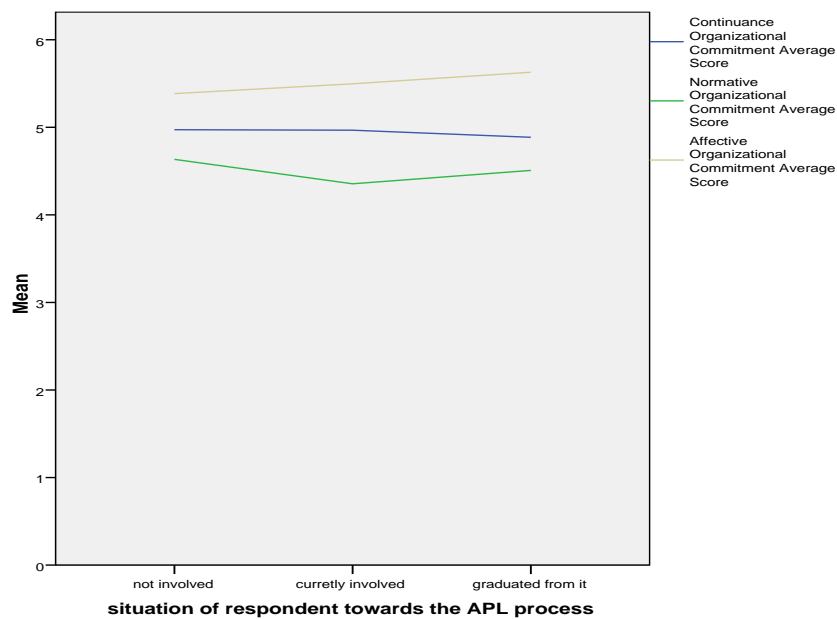
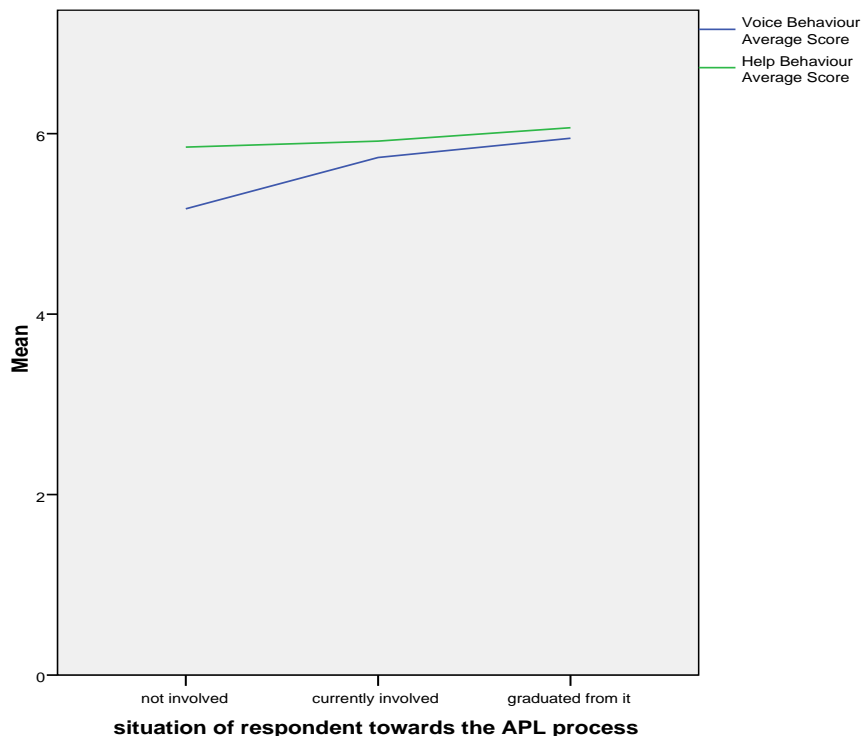


Figure 3. Graphical Depiction of the Differences between the Three Levels of APL Process Situation in Terms of the Two Levels of Helping and Voice Behaviours



Discussion

Although Accreditation of Prior Learning has existed in Portugal since 2003, there was a void in the investigation of this process in organizational contexts, since the existing research mainly focused on the individual and on educational features that APL implies. Thus the present work represents a first effort to understand the implications of this Human Resource Development instrument in the functioning of organizations, having, in this sense, a primary character.

Drawing from Social Exchange Theory (Blau, 1964, cit in Rousseau, 1995), and more specifically from Psychological Contracts literature (e.g. Rousseau, 1995), it is proposed that employees would most likely want to reciprocate the companies' interest in their development with higher levels of Job Satisfaction, Organizational Commitment and Organizational Citizenship Behaviour. We verified that although, generally, variables (with the clear exception of the Normative Organizational Commitment) reported the expected tendency, as is visible in Figures 1 to 3, statistical significance was only found in Voice Behaviours, the proactive behaviors that challenge the status quo in order to improve Organizational Performance, namely, in terms of involvement

in matters which affect the quality of life in the group and in keeping well informed about issues where one's opinion might be useful to the work group.

These findings, although somewhat different from what we had predicted, make sense in view of the fact that all our literary review pointed out that the absolute main effect of the APL process in the individual is the boost in self confidence, self-concept and self esteem, which in its turn is the major antecedent of Voice Behaviours (Van Dyne & LePine, 1998).

Although our original propositions make sense, there can be covariates that we have not accounted for. The well known demand of the modern labour market that encourages workers to practice lifelong learning can also be seen as a demand with a direct enforcement by the companies (e.g., workers who don't keep evolving don't progress in their careers); this may bring about a sense of necessity rather than opportunity to initiatives like promoting APL in companies, therefore associating pressure and a sense of obligation to it. In this context, the worker may see APL not as an offer but as an implicit demand of the firm, thus altering the sense of the ongoing social exchange and reducing the feeling of moral obligation to remain in the organization (Normative Commitment), usually brought about by feelings of owing towards the employer/organization. Currently, in both companies, although the APL sessions are done on the workers after work hours, sessions are held in company premises, making it visible to administration and colleagues whether or not workers are developing this qualification effort.

This might also explain to some extent why workers don't seem to change the studied attitudes in a statistically significant manner (Job Satisfaction and Organizational Commitment), although interestingly enough, they modify behaviours (Voice Behaviours, in this case) in a way that is positive for the firm.

Finally it is important to mark that both firms registered very high levels of Job Satisfaction and Organizational Commitment *a priori*, making it less probable that those variables increased significantly and suggesting that the companies promote other Human Resource Management measures that may account for those levels, due to temporal antecedence or other circumstances.

Conclusions

This study has shown that firm promoted Accreditation of Prior Learning has a impact in the workers pro-active behaviour towards Organizational Performance. Workers who have had their competences validated and workers involved in APL tend to display a higher involvement in matters which affect the quality of life in their group, and make a larger effort to keep themselves well informed about issues where their opinion might be useful to their work group.

We believe that the clues provided by the present study will contribute to the research of APL as a blooming new valid approach to life-long learning,

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organizational learning management and human resource development practice.

Limitations and Directions for Future Investigation

One of the limitations of the present study is its cross-sectional design. For future research, it would be interesting to conduct a longitudinal study, in order to understand the evolutions of these and other dependent variables that could be relevant, as well as to make it possible to include the workers who have started the APL process but that for some reason didn't conclude it/gave up. In this case, will the Worker-Organization Relationship suffer any changes? If so, what are they?

We also think it would be very interesting to understand how the Organization-Worker Relationship is affected by the APL process.

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