

Employee engagement in the South African financial sector

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ABSTRACT

Employee engagement refers to the intrinsic and extrinsic factors that influence motivation and enthusiasm of staff with which they conduct their daily duties. The core focus of this research was based on the psychological conditions and organisational factors influencing employee engagement.

The South African financial sector is a service based industry which is highly regulated and labour intensive. It is a mass employer which provides a critical service to the South African population, has a high influence to the global perception of the country and its' success in this market has a direct effect on the national economy.

Employees interact with customers daily and as such, represent the organisation whilst conducting the daily functions. The morale and motivation of staff is reflected in how they perform their activities and leads to either building or breaking the brand equity of the business.

Studies show that the general level of employee engagement in South Africa is low. The influencers on employee engagement vary and are driven from a personal point of view. Managers must understand that their employee engagement drivers are not always the same as that of general staff.

A qualitative analysis was undertaken to gain an in-depth understanding of the individual perceptions of employee engagement factors of managers and general staff of two different departments within the financial service provider. Face-to-face interviews offered the opportunity to discuss the relevance of employee engagement aspects on an individual level. The results were then collated and analysed.

All respondents indicated that their level of engagement at the workplace was high however each person identified several aspects of improvement during the discussions. The key findings identified were that there was a significant difference in the factors that influenced employee engagement in managers versus that of general staff. Managers were influenced by job meaningfulness,

business culture and alignment of personal and business values whilst general staff focused on fostering their self-efficacy, training and development and work life balance. The proposition factors were however, intertwined with each other linking psychological factors and organisational factors. In order to foster effective employee engagement, combinations of interventions are required. Staff unequivocally identified traits of a transformational leader as the ideal leadership or managerial model for facilitating employee engagement.

The financial institution requires appropriate strategic initiatives for fostering employee engagement. Due to the large volume of employees, the individuals' need for fostering employee engagement can vastly vary. Misinterpretation of the employees needs can result in wasteful expenditure, reduced profit margins and employee disengagement. By understanding the needs of staff and understanding the combinations of interventions required, the large institution is more appropriately empowered to drive effective solutions for fostering employee engagement.

DECLARATION

I, Gregory Gounden, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.



Gregory Gounden

Signed at PARROTOWN

On the 9TH day of JUNE 2017

DEDICATION

I dedicate this research to my loving wife Roxan and my children, Kayla Jade and Zara Alexis. Without your support and patience, this work would not have been possible.

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This research could not have been possible without the help from my dear friends and family. I wish to acknowledge Shane Naidoo for helping me obtain permission for the research, distributing the invitation for participation in the study and for facilitating the venue.

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CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to identify the current perceptions towards employee engagement in a large financial institution. Viewpoints are drawn from both managers and general staff perspectives to identify the similarities and differences between perceptions and to compare the identified themes to current literature. The research was conducted in an organisation in the financial sector in South Africa.

1.2 Context of the study

The South African financial sector is made up of private, commercial, retail and merchant banks, insurance, investment sectors, and mortgage lending. The World Economic forum 2013/14 competitiveness survey ranked the South African banking system third out of 148 countries (Matoti, 2014). It is a service provider primarily to the South African population but extends its services to the international market. The market includes South African and international service providers and is a competitive arena. To a large extent, the financial sector constitutes service providers to businesses and the public with strong brand equity. By providing a critical core function within the country, the successful stable or high performance financial sector, contributes to the economy of the country and global perception of South Africa in the international market, boosting investor confidence and increasing the chances of international investment in the South African economy. When addressing the local market, a positive public perception based on service delivery is important for maintaining a good public image. In 2014, the South African financial sector employed approximately 160.000 people (Matoti, 2014).

Paying people more and expecting this action to result in a more positive output from them is an old adage used as the fundamental basis for inspiring employees at the workplace. Whilst this has some relevance (Rynes, Gerhart,

& Minette, 2004), the question commonly posed would be around how much pay is sufficient. This approach treats the working environment as a transactional relationship based on a remuneration system. This is an extrinsic reward system. Kohn (1993, p. 56) refers to this relationship as a “temporary compliance”. In this, the author states that “once the rewards run out, people revert to their old behaviours”. For the employer, there exists pressure to maintain even higher level of rewards as complacency and expectation set in around the remuneration reward system. Possible additional concerns arise when the compensation offered is not in line with the employee’s perception of the effort exerted in performing their duties. Additional issues arise when the perception of preferential treatment of some, with regards to the remuneration offered, differs to others. This can result in feelings of unfairness and discontent leading to disgruntled employees. From the perspective of the business, this means of incentivisation becomes difficult to sustain as it can result in the rising cost of labour which increases normal operational costs. During times of economic downturn, maintaining a purely transactional relationship can become difficult to manage due to the cost of labour and during periods of economic upturn, can become tricky when staff loyalty is based on the monetary reward system.

Employee engagement has become more topical and relevant for businesses in general as employers aim to be more competitive, increase turnover (PWC, 2015) gain and retain the best staff to maintain consistency and to achieve high output from their employees whilst remaining cost effective (Deloitte, 2016). Employee engagement speaks to fostering an emotional context to the working environment by extending the reward system from remuneration to inspiration, self-satisfying and personally gratifying aspects. This focuses on fostering an intrinsic rewards based employee – employer relationship.

Studies evaluating the engagement level of employees show that the general global trend of employee engagement varies from study to study within a narrow band. PWC (2015) showed a decrease from 66% in 2013 to 62% in 2015, Hewitt (2016) revealed a global increase in from 62% in 2014 to 65% in 2015 but a decrease in Africa from 62% in 2014 to 59% in 2015. The PDT

(2015) study focused on the employee engagement in South African and found that only 58% of respondents felt motivated to make a difference in the workplace, whilst 40% stated that they were disinterested. Hewitt (2015, p. 3) found that “a 5% increase in employee engagement is linked to a 3% increase in revenue growth in the subsequent year”. These studies illustrate that there is not only room for growth in employee engagement but a financial incentive to focus on employee engagement initiatives. Employee engagement offers businesses a methodology on improving employee satisfaction, loyalty and output by fostering an environment that is personally and professionally rewarding whilst achieving a financial gain.

1.2.1 Understanding the influencers to employee engagement

Employers could misinterpret the traits of positive employee engagement with employee satisfaction or job satisfaction and fail to pursue appropriate employee engagement practises. Job satisfaction is defined as, “an employee’s cognitive and affective responses to the job” (Dalal, Baysinger, Brummel, & LeBreton, 2012, p. 297). Job satisfaction is one of the outcomes of an engaged employee but by itself does not imply that the employee is engaged. Employee engagement has been defined by (Abraham, 2012, p. 28) as “the degree to which workers feel job satisfaction and an emotional connection to the success of their business, resulting in improved productivity, innovation and retention”. Kahn (1990, p. 694) states that “in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”.

Employee disengagement is another risk to the organisation as it is founded on the employee dissatisfaction with the employer. Pech and B. Slade (2006, p. 24) indicated the potential sources or causes of employee disengagement as external issues, psychological, organisational and other (see Figure 2).

External environment	Psychological	Organisational	Other
Instability	Lack of meaningfulness	Restructuring	Substance abuse
Insecurity	Lack of identification	Inadequate conditions	Competency issues
	Lack of trust	Poor mgmt and/or leadership	Laziness
	Sense of being undervalued	Ponderous bureaucracy	Illness
	Frustrated ambitions	Poor resourcing	Interpersonal issues
	Perceived inequities	Acceptance and tolerance of low outputs	
	Disinterested	Work complexity	
	Stress and anxiety		

Figure 1: Potential sources/causes of employee disengagement R. Pech and B. Slade (2006)

The employer is positioned to highly influence psychological and organisational influencers to disengagement. Job role traits, meaningfulness and valuing staff influence the psychological issues whilst the business culture, values, systems and process influence the organisational issues.

Job stress is an additional component leading to employee disengagement. According to Coetzee and De Villiers (2010, p. 30), factors that have contributed to increased job stress levels of employees are; role ambiguity, work relationships, tools and equipment, career advancement, job security, lack of autonomy, work-home interface, workload, compensation and benefits and lack of leader/manager support and aspects of the job.

South Africa's numerous prolonged strike actions allude to a lack of trust between the employees and employers. According to Labour (2014, p. viii), the Annual Industrial Action Report 2014 states that there were 88 strike actions in 2014, with 48% being unprotected. PDT (2015, p. 02) annual report stated that, "there exists a growing disconnect between executives, middle managers and ordinary staff".

The PDT (2015, p. 07) study revealed that only 58% of all respondents of the study felt motivated to make a difference. The perceived breakdown of trust and the increase in contributors to higher levels of mental stress are strong indicators of employees becoming less engaged in the workplace.

With pressure on business to optimise processes, reduce overhead costs and increase productivity and efficiency, the demotivated workforce pose a major restriction to achieving these results. According to Batista-Taran, Shuck, Gutierrez, and Baralt (2013, p. 15):

Although engaged employees have consistently shown to be more productive, profitable, safer, healthier, and less likely to leave their employer (Fleming & Asplund, 2007) and (Wagner & Harter, 2006), only 30% of the global workforce is estimated to be engaged (Buckingham & Coffman, 1999; Harter et al., 2002; Saks, 2006; Wagner & Harter, 2006); more than 60% of the global workforce goes to work, at best, ambivalent and emotionally uninvolved with their work (Shuck & Wollard, 2008).

According to the PDT (2015, p. 18) study, “over 80% of South African employees surveyed believe that their work performance and motivation would be better if their companies engaged more effectively with them”. The Hewitt (2015) trends in global employment engagement survey, stated that “a 5% increase in employee engagement would result in approximately 3% increase in revenue growth in the subsequent year”. This implies the potential to increase annual revenue by merely having more staff engagement. If one is looking at the organisational profits, these studies have identified a specific avenue for businesses to build organisational endearment and loyalty whilst boosting the bottom line profits.

The concept of employee engagement refers to the emotional attitude, based on the satisfaction of one's psychological needs, to one's duties which results in motivated staff that put in the extra effort at the workplace. Engagement serves to satisfy the psychological needs of the individual as much as or perhaps more than the financial needs of the individual. This being said, financial dissatisfaction can possibly be one of the contributors to disengagement especially if the employee perceives the lack of remuneration as a lack of recognition and appreciation for their contribution. Maslach and Leiter (2008, p. 500) states “lack of recognition from service recipients, colleagues, managers, and external stakeholders devalues both the work and the workers and is closely associated with feelings of inefficacy”.

The leadership style of the manager or business culture of the organisation is likely to influence the engagement practises and performance management approach to employees. Employee engagement is driven by the leadership of

the business and requires management to transform from business managers to business leaders. The business leadership style must be in line with the needs of the employee to be successful.

Communication as a method of engagement is vital for staff to draw psychological meaningfulness, safety and availability. PDT (2015, p. 13) surveyed over 1100 people, of which, 17.35% were executive management level, 28.63% middle management and 54% non-managerial staff. Of this, 75% of middle managers and 77% of other staff felt that there was a need for improved communication. This result alone potentially indicates a major issue with the organisation's management understanding of the needs of the employees and shows one potential area for improving employee engagement.

The South African financial service provider was selected as the sector for the study for its perceived high level of developed human resources management systems, structures and practises. These types of organisations have typically identified the benefit of having an engaged workforce and have developed systems to manage it. As a large corporate entity, it offers the opportunity to analyse the efficacy of tried and tested systems and to discern the alignment of organisational initiatives against needs of employee.

1.3 Problem statement

The problem that this research will address is, to understand what the perceptions are of managers and general employees with regard to the practices that influence levels of engagement.

1.3.1 *Main problem*

The problem that this research will investigate is to identify perceptions around key factors that lead to employee engagement in the financial services sector from the perspective of managers and employees.

1.3.2 Significance of the study

According to the Organisation for Economic Co-operation and Development (2015) study of global average usual weekly working hours work on the main job, the researchers found that South African's were the 5th highest country globally spending on average 43.2 man hours per week on the job. The current legislative limit for weekly normal working hours is 45 hours per week. Adding travelling time to this further increases the length of the "work day". Maslow (1943) research in formulating the hierarchy of needs indicates that the employee seeks a meaningful life to stay motivated. Extrapolating this principle to the working environment, this indicates that the employee seeks meaningfulness for this contribution to the organisation. An engaged employee is committed, loyal and puts in the extra efforts in performing their functions. Failure to meet the needs of the employee can result in employee becoming disengaged, by withdrawing themselves physically and cognitively, which directly impacts the attitude and performance of the employee (May, Gilson, & Harter, 2004; R. Pech & B. Slade, 2006; Saks, 2006). An international research organisation has found that 5% increase in employee engagement levels could result in a 3% increase in the company's profitability (Hewitt, 2015; PDT, 2015). This poses the opportunity to develop organisational loyalty, commitment, improved organisational brand perception which could draw in highly skilled labour, improved productivity and profitability of the organisation by addressing the needs of the employee more effectively.

Employee engagement is a principle aimed at developing an enthusiastic, committed workforce for the organisation. Bakker (2011, p. 265) found that "engaged employees are more likely to work harder through discretionary effort than those who are disengaged". Bakker (2011, p. 268) suggests that "engaged employees feel full of energy, are dedicated to reach their work-related goals and are often fully immersed in their work". Improved employee engagement has a direct relationship to employee performance. According to Batista-Taran et al. (2013), a Towers Perrin (2007-2008) survey indicated a noticeable financial impact on the employer, showed increased productivity and higher retention rates. The studies all point to a benefit of having engaged staff

due to the energy, dedication and effort that they bring to the organisation. These studies show that there is a direct correlation between employee engagement and employee performance.

According to Deloitte (2016, p. 47),

Managers and leaders are now accountable for engagement, but HR (human resources) has to be proactive, implement the right tools, and gives business leaders a continuous stream of data with which to make future decisions, promote a culture of listening, and ensure that reward systems are consistent with engagement and retention goals.

It is advisable that engagement should be driven from the chief executive officer level downwards and should be considered equally valuable to all levels within the organisations. When managers and staff see that the initiatives are driven by senior management, it invokes a sense of seriousness to the goals. The chief executive officer must include these goals as part of the organisation values and business culture in order for it to be sustainable in the long term. Breevaart et al. (2014, p. 141) stated that “transformational leaders contribute to employees’ intrinsic motivation, because they provide meaningful rationale for their follower’s work”. Tims, Bakker, and Xanthopoulou (2011, p. 129) states,

on days that the leader applies more evidently the values of the transformational style (by inspiring, motivating and paying special attention to the needs of the employees), he/she enhances employees' optimism. An employee, who feels optimistic about achieving the work goals, is involved and willing to go the extra mile

The measure of whether businesses fully understand the principles, significance and application of employee engagement in South Africa may not be sufficiently documented. The lack of staff enthusiasm (PDT, 2015, p. 12), indicate possibly that South African business have not dedicated sufficient resources to engaging staff. The study (PDT, 2015) revealed that only 35% of respondents, at staff level, believed that their managers lead by example whilst 77% of executives felt that their supervisors lead by example. When this is assessed in conjunction with the desire for improved communication, the result demonstrates the effect

of leadership on employee engagement and suggests a possible reason for the lack of employee engagement as being a breakdown in the leadership model from top management through to ordinary staff.

A key concern arising from the studies is the lack of communication between employer and employee. To foster employee engagement, the employer must have a clear understanding of the factors which influence the employee's level of engagement. It is no longer sufficient to apply general practises to all staff with the expectation of boosting employee engagement levels as employees' individuality, varying needs, opinions and desires change over time. To foster a stronger relationship with employees, the employer must engage employees on a platform which brings clarity of the individuals' needs and mitigates misunderstandings which arise from the presumption of needs and motivators of employee.

The South African financial service provider's employees constitute individuals with a large variety of job demands. Employees at teller levels have very different responsibilities to those at corporate head office level. As such, the needs of the individual for obtaining engagement varies based on the job demand requirements. According to Bakker and Demerouti (2007, p. 309), "job characteristics have a profound on employee wellbeing". This study is limited to employees of the organisation based at their head office only.

The large financial institution was selected as it was assumed that the benefits of high employee engagement are currently understood and that the institution is currently actively instituting measures for boosting employee engagement levels. This study will not provide a general solution for business, but is rather an exercise in identifying the current employee engagement practises, identifies the perceived employee engagement factors by managers and cross compares these drivers to the actual requirements as identified by employee.

The results of the research may be of significance to business and academia. It may be able to provide business with an independent yardstick for assessing their current practises and forms the baseline to larger studies in the pursuit of improved business performance. It aims identify correlations or contrasts

between proposed methods of employee engagement by management versus the preferred method as indicated by the employee. Key motivators may be identified during the course of the study which, when compared to literature, could form the basis of future studies.

1.4 Delimitations of the study

The research will be delimited to the following:

- The study will be restricted to qualitative, semi structured interview only to establish viewpoints and sentiment on identified topics. A qualitative study is the preferred tool for a root cause type evaluation for in-depth topic analysis.
- It will be restricted to one company and will look at no more than 10 manager level persons and 10 general staff level persons of which all would be employed on a full time basis.
- The employees and employer/manager will need to be in the employ of the organisation for a period of no less than 6 months.
- The research represents a single surveyed audience views

1.5 Definition of terms

Engagement: The term personal engagement and employee engagement are interchangeable for the purposes of this research. Kahn (1990, p. 694) defines personal engagement as “the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”. Harter, Schmidt, and Hayes (2002, p. 269) refer to engagement as “the individual's involvement and satisfaction with as well as enthusiasm for work”.

General Staff: Refers to persons employed on a full time basis with no persons reporting directly to them. Senior members of staff with the designation of manager but have no direct reports will be termed general staff for the purposes of this study.

Manager: The term manager and employer are interchangeable for the purposes of the study and will be used to identify individuals within a managerial or authoritative role who have direct subordinates reporting to them.

Feedback: This refers to the type of advice offered by the manager on the performance of the employee.

Fostering engagement: refers to the support, initiatives, tools and resources provided by the organisation and/or manager to bring about a sense of engagement of the employee

Mentorship: refers to an external or independent (outside of the department) facility or person with whom the manager or general staff receive personal and professional support and guidance in order to improve the life of the individual.

Work life balance: study refers to the degree of synergy which the respondent has regarding their personal obligations, drives and motivators and the ability to meet the obligations of their work role.

Burnout: refers to a feeling of “being overextended and depleted of one's emotional and physical resources” (Maslach & Leiter, 2008).

1.6 Assumptions

The following assumptions have been made in preparation of this report:

- The respondents have a working knowledge of the term “employee engagement’ to be able to contribute fruitfully to the study.
- The interview candidates will be available and willing to participate in the research study and are able to set aside organisational loyalty to reveal real practises and perceptions
- The respondents are assumed to be open and honest about current business practises. There exists no external pressure to influence the results in a direction other than its natural direction
- The respondents will be willing to discuss and reveal sufficient detail on the factors being considered.
- The researcher is consistent with the interview questions and does not try to sway the results of the research.
- The allocated interview slots would be sufficient to complete the research to the depth to produce noteworthy results.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The literature review aims to understand current perception of the factors and contributors which foster employee engagement. The review commences by drawing on a practicable definition of the concept of employee engagement. It then follows with an assessment of the factors which lead to employee engagement by developing an understanding the psychological factors, organisation contributors and general requirements which influence employee engagement.

2.2 Background

A proposition of this study is that the performance of the employees in the organisation is linked to their level of engagement. Kahn (1990) suggests as a principle that positive cognitive, willingness and emotional engagement manifests itself as a physiological output concluding in improved work performance. According to Bakker (2011, p. 266), “results show that increases in social support, autonomy, opportunities to learn and performance feedback were positive predictors of future work engagement and reduced registered sick absenteeism”. The factors of positive cognitive decisions, willingness to perform functions, positive emotional connection to the job and organisation, positive social support, constructive performance feedback amongst others are strong attributes linked to the concept of an engaged employee.

In a study by Krueger and Killham (2005, p. 2), for the Gallup organisation, the researchers identified three types of employee engagement states. These were identified as engaged, not-engaged and actively disengaged. The study was conducted between October 2000 and May 2005 on approximately 1000 adults and found that 27% were engaged, 59% were not-engaged and 14% were actively dis-engaged. The researchers described the categories for the findings for those engaged as “employees work with passion and feel a profound

connection to their company”, for those not-engaged as “employees are essentially checked out. They are sleep walking through their work day, putting time but not energy or passion”, and for the actively dis-engaged as “employees aren’t just unhappy at work, they are busy acting out their unhappiness”.

The energy imparted by the employee in fulfilling their duties affects the organisation in two ways which are by the performance of the task itself and by the emotional attitude with which the task is carried out. As social beings, the emotional context of the individual is significant as it has an impact on the next link in the business process chain. This emotional state is linked to workplace relationship with managers, peers and subordinates. An example of this would be the ability of a disgruntled worker to influence other workers in his/her day to day interactions. Further, one must consider the impact of an unhappy, disengaged employee in their day to day interactions with customers (internal and external customers). Research by R. Pech and B. Slade (2006, p. 23) identified the impact of psychological conditions on engagement. This research has identified possible symptoms that can be used to identify if staff have become disengaged (see Figure 3).

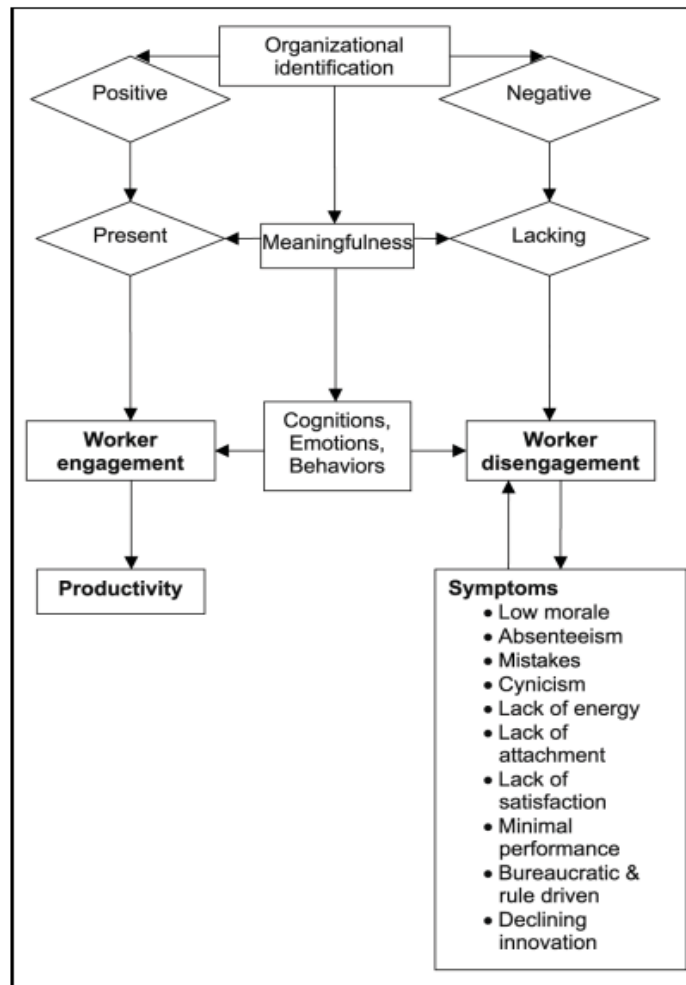


Figure 2: Determinants for the incubations of employee disengagement through lack of psychological identification or meaningfulness (R. Pech & B. Slade, 2006, p. 23)

The symptoms of not being engaged and actively disengaged are outcomes from the employees dis-satisfaction and are manifested by the energy and effort imparted by the employee in carrying out their duties. Positive employee engagement refers to the energy and passion imparted by the employee in executing their duties to the organisation. Employee engagement theory, as discussed in this review, attempts to affirm the connection between employee performance and organisational accomplishments.

2.3 Employee Engagement

2.3.1 *Understanding employee engagement*

Employee engagement has been defined by Kahn (1990, p. 700) as, “task behaviours that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active full role performances”. Harter et al. (2002, p. 269) define engagement as “the individual’s involvement and satisfaction with as well as enthusiasm for work”. Schaufeli, Salanova, González-Romá, and Bakker (2002b, p. 74) define work engagement as a “positive, fulfilling, work related state of mind that is categorised by vigour, dedication, and absorption” whilst Schaufeli and Salanova (2008) suggest that engagement refers “to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual or behaviour”. Whilst there are many more and different interpretations of the term, some with less stringent requirements, the core values have remained constant. In our review, we focused on the terms incorporated from both Kahn (1990) and Harter et al. (2002) description as the guideline of employee engagement as they encompass most values and sentiments of the varying definitions. In this, the key terms identified are positive physical, cognitive and emotional sentiments based in a high level of enthusiasm for the organisation and with one’s job role.

A distinction must be drawn at the onset between employee engagement and employee satisfactions. The difference between the two terms comes in their commitment to the organisation. Whilst organisational commitment refers to “a person’s attitude and attachment towards the organisation” Saks (2006, p. 602), engagement is an emotional connection more than a cognitive decision. Employee satisfaction is related to employee engagement in that it is one of the outcomes from the engagement process but a satisfied employee may not always be engaged.

2.3.2 *Psychological antecedents to employee engagement*

Saks (2006) describes a model of precursors for employee engagement (see Figure 3). This model shows the perceptions of the primary precursors and benefits for fostering job engagement and organisational engagement.

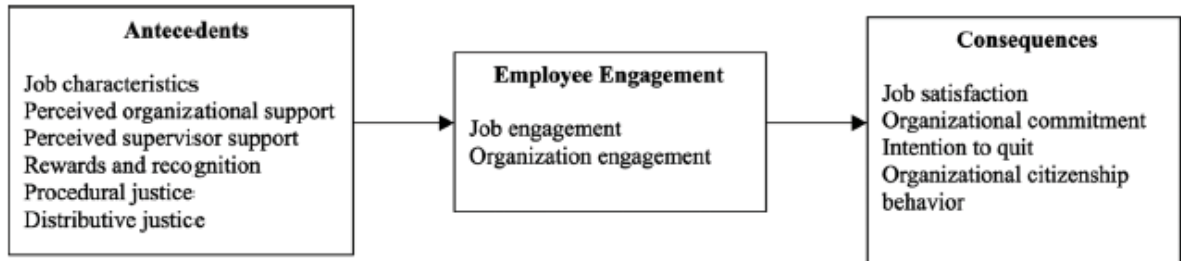


Figure 3: A model of antecedent and consequences of employee engagement
(Saks & Gruman, 2014)

It describes job satisfaction and commitment as some of the outcomes of the employee engagement process. The antecedents listed speak to the concepts of job meaningfulness, psychological support, acknowledgement and perceived organisational fairness.

As employee engagement requires the cognitive, emotional and physical commitment of the employee (Kahn, 1990), all aspects of these conditions must be fulfilled to get the best benefit from and for the employee. These are psychological meaningfulness, psychological availability and psychological safety. When reviewing Maslow (1943) hierarchy of needs, comparing the psychological needs of belongings and esteem to Kahn (1990) psychological conditions for fostering employee engagement, a completeness is noted between the desired outputs of a highly motivated or engaged employee and the precursors of achieving employee engagement.

a. ***Psychological Meaningfulness***

Psychological meaningfulness refers to “one’s belief regarding how meaningful it is to bring oneself to a roles performance” Gruman and Saks (2011, p. 126). This speaks to Maslow’s hierarchy of need for esteem or the feeling of accomplishment. Employers can build psychological meaningfulness by

making clear to the employee, the impact of their contributions to the performance or success of the organisation. This speaks to the employee's sense of self-worth, significance and feeling of being valued. The employee develops a sense of engagement and they believe that their contribution is significant in some way, means or form. It gives relevance to the effort expended in carrying out ones function. In gaining meaningfulness in ones functions, and fostering employee engagement, the employee gains a sense of satisfaction for their contributions or effort expended in carryout ones duties. The reward and recognition must be congruent to the significance of the functions provided or stated by the employer. A disconnect can result if a sense of lack of appreciation is felt by the employee. Maslach, Schaufeli, and Leiter (2001, p. 415) state "that a lack of recognition devalues both the work and the workers". The authors also stated that perception of a lack of reward (monetary, recognition, appreciation) were associated with mental state of inefficacy. As self-efficacy is a positive trait against employee disengagement, the feeling of inefficacy can lead to employee disengagement.

b. ***Psychological availability***

Psychological availability is defined as "the sense of having the physical, emotional, or psychological resources to personally engage at a particular moment" Kahn (1990, p. 714). Physical availability here refers to physical ability or exertion required to carry out the activities required. Mentally one must be confident in one's ability to perform the duties required. Sebastiaan Rothmann and Rothmann Jr (2010) suggest that a lack of resources or job role insecurities influence one's own beliefs and can influence their psychological availability. Training directly impacts the ability of the employee to performance the functions required. It is a mechanism by which skills are imparted to the employee to empower the individual. Gruman and Saks (2011) state that training can be used to help employees cope with job demands. The willingness to perform the function is a separate issue however training fosters self-efficacy and self-confident to carry out ones duties.

c. ***Psychological safety***

Psychological safety is defined as “feeling able to show and employ one’s self without fear of negative consequences to self-image, status, or career” Kahn (1990, p. 708). The employee’s working environment must be such that freedom of expression is allowed and encouraged. Saks (2006) found that environments which emphasised trust and freedom of expression were supportive and promoted psychological safety. With the work space allowing or encouraging freedom of expression, encouraging creativity and promoting self-expression, the employee is stimulated to bring more of oneself into the working environment thereby promoting active employee engagement. A key component of developing psychological safety is in the management style of the organisation throughout all structures. In a study conducted by Tims et al. (2011, p. 128), it was found that the transformational leadership style is the ideal management style for developing engaged employees. Support by the organisation or manager reinforces the sense of safety of the individual. The primary basis for employee engagement is a strong sense of trust that the organisation cares for and has the interests of the employee at hand.

d. ***Self-Efficacy***

Self-efficacy discusses the individual’s ability to self-motivate cognitively and physically to execute the tasks required (May et al., 2004; Yakın & Erdil, 2012). Saks and Gruman (2014) viewed self-efficacy, optimism and self-esteem as personal resources. In the study of 161 certified accountants, Yakın and Erdil (2012) found that there existed a significant relationship between self-efficacy and job satisfaction. Self-efficacy addresses the psychological availability needs for employee engagement as per Kahn (1990) in that it speaks to the ability to foster personal emotional energy. It speaks to the belief in one’s ability and consequentially derives psychological meaningfulness in the performance of one’s duties. Based on research by Yakın and Erdil (2012), the employer would benefit from fostering an environment conducive for creating a notion of self-efficacy in their employees. This would ideally be created by building a culture of employee personal development and providing an authentic and inspirational leadership model.

2.3.3 Organisational impact for employee engagement

a. Communication

A challenge to achieving full employee engagement, lays with addressing the needs of employees on an individual basis. The workforce constitutes a variety of different races, genders, dispositions and backgrounds each influencing how the employee perceives their surroundings. Different character traits, for example an introvert and extrovert, could perceive the same intervention by the employer in different ways. The challenge of large organisations lies with practical ability to avail resources to meet the individual's needs within the work time available. Mishra, Boynton, and Mishra (2014, p. 187) found that face-to-face communications were "considered more reliable if receivers of face-to-face communication perceived a match between the message and non-verbal cues". In their research, the researchers found that one of the outcomes of effective communication was in building trust between employee and management. Markos and Sridevi (2010, p. 93) recommended two-way communication as a one solution for fostering employee engagement stating that "employees are not sets of pots to which you pour out your ideas without giving them a chance to have a say on issues that matter to their job and life". Welch and Jackson (2007) however highlight the impracticality of face to face communications between senior management and all employees especially in a large organisation.

b. Leadership style

A possible solution to addressing issues of communication lies with the management leadership model and business culture of the organisation. Rather than a specific management style for each employee, we consider a holist management style which has a positive influence on all staff.

Batista-Taran et al. (2013, p. 16) state that "there is a clear distinction between managers and leaders. While managers create order and consistency, leaders produce change and motivate staff". Leadership within the organisation should be the primary drivers of employee engagement as the ability to make critical business decisions reside with leaders. Markos and Sridevi (2010, p. 93) state

that “unless the people at the top believe in it, own it, pass it down to managers and employees, and enhance their leadership, employee engagement will never be more than just a corporate fad or another human resources department thing”. Leadership and direction within the organisation are key drivers of successful engagement. Seijts and Crim (2006) propose that leaders can increase the level of engagement by:

- Connecting with their employees at the employee level in a meaningful manner
- Provide a challenging career that facilitates growth of the employee personally and within the organisation
- Clarity of communication especially with regard to organisational vision
- Convey expectations of employees by organisational processes and procedures
- Congratulate or recognise employees for their contributions
- Inform employees how their contribution affects the success of the organisation
- Allow employee latitude for control over the contribution to the organisation
- Encourage or promote collaboration in teams
- Show personal credibility by living the values of the organisation
- Promote confidence in the organisation values, ethics and standards

Leadership style is important for facilitating the engagement needs of the employee. Transformational leadership is described “as the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration” (Bass, 1999, p. 11). In a study conducted by Tims et al. (2011, p. 129), it was found that “the transformational style of the supervisor seems to be highly important, because it boosts employees’ optimism and in turn enhances their work engagement”.

Bass (1991, p. 21) state that transformational leadership occurs when

leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purpose and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group.

Bass (1991) noted that a key personality trait of a transformational leader is that they are charismatic leaders. He believed that associated with charisma is great influence and power. The key here is that the leader not only places the interest of the group above their own interest but also translates the significance and relevance of the mission to the group and gains their buy-in to achieve the result for the group over their own individual self-interests.

According to Bass and Steidlmeier (1999, p. 191), transformational leadership can be characterised by 4 traits which are idealised influence, inspirational motivation, individual consideration and intellectual stimulation. The authors discussed that idealised influence traits speak off the leader's values, foresight and inner strength which make them charismatic. Inspirational motivation speaks to the ability of the leader to inspire followers by instilling value in the challenge and to support them by focussing on their strengths. Individual consideration speaks to the trait of altruism in the leader which is the ability of the leader to unselfishly devote themselves to the best interests of the follower. Intellectual stimulation speaks of the ability of the leader to understand the current situation, form long term visions and methods of implementation of strategy.

c. ***Organisational business culture and values***

Positive business culture and transformational leadership model work hand in hand in that they both promote an environment of fairness and justice (S Rothmann, 2003). These traits have been identified by Kahn (1990) as critical for developing psychological safety. The principle of fairness and justice allow the employee to speak on issues concerning them around the job/tasks, organisation itself or on any work related matter of concern without worries about repercussions. Frankel, Leonard, and Denham (2006, p. 1693) state that engaged employees "feel safe and emotionally comfortable while busy occupied

in a work environment”. Markos and Sridevi (2010, p. 94) states that business’s which foster a culture of mutual respect not only have a positive impact on existing staff but strong positive emotions with new employees. They recommend that there should be alignment between the values and culture of the organisation and managers and that this should be consistent between all sections of the organisation. The purpose of alignment of the employee’s personal values to the organisations values and code of ethics is to foster a high level of motivation of the employee to perform the job and functions required. Dose (1997) state that “values occupy a more central position in the cognitive system and personality make-up of individuals, determine attitudes, and are more closely linked to motivation”.

An agreeable business culture and effective leadership model offers a solution where individual attention to employees is not always possible or feasible on a regular basis. This however, does not remove the need for individual engagement but rather offers a balance between such interventions.

d. ***Training and development***

Gruman and Saks (2011) identified training and development as a method for fostering employee engagement. Training and personal development fulfils the role of empowering employees with knowledge and skills to apply one’s ability confidently. Schaufeli and Salanova (2008) state that the benefit of training and development is that it facilitates employee self-efficacy and self-confidence. It aims to address the needs of ability rather than motivation (Gruman & Saks, 2011). This contributes to the employee’s sense of safety in that the employee undergoes training to full the stop gap between ability and job requirements. Additionally, training assists with the development of the employee contributing to the employee’s self-worth (psychological meaningfulness) and develops the employee’s sense on ambition. Whilst increasing the ability of the individual, training and development develops the condition of resilience (Sutcliffe & Vogus, 2003) and a principle of reciprocal return where the employee fosters the desire and drive to return the personal investment (training and development) to the employer thereby fostering employee engagement and loyalty. Saks (2006, p. 603) describes this principle as “when individuals receive

economic and socio-emotional resources from their organization, they feel obliged to respond in kind and repay the organization". In order for the organisations to benefit from training and development initiatives, direct line managers must be in touch with the current training and development needs of the sub-ordinates. Managers must identify training needs along with the employee on a regular basis as needs evolve over time.

e. ***Organisational mentorship and coaching***

Mentorship and coaching fostered by the organisation can be tools to improve employee self-confidence by reinforcing the impression that there is somebody caring and supporting them. Serrat (2009, p. 54) described mentoring and coaching as a managerial learning and developmental tools with the purpose of nurturing staff and support delivery of results.

In some practises, coaching and mentoring are terms which are used interchangeably (Serrat, 2009). For a clearer understanding of the difference, a working definition of the term will be explored. Kilburg (2000) describes coaching as

a relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.

A clear indication from this relationship is that the coaching is a formalised intervention with defined goals and targets aimed to improve the performance of the trainee.

Mentorship has been defined by Eby, Rhodes, and Allen (2007, p. 16) as

a relationship between a less experienced individual (protégé) and a more experienced person (the mentor), where the purpose is the

personal and professional growth of the protégé ... and where the mentor may be a peer at work, a supervisor someone else within the organization, but outside the protégé's chain of command

This clearly highlights the benefit of a mentor from outside the mentee's department so that the focus of the mentor remains for the personal and professional growth of the mentee rather than meeting organisational goals and targets.

These psychological reinforces are important for nurturing the psychological availability of the employee. If these initiatives are supported or organised by the organisation, the initiative could build on employee loyalty by foster the sense of caring from the employer and building on the principle of reciprocal return. The initial aim of coaching and mentoring is to fulfil the requirements of psychological meaningfulness and safety which is achieved by empowering the employee with a skill base, whilst reinforcing the value of the employee to the organisation. Positive communication generated during coaching and support sessions develop trust thereby empowering the employee's sense of safety required for engagement. It is imperative that the employer creates an organisational culture that is consistent with these values to improve overall impact of the proposition. Kahn (1990) suggests that interpersonal relationships, when supportive and trusting, can enhance one's psychological availability. Employers could facilitate mentorship programs to develop mentors and provide organisation empowerment to mentors to fulfil their mentoring duties. Mentees could be provided with a database and network sessions with potential mentors to find suitable mentors.

f. ***Organisational resources***

Organisational resources are required to meet the psychological needs for employee engagement. Schaufeli and Salanova (2008) suggest that employees are more likely to be or become engaged with the organisation if more resources provided to employees. Hobfoll (2002, p. 307) define resources as "those entities that either is centrally valued in their own right (for example self-

esteem, close attachments, health and inner peace) or act as a means to obtain centrally valued ends (for example money, social support and credit)".

Schaufeli and Bakker (2004, p. 296) describe job resources as "those physical, psychological, social, or organizational aspects of the job that either/or (1) reduce job demands and the associated physiological and psychological costs; (2) are functional in achieving work goals; (3) stimulate personal growth, learning and development". This definition highlights organisation avenues for providing employee with necessary job resources. In this action, the organisation positively reinforces the psychological needs of the employee thereby fostering employee engagement.

The resources in the workplace amongst others encompasses "job design, coaching, social support, leadership and training" (Gruman & Saks, 2011, p. 128) and can include to "control, feedback and variety" (Schaufeli & Salanova, 2008, p. 386; Tims et al., 2011). Saks and Gruman (2014, p. 161) stated that a "lack of job resources leads to withdrawal behaviour or disengagement from work". Maslach et al. (2001) stated that a lack of resources is a major cause for employee overload which leads to employee burnout.

g. ***Organisational job crafting***

May et al. (2004, p. 14) discuss the significance of work role fit. They suggest an alignment between work roles psychological meaningfulness which is linked to positive employee engagement. This significance can be fostered by allowing the employee leniency in the crafting of their job specifications. Wrzesniewski and Dutton (2001) and Bakker (2011) propose allowing the employee the ability to define the boundaries of the tasks which is the flexibility to engage in a more meaningful manner as well as the quantity flexibility of tasks undertaken, as an effective means for developing engagement. Gruman and Saks (2011) propose that employee engagement can be achieved by addressing job design as the job role is tied to the employee's connotation of purpose, role fit is critical for developing engagement. Psychological meaningfulness requires that the employee believe that their contribution has a purpose and serves the greater

good of the organisation. Liden, Wayne, and Sparrowe (2000, p. 409) postulated that those who found their jobs meaningful and valuable felt greater levels of satisfaction over those who felt that their jobs had little value. The proposition is made that the job function/responsibilities of the employee be flexible in that the employee is allowed the ability to discuss the functions and responsibilities of their roles. Wrzesniewski and Dutton (2001, p. 185) suggest that job design can be achieved by allowing the employee flexibility in “changing the number, scope, or type of job tasks done at work”. Job crafting could be supportive by allowing the employee additional responsibilities at their own discretion by bring meaningfulness to their day to day functions. It potentially offers a solution to employee burnout and subsequent disengagement.

2.3.4 Additional influences of employee engagement

a. Employee burnout

Maslach and Leiter (2008, p. 498) description of employee burnout states that “it refers to the feelings of being overextended and depleted of one’s emotional and physical resources”. A critical element of a highly work or job engaged individual is the possibility of burnout when work or job engagement transforms from positive engagement, to an unhealthy obsession (workaholism) with work duties. This fundamentally can be avoided if the employee has a work life balance and if the organisation promotes and supports a work life balance. Workaholism does not benefit the employee nor the organisation as it leads to burnout. The study by Schaufeli, Taris, and Van Rhenen (2008) aimed to identify the relationship between workaholism, burnout and work engagement found that workaholism and work engagement overlap when discussing absorption in ones work however the intrinsic reasons differ in that workaholism is a compulsive trait whilst work engagement is a fun and personal rewarding trait. Their results found that workaholism, burnout and work engagement could be “discriminated empirically” (Schaufeli et al., 2008, p. 195). This chapter will therefore by limited to burnout only.

According to Lee and Ashforth (1996, p. 123), Maslach (1982) stated that burnout consisted of “three dimensions which are emotional exhaustion,

depersonalisation (felt distance from others) and diminished personal accomplishment”. These three conditions are fundamentally psychological conditions impacting the employee. Burnout therefore has a negative influence on the employee’s state of being, and negatively influences the psychological availability of the employee. Schaufeli, Leiter, and Maslach (2009, p. 205) commented that employees experiencing burnout “lose the capacity to provide intense contributions that make an impact”.

S Rothmann (2003, p. 20) has identified the 6 antecedents of burnout as; work overload exceeding human limits, lack of control over tasks performed, insufficient rewards or recognition of contributions, breakdown of social structure in the work place, absence of fairness and justice and conflict arising between job functional requirements and personal values/ethics. The antecedents to burnout offer the employer the opportunity to assess the working environment, management style and business culture to foster employee engagement and reduce the likelihood of employee disengagement resulting from burnout. Work overload can be addressed by the provision of resources, fostering stronger working teams and providing the employee with flexibility to develop a work life balance. Control over task and rewards and recognitions can be addressed by the leadership ship promoted in the organisation. The transformational leadership model has been identified as strong model for fostering employee engagement. The breakdown of social structure, absence of fairness and justice and conflicts of personal ethics can be addressed by the organisation’s business culture and value systems. It is imperative that the organisation live its values from the top of the organisation to the bottom. In living and enforcing the values, the organisation fosters trust, develops endearment from it staff and builds bonds which foster employee engagement.

b. ***Work life balance***

Work life balance looks at the synergy between the roles and responsibilities of the individual at work and their responsibilities outside of work. The aim of work life balance is to improve the quality of life. Kalliath and Brough (2008, p. 325) described work life balance as “the extent to which an individual is engaged in and equally satisfied with his or her work role and family role”. In the research

conducted by Sturges and Guest (2004), the authors found that despite the desire for a work life balance by graduates, the demands of the job role led to increased worked hours resulting in an unsatisfactory work life balance. They found also that as the tenure of graduates increased so did the work load and overtime demands. This dissatisfaction with the working arrangement can lead to employee disengagement.

May et al. (2004, p. 18) stated that (Hall & Richter, 1989), found that “activities outside the workplace have the potential to draw away individuals’ energies from their work and make them less psychologically available for their work roles”. These could include family, religious beliefs and hobbies. This viewpoint holds that there is a separation of work and life and that focus on one removes significance to the other. An employee centric view could be pursued by incorporating flexibility in the day to day activities of the individual by allowing flexitime and ability to work remotely allowing the employee the ability to prioritising daily activities without the stress of making compromises to work life balance (Hill, Hawkins, Ferris, & Weitzman, 2001). Employees seek employers who are considerate of the family needs of the employee and create facilities to assist employee to meet the personal obligations. The relationship between engagement, retention of staff and key skills was identified in the research by Allen (2001), in which the author found that

employees who perceived that the organization was less family-supportive experienced more work–family conflict, less job satisfaction, less organizational commitment, and greater turnover intentions than did employees who perceived that the organization was more family-supportive

2.3.5 Research Proposition 1

The main factors that lead to employee engagement in the financial sector are:

- psychological meaningfulness
- psychological availability
- psychological safety

- self-efficacy
- communication
- leadership style
- business culture
- alignment of values
- training and development
- mentorship and coaching
- provision of organisational resources
- job crafting
- eliminating burnout
- work life balance

2.4 Conclusion of Literature Review

Key words commonly associated with employee engagement are enthusiasm (Harter et al., 2002) and expression of preferred self (Kahn, 1990). Employee engagement in both the organisation and job results in an employee who views the organisation on a personal level and associates its success with their own reward system. Studies have shown that employee engagement results in a psychological commitment of the employee, reduced leave days, improved performance and a noticeable financial improvement of the business in which the employee resides (Macey & Schneider, 2008).

The key to obtaining employee engagement has been identified by addressing several key factors which are the psychological needs of the employee, organisational contributors to employee engagement, eliminating employee burnout and fostering work life balance (see Table 1).

Table 1: Factors contributing to employee engagement

Group	Antecedent to employee engagement
Psychological factors	Psychological meaningfulness

	Psychological availability Psychological safety Self-efficacy
Organisational factors	Effective communication Leadership style Business culture Alignment of values Organisational training and develop Coaching and mentoring Organisation resources Job crafting
General factors	Eliminating burnout Work life balance

The psychological needs of meaningfulness, availability and safety are to some extent reciprocal needs. The employee needs the sense of validation, the freedom of expression and desire to fulfil the duties required. Similarly, the employer needs an employee who brings a meaningfulness effort to the job in that it fulfils an essential role, is able to constructively contribute to the business and is able to communicate and interact effectively on key issues and with people. The main requirements of an employer are that the employees exert their full effort in fulfilling their obligations to the business and that there is a sense of comfort or safety in that the employees have the best interest of the organisation at heart.

There exists also on both ends a demand and supply arrangement in that the employee requires resources for example structure, communication, support, mentoring and training in order to engage completely with the employer and job whilst the employer requires the employee to bring his resources for example time, effort, skills and abilities to perform the role required to ensure the success of the business and offers a conducive working environment to the employee. Indubitably, the ideal scenario is for both the employer and employee to be in states of complete engagement with each other.

The leadership or managerial style has been identified as a key mechanism for fostering employee engagement. It is a contributor to the business culture and a facilitator of trust and open communication at the work place. A transformation leadership style has been identified as the most appropriate leadership or managerial approach in that it fosters traits of charisma, fosters intellectual stimulation and is based on a selfless and supportive platform. These traits speak directly to the employee's psychological needs required for fostering employee engagement.

The leadership style and the business culture go hand in hand together. Business culture refers to how the business or its managers and staff go about conducting day to day activities. The leadership model forms the basis by which general staff observe and replicate the actions or leadership model of their seniors. The leadership model and business culture is influenced by the organisations values. Management must truly believe and live by the values of the organisation. When the values of the organisation influence management's actions, the organisation benefits from a positive business culture. Values and culture must be driven by the head of the organisation. This must be more than word play and must be the guiding beacon or standard to which the entire organisation must comply.

Training and career development focuses on a strategic initiative to address the employee's shortfalls in performing the functions required by implementing a formalised plan to impart skills and knowledge whereby the participant is upskilled. Training and development therefore focuses on developing the ability of the individual. The process of empowering the candidate has the effect of

building self-confidence, self-efficacy and self-worth. The organisation benefits by obtaining an employee with the necessary skills required to perform that function or other functions required whilst fostering employee loyalty.

Coaching and mentorship are organisational tools aimed at providing a supportive and developmental environment for the candidate. Coaching refers to a formalised structure that is goal orientated to achieve skills and improved employee performance whilst mentorship focuses on the mentee's personal and professional growth. As such, coaching can be conducted by coaches within and outside the department however a mentorship is aimed at profession and personal development. The mentor should be from outside the department thereby removing any bias for meeting departmental goals and removing issues around peer competition. Coaching and mentoring facilitate the needs as required for psychological meaningfulness, availability and safety.

Schaufeli and Bakker (2004) described job resources as physical, psychological, social, or organizational interventions aimed at addressing the needs of the employee. By meeting these needs, the employer empowers its employees with the resources required to perform the tasks at hand and for future roles. The resources offered aim to foster a sense of safety by empowering the employee with skills and systems, brings meaningfulness to the job role thereby improving employee satisfaction and provides the employee with structure and tangible resources to ensure that the employee is psychologically available at the workplace. A lack of resources can be perceived as a lack of investment by the organisation in the individual or the unfair allocation of resources could foster feelings of injustice and unfairness thereby leading to employee disengagement (S Rothmann, 2003).

Job crafting is a method of promoting employee engagement. The focus of job crafting is to facilitate work role fit thereby increasing the psychological meaningfulness of the job role. Job crafting refers to the ability of the employee to design his day to day activities to draw more meaningfulness from the daily experiences. The practicality and limitation of implementation of the concept has not been widely discussed however aspects of the concepts could prove

valuable especially if the construct was used as a basis for fostering a relationship of trust, openness and communication.

Burnout has been associated with traits of feeling overstretched and drained of one's energy and impetus. As a result, the employee becomes disengaged and subsequently unproductive in the work role. S Rothmann (2003, p. 20) has identified the 6 antecedents of burnout as; work overload exceeding human limits, lack of control over tasks performed, insufficient rewards or recognition of contributions, breakdown of social structure in the work place, absence of fairness and justice and conflict arising between job functional requirements and personal values/ethics.

The antecedents to burnout are indications to the employer of systems and processes that need to be improved to prevent the reoccurrence of burnout. Possible solutions include the provision of resources, change of business work culture, promoting work life balance, emotional and professional support and change of management style to be more supportive and cognitive of issues developing with the employee. Typical issues of high work load and goals can be facilitated by promoting more team work for even distribution or support by colleagues within the same department.

Employees seek employers who are sympathetic to the needs of their family or for activities that fall outside that of their work role. To this end, employees view an employer who facilitates work life balance positively. The more competitive work environment and competitive market has placed a burden on employees to give in more time to meet business objectives and to remain valuable to the organisation. This affords the employer the opportunity to either exploit staff or to foster a strong mutually beneficial relationship. By fostering the relationship, the employer builds trust and respect which fosters employee engagement and employee commitment. Work life balance refers to the synergy that the employee seeks between the responsibilities at work and responsibilities outside work. The theory offers an alternative to work life separation in which the employee separates work and work activities completely from their personal life. This separation could lead to two distinct personalities which are the personality at work and at home. Kahn (1990, p. 694) defines personal

engagement as expressing oneself physical, cognitively and emotionally. In work life separation, the employee is unlikely to fully bring these traits to the working environment thereby limiting the ability to be fully engaged at the workplace. Employers must therefore seek to promote the balance between their employee work and life to ensure that when employees are at their workplace, they are more likely to be fully engaged. This requires that the employer create platforms and system to facilitate work life balance. Flexi working time has been identified as one portal for facilitating work life balance.

2.4.1 *Research Proposition 1*

The main factors that lead to employee engagement in the financial sector are:

- psychological meaningfulness
- psychological availability
- psychological safety
- self-efficacy
- communication
- leadership style
- business culture
- alignment of values
- training and development
- mentorship and coaching
- provision of organisational resources
- job crafting
- eliminating burnout
- work life balance

CHAPTER 3. RESEARCH METHODOLOGY

The subsequent sections will outline the methodology and approach used during the research process. The research was intended to draw deeper insight by revealing perceptions from the subjects on the research topic. The findings were used to assess the correlations and deviations between the perceptions of managers of the factors which influence employee engagement and needs as identified by the employees for fostering and growing their employee engagement level. As such, a qualitative research approach was selected for its flexible structure and ability to allow the subject the opportunity to communicate freely and unhindered providing deeper insight into the reasoning for their viewpoints.

3.1 Research methodology

According to Kothari (2004, p. 5), “qualitative research is concerned with subjective assessment of attitudes, opinions and behaviours”. The research was conducted using a qualitative approach in order to gain deeper insights around perceptions and preferences into the research topic. The advantage of the qualitative approach over the quantitative approach is the ability to probe more deeply into a specific question. The research was conducted by face to face interviews in a semi structured format. The semi structured approach was selected as the focus questions were inter-leading. The study thereby benefited from a continuous, semi-steered conversation over a question and answer approach. This allowed the interviewer to discuss the topic at hand as well as develop new issues arising during the conversation that are relevant to the research topics.

3.2 Research Design

The research was limited to a single organisation/case site in the financial services sector operating in Gauteng. The study was designed on a semi-structured interview basis. Participants were from the corporate head office.

The semi-structured approach was selected to allow the respondent time and leeway to change the focus of the discussion, within parameters, to issues more relevant to themselves based on the key themes discussed. The key themes of the interviews were the research topic questions as listed in Appendix A. Face to face interviews on a one to one basis were conducted with the manager and employee at the place of business. The interviews were planned to take between 30-45 minutes. Interviews were conducted with the managerial staff and general staff level on an appointment basis. The request for participation in the study was distributed by the organisations human resources department and to individual candidates directly as identified by the organisations human resources department. The majority of the responses for participation were received from two departments within the organisation. The researcher decided to deliberately limit the study to candidates from these two departments only so as to be able to draw on a complete manager-employee comparison of perceptions. Participation in the survey was on a voluntary basis. The tone of the interview was casual in order to allow the subject to be in a relax state and to develop trust. The interview process was semi-formal in that the ultimate aim was to address key questions through a casual conversation approach.

The purpose of the study was to draw on personal perceptions on the concepts of employee engagement, to understand the significance of factors to employees and management on these concepts, understand the effectiveness of current mechanisms and their preferred mechanisms for facilitation of engagement. The study was reliant on the subject having a fundamental understanding of the term employee engagement. The interviewer provided the interviewee with a working definition and context of the study prior to commencing with the interview.

3.3 Population and sample

3.3.1 *Population*

The population of the study was sourced from a corporate financial service provider based in Gauteng. A financial service provider was selected as it is

within a highly regulated industry and is one of the largest employers in South Africa. Financial service providers are deemed to have developed noteworthy formal human resources systems, policies and practices for managing staff on performance management level. The target population was limited to respondents from two departments within the large organisation to gauge a cross comparison between manager and general staff.

3.3.2 *Sample and sampling method*

The population of the research was planned to constitute up to 10 managerial level staff (staff with subordinates) and up to 10 general level staff (without subordinates). An email request for participation was distributed to persons identified by the organisation. The quantity of respondents to the request was fewer than anticipated. The respondents were grouped and it was identified that the majority of the respondents constituted employees of two departments in the organisation. The researcher made a deliberate decision to limit participation of the study to respondents from these two departments in order to obtain a cross comparison of information between a manager and direct respondents within the same department as well as to obtain cross comparative views between two departments within the same organisation. The study was then limited to respondents from these two departments only. A new letter of invitation was distributed to gain more respondents for participation in the study. Email requests were sent out to managerial staff and general staff and were subsequently redistributed by the respondents themselves to their colleagues. A total of 7 managers and 8 general staff were interviewed for the study. All subjects interviewed were on a voluntary basis. The study is limited to staff with over 6 months working experience at the organisation.

3.4 The research instrument

The research instrument used is the on-on-one semi structured interviews based on the list of interview questions on which the research is focused as listed in Appendix A. The semi-formal structure was designed to allow the respondent some guidance on the topic being discussed but to also promote

active participation and contribution by the respondents by affording the respondents some latitude in the conversation to direct issues, comments and feedback to meaningful and relevant responses. This method gave the respondent time to deliberate on their responses, recount personal experiences and challenge their own thinking in way that they did not previously consider. The semi structure style is suited to gaining insight into attitudes values and beliefs (Louise Barriball & While, 1994).

Interviews were conducted in a private meeting room at the employee's place of business to provide convenience and familiarity for the respondent. The respondents were made aware of the context of the study and were presented with the main questions that related to the research topic. The presentation and order of the questions was flexible and additional questions or diverging thought patterns were encouraged (within boundaries) to identify aspects not considered in the literature or the proposition.

Ritchie, Lewis, Nicholls, and Ormston (2013, p. 144) stated that “the researcher needs to be totally dedicated to interviewing. Their attention should be focused on listening and responding”. For the purpose of obtaining accurate reporting and allowing maximum focus on the respondents, all interviews were voice recorded after obtaining permission from the respondent.

3.5 Procedure for data collection

The proposed study was to exploit personal interviews as the primary method of data collection. The format of the data collection was to follow the form of an “unstructured interview” in that there was flexibility to the structure of the interview (Kothari, 2004).

Financial service providers were contacted to seek permission to conduct the research in the organisation. A condition of the study was that all information gathered will be used for academic purposes only and that none of the information gathered will be made available to the financial service provider under any circumstances. With the acceptance of the study, a proposal was put forward to staff by email notifying them of my intension to carry out the research

and followed with invitation to participate in the program. All replies were directly to interviewer.

Upon receiving acknowledgement for participation, 2 days were set aside to carryout interviews with subjects based on their availability during the day at the employer's premises. Sessions were between 30-45 minutes each.

All subjects were informed of the purpose of the study both verbally and in writing, which is that it is for academic purposes only and were to be held strictly confidential. They were informed that no feedback will be given to the organisation under any circumstances. Respondents were requested to acknowledge that the terms of the study were explained by signing the consent form. All interviews were recorded by voice recording after receiving permission from the respondents. All data after each interview was transferred onto the interviewers password protected laptop and later saved onto a cloud drive for safe record keeping. All information collected was held safe and confidential. All interviews were referred to by chronological order of the interview and no names nor were records of the subjects retained after the interview on the analysis documents.

3.6 Data analysis and interpretation

Data analysis followed the format of thematic content analysis proposed by Kothari (2004) which stipulated editing, coding, classification and tabulation. These steps were flow as follows:

- Summary notes were be generated from the interview highlighting key points brought up during the interview
- The summary notes were then be summarised and coded based on the key focus questions with responses per interview
- All feedback was collated based a key questions and responses and on the key themes identified during the interview.
- The data examination was conducted by identifying the needs of the individuals, correlations and discrepancies between the employer's

feedback, employee's feedback and theoretical literature based on the key questions.

3.7 Limitations of the study

The qualitative research approach was selected to overcome the limitation of the quantitative methods to determining in depth meaning, significance and perceptions around the proposed topic by the advantage of being able to probe the respondents to gain greater insight and feedback (Louise Barriball & While, 1994; Patton, 1990). The study was reliant on the honest and frank participation of management and staff. It was assumed that management would be forthright in their responses rather than manipulating the results for purposes of self-interest, pride and ego. It was assumed that the employees would perceive the tone of interview in a positive manner and trade organisation loyalty for honesty and openness.

Employee engagement itself has many definitions and requirements. The context of the question was posed in manner such that the subject was aware of key aspects that the interviewer was specifically seeking which were concepts of meaningfulness, availability, safety and enthusiasm for one's role.

The focus of the study was meant to draw on perceptions of a small group of individuals. The research however managed to obtain a cross comparison of viewpoints from two completely different departments within the organisation. The findings are not indicative of the organisational divisions, organisation as a whole or the industry. The study was limited to one source of information which is the information provided by the respondents. Cross referencing of information supplied was not possible.

3.8 Validity and reliability

3.8.1 *External validity*

Calder, Phillips, and Tybout (1982, p. 240) refers to external validity as “whether or not an observed causal relationship should be generalised to across different measures, setting, person and time”. The external validity of the research is limited to the interview subjects only. The findings of this research can be generalised as the respondents were selected from two different business units in the organisation. This afforded the opportunity to gain a cross comparison of results. The purpose of the study was to identify any stop gaps, major deviations in perceptions or major similarities for more detail research later.

3.8.2 *Internal validity*

Calder et al. (1982, p. 240) refers to internal validity as “whether or not and observed covariation should be considered as a causal relationship”. Internal validity will be maintained by following the same structure through each of the interview processes. Concepts being discussed will be identified by the exact same meanings to ensure that respondents are replying to the same points. The form of the interview remains semi-structured and the conversation may lead to different subsequent questions which may alter the key questions ask, however, the core form of the interview will remain intact.

3.8.3 *Reliability*

Reliability refers to the “replicability of research findings” Ritchie et al. (2013, p. 270). The reliability of the research is limited as the respondents are providing the interviewer with personal perspectives and opinions based on their interpretation of the questions posed, interpretation within the context of their working environment and personal history within their organisation. This perspective could reflect a general attitude however the ability to replicate the same results would be difficult. Ritchie et al. (2013) proposes that concepts of conformability of finding and trustworthiness of results, consistency and

dependability of results be evaluated as they form part of reliability in the larger context. For reliability in this research, the researchers focused on the consistency and trustworthiness of the results from the respondents. The researchers approach to the respondents was repetition of questions and the time allocated allowing the respondents to reflect on personal experience ensures that the research instrument is reliable and precise.

3.9 Demographic profile of respondents

The study was limited to interviews from two departments in order to gauge a greater analysis of the perception of managers and general staff within the same working environment. All respondents selected had more than 6 months working experience within the organisation.

For the purposes of this study, a manager was referred to as an individual with subordinates and general staff was referred to as a person without direct reporting subordinates. All respondents interviewed were professionals within the organisation with some having the designation of manager (of a portfolio) without any direct reports. These respondents were referred to as general staff in this study. The departments participating in the study were further referred to as Department A and Department B.

In total, 7 managers and 8 general staff were interviewed with interviews ranging between 30-45 minutes over the course of 2 days.

CHAPTER 4. PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

For the purposes of eliminating repetition, the data for the presentation of the results and discussion of the results have been combined into this chapter to provide a complete illustration of thoughts discovered during the study. This chapter therefore addressed the proposition and resolves to immediately discuss the interpretation of the result.

The research was conducted by carrying out semi-formal interviews with the respondents of two departments at their place of work. Participant in the study includes managers and general staff. The respondents were informed of the purpose and context of the study. They were advised that their identities would be held confidential in order to foster a sense of freedom of expression. Respondents were encouraged to offer their personal view on the subject matter without reservation and gave their permission for the interviews to be recorded after which key themes and points were noted during the subsequent analysis of the interview. The purpose of the study was to gain an understanding of the perceptions from general staff on the factors which influence their level of engagement and for managers to state their beliefs on what the influences were which affected their staffs' level of engagement (See Appendix A and Appendix B). The feedback from all respondents was collated and coded based on the theme discussed for example it was collated based on a topic that either party believed influenced employee engagement (See Appendix C). The research highlights those topics raised by the respondents and discusses these topics relative to the literature on the matter.

The findings will be presented in this chapter by providing a background to the participants of the study, evaluating the participants perceptions of the proposition topics to identify which topics were most relevant to them from the

perspective of the manager and employee followed by a detailed assessment of their views on the proposition of the study.

4.2 Background to the participants

Department A forms part of the critical oversight responsibilities within the organisation. The department considered as a profit centre for the financial institution. Part of their responsibilities is to ensure the optimum operations of systems and services within the organisation and to provide advice on accountability and remedial action of those areas of concern. Due to the nature of the department, there exists a close relationship with senior managers and directors of the organisation which is not evident with Department B. The respondents from Department A included 3 managers and 4 employees.

Department B is responsible for a single strategic function within the organisation. Whilst the function is important for the service and accessibility of the organisations products, Department B is essentially considered as a cost center rather than a profit center for the financial institution. The department was current completing a departmental structure as a strategic initiative by senior management, during the time of the study. This included the reallocation of staff to different portfolios and different responsibilities. Staff and managers within the department had been working in the new portfolios for 5 months at the time of the study. The managers of this department had recently returned to the office from a 3 day management conference in which, amongst other issues, management skills and employee engagement were discussed. The demographics of the respondents from this department were 4 managers which were managers with subordinates and 4 general staff which are staff without subordinates.

The head of Department A coincidentally agreed to participate in this study. The feedback received has been consolidated in a separate mini case study highlighting the director's attitude, beliefs and management style regarding employee engagement in the workplace. The mini case presentation was not

originally part of the study proposition but has been included to provide a senior managerial perspective to the research topic.

4.3 Demographic profile of respondents

Table 2 describes the demographics of the participants of the study

Table 2: Demographics of respondents

Department A	Managers	3
	General Staff	4
Department B	Managers	4
	General Staff	4

The advantage of this study was that it surveyed staff and managers from the same department. There was not always a direct relationship identified between the manager and their direct subordinate as anonymity was encouraged however the tone or sentiments of the departments were apparent in the study.

4.4 Results pertaining to Proposition 1

4.4.1 Influences to personal workplace engagement

At the conclusion of the study, the respondents were asked to rate the top 5 most relevant themes to them based on the topic of employee engagement. These themes were discussed during the course of the study. Figure 4 below represents the respondent's selections on the factors that influence their levels of engagement with the organisation based on significance to them with #1 being most significant and #5 being least.

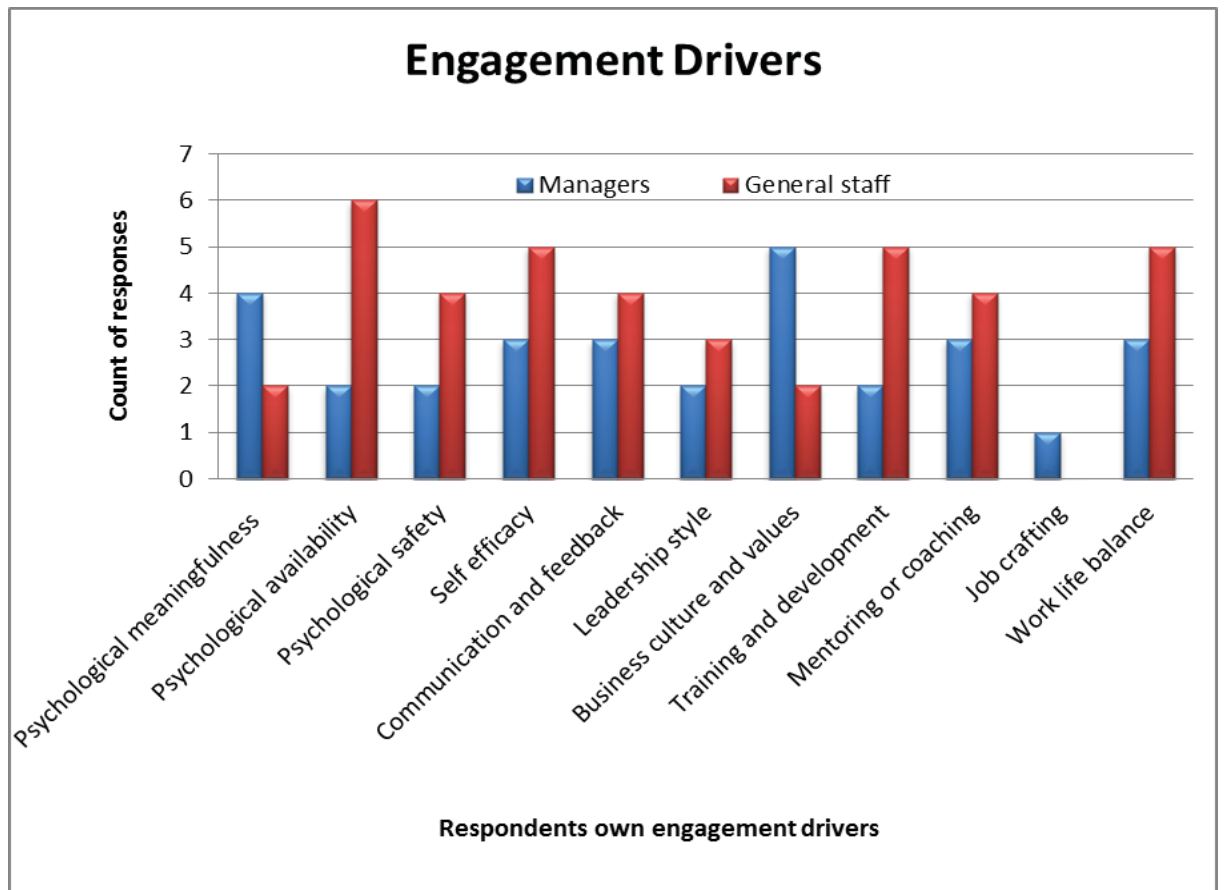


Figure 4: Managers response on the factor's that lead to employee engagement

There is a clear distinction of the differences between the perceptions of managers and that of general staff on the top 5 factors which influence employee engagement. Managers viewed job meaningfulness and business culture and values as primary influencers to employee engagement whilst general staff viewed this as the lowest two contributors to employee engagement. General staff viewed psychological availability, self-efficacy, training and development and work life balance as their top motivators for fostering employee engagement. Psychological availability or the mental state by which the individual is physically and mentally willing to perform the function and self-efficacy which refers to the ability of the individual to self-motivate and drive one's own self are related. This correlation is reflected in the results. The results show that if managers focus on job meaningfulness, business culture and organisational values to foster employee engagement, they would probably be less effective than if they addressed the needs of uplifting or empowering their

employee's self-confidence, provided staff with appropriate and effective training and development which also contributes to self-confidence, and develop systems which promote work life balance.

The subsequent chapters will address the feedback received from the respondents on the topics discussed.

4.5 Psychological meaningfulness

Pratt and Ashforth (2003) described two types of psychological meaningfulness found in the organisation which are meaningfulness in the work and meaningfulness at work. Saks and Gruman (2014) described meaningfulness in work as “making ones tasks intrinsically motivating”, and describes meaningfulness at work as factors including goals, values, beliefs, people around you. In addressing the issues of meaningfulness, the respondents used the terms job satisfaction to describe meaningfulness at work and role satisfaction to describe meaningfulness in work. Satisfaction here is an outcome of employee engagement and represents the emotive connection between their job and role in the organisation.

4.5.1 From the perspective of the manager

All managers identified aspects of the role that they found fulfilling. Respondent 3 stated that the key facets were “an open door policy, enjoy the job; enjoy working with current team and direct leadership is very supportive”.

4.5.2 From the perspective of the general staff

General staff in general were more neutral on their responses to job satisfaction. Staff of Department A had a clear understanding of the impact their role had on the organisation. Respondent 8 retorted that his engagement level was at 100% due to the relationship he has with his manager. The respondent described the relationship as more of a partnership rather than manager subordinate. Respondent 5 stated that she had a love for the job, duties and responsibilities.

4.5.3 Discussion of meaningfulness

There was a clear difference between the meaningfulness of work to managers and general staff. Whilst both sides found value in their contribution, managers found their roles more fulfilling. General staff communicated that their role was satisfactory but indicated their needs for growth within the organisation. They sought training and development followed by promotions rather than focusing on fulfilment in their current role. May et al. (2004, p. 14) discusses the work role fit and how it is a method that employee can express their authentic selves. General staff whilst not unhappy in their current positions, sought promotions into new positions to achieve a work role fit. Meaningfulness at work was a high contributor to employee engagement for managers and was less of a contributor for general staff. This study indicates that psychological meaningfulness is a major contributor to employee engagement for managers and a minor contributor for general staff. Whilst this may contradict Kahn (1990) in that psychological meaningfulness is not a primary driver for general staff, the employees were satisfied in their current roles which confirms the positive association between psychological meaningfulness to employee engagement.

4.6 Psychological availability and self-efficacy

Kahn (1990) described psychological availability as having the cognitive desire, physical will and personal drive to perform the actions required. This trait implies a willingness by the employee to perform the functions at hand and is also linked to one's own self belief in one's own personal abilities. The respondents responded strongly to psychological availability by discussing their own self efficacy. All respondents indicated that they were willing to perform the functions required and have been consistently working extra hours to meet the work deadlines based on their own strong personal drive. For this purpose, psychological availability and self-efficacy have been combined to illustrate the relationship between the two concepts.

All respondents identified training and development as a strong facilitator for self-efficacy or for personal confidence.

Current effective two way communication was highlighted frequently by general staff as significant as they felt safe to discuss issues with their manager thereby improving their willingness to perform the functions required. An opportunity for personal growth and improvement was identified when coaching and mentoring were discussed. It was noted that these traits were strongly lacking within the organisation. All staff in general described a strong willingness to perform the functions required of them by the organisation.

The association between self-efficacy and psychological availability was emphasised in the interview. The focus of the study was then to identify the responsible party for fostering self-efficacy and subsequently employee engagement. The following chapter will discuss psychological availability in terms of who the respondents perceive as the responsible party is for fostering employee engagement.

4.6.1 Responsibility for fostering engagement

The question of who was responsible for fostering employee engagement at the workplace was posed to management and general staff. The respondents defined the responsibility for fostering employee engagement as per table 3 below.

Table 3: Breakdown by respondents on accountability of fostering engagement

Manager	Break down	General Staff	Breakdown
Resp. 1	100% Manager	Resp. 4	60% Manager – 40% staff
Resp. 2	50% Manager– 50% Staff	Resp. 5	50% Manager– 50% Staff

Resp. 3	80% Manager -20% Staff	Resp. 6	60% Manager – 40% staff
Resp. 10	40% Manager – 60%Staff	Resp. 7	60% Manager – 40% staff
Resp. 13	100% Manager	Resp. 8	50% Manager– 50% Staff
Resp. 14	50% Manager– 50% Staff	Resp. 9	40% Manager – 60% staff
Resp. 15	60% Manager – 40% Staff	Resp. 11	100% Staff
		Resp. 12	50% Manager– 50% Staff

This table indicated that managers view themselves as being more responsible for foster employee engagement or employee psychological availability whilst employees view this responsibility as a more balanced responsibility. The following sections will look at the average results as compared to outliers.

4.6.2 From the perspective of the manager

The average perception from managers is that the responsibility for fostering employee engagement comes primarily from the manager themselves. Respondent 1 stated that

leadership is responsible for fostering engagement. The organisation is responsible for providing staff with the relevant tools and training. It is important for a manager to lead by example, to be passionate and show staff your passion. Passion is contagious.

Respondent 2 who placed the responsibility equally between manager and subordinate stated “fostering employee engagement is a two way street. The manager can provide facilities but the employee has a choice on their attitude

towards work and the workplace". This was further collaborated by respondent 9 who stated "as an employee, you should generate your own enthusiasm. You must consciously make your decision to be enthusiastic".

Respondent 3 justified the 80% manager and 20% employee responsibility by stating that the manager's attitude is contagious, "if the attitude and actions of managers are not conducive for developing engagement or if manager is not engaged, staff will feel as though the manager does not care about them. Why then would staff care about the manager?"

Respondent 10 placed a higher level of responsibility on the employee and stated the reasoning for this choice was that "employees understand their own needs and drivers and must speak up on what they want out from the organisation and job. The manager can assist but ultimately it is the employee's responsibility". This was a strong personal sentiment by the manager but is not in line with the comments from the head of the same department. The head of Department A held the strong view that the responsibility lay with management and the managers should be take first action to engage staff and foster engagement. Respondent 10's position is naive in that it assumes a pre-existing strong relationship of trust between employee and manager where a sense safety and open communication currently exists. It also assumes certain character traits from the sub-ordinates, even with strong interpersonal manager-sub-ordinate relationships, which might not exist.

4.6.3 From the perspective of the general staff

The general staff perception indicates a dual responsibility or a slightly greater responsibility on the manager over the employee to foster engagement at the workplace. Respondent 5 argued this point by stating "the manager could do everything possible but if the employee is negatively minded, employee engagement cannot be achieved".

Respondent 11 stated that the responsibility laid 100% with the employee for fostering their own sense of engagement at the workplace. This employee previously comes from a consulting background and believes that

where I am in my career is my fault. It's no one else's. What I earn is my fault, no one else's. We all have choices and there comes a point we have to stop blaming others. If you are unhappy, you leave. If you address something and it doesn't work, you go. If you keep quiet, you must be willing to live with the consequences.

General staff indicated that the organisation did provide the employees with resources to be self-sufficient in the work place. These resources included training and development, team building, informal coaching. The staff did indicate however that there were issues around the type and value in the training and development offered.

4.6.4 Discussion around psychological availability and self-efficacy

Management in general took greater responsibility for fostering employee engagement whilst general staff held a more balanced view of who was responsible. Most respondents viewed the responsibility as a team driven effort with each part bringing something to the table.

A clear outlier in the results from general staff was respondent 11 (general staff) who specified a 100% responsibility for one's own engagement level. The respondent in this case indicated a strong personal self-efficacy, drive and significance of control over one's own destiny. The respondent stated that she is driven to find her purpose in life. In this example, self-efficacy is represented by the individual's perceived self-control or control of own destiny. When looking this from Maslow (1943) hierarchy of needs, this individual has met the psychological needs of accomplishment and belonging within the organisation and now seeks self-actualisation.

The common view by general staff was that managers provided the resources and guidance but it was the responsibility of the staff to have the appropriate

attitude or self-efficacy to foster their own engagement. Schaufeli et al. (2002b, p. 74) stated that engagement is characterised as “a state of vigour (high levels of energy and resilience), dedication (sense of significance or enthusiasm) and adsorption (being fully concentrated)”. Crabb (2011), stated that these characteristics were outcomes and not drivers. In his study, (Crabb, 2011, p. 29) found that for the individuals (general staff), the key personal drivers for reaching an emerged state were focusing on strengths (natural or innate abilities), managing emotions (self-awareness or understanding of ones thoughts and feelings) and aligning purpose (alignment of person values, mission and goals). This alignment of drivers is similar to the management principle of the head of Department A in that he stated that he primarily focusing on the strengths of the employee rather than weaknesses, fosters strong personal relationships with freedom of open communication and helps the employee seek their purpose in life with the aim that their purpose is fulfilled whilst the employee carries out their daily duties. Crabb (2011) recommended that a coaching approach by managers be used in order to identify and focus on staff's strength, build strong relationships and create a safe space which fosters open and free discussion and find commonality in the individual's values and the values of the organisation.

The organisation fosters employee engagement by the resources it provides to the managers and facilities that it makes available to employees (May et al., 2004). All respondents acknowledged the contribution of the employer however there does appear an imbalance in the allocation of some resources. Staff perceptions of hierarchy and favouritism can adversely affect employee engagement as it influences the employee's sense of self-worth and being valued and acknowledged in the organisation.

General staff acknowledged their responsibility for their level of engagement. Staff motivation and self-efficacy are major factors influencing staff attitudes in the workplace. The organisation can benefit from empowering the staff with self-confidence thereby increasing staff willingness to perform the functions required. With training and development, the organisation can develop the employee drive for self-improvement and personal growth.

4.7 Psychological safety

Psychological safety is fostered when the employee feels that the working environment is safe for them to express themselves. Respondents indicated that the primary method that the manager and organisation creates a safe working environment is by creating open communication. Expression of one's self is in the way that the employee communicates and in the actions that the employee takes in performing the roles and functions of the position. Staff felt that they could safely communicate with their direct managers without fear of repercussions. Organisations foster psychological safety in the manner in which it creates openness and conveys feedback to the employee. It is in the actions of communication and feedback that trust is developed between both parties.

Communication and feedback have been combined with psychological safety as they are both precursors to psychological safety.

4.7.1 Communication

The respondents were asked to comment on their impressions of the method, appropriateness and effectiveness of current communication channels between general staff and management.

4.7.2 From the perspective of the manager

It is consistent amongst all managers (both Department A and Department B) that they believe that they effectively have created a clear and safe communication channel between themselves and their direct subordinates. The platform of a safe environment included formal and informal discussions on a one on one basis or in a meeting environment. Respondent 3 stated that "the staffs are aware that during meetings, they are in a safe space". Respondent 10 commented on the perception around freedom of expression stating that "a sense of safety to speak one's mind has been established in that staff know and understand that they can speak freely and openly to manager". Respondent 14 commented regarding communication with staff implying that the manager was

responsible for “giving then the ability, means and tools to communicate but not only from a work perspective but also from a social perspective as well”.

4.7.3 From the perspective of general staff

Most staff from both departments stated that the lines of communication between their direct line manager and themselves are open, clear and safe. There are two significant exemptions which were noted during the interview. Respondent 5 stated that “the organisation seems to be a hierarchal structure and there is no freedom without repercussion to speak to high/senior level managers or directors directly without the expectation of backlash”. Respondent 9 stated that the platform exists within that department (Department A) to provide anonymous feedback to management however stated “that the sense of safety and freedom of expression has its limits as one always considers repercussions from the manager especially if they interpret the feedback as an attack rather than feedback. One has to consider one’s own career growth”.

The predominant issues around communication came with regard to the lines or platforms of communication between general staff and senior management. Department B strongly believed that the organisation had a hierarchal structure and that general staff are disadvantaged by not having a direct line of communication. There seems to be a great desire for general staff to have a platform to communicate with and interact with senior management.

4.7.4 Communication summary

Communication is the fundamental means of conveying messages, building trust, fostering a sense of safety and displaying authenticity. As a tool, managers use it to explain to staff what is required of them in their duties, their performance, on how to reach those goals, conveying news on the organisation. As an organisational tool, effective communication or conversation platforms are effective getting staff buy in on the organisation business vision and strategy. The respondents identified effective communication as critical for

fostering effective employee engagement. Mishra et al. (2014, p. 187) stated that face to face conversations are considered more reliable and trustworthy over other means of communication. The study showed that managers have identified the benefit of communication and foster open door type relationship where staff is free to interact with managers to discuss any issues that they choose. Managers in the organisation believed that they had successfully nurtured a strong relationship with their staff and this was reciprocated in the responses from general staff. Managers in general felt that communication relating to both work and personal issues fostered stronger relationships and fostered employee engagement. Staff team buildings were used as a tool to build professional and social relationships.

General staff confirmed the lines of communication, freedom of expression and the majority illustrated a willingness to interact with their direct line managers. This platform was however limited to direct line managers. Freedom of expression allows staff to discuss issues relevant to them. This platform can eliminate feelings of anxiety or animosity that could be developing under the surface which result in personal disengagement. If these emotions are left untreated, personal disengagement could lead to group disengagement due to the personal influence of people on those around them.

General staff indicated the desire to be able to interact with the organisations senior management on issues that were of concern to them. Staffs sort this platform as a means to get acknowledgements for their contributions to the business and as a means of heard by their seniors. It was found that this platform is currently lacking in the organisation. Markos and Sridevi (2010); Mishra et al. (2014) suggest that two-way communication as a tool of fostering engagement and that it should be a part of the business's employee engagement strategy. Current perceptions of the senior management at the organisation are that they convey information to staff on general platforms and have avoided personal contact which staffs require. The perception exists that direct line managers are the sole bearers of accountability to staff. A strong trend from the results found that some general staff and managers perceived a strong hierarchal structure in the organisation.

Trust fostered by strong communication is essential when offering staff feedback on organisational issues, defining business strategy or providing staff with performance feedback. Trust and feedback are essential when discussing the key performance appraisal, annual performance, goal setting and personal development. When a trusting relationship is in place, issues around reward and recognition can be more efficiently addressed as a high level of employee engagement would have been fostered. At present, managers use team buildings as a means to build inter staff and manager-staff relationships. Respondents stated that feedback discussions are constructive and appropriate. The significance of constructive feedback should not be underestimated. Maslach et al. (2001, p. 407) found that a lack of feedback is linked to burnout.

4.7.5 Feedback platforms and type of feedback

The question was posed to the respondents on the type, effectiveness and appropriateness of the feedback received by general staff from their manager.

4.7.6 From the perspective of the manager

Managers in general stated that they employed the 360 degree Key Performance Assessment (KPA) evaluation as the primary tool for giving staff feedback on their performance. This is a bi-annual formal organisational requirement that influences the potential for promotion, salary increases and bonus of the employee. Written feedback is given to staff so that they have to platform to challenge the feedback rendered.

Further to this, all managers' use informal sessions for example lunches and team buildings to provide staff with informal performance feedback and to assess growth and development requirements. Respondent 15 stated that she had semi-formal monthly meeting and bi-weekly informal meeting with her staff. These meeting were used to set targets and then evaluate performance or guide staff on a regular basis. According to the manager, this technique was met favourably by her staff.

4.7.7 From the perspective of the general staff

There is a consensus amongst staff of both departments that the feedback received via formal and informal sessions are of value. The key criticisms of the feedback were received from Respondent 4 from Department A which stated that the recognition of performance occurred only at direct manager level and that "the organisation does not treat general staff or make them aware of their values at a high level". Respondent 8 from Department B stated that "feedback from managers is usually not very direct and the feedback is only job related".

4.7.8 Discussion around feedback

The influence of feedback on building and fostering trust cannot be underestimated. Openness and honesty are as critical and fairness. The opportunity to build trust, improve employee performance and foster channels of communication are key contributors for fostering employee engagement. Businesses should incorporate feedback into their value system in order to encourage two way communications.

4.8 Leadership style

The leadership style or management style refers to the method of approach that the manager uses to fulfilling their daily obligation, their interaction with staff, how they motivate and drive business goals.

4.8.1 From the perspective of the manager

The general consensus between managers was that with time, they had evolved into improved managers. In several cases, managers spoke of the complete change of personality from a very task orientated management approach at the expense of their staff in order to achieve the targets of the organisations to a more employee eccentric management approach. Workload and deadlines appear to be the primary motivators for the authoritarian management style.

The managers of both departments however stated that their management style has evolved to be more conscious of staff needs. Respondent 1 stated “during the seminar, I realised that preconceived perceptions of my own performance and management was challenged. Feedback from my staff differed from my own perceptions of my management”.

Respondent 2 stated that “effective leadership requires that the manager must meet staff on the same level. You need to understand the needs of your staff, you need to build your relationship and it must be something that you enjoy doing”.

The effective leadership style initially posed a major challenge to respondent 14. During the interview, the respondent recounted his evolution of his management style.

I came from a place of hot and cold. I was treated this way and I treated staff this way. Coming into an environment like this organisation was the most difficult challenge in my entire life because I was supposed to fit into a culture that I was not used to and I panicked and wanted to leave, I thought that it wasn't for me. But after a while of trying to understand the culture and it took a long time to absorb it. The organisation is big on care and grow; the organisation is big on putting the staff first. Once I understood that people are more important than a decision, it made me re-evaluate my own leadership style, so now instead of my way or to try to drive my own agenda through the staff. I now try to include them in a lot of my own personal goals and allow room for creativity by allowing them to give inputs on my thoughts. I allow them to challenge me which I didn't do previously. I encourage them to speak openly to me

Respondent 14 stated that the key driver to his change of management style was attributed to his manager who recognised that he was struggling. The manager had introduced him to Mr Etsko Schuitema's “Care and Growth” philosophy which together with the organisation culture brought about a change

in his management style. The respondent believed that without the intervention of his manager, his management style would not have evolved and he would have in most likelihood resigned from the organisation.

4.8.2 From the perspective of the general staff

General staff of both departments have mixed perceptions about their manager's management style. General staff from Department B which has recently been restructured were extremely positive with the changes of managers. Their new managers were noted mostly for being able to adapt her management style to a style required by the employee. Respondent 4 noted that she was able to compare her direct manager to her peer's managers; she has noted a difference in management styles. She recognised her manager as a good leader who is able to "adapt to different people at the level they are at". Respondent 6 stated "I feel like I was just employed" when discussing her manager's management style.

Respondent 7 was critical of her manager's style and compared it to a fire-fighting management style which resulted in the manager having an authoritative leadership style.

Staffs were asked to select a preference of management style from two options presented. These were a pure management style which was task and goal focused model versus a leadership model which is inspirational and visionary for their long term goals of the department. The results of the study showed mixed responses. It was noted that staff of Department B preferred the more leadership style of management, whilst staff of Department A were split between straight managerial versus leadership type management. Respondent 6 from Department B noted the difference between a manager and leadership style as "the manager gives the work and deadline, the leader explains what is required, why it is important and offers assistance should it be needed. A leader has the attitude that if the employee fails, we fail".

Key attributes noted by general staff as significant to good management were:

- a manager does not micro manage
- a manager focuses on strengths and not weaknesses
- a manager fosters a sense of safety and comfort at the workplace
- a manager offers staff freedom of expression (without fear of recourse)
- a manager gives constructive feedback
- an effective manager has the ability to adapt their style to different people
- an effective manager is authentic
- an effective leaders listens and understands staff

4.8.3 Discussion around leadership style and values

Kuhnert and Lewis (1987) deduced that “transformational leadership originates in personal values and beliefs of leaders”. The management style of the manager forms the foundation of all interactions at the workplace. Most managers interviewed stated that their management style had undergone a transformation over time. These transformations indicate an issue with their original management style. The reasons for the lack of preparation could be deduced to be the lack of training and development prior to their appointment. Managers of Department B stated that a recent training conference gave them insight on how to improve their management style. Manager training and development is critical to ensure that managers are the pioneers living the values of the organisation and are inspirational to staff.

In the study by Wang and Hsieh (2013), the researchers found that the fundamental traits of effective leaders were authenticity and consistency between words and actions. Wang and Hsieh (2013, p. 621) further suggested the following behavioural traits of effective managers that are “behavioural consistency, behavioural integrity, sharing and delegation of control, competent communication and demonstrating concern”. These traits are attributable to a transformational leadership or management style.

The head of Department A spoke off Mr Etsko Schuitema’s “Care and Growth” philosophy of management. An elementary breakdown of the philosophy is that

it is based on the belief that the employees of the organisation are empowered to achieve the end goals or targets of the organisation whilst it is the responsibility of the manager is to ensure that staff are equipped, empowered, motivated and rewarded (in various ways) whilst they fulfil their duties. This is a team driven approach where the benefit to the whole is more important than the benefit to one. Paramount to a manager implementing the philosophy is a sense of authentic caring for one's staff and the ability and desire to put the interests of the staff before one's own interest. According to Kahn (1990, p. 708) "interpersonal relationships promote psychological safety when they are supportive and trusting". A tool used by the head of Department A is to help his staff find their purpose in life. Bass (1999) stated that the transformational leadership style "elevates the follower's maturity level and ideals as well as concerns for achievement, self-actualisation and the well-being of others".

A limitation of this principle is the maturity of individual (including staff) to put the team above their own interests and for the manager to have real authority, resources, time, and support to empower his team. This type of leadership/management style must be supported by the highest managerial levels in the organisation. The values aligned to this philosophy are trust, intent and authenticity.

General staff have illustrated a full understanding of the values of the organisation. In this, they have found resonance with some respondents stating that they have incorporated those values into their everyday life. The organisation has the potential to use the values system as a bridging mechanism to be more identifiable to staff to build endearment or, in neglecting and not living its own values, can potentially foster staff disengagement. Staffs have indicated that they perceive a hierarchal business approach. Uneven allocation of resources, a lack of direct communication platforms with senior management, lack of mentorship, limitations to growth and development opportunities could erode the meaningfulness of the organisation value proposition and foster a sense of hypocrisy instead leading to disengagement.

The care and growth principle is one of many options available to managers. Research shows that philosophies based on a transformational leadership style reaped the greatest benefit from staff.

4.9 Business culture and alignment of values

The respondents viewed the relationship of business culture and organisational values as being linked. For the purposes of the study, these sections will be discussed together.

Business culture refers to the way or method that the business goes about doing things. If the organisation is strong on applying its business values, the values are reflecting in the manner that the organisation conducts business.

The values of the organisation were presented to staff and managers for review and for assessment on alignment between the personal values and that of the organisation. All respondents stated that they had a clear understanding of the values of the organisation and that these values are made clear to them in discussions with their managers. All respondents stated that the organisations codes of ethics and values had significant resonance with them and that they exude all the values of the organisation. Most respondents stated that they had incorporated the organisations values into their own everyday life.

The respondents were requested to select their top three values that they thought aligned with the values of the organisation. The top 3 most popular values aligned were growing our people, constantly raising the bar and upholding the highest levels of integrity. There was also a strong consensus that at the most part, that senior management of the organisation live and illustrate the values of the organisation.

4.9.1 *From the perspective of the manager*

All managers in general had a strong connection to the values of the organisation. They understood the values and were able to recall them without assistance. The pressure to succeed and be profitable in a competitive market

posed some issues to Respondent 2 who stated that on occasion, her job functions, or directive from her line manager put her in conflict with her value system. The manager felt that her management imparts pressure to achieve targets by requiring staff to blur the lines of forthrightness and integrity especially during deal making in order to achieve the targets of the organisation.

4.9.2 From the perspective of the general staff

General staff stated that they had resonance with all of the organisations values. Respondent 7 however raised a concern on the implementation of one of the values of the organisation. Respondent 7 stated

The organisation lives the values of continuously raising the bar. There exists a disconnect in the value “growing our people”. I believe that at my line manager level, there is more of living the values than at senior management levels.

4.9.3 Discussion around Business culture and alignment of values

The organisation strongly promotes that the employees know and understand the values of the organisation. Care, respect and growing their people are some of the values of the organisations. These values have been imprinted on the employees and are reflected in their work attitude and motivation. The respondents indicated that the values are lived by their direct line managers which are a positive reinforcer to employees on the significance of the values. There however is a strong view that senior management should more actively reflect or be more visible to general staff when illustrating that they live these values. Senior managers could illustrate their commitment to the values by promoting more communication platforms. As communication has already been indicated as a strong employee engagement factor, utilising this platform would show staff that the values are significant and that they lead by example.

4.10 Training and development

Training and development refers to the opportunities that the organisation offers its staff for growth and improvement by formal training initiatives and development opportunities for personal and professional growth. The significance of the initiatives was discussed with the respondents.

4.10.1 From the perspective of the manager

All managers viewed training and development initiatives positively. They believed it had a positive impact on their staff. Training and development goals are discussed with staff during the formal KPA (key performance appraisal) as part of the staff's personal development plan (PDP) which are held twice a year. This frequency however varied from manager to manager as they held informal discussions on the topic with their staff at their own frequency.

Concerns arose around the appropriateness and impact of training and development. Respondent 2 reflected on her training program at the Blue Hills Women in Leadership training program which was run over a period of a year "long running programs rather than short courses are more beneficial to staff. They are more beneficial, informative and offer more substance for personal growth and provide one with more applicable and transferable skills".

Respondent 3 reflected on a member of her staff who had recently received training based on a skills gap analysis. Respondent 3 stated that

the employee was sent on personal skills development courses to improve her self-confidence and assertiveness. The result was a growth in self-confidence, more motivation and an improved engagement level with the job and organisation. Ultimately, this led to a higher functional employee.

Respondent 3 of Department B stated there that major restrictions to the training and development opportunities offered by the organisation. The respondent commented that "training is offered however the selection is poor

and there is a budget restriction. Staff would be more engaged if they were exposed to more training and development”.

Respondent 14 of Department A had stated that there was sufficient budget in his department for training and development of staff. The respondent exercised control over the courses taken stating

Staff must motivate to me why they are picking a course. I don't want distractions for staff to study anything without direction and focus. I would like staff to decide on an orientation and pursue courses related to this than just doing any and every course. There is ample budget in the department for training and development.

4.10.2 From the perspective of the general staff

The general perception from staff was that the employer does offer training and development opportunities however there was criticism of the opportunities made available to general staff. Common criticism of the training available was that it was job specific for the current position held and did not adequately prepare one for growth in the organisation. Respondent 7 stated that “managerial and leadership training does not occur until you are a manager”. Respondent 4 criticism was on the balance between training and meeting the obligations of one's duties stating, “Training is available however due to workload, training is not always possible”.

4.10.3 Discussion around Training and development

Training and development is consistently a key theme for fostering high levels of engagement. Respondents indicated that training and development positively influences their employee engagement level. This tool is meaningful to general staff and managers alike. Training and development was deemed significant irrespective of the time that the employee has been at the organisation. The organisation has created an internal platform to facilitate training and development however a major restriction has been placed on the type of development that staff are allowed to do. According to Respondent 15, staffs

are limited to training and development opportunities in the department to which they currently work. This is consistent with the common complaint from general staff in that their training and development is only focused on empowering them for their current job role. Korte (2007, p. 172) commented that training and development has transformed from originally being aimed informing employee how to do the job to now focusing on improving the performance and business process.

General staff have identified the need for training to foster their professional and personal growth in the organisation. Training and development must address the needs of the individual. When assessing training and development from the staffs' perspective, one could state that training and development is the need for intellectual stimulation. In a study by Rafferty and Griffin (2004, p. 349), they found that "intellectual stimulation was positively associated with continuance commitment". The current main purpose of training and development is to empower staff with the skills to meet their current work roles and not their future work roles. The potential exists to reach a saturation point where training and development no longer nurtures intellectual stimulation. Effective and appropriate training for professional and personal development assists to build the self-confidence or self-efficacy (Gruman & Saks, 2011). Training and development could be construed as the organisation investing and taking an interest in the individual. Managers must not only be competent in their job function but must possess a high level of emotional intelligence. The custodian of training development must extend beyond the human resources department of the organisation. Managers must be more in tune with the requirements of their staff.

Further limitations placed on staff are time (due to workload) and budget which limit choices of staff. The organisation uses the PDP format as part of the KPA to identify the needs of staff and plan their growth. The initiative could be interpreted by staff as the organisation investing in them and can be construed as a reward system. Saks (2006, p. 605) suggested that "employees will be more likely to engage themselves at work to the extent that they perceive a greater amount of rewards and recognition for their role performances". Should

staff perceive clear discrepancies in the allocation of resources, the potential exists to create staff disengagement.

4.11 Impact of coaching and mentorship

Respondents described coaching as the support that they received from their manager on a day today basis. Coaching referred to the guidance and support in order to reach targets. The respondents did not feel that there was a need for more coaching in the workplace. The topic of mentorship however was strongly discussed with the respondents. In neither department is mentorship facilitated by the organisation for neither general staff nor managers. All mentors are sort by the individual themselves.

4.11.1 From the perspective of the manager

All managers in Department B stated that their staff did not have mentors but all believed that mentorship would have a positive impact on their staff's engagement level. Respondent 1 stated that coaching and mentoring was offered on the job by the manager. Respondent 2 commented that "mentorship is highly beneficial for staff and managers. The mentor however must be outside of the department".

All managers in Department A also felt strongly about mentorship for their staff. Some general staff and managers in Department B have mentors. The managers noted the positive influence of these mentors on their staff and for themselves. All mentors were sort by the employees themselves. Respondent 15 stated that a formal mentorship program is advisable in order to assist staff in sourcing suitable mentor. This would avoid issues of rejection and also ensure that the mentor has sufficient resources available to carryout duties required.

4.11.2 From the perspective of the general staff

All respondents from Department B stated that they do not have mentors but believed that having one would be highly beneficial and improve their

engagement levels within the organisation. Respondent 4 stated that "it would be highly valuable for personal development, for coaching and getting people to the next level".

Most of the respondents interviewed from Department A did not have mentors but also commented that having one would have a positive influence on their levels of engagement.

Respondent 12 stated that she had a mentor in the same department that she was working in. The influence of the mentor is positive as it had assisted the respondent to focus on her strengths. Discussions were orientated around work and personal growth.

4.11.3 Discussion around mentorship

Mentorship was perceived by both staff and management as a tool to grow the individual personally and professionally. Respondents believed that having a mentor facilitated by the organisation would improve the engagement level at the workplace. Mentorship was deemed highly desirable and beneficial by all and resonated strongly amongst all respondents as lacking in the organisation. Mentorship could be construed as a mutual reward system if implemented and supported correctly in that it offers all parties concerned positive outcomes. The mentee gains a source of invaluable guidance and a wealth of information from an engaged mentor who is supportive and provides constructive feedback and caring towards the mentee. The mentor fulfils an innate personality need to assist and develop people, to be supportive and encouraging and in helping others, gains personal fulfilment. When organisational support is present, the mentor gains new skills and builds their own leadership capabilities. The organisation gains from both the mentee and mentor in that both are fostering more positive professional and personal attitudes which could produce tangible and intangible benefits to the organisation. The organisation could see a more highly effective staff which bolsters the working environment and ultimately builds the organisations capabilities and reputation.

The organisation, at present, does not provide any platforms for mentorship for its staff. Mentors are sourced by the individuals themselves. A key limitation to staff sourcing their own mentors are workload, identification of possible mentors, lack of networking events to meet new people, lack of access to senior managers.

The lack of a platform by the organisation for staff to identify mentors was raised by both staff and managers. Staff additionally raised issues over the appropriateness or fit with mentors and the availability of a mentor to offer mentorship services. The respondents stipulated that one of issues with seeking mentors was that they were unable to assess suitable fit or matching of personalities between their mentors and themselves. Kahn (1990) discusses the significance of interpersonal relationships to develop ones psychological availability. The limitation inhibiting mentors from performing their function were time and work demands; organisational structure and unclear expectations from the organisation (Billett, 2003, p. 112). Billett (2003) also found that organisational support, mentor empowerment and a structured environment assisted the mentoring process.

4.12 Provision of organisational resources

Organisational support and resources refers to the systems, processes, structures and authority that the organisation offers the manager as a tool to foster engagement and as a tool by itself to foster organisational engagement from its staff.

The following were identified as the resources offered to by the organisation to staff and to management to foster employee engagement:

- Leadership development seminars and conferences to empower managers with managerial and leadership skills
- Budgets for training and development course for managers and staff to empower them with both technical/job specific or general skills. Courses are either in house or externally.
- Budget for social and team building events

- Beyond excellence program, recognise a staff member and a “big thank you” are 3 official platforms aimed to reward engaged, motivated and outstanding members of staff by the organisation. The platform uses a gift and monetary reward systems
- In house gym
- Pause areas at all floor levels of the building where staff can obtain snacks, meals and refreshments.
- Two professional counselling sessions for staff and their family to assist if staff is feeling stressed or have difficulty and need counselling.

4.12.1 From the perspective of the manager

There was general consensus from both Department A and Department B that the organisation is extremely supportive and provides tools for fostering engagement at the workplace. There however has been a difference noted between Department A and Department B regarding the type of training available, budget and availability of staff.

Key concerns raised by Department B were the type of training and development programs available. Respondent 2 questioned the effectiveness of a 1-2 days training program for empowering managers to be more effective leaders. Further highlighted was that the organisation does not implement measures to gauge the impact of such programs. Further issues raised by Respondent 1 were “despite there being a budget, there has been a restriction on the ability to implement team building activities due to work load requirement”.

Department A was more amicable to training and development. Respondent 14 stated that there was ample budget for training and development and staff made use of this facility. Team buildings were key tools to building communication channels, re-energising, motivating and building effective teams. Team building sessions are held every quarter.

4.12.2 From the perspective of the general staff

Staffs in general noted that the initiatives undertaken by the organisation but were critical of the training and development opportunities available. Respondent 7 stated that “the employer offers training but the training is job specific only and are never done proactively. The organisation does not prepare you for a future role”.

4.12.3 Discussion around organisational support

In general, staff acknowledged the interventions by the organisation to provide resources to their line managers and to them. Salanova, Agut, and Peiró (2005, p. 1223) stated that the results from their study found that when resources are available to staff, “it removes obstacles from work, they feel more engaged in work”. Bakker, Schaufeli, Leiter, and Taris (2008, p. 193) concur with Salanova et al. (2005) and state that “job resources play an intrinsic motivational role because they foster employee growth, learning and development or play an extrinsic motivational role because they are instrumental in achieving work goals”.

There were key differences in the magnitude of the resources offered to Department A and Department B. Some of the resources identified were the budget for training and development; budget for team building; and the ability to individuals to identify suitable networks or contacts for mentors. Organisational support has an impact on the individual’s attitudes and in this study; staff positively acknowledge that the organisation has facilitated resources. The issue rose however was the uneven distribution, or decision for allocation of resources differently to departments. Within a large organisation, staff will communicate between departments and comparisons will be drawn between facilities offered. The potential now exists that staffs emotions or values of fairness and trust of the organisation can be called into question eroding the positive development offered by the supply of resources. Maslach et al. (2001, p. 415) discussed how fairness links respect and self-worth. To some degrees, one could associate procedural justice to the concepts of reward and recognition. In his study, Saks and Gruman (2014) found that higher

perceptions of procedural justice led to increases employee engagement. Conversely, should staff begin to perceived high levels of procedural injustice, and then staff could become despondent and disengaged. As this is based on a comparison between departments, the impact of procedural injustice could have a catastrophic impact on multiple departments in the organisation leading to higher levels of disengagement, organisation performance and the profitability of the business.

4.13 Job crafting

Job crafting or flexibility to define one's own work roles was discussed with the respondents. This proposition was not received strongly by both the managerial and general staff respondents. Managers commonly identified the impracticality of allowing flexibility in job roles for the staff with the creation of gaps and overlaps of activities or tasks appearing. Staff commonly replied by stating that they were satisfied with their current work role and would rather focus on personal and developmental career growth rather than focus on crafting their job or functions. The responses by staff could be indicative of staff having found their career direction and rather seek a promotion within the same field rather than a change in scope of responsibility in their current careers.

4.13.1 Discussion around job crafting

The impracticalities of job crafting were highlighted during the discussions with the respondents. This topic did not resonate with general staff nor managers and was not discussed further.

4.14 Eliminating burnout

Burnout refers to the over-exertion of the employee in fulfilling their functions to the point that the employee is no longer able mentally and or physically to perform the function optimally. There was a mixture of diverging responses from the candidates in Department B as they recently underwent a departmental restructure. As such, job roles and responsibilities had changed

resulting in a settling in time. This created a backlog in the work due which requires staff to increase their working hours in order to meet deadlines. Respondent 7 stated that their home life was affected by the workload and that this was due to the lack of resources. Respondent 7 also stated that the high workloads also become a limitation to training and development due to time constraints and work deadline. Whilst the high workload and pressure did play a part in the employee work life balance, no respondent stated that they were experiencing or had experience burnout. They had rather expressed a high sense of work ethic and personal responsibility to meet their work target.

Department B however operated on a project based environment in which task and projects were delegated and facilitated in teams. The respondents stated strongly that they believed in a work life balance and that they achieved this balance by communicating with their colleagues and sharing task responsibilities. Their manager stated that extra effort exerted during a project was recognised and rewarded with time off as a reward after the project completion.

4.14.1 Discussion around burnout

The primary methods highlighted by the respondents for eliminating burnout were by providing the necessary resources to staff to mitigate burnout. Department A used a method of sharing the workload and created overlapping responsibilities to ensure that sufficient cross support was available to colleagues. The respondents however did not indicate that they had experience or were experiencing burnout. This could however be as a result of their strong sense of self efficacy. Recognition for the extra contribution and rewarding with recovery time could mitigate the likelihood of burnout.

4.15 Work life balance

Work life balance for the purposes of the study refers to the degree of synergy which the respondent has regarding their personal obligations, drives and motivators and the ability to meet the obligations of their work role.

4.15.1 From the perspective of the manager

Managers in general viewed work life balance for the staff as important. All managers offered their staff flexi-time to accommodate personal need and Respondent 14 (Department A) offered staff the ability to work from home.

There however were concerns around employee responsibilities and duty to the organisation. Respondent 1 (a manager) stated that “work life balance is something that one can have some of the time only. It is dependent on the work load at hand”. And respondent 10 stated, “Work life balance is important for staff but work deadlines must be met”. Whilst work life balance does not preclude the need to work additional hours, work life balance cannot be a switch you have some of the time only. In this case, ones does not have a work life balance.

Respondent 14 offered a different perspective on work life balance. The respondent stated, “The Company’s goal needs to be aligned with you. Work life balance is about finding alignment with your work and your personal goals”.

4.15.2 From the perspective of the general staff

There was a notable difference between Department A and Department B on the responses to work life balance. Department B recently underwent a department restructure which influenced the processes, responsibilities and quantity of work carried out by general staff. The impact was noted in the responses. Respondent 4 stated that burnout is possible due to the high work load. He preferred the term “work-life separation” when responding to the question stating, “It is important to work while at work but to stop and leave it behind when at home”. Respondent 7 stated that “the workload impacts home life, staffs are overworked and not enough resources are provided to resolve the high work load”.

Respondents from Department A were more positive in their responses. Respondent 8 stated, “it comes down to how one manages their ones life’s

responsibilities” whilst Respondent 11 stated that she has work life balance and that this was driven by her need to find her purpose in life.

4.15.3 Discussion around work life balance

Work life balance was construed as significant for all respondents however their perceptions of the topic varied. Some managers believed that work life balance was achievable only part of the time and was dependant on work load. There was a clear distinction in the positivity around the topic between Department A and Department B. Department A stated that they typically had a work life balance and accounted this to their own positive attitude whilst Department B was still seeking work life balance. The main impediment to work life balance was the current workload and perceived lack of resources from the organisation.

Department B was recently restructured which had created turbulence within the department. Portfolios and work responsibilities had changed resulting in a back log in the system. The result has been a higher work load with some staff indicating possible burnout symptoms. Maslach et al. (2001) described job burnout as “a prolonged response to chronic emotional and interpersonal stressors on the job”. The authors identified three dimensions of burnout which are exhaustion, cynicism and inefficacy. The impacts of burnout have been linked to job performance and personal health issues (Maslach et al., 2001). In this, both managers and general staff indicated a lack of resources from the organisation to cope with the work load. Further, whilst staff of Department A were offered the opportunity of flexi time and working from home, staff of Department B were only offered flexi time. Modern day technologies allow employees to perform their functions either at the office or from home whilst remaining connected to team mates and the manager. A work life balance aims to satisfy the needs of the individual to meet personal and professional responsibilities. With this in mind, employers/managers need to ensure that work demands do not extend passed what is accomplishable during working hours and should limit the expectation of employee to that which is accomplishable during working hours (Cartwright & Holmes, 2006). Effective

managers must understand that the employee seeks meaning from both the accomplishments from work and from achievement in their personal life. Respondents indicated that improved work life balance would certainly improve their employee engagement levels.

4.16 Significance of team work

Team work was identified during the study as a method of fostering employee engagement. Team work refers to the inter work group dynamics between staff in a department and its influence on the staffs level of engagement. Team work appeared strongly with Department A as a strategy against burnout and to enable work life balance. Effective team work positively reinforced employee engagement in all respondents. The organisation has empowered its managers to facilitate team building initiatives. Managers stated that these initiative included team building events (outside of the work space) to team lunches.

4.16.1 From the perspective of the manager

All managers from Department A indicated that they arranged quarterly formal team building events for their staff. These are social events outside of the workspace. Respondent 14 stated that a benefit of a team building outside the workspace was in "giving them the ability means and tools to communicate but not only from a work perspective but also from a social perspective as well".

The managers of Department B stated that they their team building event were less formal and consisted primarily of team lunches. The reasoning as stated by respondent 1 was "despite there being a limited budget, there has been a restriction on the ability to implement team building activities due to work load requirements". Respondent 15 stated that team building initiative were limited to "lunches, coffee session, general catch up sessions, play 30 seconds, tell a joke a day, we do motivations or igniters which are daily motivational anecdotes". The interventions were deemed extremely important especially for a "young team" however the manager stated that there wasn't a budget for formal team

building events. This sentiment was consistent amongst most managers of Department B.

4.16.2 From the perspective of the general staff

Staff in general feel positive about the inter team dynamics within the department. Respondent 9 reflected on the dynamics of a previous employer and stated that team dynamics are critical for maintaining employee engagement at the workplace. Respondent 9 stated “at the last job, I didn’t leave the job, I left the people. I felt that I was being used”. Respondent 8 stated his technique of having a work life balance, was that he had good relationship with his colleagues and they work in teams to share workload and assist each other to ensure that the job is done.

4.16.3 Discussion around team work

All general staff interviewed work within a team environment. They indicated that they were positive whilst working in their teams. The dynamics of a team require that different people, from different backgrounds to come together to achieve a common goal. Team dynamics can be formed in two ways for example the grand prix pit stop example where all members work together to achieve a common goal at the same time or as a link system in that the completed work by one member is passed onto another member of the team to carryout different duties. In both aspects, a close working symbiotic relationship is required.

Team dynamics requires high level of social trust. In the context of team work, positive social trust could be perceived as the trust fostered by the motives of others by illustrating good intentions when performing tasks, activities, roles or functions within a team (Pech, 2009). The responsibility lies with the manager/leader to build the harmonious working relationship. The common means identified were team building socials for example team lunches or formal team building events. May et al. (2004) stated that “individuals with rewarding interpersonal interactions with their co-workers also should experience greater

meaning in their work”. Key traits experienced by building a dynamic team are “sense of belonging, stronger sense of social identity and meaning” (May et al., 2004).

The extent to which team harmonics can be built is dependent on the imagination of the leader and the budget afforded to the department by the organisation. Respondent 14 stated that the benefit of breaking away from the helped was by allowing staff to disconnect from their responsibilities and refocus their energies on the team. It provided a valuable platform to build the inter-team relationship and the manager team relationship. Respondent 15 however maximised the limited budget by carrying out frequent smaller initiatives and employing creativity in developing cost effective team building initiatives. Positive team dynamics can be valuable for achieving work life balance and for achieving employee engagement. Team mates can be supportive and caring to their team mates that are not possible for managers as their relationship and interactions are more frequent.

4.17 General advice to the organisation

All respondents were given the opportunity to offer the chief operating office advice on key elements in the organisation that could improve their employee engagement in the workplace. The following highlights key recommendations by managers and general staff.

4.17.1 Advice from respondents to the employer

Respondents were given the opportunity to provide advice to their employer on avenues to develop for fostering improved employee engagement. The following shared advice was identified:

- More channels or platforms of communication directly with senior management
 - The significance of input from general staff to the workings, and areas of optimisation in the organisation should not be undervalued. Staffs feel that are currently unheard and

underappreciated and seek direct contact with senior manager. They perceive a hierarchal organisational structure which fosters distrust.

- Limitation of women for after-hours networking
 - This topic was specifically addressed towards women in the workplace. The respondent felt strongly that due to cultural and family responsibilities, after hours networking events become intangible and a missed opportunity due to personal commitments. The sacrifices here extend past work life balance and construed more life priorities or commitments. The significance of the networking events however remain valid and are sort by woman at the workplace. Management need to re-evaluate the planning of such events.
- Senior managers and line managers authenticity
 - Managers in general must live the values of the organisation whilst at the workplace if they expect staff to give values to the values of the organisation.
- Improved development and growth opportunities
 - Staffs are currently committed to the organisation however they are seeking more awareness of the organisation intent for their future. Respondents see opportunities and facilitation more in line with their future role than solely on their current role. Restriction to training and development opportunities must be lifted to allow staff to explore alternative opportunities within the organisation whilst preparing for management roles.

4.18 Mini Case Study: Management Model for Effective Leadership

4.18.1 Introduction

The research proposition covers the general perception of managers and general staff of two departments within a large financial institution on the factors which influence employee engagement in the workplace. The cross comparison reveals two different management models being implemented by the different departments.

Due to a fortunate occurrence, the opportunity was afforded to the researcher to interview the head of Department A. This was not originally part of the research study however the opportunity was used to assist the researcher gain better insights into the thoughts, ideas, issues and management style of a senior manager. This interview was the last interview of the day and interview did not closely follow the questionnaire for managers. Instead researcher provided the respondent with similar questions to the interview structure but also used the opportunity to raise the concerns from respondents from earlier interviews as well as to ascertain validity to feedback received from respondents with the head of departments department.

This case study will discuss the outcomes of the interview and examine the views, perceptions, beliefs and effectiveness of the management style of the head of Department A.

4.18.2 Background

As the leader of the department, the respondent was responsible and accountable for the effective management of this key strategic department in the organisation. This department's responsibilities include oversight over all other functional departments within the organisation. As such, there is a high degree of burden and responsibility placed on the manager and his subordinates.

As stated during the interview with Respondent 14 (a subordinate to the head of department), his staff are not always welcome by other departments when implementing their duties in the organisation. The level of authority of the staff is intimidating as their findings could result in the restructuring of the department, changes to systems and process or have more severe consequences for individuals. In general, this working environment is highly stressful but forms an integral part of the core legislative requirements of the business.

A manager in this department needs to have keen skills to ensure that his staffs are highly engaged, motivated and willing to perform their duties. It is a department that needs consistency, must operate at high efficiency and cannot afford high staff turnover rates due to the nature of the work.

4.18.3 Elements for effective management

The general perception of the employee engagement level of the staff of the department, as rated by the head of Department A, was extremely high. Validation was given to this claim by a recent survey conducted by the organisation in which the department had shown the highest rating for employee engagement. The manager perceives additional substantiation for his view point from the actions of his staff. Typical attributes include directness, forthrightness and ability and confidence to be firm when required. In essence, he feels that his staffs are “not shy to express their true feeling”.

The manager explains that these attributes are primarily supported by “a pillar of intent and trust”. He clarified that staff trust that his intentions are good and he trusts that their intentions are good. The manager identified key requirement of this relationship as high levels of maturity, high levels of competence but more especially trust integrity, intent and transparency.

While the pillars are the support structure, his foundation is based around the thinking of Mr Etkso Schuitema which is the “care and growth” philosophy. According to the Schuitema (2017), “Care and Growth is a universal leadership

theme that is based on the premise that we exist to serve the other, and in doing so, we actually serve the highest of our own self-interest”.

The “care and growth model” was introduced to the manager by his manager. In assessing the principles, he found resonance in its values. In applying its principles, he made it real and stated that eventually the application came naturally to him. The head of department stated that he applies these principles and genuinely cares for his people with the view to grow them into successful individuals and that it is important to him to set staff up for success. He challenged the general perception of traditional management in that he stated:

I think that the traditional approach is that I use people to achieve goals and outputs but in the care-growth philosophy, I grow people to or create people to achieve goals and outputs. Ultimately by caring for them, for providing them with the means and ability, they automatically take accountability and they produce results to the best of their ability

The management styles of managers vary. It is from their viewpoint that they choose to act in the manner in which they do. As such, the head of department applies the principle of investing in the people and trusting that with the authentic caring environment created, that staff would meet the obligations of the business. He stated that a large part of his role as a manager is to help his staff find their purpose in life. The purpose that the manager assists in supporting the staff to find is based in the value principle of that individual. Identification of the purpose or life goals of the employee has a benefit to the organisation. This provides focus and direction or a pathway for the employee to follow. In a study by Medlin and Green Jr (2009, p. 951), the authors found that “goal setting leads to engaged employees; engaged employees exhibit higher levels of workplace optimism; and higher levels of workplace optimism improves performance of an organisations employees”. As a recommendation in the article, Medlin and Green Jr (2009, p. 952) recommended that

Sufficient time should be spent setting goals for and with individual employees to ensure that each employee has a clear

understanding of the organization's expectations for their success. Focused employees will be more engaged and more optimistic and more productive

The care and grow principle is closely aligned to the value principle of the head of department. The incorporation of the principle in his management style is illustrated by his comments:

It comes naturally when you genuinely care for your staff. Care-grow are linked very closely to the value proposition that the organisation provides, but it goes beyond that. One must treat your subordinates as human beings. The employer-employee relationship doesn't really exist in my world. You treat individuals as human beings and have the utmost respect for what they are and what they bring to the table and at the same time having the ability to exercise empathy by asking yourself what the challenges are that the employee is experiencing so that when you spot it, you are able to provide direction. The level of respect that this brings out is invaluable.

4.18.4 Application of the care and grow model

The manager reflects on three cases where the care and grow principle was effective in bringing out value in his staff. The first issues related was around manager who after taking a month vacation leave, was struck by a tragedy in the family. The result was the employee needed additional time off to attend to personal matters. The employee was concerned about the pile up of work and the effect on the team at the result of her absence. After a telephone call with the head of department who was her direct line manager, she was given additional time off to return when she felt stronger and that no concern should be given to work issues. The reasoning of the manager was as follow,

forcing the subordinate to return to service before they are ready would have resulted in an unproductive member of staff; possibly a disgruntled employee and the example set to other staff would

have broken trust. The result was that the employee delivered on responsibilities from home but more especially, the organisation has fortified the values that it cares for its people

The second record recounted was of an employee who was hearing impaired. The employee was unproductive due to the issues of communication around the disability. The head of department reallocated the member of staff to a position where the person reported directly to him. He took the view that it was not the staff member's handicap that was the issue, but the problem was him. He stated that he needed to re-learn how to work under the new circumstances. In changing his approach, he has noted positive changes in this employee. Together they formulated a new strategy to carry out the duties required and the results have been positive. This member of staff is positive, productive and highly engaged. The manager stated, "the staff member shows initiative and does not want to let me down".

The third account stated was about a senior member of his staff that was close to retirement age and was extremely disengaged. The effect of this member on the team was destructive and the manager was receiving pressure from staff to dismiss this employee. The manager was of a different view in that he saw potential for that member of staff to be a functional senior member of the team. He then applied that care and growth principles to this member stating "see what a teaspoon of sugar could do for an individual". The manager stated that it was important to show the employee that you acknowledge that they are struggling but you believe in them and see potential in them. Further, by investing time and effort in them, you will see results. The reaction from the employee was positive within a short space of time.

The key output noted by the manager from the care and grow principle is that

With this approach and the level of trust you have developed, staff do what they do, not for the incentive or reward, they do it because it is fulfilling. They do it because they know that they are setting up their department for success, they do it because they know that their contribution is valued. They know that whatever

they do, they get the credit for and they understand that they are accountable for their duties

To this he likened the functioning of his department to a grand prix pit stop. In this he stated that all the people understand what is needed to be done in order to get the vehicle back into the race as soon as possible. In this, they do their part to the best of their abilities trusting that their peers are doing the same. It is only when all have completed their requirements, may the vehicle leave the pit stop. Success here can only be achieved because each person trusts that their peers or colleagues is doing what him or her ought to be doing with excellence. These principles are based on the pillars of intent and trust.

4.18.5 Limitations of the model

The head of department acknowledges that the principle has its restraints. The managers needs to exercise a level of understanding and needs to foster a relationship with each staff member off his staff. Implementation requires that the user demonstrate a level of maturity from both manager and staff and requires authenticity in its application.

Bass and Steidlmeier (1999, p. 182) states that the ethics of leadership rest upon three pillars,

(1) the moral character of the leader; (2) the ethical legitimacy of the values embedded in the leaders vision, articulation, and program which followers either embrace or reject; and (3) the morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue

The head of department stated that key to building the relationship is by finding commonality which can usually be found in a set of values. The manager invests time intensively to assist the employees find “what their purpose is”. The manager stated:

When we can establish what their purpose in life is, there is great value in that because it gives perspective and it gives direction and

as a result of establishing that purpose, when they come to work, they are not only focused on the purpose of the group but they are also focused on how they can achieve their own purpose as well. So in everything that they do, they are also able to achieve personal excellence, the ability to grow individually. You will find as a result of crystallising this higher purpose, it brings passion, fulfilment, motivation and with care and growth, that builds trust and ultimately a very cohesive team.

4.18.6 Implementation of the model

The implementation of the care and growth model is founded on authenticity of ones actions. The head of department stated that his convictions were based on his personal life experiences. He recounted these as:

I treat people the way I want to be treated. I believe in truly empowering people. Through the course of my journey, I wished that I had someone who would take a chance on me, somebody who would have faith in me, somebody who could grow me. There were snippets of this throughout my life. When I look at young people, up and coming, I see a bit of me in that individual and say, let's give them a chance, lets extend trust first before trying to make people earn trust because that could take forever

The head of department partly measures success of the philosophy by the assessing the management style of his direct subordinate managers. The manager recognised that the individuals exuded positive traits in their management of their staff. He identified these traits as:

- Offers flexi working hours
- Offers staff to work from home
- Giving staff time off for family responsibilities outside normal legislative "family responsibility leave".

- rewarding out of the normal project type heavy work load occurrences, issues and tasks with high levels of stress and strain on the individual with time off to recuperate and de-stress
- offer staff a recognition day for example time off in lieu of above the normal call of duty service rendered
- Empowerment, development, rewards and recognition to staff outside normal practises.

An association was found during the interview with the head of department's sub-ordinate managers in that key terms used by the head of department were reflected in their statements. Both respondent 10 and 14 stated that they applied the care and growth principle and respondent 10 emphasised the significance of being authentic stating, "People can see if you are pretending to be someone you are not". Respondent 14 attributes the intervention of his manager and the learning of the care and growth principle for the evolution of his management style.

Implementation of the philosophy is actionable vertically and horizontally in the organisation. At present, the implementation, in this department, is as a result of the head of department's personal management style however the benefits of this philosophy could be measured in numerous ways to quantify the benefits to the entire organisation. The manager stated that possible ways of quantifying "care and growth" could be by measuring productivity; efficiency; talent retention; succession management and measuring organisational loyalty. The results could be a financial benefit to the organisation however the qualitative benefits to all parties concerned should not be ignored.

4.19 Discussion of the study and results

Respondents to the study were forthright in the feedback given to the topics. They clearly had formed strong opinions of what they believed was significant to them. The study identified the key relevant themes from respondents which are discussed below. The psychological conditions have been identified as the primary conditions needed to be achieved in order to foster employee

engagement. In this study, the organisational conditions are reflected as the precursors to obtaining the psychological conditions required. The order of the proposition has been deliberately changed in order to illustrate the associative relationships between the psychological conditions and the organisational conditions.

4.19.1 *Psychological conditions*

The themes of psychological meaningfulness (see Figure 5 below), psychological availability (see Figure 6 below) and psychological safety (see Figure 7 below) were discussed as the primary psychological conditions to foster employee engagement. It was noted that the psychological factors were the result of specific actions carried out by the employer, manager or as a result of the employee's own attitude. Also noted was that not all themes that were significant to manager were significant to general staff and vice versa. Another insight on the findings were that the themes are all cross related in some manner or form for example communication is linked with management style and fostering engagement while fostering engagement is linked with mentorship, work life balance, training and development and team work. Each theme cannot be addressed independently with the assumption that it would be a solution to any issues.

The relationship between the psychological conditions and their precursors were assessed and is represented in Figures 5-7 below. These figures highlight and discuss the precursors to the psychological condition as well as the output from achieving this condition.

4.19.2 Psychological meaningfulness



Figure 5: Psychological meaningfulness associative traits

a. ***Job and role satisfaction***

Respondents discussed conditions of psychological meaningfulness by discussing their job satisfaction. This is understandable as job satisfaction is an output of psychological meaningfulness. The precursors were discussed to identify how this end goal was achieved.

Managers indicated a greater satisfaction with their job role over general staff. General staff were more focused on career development and growth. General staff respondents from both departments had a clear understanding of the impact that their contribution or role had to the functioning and success of the organisation. Employees sort more reward and recognition for their contribution directly from senior management. In this, they sort clearer lines or platforms of communication. To compensate for the less satisfaction of the job role, they focused on their own self efficacy as this is a trait of psychological availability.

b. ***Fostering engagement***

There is a direct relationship between employee engagement and work performance. The role of fostering employee engagement was perceived

differently by respondents with some outliers. Managers in general perceived a high level of responsibility for fostering employee engagement whilst general staff perceived a more balanced responsibility. The difference is significant in that general staff are seeking more of a partnership arrangement which is directly related to lines of communication and feedback. By managers presuming the larger burden of responsibility, the potential exists to create a “dictator” type environment which does not foster two way communications. The common tone for managers was that they had to create a strong caring and support environment whilst general staff had to foster a strong self-efficacy trait in order to be more engaged.

4.19.3 Psychological availability



Figure 6: Psychological availability associative traits

a. *Training and development*

Training and development is an empowerment tool aimed to develop skills and abilities of the recipient to better perform the functions required. Skills empowerment is directly related to the psychological availability of employees. All respondents found value in training and development.

Training and development is one of the most meaningful resources to all respondents for fostering employee engagement. This was seen as an investment by the organisation in their personal development. A key issue raised by general staff however was that the opportunities availed were solely for the current job function or restricted to their current department. General staff sort training and development for career growth and management role. Their focus was so strongly on the attributes that job crafting posed no real interest to them. As an organisational resource, training and development is extremely influential to the employee state of mind, influence psychological availability and employee engagement.

Managers use the key performance appraisal as a platform to discuss employee personal development plans. These are formal meeting held twice a year to setup and re-evaluate the needs of staff. Managers indicated that they have informal session on a more frequent basis to determine what their staff need and to provide feedback on performance.

The issues of the significance of the training offered by the organisation were discussed with respondents. Some believed that a 1-2 day training course offer little value and that training programs should be for longer periods. Others believed that the training offered was limited to only current job specific requirements and did not take a long term view of employee growth. Respondent 15 stated that it was the organisations policy that the training undertaken by staff be limited only to the needs and functions of the department in which that member of staff was in.

There was a discrepancy between Department A and Department B on the allocation of the training and development budget. Department A stated that the was a budget sufficient to meet the needs of the department whilst Department B stated that their budget was limited and that training for staff had to be prioritised with some staff postponing their training and development to the next financial year.

The organisation offers training and development programs for its managers however general staff commented that only managers were allowed to attend.

This limited their ability to grow or assume management roles. Managers in general had stated that their management style had evolved over time whilst they had held a managerial post and subsequently received training and development.

The restriction of general staff to high level training programs or the ability to gain skills in another aspect of the business, along with a limitation on the training and development budget invites in employee disengagement.

b. ***Organisational resources***

The support offered by the organisation to managers was identified as budgets for training and development and team building whilst organisational support directly to employees to including facilities that are in-house gym, pause areas. The allocation of resources and efficacy of resources offered was called into question by both managers and staff. It appears that these resources are offered as a general service rather than customised to meet specific needs.

In general, all respondents acknowledged the initiatives offered by the employer. They did however highlight that there were issues with the implementation of these initiatives. A single example was the training and development platform offered by the organisation. Whilst this was strongly received by staff, the limitation of the courses available and the restriction of the budget meant that actual value of this mechanisation was limited.

Organisational resources or organisational support forms the basis for empowering managers to perform their function effectively. Resources directly to general staff exude meaningfulness and could be perceived as reward and recognition. Organisational resources foster a sense of support for staff and are required for developing employee engagement. It empowers general staff improve their sense of self efficacy and organisational loyalty however disparities in the allocation of resources could be perceived as a lack of recognition and lead to organisational dis-trust. There were discrepancies noted in the allocation issues between Department A and Department B. Department A, which has an oversight function over the organisation as a whole and is a legislative requirement, has direct lines of connection to senior

management. Department B provides specific function for the day to day operation of the organisation and is considered as a cost centre. Disparities were noted, from the feedback of the recipients, on the allocation of budgetary resources for training and development, team building and the access to senior staff or diverse network. Inter department communications could easily realise the disparities in the resources offered which could result in concerns towards personal value, recognition, fairness and trust. The potential to disengage individual or numerous departments simultaneously is possible especially if their differences are noted during organisational functions for example a year-end function.

c. ***Self-efficacy***

Self-efficacy was identified as one of the traits that are susceptible to manipulation by external factors. These factors included training and development, mentorship, coaching, communication and feedback and management style. Positive or strong sense of self efficacy is linked to psychological availability in that the employee feels a strong sense of ability and willingness to perform the functions required. The study did not identify a strong resonance by general staff for job crafting. Instead, general staff sought training and development to further their ambitions rather than crafting their current functions for meaningfulness.

4.19.4 Psychological Safety



Figure 7: Psychological safety associative traits

a. **Communication**

Effective and appropriate communication has been identified as a fundamental means of fostering employee engagement. Successful relationships between general staff and line managers and/or senior managers are predicated on the belief that there exists a safe and open platform of communication. Two way face to face communications has been identified as an effective method of conversing with staff. General staff had stated they had developed the opinion that the organisation has a hierarchal structure due to the lack of contact and two way communication with senior management. The impact of the presumed hierarchal structure, when speaking of senior management, results in a breakdown in trust. General staff currently stated that their relationship with their line managers was positive, that they have freedom of expression and the willingness to communicate their feelings and opinion with their direct line manager.

Both manager and general staff believed that clear and open communication lines were important for build strong relationships between managers and staff. The significance of a safe space and the ability to speak freely between

manager and employee and vice versa was strongly repeated in interviews between both parties. Success in achieving this was however subjective. It appears that management still need to work on building employee trust. The fear of retribution or retaliation from managers or senior management appears to be a strong underlying tone present with both staff and managers (for the direct line managers). Staff have highlighted that there does not exist direct platforms of communication with senior management. This feeds into the current perceptions of “hierarchy” within the organisation.

b. ***Employee feedback***

There are currently formal and informal platform used for providing staff feedback on their performance. There are bi-annual formal key performance 360° appraisals and regular informal meetings based on the preference of the line manager. In general, staffs believe that this combination of feedback is sufficient and valuable.

4.19.5 Leadership style

Communication and interpersonal relationship are based on the manager’s management style. Studies show that transformational leadership models are most effective at building and engaged workforce (Bass, 1991, 1999; Batista-Taran et al., 2013; Tims et al., 2011). Most managers stated that the managerial abilities had improved over time. The lack of initial ability could possibly be construed as an outcome from the lack of training and development. General staff identified key traits of effective managers as:

- a manager does not micro manage
- a manager focuses on strengths and not weaknesses
- a manager fosters a sense of safety and comfort at the workplace
- a manager offers staff freedom of expression (without fear of recourse)
- a manager gives constructive feedback
- an effective manager has the ability to adapt their style to different people
- an effective manager is authentic

- an effective leaders listens and understands staff

Wang and Hsieh (2013) contributed by stating that authenticity and consistency between words and actions are critical traits of effective managers. The head of Department A contributed by discussing his personal management style which was influenced by Mr Etsko Schuitema's "Care and Growth" philosophy. The philosophy is based on a transformational leadership model which focuses on authentic caring for one's subordinates. It is based on the principle that managers should care and growth their staff and provide them with resources and support to achieve their goals. The head of Department A helps staff find the purpose in life and associates the purpose with drive to achieving goals. The purpose or value proposition is linked with their responsibilities and by supporting the sub-ordinates, the manager is empowering them to achieve the organisations goals more effectively. Limitations to the philosophy are the maturity of all party's concerned and authenticity of ones actions. The result of the principle was reflected by respondent 14 who stated that after learning from his manager about the principles and the alignment with the business culture and values of the organisation, his own management style evolved resulting in a better manager for whom staffs are happy to work for. He acknowledged that this mentorship and development experience was as a result of his manager's authenticity in applying the "Care and Growth" principles.

4.19.6 *Manager's management style*

The management style plays a significant role for employee's current engagement level. As the leader's role is more of the inspirational role, the manager's role is more focused on the practical day to day running of tasks and deadlines. The traits of transformational leadership and transformational management style are the same. Management style speaks to how the manager goes about carrying out the duties and interacts with staff. The organisation is extremely supportive (with regard to fostering employee engagement of general staff) of its managers in that it offers them platforms for assessment and development by training, conferences, workshops. Managers acknowledged that their management style had transformed over their career

as a manager. This indicates there was a deficiency at a point in time and growth or maturity period in their management style. Managers generally stated that time as a manager had been educational and that they had learned how to become improved managers. The head of Department A had stated that his mentor was responsible for introducing him to Mr Etsko Schuitema's "care and growth" philosophy which he uses as his transformational leadership management style. In turn, his sub-ordinate Respondent 14 had commented that the head of Department A was instrumental for his change of perspective regarding management style and interacting with sub-ordinates. These two cases speak to the significance of open and free communication between manager and sub-ordinates as well as the significance of mentors in the organisation.

4.19.7 Business culture and values

The traits of business culture and business values are intertwined with the respondents. The respondents focused more on values than on business culture. They viewed the business culture from the viewpoint of living the organisations values. There was strong resonance between the values of the organisation and the personal values of the respondents. All respondents stated that the values were meaningful and some stated that they had incorporated organisation values into their own everyday life. To the most part, respondents felt that their managers lived and exude the values of the organisation.

4.19.8 Mentorship

Mentorship was identified by all respondents as being meaningful to them. This addressed the need of guidance and support for professional growth and career advice. Respondents sort the wisdom of their seniors but indicated that the necessary platforms were lacking in the organisation. At the time of the study, it was the organisation's view that people seeking mentors needed to do so on their own. The benefits of the mentor and mentee relationship to the organisation has been missed. All respondents stated that they would prefer for

the organisation to facilitate mentorship programs. Organisational investment in mentorships could form part of the resources supplied by the organisation.

Both mentorship and coaching were underutilised by the organisation. This proved to be an overwhelmingly strong area for fostering more employee engagement. All respondents interviewed saw value in the initiative and wanted to participate however the necessary platforms to facilitate mentorship was found lacking. At present, staff and managers must seek out their own mentors. Overwhelmingly, all respondents preferred if the organisation would create a platform for finding mentors rather than them seeking their own. The limitations identified were the inability to identify people who wanted to be mentors, lack of understanding if those people had the necessary resources (time, skill and suitability) to be mentors and a limited network of contacts for seeking a mentor. A general platform as well as organisational supported initiatives to develop mentors could resolve most of these concerns.

4.19.9 Work life balance

Another trait of employee engagement was work life balance. This was viewed strongly by all recipients. The appeared to be a misunderstanding of the term work-life balance by some respondents. Some managers stated that they believed that work-life balance was relevant but that it could only be achieved some of the time. This interpretation of work life balance is incorrect in that the fundamental concept is aimed at achieving a harmonious balance when times are difficult and times are easier. Whilst the term does not precluded periods of high quantities of occasional work, it assumes that the individual has achieved a harmonious balance between works duties, family requirements, physical, spiritual and emotional needs.

Again there were discrepancies between the feedback between Department A and Department B on their success at achieving work life balance. Department A's respondents strongly held the view that they had work life balance. This could be attributed to their team dynamics, were work load is shared or due to the allowance of flexi-time and the ability to work from home. Department B managers stated that their staff were offered flexi time only. In additional,

Department B had recently emerged from an organisational restructure resulting in a backlog of work. Respondents stated that there was a lack of resources and that work was taken home.

Managers of Department B insisted that work took precedence over a balance and that sometimes staff needed to make sacrifices in order to meet work goals. Department B which had recently undergone a department restructure had stated that the work load and piled up and that for a long period, they did not have a work life balance. They further complained about the limited resources made available to them by the organisation and stated the job burnout was very possible. Respondents from Department A were more positive than Department B about work life balance. Their manager stated work life balance interventions included working from home and flexi time whilst managers of Department B implemented flexi time only.

4.19.10 *Team Work*

All respondents were familiar with team work. Managers used organisation resources for example budgets and facilities to facilitate team building initiatives. The purpose of team building exercises is to build social trust and interpersonal relationships between colleagues and their managers.

The organisation provided both departments with budgets for team building events however due to discrepancies in the budgets, Department A which seemingly received a larger ratio of funds per employee to Department B, was able to make use of out of office team building events as well as team lunches. Despite the limitation, managers of Department B improvised alternative team building initiatives which were held at regular intervals. Managers used this platform to build the communication channels with their staff. Department B limited their team building events to team lunches or coffee session, general catch up sessions or similar cost effective solutions to build team dynamics. Respondent 14 (Department A) stated that the benefit of offsite team buildings was the ability to disconnect from work responsibilities and refocus on building inter-team and managerial relationships.

Respondents from Department B alluded to issues around working in teams however they indicated that their manager was a major instigator for promoting a dynamic working environment. Respondents from Department A were more enthusiastic about working in teams and stated that team work was an effect part of maintaining a work life balance.

4.19.11 *Summary*

The proposition of the research is that the main factors that lead to employee engagement in the financial sector are; psychological meaningfulness, psychological availability, psychological safety, self-efficacy, communication, leadership style, business culture, alignment of values, training and development, mentorship and coaching, provision of organisational resources, job crafting, eliminating burnout and work life balance. A presumption of the proposition is that managers and general staff view all factors as relevant and significant. The research reveals that managers and general staff view most of the propositions as relevant however; they have assigned different levels of significance to them. Of the propositions of the study, job crafting offered both managers and general staff the least value for fostering their level of engagement. Managers indicated different topics as having the greatest influence on their engagement level when compared to general staff. This was based on their personal drivers and the progress of the career within the organisation.

A major finding of the research was that the propositions were not stand alone factors that could be addressed individually to foster employee engagement. Rather, there exists an intertwined relationship between the propositions with the nett impact on the individual varying with the significance that a combination of motivators has on them. Respondents highlighted team work or inter-team dynamics as a significant influence on their level of engagement which was not originally part of the study proposition. Team work is linked to creating a harmonious and supportive working environment which nurtures and fosters employee engagement.

CHAPTER 5. CONCLUSIONS & RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief outline of the key findings from the study. Correlations between the themes identified will be presented. Thereafter, the recommendations will be made along with proposals for future research.

5.2 Conclusions of the study

The study found that there was a distinction in the perception of managers and general staff on the factors that influenced employee engagement at the workplace. Managers stated that the alignment of their values to the organisations (and business culture) was most significant. Secondly, they stated that job meaningfulness held great value to them.

General staff however viewed their willingness (physical willingness) to perform the functions required and their own work attitude, self-confidence and own motivation (cognitive and emotional willingness to perform function) as critical to them. The findings of this researched showed that whilst psychological meaningfulness had a significant impact on the managers employee engagement level, it had a lesser impact on the engagement level of employees. Psychological availability resonated more strongly with general staff than with managers. Psychological safety resonated more strongly with general staff than with managers. It was perceived that general staff needed a greater sense of re-assurance of safety from their manager which is fostered by open communication and the manager's leadership style. As the results did show that there was an association between the psychological conditions and employee engagement, these are in line with Kahn (1990) theory on psychological availability. The finding of this study however differed from that of May et al. (2004) who found in their study that psychological meaningfulness was the most significant indicator whilst psychological availability did to exhibit notable results. This study does not conform to the finding of Sebastiaan Rothmann and

Rothmann Jr (2010) in that psychological “meaningfulness is the strongest predictor of employee engagement”. General staff did not respond strongly to questions of job satisfaction but rather indicated a strong need for personal and professional development. Equally important, was the relationship with their manager and their manager’s leadership style.

Communication was discussed in detail with both managers and general staff and it was felt that open and honest communication was desired by both parties. The underlying pre-condition to open conversation was a sense of safety and trust between managers and general staff. Managers stated that they are continuously improving their managerial abilities, which are being developed by initiative of the organisation. Staff viewed feedback received from their managers positively. The main hurdle of staff was the break in communication or lack of two way communication platforms with senior management.

The manager’s leadership or managerial style was highly influential on the engagement level of staff. Staff identified their key traits from a managers and the transformational leadership style was identified as the ideal leadership style. The “Care and Growth” philosophy was introduced by the Head of Department A as an example of effective management. The department indicated a high level of engagement, organisational commitment, and work life balance, high levels of team work, trust and job satisfaction. The teachings of the care and growth philosophy were reflected in feedback from both managers and general staff.

Work life balance was a target rather than an achievement and the backlog of work and lack of resources posed the greatest hindrance to staff. Work life balance is a functional requirement for employee commitment and fosters employee engagement. The employer still needs to acknowledge the benefits to the organisation when its employee achieves a harmonious work life balance.

Further analysis of feedback revealed that there was a discrepancy between the allocations of resources between the two departments. This included differences in training and development and team building budgets and the

opportunity to network to seek mentors. The difference identified weigh heavily on achieving employee engagement or the lack of it has great potential to foster employee disengagement. The difference between the resources to the departments increases the potential to foster large scale employee disengagement if staffs perceive that the allocation of resources is uneven or unfair as these factors are linked to the principle of reward and recognition. Staff had already identified that the organisation has a hierarchal structure despite the values and the business culture put out by the organisation. This could lead to a breakdown in the trust of the organisation if staff perceives hypocrisy between what is being stated and what is actual business practise. Overwhelming, staff showed strong emotions and resonance for the business's values. Some stated that they had incorporated some principle into their own value system.

The individuals own work attitude, which is the result of self-efficacy, was a strong factor for staff. Staffs feel the need to grow and develop. To support their career growth, all respondents stated that they saw benefit in having a mentor. Mentorship is not offered by the organisation, however overwhelmingly; all respondents preferred if the organisation would facilitate platforms for mentorship.

The findings of this research supports the proposition statement in that the factors identified are relevant but it clearly outlines that there are differences in perceptions of which factors are relevant to managers and employees. There is a clear distinction between treating others the way you would want to be treated, which is an ideal transformational leadership trait, and motivating others the way in which you would want to be motivated. The study shows that managers who motivate staff based on the factors that influence their own personal needs fail to fully address the needs of their staff. The study identifies that clear lines of communication and trust must be fostered to ensure that the employee engagement initiatives are positioned to address the needs of the employees rather than the perceptions of managers. Managers must overcome the likelihood of addressing their own perceptions and need to foster relationships with their staff in order to identify and facilitate their needs.

5.3 Recommendations

It must be stated that it is quite possible that the respondents interviewed could have been influenced by their current circumstances (recent training course) which could have influenced their mind-set and thus influenced their responses.

Managers should be authentic, trusting and supportive of their staff. The transformation leadership approach has been proven to be the most effective management model by literature and participants responses. The organisational values must be intertwined with the business culture and must be clearly lived by the management of the organisation. The key to strong relationship is a strong platform of communication between managers and sub-ordinates. As such, trust must be development based on mutual respect. A sense of safety must be fostered in order to truly develop a relationship.

Staff is currently seeking guidance on their future in the organisation. They seek a clear indication of how the organisation views their future within the business. They seek training and development for their future role. Mentorship is a tool to foster professional development of the individual. It would be critical in assisting them to develop the own sense of purpose. Staff self-efficacy is a strong driver for employee engagement and in driven by empowering the employee with tools and resources ability and confidence.

The imbalance between the allocations of resources poses possibly the greatest potential to lead to mass employee disengagement. Standard practises for allocation of resources should be communicated organisation-wide and implemented in a transparent and equitable basis.

The perception of the employee-employer relationship needs to be revised for a modern world and modern times. The relationship between the two parties can no longer be considered as transactional but should rather be viewed as a symbiotic relationship. The employee needs the employee to perform the duties required for ensuring the success of the business and the employee seeks a rewarding environment of mutual respect, trust and recognition. By meeting the baseline needs of the individual, the employer benefits from an

engaged employee who is enthusiastic and who's energy rubs off on colleagues and clients. The organisation benefits from improved employee performance and brand marketing from the positive interactions with employees and customers.

5.4 Suggestions for further research

The research has raised the following questions:

- How effective are short duration (less than 1 week) training courses in the real world?
 - Short courses are more easily manageable and are intended to provide the necessary skills to staff for the performing their day to day function. They lessen the burden of having an employee away from the workplace for a long time as they are generally of short duration. The long term effectiveness of such courses must be assessed to identify if they offer any real long term benefits to the participants.
- Why do staff feel the need to escalate matters to senior management when direct line managers are available?
 - This research should be aimed at identifying the underlying issues that employees feel for wanting direct line platforms to senior management. Study in this field could highlight root causes of employee dissatisfaction and offer employer practical platform for improving employee-employer relationships.
- Which types of team building activities are most effective?
 - Budget and time are key limiters to the type of team building initiative undertaken. This study could be aimed at identifying if more frequent short term initiatives offer more values to infrequent larger scale team building initiative. The study should highlight team building activities and rate the perceived effectiveness of each activity thereby offering practical solutions for business to build team dynamics.
- What are the criteria for a suitable mentor-mentee fit?

- Mentorship is a mechanism used for fostering professional and personal development of employees. As a tool, it fosters employee engagement however the relationship between the mentor and mentee is critical for achieving a successful outcome. This study could investigate if there is a relationship between personality types and professional backgrounds for fostering harmonious mentor-mentee relationships. This research could offer businesses better guidance for managing their mentorship programs.

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APPENDIX A

Wits Business School

Masters of Business Administration

Dissertation Topic: Employee engagement in the South African financial sector

Interview questions for employees with no subordinate reports

Hello, thank you for agreeing to participate in this research study. Today I would like to discuss your perceptions of the factors that influence the level of your engagement with your current employer. All topics discussed here will be held strictly confidential and the information will be used for academic purposes only. In the dissertation report, I will refer to your employer and “a large financial institution” and I will refer to you as a respondent only. The purpose of the study is to gain real world feedback on the factors that are meaningful to you in a personal capacity. Please feel free to express yourself without restraint as all factors discussed here are confidential.

To start, I would like to describe the working definition of the concept of employee engagement refers to a state of mind and body where one is physically involved, committed, passionate, enthusiastic and focused on their individual duties for the benefit the organisation one’s self. This state of mind and body can be induced by several factors. Today we are going to explore these factors in a practical manner.

Questions:

1. Do you believe that employees at bank are positively engaged with the organisation? Please explain (just a warm up question to get them talking about the topic of Engagement)
2. Can you describe your level of engagement with the bank at present?
3. Who do you feel is responsible for fostering employee engagement at the workplace? Why?
4. I understand that the bank has conducted several surveys and initiatives to develop employee engagement.
 - a. Can you tell me about some of the initiatives that they do?
 - b. Did any of these initiatives improve your level of engagement in the workplace, which and why?
 - c. What impact did the other initiatives have on you? Why?
 - d. Do you feel that the bank implements its engagement initiatives well? Why?
 - e. What more could they do?
5. What are some of the things that you enjoy about working at this bank? What keeps you here?
6. The following are company’s values; do any of these resonate with you? Which ones and why?

7. If the bank told you that they were rolling out a new employee engagement initiative and asked for your advice on what to focus on, what would you say?
8. Now that we have discussed some of the top drivers of employee engagement. What would you pick as the top 5 as significant to you from the table below?

Description	Select
Job meaningfulness to you	
Your own willingness to perform the functions at hand,	
The sense of safety to express yourself without repercussions	
Receiving training and development	
Receiving mentoring or coaching	
To define your own job responsibilities	
Your own work attitude, self-confidence and own motivation	
Alignment of your personal values to the organisational values and business culture	
Organisations leadership style	
Having a work life balance	
Receiving regular appropriate feedback and communication from management	
Other – own choice	

APPENDIX B

Wits Business School

Masters of Business Administration

Dissertation Topic: Employee engagement in the South African financial sector

Interview questions for employees with direct subordinate reports

Hello, thank you for agreeing to participate in this research study. Today I would like to discuss your perceptions of the factors that influence your staff's level of engagement at the workplace. All topics discussed here will be held strictly confidential and the information will be used for academic purposes only. In the dissertation report, I will refer to your employer and "a large financial institution" and I will refer to you as a respondent only. The purpose of the study is to gain real world feedback on the factors that are meaningful to you in a personal capacity. Please feel free to express yourself without restraint as all factors discussed here are confidential.

To start, I would like to describe the working definition of the concept of employee engagement refers to a state of mind and body where one is physically involved, committed, passionate, enthusiastic and focused on their individual duties for the benefit the organisation one's self. This state of mind and body can be induced by several factors. Today we are going to explore these factors in a practical manner.

Questions:

1. Do you believe that employees at the bank are positively engaged with the organisation? Please explain (just a warm up question to get them talking about the topic of Engagement)
2. Can you describe the level of engagement of your staff at present?
3. Who do you feel is responsible for fostering employee engagement at the workplace? Why?
4. I understand that the bank has conducted several surveys and initiatives to develop employee engagement.
 - a. Can you tell me about some of the initiatives that they do?
 - b. What was the impact of these initiatives and why?
 - c. What impact did the other initiatives have on you? Why?
 - d. Do you feel that the bank implements its engagement initiatives well? Why? (Are the initiative participatory, voluntary, mandatory, ideas from staff or management driven, etc.?)
 - e. What more could they do?
5. What do you think are some of the key factors that your staffs enjoy about working at this bank? What differentiates you from other employers? What keeps them here?
6. The following are company's values; which do you think resonate with your staff? Which ones and why?

7. If the bank told you that they were rolling out a new employee engagement initiative and asked for your advice on what to focus on, what would you say?
8. Now that we have discussed some of the top drivers of employee engagement. What would you pick as the top 5 as significant to you from the table below?

Description	Select
Job meaningfulness to you	
Your own willingness to perform the functions at hand,	
The sense of safety to express yourself without repercussions	
Receiving training and development	
Receiving mentoring or coaching	
To define your own job responsibilities	
Your own work attitude, self-confidence and own motivation	
Alignment of your personal values to the organisational values and business culture	
Organisations leadership style	
Having a work life balance	
Receiving regular appropriate feedback and communication from management	
Other – own choice	

APPENDIX C

Sample of coding technique used

 Wits Business School <i>Shaping global leaders</i>		<i>Dissertation: Employee engagement in the South African financial sector</i>	Coding of themes from the case study interviews			
Grade	Interview	Question	Notes	Theme 1	Theme 2	Side notes
Manager	Int 1-36	The organisation is rolling out a new initiative to foster employee engagement and has asked for your advice, what would you say?	"The organisation needs to develop a greater understanding of the limitations of woman at the workplace. These responsibilities can arise due to the ladies family or religious responsibilities. Simply, not every woman is single and available to attend networking events after	advice	networking	Consider limitation of women at work place. The potential exists where normal networking platforms outside of business hours become unviable for staff.
Manager	Int 2-25	The organisation is rolling out a new initiative to foster employee engagement and has asked for your advice, what would you say?	The manager feels that the organisations leadership must be more open and available for conversations. The manager believes that there is a misalignment between the statements of senior management about openness and freedom of expression between senior leaders	advice	Trust	Senior management must become more open and available. Clear on statements put out and live those words. Any deviation perceived destroys trust.
Manager	Int 2-26	The organisation is rolling out a new initiative to foster employee engagement and has asked for your advice, what would you say?	SB need to invest/develop their leaders more, they need to work harder to foster authentic honesty and openness, and they need to exercise more authentic caring for staff.	advice	Leadership style	Foster authenticity in the leadership. Focus on honesty and openness. Show more value and caring for staff needs.
Manager	Int 2-27	The organisation is rolling out a new initiative to foster employee engagement and has asked for your advice, what would you say?	The manager feels that there is no alignment between what is said by senior management and her direct line managers regarding the values of the organisation.	advice	values	Consistency in communications received from senior management and director level versus direct line manager. This results in an increase in confusion and a breakdown in trust.
Manager	Int 3-22	The organisation is rolling out a new initiative to foster employee engagement and has asked for your advice, what would you say?	The manager feels that some leaders do not full apply the values of the organisation. They need to lead by example. She feels that her direct leadership however does however live by the organisations values.	advice	values	Leadership by example and not only word play. The actions of the director, senior manager and direct line managers are what is perceived by staff rather than the write corporate jargon. If there is