

A Study of Employee Engagement

By Claire Moran

**A dissertation submitted in partial fulfilment for a BA (Hons) in
Human Resource Management**

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Declaration

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of B.A (Hons.) in Human Resource Management is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work

Signed: *Claire...Moran..*

Date: *20th July 2009*

Student Number: *088.7.2856....*

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Chapter 1

Introduction

1.1 Introduction to the Dissertation

The Institute of Development Studies (IDS) 2007 described Employee Engagement as “a step up from employee satisfaction, denoting a level of commitment to the organisation characteristic of high performing staff. An engaged employee is one who is passionate about their job, loyal to the organisation and dedicated to their work. They are likely to have a can do attitude and be willing to take the initiative, or to muck in when backs are to the wall” (IDS, 2007)

The main focus of this dissertation is to examine how Employee Engagement is measured in organisations and to look at the affects of high and low engagement among a group of Primary School teachers.

The Irish Business and Employers Confederation (IBEC) 2008 say that Employee Engagement is not simply about staff morale, and it is approached in diverse ways, dealing with a variety of business issues, for example absenteeism, quality or standards of work, customer service, safety, commitment, reward and recognition.

The author has been very interested personally in this subject for a number of years. While working in a financial service organisation for some years, she observed various employees leaving the organisations for reasons such as location and salary. She believes there are other reasons, which are complicated and interconnected and believes they may have a connection with how engaged an employee is in their organisation. The author believes that by investing in a positive Employee Engagement culture, an organisation can decrease turnover, retain talented employees, increase productivity and aid the organisation in reaching its goals.

Employee engagement is a topic of growing importance over the past number of years, as establishing an engaged workforce is now of great importance for many employers. There is much evidence that shows engaged employees outperform those who are not as engaged in the organisation they work for. Organisations are increasingly recognising that

employees who are engaged in their work not only add value in terms of productivity, but also customer satisfaction, retention, profitability and long-term stakeholder value. The employee also benefits, as they see their own work to be more meaningful and fulfilling. The rewards that can be received by both the organisation and the individual employee explain the increasing interest in this topic.

Having worked in a HR department within the financial services industry for a number of years, the author has recently changed career path and is currently working as a Primary School teacher in a school in North County Dublin. The intention of this research is to examine the Employee Engagement levels among the group of primary school teachers she currently works with. As research on the field of Employee Engagement has never previously been carried out among this group of employees or indeed at a national level, it was felt that this was a worthwhile and interesting topic of research.

In Chapter 2 of this dissertation the author examines current and relevant information from theorists' and practitioners' publications in relation to Employee Engagement. It discusses the benefits, drivers and barriers to Employee Engagement, along with the responsibilities of leaders and employees which are necessary for a positive Employee Engagement culture, to be visible in an organisation. It also discusses the working environment of the research group – A primary school in north Dublin and some issues that may be affecting engagement levels at present.

In Chapter 3 the author outlines the types of qualitative and quantitative methodology that are available for such research. An Employee Engagement Questionnaire was chosen as a suitable research method for this report. The reasons for choosing this, and the benefits of using the questionnaire over other methods of research are discussed later in this chapter. Further to this, the author also discusses how she went about the design of the questionnaire and the measures that were put in place in an effort to receive a high response rate from the participants. This chapter outlines how the

questionnaire was distributed to the sample group. The aims and objectives of this dissertation are also outlined in this chapter.

The Research Objectives for this dissertation are:

- To identify what Employee Engagement is and why it is so important in organisations.
- To identify the key drivers of Employee Engagement in organisations.
- To measure the current levels of employee engagement within the research group.
- To identify the key drivers of change that may improve the current Employee Engagement levels within the research group.

In Chapter 4, the research findings are discussed through the analysis of the questionnaire. Once all the questionnaires were returned, the author spent much time analysing the data and the findings are represented in this chapter. Further information and copies of all the survey responses can be found in Appendix 3, Chapter 7.

Chapter 5 gives a summary of the main findings of the study. Conclusions are drawn based on these findings. Many strengths were found here indicating a high level of Employee Engagement. Recommendations for areas of improvement are outlined later in the chapter. In the final part of this chapter the author outlines some personal reflections on the research, and some recommendations for further research on the topic of Employee Engagement in this area. The limitations of the study are also examined.

Chapter 2

Literature Review and the Organisational Context

2.1 What is Employee Engagement?

Employee Engagement is a topic of growing importance over the past number of years, as establishing an engaged workforce is now of great importance for many employers. There is much evidence to show that engaged employees outperform those who are not as engaged in the organisation they work for. Organisations are increasingly recognising that employees who are engaged in their work not only add value in terms of productivity, but also customer satisfaction, retention, profitability and long-term stakeholder value. The employee also benefits themselves, as they see their own work to be more meaningful and fulfilling. The rewards that can be achieved by both the organisation and the individual employee explain the increasing interest in this topic.

Employee Engagement is about the connection and commitment an employee feels to their job, and the enjoyment they experience from the challenges presented by their work each day. When employees are engaged and actively committed to the objectives of the organisation, they feel a personal pride and achievement in the organisation's successes. As CIPD suggest "the achievement of business goals and financial returns is increasingly dependent on delivery by front-line employees – Engagement has been described as a combination of commitment and organisational citizenship" (CIPD, 2008) This is the outcome of a positive psychological contract according to their surveys.

Eiqa.com suggest that employee engagement can be broken into 3 parts – trust, loyalty and motivation. "Proactive engagement leads to a greater level of trust, increased loyalty and higher motivation levels amongst employees" This is illustrated in Figure 1.1.

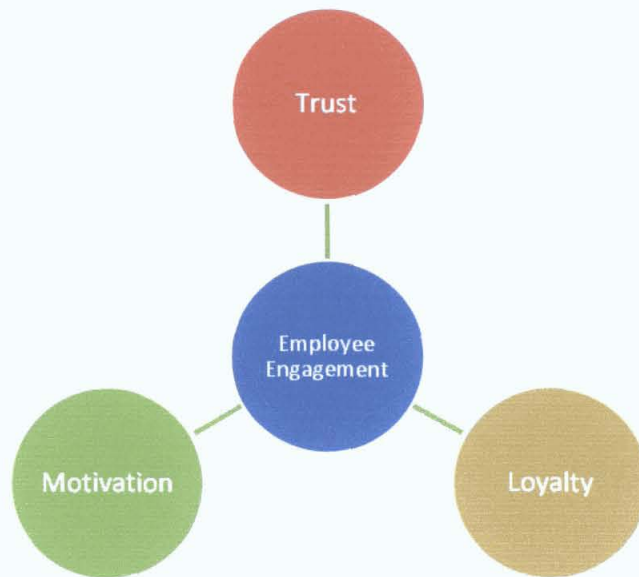


Figure 1.1 – Trust, Loyalty and Motivation

IBEC (2008) say that “ Employee engagemnet is not simply about staff morale and is approached in diverse ways, dealing with a variety of business issues, for example absenteeism, quality or standards of work, customer service, safety, commitment, reward and recognition.

Sanchez (2007) describes Employee Engagement as “the outcome of how employees perceive their work, leadership of their organisations, the recognition and rewards they receive, and the communication ethos of the organisation”.

Harter, Schmidt and Hayes (2002) suggest that Employee Engagement occurs “when individuals are emotionally connected to others and cognitively vigilant. Employees are emotionally and cognitively engaged when they know what is expected of them, have what they need to do their work, have opportunities to feel an impact and fulfilment in their work, perceive that they are part of something significant with co-workers whom they trust, and have chances to improve and develop”.

Some critics have suggested that Employee Engagement is merely relabelling management constructs such as commitment, organisational

behaviour, job involvement and job satisfaction. However, it is more to do with a dynamic workplace relationship which most of these other concepts ignore. It is expected therefore that an engaged employee is likely to be committed to, and satisfied with their work. On the other hand, an employee who is either committed to or satisfied with their work, may not necessarily be engaged in their work. A recent report by CIPD, defined Employee Engagement as “being positively present during the performance of work by willingly contributing intellectual effort and experiencing both positive emotions and meaningful connections to others”

Employee Engagement was described by Cook as being “personified by the passion and energy employees have to give of their best to the organisation to the customer. It is all about the willingness and ability of the employees to give sustained discretionary effort to help their organisation succeed” (Cook, 2008)

Employee Engagement is more than just the psychological contract, the employee must feel committed to the organisation, believing in the values and be prepared to go above and beyond their role to deliver outstanding service to the organisation and the customer.

Employee Engagement was summed up by how positively the employee:

1. Thinks about the organisation
2. Feels about the organisation
3. Is proactive in relation to achieving organisational goals for customers, colleagues and other stakeholders (Cook, 2008)

The following diagram in Figure 2.2 illustrates this point.

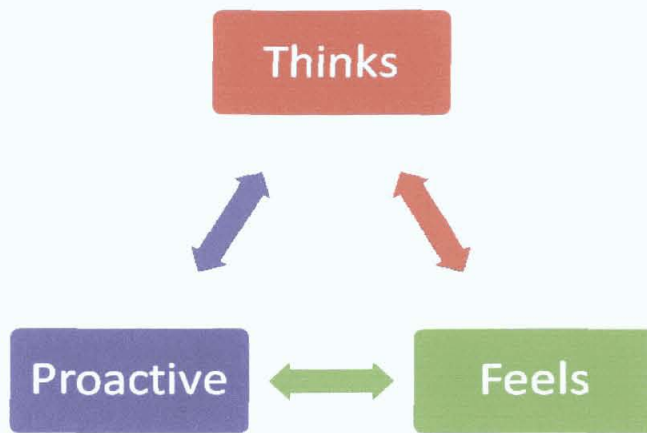


Figure 2.2 – Summary of Employee Engagement by Cook 2008

A study by the ISR – International Research Group in 2004 similarly summarised Employee Engagement under the following three categories:

1. Cognitive – how employees think about their company, or whether they believe in the organisation and its goals and values
2. Affective – how employees feel about their company and whether they recommend their organisation as an employer
3. Behavioural – how employees act in relation to their company, whether they exert maximum effort and whether they intend to stay?

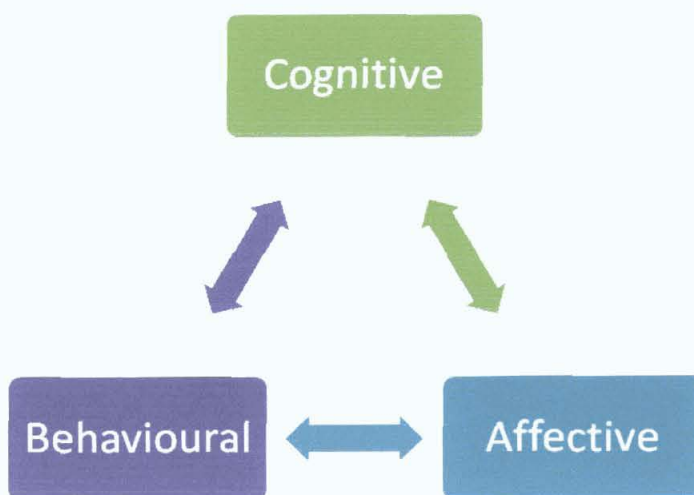


Figure 2.3 Summary of Engagement by ISR (2004)

In addition, the CIPD study on Employee Engagement reports on the following three aspects of Employee Engagement:

1. Emotional Engagement – this is when an employee is involved emotionally in their work
2. Cognitive Engagement – when an employee focuses very hard while they are at work
3. Physical Engagement – when an employee is willing to use extra effort to get the job done

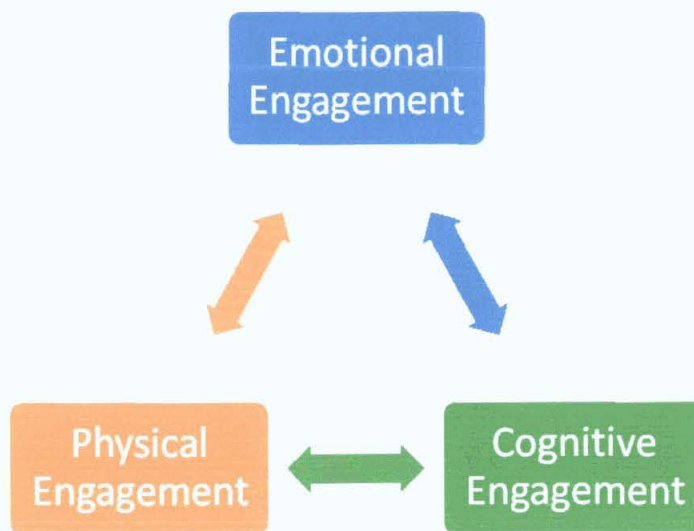


Figure 2.4 Summary of Engagement by CIPD (2008)

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Gallup, a popular research firm for the topic of Employee Engagement has described it as “the ability to capture the heads, hearts, and souls of your employees to instill an intrinsic desire and passion for excellence. Engaged employees want their organisation to succeed because they feel connected emotionally, socially and even spiritually to its mission, vision and purpose”

Towers Perrin, another research company of Employee Engagement has defined Employee Engagement to “involve both emotional and rational factors relating to work and the overall experiences. The emotional factors tie in to people’s personal satisfaction and the sense of inspiration and affirmation they get from their work and being part of the organisation”

In 2006, the Conference Board which is a US research Business Company carried out a review of employee engagement and defined Employee Engagement as “a heightened emotional connection that an employee feels for his or her organisation, that influences him or her to exert greater discretionary effort to his or her work”

2.2 Employee Engagement Versus Employee Satisfaction

Research has shown many differences between Employee Engagement and Employee Satisfaction. The IDS describe Employee Engagement as:

“a step up from Employee Satisfaction denoting a level of commitment to the organisation characteristic of high performing staff”.

An employee who is entirely satisfied within their work does not necessarily mean that they will strive for the “wow” factor among customers or indeed give a great service. Although employees may like the work they do, they may not be motivated to give the extra discretionary effort to do their work well. Take for example an employee who spends their day playing games on a computer - they may be satisfied with what they do because they have a nice pleasant day. However, they are not actually doing any of the work that they are paid to do. This person is not committed to their role and their interests are not aligned with those of the business. Overall they do not contribute to the performance of their organisation.

Research from Gallup shows that on average no matter how long employees stay with an organisation or how satisfied they are with their job, only 29% are typically fully engaged with their organisation and willing to give discretionary effort. Another 49% will be indifferent and 22% actively disengaged.

Many employees in particular industries can be self-motivated and dedicated professionals who get satisfaction from their job. However, they may not be particularly engaged within the organisation that employs them. They may take pride in their job and relate well to their customers but however, they disassociate themselves from their employer. Some do not agree with the actions that are taken by management, or do not believe that their own opinions are listened to during the decision making process.

Benjamin Schneider describes a satisfied employee as one who feels “pleasant, content and gratified. They tend to have low absenteeism, low

turnover, but they may be neither engaged nor motivated to expend extra effort in their work or for customers”

In conclusion, the main difference in what an engaged employee versus a satisfied employee brings to their organisation is the “oomph” factor. To encourage this, organisations need to invest in ways of satisfying, engaging and retaining employees. Take Walt Disney World for example, they believe that engaged employees lead to higher levels of engaged customers. Their philosophy towards employees is:

1. To make them feel special
2. To treat them as individuals
3. To respect them
4. To make them knowledgeable

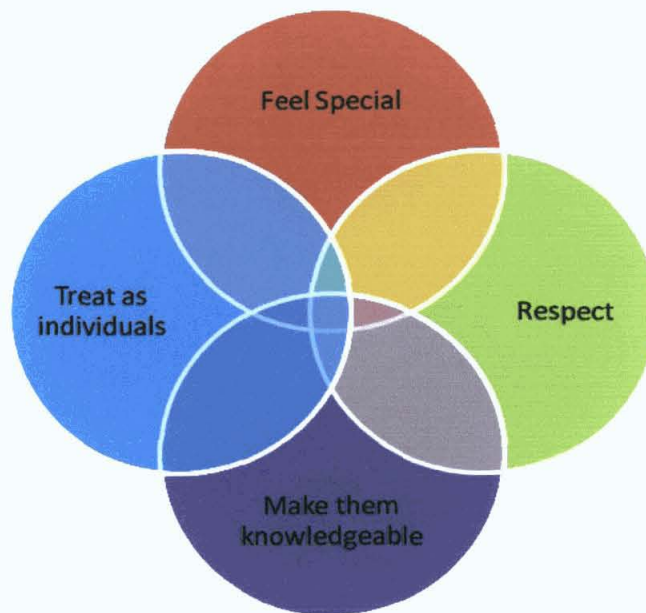


Figure 2.5 – Walt Disney Philosophy of Employees

2.3 Engaged Employees Versus Unengaged Employees

An engaged employee is someone who is 100% psychologically committed to their role. They know the scope of their job and are always looking for new and more efficient ways of achieving the outcomes of their role. They enjoy the challenge of their work every day. Engagement aligns the interests of the employee with those of the business. As LeadershipAdvantage.com suggest they have a strong relationship and communicate well with their manager and they are able to see a clear path for focusing on what they do best and have strong relationships with their colleagues. “Engaged employees tend to get the least amount of focus and attention from managers in part because they’re doing what they are needed to do. They set goals, meet and exceed expectations and charge enthusiastically toward the next tough task” (LeadershipAdvantage, 2008) An Engaged Employee will be a high performer and will never let themselves run out of things to do, will be innovative and will strive for efficiency in all tasks undertaken.

The characteristics of an engaged employee are as follows:

- They will give discretionary effort to serve the customer.
- They will view change as an opportunity and a challenge – not as a threat.
- They will look for continuous ways to learn new things.
- They will be optimistic about the long term plans of the organisation.
- They will communicate and have a strong relationship with their manager.
- They will be realists and not afraid of short-term mistakes or set backs.
- They will work well with their work colleagues

Unengaged employees will tend to “concentrate on tasks rather than goals and outcomes they are expected to accomplish”(LeadershipAdvantage.com, 2008). They will want to be told what to do just so they can do it and say they have completed the task. They will not go looking for work themselves

or take on more work than they have to. They focus on accomplishing a task versus achieving an outcome. Often they are confused about what is expected of them in their role and do not achieve the same feeling of achievement that those who are engaged in their work achieve, nor do they feel committed to playing the role of a team player. They do not get on as well with their work colleagues as an engaged employee. As a result of lack of relationship with their manager and their co-workers, they can feel as if their work is being overlooked and their potential unrealised.

Actively-Disengaged employees may be physically present at work but psychologically absent. They tend to focus all their time and energy on the negative aspects of their job and on what is not working for them. As LeadershipAdvantage.com suggests they “aren’t just unhappy at work. They act out their discontent and sow seeds of negativity at every opportunity. They undermine the work of others and are not just indifferent to company goals and mission: they express mistrust and outright animosity”.

A disengaged employee would be more of the opinion that they can take from the position within the company, rather than give or contribute to achieving the organisational goals. They will always have excuses for not having their work completed and will have an overall low commitment to team work and the organisation as a whole.

The characteristics of an actively-disengaged employee can be expressed as follows:

- They will always see the negative side of things.
- They will always criticise ideas and solutions
- They will express their frustration
- They will argue against change.
- They will be oblivious to the consequences of their negativity

2.4 How to measure Employee Engagement

To measure the current levels of Employee Engagement in an organisation a survey could be conducted. This can be designed and conducted internally by the HR department or externally using firms such as Gallup. To set up a survey internally, it is recommended to set up focus groups with different employees from different areas of the organisation to establish the questions to be asked on such a survey. An organisation wide survey can then be conducted - which is usually through a paper based or online questionnaire that the employee can complete in their own time. To ensure a high rate of response it is recommended that questionnaires are answered anonymously, as many of the questions are of a sensitive nature which may discourage the participant from giving honest responses if their individual answers were to be known by management.

There are a number of factors that will influence an individual or a group's attitude to work. These include their perceptions about leadership styles, the way their managers handle particular situations, how they are communicated with and how they are rewarded for their efforts. The particular factors that drive engagement are likely to differ in different groups of employees, and may change over time given changing situations.

Taking the different drivers of Employee Engagement and the changing natures of our organisations into account highlights the importance of identifying the precise drivers of engagement in a given workforce. This requires extensive data on employee attitudes, which can be obtained through a questionnaire. Employee Engagement surveys should be conducted on a regular basis within an organisation. IBEC recommend that they are completed on an annual basis. Designing an Employee Engagement questionnaire and other ways of measuring current levels of engagement in organisations will be discussed later in this dissertation in Chapter 3 – Research Methodology.



2.5 The Benefits of Measuring Employee Engagement

There are many rewards to be had from investing in Employee Engagement as several research studies in recent years have identified. According to Towers Perrin, organisations that invest in Employee Engagement outperform their main competitors in both their profit and performance levels by approximately 17%. Sirota Consulting researched 28 organisations in 2004 and identified that the share price of organisations who invested in Employee Engagement increased on average by 16%. This was compared with an industry norm of 6%. Research on Employee Engagement has also shown that a 10% increase in engagement levels will lead to a 6% increase in customer satisfaction. Research conducted by Gallup showed that engaged employees are more productive, more customer focused and less likely to leave the organisation. The high cost to the organisation of finding replacement personnel is a factor to be considered.

By creating a high Employee Engagement culture in an organisation, employees are more likely to try their hardest in work. This will create benefits such as greater productivity as employees will align with the organisations values and goals. A high-energy working environment will be created as teams will work closer together. Staff turnover will be lower as employees will be more loyal to the organisation. The organisation will be seen as somewhere potential recruits would like to work as the organisation would have an attractive reputation making for better recruitment and selection standards. As the employee is more committed to the organisation, the customer experience would increase making for better customer loyalty and business growth. This will help to sustain long-term success in the organisation.

A study by Hannegan (2004) suggested that an important part of Employee Engagement was to let all employees play a role in enhancing the company reputation and customer service. He also suggested that employers listen to their employees' suggestions on how to improve the experiences of their customers and use this information for the potential benefit of the organisation. It is clear that on occasions such as for example in current

economic climate, organisations may need to react quickly to circumstances that arise. However the organisation can involve all stakeholders in the long term plans by agreeing and making improvements which will improve the overall performance. In this way Employee Engagement can be seen as a proactive way to create a win-win situation for everybody in the organisation.

From my research on this topic it is clear that when an employee is engaged with their business, the results go beyond that of satisfaction and loyalty making it a key driver of business success. Jack Welch, an advice columnist for Business Week commented that Employee Engagement is the best sense of the health of the company.

“It goes without saying that no company, small or large, can win over the long run without energised employees who believe in the mission and understand how to achieve it. That’s why you need to take a measure of employee engagement at least once a year through anonymous surveys in which people feel completely safe to speak their minds”.

The findings from Mercer’s 2007 European Total Rewards Survey found that engaging employees was ranked very important for 62% of companies surveyed while 63% felt that aligning total reward with business strategy was very important. Paul O’Malley, principal at Mercer commented “As employee motivation and engagement decreases, so does productivity. This underpins respondents current view of the importance of retaining and engaging staff. Companies must decide which total rewards strategy best fits with their business. It should achieve a balance between the needs of all stakeholders, employees, employer and shareholders”. The following diagram illustrates the benefits of Employee Engagement.



Figure 2.6 The Benefits of Employee Engagement

2.6 Responsibility of the Leader/Manager in Employee Engagement

For an Employee Engagement strategy to succeed in an organisation, managers must engage positively with the engagement initiative. Ralph Jacobson (2008) identified four leadership actions to ensure positive Employee Engagement:

- **Meaningful Information**
- **Meaningful Relationships**
- **Meaningful Work**
- **Meaningful Questions**



Figure 2.7 Leadership actions for Employee Engagement

Managers who develop these four actions will have more success in long term Employee Engagement, and this would encourage employees to contribute to and influence their work environment. Without these four actions managers may lose their credibility and employees experience greater

stress, lose interest in their work and are less capable of carrying out their work.

There are many cost effective measures that managers can introduce, which although they may seem very small and simple can have a huge effect on increasing Employee Engagement among staff. Also, these measures may not take a huge amount of management time to implement. The fact that management recognises and thanks employees for their contribution to particular projects will allow employees to note that their efforts do not go un-noticed, and will encourage them to continue the hard work. They will know their efforts are appreciated. By promoting acceptable behaviour, employees will know how they should be acting while at work and will be aware of what is expected of them.

In a study by Wadman in 2006, the link between leaders and communication levels in an organisation to improve Employee Engagement was identified. Leaders were asked to develop scorecards to measure their teams' successes and to discuss this with their team members. Over time, it was identified that this form of internal communication improved engagement. Staff had an avenue to express their own opinions on how to improve the organisation, and changes were made to the organisation based on these opinions. Managers can use a number of measures to promote communication through regular team meetings, consulting with staff on a regular basis and encouraging staff to participate in forums.

IBEC has developed a list of responsibilities for both CEO/Senior Managers and Line Managers/Supervisors to increase Employee Engagement. These lists can be seen in the following table and it can be seen that there is some overlap between the responsibilities.

<u>CEO AND SENIOR MANAGERS</u>	<u>LINE MANAGERS AND SUPERVISORS</u>
<ul style="list-style-type: none"> • Visits to different parts of the organisation • Employee forums, phone-ins, video conferences with staff on topics that matter to them • Employee surveys • A strategic approach to change • Communicating clearly and openly • Visibly espousing values • Promoting acceptable behaviour • Offering development based on merit • Talking to employees about their work • Recognising and Rewarding engaged employees • Regular staff meetings • Holding, and requiring managers to hold regular one-to-one meetings with employees including appraisal and development • Encouraging ideas and suggestions from teams below • Being consistent • Ensuring exit interviews are conducted • Using HR policies as a strategic tool • Promoting healthy and safety policies and practices • Managing underperformance to encourage greater engagement 	<ul style="list-style-type: none"> • Communicating clearly and openly • Visibly espousing values • Promoting acceptable behaviours • Offering development on merit • Being visible and talking to employees about their work • Recognising and rewarding engaged employees • Consulting with staff • Regular staff meetings • Regular one-to-one meetings including appraisal and development • Eliciting ideas and suggestions from team members • Promoting ideas and suggestions from team to senior managers • Encouraging staff to participate in forums etc • Being consistent • Holding exit interviews • Promoting health and safety management • Managing underperformance to encourage greater engagement

Table 2.1 Responsibilities for both CEO /Senior Managers and Line Managers / Supervisors

2.7 Employee Engagement – What is in it for Employees?

A CIPD study of employee engagement in 2006 shows that engaged employees performed better, were less likely to be absent from work ill, or to leave the organisation and also they are more satisfied in their role. From the survey, the following points were identified as the key triggers to have an effect on measuring the engagement of employees:

1. Giving employees the opportunity to communicate their views and opinions upwards.
2. Informing employees about what was going on across the organisation.
3. Letting employees see that managers were engaged themselves.
4. Having fair processes for dealing with problems in the organisation.
5. Having managers who respected and understood what was important to their own staff and who had the flexibility to respond appropriately.



Figure 2.8 Triggers of Employee Engagement

It is clear from the survey results that employees do not want to work in a disengaged culture and are only waiting to become more engaged in many instances. Working for a disengaged team can be very stressful and difficult. It is important that employees trust the organisation and their leaders, and understand the overall mission, vision and values of the organisation. It is important that employees are proud to work for the organisation as it is found that employer brand is also important to employees. Employees can be embarrassed and demoralised by having to admit that they work for an organisation with a negative employer brand. Being able to say that you work for a good organisation raises self-esteem.

IBEC have identified tips for involving employees in the Employee Engagement process which are as follows:

- Ask employees about how to bring more fun into work
- Run focus groups with employees on ways to make the organisation a better place to work
- Ask teams to identify what would make their work better
- Listen to employees in the change process, in defining the goal and how to go about achieving it
- Ensure employees know that policies and rewards are used fairly
- Survey employees on the reasons they stay and the reasons they would leave
- Offer employees flexible working conditions where possible
- Use lunchtimes as a time to learn something new (could be work or non-work topics)
- Encourage employees to visit a different part of the organisation for a couple of hours, and invite them back
- Enable teams/divisions to organise events, within budget constraints
- Seek suggestions for increasing charity and community activities

Table 2.2 IBEC – Tips for involving Employees

2.8 How to create and maintain a culture of Engagement

‘Organisational culture refers to the pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organisation’s history, and which tend to be manifested in its material arrangements and in the behaviours of its members’, (Brown, 1995.)

The culture of an organisation will determine the level of engagement that employees will have. In an organisation where managers and leaders always make decisions and where employees opinions are not requested or listened to, they will have little influence during the decision making process and therefore research indicates that they will experience low engagement.

In 2008, a study by Towers Perrin identified the top 10 global drivers of employee engagement. It is important for employers to understand what drives their own employees to high engagement before trying to increase it. These 10 points are listed in the Table 2.3 below.

- | |
|--|
| <ol style="list-style-type: none">1. Senior management are sincerely interested in employee well-being2. Opportunities to improve skills and capabilities over the past year3. The organisation’s reputation for social responsibility4. Input into the decision-making process of the employee department5. Organisation is quick to resolve customer concerns6. A set of high personal standards7. Opportunities of career advancement8. Challenging work assignments that broaden the employees skills and are enjoyed by the employee9. Employees who have a good relationship with their supervisor10. An organisation that encourages innovative thinking |
|--|

Table 2.3 Tower Perrins 10 Global drivers of Employee Engagement

When an organisation is trying to increase employee engagement, it is best to do this in an integrated manner and within the overall strategic context of the business.

In recent years many theorist and practitioners publications on this topic have identified a range of initiatives that are emerging as best practice in this area. These are discussed in detail below and illustrated in Figure 2.9.

1. Internal Communication is very important for creating a culture of engagement. Managers can show commitment to employees by regular team meetings to communicate changes, and also meet people individually to discuss their performance. These meetings also give the employee a chance to voice their own opinions and views on the direction of the organisation.
2. Motivation is another factor for maintaining and raising employee engagement. Ways of enhancing motivation amongst employees include conducting regular engagement surveys, looking at ways to enhance the employer brand and having a set of standard reward and recognition processes that are used in a fair and consistent manner.
3. An Enjoyable place of work is often seen as worthwhile investment. An occasional work night out or coffee morning can result in more engaged and productive employees.
4. Employee Development will build both the organisational capabilities as well as increase the engagement levels of employees as they will develop personal skills which they will always benefit from.
5. Engaged employees will have significantly lower levels of workplace stress which will improve their own well-being.
6. Flexible working and work-life balance initiatives can raise employee commitment and reduce overtime and absenteeism provided all employees have access to these benefits.
7. Recognition and Reward as already discussed can be very effective in increasing engagement provided it is used fairly. Managers should also remember that often a genuine “thank you” is appreciated just as much as a bonus, gifts and public recognition of efforts put in by employees.



Figure 2.9 Creating a Culture of Engagement

Organisations can identify the current Employee Engagement culture by identifying a number of facts such as

1. The ways all members of the organisation communicate
2. The ways employees are managed by their managers
3. The way in which the decision making processes are carried out in the organisation
4. The leadership style that is adapted in the organisation

2.9 Employer Branding

There has been much growth in the concept of Employer Branding in recent years. Effective employer branding has the potential to drive engagement by packaging the entire employee proposition in a compelling and attractive way. By being able to ignite enthusiasm in the workforce, an organisation will have a key differentiator in the competition to recruit, engage and retain top talent. By having a talented workforce, an organisation is also more able to gain a competitive advantage with customers. When an employee feels good about their employer, they will pass this information on but if they feel bad about their employer, this also will be passed on.

Employer Branding gives an indication to the type of culture of the organisation. Walker and Higgins (2007) describe Employer Branding as: “how an organisation markets what it has to offer to both potential and existing employees. A strong employer brand should connect an organisation’s values, people strategy and HR policies and be intrinsically linked to a company brand”

Lievens, Hoye and Anseel (2007) also found that employees use their own perceptions as well as the perceptions of outsiders as a guide to how much they identify with their employers. They argue that every organisation has an employer brand, whether they want it or not.

2.10 The WIFI model and how to use it in an organisation

The WIFI model, designed by Cook (2008) is made up of basic components that when brought together are very powerful in developing an Employee engagement Strategy. The four key elements to this are as follows:

- Well-being
- Information
- Fairness
- Involvement



Figure 2.10 The WIFI Model (Cook, 2008)

The four topics will be discussed in further detail below.

Well-being

This refers to how an employee feels about their organisation and in turn having an organisation that cares for them. The external aspects of well-being include corporate responsibility, which is about how an organisation conducts its business and the impact it has economically, socially,

environmentally and in terms of human rights. Employer Branding is also important here and has been discussed previously.

The internal aspects of well-being include a good work-life balance, HR policies such as flexible hours and other family-friendly policies that help generate high levels of engagement.

Job design along with having the appropriate resources to carry out the work an employee is paid to do is also a key element during this process. Creating a culture of care and trust where the manager is believed to genuinely care for employees is another key aspect of well-being along with having equality and diversity policies that go beyond compliance. This can help achieve higher levels of Employee Engagement.

Information

By providing an organisation with a clear vision of where it is going, what it wants to achieve and by being clear to employees about what is expected from them in their role will allow employees to more effectively work to achieve these goals. Providing information to employees is key to the process of Employee Engagement.

Fairness

Showing fairness and consistency among all employees is key throughout each employees career journey. This starts from the process of recruitment and selection right through to performance management and promotional and developmental opportunities that arise over time. It is also proven that organisations that provide fair reward and recognition have higher levels of Employee Engagement.

Involvement

It is important to ask employees for their opinions during the decision making process, and furthermore to be seen to take their views on board and not dismiss them during this process. Organisations with high levels of Employee Engagement recognise that communication is a two-way process.

2.11 Employee Engagement among Different Groups of Employees

The message for all employers is that one size definitely does not suit all in relation to Employee Engagement according to Worman (2006). Research by the CIPD has found that managers need to diversify what they do, so that different groups of employees work best. This research identified differences in responses from men and women, people with disabilities and people of different age groups.

Age

From these findings by the CIPD, it was concluded that older workers are likely to be more engaged than the younger generation of employees. This contradicts the stereotype of the older generation of employees that suggests they are past their sell by date, spend much time out on sick leave, resulting in the younger generation of employees being left to do their work.

As the younger generation of employees are likely to have a higher level of trust and confidence in their managers, organisations need to take advantage of this. Once this trust is lost, it can be very difficult to get back. Employers need to ask why levels of engagement are low amongst this age group and what they can change to increase this. Younger people are the leaders of tomorrow and therefore organisations must work to increase their levels of engagement.

Gender

The CIPD research also found women to be more engaged than men. They receive higher marks in performance appraisals, are more loyal to their organisation, and speak more highly of their organisation. Both men and women see flexible working and work-life balance as being very important which highlights the need for employers to adapt an inclusive approach to flexible working.

Disabilities

The CIPD did not paint a good picture of Engagement levels for disabled employees in organisations. They felt less listened to, less satisfied with their work, and suffered more stress than their co-workers. They also received lower performance ratings than their work colleagues and had higher rates of absence. Although organisations have adapted their policies in recent years due to legal compliance of equal rights, it is clear that they now need to move past this and create a more effective and positive working environment for disabled employees.

In today's working environment it is more important than ever that employers make sure all employees are committed and willing to perform to their best. Managers need to ensure employment policies and practices are sensitive to diversity issues so that they can be fine-tuned to deliver the desired results. The ways that people are different is relevant to the way they are treated in work. By creating a positive environment and focusing on sound management practices, managers can succeed in high levels of Employee Engagement from their disabled employees.

2.12.1 Background to the Organisational Context

For the purpose of this dissertation, I will measure the employment engagement levels among a group of Primary School teachers working in a school in north Dublin. For the privacy of this school I am unable to identify the name of this school, however it has been a major part of the community since it was opened in the 1940s. In Ireland there are currently 27,000 Primary School teachers who are paid by the Department of Education and Science and who are responsible for the education of 450,000 children between the ages of 4-12 years approximately throughout the state. Each school is managed by a Board of Management, and the Principal is responsible for the day to day running of the school following guidelines outlined by the Department of Education and Science.

As each school is run independently and due to the limited time and resources the author had to complete this research, it was decided that the focus for the purpose of this study would be on the school that the author currently works in as a substitute mainstream teacher. This would allow for better contact with the participants of this research and it would be easier to encourage them to take part in this study. As many of the items that need to be discussed in this research are of a very sensitive nature, it was felt that it would be easier to explain to this limited group the importance of carrying out this research and how important their views and participation would be.

There are currently 30 members of staff who are employed on both temporary and permanent contracts. Within this, they are employed in a number of roles, which include, mainstream teachers, learning support teachers, language support teachers, principal and deputy principal. There are close to 500 students attending the school, ranging in age from approximately 4 years to 12 years. Each teacher has an extremely important role in providing all children with the best possible start in their education. As the Minister for Education and Science, Batt O'Keeffe points out, the mission of a primary school teacher is

“to provide high quality education which will (a) enable individuals to achieve their full potential and to participate fully as members of society and (b) contribute to Irelands social, cultural and economic development” (www.education.ie)

2.12.2 Communication

Under the curriculum provided by the department of Education and Science, each teacher is given the guidelines of what work they should carry out with their class and understand the level their students should have reached by the end of each academic year before heading into the next level. Communications concerning the general running of the school are provided in an informal manner. Often the principal will send a note around all the classes with the information attached. Teachers are requested to sign the message to show that they have read and understand its information. Also messages are often posted on the notice board in the staff room for all to see or notifications are left in employees' pigeon hole. Staff meetings take place once a month. There is an opportunity for all staff members to raise their own concerns at these meetings and each staff member is free raise an agenda issue that they would like discussed at the meeting. During these meetings, the principal will communicate any recent Board of Management decisions or any other issues which employees need to be aware of that may affect the running of the school.

2.12.3 Development Opportunities

Once a teacher has become qualified to teach in Ireland, it is generally their own responsibility to take charge of their own personal development plans. The Department of Education and Science does encourage further development by offering courses for teachers to attend to increase their knowledge of the best ways to teach the different subjects on the curriculum. The incentive of attending these courses is that teachers can benefit from extra days personal leave throughout the year. Depending on the type and number of courses a teacher attends, up to 5 days extra leave per year can be earned. During the year specialist courses may also arise that a principal may feel a particular employee in a particular role would benefit from

attending and may request that employee to attend. These courses may take place during work hours in which case the teacher is permitted time away from work to attend. Some courses are also run after school hours in the various education centres throughout the country.

2.12.4 Management

The daily management of primary school is undertaken by the principal and deputy principal of the school in line with the Department of Education and the Board of Management's guidelines. If a staff member is absent from work, they must contact the principal as soon as they are aware of their absence so that a replacement teacher can be organised. As employee engagement is fundamentally based on trust between and among employees and their leaders, the trust of parents and children will be reflective of this internal trust among primary school teachers and their principals. One of the aims of this dissertation is to examine the trust between the teachers and leaders of this group.

2.12.5 Participation/Team Work

During my time in various primary schools, I have noticed that each teacher works independently and rarely consults with other teachers on ideas of how to best manage their classroom or discuss ideas on how best to follow the course work set out on the curriculum to ensure the best possible education for their students. This is not an issue that is forced upon. It should be the responsibility of the principal of the school to promote a culture of collaborative working so that teachers can depend on the trust of each other and their leaders. The ongoing consultation and collaboration among teachers on how best to follow the curriculum, may result in a more innovative and flexible school, less wedded to traditional methods or hierarchies.

2.12.6 Current Measures of Employee Engagement

At present no measurement is undertaken at a national level to examine levels of employee engagement among primary school teachers. It would not be common practice for principals to measure employee engagement among

their own staff either. The research that will be carried out in this dissertation will be the first time this group of employees have been asked to discuss their levels of employee engagement.

2.12.7 Employer Branding

As there are a growing number of schools in our communities, in particular in new commuter towns, in one of which this school is set parents now have a wider choice of school for their children. Therefore, the perception the community has of a school and the quality of the teachers employed there is extremely important. This highlights the need for “employer branding”. By having positively engaged teachers who are proud of the work they do and the school they work for will help ensure that the school has the relevant number of new pupils joining the school each year. This is important to ensure that the school doesn’t lose vital services as a result of the reduction of pupil numbers.

2.12.8 Well-being/Work Life Balance

It is widely respected that primary school teaching is a career that benefits from a great work life balance through a short working day of 9am until 2.30pm approximately and the various school holidays that they avail of throughout the school year along with long summer holidays. However it must be said that more often than not the work day doesn’t end at 2.30pm for most teachers, as there is much class preparation that needs to be carried out along with other responsibilities for which there is no time to prepare during the school day when the children are in the classroom. Other benefits such as job sharing and part time hours for resource positions are also available.

The Research Methodology will be discussed now in Chapter 3.

Chapter 3

Research Methodology

3.1 Definitions

Surveys have traditionally been used to uncover attitudes and explore specific grievances or pockets of dissatisfaction. Now they are more widely used to proactively recognise employee values in achieving organisations' goals.

“ A survey is a way of obtaining Self-Reported Information about the attitudes, beliefs, opinions, behaviours or other characteristics of a population” (Babbie, 1973)

Surveys consist “of relatively systematic, standardised approaches to the collection of information on individuals, households, or large organised entities, through the questioning of systematically identified samples of individuals” (Rossi, Wright and Anderson, 1983)

Employee Engagement Surveys are extremely useful in all organisations, as it helps to establish where the organisation is at, versus where it would like to be. At present it is estimated that about 50 per cent of Fortune 500 companies in the United States conduct formal employee engagement surveys on a periodic basis.

3.2 The Objectives of this Research

Fowler (1988) suggested that before getting started on any research, the objectives of what you are trying to establish should be identified.

The Objectives of any research will influence the choice of methods for gathering the information required.

To find out how engaged employees are, they have to be asked and listened to. This then forms the basis for analysis of what impact engagement levels are having in the organisation, and for decisions on what actions will help to

improve them. Gathering information in a structured way gives reliable measurement and a representative view.

The Research Objectives for this Management Report are:

- To identify what Employee Engagement is and why it is so important in organisations.
- To identify the key drivers of Employee Engagement in Organisations.
- To measure the current levels of employee engagement within the research group of this dissertation.
- To identify the key drivers of change that may improve the current Employee Engagement levels within the research group.

3.3 Quantitative Research/Qualitative Research

Quantitative Research

Quantitative research can generate statistics through using large-scale survey research, by using methods such as questionnaires and structured interviews. This type of research can reach more people, but the contact with those people is much quicker than it is in qualitative research. This is an easy way to gather information that relates directly to the objectives of the survey, and is also a cheap method of gathering information.

Qualitative Research

The information gathered by this method is subjective, more difficult to analyse, more time consuming and more costly to gather. This form of research examines the attitudes, behaviours and experiences of participants through interviews or focus groups. Qualitative research can be more

difficult to analyse as the results are often influenced by the bias of the researcher. It attempts to get an in-depth opinion from participants.

3.4 Data Research

Primary Research/Questionnaire

After looking at the different methods available to gather the information required for this research, it was decided to design a questionnaire to elicit the information required to analyse the hypothesis outlined for this Dissertation. The Industrial Society identified that this is the most commonly used survey method – used by 54% of organisations who had responded to their survey.

The participant gives their answers remotely by choosing Yes/No from the options provided or using a rating scale based on a score from 1-10 depending on their level of agreement or disagreement with the statement. As the participants will not be responding directly to the researcher, as in qualitative methods of research, it is very important to ensure that the questions are relevant and free from jargon or ambiguity. The benefit of a questionnaire is that it will allow the researcher to include more participants. Another benefit is that it is easier to guarantee anonymity, as many of the questions on the questionnaire may be of a very sensitive or confidential nature.

The different types of Questionnaires which are available include:

- Postal
- Email
- Face-to-Face Interview
- On-line
- Telephone

For the purpose of this Dissertation the most logical type of questionnaire to use is a Postal Questionnaire, as access to the school internet is limited and

some teachers would not be familiar with how to use a computer as it is not part of their everyday role.

Types of Questionnaires

There are three basic types of questionnaire – closed-ended questions, open-ended questions or a combination of both. From looking at companies such as Gallup and their Q12 on Employee Engagement, the questions that they ask employees are all closed end questions restricting the employee to the limitations of the questionnaire and making it easier to analysis the data. For this reason, it was decided to mirror this approach and limit the participants of this research to a closed-ended questionnaire.

Open Ended Questions

There are no restrictions to the choice of response in this form of questionnaire. Open-ended questions allow the respondent to be completely honest and open when answering the survey questions rather than forcing them into one category out of a group of answers, none of which may be genuinely correct. Open-ended questionnaires are used in qualitative research, although some researchers will quantify the answers during the analysis stage. The questionnaire does not contain boxes to tick, but instead leave a blank section for the respondent to write in an answer.

These questions “require respondents to answer in their own words”. Alreck and Settle,1985.

Closed Questions

In this type of question there is a limited choice of answer available to the respondent. For example the respondent may have a simple yes/no answer available to them for a question, or may have been given some options where they can choose one box which best describes their answer to a question. These questions may be faster for a respondent to answer, and restrict them to the goals of the survey. However, they may not reflect the reality, if the respondent has no view on the topic and just randomly chooses to tick a box to get the question answered.

The benefits of using Questionnaires are:

Time: As the time in which to complete this Dissertation is limited, it was felt that the use of a questionnaire would be the most time beneficial method of receiving the same information than other methods, such as interviews. Other methods such as interview would have taken much more time and resources to carry out.

Cost: The only financial cost in producing this questionnaire was the cost of printing paper, ink and envelopes.

Improved Reliability: The most beneficial aspect of using the questionnaire was that it allowed the author to only ask the questions that she wanted respondents to answer.

Convenience for Respondents: As Primary School teachers would be teaching their own classes during school hours, and as it might be difficult to get teachers to agree to interviews after work hours, a questionnaire was the best method to use for the purpose of this study. The teachers were all given a sufficient timeframe of 3 weeks to return their questionnaire. This ensured they could complete the survey at a time that suited them best.

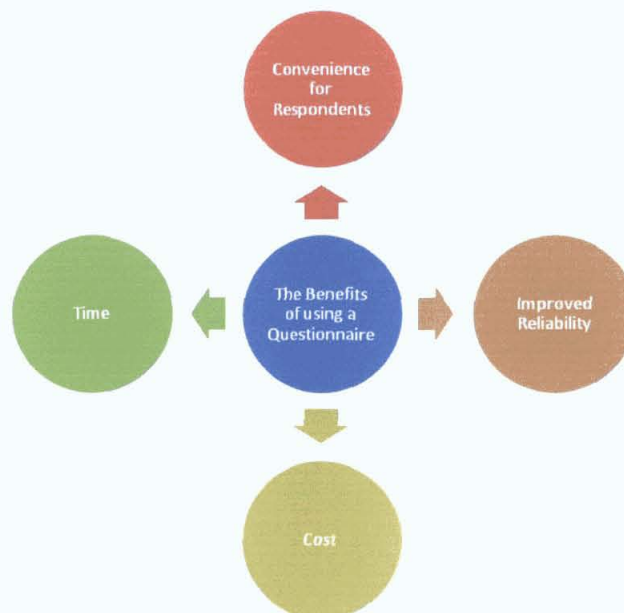


Figure 3.1 The Benefits of Using a Questionnaire

3.5 The Design of the Questionnaire

From the objectives that are outlined above, appropriately focused questions were designed, which the author needed to ask to ensure that the results of this survey would be useful to help achieve the objectives outlined in this dissertation. The questions were designed according to the following criteria.

Demographic Items: These questions were included to obtain information about the background of the respondent. Generally some of the employee demographics that should be used in an Employee Engagement Survey include:

- Length of service
- Grade
- Location
- Department

Factual Items: In order to get information about the respondent own behaviours or experiences, these questions were included on the questionnaire.

Attitudinal Items: These questions were included to question respondents attitudes, opinions, beliefs or perceptions on a particular topic.

In creating the survey, particular attention was paid to ensuring that the questionnaire was not too long so as not to discourage respondents who already have large workloads, from replying by making it too difficult or too time consuming to answer. However, at the same time it was important to make sure that the survey identified all the objectives of the research.

It was also important to place the questions in a logical order. By having the Demographic Items at the start of the survey, this allowed the respondents an opportunity to settle into the survey before getting to the questions about their attitudes and beliefs.

Much time was also spent on the presentation of the cover letter and questionnaire itself. Much research such as Dillman 1983 observes that an attractive layout is likely to enhance response rate, whereas attempts to make a questionnaire shorter than it actually is may instead make it look cramped and unattractive. Also by having questions squashed together, there is also a risk that some of them may be omitted by accident.

I enclosed a cover letter (see Appendix chapter) with my questionnaire assuring the respondents of anonymity and confidentiality. It was made clear that the information provided would only be used for the purpose of this study. This letter also set out clear instructions on how to answer the questionnaire and an estimate of the time that would be required to do so.

Once the questionnaire had been designed I asked some colleagues to test it and considered the recommendations they made as to how I could improve this Pilot version before distributing it out to the sample population. This gave a clear indication of how long it would take for respondents to complete the survey to ensure they wouldn't be discouraged from completing the questionnaire if it was taking too much time. No issues were reported back at this stage and the estimated time to complete the survey was approximately 5 minutes. This was good news, as it was coming close to the school summer period at this stage and most participants were already extremely busy with their own work. It was a concern of the author that a timely questionnaire would be left undone as employees would need to prioritise their own work loads.

Once the author was happy with the questionnaire and cover letter, the relevant copies were photocopied and collated along with the rest of the information contained in each pack.

Data Sampling

As already discussed at the start of this dissertation, the author chose to focus the study on a group of teachers working in a school she is familiar

with. Sending out my questionnaire to a limited group, gave the author better control to analyse the data and also it was easier to follow up those who did not respond to the survey.

“Sample Surveys are often more accurate than interviewing every member of a given population” Barbie 1995.

3.6 Response Rates for Questionnaires

In order to ensure a high response rate to the questionnaire some steps that were put in place included:

- The questionnaire was made as respondent friendly as possible by using clear wording.
- A return envelope was included with all packs sent out to participants in an effort to save their time.
- As the survey group was small and they were work colleagues of the researcher, the survey responses were kept anonymous.
- A good cover letter explaining the reasons for the research was written, which included information on why the survey needed to be completed.
- I spent much time focusing on the length of my questionnaire, as I didn't want participants to be discouraged if they felt it was too long to answer and risk a low response rate.

3.7 Responses to this Research

From the 30 questionnaires that were issued, 25 responses were received, which were numbered in order as they were received. This was a response rate of 83%. According to the Industrial Society the average response rate to any survey is anywhere between 60-70%.

To take into consideration those who may have been on Sick Leave or on course days when the packs were distributed, 3 weeks were allowed to receive back the completed questionnaires.

The data from the completed questionnaire were inputted into the Microsoft Excel Spreadsheet programme. I was then able to analyse the data from this programme, which will be discussed in the next chapter.

Chapter 4

Analysis of the Research

4.1 Survey Responses

From the 30 surveys that were issued to the survey population, a total of 25 responses were received. This gave a response rate of 83%. The author was pleased with this response rate, as according to the Industrial Society, the average response rate to any survey is anywhere between 60-70%. With the high response rate received, the author was now hopeful that she had the appropriate level of data required to measure the Employee Engagement levels among the survey population. The author then intended to analyse the responses to each question.

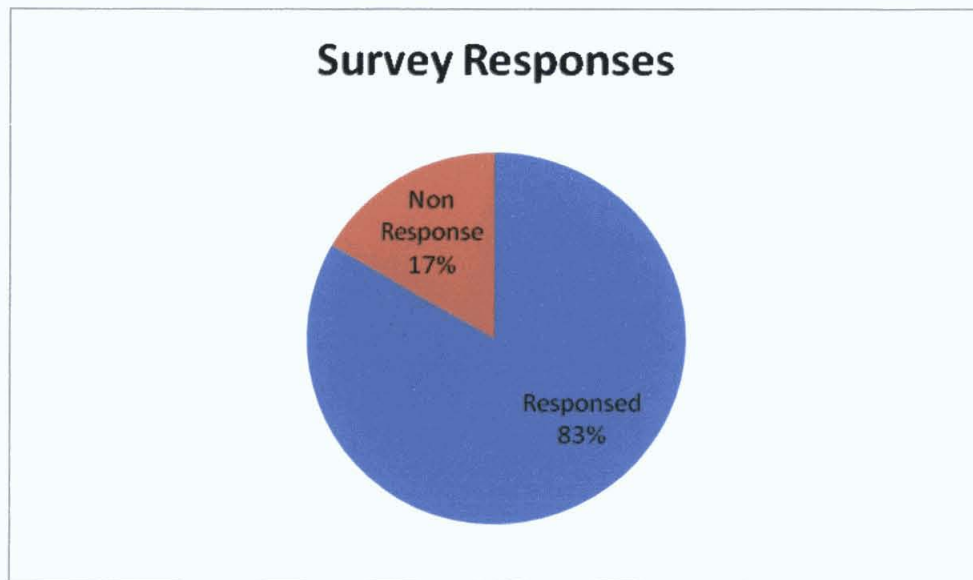


Figure 4.1 Numbers Responding to Questionnaire

4.2 Question 1

Q1. Please circle one of the boxes below. Are you?

Male Female

From the 25 responses to the survey, 23 of them were female and only 2 were male. As only two males work for this school at present, and given that nationally a majority of primary school teachers are female, the analysis of this data will not be able to accurately measure the difference in the Employee Engagement levels between men and women from the survey population. As explained in Chapter 3 however, it is important to start any survey with some demographic items to settle the participant into the survey and this was the purpose of this question.

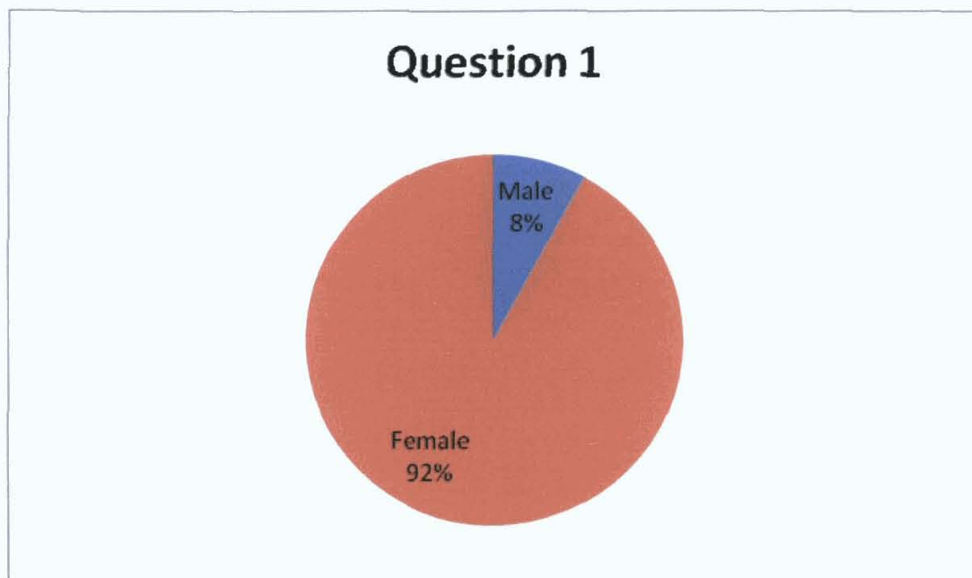


Figure 4.2 Gender of Respondents

4.3 Question 2

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

There was a good differentiation in age groups among the survey participants. This allowed for an analysis of the data among the different age groups of employees that work in the school, to see if there are differences or similarities between their opinions. From my 25 respondents, 8 of them are aged 20-30 years, a further 8 are 31-40 years, 3 are 41-50 years and 6 are over 50 years old. Figure 4.3 illustrates the numbers of teachers in each category whereas Figure 4.4 shows the percentage of teachers in each age band.

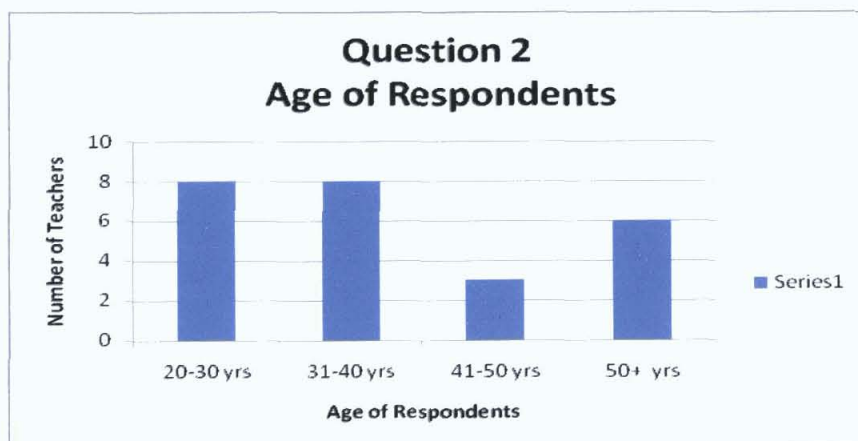


Figure 4.3 Age of Respondents

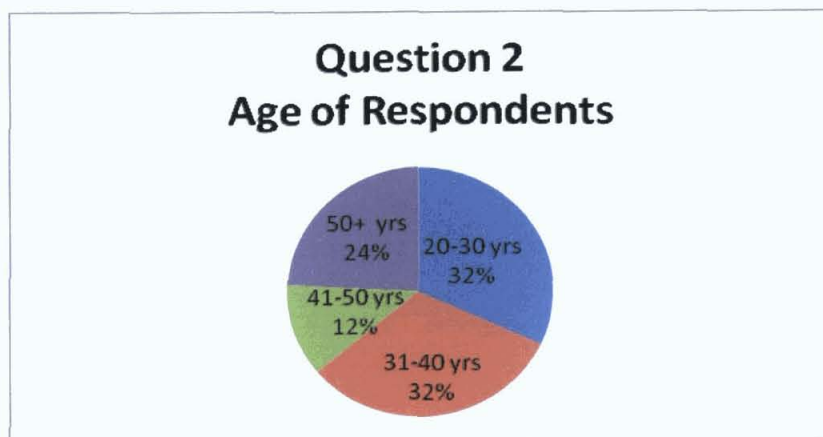


Figure 4.4 Age of Respondents as percentage

4.4 Question 3

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

8 – 12 years

13-20 years

20 years +

From the survey population that responded to this questionnaire, it was found that there is also some variation in the length of service between staff in this school. The asking of this question allows for some analysis of the difference in Employee Engagement levels among those who have longer and shorter service.

Of the 25 respondents, 6 have less than 3 years service, 4 have 3-7 years service, 7 have 8-12 years service, 6 have 13-20 years service and a further 2 have over 20 years service in this school. The diagram below indicates the percentages in each category.

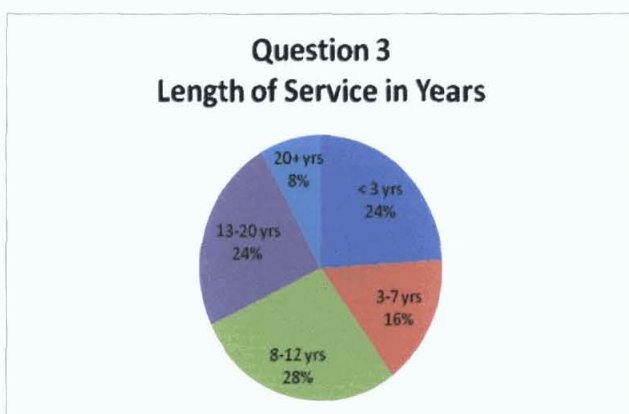


Figure 4.5 Length of service in years as percentage

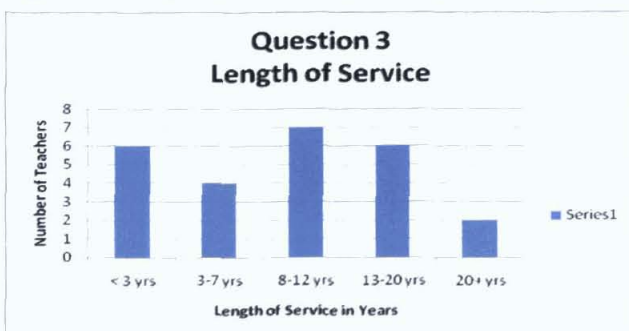


Figure 4.6 Length of service in years

4.5 Question 4

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 _____

There was a disappointing response to the fourth question of this survey as a majority of the survey population strongly disagreed that they had received any praise or recognition in the past month from the leaders of the school.

This was represented by a total of 18 of the 25 participants in the survey. A further two disagreed with this statement. However, 5 participants indicated that they had received praise or recognition in the past month. Two participants strongly agreed with this statement while a further 3 agreed with this statement. Interestingly enough further analysis of this question showed that the age group agreeing to this statement were all in the 50+ age group with one more in the 31-40 year old age group. Nobody from the 20-30 age bands of employees working here agreed with this statement.

The diagram below illustrates the percentages in each category.

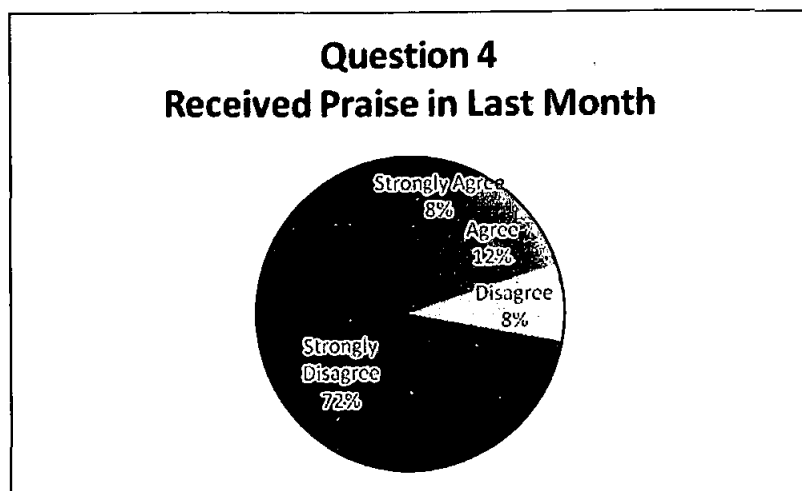


Figure 4.6 Received praise in last month

4.6 Question 5

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 _____

The response to this question indicates that a majority of participants strongly agree that they have the appropriate level of authority to do a good job. A total of 22 of the 25 respondents strongly agreed with this statement, a further 2 participants agreed with this statement while only 1 participant disagreed.

The diagram below illustrates the numbers and percentages below in each category.



Figure 4.8 Authority to do a good job

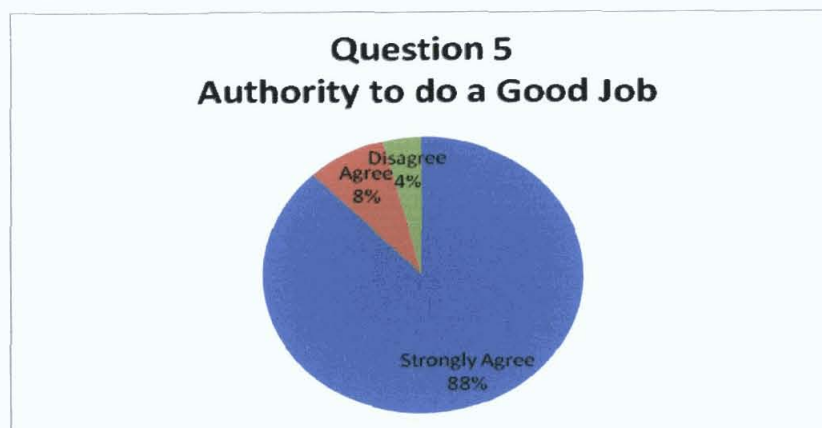


Figure 4.9 Authority to do a good job as percentage

4.7 Question 6

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 _____

The results from the question show that a majority of the participants did not think that the leaders of their school took their opinions into account during the decision making process. Of the 25 participants, 10 disagreed with this and a further 6 strongly disagreed. However, 9 of the participants indicated that they felt their opinions were valued during the decision making process as they agreed with this statement.

From examining the responses to this question further, it was clear that the teachers in 41-50 and 50+ age bands and those with longer service in the school were more likely to agree with this statement. This may be because they have a more senior position on the staff, and as a result their views are more often requested due to their experience and expertise in their roles.

The chart below illustrates the results of this question.

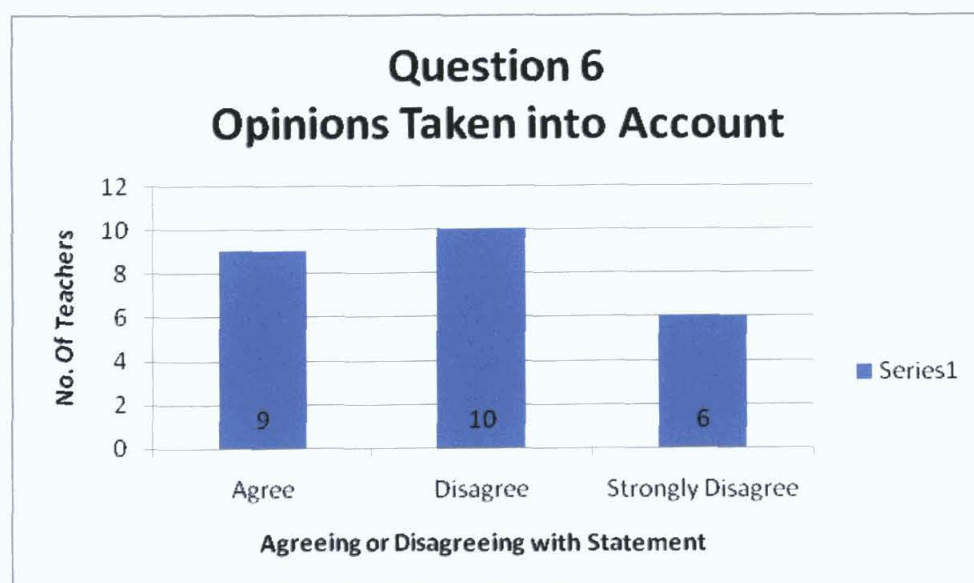


Figure 4.10 Respondents opinions taken into account

4.8 Question 7

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 _____

The results from the survey show that a majority of the employees feel that they are encouraged to come up with new ways of doing things with 19 of the 25 participants either strongly agreeing or agreeing with this statement. However 6 of the participants did not agree with this statement.

Figure 4.1 illustrates the numbers and Figure 4.12 show the percentages of participants in each category.

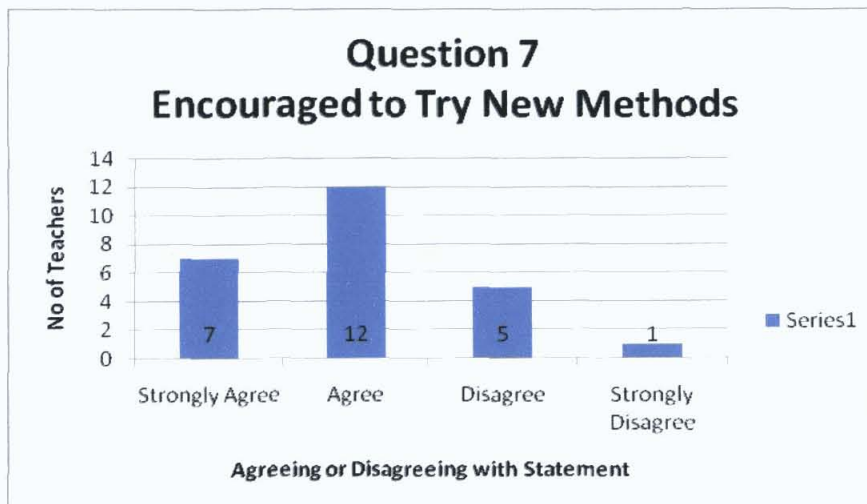


Figure 4.11 Respondents encouraged to try new methods

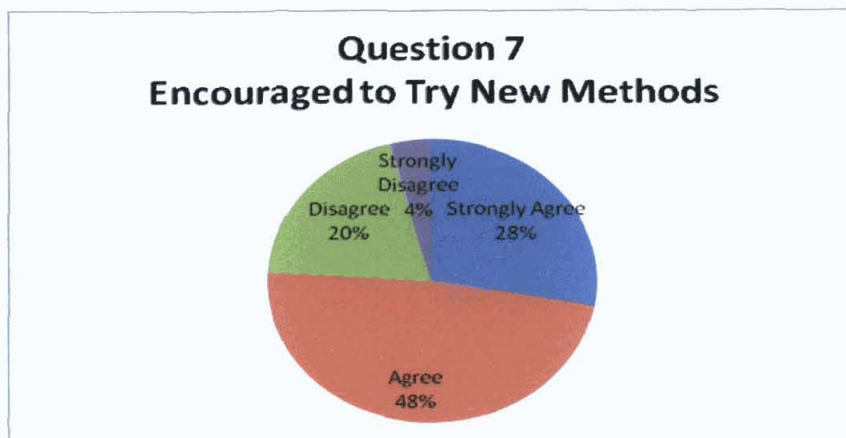


Figure 4.12 Respondents encouraged to try new methods as percentages



4.9 Question 8

Q 8. I trust my colleagues to do a good job.

Your score out of 10 _____

There was a very positive response to the survey question in relation to the trust this group of employees have towards each other to do a good job. All 25 participants responded by either agreeing or strongly agreeing that they had trust in their work colleagues to do a good job.

The charts below illustrate the results of this question

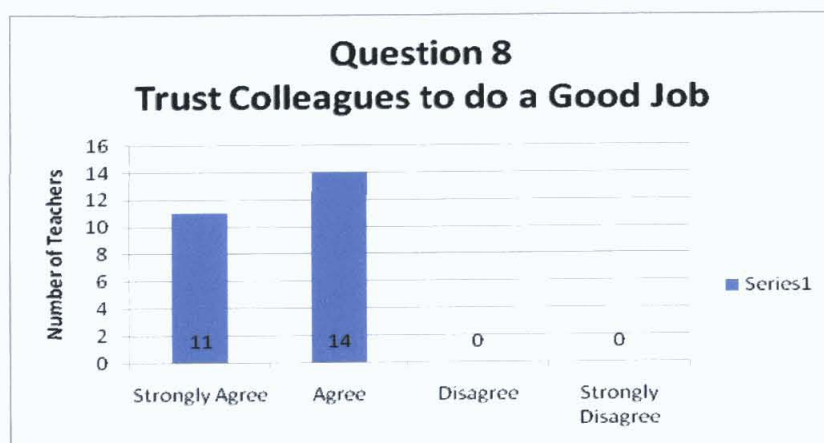


Figure 4.13 Respondents trust in colleagues to do a good job

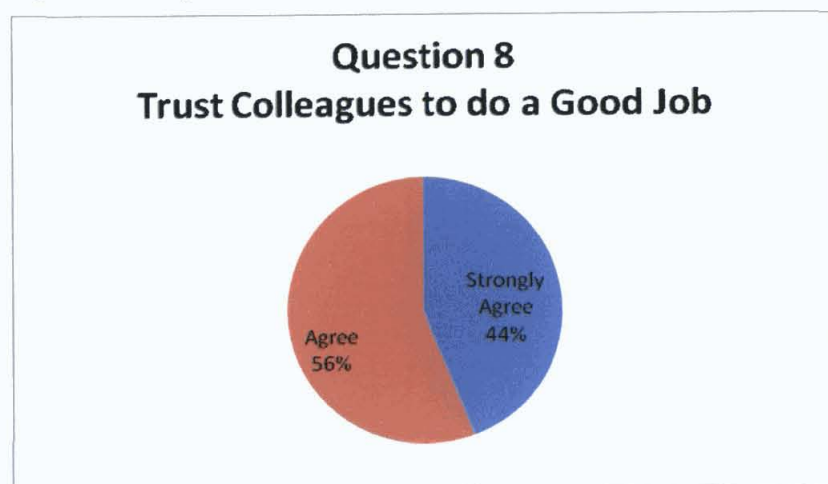


Figure 4.14 Respondents trust in colleagues to do a good job

4.10 Question 9

Q 9. My boss cares for me as a person.

Your score out of 10 _____

There was a mixed views in the responses that were received from the question in relation whether the participants felt that their boss cared for them as a person. A total of 11 participants either agreed or strongly agreed with this statement, while a total of 14 either disagreed, one of whom strongly disagreed with the statement.

From analysing the data further, it is clear that again members of staff from the 41-50+ age band and those with longer lengths of service were more likely to believe that their boss cared for them as a person. This result is of great concern as from the literature review, once an employee has such negative views on their employer, it can be very difficult to change these views.

The chart below illustrates the results of this question.

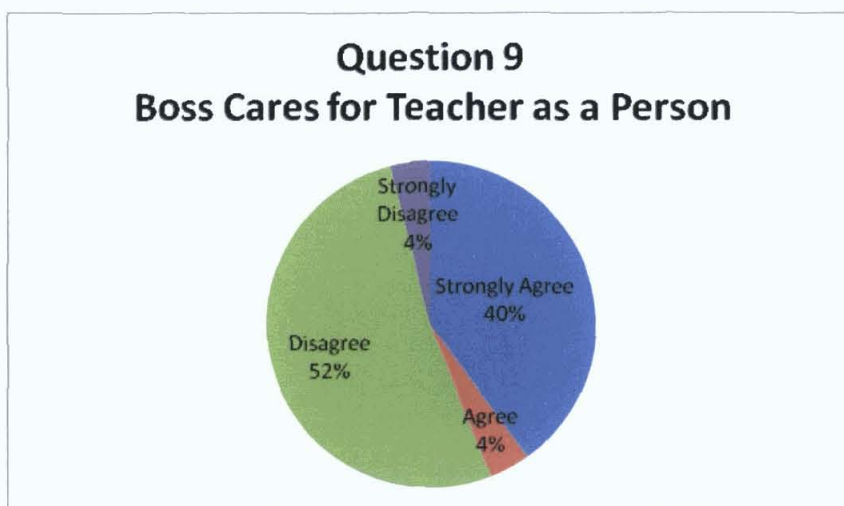


Figure 4.15 Respondents views that their boss cares for them as a person

4.11 Question 10

Q10. I have the appropriate resources to do my job well.

Your score out of 10 _____

There were some differences in the opinions of the participants' views on whether they had the appropriate resources to carry out their job well. A total of 11 participants either agreed or strongly agreed to having the appropriate resources. However, surprisingly the remaining 14 reported that they did not feel they had the appropriate resources with 8 participants disagreeing with this statement and a further 6 participants strongly disagreeing with the statement.

The results of this question are illustrated in the charts below.

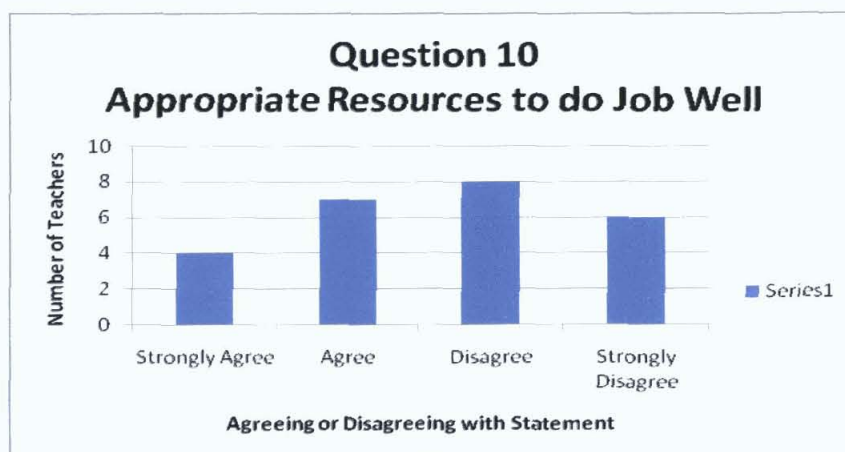


Figure 4.16 Respondents have the appropriate resources to do job well

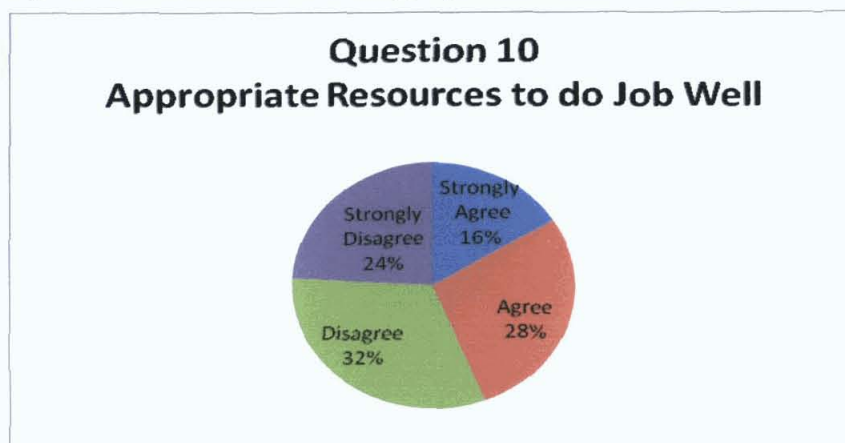


Figure 4.17 Respondents have the appropriate resources to do job well as percentages

4.12 Question 11

Q11. I have trust in the leaders of the school.

Your score out of 10 _____

The results from this question were very positive with 21 of the 25 participants responding that they either agreed or strongly agreed with this statement. Only 4 respondents reported that they did not have trust in the leaders of the school by disagreeing with this statement.

The employees who disagreed with this statement, were those with the shortest number of years service in the school so perhaps this trust is something that is build up over time between employees and leaders.



Figure 4.18 Respondents trust in school leaders

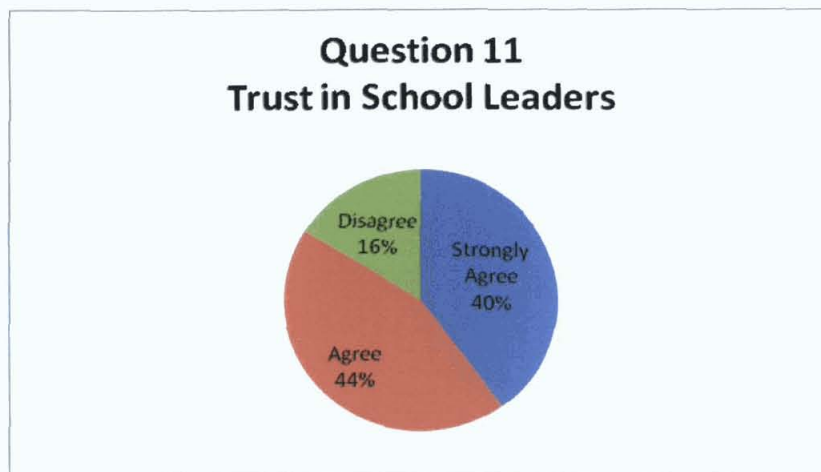


Figure 4.19 Respondents trust in school leaders as percentage

4.13 Q12. I am clear about what is expected of me in my role.

Your score out of 10 _____

The responses to this question were extremely positive with all participants responding to either agree or strongly agree with this statement. However this is no surprise considering guidelines are provided by the Department of Education and Science as to what work needs to be carried out. Teachers have access to curriculum supports through various websites including PPDS and each teacher has access to a set of curriculum books for each subject which include examples of lessons for a wide range of subjects.

The graphs below illustrate the results of this question.

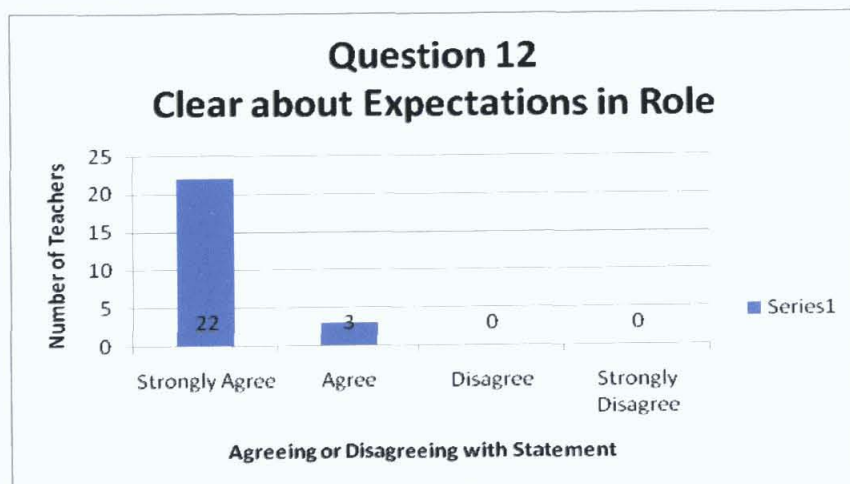


Figure 4.20 Respondents clear about expectations of their role

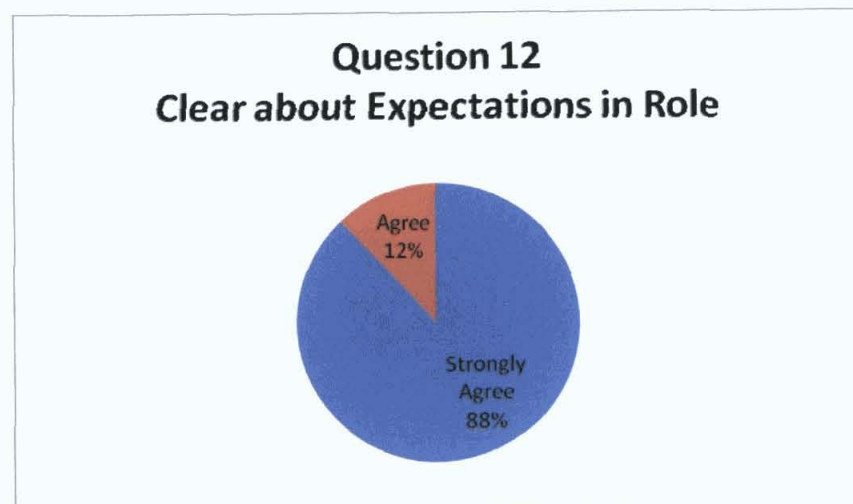


Figure 4.21 Respondents clear about expectations of their role as percentage

4.14 Q13. I am proud to work for this school.

Your score out of 10 _____

The survey results showed that for the most part the participants responded very positively that they were proud to work for the school. A total of 17 participants agreed with this, with 11 of these strongly agreeing and the remaining 6 agreeing with the statement. However 8 participants indicated that they were not proud to work for the school by disagreeing with this statement.

Interestingly, when I looked at the 8 participants that did not agree, they were all from the 20-30 age band. As suggested in the literature review, Employee Engagement levels among this generation are generally lower than that of other age groups. The results of this question complement this theory.

The graphs below show the results of this question.

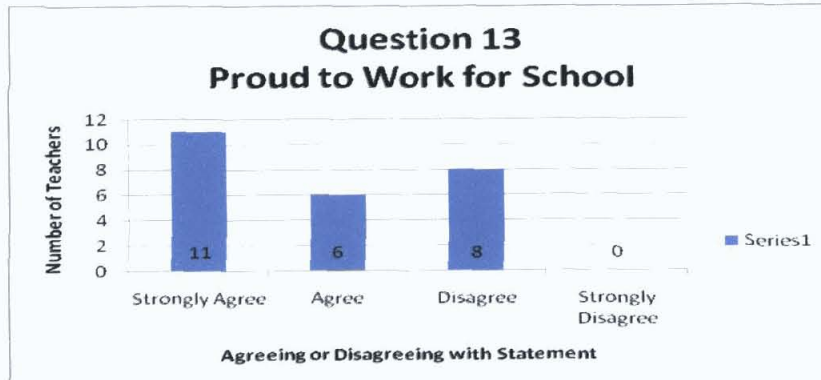


Figure 4.22 Respondents proud to work for school

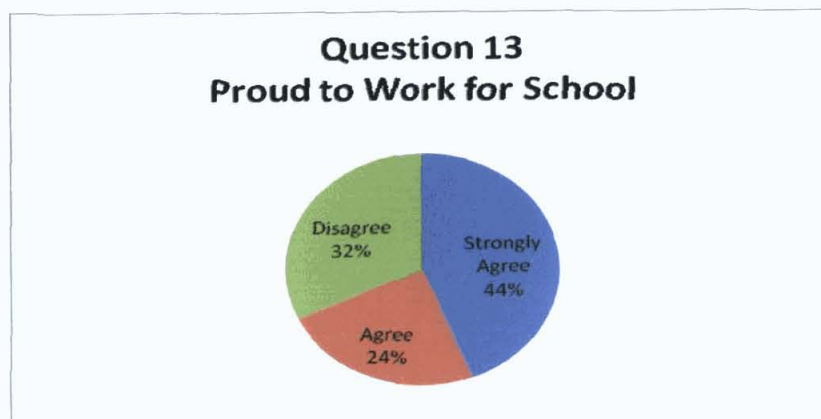


Figure 4.23 Respondents proud to work for school as percentages

4.15 Question 14

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 _____

Again, the responses to this question were very positive with nearly all participants agreeing that they would recommend their school as a good place to work. From the 25 participants, 10 of them agreed and another 13 strongly agreed with this statement. Only 2 remaining participants indicated that they would not recommend this school to others as a good place to work.

The results of this question would indicate a strong employer brand which is highly beneficial to the school for a positive reputation among the local community and the parents who may be more likely to send their children to a school such as this.

The graph below indicates the numbers agreeing or disagreeing with this statement.

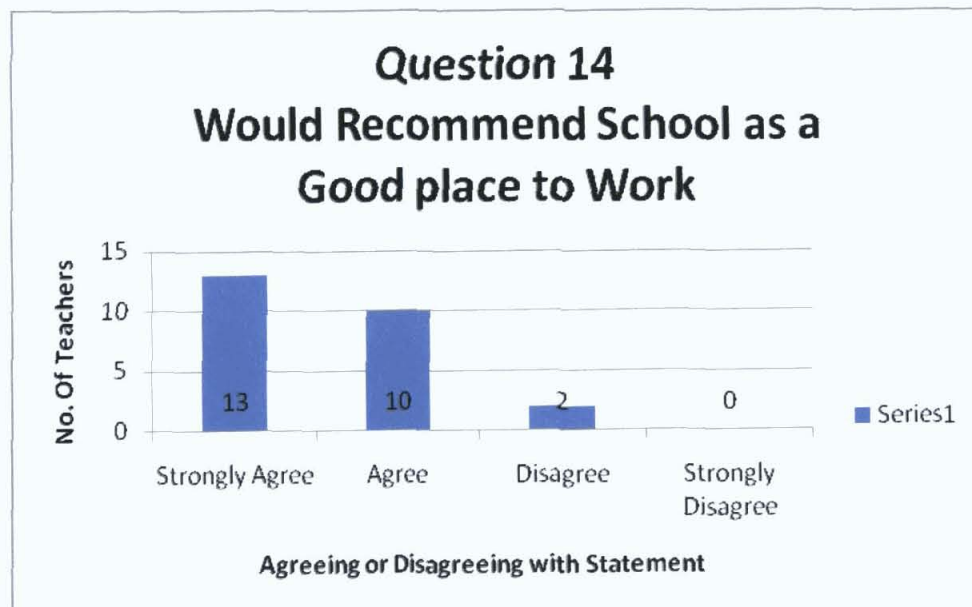


Figure 4.24 Respondents would recommend school as a good place to work

4.16 Question 15

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 _____

The final question of this survey again received a very positive response with all but one of the respondents agreeing that they would go that extra mile on behalf of the school. A total of 11 participants strongly agreed to this and a further 13 agreed to this statement.

This question again would indicate a strong employer branding helping the overall image of the school.

The graphs below illustrate the results to this question.

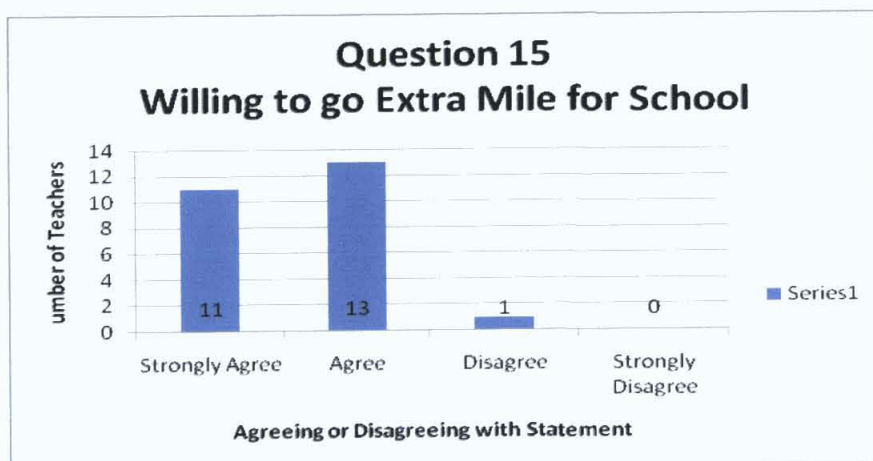


Figure 4.25 Respondents willing to go extra mile for school

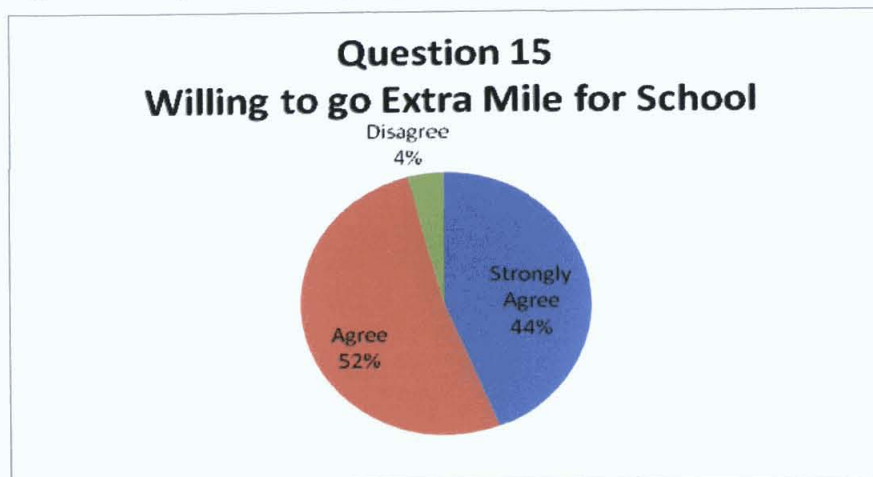


Figure 4.26 Respondents willing to go extra mile for school as percentages

Chapter 5

Conclusions and Recommendations

5.1 Conclusions

Employee Engagement is all about the connection and commitment an employee feels towards their job, and the enjoyment they experience from the challenges presented by work each day. Employee Engagement is much more than just being satisfied and loyal to the organisation and the many ways of measuring engagement levels and the strategies for improving engagement levels have been identified already in this dissertation. Drawing from the analysis of this research, there is much indication that the levels of Employee Engagement were very high among this group of employees. The WIFI model was used below to sum up the findings of this research.

Well-being

- Employer Branding scored well as a majority of employees did view their school as a good place of work and would recommend it to a friend.
- A good work-life balance is allowed for in this environment, with relatively short working hours and the flexibility of carrying out any class preparation work in the employee's own time.
- Having the appropriate resources to carry out work effectively did not score well in this research and further investigation is required on this. Some recommendations for improvement in this area are included later in this chapter.
- A culture of care and trust from the leader of this school was not indicated by the findings of this research, as many employees believe the principal did not care for them as a person. It was found that while many employees believed the principal did not care for them as a person they did however, have trust in their principal to do a good

job. This would indicate that some of the staff did not believe that a culture of care and trust was shown by the school.

- There was a distinct difference in the opinions of teachers on many questions in the survey, which indicated that teachers from the higher age bands were more engaged than teachers in the 20-30 age band. This would suggest some equality differences in the ways employees are treated or on how they perceive their employer treats them. This issue will be discussed further in the recommendations section of this chapter.

Information

- All employees were positive in their responses to the question on knowing what they were expected to do at work. Although these curriculum guidelines are issued by the NCCA – National Council for Curriculum and Assessment and the Department of Education and Science and not by the leader of the school. Also this may be due to input from the school leaders and this is an area which could be researched in a further study.

Fairness

- The results of the survey did not show fairness and consistency among this group of employees. The results of the survey indicated a difference in the levels of trust and involvement between the older generation of employees and younger members of staff with shorter lengths of service in the school.
- A majority of employees did not report that they had received any form of recognition or reward in the previous month. This along with low response to the question on whether employees believed their manager genuinely cared for them as a person show a need for improvement that will be discussed further in the recommendations later in this chapter.

Involvement

- Involvement is key to an employee's level of engagement in their role, but many employees do not feel that their opinions are counted or are listened to during the decision making process. By putting measures in place to change these views, the leaders may not only increase engagement levels within this group, but may also find that they are able to make better decisions on behalf of the school, making for better running of the school and a more enjoyable education for students that attend it.

5.2 Recommendations

From the analysis of the employee engagement survey, the following areas where improvement is required were identified, and I have also identified some measures that the leaders of this school could use going forward to address these issues.

- The younger generation of staff in particular did not feel that their leaders took their views on board during the decision making process.
- The younger generation of staff did not feel that their leader cares for them as a person.
- Many employees do not feel that they have the appropriate resources to do their job well.
- Many employees indicated that they had not received praise from their leaders in the past month.

The Minister for Education and Science Batt O’Keeffe outlines that the mission of a primary school teacher is to -

“to provide high quality education which will (a) enable individuals to achieve their full potential and to participate fully as members of society and (b) contribute to Irelands social, cultural and economic development”
(www.education.ie)

This highlights how important it is to have highly engaged employees in the role as primary school teachers. The research in this dissertation indicates that for the most part this group of employees are engaged. Some may suggest that this is for the sheer love of the job as teaching is not a career that is entered into by someone with career aspirations of earning huge

salaries, nor is it a career with huge career enhancement opportunities. Also, as only 183 days of the year are spent in the class room with the remaining time representing the various holidays throughout the year, it is clear that this group benefit from a great work life balance.

This said, I recommend the following changes that could be introduced by the principal of the school to increase the Employee Engagement levels. From the results of the research, it is clear that the most important focus is to increase the current levels of engagement amongst the younger generation of employees compared with teachers in the higher age bands.

5.2.1 More Involvement

Organisations with high levels of Employee Engagement recognise that communication is a two way process. They actively engage in conversation with their employees. Although the employees among this group feel that the information to perform their job well is provided, this is not enough to engage staff. It is important to consult with employees during the decision making process. Employees need to feel that their feedback is valued and listened to and that their leaders act on their ideas. The results of the data do not show this to be the case among this group of employees. Although a staff meeting is held once a month, the leaders need to use this time to elicit ideas and suggestions from employees.

Another measure I would recommend is for the principal of the school to hold regular meetings with the teachers of each class level and talk to employees about their work. As the number attending these meetings would be much smaller, employees may be more likely to voice their opinions on their concerns among a smaller group, and the principal may be more amenable to take these views on board.

5.2.2 Providing ongoing Leadership Development for the Principal of the School

There are courses for newly appointed principals, which provide training in people management or training in leadership styles. Leadership development courses are provided through the Leadership Development for Schools initiative – for example Forbairt for principals and deputy principals. There are also Master level courses in Educational Management and School Leadership which are run in conjunction with the various universities. Not only do these courses outline the benefits of different leadership styles but the courses are also specific to the school environment. As these courses equip the principal with the leadership skills required for the role, and how best to manage staff, participation in these courses may lead to a more engaged staff.

5.2.3 Focus Groups to see what resources are required

Teachers identified lack of resources as a factor but it would need further study to ascertain which subject areas are concerned. I would recommend that focus groups of teachers from the different class bands should meet to discuss the resources required and what can be done either to share existing resources or prioritise purchase of same. Another reason for lack of resources may be due to budgetary cutbacks due to the recent recession.

5.2.4 Appraisal and Reward

As much of the literature on Employee Engagement suggests, one of the key drivers to engaging staff is staff recognition and appraisal. There is currently no annual appraisal system in place and as an employee's salary has no implication on their performance levels it is more difficult to implement such a system into a school. Instead of a formal appraisal system, it is recommended that the principal of the school could organise an informal meeting with each employee at the end of each school term. This would show the employee that the principal does take a genuine interest in them as a person and in the work the employee does. Any issues that would come to light during these meetings could help make a better learning environment for the children in the classroom also.

5.2.6 Focus Groups

Due to the time limitations of completing this research, it is felt that some issues that may have affected the engagement levels among this group of employees have not been examined as they only came to attention of the author during the analysis of the data. Unfortunately, at this stage of the dissertation process, primary schools had gone on summer holidays, so the author was unable to carry out further research into this as many of her work colleagues were away on holidays and it was not possible to organise. Although some interesting findings did arise from the survey, it is felt that the school would benefit by conducting some focus groups into ways of further increasing engagement levels by asking employees what changes they would like to implement to create a better working environment.

5.2.7 Measuring Engagement Regularly

As shown by much of the literature on Employee engagement, the levels of engagement and the key drivers of engagement among employees will change over time due to the changing needs of employees and the changing nature of their role. It is therefore recommended that an employee engagement survey should be conducted regularly to identify the key drivers of engagement among this group of employees and to continue developing new strategies to keep engagement at an appropriate level.

5.3 Personal Reflections

Given the timeline and the resources I had to complete this research I solely concentrated my research on a very small survey population consisting of only one school in north Dublin. Although the results of Employee Engagement levels among this group appeared high, I am fully aware that this does not provide a national picture of the current levels of employee engagement among Primary School teachers in Ireland. A study at either national or regional level within Ireland to measure the levels of Employee Engagement among Primary School Teachers working within different schools would be an interesting topic of study in the future at either a Masters or Doctorate level. This would allow the dissertation to be more relevant to teachers as a whole rather than using just one school as I have in this research. Much time would be needed to measure the Employee Engagement levels among such a vast number of teachers, which would not have been appropriate for a BA level dissertation.

If I were starting this research again or conducting further research on this topic in the future, I would not rely solely on a questionnaire for all of my research data. I would suggest that interviews or some focus groups be conducted after a questionnaire to discuss in more detail some of the data. This would allow for a clearer picture of the Employee Engagement levels among the group. As I already discussed in my recommendations section, by the time I realised I should have conducted further research, the schools were on summer holidays and it was not possible to organise any meetings with my work colleagues at this time.

I would also include some open ended questions in my questionnaire as this would allow respondents to give further information. It would give me more scope to analyse the reasons for some of the answers. This could be done by asking a simple why question.

This aside, I am satisfied enough that I managed to use the data that I had to my advantage in fulfilling the objectives which I had outlined for myself at the start of this assignment. I am also satisfied that I have identified some

simple, yet worthwhile measures which can be introduced in an effort to increase the levels of Employee Engagement among this group of employees.

I have enjoyed researching this topic as it has been of interest to me for a number of years. Having come from a working environment in the financial services industry where I experienced very low levels of employee engagement, I found it interesting to contrast the levels of engagement from my previous work colleagues to this group.

National College of Ireland

Chapter 6

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- The Institute of Development Studies: www.ids.ac.uk
- LeadershipAdvantage: www.leadershipadvantage.com
- Sirota Consulting: www.sirota-consulting.com
- Department of Education and Science: www.education.ie
- Irish National Teachers Organisation: www.into.ie

National College of Ireland

Chapter 7

Appendices

Appendix 1

Claire Moran
30 Churchwell Square
Belmayne
Dublin 17

May 2009

Dear Colleague

As you are aware, I am completing a degree in Human Resource Management with the National College of Ireland. In partial fulfilment of this I am undertaking a dissertation on Employee Engagement.

The dissertation will be based on information from a sample of employees working within our school. This survey is in the form of the attached questionnaire. It is important for me to get a reasonably large and varied sample in order to be able to draw up some valid recommendations and conclusions. This survey will not take more than 5 minutes of your time to complete:

I would appreciate if you could complete the questionnaire and return it to my pigeon hole before 20th June 2009.

Many thanks for your participation.

Your Sincerely

Claire Moran

Telephone 086 301 5508

Appendix 2

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years 31-40 years

41-50 years 50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years 3-7 years

8 – 12 years 13-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 _____

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 _____

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 _____

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 _____

Q 8. I trust my colleagues to do a good job.

Your score out of 10 _____

Q 9. My boss cares for me as a person.

Your score out of 10 _____

Q10. I have the appropriate resources to do my job well.

Your score out of 10 _____

Q11. I have trust in the leaders of the school.

Your score out of 10 _____

Q12. I am clear about what is expected of me in my role.

Your score out of 10 _____

Q13. I am proud to work for this school.

Your score out of 10 _____

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 _____

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 _____

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 2

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 5

Q8. I trust my colleagues to do a good job.

Your score out of 10 8

Q9. My boss cares for me as a person.

Your score out of 10 3

Q10. I have the appropriate resources to do my job well.

Your score out of 10 9

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 5

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire (2)

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 10

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 7

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 4

Q 8. I trust my colleagues to do a good job.

Your score out of 10 6

Q 9. My boss cares for me as a person.

Your score out of 10 6

Q10. I have the appropriate resources to do my job well.

Your score out of 10 10

Q11. I have trust in the leaders of the school.

Your score out of 10 10

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female!!

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 2

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 7

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 2

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 2

Q 8. I trust my colleagues to do a good job.

Your score out of 10 6

Q 9. My boss cares for me as a person.

Your score out of 10 5

Q10. I have the appropriate resources to do my job well.

Your score out of 10 8

Q11. I have trust in the leaders of the school.

Your score out of 10 5

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 6

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 8

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 5

Q 8. I trust my colleagues to do a good job.

Your score out of 10 8

Q 9. My boss cares for me as a person.

Your score out of 10 5

Q10. I have the appropriate resources to do my job well.

Your score out of 10 5

Q11. I have trust in the leaders of the school.

Your score out of 10 7

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Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 7

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 7

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 7

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years 31-40 years
41-50 years 50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years 3-7 years
 7 - 12 years 12-20 years
20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 8

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 5

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 6

Q 8. I trust my colleagues to do a good job.

Your score out of 10 7

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Your score out of 10 5

Q10. I have the appropriate resources to do my job well.

Your score out of 10 10

Q11. I have trust in the leaders of the school.

Your score out of 10 7

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 5

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 6

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 6

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 9

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 2

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 6

Q 8. I trust my colleagues to do a good job.

Your score out of 10 9

Q 9. My boss cares for me as a person.

Your score out of 10 4

Q10. I have the appropriate resources to do my job well.

Your score out of 10 2

Q11. I have trust in the leaders of the school.

Your score out of 10 7

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 4

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 8

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

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3-7 years

7 - 12 years

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Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 2

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 7

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 10

Q 8. I trust my colleagues to do a good job.

Your score out of 10 9

Q 9. My boss cares for me as a person.

Your score out of 10 10

Q10. I have the appropriate resources to do my job well.

Your score out of 10 5

Q11. I have trust in the leaders of the school.

Your score out of 10 10

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire 3

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 3

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 9

Q 8. I trust my colleagues to do a good job.

Your score out of 10 9

Q 9. My boss cares for me as a person.

Your score out of 10 3

Q10. I have the appropriate resources to do my job well.

Your score out of 10 9

Q11. I have trust in the leaders of the school.

Your score out of 10 9

Q12. I am clear about what is expected of me in my role.

Your score out of 10 9

Q13. I am proud to work for this school.

Your score out of 10 9

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 9

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 9

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 3

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 9

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 7

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 10

Q8. I trust my colleagues to do a good job.

Your score out of 10 10

Q9. My boss cares for me as a person.

Your score out of 10 5

Q10. I have the appropriate resources to do my job well.

Your score out of 10 2

Q11. I have trust in the leaders of the school.

Your score out of 10 10

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 3

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 5

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 6

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire ¹⁰

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 8

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 8

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 8

Q 8. I trust my colleagues to do a good job.

Your score out of 10 8

Q 9. My boss cares for me as a person.

Your score out of 10 6

Q10. I have the appropriate resources to do my job well.

Your score out of 10 3

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 8

Q13. I am proud to work for this school.

Your score out of 10 8

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 8

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 8

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years+

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 8

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 7

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 8

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 8

Q 8. I trust my colleagues to do a good job.

Your score out of 10 6

Q 9. My boss cares for me as a person.

Your score out of 10 8

Q10. I have the appropriate resources to do my job well.

Your score out of 10 8

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 8

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 8

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire 12

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 6

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 6

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 6

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 6

Q 8. I trust my colleagues to do a good job.

Your score out of 10 5

Q 9. My boss cares for me as a person.

Your score out of 10 6

Q10. I have the appropriate resources to do my job well.

Your score out of 10 10

Q11. I have trust in the leaders of the school.

Your score out of 10 6

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 6

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 6

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 6

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire 13

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7-12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 9

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 3

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 4

Q8. I trust my colleagues to do a good job.

Your score out of 10 8

Q9. My boss cares for me as a person.

Your score out of 10 4

Q10. I have the appropriate resources to do my job well.

Your score out of 10 8

Q11. I have trust in the leaders of the school.

Your score out of 10 7

Q12. I am clear about what is expected of me in my role.

Your score out of 10 8

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 9

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 9

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7-12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 4

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 2

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 10

Q 8. I trust my colleagues to do a good job.

Your score out of 10 10

Q 9. My boss cares for me as a person.

Your score out of 10 3

Q10. I have the appropriate resources to do my job well.

Your score out of 10 1

Q11. I have trust in the leaders of the school.

Your score out of 10 10

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 7

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 7

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 7

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 5

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 4

Q 8. I trust my colleagues to do a good job.

Your score out of 10 10

Q 9. My boss cares for me as a person.

Your score out of 10 10

Q10. I have the appropriate resources to do my job well.

Your score out of 10 10

Q11. I have trust in the leaders of the school.

Your score out of 10 10

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire 16

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 5

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 8

Q 8. I trust my colleagues to do a good job.

Your score out of 10 10

Q 9. My boss cares for me as a person.

Your score out of 10 7

Q10. I have the appropriate resources to do my job well.

Your score out of 10 2

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7-12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 7

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 6

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 8

Q 8. I trust my colleagues to do a good job.

Your score out of 10 8

Q 9. My boss cares for me as a person.

Your score out of 10 1

Q10. I have the appropriate resources to do my job well.

Your score out of 10 10

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 9

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

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3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 4

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 6

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 5

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 6

Q 8. I trust my colleagues to do a good job.

Your score out of 10 6

Q 9. My boss cares for me as a person.

Your score out of 10 6

Q10. I have the appropriate resources to do my job well.

Your score out of 10 7

Q11. I have trust in the leaders of the school.

Your score out of 10 7

Q12. I am clear about what is expected of me in my role.

Your score out of 10 9

Q13. I am proud to work for this school.

Your score out of 10 9

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 5

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 5

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire (1)

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 8

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 5

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 8

Q 8. I trust my colleagues to do a good job.

Your score out of 10 8

Q 9. My boss cares for me as a person.

Your score out of 10 4

Q10. I have the appropriate resources to do my job well.

Your score out of 10 ~~8~~ 1

Q11. I have trust in the leaders of the school.

Your score out of 10 7

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 7

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 7

Q 8. I trust my colleagues to do a good job.

Your score out of 10 8

Q 9. My boss cares for me as a person.

Your score out of 10 8

Q10. I have the appropriate resources to do my job well.

Your score out of 10 2

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 10

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

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Female

Q2. Age: Please circle the appropriate box below. Are you?

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31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 – 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 8

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 1

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 7

Q 8. I trust my colleagues to do a good job.

Your score out of 10 8

Q 9. My boss cares for me as a person.

Your score out of 10 1

Q10. I have the appropriate resources to do my job well.

Your score out of 10 2

Q11. I have trust in the leaders of the school.

Your score out of 10 4

Q12. I am clear about what is expected of me in my role.

Your score out of 10 7

Q13. I am proud to work for this school.

Your score out of 10 4

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 7

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 7

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 10

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 6

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 10

Q 8. I trust my colleagues to do a good job.

Your score out of 10 10

Q 9. My boss cares for me as a person.

Your score out of 10 6

Q10. I have the appropriate resources to do my job well.

Your score out of 10 5

Q11. I have trust in the leaders of the school.

Your score out of 10 8

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 5

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 ~~8~~ 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 8

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire 23

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 1

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 7

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 7

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 10

Q8. I trust my colleagues to do a good job.

Your score out of 10 10

Q9. My boss cares for me as a person.

Your score out of 10 4

Q10. I have the appropriate resources to do my job well.

Your score out of 10 5

Q11. I have trust in the leaders of the school.

Your score out of 10 10

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 5

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 10

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 10

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire ²⁰¹⁷

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10 2

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10 10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10 3

National College of Ireland

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 9

Q 8. I trust my colleagues to do a good job.

Your score out of 10 9

Q 9. My boss cares for me as a person.

Your score out of 10 3

Q10. I have the appropriate resources to do my job well.

Your score out of 10 3

Q11. I have trust in the leaders of the school.

Your score out of 10 3

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 5

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 7

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 7

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Employee Engagement Questionnaire 25

Q1. Please circle one of the boxes below. Are you?

Male

Female

Q2. Age: Please circle the appropriate box below. Are you?

20-30 years

31-40 years

41-50 years

50 years+

Q3. Please circle the appropriate box for your length of service with the school?

Less than 3 years

3-7 years

7 - 12 years

12-20 years

20 years +

Please score the following questions by indicating agreement on a scale of 1 to 10, where 1 and 2 indicates disagree very strongly through to 9 and 10 indicating very strong agreement.

Q4. In the past month I have received praise and recognition for a job well done

Your score out of 10

2

Q5 I am given the appropriate level of authority to do a good job.

Your score out of 10

10

Q6. The leaders of the school listen to my views and takes them into consideration during the decision making process

Your score out of 10

5

Q7. I am encouraged to come up with new ways of doing things.

Your score out of 10 5

Q 8. I trust my colleagues to do a good job.

Your score out of 10 10

Q 9. My boss cares for me as a person.

Your score out of 10 5

Q10. I have the appropriate resources to do my job well.

Your score out of 10 4

Q11. I have trust in the leaders of the school.

Your score out of 10 7

Q12. I am clear about what is expected of me in my role.

Your score out of 10 10

Q13. I am proud to work for this school.

Your score out of 10 7

Q14. I would recommend this school to others as a good place to work.

Your score out of 10 7

Q15. I am willing to go the extra mile on behalf of the school.

Your score out of 10 7

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.